

2021-22 Postgraduate Module Handbook

08 Centre for Medieval and Early Modern Studies

MT803		Gothic Art and Architecture, c. 1100-1350				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Paris	Spring	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Availability

Open to all Postgraduate Students in Humanities

Contact Hours

Total contact hours: 20

Private study hours: 280

Total study hours: 300

Learning Outcomes

- ~ demonstrate a systematic understanding of the visual, architectural, material, and devotional culture of Gothic art and architecture in Europe c.1100-1350
- ~ demonstrate a critical awareness of both traditional and current methodological and historiographical approaches to the history of art and architecture in the High Middle Ages in Europe, as well as an understanding of how these have changed in recent scholarship.
- ~ demonstrate a comprehensive understanding of techniques applicable to the study of medieval paintings, manuscripts, metalwork, sculpture, stained glass and architecture, as well as an appreciation of the level of analysis needed to examine these types of source material.
- ~ demonstrate a strong independent ability to identify, locate and interrogate the most appropriate primary and secondary resources for the study of the Gothic imagination in medieval Europe.
- ~ critically evaluate models of change and continuity over the course of the development of the Gothic style in Europe and describe how these may be combined to form an overall assessment of the period.

Method of Assessment

The course will be assessed by a 5,000 word assessed essay on a relevant topic of each student's choosing. This essay will test the learning outcomes by requiring students to make a coherent, sophisticated, scholarly argument with an appropriate scholarly apparatus. □ Both the learning and teaching and assessment methods relate closely to the intended learning outcomes. They will encourage student-centred exploration and discussion of primary and secondary materials in both their essays and their seminar contributions. Students will develop their presentation skills (written and spoken) and their capacity for independent research. □

Preliminary Reading

Bony, J., French Gothic Architecture of the 12th & 13th Centuries (Berkeley, 1983)

Frankl, P. revised by Crossley, P., Gothic Architecture (London, 2000) □

Mâle, E., The Gothic Image: Religious Art in France of the Thirteenth Century (New York, 1972)

Treasures of Heaven, ex. cat. (London, 2011) □

Williamson, P., Gothic Sculpture, 1140-1300 (New Haven, 1995)

Wilson, C., The Gothic Cathedral (London, 1990) □

Pre-requisites

None

Synopsis >*

This module explores the dynamic relationship between the cult of relics and Gothic art. It will begin by retracing the aesthetics of devotion across Western Christendom, culminating in the creation of towering Gothic cathedrals. Throughout history, the design of cult images could reveal sacred presence, testify to miracle-working powers, and explicate the significance of a holy place using visual narratives. Through pilgrimage, gift-giving, and even theft, people acquired relics and 'invented' new cults. The success of a relic cult would benefit from the design of a magnificent reliquary, the depiction of pictorial programmes (in glass, sculpture, and painting), and the placement of the relic within a spectacular architectural setting. Together we will explore the development of Gothic art in light of changing devotional needs. Using a number of diverse case studies, students will acquire a wealth of historical information and develop a variety of intellectual approaches to function and significance of visual culture. Beginning with Paris and its surrounding cathedrals, we will extend our analysis to Gothic Canterbury, London, Castile, Prague, Siena, and Florence. Above all, this course will encourage students to think critically about the influence of art in the religious imagination.

Contact Hours

Total contact hours: 20

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

- 1) Demonstrate a systematic understanding of the visual, architectural, material, and devotional culture of Gothic art and architecture in Europe c.1100-1350
- 2) Demonstrate a critical awareness of both traditional and current methodological and historiographical approaches to the history of art and architecture in the High Middle Ages in Europe, as well as an understanding of how these have changed in recent scholarship.
- 3) Demonstrate a comprehensive understanding of techniques applicable to the study of medieval paintings, manuscripts, metalwork, sculpture, stained glass and architecture, as well as an appreciation of the level of analysis needed to examine these types of source material.
- 4) Demonstrate a strong independent ability to identify, locate and interrogate the most appropriate primary and secondary resources for the study of the Gothic imagination in medieval Europe.
- 5) Critically evaluate models of change and continuity over the course of the development of the Gothic style in Europe and describe how these may be combined to form an overall assessment of the period.

The intended generic learning outcomes.

On successfully completing the module students will be able to:

- 1) Acquire advanced level skills of critical reading and analysis of a range of primary and secondary sources.
- 2) Acquire an advanced level in the key skills of written communication, problem solving and attained responsibility for their own learning.
- 3) Acquire an advanced level in the key skills of oral communication and working with others in a group, as well as gaining programme outcomes.
- 4) Develop their use of relevant learning and reference resources (including visual resources).
- 5) Improve their ability to write coherent, informed and logical arguments in a well-organised and well-presented essay.

Method of Assessment

Main Assessment Method:

Essay 5000 words 100%

Reassessment Instrument: 100% coursework

Preliminary Reading

Bony, J., French Gothic Architecture of the 12th & 13th Centuries (Berkeley, 1983)

Frankl, P. revised by Crossley, P., Gothic Architecture (London, 2000) □

Mâle, E., The Gothic Image: Religious Art in France of the Thirteenth Century (New York, 1972)

Treasures of Heaven, ex. cat. (London, 2011) □

Williamson, P., Gothic Sculpture, 1140-1300 (New Haven, 1995)

Wilson, C., The Gothic Cathedral (London, 1990)

Pre-requisites

None.

Synopsis *

This module explores the dynamic relationship between the cult of relics and Gothic art. It will begin by retracing the aesthetics of devotion across Western Christendom, culminating in the creation of towering Gothic cathedrals. Throughout history, the design of cult images could reveal sacred presence, testify to miracle-working powers, and explicate the significance of a holy place using visual narratives. Through pilgrimage, gift-giving, and even theft, people acquired relics and 'invented' new cults. The success of a relic cult would benefit from the design of a magnificent reliquary, the depiction of pictorial programmes (in glass, sculpture, and painting), and the placement of the relic within a spectacular architectural setting. Together we will explore the development of Gothic art in light of changing devotional needs. Using a number of diverse case studies, students will acquire a wealth of historical information and develop a variety of intellectual approaches to function and significance of visual culture. Beginning with Paris and its surrounding cathedrals, we will extend our analysis to Gothic Canterbury, London, Castile, Prague, Siena, and Florence. Above all, this course will encourage students to think critically about the influence of art in the religious imagination.

2021-22 Postgraduate Module Handbook

MT804 Remembering and Forgetting in Early Modern England						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

The module will be taught by 10 weekly 2-hour seminars. It is expected that students will each week prepare for seminars and undertake research for their assessed essay. Students will be expected to deliver a short presentation on their essay topic in the second half of the module, which will not be formally assessed. However, informal feedback will be provided, which can be fed into the essay which is formally assessed. Total study hours 300.

Learning Outcomes

1. Demonstrate an excellent awareness of approaches to, and studies about, memory in late medieval and early modern Europe (MEMS outcomes A1, B4, B5, C12)
2. Navigate key online resources of digital databases of early modern texts (Early English Books Online and Literature Online) to identify and explore (and properly cite from) primary texts for research purposes (MEMS outcomes A2, B3, B4, C13)
3. Engage meaningfully with critical studies of early modern memory, while developing their own critical voice (MEMS outcomes B4, B5, B6, B8)
4. Plan and develop a large-scale research project, demonstrating a comprehensive understanding of how to identify key primary and secondary resources (MEMS outcomes B3, B4, B5, B8, B9, C10, C11)
5. Situate English early modern studies of memory within a wider international and trans-historical context (MEMS outcomes A1, A2, B3, B4, B5, C12)
6. Give an oral presentation about their research plans and activities, and to critically evaluate the research plans and activities of their student peers (MEMS outcomes B7, B8, C11, C12)
7. Demonstrate a sophisticated critical awareness of the larger theoretical questions that have been used to frame studies of early modern memory, and critically assess different methodologies and approaches (MEMS outcomes A1, B4, B5, B9, C10, C11)

Method of Assessment

5,000 word essay on a relevant topic of each student's choosing.

Preliminary Reading

Carruthers, Mary and Jan M. Ziolkowski, eds. *The Medieval Craft of Memory: An Anthology of Texts and Images* (Philadelphia: University of Pennsylvania Press, 2002)

Carruthers, Mary, *The Book of Memory: A Study of Memory in Medieval Culture* (Cambridge: Cambridge University Press, 1990)

Engel, William E., Rory Loughnane, and Grant Williams, eds., *The Memory Arts in Renaissance England* (Cambridge: Cambridge University Press, 2016)

Neill, Michael, *Issues of Death: Mortality and Identity in English Renaissance Tragedy* (Oxford: Oxford University Press, 1997)

Rossi, Paolo, *Logic and the Art of Memory: The Quest for a Universal Language* (1960), trans. Stephen Clucas (Chicago: University of Chicago Press, 2000)

Sullivan Jr., Garrett A., *Memory and Forgetting in English Renaissance Drama* (Cambridge: Cambridge University Press, 2005)

Wilder, Lina Perkins, *Shakespeare's Memory Theatre* (Cambridge: Cambridge University Press, 2014)

Yates, Frances, *The Art of Memory* (London: Routledge and Kegan Paul, 1966)

Pre-requisites

None

Synopsis *

With respect to its social impact and interdisciplinary scope, memory studies may lay claim to being one of the richest and most prominent research fields in the humanities and the social sciences over the last four decades. This module, drawing upon a range of classical, medieval and early modern writings about memory and mnemonic technique, and reading widely across discipline and form, investigates the role that remembering plays within early modern English culture. Yet Hamlet's plaintive 'Must I remember?' recalls to us the role that unwelcome memories and forgetting often play too. From the white-washing of church walls to the burning of banned books, the Reformation can be read as an exercise in enforced collective forgetting. A century and more later, Charles II's Indemnity and Oblivion Act (1660) granted a general pardon to those involved in the regicide of his father, Charles I, and mandated that what had occurred in the Interregnum was to be collectively forgotten ('utter oblivion'). Still, we know that memories persist, habits are maintained, and actions and words can be impossible to forget. This module uses memory as a means to analyse the ways in which early moderns attempted to collect and store knowledge (discussing, in part, the evolution of and responses to the mnemonic practices of the *Ars Memorativa*), the type of knowledge they sought to store, and the tension points that accumulate around remembering, forgetting, and the circulation of knowledge. Our reading will also yield significant theoretical questions about how individuals and societies receive and retain information, and about how such reception and retention may be related to subject behaviour.

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MT841		The Crisis of Church and State			
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment
2	Canterbury	Spring	M	30 (15)	100% Coursework

Method of Assessment

Students will be asked to give a presentation during term. The course will be assessed essay (5,000 words max) on a relevant topic of each student's choosing.

Preliminary Reading

- John of Salisbury, *Policraticus*, trans. C. Nederman (Cambridge, 1990)
Aquinus, *De Regimine Principum* (On Kingship to the King of Cyprus), trans. G.B.Phelan and I.T.Eschmann (Toronto, 1949)
John of Paris, *On Royal and Papal Power*, trans J.A.Watt (Toronto, 1972)
*Giles of Rome, *On Ecclesiastical Power*, trans. R.W.Dyson (Woodbridge, 1986)
*James of Viterbo, *On Christian Government*, trans. R.W. Dyson (Woodbridge, 1995)
Dante, *Monarchia*, ed. P. Shaw, (Cambridge, 1995)
Marsilius, *The Defender of Peace*, trans. A. Gewith (New York, 1956; reprint Toronto 1980)
Machiavelli, *The Prince*, ed. Q. Skinner and R. Price (Cambridge, 1988)
Tierney, B., *The crisis of Church and State, 1050-1300* (Toronto, 1988).

Synopsis *

The module deals with aspects of ecclesiastical history, theology, Medieval canon law and Medieval political thought c. 1180 —c. 1400. The course will be structured chronologically, tracing the development of political theories and practices of government developed by popes and lay rulers during the thirteenth century. Topics will include the ideas of papal power, ideas of state in England, Germany and Italy, the clash between papacy and lay rulers, the rise of new political subjects within Medieval Europe, especially towns.

2021-22 Postgraduate Module Handbook

MT864 Reading the Medieval Town: Canterbury, an International City						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Spring	M	30 (15)	100% Coursework	
2	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 24

Private study hours: 126

Total study hours: 150

Learning Outcomes

- Students will improve their skills of 'close reading' and 'close looking', enabling them to analyse better primary sources: texts, objects, buildings
- Students will develop a working knowledge of medieval urban history and medieval urban archaeology and the attendant research resources
- Students will improve their ability to engage critically with the secondary literature on medieval urban society through the use of Canterbury as a detailed case study and the deployment of comparative approaches
- Students will develop their ability to assess and apply critical and theoretical strategies appropriate for the study of material culture in the later Middle Ages

Method of Assessment

A 5000 word contextual case study that primarily uses Canterbury sources (primary and secondary), as well as comparable materials and national surveys where appropriate.

Preliminary Reading

- Bassett, S. (ed.), Death in Towns. Urban Responses to the Dying and the Dead, 100–1600
 Beattie, C., A. Maslakovic and S. Rees Jones (eds), The Medieval Household in Christian Europe, c.850-c.1550
 Collinson, P., N. Ramsey and M. Sparks (eds), Canterbury Cathedral
 Creighton, O. and R. Higham, Medieval Town Walls. An Archaeology and Social History of Urban Defence
 Steane, J., The Archaeology of Power: England and Northern Europe AD 800–1600
 Swanson, H., Medieval British Towns
 Trio, P. and M. de Smet (eds), The Use and Abuse of Sacred Places in Late Medieval Towns
 Urry, W., Canterbury under the Angevin Kings
 *Sweetinburgh, S., ed., Early Medieval Kent, 800–1220 (Woodbridge: Boydell, 2016).
 *Sweetinburgh, S., ed., Later Medieval Kent, 1220–1540 (Woodbridge: Boydell, 2010).
 *Clark, P., English provincial society from the Reformation to the Revolution: religion, politics and society in Kent, 1500–1640 (Hassocks, 1977).

Synopsis

This interdisciplinary course 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. Thus, as a way of aiding students to expand their intellectual horizons, some seminars will take place outside the seminar room to look at evidence in situ. Topics will include medieval topography, parish churches and lay piety, houses and shops, pilgrimage, and urban defences, using Canterbury as a contextualised case study.

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MT867		Reading the Evidence				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Whole Year	M	20 (10)	100% Coursework	

Contact Hours

The course will be taught by 12 fortnightly two-hour seminars over the two terms. Students will be asked to make written comments on material in advance; they will contribute to seminar discussion and record their altered responses to the material after each seminar. In addition, students will be expected to use their seminar work to enable them to respond critically to the issues of disciplinarity, evidence and method which arise from the Centre's weekly Research Seminars. This course therefore requires attendance at those seminars, and contact hours therefore average out at 2.5 hours per week, with a further three hours of independent study and writing.

Learning Outcomes

- Students will improve their skills of 'close reading' and 'close looking', enabling them better to analyse primary and secondary sources
- Students will develop working knowledge of the various sources and resources which exist for the study of the medieval and early modern periods from an interdisciplinary perspective
- Students will develop the ability to conceive, develop and plan a project of independent study by engaging critically with the methods and arguments of a range of secondary literature

Method of Assessment

Assignment 1: Review Essay

The purpose of this assignment is for you to practice the scholarly assessment of recent work on a medieval or early modern topic of your choice. Indicative word length: 1500 words.

Assignment 2: Annotated Bibliography

The annotated bibliography should consist of approximately ten items, including primary and secondary sources, all of which are related to the topic you have chosen for your dissertation. Indicative word length: 1500 words.

Assignment 3: Dissertation Proposal

The proposal for your MA dissertation should explain what your topic is, setting it briefly into an intellectual and methodological context. Make sure you think carefully through the various stages of a research proposal: defining the topic, establishing the key research questions, identifying your primary resources, describing the methodology, and setting out a preliminary outline of how the dissertation will present its argument (including introduction, main sections of the work, and conclusion). Indicative word length: 2500 words.

Restrictions

MEMS MA Students only

Synopsis *

This core course introduces students to different types of evidence, and to the relationship between evidence, disciplinarity, interdisciplinarity, analysis, method and argument. The teaching is based around categories of evidence and the ways in which scholars have written about them, using detailed work on primary-source examples. In addition to this explicit engagement with interdisciplinarity, which introduces students to the different approaches they will encounter in the weekly research seminar and in the series of options courses taught by staff across the Faculty, the course encourages students to think about the process of constructing a dissertation in relation to published work within the field. The assessment relates to both of these interrelated aims.

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MT875 The Black Death and Transformation of Europe, 1346-1400					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment
2	Canterbury	Spring	M	30 (15)	100% Coursework

Contact Hours

1 x 2 hour seminar each week

Learning Outcomes

In the course of the module, the students will be exposed to a wide gamut of historiographic problems and interdisciplinary methodologies, related to the study of perhaps the single deadliest pandemic in human history. In addition to discussing and analyzing particular texts and secondary literature, the course will undertake a fieldtrip to a deserted village site and to the Canterbury Cathedral Archives, home to a large number of manorial documents from the Black Death years. The module will have a strong impact on methodological skills of participating students and, as such, it will contribute a great deal to their professional and scholarly development.

Method of Assessment

100% Coursework (1 x 5,000 word essay)

Preliminary Reading

- Aberth, John, *The Black Death. The Great Mortality of 1348-1350* (Boston, 2005)
- Baillie, Mike, *New Light on the Black Death. The Cosmic Connection* (Stroud, 2006)
- Benedictow, Ole J., *The Black Death. The Complete History* (Woodbridge, 2004)
- Cohn, Samuel, *The Black Death Transformed: Disease and Culture in Early Renaissance Europe* (London, 2003)
- Gottfried, Robert S., *The Black Death* (London, 1983)
- Hatcher, John, *Plague, Population, and the English Economy, 1348 - 1530* (London, 1977)
- Horrox, Rosemary, trans. and ed., *The Black Death* (Manchester, 1994)
- Jordan, William C., *The Great Famine* (Princeton, 1996)
- Kelly, John, *The Great Mortality* (London, 2005)
- Nirenberg, David, *Communities of Violence* (Princeton, 1996)
- Smith, Richard M., 'Demographic Developments in Rural England, 1300-48: A Survey,' in Bruce M.S. Campbell, ed., *Before the Black Death: Studies in 'Crisis' of the Early Fourteenth Century* (Manchester and New York, 1991), pp. 25-78
- Ziegler, Philip, *The Black Death* (New York, 1969)

Synopsis *

Having arrived from the East in late 1347, a deadly and mysterious epidemic, whose nature is still uncertain, ravaged Europe for four years, killing about 50 per cent of its already weak population. But apart from killing the population, the Black Death left its profound marks on European economy, society, mentality and art. The course aims at studying the causes, spread, impact and consequences of the plague. Since no historical event, or phenomenon, can be studied separately from its context, the Black Death will be examined in a larger context of the fourteenth-century crisis, comprising population pressure, the Great Famine (1315-21), Cattle Plague (1319-21), anti-Jewish violence, violent warfare and social unrest.

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MT876 Cultures of Piety: Middle English Religious Literature, 1280-1500						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 20

Private study hours: 280

Total study hours: 300

Learning Outcomes

Students completing this module will have gained a nuanced appreciation of some of the theological and cultural issues underpinning the production and consumption of a range of English religious writings. Students will investigate some of the historiographical biases in the representations of spiritual writing in England, particularly pertaining to the use of the English language to variously convey basic religious instruction, more complex theological debates and deep, mystical self-reflection. Those taking the module will have learned to synthesise a range of interdisciplinary perspectives on late medieval religion, and have developed an awareness of the political implications of the use of the vernacular for devotional purposes in late medieval England.

Method of Assessment

The module will be assessed through an essay developed in consultation with the convenor (70%, 3,000 words); performance in research presentations (10%) (to be supported by a research diary) ; and a short essay (20%,1,500 words).

Preliminary Reading

The Book of Margery Kempe ed. Barry Windeatt (Brewer, 2004).

Jocelyn Wogan-Browne ed., The Idea of the Vernacular: An Anthology of Middle English Literary Theory 1280-1520 (Exeter, 1999).

The Showings of Julian of Norwich ed. Denise Baker (Norton, 2005).

Selections From English Wycliffite Writings, ed. Ann Hudson (University of Toronto Press, 1997)

Nicholas Watson, 'Censorship and Cultural Change in Late Medieval England: Vernacular Theology, the Oxford Translation Debate, and Arundel's Constitutions of 1409', Speculum, 70. 4 (1995), 822-864.

Synopsis *

This module explores the supposed renaissance in English devotional writings after the pastoral initiatives of the Fourth Lateran Council of 1215. Students will consider the validity of historiographical models of religious change in this period, examining the emergence of pastoralia, 'affective piety' and of the so-called 'vernacular theologies' of the late fourteenth and fifteenth centuries. Among the texts to be explored will be extracts from a number of early fourteenth-century pastoral texts (such as Handlyng Synne and The Northern Homily Cycle), from the late fourteenth century – the Showings of Julian of Norwich, and, moving into the fifteenth century, Nicholas Love's Mirror, The Boke of Margery Kempe and a range of Wycliffite and other 'suspect' writings. The literature of religious belief will in turn be situated against a range of manuscript case studies, critical readings, and theoretical studies.

2021-22 Postgraduate Module Handbook

MT879 Approaches to Early English Performance						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn	M	30 (15)	100% Coursework	
2	Canterbury	Spring	M	30 (15)	100% Coursework	

Availability

Autumn

Contact Hours

Total contact hours: 20

Private study hours: 280

Total study hours: 300

Learning Outcomes

- Students will improve their skills of 'close reading' and analysis, enabling them better to analyse primary sources, including performance text, theatre history documents and performances
- Students will develop their knowledge of a range of medieval and early modern texts and the original conditions of their staging
- Students will develop their knowledge of the function and significance of performance theory and its use in the study of medieval and early modern performance, and of the various methodological and theoretical debates which surround it.
- Students' ability to engage critically with and integrate a range of material, textual and theatrical primary material will be cultivated

Method of Assessment

100% coursework (1 x 5,000 word essay)

Preliminary Reading

Core texts:

Medieval Drama: An Anthology, ed. Greg Walker (Blackwell, 2000).

English Renaissance Drama: A Norton Anthology, ed. David Bevington et al (Norton, 2002)

Secondary Criticism and Theory:

Brown, Ross. Sound: A Reader in Theatre Practice (Palgrave, 2009).

Carson, Christi and Farah Karim-Cooper, eds., Shakespeare's Globe: A Theatrical Experiment (CUP, 2008).

Ihde, Don, Listening and Voice: A Phenomenology of Sound (Ohio State UP, 1976).

Kendrick, Lynne and David Roesner, Theatre Noise: Sound and Performance (2011)

Merleau-Ponty, Maurice, Phenomenology of Perception, trans. by Colin Smith (Routledge, 2002).

McConachie, Bruce. Engaging Audiences: A Cognitive Approach to Spectating in the Theatre (Palgrave Macmillan, 2008)

Pearson, M. Site-Specific Performance (Palgrave, 2010).

Shaughnessy, Nicola, ed.. Affective Performance and Cognitive Science (Bloomsbury, 2013).

Shepherd, Simon, Theatre, Body and Pleasure (London: Routledge, 2006).

Andrew Sofer, The Stage Life of Props (Michigan, 2002).

Synopsis *

This module will examine the social, material and experiential conditions of medieval and early modern drama. It will draw on a range of theoretical approaches to do so and consider the implications of applying these various approaches. Students will consider the implications of analysing performance as an ephemeral art form and the difficulties of doing so at a historical distance. This will entail analysing a wide range of primary sources, as well as engaging with current debates in Performance Studies and about contemporary theatrical 'reconstruction' projects, such as Shakespeare's Globe and Staging the Henrician Court. The module is structured around five key approaches to performance which students will examine in relation to a late-medieval and early modern playtexts over the course of ten weeks.

2021-22 Postgraduate Module Handbook

MT881		The First Information Revolution: Manuscript, Print and Rumour, c. 1480				
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	

Contact Hours

1 x 2 hour seminar each week

Learning Outcomes

On successfully completing the module students will be able to:

- 1) Demonstrate a systematic understanding of the circulation of news and information in early modern Europe.
- 2) Show a sophisticated critical awareness of the problems in distinguishing too closely between the media in which information flowed (printed text, manuscripts, and the spoken word).
- 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.
- 4) Have a sophisticated understanding of the issues of censorship and state control of information, and critically evaluate how this affected the use of various media and source survival.
- 5) Have a comprehensive understanding of the international nature of the early modern information market and how information networks overlapped and intersected at a local, national, and international level.
- 6) Demonstrate a sophisticated critical awareness of the problems surrounding the measurement of literacy, and critically interrogate implications which different methods of measurement have both for the study of literacy and assessing the impact and reach of differing source materials.

Method of Assessment

100% Coursework (1 x 5,000 word essay)

Preliminary Reading

- Bawcutt, Priscilla, 'Crossing the Border: Scottish Poetry and English Readers in the Sixteenth Century', in Sally Mapstone and Juliette Wood (eds), *The Rose and the Thistle: Essays on the Culture of Late Medieval and Renaissance Scotland* (East Linton, 1998), pp. 59-76.
- Blomendall, Jan, Arjan Van Dixhoorn & Elsa Streitman, *Literary Cultures and Public Opinions in the Low Countries 1450-1650* (Leiden, 2011)
- Fox, Adam, 'Religious Satire in English Towns, 1570-1640', in Patrick Collinson and John Craig (eds) *The Reformation in the English Towns 1550-1640* (Basingstoke, 1998), pp. 221-40.
- Lake, Peter and Steve Pincus (eds), *The Politics of the Public Sphere in Early Modern England* (Manchester, 2007)
- Love, Harold, *Scribal Publication in Seventeenth-Century England* (Oxford, 1993)
- Pollmann, Judith, and Andrew Spicer (eds), *Public Opinion and Changing Identities in the Early Modern Netherlands* (Leiden, 2007)
- Scott-Warren, Jason, 'Reconstructing Manuscript Networks: The Textual Transmissions of Stephen Powle', in Alexandra Shepard and Phil Withington (eds), *Communities in Early Modern England: Networks, Place, Rhetoric* (Manchester, 2000), pp. 18-38.
- Woudhuysen, H.R., Sir Philip Sidney and the Circulation of Manuscripts, 1558-1640 (Oxford, 1996)

Synopsis *

Printing was first undertaken in Europe in 1439, it was introduced to England in the 1470s, and arrived in Scotland in 1508. The impact of the printing press on the flow of information was one of the most significant innovations of the early modern period. However, more recently, scholars have argued that this new technology needs to be understood in the context of continuity of oral culture and a market for manuscript circulation of texts which remained thriving until the eighteenth century. This course will introduce MA students to the complexities of the circulation of news and ideas in early modern Europe. In so doing it will introduce them to a particular areas of scholarship (such as book history or the public sphere) and provide them with essential information for approaching primary source materials (e.g., practical knowledge of the limitations and strengths of the English Stationer's Register). Whilst primary source materials and secondary reading will be provided in English, because the book trade and news market were international, this course will cover other European contexts and so be of use to students with either British or European research interests. Moreover, concerns surrounding the movement of texts and ideas are of the essence for scholars in faculties of both literature and history, as such, the module will be naturally interdisciplinary and so suited to students with interests in both History and English.

2021-22 Postgraduate Module Handbook

MT882		Material Culture in the Early Modern World				Convenor
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

The course will be taught by weekly seminars. Contact hours: 20

Method of Assessment

Essay, 5,000 words (100% coursework)

Preliminary Reading

Appadurai, A., (ed.), *The Social Life of Things: Commodities in Cultural Perspective* (1986)

Brewer, J., and Porter, R., (eds.), *Consumption and the World of Goods* (1993)

Findlen, P. (ed.), *Early Modern Things: Objects and their Histories, 1500-1800* (2013)

Gerritsen, A., and Riello, G., (eds.), *The Global Lives of Things: The Material Culture of Connections in the Early Modern World* (2015)

Hamling, T., and Richardson, C., (eds.), *Everyday Objects: Medieval and Early Modern Material Culture and its meanings* (2010)

Harvey, K. (ed.), *History and Material Culture: A Student's Guide to Approaching Alternative Sources* (2009)

Richardson, C., Hamling, T., and Gaimster, D., (eds.), *The Routledge Handbook of Material Culture in Early Modern Europe* (2016)

Rublack, U., 'Matter in the Material Renaissance', *Past & Present* (May 2013), 41-85

Smith, P., Meyers, A., and Cook, H. J. (eds.), *Ways of Making and Knowing: The Material Culture of Empirical Knowledge* (2014)

Welch, E., *Shopping in the Renaissance: Consumer Cultures in Italy, 1400-1600* (2005)

Exhibition Catalogues:

Ajmar-Wollheim, M., Dennis, F., (eds.), *At Home in Renaissance Italy* (V&A, 1996)

Avery, V., Calaresu, M., and Laven, M., (eds.), *Treasured Possessions: from Renaissance to Enlightenment* (Fitzwilliam Museum, 2015)

Synopsis *

This MA Module is a window onto the rich and diverse material culture of Early Modern Europe and the world. A primary objective of this module is to consider objects as sources, alongside more traditional textual sources, and to develop ways in which to use artefacts in historical research. The course starts with a critical overview of the way in which consumption has traditionally been treated by economic historians concerned with the quantity of objects produced and how they fitted into an economy of circulation and wealth. The main focus of the module is on a cultural history of things. Inspired by the 'material turn' and theoretical work by anthropologists such as Daniel Miller, material culture has more recently been used to answer research questions regarding the meanings things held for different people. Cultural historians, inspired by work in art history and museum studies, have begun to engage in analysing objects to evaluate the Early Modern world. We will explore how this has not only generated a diverse new set of sources to study, but also a new understanding of the agency of things in Early Modern society and a new way to access the everyday lives of people. Finally, as a group we will evaluate how things can make us question traditional historical narratives, which are often based on the texts elites produced. The main themes of the module allow students to explore objects in different contexts, from courtly collections to everyday domestic interiors, and to examine objects as carriers of meaning and agency. Furthermore, this module emphasises Europe's place in a global world. We will see how the Early Modern period was a world of vibrant interconnections as a 'New World of Goods' flooded Europe. In working with extant objects, this module introduces interdisciplinary working with museum studies, art history and archaeology.

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MT885 Manuscripts, Libraries and Archives: further adventures in palaeography						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Seminars: 22 Hours
Private study: 278 hours
Total: 300 hours

Learning Outcomes

- ~ Recognise how palaeographical and codicological evidence can be deployed to reconstruct the wider social and cultural context.
- ~ Reflect on the milieux in which hand-written texts were produced, circulated and stored in the Middle Ages and early modern period.
- ~ Show an appreciation of the dynamics of the survival and destruction of manuscripts in the post-medieval world.
- ~ Demonstrate an advanced understanding of the practices of researching the technical aspects of manuscript volumes and documents.
- ~ Express a reasoned assessment of the trends in the relevant recent scholarship.

Method of Assessment

- ~ Technical paper 2000 words: 30%
- ~ Presentation (10 Min presentation and 10 minutes discussion) 10%
- ~ Essay. 3,500 words: 60%

Preliminary Reading

- A. Crawford ed., *The Meaning of the Library: a cultural history* (Princeton, 2015)
D. McKitterick, *Print, Manuscript and the Search for Order, 1450-1830* (Cambridge, 2003)
M. B. Parkes, *Their Hands before our Eyes* (Aldershot, 2008)
L. Smith ed., *Women and the Book: assessing the visual evidence* (London, 1997)
C. Steedman, *Dust: the archive and cultural history* (New Brunswick NJ, 2002)
A. G. Watson, *Medieval Manuscripts in post-medieval England* (Aldershot, 2004)

Pre-requisites

Palaeography and Codicology: an introduction to manuscript studies (MT888)

Synopsis *

This module develops the skills introduced in the core palaeography module by demonstrating their application to cultural and literary history. It will do this by considering the milieux in which hand-written texts were produced, circulated and stored in the Middle Ages and the early modern period. It, therefore, spans across both 'manuscript culture' and the centuries after the introduction of print. It considers the process of destruction and survival of codices from the sixteenth to the twentieth century, and also reflects on the continuing production of manuscript books and documents. At the same time, it assists students in further refining their technical skills in working with codices and documents.

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MT886	The Transformation of Europe, c. 870 - 1100					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	30 (15)	100% Coursework	
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 22

Private study hours: 278

Total study hours: 300

Learning Outcomes

1. demonstrate a systematic understanding of the key political, social, economic and cultural developments that characterise Western European history in the tenth and eleventh centuries.
2. demonstrate a critical awareness of both traditional and current methodological and historiographical approaches to the history of central medieval political and social institutions, as well as an understanding of how these have changed over the last half-century.
3. demonstrate a comprehensive understanding of techniques applicable to the study of medieval documents, as well as an appreciation of the limitations and ambiguity of this evidence and issues pertaining to source survival.
4. demonstrate a strong independent ability to identify, locate and interrogate the most appropriate primary and secondary resources for the study of central medieval European history.
5. critically evaluate models of change and continuity between Carolingian and post-Carolingian Europe and describe how these may be combined to form an overall assessment of the period.

Method of Assessment

Historiographical analysis 2000 words 25%

Essay 4000 words 75%

Preliminary Reading

Bartlett, R. (1993). *The Making of Europe: Conquest, Colonization and Cultural Change, 950–1350*. London: Penguin.

Cushing, K. G. (2005). *Reform and the Papacy in the Eleventh Century: Spirituality and Social Change*. Manchester: Manchester University Press.

Head, T. and Landes, R., eds, (1992). *The Peace of God: Social Violence and Religious Response in France around the Year 1000*. Ithaca: Cornell University Press.

Howe, J. (2010). 'Re-Forging the "Age of Iron", Parts 1 and 2. *History Compass*, 8 (8), pp. 866-87, and 8 (9), pp. 1000-22.

Moore, R. I. (2000). *The First European Revolution, c.970–1215*. Oxford: Blackwell.

West, C. (2013). *Reframing the Feudal Revolution: Political and Social Transformation Between Marne and Moselle, c.800–c.1100*. Cambridge: Cambridge University Press.

Synopsis *

In 888, the Carolingian Empire, often viewed as the last of the post-Roman successor states, collapsed. By the beginning of the twelfth century, Western Europe had been completely transformed – politically, socially, economically, culturally. What happened? This module offers an in-depth comparative study of France, Germany, Italy and the Low Countries in the tenth and eleventh centuries in order to address the controversies and challenges presented by a pivotal period of European history. With the onset of the later Middle Ages, historians begin to see a Europe characterised by quintessentially 'medieval' institutions and phenomena such as feudalism, the crusades, scholasticism, heresy, chivalry, public opinion, urbanisation and the supreme power of the papacy. It has been suggested that these transformations constituted a turning point in world history, setting Latin Europe on a path to global domination. Yet there is considerable disagreement over how all this came about. Indeed, some have suggested that little changed on the ground, that scholars have been tricked by the texts and by changes in the style and form of written records. Is it simply a matter of perception, or were there in fact profound political and social changes that amounted to 'the making of Europe'? What did the Carolingian Empire bequeath the polities that rose in its wake? What was the 'feudal transformation', and why has the concept been so controversial? How did the pope come to wield such great power in European politics? To answer these and other questions, students will analyse a wide array of surviving documentation, including charters and administrative records, narrative histories and other literary works, letters, canon (church) law, liturgical and theological texts, and more.

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MT887	Europe's lingua franca: applications of Latin for graduate medievalists					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	
1	Canterbury	Autumn	M	15 (7.5)	80% Coursework, 20% Exam	

Contact Hours

Total contact hours: 44

Total private study hours: 106 hours

Total module hours: 150 hours

Learning Outcomes

1. Be able to comprehend, parse and translate Latin texts of the style and level of complexity they are likely to encounter in their MA research
2. Appreciate the pan-European role of Latin and its continuing but shifting status in the medieval and early modern West
3. Show an understanding of both the changes that the Latin underwent in the medieval and early modern world and what they tell us about the societies in which it was used
4. Understand literacy as a cultural construction and the place of multilingualism within it

Method of Assessment

Language exercises – homework submitted over the course of the term (best four marks, of a minimum of six exercises completed, $4 \times 10\% = 40\%$)
 Exam (2 hour) - 20%
 Essay (2,500 words) - 40%

Preliminary Reading

Textbook - J. F. Collins, A Primer of Ecclesiastical Latin (Washington DC, 1988)
 In addition, students will be encouraged to use relevant online resources, including:
<http://perseus.uchicago.edu/LewisShort.html>
<https://www.memrise.com/course/66890/a-primer-of-ecclesiastical-latin/>
 Cultural status of Latin
 F. Waquet, Latin, or the Empire of a Sign (London, 2001)
 R. Ashdowne and C. White ed., Latin in Medieval Britain (Oxford, 2017)
 C. Celenza, The Lost Italian Renaissance (Baltimore MD, 2005)

Pre-requisites

None

Synopsis *

Latin was the premier language of medieval and early modern Europe, and a firm grounding in it becomes essential to you now that you are graduate students. The module is specifically tailored for medievalists and early modernists. While you will learn the grammatical structures of classical Latin, the emphasis is on Latin as a living language in the post-classical world. You will be considering its transformations and variety and will be encouraged to ask what these developments tell us about the societies in which it was used. Alongside that, we will consider the role of Latin: how did that change from its classical origins? Why did it survive so long? How far did it decline in power over the long period we study?

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MT888 Palaeography and Codicology: an introduction to manuscript studies						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
1	Canterbury	Autumn	M	15 (7.5)	80% Coursework, 20% Exam	
1	Paris	Autumn	M	15 (7.5)	80% Coursework, 20% Exam	
1	Canterbury	Autumn	M	15 (7.5)	100% Coursework	

Contact Hours

Contact hours: 47

Private Study: 103

Total: 150 hours

Learning Outcomes

1. Appreciate how the physical form of the book and its script encodes information about its purpose, production and use.
2. Demonstrate awareness of the fundamental stages in the history of Latin palaeography from antiquity to the early modern period.
3. Show competence in transcribing texts in a variety of scripts.
4. Show competence in identifying and analysing scripts.
5. Appreciate the fundamentals of providing a technical description of manuscript products.
6. Demonstrate an understanding of the status of manuscripts in the medieval and post-medieval world.

Method of Assessment

Assessment will be by three elements:

1. Transcriptions - (best two marks used: weighted equally at 10% each) - total of 20%
2. Manuscript Description - 20%
2. Exam (2 hours) – 20%
3. A term paper (2,500 words) - 40%

Preliminary Reading

B. Bischoff, Latin Palaeography: Antiquity and the Middle Ages (Cambridge, 1990), trans. D. Ó Cróinín and D. Ganz.

E. M. Thompson, An Introduction to Greek and Latin Palaeography (Oxford, 1912).

M. P. Brown, A Guide to Western Historical Scripts from Antiquity to 1600 (London, 1990).

J. Roberts, Guide to Scripts Used in English Writings up to 1500 (London, 2006).

G. E. Dawson and L. Yeandle, Elizabethan Handwriting 1500-1650, rev. ed. (Chichester, 1981).

Students will also be directed to online resources, in particular digitised manuscripts at, eg, the British Library and the Biblioteca Apostolica Vaticana websites.

Pre-requisites

None

Synopsis *

Our cultural heritage is defined by the legacy of manuscript artefacts. Those books and documents carry with them multiple pieces of information — more so than any printed book — that help decipher not just the meaning of their texts but also of their purpose and history. This module introduces you to the long history of that culture and, in particular, will give you the technical tools to make use of these sources. You will learn to read a variety of scripts and to appreciate the cultural contexts in which they were used (Latin palaeography, so called because the scripts — whatever the language — derive from the practices of ancient Rome); you will also study the book as object, understanding the elements of its make-up and what they can tell us about the society in which it was made and used (codicology).

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MT889		Reading Latins				Convenor
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	
1	Canterbury	Spring	M	30 (15)	100% Coursework	

Contact Hours

Total contact hours: 33
 Total private study hours: 267
 Total module hours: 300

Learning Outcomes

1. Demonstrate a level of competence in Latin as would be required from a student beginning a doctorate
- 2.. Demonstrate an advanced appreciation of the peculiarities of the various medieval and early modern styles of Latin
3. Show a nuanced understanding of the changing status of Latin texts in medieval and early modern Europe
4. Reflect on the challenges and the potential of making medieval and early modern Latin accessible to wider audiences

Method of Assessment

In-class presentation on a selected text (20%)
 Exam (grammar and vocabulary), 2 hour (30%)
 Public engagement project (10%)
 Essay on a relevant topic or text, c. 3,000 words (40%)

Preliminary Reading

The study will centre on primary texts taken in part from readers — eg K. Sidwell, *Reading Medieval Latin* (Cambridge, 1995) — and editions, including, for instance, those in the I Tatti Renaissance Library.

Secondary reading will include:

F. A. C. Mantello and A. F. Rigg ed., *Medieval Latin: an introduction and bibliographical guide* (Washington DC, 1996)
 E. R. Curtius, *European Literature and the Latin Middle Ages* [trans. from German] (London, 1953 and subsequent editions)
 R. Ashdowne and C. White ed., *Latin in Medieval Britain* (Oxford, 2017)
 C. Celenna, *The Lost Italian Renaissance* (Baltimore, 2007)
 S. Tilg and S. Knight ed., *The Oxford Handbook of Neo-Latin* (Oxford, 2015)
 V. Moul ed., *A Guide to Neo-Latin Literature* (Cambridge, 2017)

Pre-requisites

Europe's lingua franca: an introduction to Latin (MT887)

Synopsis *

This module builds on the knowledge of Latin developed in the core module. Its intention is to develop that skill to a level expected of doctoral students in the first years of their programme. It does this by augmenting the knowledge of grammar and vocabulary. In the process, it refines your appreciation of the variety of Latin in time and place — medieval and early modern shared 'Latins' rather than one unchanging style of expression. The importance attached to Latin may seem alien from our own society and an element of this module is also to consider how one makes the riches of the post-classical language accessible to audiences beyond medievalists and early modernists for whom it is a *sine qua non*.

MT893		Europe.s lingua franca: Latin for graduate pre-modernists				Convenor
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	
1	Canterbury	Whole Year	M	30 (15)	80% Coursework, 20% Exam	

Contact Hours

Total contact hours: 88
 Total private study hours: 212 hours
 Total module hours: 300 hours

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a level of competence in Latin as would be required from a student undertaking relevant primary research
2. Demonstrate an advanced appreciation of the peculiarities of the various medieval and early modern styles of Latin
3. Show a nuanced understanding of the changing status of Latin texts in medieval and early modern Europe
4. Understand literacy as a cultural construction and the place of multilingualism within it
5. Reflect on the challenges and the potential of making medieval and early modern Latin accessible to wider audience

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Have confidence that they have mastered Latin to a standard compatible with undertaking advanced primary research
2. Appreciate the potential of close critical analysis of primary sources in a language other than their mother tongue, as well as of secondary material
3. Show mastery of the grammatical vocabulary in order to articulate their understanding and knowledge
4. Show enhanced appreciation of the role of grammar in expression in any language through developed powers of communication
5. Display a level of appreciation of the details of the Latin language to provide close analysis of relevant primary sources
6. Show an ability to explicate Latin texts to an academic audience
7. Show a recognition of the methods that can be used to make Latin material accessible to audiences beyond the academic

Method of Assessment

Main assessment methods:

Language exercises – homework submitted over the course of the terms (best six marks, of a minimum of five exercises completed, $6 \times 5\% = 30\%$)

Exam (2 hours; 20%)

Essay (3,000 words; 30%)

Presentation on a selected text (in class, 10%)

Public engagement project (10%)

Reassessment methods:

Coursework (100%)

Preliminary Reading

Textbooks

J. F. Collins, A Primer of Ecclesiastical Latin (Washington DC, 1988)

K. Sidwell, Reading Medieval Latin (Cambridge, 1995)

In addition, students will be encouraged to use relevant online resources, including:

<http://perseus.uchicago.edu/LewisShort.html>

<https://www.memrise.com/course/66890/a-primer-of-ecclesiastical-latin/>

Cultural status of Latin

F. Waquet, Latin, or the Empire of a Sign (London, 2001)

R. Ashdowne and C. White ed., Latin in Medieval Britain (Oxford, 2017)

C. Celenna, The Lost Italian Renaissance (Baltimore MD, 2005)

S. Tilg and S. Knight ed., The Oxford Handbook of Neo-Latin (Oxford, 2015)

V. Moul ed., A Guide to Neo-Latin Literature (Cambridge, 2017)

Pre-requisites

None

Synopsis *

Latin was the premier language of medieval and early modern Europe, and a firm grounding in it becomes essential to you now that you are graduate students. The module is specifically tailored for medievalists and early modernists. It has two interlocking aims: one is to ensure you are well versed enough in the language that you can feel confident in approaching primary sources in your dissertation research for the MA and, indeed, beyond if you continue to doctoral studies. The second is to consider the role of Latin as a living language in the post-classical world — and one whose influence is still felt in our society today. You will be considering its transformations and variety and will be encouraged to ask what these developments tell us about the societies in which it was used. Alongside that, we will consider the role of Latin: how did that change from its classical origins? Why did it survive so long? How far did it decline in power over the long period we study?

Contact Hours

Contact hours = 88

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate a level of competence in Latin as would be required from a student undertaking relevant primary research
2. Demonstrate an advanced appreciation of the peculiarities of the various medieval and early modern styles of Latin
3. Show a nuanced understanding of the changing status of Latin texts in medieval and early modern Europe
4. Understand literacy as a cultural construction and the place of multilingualism within it
5. Reflect on the challenges and the potential of making medieval and early modern Latin accessible to wider audience

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Have confidence that they have mastered Latin to a standard compatible with undertaking advanced primary research
2. Appreciate the potential of close critical analysis of primary sources in a language other than their mother tongue, as well as of secondary material
3. Show mastery of the grammatical vocabulary in order to articulate their understanding and knowledge
4. Show enhanced appreciation of the role of grammar in expression in any language through developed powers of communication
5. Display a level of appreciation of the details of the Latin language to provide close analysis of relevant primary sources
6. Show an ability to explicate Latin texts to an academic audience
7. Show a recognition of the methods that can be used to make Latin material accessible to audiences beyond the academic

Method of Assessment

Main assessment methods:

Language exercises – homework submitted over the course of the terms (best six marks, of a minimum of five exercises completed, $6 \times 5\% = 30\%$)

Exam (2 hours; 20%)

Essay (3,000 words; 30%)

Presentation on a selected text (in class, 10%)

Public engagement project (10%)

Reassessment methods:

Coursework (100%)

Preliminary Reading

J. F. Collins, A Primer of Ecclesiastical Latin (Washington DC, 1988)

K. Sidwell, Reading Medieval Latin (Cambridge, 1995)

In addition, students will be encouraged to use relevant online resources, including:

<http://perseus.uchicago.edu/LewisShort.html>

<https://www.memrise.com/course/66890/a-primer-of-ecclesiastical-latin/>

Cultural status of Latin

F. Waquet, Latin, or the Empire of a Sign (London, 2001)

R. Ashdowne and C. White ed., Latin in Medieval Britain (Oxford, 2017)

C. Celenna, The Lost Italian Renaissance (Baltimore MD, 2005)

S. Tilg and S. Knight ed., The Oxford Handbook of Neo-Latin (Oxford, 2015)

V. Moul ed., A Guide to Neo-Latin Literature (Cambridge, 2017)

Pre-requisites

None.

Synopsis *

Latin was the premier language of medieval and early modern Europe, and a firm grounding in it becomes essential to you now that you are graduate students. The module is specifically tailored for medievalists and early modernists. It has two interlocking aims: one is to ensure you are well versed enough in the language that you can feel confident in approaching primary sources in your dissertation research for the MA and, indeed, beyond if you continue to doctoral studies. The second is to consider the role of Latin as a living language in the post-classical world — and one whose influence is still felt in our society today. You will be considering its transformations and variety and will be encouraged to ask what these developments tell us about the societies in which it was used. Alongside that, we will consider the role of Latin: how did that change from its classical origins? Why did it survive so long? How far did it decline in power over the long period we study?

MT894 (Re)constructions: diplomatic and textual editing					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment
1	Paris	Spring	M	15 (7.5)	100% Coursework
1	Canterbury	Spring	M	15 (7.5)	100% Coursework

Contact Hours

Total contact hours: 44

Total private study hours: 106 hours

Total module hours: 150 hours

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Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Appreciate the development of philology as a discipline
2. Understand the principles undertaken in the making of a diplomatic and critical edition
3. Reflect on the mediated nature of any text as presented in an edition
4. Understand the principles for identifying errors of transmission in printed texts
5. Recognise and understand the various kinds of editorial interventions and apparatuses introduced in historical and modern editions

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate an ability to undertake philological work
2. Do so both as individual and as a member of a small team
3. Demonstrate how this work affects the understanding of a text as historical document and a literary artefact
4. Hone their skills at presenting complex information in an accessible manner to their peers

Method of Assessment

Main assessment methods:

Presentation (2 x 20%) = 40%

Essay (4,000 words) = 60%

Reassessment methods:

Coursework 100%

Preliminary Reading

G. Barraclough, Public Notaries and the Papal Curia (Rome, 1934)

A. L. Brown, The Governance of Late Medieval England (London, 1989)

M. Camargo, Essays on Medieval Rhetoric (Farnham, 2012)

P. Chaplais, English Medieval Diplomatic Practice (London, 1982)

W. W. Greg, 'The Rationale of Copy-Text', Studies in Bibliography, 3 (1950-1), 19-37.

C. Högel and E. Bartoli ed., Medieval Letters (Turnhout, 2015)

R. B. McKerrow, Prolegomena for the Oxford Shakespeare: A study in editorial method (Oxford: Clarendon Press, 1939)

T. Tanselle, Textual Criticism and Scholarly Editing (Virginia, 2003)

Pre-requisites

None

Synopsis *

This module is designed to equip you with skills essential to textual study. On the one hand, it will consider diplomatic — that is, the construction of official documents — and help you decipher the strategies involved in the drafting, propagating and registering of those documents across the Middle Ages and into the early modern period. On the other, it will explain the strategies involved in editing literary texts, paying attention to how this has developed as a practice, and how it is continuing to change with computerised techniques. Together, these two traditions form the discipline of philology, and by studying them together, you will appreciate the fruitful interplay which has informed their development. You will have the opportunity to put into practice the skills which you learn.

Contact Hours

Contact hours = 44

Learning Outcomes

The intended subject specific learning outcomes.

On successfully completing the module students will be able to:

1. Appreciate the development of philology as a discipline
2. Understand the principles undertaken in the making of a diplomatic and critical edition
3. Reflect on the mediated nature of any text as presented in an edition
4. Understand the principles for identifying errors of transmission in printed texts
5. Recognise and understand the various kinds of editorial interventions and apparatuses introduced in historical and modern editions

The intended generic learning outcomes.

On successfully completing the module students will be able to:

1. Demonstrate an ability to undertake philological work
2. Do so both as individual and as a member of a small team
3. Demonstrate how this work affects the understanding of a text as historical document and a literary artefact
4. Hone their skills at presenting complex information in an accessible manner to their peers

Method of Assessment

Main assessment methods:

Presentation (2 x 20%) = 40%

Essay (4,000 words) = 60%

Reassessment methods:

Coursework 100%

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Preliminary Reading

- G. Barraclough, *Public Notaries and the Papal Curia* (Rome, 1934)
A. L. Brown, *The Governance of Late Medieval England* (London, 1989)
M. Camargo, *Essays on Medieval Rhetoric* (Farnham, 2012)
P. Chaplais, *English Medieval Diplomatic Practice* (London, 1982)
W. W. Greg, 'The Rationale of Copy-Text', *Studies in Bibliography*, 3 (1950-1), 19-37.
C. Høgel and E. Bartoli ed., *Medieval Letters* (Turnhout, 2015)
R. B. McKerrow, *Prolegomena for the Oxford Shakespeare: A study in editorial method* (Oxford: Clarendon Press, 1939)
T. Tanselle, *Textual Criticism and Scholarly Editing* (Virginia, 2003)

Pre-requisites

None.

Synopsis *

This module is designed to equip you with skills essential to textual study. On the one hand, it will consider diplomatic — that is, the construction of official documents — and help you decipher the strategies involved in the drafting, propagating and registering of those documents across the Middle Ages and into the early modern period. On the other, it will explain the strategies involved in editing literary texts, paying attention to how this has developed as a practice, and how it is continuing to change with computerised techniques. Together, these two traditions form the discipline of philology, and by studying them together, you will appreciate the fruitful interplay which has informed their development. You will have the opportunity to put into practice the skills which you learn.

MT998 Medieval and Early Modern Studies Dissertation					
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment
2	Canterbury	Whole Year	M	60 (30)	100% Project

Method of Assessment

In the summer term and over the summer vacation, you will write a dissertation of 12,000 - 15,000 words (the upper limit is absolute, the lower is a recommendation).

Assessment: 100% of the mark for this option is based on the dissertation.

Restrictions

This module is only available to MEMS MA Students

Synopsis *

From the commencement of your MA you will be asked to start thinking about a proposed topic for a dissertation. You are advised to talk to members of staff about your topic before a suitable supervisor is assigned.