1. **Title of the module**

MEMS8860 (MT886) The Transformation of Europe, c. 870–1100

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**

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 programmes of study to which the module contributes**

MA Medieval and Early Modern Studies

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 key political, social, economic and cultural developments that characterise Western European history in the tenth and eleventh centuries.

8.2 demonstrate a critical awareness of both traditional and current methodological and historiographical approaches to the history of central medieval political and social institutions, as well as an understanding of how these have changed over the last half-century.

8.3 demonstrate a comprehensive understanding of techniques applicable to the study of medieval documents, as well as an appreciation of the limitations and ambiguity of this evidence and issues pertaining to source survival.

8.4 demonstrate a strong independent ability to identify, locate and interrogate the most appropriate primary and secondary resources for the study of central medieval European history.

8.5 critically evaluate models of change and continuity between Carolingian and post-Carolingian Europe and describe how these may be combined to form an overall assessment of the period.

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

9.1 deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly in writing and orally.

9.2 demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

9.3 identify a range of solutions involving large quantities of data and abstract concepts in order to make decisions about complex problems in a variety of contexts.

9.4 take responsibility for an independent research project, including identifying an appropriate question, planning the project with respect to appropriate source materials, and undertaking self-directed research and learning to bring the project to completion

1. **A synopsis of the curriculum**

In 888, the Carolingian Empire, often viewed as the last of the post-Roman successor states, collapsed. By the beginning of the twelfth century, Western Europe had been completely transformed – politically, socially, economically, culturally. What happened? This module offers an in-depth comparative study of France, Germany, Italy and the Low Countries in the tenth and eleventh centuries in order to address the controversies and challenges presented by a pivotal period of European history. With the onset of the later Middle Ages, historians begin to see a Europe characterised by quintessentially ‘medieval’ institutions and phenomena such as feudalism, the crusades, scholasticism, heresy, chivalry, public opinion, urbanisation and the supreme power of the papacy. It has been suggested that these transformations constituted a turning point in world history, setting Latin Europe on a path to global domination. Yet there is considerable disagreement over how all this came about. Indeed, some have suggested that little changed on the ground, that scholars have been tricked by the texts and by changes in the style and form of written records. Is it simply a matter of perception, or were there in fact profound political and social changes that amounted to ‘the making of Europe’? What did the Carolingian Empire bequeath the polities that rose in its wake? What was the ‘feudal transformation’, and why has the concept been so controversial? How did the pope come to wield such great power in European politics? To answer these and other questions, students will analyse a wide array of surviving documentation, including charters and administrative records, narrative histories and other literary works, letters, canon (church) law, liturgical and theological texts, and more.

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

Bartlett, R. (1993). *The Making of Europe: Conquest, Colonization and Cultural Change, 950–1350*. London: Penguin.

Cushing, K. G. (2005). *Reform and the Papacy in the Eleventh Century: Spirituality and Social Change*. Manchester: Manchester University Press.

Head, T. and Landes, R., eds, (1992). *The Peace of God: Social Violence and Religious Response in France around the Year 1000*. Ithaca: Cornell University Press.

Howe, J. (2010). ‘Re-Forging the “Age of Iron”, Parts 1 and 2. *History Compass*, 8 (8), pp. 866-87, and 8 (9), pp. 1000-22.

Moore, R. I. (2000). *The First European Revolution, c.970–1215*. Oxford: Blackwell.

West, C. (2013). *Reframing the Feudal Revolution: Political and Social Transformation Between Marne and Moselle, c.800–c.1100*. Cambridge: Cambridge University Press.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 278

Total study hours: 300

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

Historiographical analysis 2000 words 25%

Essay 4000 words 75%

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 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Historiographical analysis | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Essay | **X** | **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**

With its emphasis on political and social history across Western Europe in the earlier Middle Ages, this module is inherently international in outlook. By approaching the study of medieval history from a comparative European perspective, students will be able to apply the skills and insights they acquire in a variety of international educational and professional contexts in the future. 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) |
|  |  |  |  |  |
|  |  |  |  |  |