1. **Title of the module**

HIST4380 (HI438) - Vikings: the European Project, 750-1066

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 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)**

Spring

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

None

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

All BA degrees involving History, European History, and War Studies

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

8.1 Understand, and will be able to interpret, the political, social, cultural and economic aspects of Viking Europe (c.750-1066).

8.2 Understand and grasp the diversity of human cultures, and the different situations in which historical changes occur, in relation to the Viking Age and Viking society.

8.3 Demonstrate a broad conceptual command of the course, and will understand the latest research into the history of the Viking Age, and medieval Europe more broadly.

8.4 Demonstrate their capacity to assess and critically engage with relevant primary sources.

8.5 Demonstrate independent learning skills through the use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources.

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

9.1 Express ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.

9.2 Demonstrate their communication, presentational skills and information technology skills.

9.3 Demonstrate the acquisition of an independent learning style, gained through engagement with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating arguments in both oral and written form.

9.4 Analyse, discuss, deconstruct and demonstrate a cogent understanding of central texts and, subsequently, assemble and present arguments based on this analysis.

9.5 Approach problem solving creatively, and form critical and evaluative judgments about the appropriateness of these approaches.

9.6 Present the outcomes of the research and learning in a form appreciable by both specialist and non-specialist audiences in a variety of settings and contexts.

1. **A synopsis of the curriculum**

Vikings, in the popular imagination, are commonly perceived as horn-helmeted, blood-thirsty pirates who killed and pillaged their way across Europe in the Middle Ages with their blood-stained axes. In reality, Vikings did much more than that. They changed the existing early-medieval political order for good; they contributed a great deal to the international trade, economy and urbanisation of different parts of Europe; and they explored and settled the uncharted territories of the North Atlantic, specifically the Scottish Isles, Iceland, Greenland, and as far as ‘Vinland’ (parts of Newfoundland), becoming the first Europeans to reach and temporarily settle in the North American continent; and they were perhaps the most engaging story-tellers of their time. By the time the Norse settled down and ceased raiding in the second half of the eleventh century, they had fundamentally altered the political, religious, economic and military history of much of the known world. This course will attempt to separate fact from fiction by critically reading and analysing primary source documents alongside archaeological, linguistic and place-name evidence, and thereby uncover the real history that lies behind the well-known stories of the Viking World. In addition, the students will be introduced to the major historiographical debates related to the Viking Age.

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

T.A. DuBois (1999) Nordic Religions in the Viking Age. Philadelphia: University of Pennsylvania Press

J. Jochens (1995) Women in Old Norse Society. New York: Cornell University Press

W.I. Miller (1990) Bloodtaking and Peacemaking. Chicago: University of Chicago Press

P. Sawyer (1971) Age of the Vikings. Ann Arbor: University of Michigan Press

P.H. Sawyer (ed.) (1997) Oxford Illustrated History of the Vikings. Oxford: OUP

A. Winroth (2014) The Age of the Vikings. Princeton: Princeton University Press

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 130

Total study hours: 150

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

Essay on a Topic 2000 words 30%

Essay on a Theme 2000 words 30%

Examination 2 hours 40%

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)**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures and Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay on a Topic | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay on a Theme | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **X** | **X** | **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 (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**

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.**

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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