Welcome to the University of Kent’s Centre for Medieval and Early Modern Studies (MEMS). This Handbook is for MEMS’ students beginning or continuing our MA programme in September 2018. It has three sections that explain the course, the MEMS community, and the training and facilities that are available for the 2018-2019 academic year.

We hope this Handbook will prove useful for reference throughout the year. You will receive further information about your modules and the dissertation during the year from your instructors. Also, documentation for all of your modules will be posted on Moodle, the university’s virtual learning environment:

https://moodle.kent.ac.uk

Moreover, the MEMS website contains much information about the Centre’s staff and events:

http://www.kent.ac.uk/mems

Please take the time to familiarise yourself with the Centre’s staff, who are listed on the website.

Please note these important dates and deadlines before the start of term:

As a priority, please use this booklet to select your optional module or modules. The short module descriptions included here should enable you to make an informed choice. Please return the module choice form as soon as possible, and by Wednesday, 12 September at the latest.

The week before term starts there are a number of important events that will prepare you for the MA. The first is the Graduate School Induction which takes place on Wednesday, 19 September, at 2.45-4.15pm in Woolf College foyer and main lecture theatre. In addition to introducing you to the Graduate School, this event should give you a chance to meet postgraduates from across the university. For more details and to book, please visit:

http://www.kent.ac.uk/graduateschool/induction/index.html

The induction to the MEMS MA takes place on Thursday, 20 September. The induction will start with a tour of the Cathedral Library/Archives down at the Canterbury Cathedral at 10-11am with Cressida Williams. After the tour, make your way to campus for the PGT Induction at 12-1pm in Cornwallis North West Seminar Room 5 followed by lunch 1-2pm. This will be followed by the first of two Start Up Latin sessions at 2-4pm in RLT2 (Rutherford Lecture Theatre 2, Rutherford College). Finally, the induction will conclude with a Meet MEMS Seminar at 5.15pm in DLT2 (Darwin Lecture Theatre 2, Darwin College) which will give
you a chance to meet many MEMS lecturers and hear briefly about their research interests. We will conclude with a drinks reception for all.

To provide a kickstart to your study of Latin, there will be an intensive introduction for you in week 0, the first as detailed above and the second on **Friday, 21 September** at **11-1pm** in RLT2 (Rutherford Lecture Theatre 2). This should give you a solid foundation for the Beginners’ Latin course you will be taking throughout the year. It will be taught by Dr David Rundle. In the afternoon the Templeman Library is hosting a Welcome Event for PG Taught and PG Research students with Liaison Librarian for MEMS, Karen Goodwin at **2:30pm** at the Templeman Library Welcome Desk via the main entrance.

There is a lot going on in MEMS and across the University, and we encourage you to take part in as much of it as you can. To get a sense of the kinds of things that have been going on recently, please take a look at our website, and for updates about what is going on, follow the Centre on twitter, @mems_ukc.

We are very much looking forward to welcoming you to MEMS! In the meantime, do not hesitate to contact us or the Centre’s Programme Coordinator, Jenny Humphrey (centres@kent.ac.uk; 01227 816313), if you have any questions.

Dr Amy Blakeway and Dr Ryan Perry
Co-directors, Centre for Medieval & Early Modern Studies

A.L.Blakeway@kent.ac.uk - Rutherford College N3.E6
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memsdirectors@kent.ac.uk
<table>
<thead>
<tr>
<th>Office</th>
<th>Name</th>
<th>Room</th>
<th>Email</th>
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<tbody>
<tr>
<td>Director</td>
<td>Dr Ryan Perry</td>
<td>W3 N3</td>
<td><a href="mailto:memsdirectors@kent.ac.uk">memsdirectors@kent.ac.uk</a></td>
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<tr>
<td>Director</td>
<td>Dr Amy Blakeway</td>
<td>N3 E6</td>
<td><a href="mailto:memsdirectors@kent.ac.uk">memsdirectors@kent.ac.uk</a></td>
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<tr>
<td>Lecturer in Latin and Manuscript Studies</td>
<td>Dr David Rundle</td>
<td>S3 E7</td>
<td><a href="mailto:d.g.rundle@kent.ac.uk">d.g.rundle@kent.ac.uk</a></td>
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<tr>
<td>Centre Administration Manager</td>
<td>Claire Taylor</td>
<td>N3 W5</td>
<td><a href="mailto:c.l.taylor@kent.ac.uk">c.l.taylor@kent.ac.uk</a></td>
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<td>Recruitment and Events Coordinator</td>
<td>Jacqueline Basquil</td>
<td>N3 W5</td>
<td><a href="mailto:j.m.basquil@kent.ac.uk">j.m.basquil@kent.ac.uk</a></td>
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<tr>
<td>Programme Coordinator</td>
<td>Jenny Humphrey</td>
<td>N3 W5</td>
<td><a href="mailto:j.a.humphrey@kent.ac.uk">j.a.humphrey@kent.ac.uk</a></td>
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<td>Rutherford</td>
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A. Structure of the MA

1. Course Structure
Most classes will take place on Thursdays and Fridays during the Autumn and Spring terms in order to enable students who take the MA part-time to fit it around other commitments, but occasionally it may be necessary to schedule some classes on other days.

Term Dates for 2018-19

<table>
<thead>
<tr>
<th></th>
<th>Welcome Week</th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>17 September 2018</td>
<td>24 September 2018</td>
<td>14 December 2018</td>
<td>5 April 2019</td>
<td>13 September 2019</td>
</tr>
</tbody>
</table>

Full-time Students
The structure of the degree programme for full-time students is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Autumn Term</th>
<th>Spring Term</th>
<th>Summer Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Modules</td>
<td>MT867 Reading the Evidence</td>
<td>MT867 Reading the Evidence</td>
<td></td>
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<tr>
<td></td>
<td>MT866 Palaeography &amp; Manuscript Studies</td>
<td>MT866 Palaeography &amp; Manuscript Studies</td>
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<tr>
<td></td>
<td>CL349 Beginners’ Latin</td>
<td>CL349 Beginners’ Latin</td>
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<tr>
<td></td>
<td>Research Seminar</td>
<td>Research Seminar</td>
<td>MT998 Dissertation</td>
</tr>
<tr>
<td>Options</td>
<td>Option Module A</td>
<td>Option Module B</td>
<td>MT998 Dissertation</td>
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</tbody>
</table>

Part-time Students
The normal pattern for part-time students is given below; however, the programme is very flexible, and other combinations of modules are possible. Please speak to the Programme Coordinator or Director to discuss your own schedule.

<table>
<thead>
<tr>
<th></th>
<th>1st Year</th>
<th>2nd Year</th>
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<tbody>
<tr>
<td>Core Modules</td>
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<tr>
<td>MT867 Reading the Evidence</td>
<td>MT867 Reading the Evidence</td>
<td>MT867 Reading the Evidence</td>
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<tr>
<td>MT866 Palaeography &amp; Manuscript Studies</td>
<td>MT866 Palaeography &amp; Manuscript Studies</td>
<td>MT866 Palaeography &amp; Manuscript Studies</td>
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<tr>
<td>CL349 Beginners’ Latin</td>
<td>CL349 Beginners’ Latin</td>
<td>CL349 Beginners’ Latin</td>
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<tr>
<td>MT801 Research Seminar</td>
<td>Research Seminar</td>
<td>MT998 Dissertation</td>
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<tr>
<td>Options</td>
<td>Option Module A</td>
<td>MT998 Dissertation</td>
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<tr>
<td>Option Modules</td>
<td>Option Module A</td>
<td>Option Module B</td>
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</tbody>
</table>
## Welcome Week (Week 0)

<table>
<thead>
<tr>
<th>Time</th>
<th>Wednesday 19 September</th>
<th>Thursday 20 September</th>
<th>Friday 21 September</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.45pm</td>
<td>(Woolf College Foyer and Lecture Theatre) Graduate School Induction for Humanities</td>
<td>10-11am Cathedral Library - Archives Tour (Canterbury Cathedral)</td>
<td>11-1pm Start Up Latin Session 2 (RLT2)</td>
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<tr>
<td></td>
<td>Postgraduate Taught Students</td>
<td>12-1pm PGT Induction (CNWsr5)</td>
<td>2.30pm Welcome Event for Templeman Library with Karen</td>
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<td>1-2pm Lunch (CNWsr5)</td>
<td>Goodwin (Library Welcome Desk)</td>
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<td></td>
<td>2-4pm Start Up Latin Session 1 (RLT2)</td>
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<td>5.15pm Meet MEMS, followed by drinks reception (DLT2)</td>
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## Autumn Term (24 September – 14 December 2018)

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<thead>
<tr>
<th>Time</th>
<th>Monday (all term)</th>
<th>Tuesday (all term)</th>
<th>Wednesday (all term)</th>
<th>Thursday (all term)</th>
<th>Friday (all term)</th>
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<tr>
<td>9:30</td>
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<td></td>
<td>MT867: Reading the Evidence</td>
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<td>10</td>
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<td>(Fortnightly)</td>
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<td>11</td>
<td></td>
<td></td>
<td></td>
<td>CL349: Beginners’ Latin (Tutorial)</td>
<td>CL349: Beginners’ Latin (Seminar)</td>
<td>11</td>
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<tr>
<td>12</td>
<td>CL349: Beginners’ Latin (Workshop)</td>
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<td>12</td>
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<td>MT864: Reading the Medieval Town MT879: Approaches to Early English Performance</td>
<td>MT866: Palaeography &amp; Manuscript Studies</td>
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<tr>
<td>5</td>
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<td>Research Seminar (starts 5.15pm)</td>
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</table>
### Spring Term (14 January – 5 April 2019)

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday (all term)</th>
<th>Tuesday (all term)</th>
<th>Wednesday (all term)</th>
<th>Thursday (all term)</th>
<th>Friday (all term)</th>
<th>Time</th>
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<tbody>
<tr>
<td>9:00</td>
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<td></td>
<td>MT867: Reading the Evidence (Fortnightly)</td>
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<td>CL349: Beginners’ Latin (Tutorial)</td>
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<td>12</td>
<td>CL349: Beginners’ Latin (Workshop)</td>
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<td>CL349: Beginners’ Latin (Seminar)</td>
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<td>2</td>
<td></td>
<td></td>
<td>MT876: Cultures of Piety</td>
<td>MT804: Remembering and Forgetting in Early Modern England</td>
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<td>3</td>
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<td>MT841: The Crisis of Church and State</td>
<td>MT882: Material Culture in the Early Modern World</td>
<td>MT866: Palaeography &amp; Manuscript Studies</td>
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<td>Research Seminar (starts 5.15)</td>
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3. Modules

3.1 Core Modules

MT867 Reading the Evidence
This module will introduce you to different types of evidence, and to a variety of disciplinary and interdisciplinary approaches. Most of the seminars focus on primary sources that have been chosen by members of the MEMS teaching team, and they will give you a chance to look at a wide range of sources and methods. Others aim to prepare you to develop research and write your dissertation. The aim of this module is to give you a broad experience of the disciplines that make up medieval and early modern studies, to sharpen your critical acumen, and to support the initial stages of your MA dissertation.

For the assessments, please see the module handbook (supplied in the first class and posted on Moodle).

Research Seminar
This weekly seminar, normally takes place on Thursdays at 5.15pm, is a focus for the MEMS community. Invited speakers present their current research, and there is plenty of time for formal and informal discussion. MA students are required to attend and encouraged to participate as this is a great networking opportunity. The seminars are always followed by drinks and nibbles and everyone is welcome to join the speaker for dinner at a restaurant in town.

MT866 Palaeography & Manuscript Studies
In this module you will learn to read and transcribe medieval and early modern scripts, and to interpret the physical evidence presented by manuscripts.

The course will make use of original primary sources preserved in Canterbury Cathedral Archives and copies of other original medieval and early modern documents and manuscripts.

Assessment will be a combination of transcription exercises and manuscript descriptions undertaken outside class, but with support and advice on preparing for them given in the classes.

CL349 Beginners’ Latin (Centre for Medieval & Early Modern Studies Core Course)
The aim of the module is to give students a firm foundation in the grammar and vocabulary of Latin.

The Centre also provides a short intensive start-up course at the beginning of term, intended to kick-start your Latin learning by reviewing basic grammar and considering the continuing role of Latin in our own society. Attendance is required for full-time students, and suggested for part-timers (subject to scheduling constraints).
Monday lectures provide a review of previous weeks’ work and discuss topics of broad significance to
the course, as well as providing feedback on assessments (for semester 1 only); Thursday workshops
cover all grammar topics contained within the course textbook; in Friday seminars you will study,
translate and discuss longer Latin passages, chosen according to student research interests where
possible.

Assessment: There will be 40% assessment via coursework, consisting of in class tests and 60%
assessment via a three-hour examination.

Alternative modules: If you already have good Latin, do contact the MEMS office so that we can see
what we can do to tailor your training.

**MT998 Dissertation**

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 prior to completing the MA
dissertation topic form, which you then need to return to the Centre’s office by **Friday, 1st March**, so
that supervision arrangements can be made. We recommend that you meet with your supervisor a
minimum of five times before you submit your dissertation. You are required to keep a log of these
meetings, which is to be submitted along with your dissertation at the end of August. Please note
that many supervisors will not be available for supervisions in the summer vacation, so the sooner
you determine your topic and embark on research, the better!

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). **Please note: Where there is a
stated word limit, the 10% in either direction doesn’t apply.** Further information about the
presentation of the dissertation is issued at the beginning of the summer term.

Assessment: 100% of the mark for this option is based on the dissertation. You must submit two
copies of your dissertation to the Centre’s Office by **Friday 23rd August 2019**. You must also submit
an electronic copy to Moodle ([https://moodle.kent.ac.uk](https://moodle.kent.ac.uk)).

**NB** Once you have submitted your dissertation it is important that you contact the Student Finance
office to check whether you have any outstanding fees to pay. Students are not able to graduate
unless they have cleared all of their debts with the University. This includes even small library
fines.
3.2 Option Modules

Please select one option module for each term. Each optional module is examined by coursework. Further details are provided in the individual option module handbooks.

<table>
<thead>
<tr>
<th>Option Modules for 2018/19</th>
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<tbody>
<tr>
<td><strong>Autumn</strong></td>
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<tr>
<td>MT864: Reading the Medieval Town; Canterbury, an International City</td>
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<tr>
<td>MT879: Approaches to Early English Performance</td>
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<tr>
<td>MT881: The First Information Revolution: Manuscript, Print and Rumour, c 1480-1700</td>
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<tr>
<td>MT883: Brides of Christ: Saintly Women in Medieval Europe</td>
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<tr>
<td><strong>Spring</strong></td>
</tr>
<tr>
<td>MT804: Remembering and Forgetting in Early Modern England</td>
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<tr>
<td>MT841: The Crisis of Church and State</td>
</tr>
<tr>
<td>MT876: Cultures of Piety: Middle English Religious Literature, 1280-1500</td>
</tr>
<tr>
<td>MT882: Material Culture in the Early Modern World</td>
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Note that MA students are able to take option modules offered within the Faculty of Humanities. Please consult [www.kent.ac.uk/humanities](http://www.kent.ac.uk/humanities) for links to Schools within the Faculty and their modules being offered. The following module may be of special interest to MEMS students; synopsis is included below:

**EN915 European Shakespeare** (Autumn Term module)

**Module Descriptions, Autumn Term 2018/19**

**MT864 Reading the Medieval Town: Canterbury, an International City – Dr Sheila Sweetinburgh & Dr Paul Bennett (Thursday 2-4PM)**

The module is team taught by a historian and an archaeologist to introduce students to thinking about multidisciplinary approaches to inter-related themes that can be studied using differing types of evidence: from written and printed texts to objects, standing buildings and possibly archaeological sites. Consequently, certain seminars will take place outside the seminar room and will involve walking in and around Canterbury, looking at the evidence in situ. Topics covered will include topography, civic governance, urban defence, house and household, commercial practices and premises, parish church development, the place of religious houses, pilgrimage and city-crown relations, as ways of examining issues such as space, power, patronage and responses to changing social, political and economic conditions. Students will be encouraged to think comparatively, both nationally and internationally, to assess Canterbury’s place within medieval European society.

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*
Frere, S., S. Stow and P. Bennett, *Excavations on the Roman and Medieval Defences of Canterbury*
Hicks, M., and A. Hicks, *St Gregory's Priory, Northgate, Canterbury, Excavations 1988–1991*
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.

**Core texts:**


**Secondary Criticism and Theory:**


**MT881 The First Information Revolution: Manuscript, Print and Rumour, C. 1480-1700 – Dr Amy Blakeway (Thursday 2-4PM)**

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 area 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 Stationers’ 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 schools.


Blomendall, Jan, Arjan Van Dixhoorn & Elsa Streitman, Literary Cultures and Public Opinions in the Low Countries 1450-1650 (Leiden, 2011)


Lake, Peter, and Steve Pincus (eds), The Politics of the Public Sphere in Early Modern England (Manchester, 2007)


Pollmann, Judith, and Andrew Spicer (eds), Public Opinion and Changing Identities in the Early Modern Netherlands (Leiden, 2007)


MT883 BRIDES OF CHRIST: SAINTLY WOMEN IN MEDIEVAL EUROPE – DR SARAH JAMES (THURSDAY 2-4PM)

Saints were, in the words of Sarah Salih, ‘at once the superheroes and celebrities of medieval England’, a ‘multicultural assembly’ of role models, intercessors and protectors. This module focuses in detail on the lives, visions and theology of selected historical women saints from across medieval Europe, exploring the ways in which their sanctity is constructed through written and other evidence. We will consider the extent to which sanctified status confers paradoxical qualities, as saints simultaneously subvert and reinforce social and religious norms; we will also give particular attention to the power of sanctity to disrupt gender and social hierarchies, as well as national and confessional boundaries. The saints studied will vary from year to year, but may include figures such as St Christina of Markyate, St Elizabeth of Hungary, St Birgitta of Sweden and St Catherine of Siena.


Raymond of Capua, Lyf of Seint Katherin of Senis (London: Wynkyn de Worde, 1492?), STC 24766


Wogan-Browne, Jocelyn, Saints’ Lives and Women’s Literary Culture c. 1150-1300 (Oxford: Oxford University Press, 2001)
Module Descriptions, Spring Term 2018/19

MT804 Remembering and Forgetting in Early Modern England – Dr Rory Loughnane (Thursday 2-4pm)

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.

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

MT841 The Crisis of Church and State–Professor Barbara Bombi (Thursday 2-4pm)

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.

Aquinas, *De Regimine Principum* (*On Kingship to the King of Cyprus*), trans. G.B. Phelan and I.T. Eschmann (Toronto, 1949)  

**MT876 Cultures of Piety: Middle English Religious Literature, 1280-1500 – Dr Ryan Perry (Thursday 2-4pm)**

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.

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

Watson, Nicholas, ‘Censorship and Cultural Change in Late Medieval England: Vernacular Theology, the Oxford Translation Debate, and Arundel’s Constitutions of 1409’, *Speculum* 70, no. 4 (1995), 822-64.  

**MT882 Material Culture in the Early Modern World – Dr Suzanna Ivanic (Thursday 2-4pm)**

This 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 includes 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, but 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.

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

Exhibition Catalogues:
Ajamor-Wollheim, M., Dennis, F., (eds.), At Home in Renaissance Italy (V&A, 1996)
3.3. **Language Express**

The University also offers informal courses, in a variety of languages, which won’t contribute to your degree but which you can apply to join. For further information contact Claire Taylor – c.l.taylor@kent.ac.uk

[https://www.kent.ac.uk/cewl/courses/world/language-express/](https://www.kent.ac.uk/cewl/courses/world/language-express/)

4. **Assessment**

4.1: **Weighting of Course Components**

The MEMS Taught MA consists of 180 assessed credits, which are divided among the course components as follows:

<table>
<thead>
<tr>
<th>Module</th>
<th>Credit Weighting</th>
<th>Percentage of final degree classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>MT866: Palaeography &amp; Manuscript Studies</td>
<td>20 credits</td>
<td>11%</td>
</tr>
<tr>
<td>MT867: Reading the Evidence</td>
<td>20 credits</td>
<td>11%</td>
</tr>
<tr>
<td>CL349: Beginners’ Latin</td>
<td>20 credits</td>
<td>11%</td>
</tr>
<tr>
<td>Option Module 1</td>
<td>30 credits</td>
<td>17%</td>
</tr>
<tr>
<td>Option Module 2</td>
<td>30 credits</td>
<td>17%</td>
</tr>
<tr>
<td>MT998: Dissertation</td>
<td>60 credits</td>
<td>33%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180 credits</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

4.2. **Key Assessment Dates & Deadlines for 2018-19**

For all assignment deadlines for MEMS modules see the inserted sheet provided. For all other modules you should consult the module handbook or Moodle page.

You must submit two hard copies of your essay to the Programme Coordinator in the Centre’s Office (Rutherford N3.W5.), and an electronic copy via the module’s Moodle page, by the deadline ([https://moodle.kent.ac.uk](https://moodle.kent.ac.uk)).

Please note that students who submit assessed coursework after the deadline without concessions material will, in line with University policy, receive a mark of zero.
4.3. Presentation of Essays and Dissertations

It is imperative that the work that you present for assessment is polished, scholarly, and equipped with the appropriate apparatus. We strongly recommend that you follow the guidelines set out in The MHRA Style Guide, which can be freely downloaded from the MHRA’s website:


Note also that the title page of your essays and dissertation must show:

- your name
- the title of the essay or dissertation
- the degree for which the essay or dissertation is submitted
- the year of submission
- the number of words in the text*

*The word count will include everything in the body of the text, such as quotations, citations, discursive footnotes and headings. It does not include bibliography, references (including those given in footnotes), appendices or other supplementary material, which does not form an essential part of the text.

You are required to submit two hard copies of your coursework essays, and two hard copies of your dissertation, to the MEMS Office. You must also submit an electronic copy of each assessed essay and the dissertation. These must be uploaded to Moodle by the relevant deadline.

Please note that the indicative word count of all written coursework should be strictly observed and that all coursework that diverges from this word count by 10% in either direction will incur a penalty of up to 10 points.

For guidance on the presentation of your dissertation, including appropriate page layout, font size, and binding, please consult the University’s regulations:

https://www.kent.ac.uk/teaching/qa/regulations/taught/cwkinstc.html

4.4. Plagiarism

It is vital that you understand what plagiarism is and how to avoid it by making appropriate use of footnotes and bibliography. We recommend that you familiarise yourself with the University’s guidance on academic integrity:

http://www.kent.ac.uk/uel/ai/students/whatispliciaryism.html

This page explains that:

- Plagiarism is a form of academic misconduct. Plagiarism may be committed in a number of ways, including:
- Copying another person’s work or ideas. This includes copying from other students and from published or unpublished material such as books, internet sources, paper mills, computer code, designs or similar
- Submitting previously submitted or assessed work of your own without attribution
- Submitting work solicited from (or written by) others
- Failing to reference your sources adequately

You might also find the page ‘avoiding plagiarism links for students’ useful:
http://www.kent.ac.uk/uelt/ai/students/useful-links.html

The penalties for plagiarism depend on the severity of the case, and range from the docking of marks to expulsion from the University. The University’s regulations and disciplinary procedures can be found in Annex 10 of the Credit Framework:

https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex10.html

4.5. Marking Criteria for Essays

Essays are marked using the scale detailed below. Separate criteria apply to submissions in Latin and Palaeography, and in Reading the Evidence (please see the relevant module handbooks for details). In order to proceed to the dissertation stage of the MA you must have passed all of the coursework. Coursework is marked by the course convenor and a second marker, and a sample of assessed coursework from each module is seen by an external examiner. When the internal examiners have agreed their marks, you will receive notification of the grade, one copy of your submitted work, and a comments sheet, but please note all coursework grades are provisional until the progression exam board has taken place in the Summer term.

For information about the University’s assessment procedures, please see Annex 6 of the Credit Framework for Taught Programmes: https://www.kent.ac.uk/teaching/qa/credit-framework/creditinfoannex6.html

<table>
<thead>
<tr>
<th>Classification</th>
<th>Numerical scale</th>
<th>Assessment criteria for each classification</th>
</tr>
</thead>
</table>
| Distinction    | 100
                | 95
                | 85
                | 78
                | 75
                | 72
                | • In addition to meeting the criteria listed below for the 72-78% range, top distinctions are awarded to work that is worthy of publication or dissemination in the field of Medieval & Early Modern studies
                | • Offers an impressively rigorous, persuasive, well-structured argument
                | • Exceptional command of relevant primary and secondary sources
                | • Demonstrates an impressive critical engagement with relevant theoretical and/or methodological issues
                | • Outstanding capacity for critical analysis
                | • Evidence of originality and independent thinking
                | • Excellent evidence of acquisition and application of relevant skills
                | • The work is very well written with respect to grammar, syntax, and punctuation
                | • Exactitude in citations and bibliography
| Merit          | 68
                | 65
                | 62
                | • Offers a rigorous, persuasive, well-structured argument
                | • Very good command of relevant primary and secondary sources
                | • Demonstrates very good critical engagement with relevant theoretical and/or methodological issues
                | • Highly developed capacity for critical analysis
                | • The work is well written with respect to grammar, syntax, and punctuation
                | • Very good evidence of acquisition and application of relevant skills
                | • Very high standard in citations and bibliography
| Pass           | 58
                | 55
                | 52
                | • Offers an argument that is for the most part rigorous, persuasive, and well-structured
                | • Good command of relevant primary and secondary sources
<table>
<thead>
<tr>
<th>Fail</th>
<th>48% and below</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Demonstrates satisfactory critical engagement with relevant theoretical and/or methodological issues</td>
<td></td>
</tr>
<tr>
<td>- Demonstrates satisfactory understanding of primary and secondary sources, as well as the conceptual issues appropriate to the field</td>
<td></td>
</tr>
<tr>
<td>- The work is reasonably well written with respect to grammar, syntax, and punctuation</td>
<td></td>
</tr>
<tr>
<td>- Satisfactory evidence of acquisition and application of relevant skills</td>
<td></td>
</tr>
<tr>
<td>- Satisfactory standard in citations and bibliography</td>
<td></td>
</tr>
<tr>
<td>- Shows few or no signs of a rigorous, persuasive, and well-constructed argument</td>
<td></td>
</tr>
<tr>
<td>- Unsatisfactory command of the relevant primary and secondary sources</td>
<td></td>
</tr>
<tr>
<td>- Fails to demonstrate a satisfactory critical engagement with relevant theoretical and/or methodological issues</td>
<td></td>
</tr>
<tr>
<td>- Fails to demonstrate a satisfactory understanding of primary and secondary sources, as well as the conceptual issues appropriate to the field</td>
<td></td>
</tr>
<tr>
<td>- The work is poorly written with respect to grammar, syntax, and punctuation</td>
<td></td>
</tr>
<tr>
<td>- Unsatisfactory evidence of acquisition and application of relevant skills</td>
<td></td>
</tr>
<tr>
<td>- Problematic citations and bibliography</td>
<td></td>
</tr>
</tbody>
</table>

### 4.6. Extensions/Concessions Claims

Requests to submit assessed coursework or examinations beyond the relevant deadline on grounds of illness or of grave and exceptional misfortune must be made using the appropriate extension request form prior to the deadline. In all cases supporting documentary evidence must be produced.

Candidates who feel that the quality of their coursework and/or dissertation has in any way been impaired due to illness or grave and exceptional misfortune may submit concessionary evidence to the Centre, who will make such evidence available to the Board of Examiners. All such evidence must be presented by completing a concessions form that has to be submitted by the relevant coursework or dissertation deadline. In all cases documentary evidence must be produced. Please note if the module is owned by another school you would need to contact that School directly.

For a copy of the concession form for an extension of submission deadline or concession, please contact Claire Taylor at centres@kent.ac.uk

### 4.7. Postgraduate Diploma

Those students who complete 120 credits of the MA, but who do not complete a dissertation, or whose dissertation fails to meet the required standard, will be awarded a Postgraduate Diploma.
B. MEMS COMMUNITY

1. RESEARCH SEMINARS 2018-19

All students and staff within the Centre meet once a week, usually on Thursdays at 5.15pm, for the Research Seminar. Internal and external speakers give papers on their current projects (extending across the whole range of periods and topics covered by the Centre) and answer questions. The Seminars are always followed by drinks. This provides an unparalleled opportunity to hear about new research, to see how source material is turned into debate, and to begin to build your own academic network by meeting experts from within and outside the Centre. Apologies for absences in cases of sickness should be given in advance to the Director. You should come to these seminars prepared to take away ideas about unfamiliar problems, periods, and sources. The schedule is posted on the MEMS website: http://www.kent.ac.uk/mems

2. ACADEMIC ADVISORS

Once you have arrived at Kent, you will be given an academic adviser, who will be available to provide you with advice and support during your MA. It is your responsibility to get in touch with your adviser, which we suggest that you do as soon as possible should you need their advice. Your academic adviser is available to:

(a) provide developmental and holistic academic advice and guidance
(b) provide proactive and structured support at key stages in each year to establish an ongoing relationship
(c) provide advice on module choices and registration, if required
(d) review overall academic progress and reflect on development of skills and attributes
(e) advise on opportunities for development within and outside the curriculum
(f) refer you, as appropriate, to other specialist sources of academic advice and personal

Although contact with your advisor is not compulsory, you may wish to arrange to meet with your adviser at the beginning of each term, in order to discuss the following, in addition to any other concerns you might have:

- Autumn term: to advise about module choices; discuss any queries about the programme; consider your medium and long-term professional goals; explain the Personal Development Planning system; to provide advice about accessing any pastoral support that you require
- Spring term: to advise about dissertation & supervisor choice; to discuss any difficulties that have arisen; to provide advice about accessing any pastoral support that you require; to discuss whether students are applying for PhDs and scholarships
- Summer term: to talk about the dissertation; reflect on the year so far; discuss the following year (further training, including research degrees; careers advice).
3. Student Support

The Centre has various staff members who deal with specific issues that you can rely upon for assistance. In addition to your academic adviser, the Directors of the Centre can be contacted for general academic guidance and matters relating to the MA programme or if you are interested in further postgraduate study. You should also feel able to contact them if personal or other matters arise which may affect your work. Claire Taylor is the Medieval & Early Modern Studies Administration Manager who can help with all administrative and pastoral queries: Rutherford College N3 W5; 01227 823140; c.l.taylor@kent.ac.uk

The Centre’s staff is listed on the MEMS website. Staff can be contacted by email and all staff should also have an office hour once a week when students can drop in with queries. They will be posted either on staff web pages or on the doors of the offices. If you need help with a particular module, please contact the module convenor in the first instance.

The University has other agencies for helping students with their academic studies and with pastoral difficulties; please see section C in this Handbook.

4. Postgraduate Groups

The Centre encourages you to become part of its strong network of postgraduate groups. The more involved you become, the richer your work will be as you learn from your peers.

The Postgraduate Groups are informal discussion groups, organized by postgraduates, with the objective of fostering dialogue between both taught MA and Research postgraduates, and staff from a range of academic departments including the Centre for Medieval and Early Modern Studies, the School of History, the School of English and the Classics Department.

The groups give students and staff the opportunity to network and discuss various topics. Current research groups include: French, Latin and Old English Group. Recent initiatives also include a series of dedicated study days open to all MEMS students... If there is no group to meet your needs then we encourage you to start one!

5. Student Representatives

Each year the Centre holds elections to find taught and research students who are willing to sit on the Staff Student Liaison Committee and the Centre Board to represent the interests of both taught MA and Research students. If you have any questions or suggestions about the Centre’s policies, fabric or structures, please let your representatives know. They can bring these issues before the board on your behalf. Information about these elections will be sent electronically in the first few weeks of term.
6. Facilities

A social and study space dedicated exclusively to MEMS students is available in Rutherford College W4 W6 and W4 W7 and can be used by all MEMS students for study, group discussion, or social interaction. MEMS MA and research students also have special access to the computing facilities of the Schools of English and History in Rutherford College. These include a number of terminals restricted to postgraduate use only. Room NC28 in Rutherford College Extension is the School of English Computer Room, where there are a number of computers and printers for the use of graduate students. Postgraduate students should ask at the secretarial office in the School of English for the code that enables access to the Computer Room. Students, both taught and research also have access to the School of History Research Suite located in Rutherford College, Room N3 N1. Students will need to go to Rutherford College Reception to add room N3 N1 to their student card as this is a swipe access room.

7. Complaints

As a student within the Faculty of Humanities you will be able to sort out any problems on the spot by talking them through with the Co-Directors. But it does occasionally happen that there are serious grounds for dissatisfaction which can be dealt with only by someone other than the Directors. In such cases you may take a complaint directly to the Associate Dean of Graduate Studies, Professor Gordana Fontana-Giusti.
C. Training & Resources

1. Library and Computing Resources

The medieval and early modern periods are well represented in the collections of the Templeman Library. Visit the library webpages (http://www.kent.ac.uk/library/) for more information on library resources and services. You can use the Subject Guides there to access a range of key, subject-specific online resources. Our subject librarian Karen Goodwin (K.Goodwin@kent.ac.uk) is available to answer any questions you may have about library holdings, resources and facilities. There are workshops available in support of your studies or you can book a one-to-one appointment.

Computer terminals are plentiful in the library and elsewhere, you can check availability around our campuses (https://www.kent.ac.uk/student/studying/pcrrooms/). In addition MEMS MA and research students have access to the computing facilities of MEMS, the Schools of English and History in Rutherford College. These include a number of terminals restricted to postgraduate use only.

For research in medieval & early modern studies, students have access to the collections at Canterbury Cathedral Archive and Library as well as Rochester Cathedral Library. Both hold important collections of archival material, printed texts, and related secondary sources which are complemented by the University library’s collections. Holdings from both of these collections can be searched via the Templeman Library catalogue.

Whilst the University library endeavours to stock all reading list material in support of teaching and learning, it is very unlikely to have everything you will need at a research level. It is possible to obtain materials from other institutions using the Document Delivery service. You also have access to many other collections to consult in person via the SCONUL scheme. Details of these services are given on the library webpages. Finally, it may be possible for the library to purchase one or two publications that are of key importance. You should seek permission to request publications from your supervisor at the earliest possible time to maximise your chances of obtaining these in time for your research.

2. IT Training

Training in IT is available to postgraduates in the faculty. The following links will help you to investigate what is on offer:

Quick start guide to IT and library services:
http://www.kent.ac.uk/gettingstarted/

Graduate School Skills training – includes some advanced Word processing courses:
https://www.kent.ac.uk/graduateschool/skills/index.html
3. Graduate School

The mission of the Graduate School is to “lead and champion the strategic development of provision for graduate education and research at the University of Kent”.

The Graduate School works in partnership with academic schools, faculties, central service departments and Kent Union to enhance the quality of the postgraduate student experience across all campuses and create a vibrant postgraduate community at Kent. We aim to ensure that the academic and social interests of postgraduate students, both taught and research, are appropriately provided for within the University by developing:

- High-quality postgraduate facilities
- A supportive environment for the intellectual interests of our postgraduates
- Student-led initiatives such as social events, conferences and workshops
- An excellent transferable skills development programme
- A strong framework of specialist support for our postgraduates across the University
- Internationally distinctive, exciting and innovative programmes of study that combine academic excellence with an exceptional student experience and appropriate learning resources
- Further funding and study opportunities through cultivation of external links with Research Councils, graduate schools and other organisations both nationally and internationally

The transferable skills training programme for graduate students is coordinated by the Graduate School. Transferable skills are those skills which when developed, give graduates a clear edge in the job market and make graduate researchers more effective and efficient in their work. The School offers a broad range of sessions that are designed to hone competencies such as communication, presentation, networking, team working, career management and time management skills. Find out more about transferable skills training at:

www.kent.ac.uk/graduateschool/skills/index.html

The Graduate School aspires to be the hub of graduate activity at Kent. The School provides opportunities for graduate students to meet and socialise and is especially keen to support student-driven initiatives such as workshops and conferences. Take a look at what’s on offer at:

http://www.kent.ac.uk/graduateschool/news/calendar.html

The development of The GradPost, a graduate newsletter written and edited by Kent’s graduate students, has been supported by the Graduate School. The Graduate School encourages students to submit articles and become members of The GradPost editorial team as this is an excellent opportunity to make new friends and develop further skills. For more information, see:

www.kent.ac.uk/graduateschool/news/gradpost.html
In 2018-19 the Graduate School is offering online training for postgraduate researchers: 
https://www.kent.ac.uk/graduateschool/skills/onlinetraining/epigeum/epigeumindex.html

Relevant topics are likely to include:

- Research Methods: An Introduction to Research Skills
- Research Methods: Arts and Humanities
- Research Methods: Literature Review
- Getting Published in the Arts
- Selecting a Conference, Presenting and Networking
- Career Planning in the Arts, Humanities and Social Sciences
- Avoiding Plagiarism
- Managing your Research Supervisor or Principal Investigator

Previous MEMS cohorts have recommended the following Graduate School options as particularly useful for Medieval & Early Modern Studies (please note courses and their content can vary):

- 2 day writing retreat
- Managing your academic relationships
- Making Progress on your PhD

4. Email and Word Processing

On registering for the MA you will be given an email address and instructions on how to set it up. Members of the Centre use email, rather than other forms of mail, to communicate the latest information about seminars, teaching arrangements, conferences, and the like. You will be able to receive and send email messages from any of the numerous public computer terminals on campus. Please develop the habit of checking your email as frequently as possible.

If you do not already possess the necessary skills for dealing with email, or for word processing, it is essential that you acquire them as quickly as possible. Please see the following link for advice and training: https://www.kent.ac.uk/itservices/training/studenttraining/index.html

5. Useful Contacts

You might find the following listings useful at some point during your time here:

The Graduate School
Location: Cornwallis South East Octagon
Telephone: (01227) 82 7838
Email: graduateschool@kent.ac.uk
Website: www.kent.ac.uk/graduateschool
UNIT FOR THE ENHANCEMENT OF LEARNING AND TEACHING (UELT)
Provides guidance and information on all aspects of learning and teaching, including workshops, individual help and learning support.
Location: Between the banking complex and Grimond building
Telephone: extension 4016 or direct line 01227 824016
Email: learning@kent.ac.uk
Website: http://www.kent.ac.uk/uelt

STUDENT WELLBEING
Provides free and confidential support.
Location: Keynes College (H Block)
Telephone: extension 6573 or direct line 01227 826573
Email: wellbeing@kent.ac.uk
Website: http://www.kent.ac.uk/studentwellbeing

MEDICAL CENTRE
Location: Giles Lane, Canterbury (2 minutes walk from Keynes College)
Telephone: 01227 469333
Telephone for out of hours emergency: 01227 469333
Email: mcentre@nhs.net
Website: http://www.kent.ac.uk/medical

CAREERS & EMPLOYABILITY SERVICE
Location: entrance to Keynes driveway
Telephone: extension 3299
Email: careerhelp@kent.ac.uk
Website: http://www.kent.ac.uk/ces

STUDENT SUPPORT
Location: Go into Keynes, through double doors in front of you. Keep the duckpond on your left and we’re straight ahead – Rooms Hg7-9.
Telephone: extension 3158
Email: accessibility@kent.ac.uk
Website: http://www.kent.ac.uk/studentsupport

KENT UNION
Location: Mandela Building (located next to the Venue)
Telephone: extension 4200
Email: union@kent.ac.uk
Website: http://www.kentunion.co.uk

CENTRAL STUDENT ADMINISTRATION (STUDENT RECORDS)
Location: Located in the Registry Building.
Telephone: 01227 764000
Email: csao@kent.ac.uk
Website: https://www.kent.ac.uk/csao/

CAMPUS SECURITY
Security & Transport Centre is located in the Banking Hall, Canterbury. Telephone: Emergencies – extension 3333. Enquiries – extension 3300
security@kent.ac.uk
6. **Further Postgraduate Study & Funding**

The MA provides a thorough grounding in the skills required to advance onto further research. It may not have been your initial intention to go onto a research degree when you started your MA, but you may find you have discovered the taste for further postgraduate work. If your marks on the MA are high enough you may be able to continue.

Our location in the historic city of Canterbury offers students the opportunity to experience medieval and early modern architecture and culture first hand. The Centre enjoys a close relationship with Canterbury Cathedral Archives, the Cathedral Library, and the Archaeological Trust. Canterbury Cathedral Archives and Library have unparalleled holdings of manuscripts and early printed books. Kent’s Templeman Library holds a good stock of facsimiles, scholarly editions, monographs and journals, and we are within easy reach of the British Library, The National Archives, and other London research libraries. The Institute of Historical Research and its seminar series is also a major resource based in London.

All students are given access to a programme of transferable skills training run by the Graduate School, as well as receiving training in subject-specific skills as required. If you do decide to continue from your MA onto a research degree you will be part of a vibrant and varied community of researchers from different disciplines.

**Application and Funding**

If you are considering staying at Kent to study for a research degree, it is wise to discuss your proposed research topic with a relevant member of staff. It is crucial to have a project in place when applying for a research degree and/or when applying for funding. Kent is a member of **CHASE – The Consortium for Humanities and the Arts in Southeast England** – through which all studentships funded by the **AHRC – the Arts and Humanities Research Council** will be allocated.

An information session on applying for a research degree through CHASE will be held during the autumn term as part of the Reading the Evidence module, and we recommend that you arrange to discuss your interest with the Centre’s Director or other MEMS staff well before Christmas. The reason for this is that you will need to have an offer of study from Kent first in order to be eligible for CHASE funding, and the deadline for this application will be early January 2018. To apply for a research degree at Kent, please go to:

http://www.kent.ac.uk/courses/postgraduate/apply/index.html

Please note that AHRC funding is only available to EU citizens.

MEMS is also home to the EU-funded joint doctoral programme **TEEME: Text and Event in Early Modern Europe**, a cooperation between the universities of Kent, Berlin, Porto and Prague. EU funding for this project has now ceased, and given the decision of the United Kingdom in June 2016 to leave the European Union, it is unlikely that any further opportunities of this nature will be available through MEMS. However, if you do find you have a particular interest in the kind of interdisciplinary and comparative research promoted by TEEME, please have a look at the TEEME website and/or talk to existing TEEME students or the general coordinator of the programme, Professor Bernhard Klein.
There will be other sources of funding available, both to EU and non-EU students. The Centre, as well as the Schools of History and English, will each have a limited number of funded studentships available. The conditions for these will be advertised on the respective School and Centre websites as early as possible. For these sources of funding too it is advisable to start thinking about a possible research topic well before Christmas as the decision-making processes are likely to commence early in the spring term. All unsuccessful CHASE applicants will automatically be considered for the School or Centre funding.

Further information on the scholarships available can be found at

http://www.kent.ac.uk/scholarships/postgraduate/index.html