

Module Code:	HUM567
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Module Title:	Society and Culture in Tudor England and Wales
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Level:	5	Credit Value:	20
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Cost Centre(s):	GAHN	JACS3 code:	V141
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Faculty:	Arts, Science And Technology	Module Leader:	Dr Kathryn Ellis
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Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
BA (Hons) Social & Cultural History	✓	<input type="checkbox"/>
BA (Hons) Social & Cultural History & English	<input type="checkbox"/>	✓
BA (Hons) Social & Cultural History & Creative Writing	<input type="checkbox"/>	✓

Pre-requisites
N/A

Office use only

Initial approval: 25/09/2018

Version no:1

With effect from: 01/09/2020

Date and details of revision:

Version no:

Module Aims

This module aims to:

- Provide students with a knowledge and understanding of Tudor society and cultural developments
- Develop an appreciation of the interaction of secular and religious forces in the Tudor period

Intended Learning Outcomes

Key skills for employability

- KS1 Written, oral and media communication skills
- KS2 Leadership, team working and networking skills
- KS3 Opportunity, creativity and problem solving skills
- KS4 Information technology skills and digital literacy
- KS5 Information management skills
- KS6 Research skills
- KS7 Intercultural and sustainability skills
- KS8 Career management skills
- KS9 Learning to learn (managing personal and professional development, self-management)
- KS10 Numeracy

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

Key Skills

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 and cultural changes of the period	KS1	
		KS5	
4	Explore the principal concerns and challenges of daily life in the Tudor period through reference to a range of primary and secondary texts	KS6	
5	Analyse contemporary opinion and changing historical interpretations of the Tudor period	KS1	KS6
		KS3	
		KS4	

Transferable skills and other attributes

Students will be able to develop and demonstrate:

- An ability to synthesise information and construct arguments in writing
- Textual critical reflection
- Self-direction and self-study

Derogations

N/A

Assessment:

Indicative Assessment Tasks:

Assessment One will be an essay based on the main social, cultural and religious themes of the period. Students will be expected to demonstrate an awareness of some printed primary sources 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, 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.

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

Indicative Bibliography:

Essential reading

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

Tittler, R. & N Jones, *A Companion to Tudor Britain* (London: Wiley Blackwell, 2009)

Other indicative reading

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

Cressy, David, *Birth, Marriage and Death* (Oxford: OUP, 1999)

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

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

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)

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

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/>

National Archives: <http://nationalarchives.gov.uk/>