

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	

Availability

Open to all Postgraduate Students in Humanities

Contact Hours

The course will be taught by 10 weekly 2-hour seminars. It is expected that students will spend 20 hours per week in study preparing for seminars and undertaking research for their assessed essay. Seminars and private study will focus on a selection of primary sources and the attendant secondary literature; multi-disciplinary, and wherever possible interdisciplinary, reading will be encouraged. Students will be expected to deliver a short presentation on their essay topic in the seminar, which will not be assessed. Total study hours 300. □

Learning Outcomes

Students will improve their skills of 'close looking', enabling them better to analyse primary sources □
 Students will develop their knowledge of Gothic art and architecture, techniques for understanding the history of medieval churches, and ways of dating and contextualizing works of medieval art □
 Students will develop their ability to engage critically with a range of archaeological, architectural, art historical and written primary and secondary sources

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) □

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.

2018-19 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	Loughnane Dr R

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 <span style =

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 Memorativae*), 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.

2018-19 Postgraduate Module Handbook

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

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)
 Aquinas, *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.

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

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.

2018-19 Postgraduate Module Handbook

MT867 Reading the Evidence						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	M	20 (10)	100% Coursework	Blakeway Dr A L

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 disciplinary, 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, disciplinary, 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.

2018-19 Postgraduate Module Handbook

Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
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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.

2018-19 Postgraduate Module Handbook

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

Contact Hours

1 x 2 hour seminar each week

Learning Outcomes

Students will have improved their ability to produce presentations, individually and collaboratively; they will have put into practice and will enhance the research skills they have acquired as part of their bibliographic, palaeographic and codicological training in the MA's core modules, MT866 and MT867. Students taking this course will also have improved their close reading skills, and their mastery of Middle English through broad exposure to some of the various Englishes of the late Middle Ages.

Method of Assessment

The module will be assessed through an essay developed in consultation with the convenor (60%, 3,000 words); performance in research presentations (20%, 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 <span style =

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.

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

Contact Hours

weekly two hour seminar

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

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

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

Synopsis <span style =

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, as follows:

2018-19 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	Blakeway Dr A L

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.

2018-19 Postgraduate Module Handbook

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

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.

MT998 Medieval and Early Modern Studies Dissertation						
Version	Campus	Term(s)	Level	Credit (ECTS)	Assessment	Convenor
2	Canterbury	Autumn and Spring	M	60 (30)	100% Project	Perry Dr R

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.