1. **Title of the module**

HIST4110 (HI411): Later Medieval Europe

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

School of History

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

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 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 programmes of study to which the module contributes**

BA in History, all single- and joint-honours programmes.

BA in Visual History.

Available as a wild module. Available to Short Term Credit students at the discretion of the school.

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Gain knowledge European history and geography between the Norman Conquest and c. 1450.
	2. Access a range of sources of information for this period and present the results to a critical audience and/or readership.
	3. Marshal an argument: summarise and defend a particular interpretation or analysis of historical events
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Knowledge and understanding of the complexities of human existence in past societies, and of unfamiliar structures, cultures and mentalities
	2. The ability to read texts and other source materials, both critically and empathetically, while addressing questions of genre, content, perspective and purpose.
	3. Critical thought and independence of mind: the ability to challenge received conclusions.
	4. Epistemological awareness: recognising and distinguishing between the different sources of historical knowledge.
3. **A synopsis of the curriculum**

This module is a survey of medieval Europe from c.1000 to c.1450. It includes elements of political, institutional, religious, social and cultural history.

The module is intended to provide students with a foundation that will allow them to make the most of other courses in European history, particularly those focusing on the Middle Ages and Early Modern period, by equipping them with a grounding in geography and chronology, as well as in a variety of approaches to the study of history.

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

BARTLETT, R. - 'The Making of Europe: conquest, colonization and cultural change, 950-1350', London, 1994

COOK W. & HERZMAN R. B - 'The medieval world view: an introduction', New York-Oxford, 2004

TIERNEY B. & PAINTER S. - ' Western Europe in the Middle Ages, 300-1475', Boston-London, 1999

BULL M. G. - 'Thinking medieval: an introduction to the study of the Middle Ages', Basingstoke, 2005

BARBER M., - 'The two cities: Medieval Europe, 1050-1320', London, 1992

SOUTHERN R. W. -' The making of the Middle Ages', London, 1993

1. **Learning and teaching methods**

Total contact hours: 18

Private study hours: 132

Total study hours: 150

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

Essay 2,500 words 30%

Source Critique 1,500 words 20%

Chronology and Geography Quiz 50 minutes 10%

Seminar Participation

Examination 2 hours 40%

13.2 Reassessment methods

This module will be reassessed by 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 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Source Critique | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Chronology and Geography Quiz | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar Participation  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Exam | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School 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.

**FACULTIES SUPPORT OFFICE 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) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018