1. **Title of the module**

HIST6013 (HI6013) - Riders on the Storm: Pestilence, War, Famine and Death in Fourteenth-Century Europe

HIST6014 (HI6014) - Riders on the Storm: Pestilence, War, Famine and Death in Fourteenth-Century Europe

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 5 (HIST6013)

Level 6 (HIST6014)

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 History and BA Military History

1. **The intended subject specific learning outcomes.
On successfully completing the Level 5 module students will be able to:**

8.1 Gained the knowledge and conceptual tools to understand and interpret the environmental, epidemiological, social, economic, cultural and political causes and consequences of the Great Famine, the Great Bovine Pestilence, Black Death, Hundred Years’ War, and other crises that gripped the British Isles and Europe in the 14th century. Students will have obtained a knowledge of the most important relevant episodes of the history of the period, and some of the historiographical debates surrounding the subject.

8.2 Developed their ability to discuss the issues that are raised in the module, and to present their work in written form. Through exposure to the distinctive nature of the 14th century, students will have gained an enhanced understanding of the diversity of human cultures, and the different situations in which revolutions occur.

**On successfully completing the Level 6 module students will be able to:**

8.3 Demonstrated a broad conceptual command of the course, and a thorough and systematic understanding of the latest research.

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

8.5 Demonstrated independent learning skills by being able to make 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.

8.6 The ability to analyse key texts and other materials critically at a high level

1. **The intended generic learning outcomes.
On successfully completing the Level 5 module students will be able to:**

9.1 Enhance their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment

9.2 Enhance communication skills and information technology skills

**On successfully completing the Level 6 module students will be able to:**

9.3 Demonstrate the acquisition of an independent learning style when engaging 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 complex arguments in both oral and written form

9.4 Analyse, discuss, deconstruct and demonstrate cogent understanding of central texts and, subsequently, assemble and present arguments based on this analysis; by virtue of this process, students will also gain an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module

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**

The module will study the economic, environmental, social and political crisis of the fourteenth century, which had a long-term impact on the population of the British Isles and beyond. The fourteenth century was a troublesome period in European history. After some two centuries of economic growth, demographic expansion and relative social stability, Europe entered the era of harsh socio-economic crises, bio-ecological shocks, climatic deterioration and political turmoil. The ubiquitous ‘Four Riders of the Apocalypse’, as seen by the contemporaries, brought much hardship upon all strata of European society. The Black Death of 1348-51, whose nature is still debatable, killed about 40 per cent of British population and altered the land-to-labour ratio, leading to far-reaching social and economic changes within the society. Violent and costly wars of England against Scotland and France commanded increased taxation, caused supply shock, high transaction costs and hence high prices and low real wages. Between 1314 and 1322, there was a series of failed harvests, brought about by continuous torrential rain and exceptionally cold winters. This agrarian crisis, or the ‘Great Famine’, caused starvation and malnourishment, chiefly among the lower echelons of the society. The famine spread chaos and anarchy over the country, with crime rates going up. To these should be added another significant biological crisis: mass cattle mortality of panzootic proportions, which ravaged the whole of Northern Europe and decimated its bovine stocks. This period can be regarded as truly a watershed one in British, and European history, and there is no doubt that it has changed the existing economic and social order forever.

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

Aberth, J., From the Brink of the Apocalypse (London, 2001)

Baillie, M, New Light on the Black Death: the Cosmic Connection (Stroud, 2006)

Benedictow, O., Black Death: 1346-1353, the Complete History (Woodbridge, 2004)

Campbell, B. M. S., English seigniorial agriculture, 1250–1450 (Cambridge, 2000)

Campbell, B. M. S. and Bartley, K., England on the eve of the Black Death.An atlas of lay lordship, land and wealth, 1300–49 (Manchester, 2006)

Cantor, N., In the Wake of the Plague. The Black Death and the World it Made (New York, 2001)

Dyer, C., Standards of living in the later middle ages: social change in England, c. 1200–1520 (Cambridge, revised edn.1989)

Jordan, W. C., The Great Famine: northern Europe in the early fourteenth century (Princeton, N.J., 1996)

McNamee, C., TheWars of the Bruces: Scotland, England and Ireland, 1306–1328 (East Linton, 1997)

Ó Gráda, C., Famine. A short history (Princeton, N.J., 2009)

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 280

Total study hours: 300

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

Essay 1 2,000-words 20%

Essay 2 2,000-words 20%

Final Project 4,000-words 60%

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* | *8.6* | *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** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Final Project | **X** | **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