1. KentVision Code and title of the module

MEMS8640 Reading the Medieval Town: Canterbury, an International City

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

Arts and Humanities, Centre for Medieval and Early Modern Studies

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

Level 7

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

30 (15 ECTS)

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

Autumn

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

None

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

Optional to the following courses: MEMS Taught MA

Also available as an elective module

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

* 1. Demonstrate their ability to analyse primary sources, such as texts, objects, buildings.
	2. Demonstrate their ability to communicate their knowledge and understanding of the development of medieval urban society.
	3. Demonstrate their understanding of the value of interdisciplinary approaches to the study of history and heritage through the close ‘reading’ of Canterbury.
	4. Demonstrate that they have gained analytical and communication skills valued by employers in industries such as education and heritage.

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

## Demonstrate their development of valuable transferable skills through their assignments.

## Demonstrate their ability to articulate sophisticated, coherent and persuasive arguments relating to the development of the discipline.

## Demonstrate their research and organisational skills through their seminar preparation and work for their assignments..

## A synopsis of the curriculum

Canterbury was not simply one among medieval England’s cities – it had an unparalleled international significance. This module gives you the opportunity to understand the built heritage and written records of the city in which you are studying, and so allows you to re-construct its life and importance. The module approaches a broad chronological sweep thematically, including topics that draw on the research interests of Dr Sheila Sweetinburgh (History) and Dr Paul Bennett (Archaeology), both of whom work on English urban society, c.1000–1550, with special reference to Canterbury. The teaching will focus on a number of inter-related themes which will be studied through differing types of evidence from written and printed texts to objects and standing buildings. Consequently, certain seminars will take place outside the seminar room, looking at the evidence in situ. Topics covered will include topography, civic governance, urban defence, house and household, commercial practices and premises, parish church development, the place of religious houses, pilgrimage and city-crown relations, as a way of examining issues such as space, power, patronage and responses to changing social, political and economic conditions. Teaching will draw on expertise in the history and archaeology of the city, supplemented with site visits, including to places often not open to visitors. Students will be encouraged to think comparatively, both nationally and internationally, to assess Canterbury’s place within medieval European society.

## 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).

## Contact Hours

Private Study: 278

Contact Hours: 22

Total: 300 hours

## Assessment methods

* 1. Main assessment methods

Presentation and Report (20%)

Essay (4,000 words) (80%)

13.2 Reassessment methods

100% coursework

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

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

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **x** | **x** | **x** | **X** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **X** | **x** | **x** | **x** |
| Guided walks | **x** | **x** | **x** | **X** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Presentation and Report | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

**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 or major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts CLOs |
| --- | --- | --- | --- | --- |
| 19/01/2023 | Major | 2023/24 | 8-9,13-14 | No |
|  |  |  |  |  |