1. **Title of the module**

HIST7001 (HI7001) The Carolingians and the Invention of Order

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 6

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

60 credits (30 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA History (Joint and Single Honours)

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

8.1 demonstrate a systematic understanding of the reign of Charlemagne and a detailed knowledge of the key political, social and cultural changes associated with the Carolingian reforms.

8.2 accurately deploy a variety of methodological techniques in the analysis of a range of written documents from this period, but also appreciate the limitations and ambiguity of this evidence and issues pertaining to source survival.

8.3 demonstrate a critical awareness of the problems and possibilities of studying medieval political and cultural institutions with respect to the example of the Carolingian reforms.

8.4 critically evaluate historiographical notions of government and the state in early medieval Europe and describe how these contribute to an overall assessment of the history of this period.

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

9.1 formulate detailed arguments based on critical evaluation of scholarly reviews and primary sources, and then communicate and sustain these clearly both orally and in writing.

9.2 manage their own learning and exercise both initiative and personal responsibility by identifying the most relevant research materials and carrying out substantial independent research.

9.3 identify a range of solutions involving different types of evidence and abstract concepts in order to make decisions about complex problems in a variety of contexts.

9.4 analyse and assimilate large quantities of data at a high level which enables them to undertake appropriate further training of a professional or equivalent nature.

9.5 demonstrate an awareness of the importance of communicating historical research and understanding to non-specialist audiences and the wider public.

1. **A synopsis of the curriculum**

Charlemagne (r. 768–814) is often called ‘the father of Europe’, and it was under the rule of his dynasty, the Carolingians, that European political institutions and culture were consolidated – so much so that one can speak of a ‘Carolingian order’. This special subject looks at how the Carolingians tried to bring order to every aspect of society, including government, religious observance, the economy, the law, education and learning, and even individual behaviour. One feature of this drive for ‘correction’ (as it was known) was an unprecedented volume of written documentation, which allows the historian both to perceive a coherent plan of reform and to test the claims of the reformers. Seen from another angle, however, Charlemagne and his family were merely brutal warlords, whose collection of a mountain of plunder gave them the means to produce propaganda that portrayed their regime as ordered, reforming and divinely sanctioned. Can the two views be reconciled? What exactly did the Carolingians accomplish? Was the reform ever anything more than empty rhetoric? Could the Carolingians survive without constant military triumphs? These are the key questions the sources allow us to address.

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

Costambeys, M., Innes, M., and MacLean, S. (2011). *The Carolingian World*. Cambridge: Cambridge University Press.

Dutton, P. E., ed. and trans. (2004), *Carolingian Civilization: A Reader*, 2nd edn. Peterborough, ON: University of Toronto Press.

De Jong, M. (2009). *The Penitential State: Authority and Atonement in the Age of Louis the Pious, 814–40*. Cambridge: Cambridge University Press.

King, P. D., ed. and trans. (1987). *Charlemagne: Translated Sources*. Kendal: self-published.

McKitterick, R., ed. (1994). *Carolingian Culture: Emulation and Innovation*. Cambridge: Cambridge University Press.

McKitterick, R., ed. (1995). *The New Cambridge Medieval History, Vol 2: c.700–c.900*. Cambridge: Cambridge University Press.

Story, J., ed. (2005). *Charlemagne: Empire and Society*. Manchester: Manchester University Press.

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 540

Total study hours: 600

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

40% Coursework, 60% Exam

The coursework component will consist of:

* Essay 1 (3,000-words) 10%
* Essay 2 (3,000 words) 10%
* Public Engagements Exercise 1 (1,000-words) 5%
* Public Engagement Exercise 2 (1,000 words) 5%
* Presentation 1 (15-minutes) 5%
* Presentation 2 (15-minutes) 5%
* Examination 1 (2-hours) 30%
* Examination 2 (2-hours) 30%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Public engagement assignment 1 | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |
| Public engagement assignment 1 | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |
| Presentation 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Exam 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Exam 2 | **X** | **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 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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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