1. **Title of the module**

HIST5029 (HI5029) The Crusades

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 6

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**

BA (Hons) History, BA (Hons) History Joint Honours Programmes, BA (Hons) Military History

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

8.1 Critically evaluate a variety of historical sources, including visual evidence (e.g., castles, churches) and documentary sources (e.g., narrative sources and documents), and to evaluate their relative strengths and limitations, and to interpret these sources verbally and in writing.

8.2 Demonstrate a systematic understanding of the development of the conquest and the settlement of the Latins in the Holy Land between 11th and 13th century and an understanding of political, social and cultural change within the context of the contemporary East Mediterranean world.

8.3 Demonstrate a critical awareness of different disciplinary approaches to the theme of war and religion during the central Middle Ages.

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

9.1 Acurrately deploy established methods of historical analysis and enquiryto construct robust historical arguments drawing intelligently on primary and secondary sources, and to present these arguments verbally and in writing. 9.2 Demonstrate skills of conceptualisation, reflexivity, critical thought and epistemological awareness.

9.3 Demonstrate a comprehensive knowledge and systematic understanding of the past and particular aspects of the historiography and methodology.

1. **A synopsis of the curriculum**

The Crusades were a central phenomenon of the High Middle Ages. The product of an aristocratic society suffused by a martial culture and a militant religion, reveal aspects of social relations, popular spirituality, techniques of waging war and attitudes to violence, which retain interest for a modern world to which Holy War and ideological justification of violence are no strangers. The aim of the module is twofold: (i) a full exploration of the events of the campaigns in the Near East, covering the experience as well as the motivations of crusaders and settlers in the Crusader Kingdoms; and (ii) investigation of the interaction over a period of two centuries between western Christians and the indigenous populations, both Christian and Islamic, in and around the states and settlements established in the East. In recent years the Crusades have attracted a wealth of new research and debate, much of it conducted in English. These provide students with rich and accessible secondary material against which to pit their own views. The texts, translated from Arabic and Greek as well as Latin and medieval French, are kept to a manageable size and provide opportunities for critical comparison of different viewpoints on the same events or issues.

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

H.E.J. Cowdrey, *Popes, monks and crusaders* (1984)

H.E. Mayer, *The crusades, 2nd edn.* (1988)

J. Richard, *The Crusades c. 1071-c.1291 [2nd edition]*

J.S.C. Riley-Smith, *The crusades. A short history* (1987).

---------------------- (ed), *The Atlas of the Crusades* (1991)

---------------------- (ed), *The Oxford Illustrated History of the Crusades* (1995)

S. Runciman, *A history of the crusades, 3 vols.,* (1951-4)

K.M. Setton(ed. in chief), *A history of the crusades, 2nd edn., 6 vols.* (1969-98).

C. Tyerman, *England and the crusades* (1988)

C. Tyerman, *Invention of the Crusades* (1998)

C. Tyerman, *Fighting for Christendom: holy war and the crusades* (2004)

1. **Learning and teaching methods**

Total contact hours: 30

Total private study hours: 270

Total module study hours: 300

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

Essay (3,000 words) – 17.5%

Source Analysis (2,500 words) – 17.5%

Seminar Presentation (10 mins) – 5%

Examination (2 hrs) – 60%

13.2 Reassessment methods

100% Coursework (3,000 words)

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 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** |
| Source Analysis | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** |
| Exam | **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. As this module relates to the Crusades it has significant international and multicultural elements, dealing with content relating to various areas of Europe, the Middle East and Eastern Mediterranean - evidenced by LO 8.2.

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 25/02/19 | Major | September 2019 | 8,12,13,1417 | No |
|  |  |  |  |  |