1. KentVision Code and title of the module

HIST6072/HIST6073 Vikings: A Global Saga

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

Arts and Humanities, School of History

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 5: HIST6072

Level 6: HIST6073

## The number of credits and the ECTS value which the module represents

30 credits (15 ECTS)

## Which term(s) the module is to be taught in (or other teaching pattern)

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

BA (Hons) History. Also available as an elective module

## The intended subject specific learning outcomes.

**On successfully completing the level 5 module students will be able to:**

* 1. Understand and interpret the political, social, cultural and economic aspects of the Viking Age (c.750-1250).
	2. Demonstrate a knowledge and critical understanding of relevant episodes in the history of the medieval period, the most essential primary sources (in translation), and some of the historiographical debates surrounding the subject.
	3. Demonstrate an enhanced understanding of the diversity of human cultures, and the different situations in which historical changes occur.
	4. Demonstrate a broad conceptual command of the module, and a knowledge and critical understanding of the latest research.
	5. Demonstrate their capacity to assess and critically engage with primary sources.

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

* 1. Understand and interpret the political, social, cultural and economic aspects of the Viking Age (c.750-1250).
	2. Demonstrate a detailed knowledge and systematic understanding of relevant episodes in the history of the medieval period, the most essential primary sources (in translation), and the key historiographical debates surrounding the subject.
	3. Demonstrate an enhanced understanding of the diversity of human cultures, and the different situations in which historical changes occur.
	4. Independently identify and locate primary sources relevant to the study of the vikings.
	5. Demonstrate a broad conceptual command of the module, and a detailed knowledge and systematic understanding of the latest research.
	6. Demonstrate their capacity to critically evaluate, and make judgements based upon, a large number of primary sources, compiled in different regions and in different periods, and make use of these to engage in current historiographical debates related to the vikings.

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

**On successfully completing the level 5 module students will be able to:**

* 1. Have enhanced their ability to effectively communicate ideas and arguments, skills which can be transferred to other areas of study and employment.
	2. Demonstrate the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of coursework, in carrying out independent research, in compiling bibliographies and other lists of research materials, and by mediating arguments.
	3. Critically analyse, discuss, deconstruct and demonstrate critical understanding of central texts and, subsequently, assemble and present arguments based on this analysis.
	4. Approach problem-solving creatively and form critical and analytical judgments about the appropriateness of these approaches.
	5. Present the outcomes of research and learning in a form appreciable by both specialist and non-specialist audiences in a variety of settings and contexts.

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

* 1. Have enhanced their ability to effectively communicate complex ideas and detailed arguments, skills which can be transferred to other areas of study and employment.
	2. Demonstrate the ability to manage their own learning when engaging with the course content, for example in the preparation and presentation of coursework, in carrying out independent research, in compiling bibliographies and other lists of research materials (which will include primary sources), by showing the ability to reflect on their own learning and by mediating complex arguments.
	3. Critically evaluate, discuss, deconstruct and demonstrate systematic understanding of central texts and, subsequently, devise and sustain detailed arguments based on this evaluation.
	4. Approach problem-solving creatively and form critical, analytical and evaluative judgments about the appropriateness of these approaches, making use of both data and abstract concepts.
	5. Present the detailed outcomes of research and learning, including complex information, ideas and concepts, 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 and beyond in the Middle Ages. Arguably, the vikings achieved rather more than this caricature suggests. They had a dramatic impact on the political order of Britain, Ireland and Francia; they contributed substantially to international trade, economy and urbanisation in different parts of Europe; and they explored and settled the uncharted territories of the North Atlantic, specifically Iceland, Greenland, and as far as ‘Vinland’ (parts of Newfoundland), becoming the first Europeans to reach and temporarily settle in the North American continent. Vikings were also some of the most engaging storytellers of their time. By the time Scandinavian raiding ceased in the second half of the eleventh century, they had dramatically altered political, religious, economic and military developments across the early medieval world. This module will separate fact from fiction by analysing and discussing surviving written sources alongside archaeological, linguistic and place-name evidence, thereby enabling students to uncover the real history that lies behind the mythical Viking Age. In addition, students will be introduced to the major historiographical debates related to viking activities, Scandinavian settlement and Norse culture.

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

Private Study: 270

Contact Hours: 30

Total: 300

1. Assessment methods
	1. Main assessment methods

Source analysis (2,000 words) – 35%

Essay (3,000 words) – 50%

Group presentation (15 minutes plus written summary) – 15%

13.2 Reassessment methods

100% coursework (3,000-word essay)

1. Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment (section 13)

**Level 5 Students:**

**Module learning outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture | **X** | **X** | **X** | **X** |  | **X** | **X** |  |  |  |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment method** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| Source analysis | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Group presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**Level 6 Students:**

**Module learning outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 | 8.11 | 9.6 | 9.7 | 9.8 | 9.9 | 9.10 |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture | **X** | **X** | **X** |  | **X** |  | **X** | **X** |  |  |  |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Assessment method** | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 | 8.11 | 9.6 | 9.7 | 9.8 | 9.9 | 9.10 |
| Source analysis | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Group presentation | **X** | **X** | **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

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**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 21.12.21 | Major | September 2022 | 8-11, 13-14 | No |
|  |  |  |  |  |