

Discovering Medieval Europe

7.1 Module Overview									
Module Number		Module Title	Discovering Medieval Europe						
Stage of Principal Programme			1	Semester	1	Duration. <i>(Weeks F/T)</i>	12	ECTS	5
Mandatory / Elective (M/E)	M	Hours of Learner Effort / Week	2.3						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	28			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:									
• Independent reading					✓	50			
• Research and preparation of assessments					✓	16			
• Exam preparation					✓	31			
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	45
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in History or closely cognate area
Tutor	A minimum level 9 qualification in History or closely cognate area
	Staff - Learner Ratio X:Y
	1:45
	1:20

Assessment Techniques – percentage contribution				
Continuous Assessment	40%	Proctored Exam – in person	60%	Practical Skills Based
Project		Proctored Exam - online		Work Based
Capstone (Y/N)?	N	If Yes, describe		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Accurately demonstrate a knowledge of the impact of political, religious, economic, environmental, and social change in Europe during the medieval period.	1, 2
2. Develop reading skills through the examination of contrasting opinions in the secondary reading material.	1, 2, 5
3. Engage with and synthesize a range of primary sources, making particular use of online sources in a critical manner.	5, 7
4. Formulate an evidence-based argument in written or verbal format.	3, 4, 8

7.3 Indicative Module Content, Organisation and Structure

This module introduces learners to the significant events, figures and ideas that shaped the history of medieval Europe during a period of major change and expansion. It will familiarize learners with many of the themes which they will encounter in later stages of their study including state formation, tensions between church and state, European expansion, environmental challenges, poverty and inequality, and gender and society. Learners will engage with a wide range of primary sources and learn how to access and evaluate online sources. This is a foundational module for the European History strand on the programme. It introduces key concepts and theories and provides opportunities for the practising of crucial historical skills. These include skills of discernment, analysis, and communication. An indicative module schedule is as follows:

1. Orientation: what are the Middle Ages?
2. Romans & Barbarians
3. The Rise of Christianity
4. Europe & the wider world: Islam & Byzantium
5. The Carolingians
6. The Normans
7. Women in the medieval world
8. The Crusades
9. Heresy
10. The Black Death
11. The Peasants Revolt
12. Conclusions

7.4 Work-based learning and practice-placement *(if applicable)*

N/A

7.5 Specific module resources required *(if applicable)*

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

Teaching and Learning

The weekly two-hour lecture will be used to introduce the topics to learners via a slideshow, documentary, and film clips. The second half of the lecture will be allocated to discussion of extracts from primary and secondary sources. Weekly material will be available to learners on Moodle.

In preparation for each tutorial, learners will contribute to a Moodle database of sources. Learners are encouraged to seek out different types of online sources – documentary, archaeological, literary, and artistic – and analyse their appropriateness in a third level context. At each tutorial learners can access the database and will individually present their contribution. The database will be available on Moodle and can be updated through the term.

Continuous Assessment

In addition to a 10% lecture attendance allocation, learners will produce three short entries on a source they have found which focuses on the assigned topic (e.g. the Crusades, the Black Death, medieval women). These are short formative assessments which allow for early and consistent feedback to learners.

7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
	Lecture attendance	10%
1-4	Database entry x 3: learners are asked to identify an online source that they believe is reliable and informative and discuss this in class.	30%
1-4	Two-hour exam: learners will answer two questions which will focus on the key themes and texts examined over the course of the module. The exam will be divided into two sections: in section one learners will critique one (from an option of two) primary source. A number of targeted questions will accompany the source and lead learners in their answer. Section two of the exam ask learners to answer one traditional essay question from a range of options.	60%

7.8 Sample Assessment Materials

Contributions to tutorial databases

Ahead of the tutorial each learner must contribute at least one entry to the tutorial database.

You are required to make three submissions via the Moodle Tutorial Databases on each of the following topics: the Fall of Rome, Charlemagne, the Crusades. The aim of this assessment is to encourage you to seek out primary and secondary sources on the internet and to develop skills in critically evaluating these sources. You will discuss your choice of source in class. Marks will be allocated for appropriateness of material submitted, evaluation of the source and participation in tutorial discussion.

Marks awarded as follows:

- Rationale for chosen source (40%)
- Summary of source content (40%)
- Interaction in class (20%)

Written Exam – sample questions

1. Account for the rise of Christianity in the early medieval West.
2. How did the Carolingians solidify and legitimize their rule? Do you believe the title of Holy Roman Emperor was important to this endeavour?
3. Assess the short- and long-term consequences of the Black Death in medieval Europe.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

1. Bartlett, R., *The Making of Europe: Conquest, Colonization and Cultural Change 950-1350* (London, 1994).
2. Blackman, W., *The Worlds of Medieval Europe* (Oxford, 2003).

3. Davis, R.H.C., *A History of Medieval Europe: from Constantine to St Louis*, 3rd edition by R.I. Moore (Harlow, 2006).
4. Rosenwein, B.H., *A Short History of the Middle Ages* 3rd edition (Toronto, 2009).
5. Rubin, M., *The Middle Ages: A Very Short Introduction* (Oxford, 2014).

Indicative Other Resources:

6. Barber, M., *The Two Cities: Medieval Europe, 1050-1320* (London, 1992).
7. Collins, R., *Early Medieval Europe, 300-1000* (Basingstoke, 2010).
8. Hilton, R.H., *Bond Men Made Free: Medieval Peasant Movements and the English Rising of 1381* (London, 2003).
9. McKitterick, R., *The Early Middle Ages: Europe 400-1000* (Oxford, 2001).
10. Philips, J., *The Crusades 1095-1204* 2nd edition (London, 2014).
11. Rosenwein, B. & L.K. Little, *Debating the Middle Ages: Issues and Readings* (Oxford, 1998).
12. Internet Medieval Sourcebook: <https://sourcebooks.fordham.edu/sbook.asp>
13. The British Library on the Middle Ages: [Medieval and Renaissance Women in the British Library — Medieval Histories](#)
14. Gone Medieval Podcast: <https://podcasts.apple.com/gb/podcast/gone-medieval/id1564113746>
[can be found on various streaming services]