1. **Title of the module**

HIST6115 (HI6115) Warriors, Myths and Migrants: the Anglo-Saxon Kingdoms

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

Arts and Humanities

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

Level 5

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

30 credits (15 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 course(s) of study to which the module contributes**

BA History (Single and Joint Honours)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate an understanding of the major political, social and cultural developments in the history of the Anglo-Saxon kingdoms of Britain up to the ninth century

8.2 Apply different methodological techniques to the analysis of a range of textual and material sources from the period

8.3 Engage with current scholarly debates and theoretical models concerning the framing of early medieval history

8.4 Critically evaluate contemporary cultural and political appropriations of the medieval past

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Formulate and express arguments clearly in writing with the support of both primary sources and secondary literature

9.2 Manage their own learning by carrying out independent research and seeking out research materials

9.3 Employ different types of evidence and intellectual concepts in order to identify solutions to historical problems

9.4 Express arguments, interpretations and ideas and demonstrate strong communication skills

1. **A synopsis of the curriculum**

Early medieval Britain has often been mythologized in popular culture as a murky time of origins, heroes and legends: King Arthur and his round table; Beowulf and his dragon; and the earliest foundations of England. The historic reality is, however, far more fascinating and complex. The end of Roman imperial rule in Britain in the fifth century gave way to a period of seismic social, political and cultural change. Pagan religious practices became prevalent, while a Germanic language, Old English, became the dominant spoken tongue of communities in large swathes of southern Britain. At the same time, a fractured political landscape emerged, with new polities forming, including Kent, Mercia and Wessex, each with their own rulers, many of whom heralded themselves as kings. These transformations are often attributed to new waves of migration, and indeed, the events and developments of the period can only be understood fully in their broader European context. This module offers an introduction to these developments from the fifth to ninth centuries, tracing the formation of new kingdoms, assessing the changing, gendered structures of society, and exploring the cultural influences and practices of the period. We will meet a diverse series of individuals, including the notorious Bishop Wilfrid, the influential abbess Hild of Whitby, and Hadrian, the African leader of Canterbury’s St Augustine’s abbey. In doing so, we will take the opportunity to explore the unique early medieval material and textual remains in Canterbury itself, and throughout the course a key question will be: how can we characterize such a large period of history with substance and integrity?

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

Blair, John (2000). *The Anglo-Saxon Age: A Very Short Introduction*. Oxford: Oxford University Press.

Breay, Claire and Story, Joanna, eds (2018). *Anglo-Saxon Kingdoms: Art, Word, War*. London: British Library.

Campbell, James, ed. (1982). *The Anglo-Saxons*. Oxford: Phaidon.

Crawford, Sally (2009). *Daily Life in Anglo-Saxon England*. Oxford: Greenwood World.

Fleming, Robin (2010). *Britain After Rome: The Fall and Rise, 400 to 1070*. London: Allen Lane.

Higham, Nicholas J. and Ryan, Martin J. (2013). *The Anglo-Saxon World*. New Haven, CT: Yale University Press.

Stafford, Pauline, ed. (2009). *A Companion to the Early Middle Ages: Britain and Ireland, c.500–1100*. Chichester: Wiley-Blackwell.

Yorke, Barbara (1999). *The Anglo-Saxons*. Stroud: Sutton.

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

Essay 1 (3,000 words) 30%

Essay 2 (3,000 words) 30%

Source Critique (1,000 words) 20%

Presentation 10%

Seminar Participation 10%

13.2 Reassessment methods

100% coursework (3,000-word essay)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** |  | **X** |  |
| Seminars | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essays | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Source Critiques | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Presentations | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Seminar Participation | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |

1. **Inclusive module design**

The Division 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. Within this particular module, there will be a strong emphasis on placing the history of early medieval England within a broader European context, not least because the so-called ‘Anglo-Saxons’ had migrated to Britain from northern continental Europe. International networks define much of the cultural, political, religious and economic developments of the period, including on a local level here within Canterbury: for example, the famed ‘school of Canterbury’ was founded in the seventh century by Archbishop Theodore and Abbot Hadrian, who respectively were born in modern-day Turkey and northern Africa (probably Libya).

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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