

MODULE SPECIFICATION FORM

Module Title: Life in Tudor England and Wales	Level: 5	Credit Value: 20
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Module code: HUM534	Cost Centre: GAHN	JACS3 code: V141
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Trimester(s) in which to be offered: 1	With effect from: September 2014
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Office use only: To be completed by AQSU:	Date approved: July 2014 Date revised: - Version no: 1
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Existing/New: New	Title of module being replaced (if any): N/A
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Originating Academic Department: Creative Industries	Module Leader: Dr Kathryn Ellis
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Module duration (total hours): 200	Status: core/option/elective (identify programme where appropriate): Core for History and Optional for all other programmes
Scheduled learning & teaching hours: 60	
Independent study hours: 140	
Placement hours: 0	

Programme(s) in which to be offered: BA (Hons) History BA (Hons) English & History BA (Hons) History & Creative Writing	Pre-requisites per programme (between levels): None
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Module Aims

This module aims to:

- Provide students with a knowledge and understanding of the way in which society functioned and developed during the Tudor period
- Develop an appreciation of the interaction of secular and religious forces in the Tudor period

Intended Learning Outcomes

At the end of this module, students will be able to:

1. Explain the evolution of monarchical power as evidenced in contemporary and historical writing (KS1, KS3)
2. Analyse the relationship between Church and State in England and Wales and assess the impact of policies towards religious and political dissent (KS1, KS3)
3. Describe the ways in which people of different social classes responded to the major social, political, religious and cultural changes of the period (KS1, KS5)
4. Explore the principal concerns and challenges of daily life in the Tudor period with reference to a range of primary and secondary texts (KS6)
5. Analyse contemporary opinion and changing historical interpretations of the Tudor period (KS1, KS3, KS4, KS6)

Key skills (KS) for employability

1. *Written, oral and media communication skills*
2. *Leadership, team working and networking skills*
3. *Opportunity, creativity and problem solving skills*
4. *Information technology skills and digital literacy*
5. *Information management skills*
6. *Research skills*
7. *Intercultural and sustainability skills*
8. *Career management skills*
9. *Learning to learn (managing personal and professional development, self-management)*
10. *Numeracy*

Assessment:

Assessment One will be an essay based on the main social, political and religious themes of the period. Students will be expected to demonstrate an awareness of some printed primary and recent historical writings on the subject.

Assessment two is an oral presentation to the group. The subject of the presentation will be negotiated with the tutor and guidance will be given on content and delivery. The presentation will be accompanied by a written commentary to provide a synopsis of the principal themes and a bibliography of key texts.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting	Duration (if exam)	Word count (or equivalent if appropriate)
1.	1,2,3,5	Essay	50%		2000
2.	3, 4, 5	Presentation	50%	10-15min with 500 word written synopsis.	

Learning and Teaching Strategies:

Learning will be delivered in the form of lead lectures with a built-in network of seminars and tutorials. Particular emphasis will be placed on the examination of primary source material. The final sessions of the module will provide an opportunity for students to give presentations to the group.

Indicative Syllabus outline:

- The meaning of monarchy and the Tudor Court: the search for stability
- Church and State: implementation of religious change in England and Wales.
- Religion, magic and popular culture
- Propaganda and Patronage: visual politics in art and architecture
- Social structure : concepts of status, power and privilege
- Life and Death in the Tudor period: food, festivals, fevers and funerals
- Relationship between Wales and England: Acts of Union
- The importance of printing, education and humanism
- Image and reality of a 'Glorious Age': from Renaissance to poverty, crime and social disorder

Bibliography:

Essential reading

Collinson, Patrick, *The Sixteenth Century: Short Oxford History of the British Isles* (Oxford: OUP, 2001)

Sharpe, J.A., *Early Modern England: A Social History, 1550-1760* (London: Arnold, 1997)

Indicative reading

Doran, S., *The Tudor Chronicles 1485-1603* (London: Quercus, 2008)

Doran, S. & Thomas S Freeman, *The Myth of Elizabeth* (Basingstoke: Palgrave Macmillan, 2003),

Guy J., *Tudor England*, new edition (Oxford: OUP, 1990)

Haigh C. ed., *The English Reformation Revised* (Cambridge: CUP, 2008)

MacCulloch, Diarmaid, *Later Reformation in England 1547-1603* (Basingstoke: Palgrave Macmillan, 2000)

Palliser D.M., *The Age of Elizabeth* (London: Longman, 1992)

Thomas, Keith, *Religion and the Decline of Magic*, new edition (London: Penguin, 2003)

Journals

History

English Historical Review

Historical Journal

Electronic Sources

British History Online

<http://www.british-history.ac.uk/report.aspx?compid=95275>