1. **Title of the module**

HIST5890 - The Hundred Years’ War, c. 1337-1453

HIST6097 - The Hundred Years’ War, c. 1337-1453

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

Arts and Humanities, School of History

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

Level 5 (HIST5890)

Level 6 (HIST6097)

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**

Optional for BA History, History Joint Honours Programmes, Military History

1. **The intended subject specific learning outcomes  
   On successfully completing the Level 5 module, students will be able to:**

8.1 Critically evaluate a variety of historical sources, including visual evidence (e.g., castles, churches) and documentary sources (e.g., narrative sources and documents), and to evaluate their relative strengths and limitations, and to interpret these sources verbally and in writing

8.2 Demonstrate a systematic understanding of the development of the Anglo-French conflict in northern France between the mid-twelfth and mid-fifteenth centuries and an understanding of political, social and cultural change within the context of the Late Medieval Europe

8.3 Demonstrate a critical awareness of different disciplinary approaches to the theme of war, diplomacy and religion during the central Middle Ages

8.4 Understand key themes explored by medieval historians in examining the relationship between documentary evidence and various methodological approaches to the source material

8.5 Understand how the historical methodologies used by medieval historians translate into written histories and historiographies

8.6 Show critical perspective regarding the way the Hundred Years' War and related historical events in Late Medieval Europe are commemorated today, and to apply these concepts in the classroom and beyond

8.7 Evaluate and make use of a range of written and visual sources for understanding the impact of the Hundred Years' war across the political, social, and cultural history of Late Medieval Europe

**On successfully completing the Level 6 module, students will be able to:**

8.8 Demonstrate a detailed knowledge and systematic understanding of a variety of historical sources, including visual evidence (e.g., castles, churches) and documentary sources (e.g., narrative sources and documents), and to evaluate their relative strengths and limitations, and to interpret these sources verbally and in writing

8.9 Apply detailed knowledge and a systematic understanding of a wide-ranging sample of the historiography related to the Hundred Years' war and its cultural significance

8.10 Critically evaluate different disciplinary approaches to the theme of war, diplomacy, and religion during the central Middle Ages, and make informed judgements based on their evaluation

8.11 Demonstrate a conceptual understanding of multiple key themes explored by medieval historians in examining the relationship between documentary evidence and various methodological approaches to the source material

8.12 Demonstrate a conceptual understanding of how different historical methodologies used by medieval historians translate into written histories, and accurately deploy these techniques to describe and comment upon current research

8.13 Critically evaluate the ways in which the Hundred Years' War is commemorated and portrayed in various media, and an ability to make judgements based on these concepts, in the classroom and beyond

8.14 Critically evaluate and make use of a range of written and visual sources for understanding the impact of the Hundred Years' war across the political, social, and cultural history of Late Medieval Europe

1. **The intended generic learning outcomes  
   On successfully completing the Level 5 and Level 6 module students will be able to:**

9.1 Accurately deploy established methods of historical analysis and enquiry to construct robust historical arguments drawing intelligently on primary and secondary sources, and to present these arguments effectively to a variety of audiences and/or using a variety of methods.

9.2 Demonstrate skills of conceptualisation, reflexivity, critical thought and epistemological awareness.

9.3 Demonstrate a comprehensive knowledge and systematic understanding of the past and particular aspects of the historiography and methodology.

9.4 Demonstrate the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form

9.5 Analyse, discuss, deconstruct and demonstrate cogent understanding of central texts and, subsequently, assemble and present arguments based on this analysis; by virtue of this process, students will also gain an appreciation of the uncertainty and ambiguity which surrounds the core themes of this

9.6 Approach problem solving creatively, and form critical and evaluative judgments about the appropriateness of these approaches

9.7 Present the outcomes of the research and learning in a form appreciable by both specialist and non-specialist audiences in a variety of settings and contexts

1. **A synopsis of the curriculum**

This module will address the causes, developments and legacy of the longest war in the Middle Ages, known as Hundred Years’ War between England and France (1337-1453). The first two sessions will set up the context for the outbreak of the war, looking at the establishment of the Angevin Empire in northern France from the mid-twelfth century and the origins of the Hundred Years’ War, the causes of which have been debated at length by historians. Following the chronological development of the war in its four phases, the module will look at the European dimension of the war, which developed due to international alliances and attempts at pacifying the parties, mostly undertaken under the supervision of the papacy and the Empire. Alongside the political perspective, the module will pay attention to the defensive structures and military strategies employed during the war as well as the cultural milieu within which the war was fought that ultimately led to the growth of lay chivalric values.

1. **Reading list**

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

1. **Learning and teaching methods**

Total contact hours: 30

Total private study hours: 270

Total module study hours: 300

1. **Assessment methods**

13.1Main assessment methods

Essay (3,000 words) – 17.5%

Source Analysis (2,500 words) – 17.5%

Seminar Presentation (10 mins) – 5%

Examination (2 hrs) – 60%

13.2 Reassessment methods

100% Coursework

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

**Level 5 students**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Source Analysis | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Exam | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**Level 6 students**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.8 | 8.9 | 8.10 | 8.11 | 8.12 | 8.13 | 8.14 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Source Analysis | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Exam | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **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**

This module encourage students to engage with the international significance of the Hundred Years' war, either in a comparative or historiographical fashion, or in the study of European and international themes

**DIVISIONAL 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 12/01/2022 | Major | 2022/23 | 8-9 | No |
|  |  |  |  |  |