

Medieval Europe: Crusades, Conflict and Crises

Section A: Headline Information	
Module title	Medieval Europe: Crusades, Conflict and Crises
Module NFQ level (only if an NFQ level can be demonstrated)	8
Module number/reference	TBC
Module Co-ordinator	Dr Margaret Murphy
Parent programme(s)	BA (Honours) in English and History
Stage of parent programme	1
Semester (semester1/semester2 if applicable)	1
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures, tutorials and web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	College Entry Requirements must be satisfied for entry onto Stage 1.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in history.
Maximum number of learners per module	35
Duration of the module	1 Semester
Average (over the duration of the module) of the contact hours per week (see * below)	2.33
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall, Small Groupwork Room, IT Room
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:15	4	1:15				97: Self-directed Study: 50 hours Tutorial Prep: 16 hours Exam Prep: 31 hours			125 hours
Allocation of marks (within the module)										
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination	Total		
Percentage contribution				40%			60%	100%		

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	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.
Module Aims and Objectives	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.
Minimum Module Learning Outcomes	On successful completion of this module, learners should be able to: 1. Accurately demonstrate knowledge of the impact of different aspects of

	<p>political, religious, economic, environmental and social change in Europe during the medieval period (MIPLO 1, 2).</p> <ol style="list-style-type: none"> 2. Develop reading skills through examination of contrasting opinions in the secondary reading material (MIPLO 3, 5). 3. Engage with and synthesize a range of primary sources, making particular use of the internet in a critical manner (MIPLO 4, 5). 4. Formulate an evidence-based argument in written or verbal format (MIPLO 3, 5, 8)
<p>Information Provided to Learners about the Module</p>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
<p>Module Content, Organisation and Structure</p>	<p>Topics covered include:</p> <ul style="list-style-type: none"> • The background to and history of the Crusades • Economic development, towns and trade • The growth of national monarchies in France and England • Papacy of Innocent III • Heretics, mendicants and popular religion • Peasants, paupers and marginals • Environmental crisis of the 14th century • Women’s lives and opportunities • The Hundred Years War • Decline of the papacy and prelude to Reformation
<p>Module Teaching and Learning Strategy</p>	<p>The weekly two-hour lecture will be used to introduce the topics to learners via PowerPoint, documentary and film clips. Some lecture time will also be allocated to discussion of extracts from primary and secondary sources and Q/A sessions. There will be a guest lecture from a specialist in environmental history. The tutorials will investigate sources for thematic areas such as popular religion, warfare, standards of living, and women’s lives. In preparation for each tutorial, learners will contribute to a Moodle database of sources. They are encouraged to seek out different types of sources, documentary, archaeological, literary and artistic. At the tutorial which take place in the IT room, learners can access the database and each learner will talk about their contribution. The database is then available on Moodle and can be updated through the term.</p>
<p>Work-Based Learning and Practice-Placement</p>	<p>N/A</p>
<p>E-Learning</p>	<p>This module makes extensive use of the Moodle Virtual Learning Environment. Class materials and resources are made available by the lecturer and the learners also contribute by uploading content for the tutorial databases. Tutorials take place in</p>

	the IT room.
Specifications for Module Staffing Requirements	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 35 learners</p> <p>Staffing requirements: 1 lecturer</p> <p>The maximum tutor:learner ratio is 20.</p>
Module Summative and Formative Assessment Strategy	<p><u>Continuous Assessment (MIMLO 3, 4)</u> Tutorial input (40%) (formative and summative) Formative individual and group feedback on tutorial contributions will be given. Summative assessment of three best (of four) learner contributions to the tutorial database.</p> <p><u>Proctored Written Exam (MIMLO 1, 2)</u> Summative: the exam (60%) will be two hours in duration and learners will have to answer two questions.</p>
Sample Assessment Materials	<p><u>Contributions to tutorial databases</u> Ahead of the tutorial each learner must contribute at least one entry to the tutorial database.</p> <p>Describe a primary source for medieval popular religion. This can be a document, an image, an artefact or a piece of literature. You must include a description which covers date/authorship/function as well as comments on the value of the source.</p> <p>Marks awarded as follows:</p> <ul style="list-style-type: none"> • Completeness of description (25%) • Appropriateness (25%) • Knowledge of context (25%) • Assessment of value (25%) <p>Proctored Written Exam – sample question Q. Describe the various environmental challenges faced by the people of medieval Europe in the fourteenth century. Assess both short-term and long-term effects of these challenges.</p>
Reading Lists and Other Information Resources	<p><u>Essential Reading:</u> Asbridge, Thomas, <i>The Crusades</i> (London: Simon and Schuster, 2010)</p> <p>Barber, Malcolm, <i>The Two Cities: Medieval Europe 1050-1320</i> (London: Routledge, 1993)</p> <p>Hoffmann, Richard, <i>An Environmental History of Medieval Europe</i> (Cambridge: CUP, 2014)</p> <p>Logan, F.D., <i>A History of the Church in the Middle Ages</i> (London: Routledge, 2002)</p> <p><u>Other Reading:</u> Barraclough, G. <i>The Medieval Papacy</i> (London: Thames and Hudson, 1975)</p> <p>Curry, Anne <i>The Hundred Years' War 1337-1453</i> (Oxford: Osprey, 2002)</p>

	<p>Davis, R.H.C. <i>A history of medieval Europe: from Constantine to Saint Louis</i> (London: Longman, 2005)</p> <p>Gillingham, John <i>Medieval Britain. A very short Introduction</i> (Oxford: OUP, 2000)</p> <p>Horrox, Rosemary, <i>The Black Death</i> (Manchester: MUP, 1994)</p> <p>Kowaleski, M., <i>Medieval Towns, A Reader</i> (New York: Broadview Press, 2006).</p> <p>La Roy Ladurie, Emmanuel, <i>Montaillou, Cathars and Catholics in a French village 1294-1324</i>. (London: Penguin, 2002)</p> <p>Mac Culloch, Diarmaid, <i>History of Christianity</i> (London: Penguin, 2010)</p> <p>Rosenwein, B.H. and Little, L.K. (eds), <i>Debating the Middle Ages: issues and readings</i> (Malden, Mass.: Blackwell, 1998)</p> <p>Southern, R.W., <i>The Penguin History of the Church: Western Society and the Church in the Middle Ages vol. 2</i>, (London: Penguin, 1979)</p> <p>Ward, Jennifer, <i>Women in Medieval Europe 1200-1500</i> (London: Longman, 2002)</p> <p>Websites:</p> <p>Internet Medieval Sources http://www.fordham.edu/halsall/sbook.html</p> <p>A virtual course on the Crusades http://boisestate.edu/courses/crusades/contents.shtml</p> <p>Helpful essay on Pope Innocent III and wider church history http://www.the-orb.net/textbooks/eccles/innocent.html</p> <p>A collection of materials that can be used for courses on Environmental History http://www2.warwick.ac.uk/fac/cross_fac/heahistory/resources/co_Levene_PastActions_20101031.pdf</p> <p>Essential Viewing: <i>The Crusades</i>. BBC Series narrated by Thomas Asbridge. (2012)</p>
<p>Module Physical Resource Requirements</p>	<p>Lecture Hall with IT equipment and WIFI</p> <p>IT Room for tutorials</p> <p>Moodle VLE</p> <p>Library Resources</p>