1. **Title of the module**

MEMS8840 (MT884) Pre-modern Paris

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

Canterbury Centre for Medieval and Early Modern Studies (MEMS), Paris pathway

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

Level 7

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)**

Spring

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

N/A

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

MA in Medieval & Early Modern Studies Paris Pathway

1. **The intended subject specific learning outcomes**

On successfully completing the module students will be able to:

8.1 – Demonstrate a systematic understanding of the development of Paris as a capital city.

8.2 – Show a sophisticated critical awareness of the need to employ a wide range of source materials when approaching the pre-modern world. in order to critically assess primary source materials

8.3 – Critically evaluate the existing scholarly literature on these subjects across disciplines with reference to the interrogation of primary sources to suggest original approaches to historical or literary problems.

8.4 – Have a sophisticated understanding of the issues of urban development and its congruence or conflict with royal authority, and critically evaluate how this affected the use of various media and source survival.

8.5 - Have a comprehensive understanding of the international nature of pre-modern Paris and its status as a locus where networks of exchange could intersect and overlap.

8.6 - Demonstrate a sophisticated critical awareness of the problems surrounding our study of pre-modern Paris, and critically interrogate implications which different methods of investigation have for the research conclusions reached.

**9 The intended generic learning outcomes**

On successfully completing the module students will be able to:

* 1. - Demonstrate sound critical judgement in their assessment of complex and conflicting sources of information.
	2. - Make judicious use of incomplete source material, and show originality with extant sources to overcome or mitigate archival gaps.
	3. - Show autonomy and self-direction in developing original approaches to research problems.
	4. - Communicate the results of their research clearly and in an appropriate manner for the context and audience.
	5. - Take responsibility for planning a research project, including identifying an appropriate question, planning the project to take account for appropriate source materials, and undertaking independent research and learning to bring the project to completion.
1. **A synopsis of the curriculum**

This module is designed to introduce students to the range of evidence and approaches to that evidence available to investigate the pre-modern past. This objective will be achieved in the context of providing them with the opportunity to undertake in-depth investigation of the city in which they are studying: Paris. Paris was one of the great cities of the pre-modern world and long before the French Revolution, Paris was a crucible of cultural change throughout the Medieval and Early Modern period. Here, surrounding the banks of the Seine, the city witnessed the rise of the University, the creation of Parliament, the invention of Gothic art and architecture, and the formation of the Huguenots, leading to the spread of scholasticism, democracy, artistic development, and religious reformation across Europe and beyond.

A study of its history offers unparalleled opportunities for students to examine themes of European relevance, such as the beginning of urbanisation, the growth of Universities, or the outbreak of religious violence during the Protestant reformation, grounded in a particular historical, literary or artistic context. Likewise, the study of Paris in Paris will allow staff delivering the module to introduce students to a range of types of evidence and of scholarly approaches to that evidence, thus giving them the skills they need to proceed to the MA dissertation. This aspect of the course will include appropriate field trips, locations might include the royal palaces of Sainte-Chapelle and Versailles, leading museums such as the Musée national du Moyen Âge, or to world-class libraries, such as the Bibliothèque Nationale de France. The opportunity to study the history of Paris in situ using real artefacts will present a uniquely stimulating opportunity for students to develop their understanding of the period and of the use of evidence in research.

By providing research-driven teaching, access to source material through site-specific analysis, and facilitating pedagogical encounters with the history of the city in which they are studying, this core module presents an exceptional pathway for MEMS graduates. The curriculum design will enable MEMS students to enhance their historical, literary and artistic knowledge, cultivate their interdisciplinary skills, and acquire the necessary methodological tools to prepare for their dissertation. Above all, the study of pre-modern Paris in modern-day Paris will present MEMS students with an unparalleled opportunity to engage with the past in a dynamic learning environment.

1. **Reading list (indicative list, current at time of publication. Reading lists will be published annually)**
2. Baldwin, J., *Paris 1200* (2000)
3. Diefendorf, B., *Beneath the Cross: Catholics and Huguenots in Sixteenth Century Paris* (1991)
4. Geremek, B., *The Margins of Society in Late Medieval Paris* (1987)
5. Mullally, E., ed. and trans., *Description de la ville de Paris, 1434* (2015)
6. Roux, S., *Paris in the Middle Ages* (2009)
7. Wei, I., *Intellectual Culture in Medieval Paris: Theologians and the University, c.1100–1330* (2012)
8. **Learning and teaching methods**

Contact hours: 20

Private Study hours: 280

Total hours: 300

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

Essay, 1,500 words (30%)

Essay, 3,500 words (70%)

13.2 Re-assessment methods

 100% Coursework: students will resubmit one item of coursework in question. This is standard practice on all modules in this MA.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

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| **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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X |  | X | X |  | X |
| Seminar | X | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay, 1,500 words | X | X | X | X | X | X | X | X | X | X |  |
| Essay, 3,500 words | 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 disability equality legislation, and supports students with a declared disability or special educational need in its teaching. Within this module we will make reasonable adjustments wherever necessary, including additional or substitute materials, teaching modes or assessment methods for students who have declared and discussed their learning support needs. Arrangements for students with declared disabilities will be made on an individual basis, in consultation with the University’s disability/dyslexia student support service, and specialist support will be provided where needed.

1. **Campus(es) or Centre(s) where module will be delivered:**

Paris

1. **Internationalisation**

This module contributes to the internationalisation agenda in the following ways:

1. It is the core module on a new split-site MA based between Canterbury and Paris.
2. It is focused specifically on French (Parisian) history – it is helping to expand the curriculum away from its traditional Anglo-Centric focus.
3. The course will include an emphasis on Paris as a cultural crossroads, with an emphasis on cultural exchange at sites such as the royal court, University and religious foundations.

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**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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