1. **KentVision Code and title of the module**

HIST5105 (HI5105) Violence, Justice and Social Bonds, c.400–800

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

Arts and Humanities, School of History

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

Level 5

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** **and/or any module restrictions**

None

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

BA History (single and joint honours)

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

8.1 Demonstrate knowledge and critical understanding of the operation of law, custom and justice in the early Middle Ages and the relevance of these topics to the broader social and legal history of Europe.

8.2 Evaluate critically the appropriateness of a range of methodological approaches to the study of legal history in order to combine them in an overall assessment of early medieval societies.

8.3 Articulate an understanding of the possibilities and limitations of different types of primary sources, and show how these influence historical analysis and interpretation.

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

9.1 Formulate robust historical arguments that are supported by critical evaluation of primary and secondary sources.

9.2 Clearly express information, arguments and analysis appropriately, thus demonstrating strong communication skills.

9.3 Exercise personal responsibility and decision-making in the course of carrying out independent research and seeking out research materials.

9.4 Demonstrate skills in conceptualisation, reflexivity, critical thought and epistemological awareness.

1. **A synopsis of the curriculum**

The centuries following the fall of the Roman Empire are often portrayed as a morass of feud, violence and lawlessness. This module tests this caricature by examining how early medieval rulers maintained law and order in an age when they often lacked the capacity to intervene directly to resolve conflicts. Looking across the western post-Roman ‘barbarian’ kingdoms and the Byzantine Empire, we shall examine a wide range of documentary and literary sources which offer fascinating perspectives on a variety of social and political conflicts. Students will gain a broad understanding of how the social order was kept together at a time when everything seemed to be falling apart. Along the way, we shall explore issues relating to crime and punishment, violence and coercion, social status, marriage and sexuality, the power of the Church, and more. How widespread was vendetta or ‘blood-feud’? Did medieval courts really use ordeals to establish innocence? Why did individuals sometimes voluntarily enter slavery? What could a woman do if she wished to divorce her husband? These are the kinds of questions students will consider in this module on conflict, law and justice in the early medieval world.

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: 30

Private study hours: 270

Total study hours: 300

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

100% Coursework

* Essay (4,000 words) – 40%
* Source Analysis (2,000 words) – 20%
* Moodle Quiz – 20%
* Seminar Participation & Presentation – 20%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Source Analysis | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Moodle Quiz  | **X** | **X** | **X** |  |  | **X** | **X** |
| Seminar Participation & Presentation | **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**

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**

**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) |
| 11/01/2020 | Major | 2021/22 | 1,8,10,11,12,13,14 | No |
| 17/02/2023 | Minor | 2023/24 | 13-14 | No |