1. KentVision Code and title of the module

HIST4100 Early Medieval Europe

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

Arts and Humanities (History)

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

Level 4

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 or Spring

1. **Prerequisite and co-requisite modules** **and/or any module restrictions**

None

1. **The course(s) of study to which the module contributes**

Optional to the following courses:

BA in History, all single- and joint-honours programmes.

BA in Military History.

Available as an elective module.

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

1. **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 early medieval Europe.
   2. Demonstrate awareness of the types of sources available, including their strengths and limitations.
   3. Interpret primary sources.
   4. Think independently and construct arguments using primary sources.
   5. Communicate arguments and ideas, using a variety of methods.
2. **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.
   2. Engage in independent and group work, using library resources, and enhance skills in time management, historical research, organisation and analysis of material, presentations and essay-writing.
   3. Communicate complex concepts effectively through written work. They will acquire the ability to further develop skills they have already gained, which will be of use to them in future study or occupations.
   4. Demonstrate communication skills and IT skills.
   5. Present information creatively and accessibly.
3. **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? Were the ‘Dark Ages’ really as grim as they are often made out to be? This module provides an introduction to the history of early medieval Europe (c.400–c.1100), 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 early medieval history between the end of the Roman Empire and the sweeping transformations of the late eleventh century, as well as a sense of what daily life was like for most people and of the types of evidence historians can use to understand this period. The weekly lectures guide students through the module, and seminars provide opportunities to explore key debates and historical problems in more detail through the analysis of primary sources.

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. **Contact Hours**

Total contact hours: 20

Private study hours: 130

Total study hours: 150

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

**Autumn Term**

* Essay 2,000 words 40%
* Primary Source Critique 1,000 words 40%
* Seminar participation 20%

**Spring Term**

* Essay 1,500 words 20%
* Primary Source Critique 500 words 20%
* Seminar participation 10%
* Examination 2 hours 50%

13.2 Reassessment methods

This module will be reassessed by 100% Coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods 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 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** |  | **X** |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| **AUTUMN** |  |  |  |  |  |  |  |  |  |  |
| Essay (2,000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Primary Source Critique (1,000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar Participation | **X** | **X** | **X** | **X** | **X** |  |  | **X** |  | **X** |
| **SPRING** |  |  |  |  |  |  |  |  |  |  |
| Essay (2,000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Primary Source Critique (1,000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar Participation | **X** | **X** | **X** | **X** | **X** |  |  | **X** |  | **X** |
| Examination | **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**

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

**DIVISIONAL 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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 21/12/2021 | Major | 2022/23 | 9,13-14 | No |
|  |  |  |  |  |

Revised FSO Jan 2018