1. **Title of the module**

HIST6067 (HI6067) - Rebellion, Resistance and Regicide in the sixteenth-century British Isles

HIST6068 (HI6068) - Rebellion, Resistance and Regicide in the sixteenth-century British Isles

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5 (HIST6067), Level 6 (HIST6068)

1. **The number of credits and the ECTS value which the module represents**

30 credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA in History

1. **The intended subject specific learning outcomes.  
   On successfully completing the level 5 module students will be able to:**

8.1 Demonstrate a knowledge and critical understanding of when and why early modern subjects rebelled against their monarchs.

8.2 Analyse change over time during the sixteenth century.

8.3 Analyse the interplay of domestic and international factors in prompting rebellion.

8.4 Demonstrate an awareness of the strengths, weaknesses and limitations of extant source materials.

8.5 Demonstrate awareness of the inter-relationship of factors which cause political unrest and assess their relative importance.

**On successfully completing the level 6 module students will be able to:**

8.6 Demonstrate systematic, detailed knowledge and advanced critical understanding of when and why early modern subjects rebelled against their monarchs.

8.7 Evaluate critically with reference to primary source materials the success of social and intellectual history approaches to the problem of rebellion.

8.8 Analyse critically change in justifications for and the pattern of rebellion over the sixteenth century.

8.9 Analyse in a sophisticated manner the interplay of domestic and international factors in prompting rebellion.

8.10 Demonstrate a critical analytical awareness of the strengths, weaknesses and limitations of extant source materials and use this to test the strength of historiographical arguments.

8.11 Demonstrate a detailed understanding of the complex interrelationship of factors which cause political unrest and evaluate the significance of these.

1. **The intended generic learning outcomes.  
   On successfully completing the level 5 module students will be able to:**

9.1 Weigh the merits of different scholarly interpretations with reference to primary sources.

9.2 Develop their ability to analyse a range of types of source materials and employ this material to contribute to a clear argument.

9.3 Develop their participation in debate, using evidence to support their position in seminar discussions and written assignments.

**On successfully completing the level 6 module students will be able to:**

9.4 Critically evaluate the merits of scholars’ arguments and historiographical approaches on the basis of analysis of their use of source material and logical deduction.

9.5 Develop their critical capacities in approaching a range of textual and non-written evidence, and their ability to process and formulate this evidence into a sophisticated and cogent argument (to be assessed through essays and written examination).

9.6 Develop their ability to participate successfully in sophisticated debate, weighing evidence to change their own position or to persuade others, to be fostered in the seminar environment and demonstrated in written assignments.

1. **A synopsis of the curriculum**

Early Modern European states fostered a culture of obedience. Subjects were meant to show loyalty to their monarch through conforming to their commands, and the doctrine of obedience was promulgated in pulpits and cheap print up and down the land. Nevertheless, rebellions occurred. This course will examine when, why and how subjects resisted their monarchs during the sixteenth century in England, Ireland Scotland, and what factors could push resistance into rebellion – even to the ultimate sin of regicide. We will explore the impact of religious changes on rebellion, considering how having a monarch with a different religion might facilitate rebellion, and the impact of classical ideas about the res publica, the commonwealth or republic, on providing new justifications for rebellion, and explore how these phenomena occurred in the three different contexts of the three kingdoms. We shall also consider how rebellion was reported, and the relationship between the state and controlling news, and how domestic rebellions were influenced by and in turn affected local, national and foreign developments.

Traditionally, historians tend to think about rebellion and resistance following one of two approaches, either social history, considering bottom up protests and popular culture, or intellectual history, exploring theoretical justifications for rebellion and understanding the nature of legitimate political power. This module will allow students to explore both historical approaches. When the module is run at level 5, students will be expected to compare the uses of both approach and its strengths and weaknesses, and at level 6 they will be invited to combine both approaches in their own work.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

BURNS, J. (2004) Pro Me Si Mereor In Me: kingship and tyranny in Scotland, 1437-1587. In VON FRIEDBURG, R. (ed.) Murder and monarchy : regicide in European history, 1300-1800. Basingstoke: Palgrave Macmillan. (other essays in this volume provide valuable wider context).

DAWSON, J. (1991) The two John Knoxes : England, Scotland and the 1558 tracts. Journal of Ecclesiastical History (42). p. 555-76.

KESSELRING, K. J. (2007) The Northern Rebellion of 1569: faith, politics, and protest in Elizabethan

England. Basingstoke: Palgrave Macmillan.

MAGGIN, C. (2004) The Baltinglass rebellion, 1580: English dissent or a Gaelic uprising? Historical Journal (47:2). p. 205-32.

SANSOM, C. J. (2008) The Wakefield Conspiracy of 1541 and Henry VIII's Progress to the North Reconsidered. Northern History (45). p. 217-238.

WOOD, A. (2014) The Deep Roots of Albion's Fatal Tree: The Tudor State and the Monopoly of Violence. History (99). p. 403-417.

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

1. **Assessment methods**
   1. Main assessment methods

**Level 5 and 6**

Exam 2 hours 60%

Essay 1 3000 words 20%

Essay 2 3000 words 20%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 | 8.11 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Examination | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2 | **X** | **X** | **X** | **X** | **x** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Although this module is primarily focused on events in the British Isles, international relations between England and Scotland are a key part of the module content and British events are always contextualised amongst wider European concerns including for instance the foreign aid provided to rebellions.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018