

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Rustic and Rude: Rural Cultures 1840-1880
2	Module Code:	HIST34205
3	Credit Points:	20
4	Duration:	Year Long
5	School:	Arts and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2013

8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	HIST20112	History: Theory, Method & Interpretation

9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
		FT	HIST001	BA (H) History
		PT	HIST002	BA (H) History
		FT	HUMA004	BA (H) Communication & Society and History
		FT	HUMA012	BA (H) English and History
		FT	HUMA020	BA (H) European Studies and History
		FT	HUMA025	BA (H) Film & TV and History
		FT	HUMA029	BA (H) Global Studies and History
		FT	HUMA035	BA (H) History and International Relations
		FT	HUMA036	BA (H) History and Linguistics
		FT	HUMA037	BA (H) History and Media
		FT	HUMA038	BA (H) History and Philosophy
		FT	HUMA039	BA (H) History and Politics
		SW	MODL008	BA (H) French and History
		SW	MODL021	BA (H) German and History
		SW	MODL034	BA (H) Italian and History

SW	MODL052	BA (H) Spanish and History
FT	EURX003	European Exchange (Full Year)
FT	INTX001	International Exchange (First Half Year)

10 Overview and aims

This module offers a detailed examination of English rural society in the mid-nineteenth century. Its main concern is to examine the changing nature of social and cultural relations in that period through the analysis of economic, institutional, social and cultural changes. The module will encourage students to engage with a variety of sources and historiographical perspectives and, through a critical evaluation of these, develop their own interpretations of the rural past and especially its social and cultural relations. Areas of study include: the 'golden age' of agriculture; religion and cultural change; labour systems and social change; the rise and fall of agricultural trade unionism; moral reform and popular culture; gender, class, and moral panics; representations of the rural.

11 Module content

The Golden Age of English Agriculture
 Religion and Social Change
 Moral Reform and Popular Culture
 Gender, Class and Moral Panics
 Ruralism in Art and Culture
 Agricultural Trade Unionism
 The Agricultural Depression

12 Indicative reading

A. Howkins, *Reshaping Rural England* (1991).
 G. Moses, *Rural Moral Reform* (2007).
 B. Reay, *Rural England* (2004).
 C. Rawding, *The Lincolnshire Wolds in the Nineteenth Century* (2001).
 S.L. Steinbach, *Understanding The Victorians* (2012).
 N. Verdon, *Rural Women Workers* (2002).
 T. Wild, *Village England* (2004).

13 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

Knowledge and understanding. After studying this module you should be able to:

A1. Demonstrate a detailed comprehension of the past and its interpretation, and of how societies and cultures perceive their own past and are influenced by it.

A2. Articulate a critical understanding of the complexity of reconstructing and interpreting the past, and of the problematic and varied nature of historical evidence.

A3. Demonstrate a detailed understanding of the historiographical development of core debates in history, together with a reflexive and critical awareness of the forces of historical change and the ways in which they are explained in historiographical debates.

A5. Reflect critically on the nature of history as a discipline, comprehending the distinctiveness of the discipline, its connections with related disciplines, and reflecting on its values, ethics and relevance in the contemporary world.

A6. Develop, sustain, and apply historical arguments, formulating appropriate questions and utilizing evidence in the presentation and communication of these arguments.

A9. Apply and evaluate historical methods, theories, concepts, and critical skills in using evidence and testing the validity of statements by developing a practical understanding of how established techniques of research and enquiry are used to produce and interpret historical knowledge.

Skills, qualities and attributes. After studying this module you should be able to:

B2. Communicate information, ideas and conclusions in writing in a clear, lucid and structured way using a grammatically correct and precise prose that demonstrates command of a wide vocabulary.

B3. Demonstrate advanced problem solving skills through the use of contemporary historical evidence and advanced secondary literature.

B7. Use bibliographic and research skills in order to locate and critically evaluate sources of information, including online materials, reflecting a critical appreciation of the range of sources for historical study.

B8. Apply and evaluate the use of IT to support effectively your historical studies, including using IT for bibliographic and archive searches, data analysis, written/visual presentation of evidence and argument, and for electronic communication to and with others.

B9. Demonstrate skills in time management, including the ability to work productively alone and in groups.

B10. Conduct a sustained, reasoned and coherent argument, demonstrating independence of thought, appropriate synthesis of information, evaluation of evidence, data and text, evaluate weaknesses in the arguments of others, and articulate and communicate personal views concerning historical issues.

14 **Teaching and learning**

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars

Lectures	
Seminars	
Workshop Sessions	
Total contact hours:	39
<i>Range of other learning methods</i>	
This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research	
Directed reading and research tasks	
Small group work	
Independent study	
Total non-contact hours:	161

15	Assessment methods			
This indicates the type and weighting of assessment elements in the module				
<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>	
1	25%	Coursework	Presentation	
2	75%	Coursework	Document Response of 2,000 words	
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Diagnostic/formative assessment				
This indicates if there are any assessments that do not contribute directly to the final module mark				
Participation and engagement in seminar work on a group and individual basis. Participation in interactive workshops.				
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Further information on assessment				
This section provides further information on the module's assessment where appropriate				

Document management	
16	Module Title: Rustic and Rude: Rural Cultures 1840-1880
17	Module Code: HIST34205
18	Subject (JACS) Code

19	Cost Centre	139										
20	School:	AAH										
21	Academic Team	HLI										
22	Campus	2 (Clifton)										
23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>										
		<table border="1"> <thead> <tr> <th>Institution</th> <th>%</th> </tr> </thead> <tbody> <tr> <td>23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23b Other public organisation in the UK- Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23c Other private organisation in the UK - Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23d Any other Non-UK organisation - Percentage not taught by NTU</td> <td></td> </tr> </tbody> </table>	Institution	%	23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		23b Other public organisation in the UK- Percentage not taught by NTU		23c Other private organisation in the UK - Percentage not taught by NTU		23d Any other Non-UK organisation - Percentage not taught by NTU	
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24	Date this version was formally approved by SASQC/DAG:											