1. **Title of the module**

Conquests, Cultures and Identities: England AD 850–1100

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**

60 credits (30 ECTS)

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

Autumn and Spring

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

None

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

BA History (Joint and Single Honours)

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate a comprehensive knowledge of the political, cultural and social developments in England from 850 to 1100
   2. Appreciate the utility and importance of assessing the specific historical developments in Britain in the ninth, tenth and eleventh centuries in their broader chronological and geographic contexts
   3. Confidently evaluate, with a variety of methodological techniques, a diverse range of primary sources pertaining to the module topic
   4. Demonstrate a critical understanding of the historiographical paradigms and debates that surround the history of England in the later Anglo-Saxon and early Norman periods, particularly in relation to ideas of ‘identity’ and ‘the nation’
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Construct in-depth, analytical arguments based on evaluation of scholarly reviews and primary sources, and then communicate effectively to a variety of audiences and/or using a variety of methods.

9.2 Manage their own learning with both initiative and personal responsibility by identifying the most relevant research materials and carrying out substantial independent research

9.3 Identify a range of solutions involving different types of evidence and abstract concepts in order to make decisions about complex problems in a variety of contexts

9.4 Analyse and assimilate large quantities of data at a high level, enabling them to undertake appropriate further training of a professional or equivalent nature

9.5 Demonstrate an awareness of the importance of communicating historical research and understanding to non-specialist audiences and the wider public

1. **A synopsis of the curriculum**

The ninth to eleventh centuries are frequently described as the ‘making of England’ – the time when England became a political entity for the first time and when ‘English’ identity begins to emerge clearly in the historic record – only for it all to come crashing down, so some claim, in 1066 with the Norman Conquest. As such, these years and their kings are today invoked in powerful yet often highly problematic discourses of national ‘origins’. While it is certainly the case that the polity of ‘England’ first existed in this period, the historic reality is far more complex and fascinating than such modern representations. For example, the Norman Conquest was not the first conquest of England in the eleventh century. This special subject therefore explores the rich political, cultural and social histories of England from the ninth to eleventh centuries, starting with the first wave of Viking invasions and the rise of the kingdom of Wessex in the ninth century, and ending with the Anglo-Norman historians of the late eleventh and early twelfth centuries, who reflected on their own identities and the transformations and traumas of the preceding decades. How productive is it to understand the developments of this period in terms of ‘English’ identity? How great an impact did conquest and political violence have on day-to-day life? And how can we account for the international and multilingual cultures that were fostered in Britain at this time? It is these questions that we will address over the course of the module.

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

Crick, J. and van Houts, E., eds. (2011), *A Social History of England, 900–1200*. Cambridge: Cambridge University Press.

Davies, W., ed. (2003), *From the Vikings to the Normans*. Oxford: Oxford University Press.

Golding, B. (2013), *Conquest and Colonisation: the Normans in Britain, 1066–1100*, 2nd ed. Basingstoke: Palgrave MacMillan.

Molyneaux, G. (2015), *The Formation of the English Kingdom in the Tenth Century*. Oxford: Oxford University Press.

Tyler, E.M. (2017), *England in Europe: English Royal Women and Literary Patronage, c.1000 –c.1150*.Toronto: Toronto University Press.

Stafford, P. (1989), *Unification and Conquest: A Political and Social History of England in the Tenth and Eleventh Centuries*. London: Hodder Arnold.

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 540

Total study hours: 600

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

40% Coursework, 60% Exam

The coursework component will consist of:

* Essay 1 (3,000 words) 10% of the overall mark.
* Essay 2 (3,000 words) 10% of the overall mark.
* Public engagement exercise (1,000 words) 10% of the overall mark.
* Presentation 1 5% of the overall mark.
* Presentation 2 5% of the overall mark.

The exam component will consist of

Two 2-hour exams each worth 30% of the overall mark.

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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Essay 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Public engagement exercise | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |
| Presentation 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Exam 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Exam 2 | **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 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**

This module encourages students to engage with the international significance of their subject matter in a comparative or historiographical fashion This special subject therefore explores the rich political, cultural and social histories of England from the ninth to eleventh centuries and the international and multilingual cultures that were fostered in Britain at this time.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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