

**MODULE SPECIFICATION FORM**

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| Module Title: The Georgian Age | Level: 5 | Credit Value: 20 |
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| Module code: HUM535 | Cost Centre: GAHN | JACS3 code: V143 |
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| Trimester(s) in which to be offered: 1 | With effect from: September 2014 |
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| <b>Office use only:</b><br>To be completed by AQSU: | Date approved: July 2014<br>Date revised: -<br>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                      |   |

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

This module aims to:

- Examine the lives and homes of the aristocracy and gentry in England and Wales during the eighteenth century
- Explore the relationship between land, power and commerce during the eighteenth century
- Consider the social, cultural and political relationships between the landed classes and other social groups

### **Intended Learning Outcomes:**

At the end of the module, students should be able to:

1. Explain the way in which the Georgians contributed to the making of modern Britain. (KS1, KS3, KS4)
2. Assess the importance of the country house in the political, social and cultural life of the period with reference to specific examples in England and Wales (KS1, KS6)
3. Analyse the role of the landed classes in national and local affairs and their influence over other social groups (KS1, KS5, KS6)
4. Reflect upon the cultural values, ideas and aspirations of the Georgians and explain how these influenced leisure and pleasure (KS3, KS6, KS7)
5. Evaluate the way in which consumerism affected the lifestyle and interests of men and women in the period. (KS1, KS3, 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 is an unseen in-class test which will focus on the site visits and supporting documentary evidence.

Assessment two provides students with the opportunity to research individual projects on a range of themes relating to the module: food, fashion, pleasure gardens, hunting, electioneering etc

| Assessment number | Learning Outcomes to be met | Type of assessment | Weighting | Duration (if exam) | Word count (or equivalent if appropriate) |
|-------------------|-----------------------------|--------------------|-----------|--------------------|---|
| 1                 | 1, 2                        | In-class test      | 40%       | One hour           |   |
| 2                 | 3, 4, 5                     | Project            | 60%       |                    | 2500                                      |

## Learning and Teaching Strategies:

This module will be delivered through lead lectures and seminar discussions. Fieldwork forms an integral part of the module and underpins the assessment. Visits to locations such as Erddig, Attingham Park and Kedleston are undertaken in the early weeks of the module. Students may select to focus projects on the visits or use these as a template for other project ideas. Students will have follow-up class sessions to encourage evaluation of the site visits and themes discussed in class and timetabled individual tutorials are held to support and guide research.

## Indicative Syllabus outline:

- The Georgian Period: contradictions and concerns
- The Meaning of Gentility: Aristocracy and Gentry in the eighteenth century
- Houses and Gardens: Manifestation of Status.
- The Emerging Middle Classes
- Gentlewomen of the period: marriage and the domestic environment
- Visits and fieldwork at historic properties and estates eg. Chatsworth, Kedleston Hall, Attingham, Erddig etc.
- A new Consumer Society: shopping and socialising
- Leisure and Pleasure in the Period
- Representations of the Georgians: Satire and Print Culture

## **Bibliography:**

### **Essential reading**

Brewer, John, *The Pleasures of the Imagination: English Culture in the Eighteenth Century* (Oxford: Routledge, 2013)

Dickinson, H.T (ed.), *A Companion to C18th Britain*, new edition (Chichester: Wiley Blackwell, 2006)

### **Indicative Reading**

Black, J., *A Subject of Taste: Culture in Eighteenth Century England* (London: Hambledon, 2005)

Porter, Roy, *Enlightenment: Britain and the Creation of the Modern World* (London: Penguin, 2000)

Rosenheim, J.M., *The Emergence of a Ruling Order: English Landed Society, 1650-1750* (London: Longman, 1998)

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

Vickery, Amanda, *The Gentleman's Daughter* (Yale: Yale UP, 2003)

Vickery, Amanda, *Behind Closed Doors: At Home in Georgian England* (Yale: Yale UP, 2009)

### **Journals**

*Journals of British Studies*  
*Eighteenth Century Studies*

### **Electronic Sources**

Eighteenth Century Centre (Warwick University)  
<http://www2.warwick.ac.uk/fac/arts/history/ecc/resources/>