1. **Title of the module**

MEMS8640 (MT864) Reading the Medieval Town: Canterbury, an International City

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

Centre for Medieval and Early Modern Studies

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

Level 7

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

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

None

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

MA Medieval & Early Modern Studies

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

8.1 Students will improve their skills of ‘close reading’ and ‘close looking’, enabling them to analyse better primary sources: texts, objects, buildings.

8.2 Students will develop a working knowledge of medieval urban history and medieval urban archaeology and the attendant research resources.

8.3 Students will improve their ability to engage critically with the secondary literature on medieval urban society through the use of Canterbury as a detailed case study and the deployment of comparative approaches.

8.4 Students will develop their ability to assess and apply critical and theoretical strategies appropriate for the study of material culture in the later Middle Ages.

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

9.1 Students will develop writing and presentational skills by delivering short talks on the material covered in the course, and by producing an assessed essay of not more than 5,000 words.

9.2 Students’ ability to articulate sophisticated, coherent and persuasive arguments will be enhanced through structured in-class debates.

9.3 Students’ research and organisational skills will be developed through preparation for seminars and the assessed essay.

1. **A synopsis of the curriculum**

The teaching will focus on a number of inter-related themes which will be studied through differing types of evidence from written and printed texts to objects and standing buildings. Consequently, certain seminars will take place outside the seminar room, looking at the evidence in situ. Topics covered will include topography, civic governance, urban defence, house and household, commercial practices and premises, parish church development, the place of religious houses, pilgrimage and city-crown relations, as a way of examining issues such as space, power, patronage and responses to changing social, political and economic conditions. Students will be encouraged to think comparatively, both nationally and internationally, to assess Canterbury’s place within medieval European society.

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

Bassett, S. (ed.), Death in Towns. Urban Responses to the Dying and the Dead, 100–1600

Beattie, C., Maslakovic, A. and Rees Jones, S. (eds), The Medieval Household in Christian Europe, c.850-c.1550

Collinson, P., Ramsey, N. and Sparks, M. (eds), A History of Canterbury Cathedral

Creighton, O. and Higham, R., Medieval Town Walls. An Archaeology and Social History of Urban Defence

Frere, S., Stow, S. and Bennett, P., Excavations on the Roman and Medieval Defences of Canterbury

Hicks, M. and Hicks, A., St Gregory’s Priory, Northgate, Canterbury, Excavations 1988–1991

Steane, J., The Archaeology of Power: England and Northern Europe AD 800–1600

Swanson, H., Medieval British Towns

Trio, P. and De Smet, M. (eds), The Use and Abuse of Sacred Places in Late Medieval Towns

Urry, W., Canterbury under the Angevin Kings

1. **Learning and teaching methods**

Total contact hours: 24

Private study hours: 126

Total study hours: 150

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

Essay 5000 words 100%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | x | x | x | x | x | x | x |
| Seminars | x | x | x | x | x | x | x |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay | 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**

Medieval Canterbury was an internationally important city, this module allows students to look at Canterbury in its European context. For those who wish to explore this specifically in terms of their assignment, the tutors will support and guide the student to appropriate sources - primary and secondary.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO Jan 2018