1. **Title of the module**

HIST6130 (HI613) - Conflict in Seventeenth Century Britain

HIST7180 (HI718) - Conflict in Seventeenth Century Britain

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

Arts and Humanities (School of History)

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

Level 5 (HIST6130)

Level 6 (HIST7180)

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 course(s) of study to which the module contributes**

BA History (Single and Joint Honours), BA Military History

1. **The intended subject specific learning outcomes.
On successfully completing the Level 5 and 6 module students will be able to:**

8.1 Demonstrate a general grasp of the historiography of British politics and religion in the 17th century;

8.2 Demonstrate a sound understanding of the often tense relationship between the three kingdoms of England, Scotland and Ireland in the century before Union in 1707;

8.3 Conceptualise and interpret political, religious and cultural developments in Britain across the 17th century, through studying key events and episodes in the history of the period;

8.4 analyse, interpret and discuss evidence from secondary texts, and construct arguments based on this evidence.

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

8.5 Demonstrate a thorough understanding of the historiographical debates concerning developments in British politics and religion in the 17th century;

8.6 Demonstrate a broad conceptual command of the course, and a thorough and systematic understanding of the latest research in the field;

8.7 Demonstrate an acquaintance with the most important primary texts from the period, and be able to assess and critically engage with these texts.

1. **The intended generic learning outcomes.
On successfully completing the Level 5 and 6 module students will be able to:**

9.1 Express complex ideas and concepts in written form,

9.2 Work collaboratively;

9.3 Demonstrate communication and presentation skills; all of which skills are transferrable to other areas of study and employment.

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

9.4 demonstrate the acquisition of an independent learning style when engaging with the course content – for example, in preparing and presenting coursework, in carrying out independent research, and in producing material for presentation to different audiences;

9.5 demonstrate a creative and critical approach to problem solving.

1. **A synopsis of the curriculum**

This module considers politics, religion, culture and society in Britain under the Stuart kings, and analyses the nature and causes of conflict arising from tensions between, and within these overlapping areas. The seventeenth century was a period of fluctuating fortunes in church and state. The growth of religious polarisation, heightened fears of popish conspiracy, and the emergence of increasing religious dissent and toleration, went hand-in-hand with the collapse of monarchical authority, an experiment with republican government, and eventually, after the restoration of royal power, permanent constitutional change. In the hands of the Stuarts, the seventeenth century was often a turbulent time for England, Scotland and Ireland, as the dynasty grappled with the practicalities of governing three separate kingdoms, whose interests only periodically combined and occasionally collided. The complexity of the period is reflected in its historiography, which covers a broad range of themes, and about which debates continue to flourish.

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

R. Cust, Charles I: A Political Life (Oxford, 2005)

T. Harris, Restoration: Charles II and his Kingdoms 1660-1685 (London, 2006)

MacInnes & J. Ohlmeyer (eds), The Stuart Kingdoms in the Seventeenth Century: Awkward Neighbours (Dublin, 2002)

Russell, The Fall of the British Monarchies 1637-1642 (Oxford, 1992)

K. Sharpe, Image Wars: Promoting Kings and Commonwealths in England 1603-1660 (Yale, 2010)

Smith, The Stuart Parliaments 1603-1689 (London, 1999)

W. Speck, James II (London, 2002)

J. Spurr, The Post-Reformation 1603-1714 (London, 2006)

N. Tyacke, Aspects of English Protestantism c.1530-1700 (Manchester, 2001)

1. **Learning and teaching methods**

Total contact hours: 40

Private study hours: 260

Total study hours: 300

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

**Level 5**

Essay 1 (3,000-words) - 16%
Essay 2 (3,000 words) - 16%
Oral Contribution - 8%
Exam (2 hours) - 60%

**Level 6**

Essay 1 (3,000-words) - 16%
Essay 2 (3,000 words) - 16%
Oral Contribution - 8%
Exam (2 hours) - 60%

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Oral Contribution | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Exam | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Division 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**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

**DIVISIONAL 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) |
| 28/02/2021 | Minor (ECA) | 2021/22 | 13-14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018