1. KentVision Code and title of the module

HIST3006 Medieval Europe (c. 400 – c. 1450)

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

Division of Arts and Humanities, School of History

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 4

## The number of credits and the ECTS value which the module represents

30 Credits (15 ECTS)

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

Autumn and Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses: BA History and History Joint-Honours; BA Military History; & BA Ancient, Medieval and Modern History

Also available as an elective module.

Available to Short Term Credit students at the discretion of the school.

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

* 1. Demonstrate understanding of the broad outlines of key themes in the history of Medieval Europe.
	2. Demonstrate awareness of the types of sources available, including their strengths and limitations.
	3. Interpret a variety of primary and secondary source material and present the results to a critical audience and/or other readership.
	4. Think independently and construct arguments, demonstrating a capacity to summarise and defend a particular interpretation or analysis of historical events in a variety of ways.

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

* 1. Identify and solve problems while considering critically relevant intellectual concepts and differing historiographical interpretations: the ability to challenge received conclusions.
	2. Engage in independent work, using library resources, and enhance skills in time management, historical research, organisation and analysis of material, verbal communication and written work.
	3. Engage in group work (e.g. seminar discussion and/or group projects) in which students will be encouraged to interact effectively with others and to work co-operatively to enhance one-another’s learning.
	4. Communicate complex concepts effectively through written work. Students will acquire the ability to develop skills they have gained, which will be of use to them in future study and/or occupations.
	5. Demonstrate communication and, where appropriate, IT skills.
	6. Present information creatively and accessibly.

## A synopsis of the curriculum

What happened when the Roman Empire collapsed? When did countries like England, France and Germany come into being? How violent were the Vikings? What was the Norman Conquest all about? What were the Crusades? When did the Middle Ages end and the Renaissance begin? This module provides an introduction to the history of Medieval Europe (c.400–c.1450), examining the major political events and social changes that took place across this period. Along the way, we shall consider key aspects of warfare, religious life and intellectual culture. Students will obtain a clear understanding of the outlines of Medieval history between the end of the Roman Empire and the beginning of the Early Modern period. The module will address the sweeping political and social transformations of the Medieval West over 1000 years, looking at how environmental, economic and political factors influenced change and conflict over the period. Equally, the module will focus on what daily life was like for most people and of the types of evidence historians can use to understand this period. The weekly lectures will guide students through the module, and seminars will provide opportunities to explore key debates and historical problems in more detail through the analysis of primary sources.

## 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).

## Contact Hours

Private Study: 260

Contact Hours: 40

Total: 300

## Assessment methods

* 1. Main assessment methods

Written Assignment 1 Plan (250 words) – 5%

Written Assignment 1 (1,500 words) – 25%

Short Exercise (750 words or equivalent) – 15%

Written Assignment 2 (1,500 words) – 25%

## Thematic Timed Essay (2,000 words) – 30%

* 1. Reassessment methods

100% Coursework

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

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Written Assignment 1 Plan | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Written Assignment 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Short Exercise | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Written Assignment 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Thematic Timed Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

With an emphasis on the study of European history and culture across the medieval period, this module is inherently international in outlook. Students will be asked to consider the experience of these centuries in Britain in continental and global perspectives, particularly with regard to the long shadow of the Roman Empire and a view towards Europe’s future as a global power. They will also reflect critically on scholarly conceptualisations of the ‘birth of Europe’ and the emergence of common European institutions.

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.

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 19/12/2022 | New | 2023/24 | N/A | No |
|  |  |  |  |  |