

# Medieval Studies

MA in Medieval Studies /  
Medieval Strand, MA in History

Students' Handbook 2009–2010



Departments of History and English, with the Departments of  
French, Italian, Drama & Theatre Studies, and  
**The Museum of London**

## Degree Timetable

21 September 2009	Autumn Term begins
22 September 2009	Introductory Party 5-7pm in IN243
9 December 2009	Progress Review with Programme Directors
11 December 2009	Autumn Term ends
11 January 2010	Spring Term begins
12 January 2010	Submission date for drafts of assessed work from Option Courses taught in Autumn Term (3pm in History Postgraduate Office)
24 March 2010	Progress Review with Programme Directors
26 March 2010	Spring Term ends
26 April 2010	Summer Term (including Examinations for Skills Courses) begins
27 April 2010	Submission date for drafts of assessed work from Option Courses taught in Spring Term (3pm in History Postgraduate Office)
4 June 2010	Final submission date for assessed work from Programme and Option Courses (3pm in History Postgraduate Office)
9 June 2010	RDC Conference
11 June 2010	Summer Term ends
End of June 2010	Dissertation topics and schedules of work to be agreed with supervisors
Mid July 2010	Mid-Summer Lunch (date TBA)
3 September 2010	Submission date for Dissertations (3pm in History Postgraduate Office)

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## Introduction: Welcome to Royal Holloway

Although the College is known simply as Royal Holloway, University of London, the full name is Royal Holloway and Bedford New College, University of London. It was formed by the merger in 1985 of two independent Colleges of London University, both initially women's colleges: Bedford College, founded in 1849, and Royal Holloway, founded in 1886.

The campus is located on Royal Holloway's wooded 100-acre site at Egham Hill in Surrey, in an area rich in historic interest. Windsor Castle and Windsor Great Park are very close at hand. Nearby, at St George's Hill Surrey, the Diggers set up the world's first agrarian commune in 1649. Below Egham Hill stretches the Thameside meadow of Runnymede where the barons in 1215 forced King John to seal Magna Carta.

The campus is dominated by the magnificent Victorian Founder's Building, which contains the Picture Gallery and its famous collection of Victorian art. There is also a growing range of modern buildings, including a library, halls of residence, Students' Union building, and the new International Building. These resources are used by Royal Holloway's 7,000 students, who are comprised of equal numbers of men and women and derive from more than 120 countries all over the world.

Egham is situated on the A30, 19 miles from central London. It is 2 miles from the M25 (junction 13) and 6 miles from Heathrow International Airport. Fast trains travel regularly from Egham to London Waterloo in 35 minutes.

Royal Holloway has a second site at 11 Bedford Square, London WC1, adjacent to the British Museum and the Senate House of the University of London. Some parts of the MA may be taught here. Students automatically qualify for membership of the Institute of Historical Research (located in the Senate House) and are encouraged to take an active part in the research seminars held there. Students are also encouraged to participate in the activities organised by the Institute of English Studies, also housed at Senate House, particularly the meetings of the London Old and Middle English Research Seminar.

## The Medieval MA

This multidisciplinary MA has been running successfully for over twenty-five years and has gained a high international reputation. It makes full use of the historical and scholarly environment of London.

The aim of the Medieval Studies degree is to introduce students to many different aspects of medieval society and culture while allowing them to concentrate on particular areas of interest. The degree emphasises the skills that research students need, whether their focus is literary or historical, and provides an introduction to a wide range of source materials such as artefacts, archives, manuscripts or printed sources.

Students are encouraged to combine a Programme in one discipline, literary or historical, with at least one option or skill in another. Students are thoroughly prepared for the dissertation that completes the course and they can, if they wish, develop their MA work into convincing proposals for further research at doctoral level.

The MA is enhanced with the resources of the **Museum of London** and the research skills of its staff. Students may be able to follow courses taught at the Museum of London and to acquire specialist skills relating to the display and interpretation of the material culture of the

medieval world. There is also the possibility of holding a summer internship there.

## Keeping in Touch

Please ensure that we have up-to-date contact details for you throughout your degree, including your postal address, phone number, and e-mail address. Please learn how to use the College e-mail address that will be allocated to you, even if you have messages forwarded from it to a private e-mail address (contact the Computing Centre for details). Usually we will try to reach you first via e-mail, so ensure that you **check your college e-mail regularly**. Especially during the examination season and summer term, it is important that we can contact you quickly. If you move or change your phone number, please get in touch with either the History or English Department offices and also with the College Registry.

### History

Department Office	01784 443314
Postgraduate Administrator: Mrs Marie-Christine Ockenden (Tues-Fri only) m.ockenden@rhul.ac.uk	01784 443311

### English

Postgraduate Administrator: Mrs Karen Kingsley karen.kingsley@rhul.ac.uk	01784 443215
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### Some Other Useful Numbers:

Main College Switchboard	01784 434455
Main College fax	01784 437520
Admissions Office, Registry	01784 443882
Graduate School Office	01784 443352

### On the Web:

- *MA in Medieval Studies*: <http://www.rhul.ac.uk/programmes/medieval-studies>
- *The English Department*: <http://www.rhul.ac.uk/english/>
- *The History Department*: <http://www.rhul.ac.uk/History/>
- *The Museum of London*: <http://www.museumoflondon.org.uk/English/>
- *The Graduate School*: <http://www.rhul.ac.uk/Graduate-School/>
- *Graduate School e-mail*: [graduate-school@rhul.ac.uk](mailto:graduate-school@rhul.ac.uk)
- *Institute of Historical Research*: <http://www.history.ac.uk/>
- *Institute of English Studies*: <http://ies.sas.ac.uk/>

## If you have a Problem...

Whatever the problem—financial, academic, health, domestic—talk to someone about it as soon as possible. Please do not suffer in silence: many problems can be tackled successfully, and two heads really are often better than one.

It would be best to talk in the first instance to one of the **Programme Directors**, who are, formally, the Personal Advisers for all students on the degree programme:

Dr Clive Burgess	01784 443303	c.burgess@rhul.ac.uk
Dr Jennifer Neville	01784 414115	j.neville@rhul.ac.uk

If it is not appropriate to talk to a Programme Director, then consult Professor Justin Champion, Head of the History Department (01784 443749; j.champion@rhul.ac.uk), or Professor Martin Dzelzainis, Head of the English Department (01784 443226; m.dzelzainis@rhul.ac.uk), or Dr Gary Nichols, Dean of the Graduate School (1784 443352; gary.nichols-dean-of-graduate-studies@rhul.ac.uk).

If you have matters to raise concerning department or College policies you can talk to the postgraduate representative on either the History or English Department Postgraduate Student/Staff committee or to the chair of the Student Union Postgraduate Committee. The former can be reached via the relevant Departmental Office; the latter can be contacted through the Student Union Welfare Office.

**Counselling:** On personal matters you may like to talk to someone at the College Counselling Service (<http://www.rhul.ac.uk/counselling/Counselling.htm>; counselling@rhul.ac.uk; 01784 443128) or to the College Chaplains (<http://www.rhul.ac.uk/Chaplaincy/>; 01784 443070). On practical matters relating to fees or to the academic requirements of the course you can consult the Registry (<http://www.rhul.ac.uk/Registry/Index.html>).

The College is committed to equal opportunities for all its students and staff. For a full statement on its policy, see **Appendix 1: Equal Opportunities Statement**.

# About the Degree

## Aims:

- to promote a multidisciplinary understanding of the Middle Ages.
- to provide the skills and knowledge necessary for the study of the Middle Ages, whether for further research or for personal intellectual development.
- to provide advanced study of specialised topics within Medieval Studies.
- to expand and enhance the intellectual community devoted to the study of the Middle Ages.

## Learning Outcomes:

Students who successfully complete this degree will:

- know how to find, organise, deploy and assess the primary and secondary sources of their research.
- be able to apply specific skills relevant to the study of the Middle Ages (languages, palaeography, archaeology, etc).
- comprehend a wide variety of materials and approaches related to the Middle Ages.
- be able to analyse, assess and formulate arguments related to specific medieval topics.
- be able to conduct independent research.

## Workload

If you are following a full time post-graduate taught degree, you can expect to put in 1,800 'learning hours'. This includes your own private study as well as contact time with your tutors and examinations. Over the fifty weeks of your degree, this averages out at thirty-six hours per week. Of course, you may work more in some weeks than in others. If you follow the degree part time (over two years), you can expect to put in 900 learning hours per year—about eighteen hours per week.

As you will discover, most of these hours will be taken up with private study, so you can tailor your workload to suit your own study habits and other commitments. For example, if you are following the degree full-time, you will probably have six and half hours of contact time per week. You will, however, have preparation and research to do in your own time.

## Attendance

Please remember that attendance at all classes or seminars is compulsory. Non-attendance, other than in documented extenuating circumstances, may result in the award of 'Incomplete' for the course, so that you gain no credit for it.

## Coursework and Drafts

You may be asked to present oral presentations, submit drafts of essays, or carry out other exercises during courses on the degree. Even if this work is not assessed and thus does not count toward a final mark, failure to complete it or submit it on time may result in the award of 'Incomplete' for the course.

## Structure of the Degree

The degree is divided into four main elements. The weighting of each element of the degree is indicated as a percentage:

The <i>Programme Course</i>	25%
<b>Two</b> <i>Option Courses</i>	25%
The <i>Research Development Course</i> <b>and</b> one <i>Skills Course</i>	25%
<i>Dissertation</i>	25%

### Full-Time Study

A full-time student will complete all the above elements in one academic year (fifty weeks). The schedule normally follows this pattern:

#### Autumn Term:

*Programme Course* (2 hours per week)  
*First Option Course* (2 h/wk)  
*Research Development Course* (1½ h/wk)  
*Skills Course* (average of 1 h/wk)\*

#### Spring Term:

*Programme Course*, continued (2 h/wk)  
*Second Option Course* (2 h/wk)  
*Research Development Course*, continued (1½ h/wk)  
*Skills Course*, continued (1 h/wk)

#### Summer Term:

Examination for *Skills Course* (if applicable)  
*Dissertation* (May to September)

\* The number of hours per week varies; some Skills courses take place over one term instead of two and so meet for two hours per week

### Part-Time Study

Part-Time Students complete the same elements over two years (102 weeks). They usually take the courses as follows:

#### Year one:

*Programme Course*  
*Research Development Course*

#### Year two:

*Option Course*  
*Option Course*  
*Skills Course*  
*Dissertation*



## Assessment

**PLEASE NOTE:** Other than work written during a formal examination, all assessed work (essays, assignments, etc) must be submitted ANONYMOUSLY and in DUPLICATE. The dissertation is to be submitted ANONYMOUSLY in TRIPLICATE (two paper copies and one electronic copy). All assessed work must be accompanied by the official coversheet and Declaration of Academic Integrity. Submission by email is not acceptable. Be sure to write your candidate number accurately on the coversheet. You must include your word-count at the end.

**Programme Courses** are assessed by essays totalling 10,000 words (including footnotes but excluding bibliography). The course teacher will inform you about the selection of topics and whether these 10,000 words are to comprise one or two essays. Essays are to be submitted to the History Postgraduate Office by 3pm on 4 June 2010.

**Option Courses** are assessed by essays totalling 5,000 words (including footnotes but excluding bibliography). The course teacher will inform you about the selection of topics and whether these 5,000 words are to comprise one or two essays. For Options taught in Term 1, a complete and fully referenced draft must be submitted to the History Postgraduate Office by 3pm on 12 January 2010. For Options taught in Term 2, these drafts must be submitted by 3pm on 27 April 2010. Final versions of essays from all options (Term 1 and Term 2) are to be submitted by 3pm on 4 June 2010.

The **Research Development Course** is assessed continuously as follows: First Essay (25%), Second Essay (25%), Final Assignment (50%).

The **Skills Courses** are assessed by examinations which take place during the Summer Term (in May).

All MA work is to be presented word-processed, in a clear, scholarly form, and must conform to post-graduate standards. For further details of the standards expected of MA work, see **Appendix 2: Definition of MA Level Work**.

### The Marking Scheme

All work which contributes to the award of the MA degree is assessed by two internal examiners; it may also be read by an external examiner. The Examination Sub-Board (which meets at the end of October or beginning of November) considers all the marks. All four elements of the MA degree (Programme Course, Option Courses, Skills Courses, Dissertation) carry equal weight.

The marking scheme is as follows:

70-100%	Distinction
65-69%	Merit
50-64%	Pass
0-49%	Fail

Please see **Appendix 4: Marking Criteria** for further details of the marking scheme. To be awarded the degree a student must achieve a mark of at least 50% in each course. Failure marks of between 40 to 49% may, at the discretion of the Examining Board, be condoned in one or more courses constituting up to a maximum of 25% of the degree, but the Dissertation and the Programme Course must be passed with a mark of 50% or more. A student who does not pass a course at the first attempt may be allowed to re-sit on one occasion, according to the discretion of the Examination Board. This attempt must take place at the next available opportunity—that is, in the following year at the same time as the original examination.

To be awarded a Merit a student must achieve a weighted\* average of at least 65% over all courses, with no mark falling below 50%, and normally with a mark of at least 65% in the dissertation. A Merit cannot be awarded if a student re-sits or re-takes any element of the Programme.

To be awarded a Distinction a student must achieve a weighted\* average of at least 70% over all courses, with no mark falling below 60%, and normally with a mark of at least 70% in the dissertation. A Distinction cannot be awarded if a student re-sits or re-takes any element of the Programme.

### **Penalties for Over-length Work**

All over-length work will be penalised as follows:

- for work which exceeds the upper word limit by at least 10% and by less than 20%, the mark will be reduced by ten percentage marks, subject to a minimum mark of a minimum pass.
- for work which exceeds the upper word limit by 20% or more, the maximum mark will be zero.

An accurate word-count should be included at the end of each essay. Note that this count should include footnotes but exclude bibliographies.

**Under-length Work** is not penalised as such. You should normally aim to produce assessed work that is no more than 100 to 200 words under the stipulated maximum. But what matters is the quality of your argument, and concision is almost always a virtue. Do not artificially inflate your writing simply to achieve a higher word count.

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\* That is, the average must take into account the fact that a whole unit counts for twice as much as a half unit.

### Lateness

All your assessed essays and your dissertation must be submitted by the deadlines specified on the inside cover of this booklet. Be sure that you are aware of these dates and have made a note of them. All unauthorised late submissions will be penalised as follows:

- for work submitted up to 24 hours late, the mark will be reduced by ten percentage marks, subject to a minimum mark of a minimum pass.
- for work submitted more than 24 hours late, the mark will be zero, although it will still be eligible to count for the purposes of course completion.

### Extensions

Extensions to deadlines for assessed work must be negotiated in writing, **in advance**, with a Programme Director; it is **not** sufficient merely to inform a course instructor, as he or she does not have the authority to agree to late submission. Extensions to deadlines will be granted only under exceptional circumstances (see below) and, where appropriate, on the submission of satisfactory supporting documentary evidence.

If students encounter problems during the programme that necessitate suspension of studies or a switch from full-time to part-time study, such changes should be approved by the end of the Spring Term. Proposed changes must be discussed with the Programme Director before the Student Service Point in FW141 is consulted. Advice on the procedure is available from the Departmental Administrators of both departments.

Please note that College accommodation needs to be vacated at the end of the 50 week term; i.e. immediately after the submission of the dissertation (3 September 2010). Students who require an extension for their dissertation should be aware that there is no guarantee that their accommodation will be available after their contract ends, so they should contact the Accommodation Office early and be prepared to make alternative arrangements.

### Illness and Extenuating Circumstances

If illness or other extenuating circumstances are disrupting your work, please contact a Programme Director as soon as possible. If your condition seems likely to detract from, or delay submission of, any assignments, you should obtain medical evidence (if possible) and document as precisely as possible when and how your condition has affected you. Please consult the College's 'Instruction to Candidates' if you believe that illness or other extenuating circumstances have adversely affected your assessed work. These instructions can be found at:

<http://www.rhul.ac.uk/Registry/Examinations/Essential-info.html>

Requests for special consideration of circumstances affecting assessed work must be received by the Examiners by **31 August 2010**.

### **Results**

Students can find out whether they have gained a Distinction, Merit, Pass, or Fail after the meeting of the College MA Board, which takes place at the end of the candidate's course (usually in November). These results will be placed on bulletin boards in the English and History Departments. Detailed results will then be sent by the Registry in the post (please ensure that the Registry has your up-to-date address). The Graduation ceremony takes place the following July.

A small prize is awarded to the student gaining the highest distinction.

### **Feedback**

Feedback on student performance during the course (formative assessment) is provided through course tutors' comments on drafts of assessed work and through interviews with the Programme Director. You will not receive feedback on work submitted for examination.

### **Plagiarism**

Plagiarism, the presentation of other people's work as if it were your own, is a very serious issue. Please ensure that you understand fully what plagiarism and its penalties are. More detailed discussion of it can be found in the booklet for the Research Development Course. The Research Development Course will address the methods whereby you acknowledge your sources in detail, but please ask one of your course teachers if you are in any doubt about your practice.

### **Duplication**

You should be careful not to duplicate source material or arguments used for one essay in another essay or other assessed work. Ideally, you will use the assessed essays and dissertation to demonstrate your intellectual range. Repeated material may be awarded a mark of 0%. If you are in any doubt, please consult with your course teachers before you submit your essays.

## Course Descriptions

### The Research Development Course (HS5217)

Dr Clive Burgess and Dr Pirkko Koppinen (along with the other instructors on the degree)

Taught at Royal Holloway, in the Bedford Centre Seminar Room (Founder's Library, 3<sup>rd</sup> floor), on Wednesdays 12.30-2.00.

This is a mandatory course taken by all students pursuing the Medieval MA. It aims to prepare you to write your dissertation by providing you with role models from among the medieval scholars of the college, setting assignments that assess some of the foundational skills that you need to undertake independent research in the field of Medieval Studies, and giving you the opportunity to engage in and practise academic discourse, particularly in an oral setting.

The course is assessed continuously, with grades assigned for two essays, a written dissertation proposal, a bibliography, and an oral presentation. The final grade for the course will be made up from the combined, weighted average of all assignments.

Please see the course booklet for more information.

### Programme Courses

Programme courses are taught by two-hour seminars running weekly over **two** terms. Your instructor will ask you to submit essays or drafts during the course in order to provide you with feedback. The proper submission of this coursework is a pre-condition for completion of each course. Your final grade will derive from two assessed essays totalling 10,000 words (including footnotes but excluding bibliography) submitted by 3pm to the History Postgraduate office on **4 June 2010**. Essays must be submitted **ANONYMOUSLY** and in **DUPLICATE**, with the official coversheet and Declaration of Academic Integrity securely attached. Be sure to write your candidate number accurately on the coversheet. You must include your word-count at the end.

#### **Medieval London: Society and Literature (HS5200)**

Professor Caroline Barron and Dr Clive Burgess

To be taught in the Bedford Centre Seminar Room at Royal Holloway, Egham, on Wednesdays 10-12.

By the early fourteenth century London was the largest, most populous and wealthiest of English urban communities, and its institutions were developing in a manner that would consolidate its distinctive character. Most of the significant literary figures of medieval England were either born in London (Geoffrey Chaucer, Thomas Usk) or spent significant periods of time in the city (William Langland, John

Gower, Thomas Hoccleve, John Lydgate, Thomas Malory). The aim of the course is to study the lives and writings of these men within the context of the city: its government, administration, struggles with the Crown and its economy. In many ways these writers were formed by the mores and mentalités of the Londoners and it will be appropriate to study the religious concerns and priorities of the citizens, their education and access to books and learning. Students will work from a variety of literary and historical texts for each session, and will make class presentations two or three times a term. A detailed reading list will be provided. Most books are available in the Royal Holloway library (Egham campus) and in London at the Senate House Library, the Institute of Historical Research and the Guildhall Library.

**Introductory reading:**

- Caroline M. Barron, *London in the Later Middle Ages* (Oxford: Oxford University Press, 2004)  
L. D. Benson ed., *The Riverside Chaucer* (Oxford, 1987)  
P. Strohm, *Social Chaucer* (Cambridge, Mass. 1989)  
Sylvia Thrupp, *The Merchant Class of Medieval London, 1300-1500* (Ann Arbor: University of Michigan Press, 1962)  
D. Wallace, ed., *The Cambridge History of Medieval English Literature* (Cambridge, 1999)

**Medieval Narratives** (EN5607)

Dr Ruth Kennedy, with Professor Jane Everson, Dr Ruth Harvey, Dr Jennifer Neville, and Dr Catherine Nall  
To be taught in the International Building at Royal Holloway, Egham, on Wednesdays 10-12.

This course explores the traditions and forms of medieval story-telling. In addition to texts in Old and Middle English, the course will include key French and Italian texts in translation. We will explore various narrative genres, such as epic, chronicle, romance, and *fabliau*, and some of the major tale collections of the period, such as the *Decameron* and the *Canterbury Tales*. The aim of this course is to broaden your knowledge of the range of medieval narratives and to provide you with relevant theoretical approaches so that you can develop the types of analyses that you perform on them.

**Introductory Reading:**

- W. A. Davenport, *Medieval Narrative: An Introduction* (Oxford: Oxford University Press, 2004). **[a good book to buy]**  
W. Ong, *Orality and Literacy* (London: Routledge, 1982).  
H. Chaytor, *From Script to Print* (Cambridge: Cambridge University Press, 1945).  
E. B. Vitz, *Medieval Narrative and Modern Narratology: Subjects and Objects of Desire* (New York: New York University Press, 1989).  
David Wallace (ed.), *The Cambridge History of Medieval English Literature* (Cambridge: Cambridge University Press, 1999).

## Option Courses

All Option courses are taught by two-hour seminars running weekly over **one** term. Your instructor will ask you to write a draft of your final essay in order to provide you with feedback. For options taught in the Autumn Term, these drafts must be formally submitted to the History Postgraduate office by 3pm on **12 January 2010**; for courses taught in the Spring Term, you should submit these drafts at the same time and place on **27 April 2010**. The proper submission of drafts is a pre-condition for completion of each course. Your final grade will derive from assessed essays totalling 5,000 words (including footnotes but excluding bibliography) submitted by 3pm on **4 June 2010**. Essays must be submitted **ANONYMOUSLY** and in **DUPLICATE**, with the official coversheet and Declaration of Academic Integrity securely attached. Be sure to write your candidate number accurately on the coversheet. You must include your word-count at the end.

Students choose **two** options, one from each of the following lists:

### **Term 1:**

- Old English Riddles (EN5609)
- The Court in England and Europe, c.1350-c.1450 (HS5235)
- Archaeology of Medieval London (HS5213)
- Byzantium and the First Crusade (HS5219)

### **Term 2:**

- Medieval Literary London (EN5611)
- Women in England 1300–1550 (HS5210)
- Byzantium and the Fourth Crusade (HS5220)
- The English Reformation and its Medieval Background (HS5306)

## Term 1 Options

### **Old English Riddles (EN5609)**

Dr Jennifer Neville, Department of English

To be taught at Royal Holloway, Egham, on Wednesday 3-5pm

Riddles appear to have been especially appealing to the Anglo-Saxons: not only is there a collection of almost 100 riddles in Old English; there are also three collections of Latin riddles written by Anglo-Saxons. Although frequently amusing and insightful in themselves, these riddles also open a window onto areas of Anglo-Saxon life rarely mentioned in other Old English poetic texts: slaves, drunkenness, farming, everyday artefacts, sexuality, humour, etc.

The texts on this course can be studied in Old English or in translation, depending on the students' prior knowledge of Old English, and can be approached using literary, historical, or archaeological contexts. Classes will focus on a large theme (e.g. heroic culture, religion, sexuality, etc) each week. Students are advised to purchase their own copy of the riddles for their use. John Porter, ed., *Anglo-Saxon Riddles* (Hockwold-cum-Wilton: Anglo-Saxon Books, 1995) is recent, easily available online

from Anglo-Saxon Books (<http://www.asbooks.co.uk/index.htm>), and provides the Old English text with a facing page translation.

**Introductory Reading:**

Peter Hunter Blair, *Anglo-Saxon England*, rev. edn. (London : The Folio Society, 1997)

Craig Williamson, ed., *The Old English Riddles of the Exeter Book* (Chapel Hill: University of North Carolina Press, 1977)

John D. Niles, *Old English Enigmatic Poems and the Play of the Texts* (Turnhout: Brepols, 2006).

**The Court in England and Europe, c.1350-c.1450 (HS5235)**

Professor Nigel Saul

Term 1. To be taught at Royal Holloway, Egham. Time and availability to be arranged.

The main aim of the course is to examine comparatively the development of princely courts in late medieval Europe, with particular reference to the social and governmental functions of the court, the role and composition of the courtiers, the imagery and propaganda of the court, and the popular responses to it. The course will look at court history from a comparative perspective, examining developments in England alongside those on the continent. Particular attention will be given to the following topics: the social and governmental functions of the court, the role and composition of the courtiers, the imagery and propaganda of the court, and the popular responses to it. The principal courts to be studied will be those of England and France, although evidence from Burgundy and the German Empire will be considered too.

**Introductory Reading:**

David Starkey, ed., *The English Court from the Wars of the Roses to the Civil War* (London: Longman, 1987).

**Archaeology of Medieval London (HS5213)**

Nick Holder

To be taught at Royal Holloway's Bedford Square office (in central London), with field trips to the Museum of London and to medieval buildings such as Guildhall and the church of St Bartholomew

This course will examine the archaeological contribution to the study of medieval London. Rescue excavations in the modern City of London have uncovered much spectacular and important evidence for churches, waterfronts, defences, houses, public buildings and industrial premises – and for the possessions of ordinary Londoners. The course will explore the links between archaeology, architecture and documentary history and it will introduce students to the ways that archaeological data can be used by historians. The syllabus will cover: archaeological methods, the city's topography, the cathedral and monastic establishments, parish churches, houses, evidence of trade and industry, the environment, and the physical characteristics of medieval Londoners as shown by their skeletons.



**Introductory Reading:**

John Schofield, *The Building of London from the Conquest to the Great Fire*, 3rd edn (Stroud: Sutton, 1999)

Christopher Thomas, *The Archaeology of Medieval London* (Stroud: Sutton, 2002)

**Byzantium and the First Crusade** (HS5219)

Dr Jonathan Harris

Term 1. To be taught at Royal Holloway, Egham. Day and time to be arranged.

This course traces the response of the rulers of the Byzantine Empire to the First Crusade and the establishment of the Latin East in the years 1095 to 1143. Early classes will focus on the background of Byzantine relations with the West and on events before and after the battle of Mantzikert in 1071. We shall then examine a range of Byzantine and Western source materials in translation in an attempt to determine how the Byzantines viewed the crusaders, what they considered their aims to be, what policies they adopted towards them, and—perhaps most important of all—what mistakes they made in dealing with this unprecedented phenomenon.

**Introductory Reading:**

Michael Angold, *The Byzantine Empire, 1025-1204: A Political History*, 2nd edn (London: Longman, 1997)

Jonathan Harris, *Byzantium and the Crusades* (London: Hambledon, 2003)

**Term 2 Options**

**Medieval Literary London** (EN5611)

Dr Ruth Kennedy

To be taught in IN215 at Royal Holloway, Egham on Wednesdays from 3-5pm.

From Saxon times the medieval metropolis was with alive with literary activity. Religious, courtly and mercantile foundations attracted both factual and political writings from the very beginning, but, by the late fourteenth century a combination of pandemic, a changing economy, the dangerous political situation, and active patronage of the arts from the top down had stimulated an exceptional body of creative output. By the time of Langland, Gower and Chaucer there was a ferment of writings and book production, both within and just outside the walls, that anticipated the Renaissance London of Marlowe and Shakespeare. This course gives students the opportunity to learn about the genres of chronicle, sermon, lyric, dream vision, narrative and satire through which Londoners, then as now, prophesised, discussed and argued about such issues as the economy, good governance, new beliefs, violence, invasion, sleaze and sexual activity.

**Prerequisite:** A good reading knowledge of Middle English. Students who do not have this must take the Skills Course, EN5601: *Reading Middle English*.

**Introductory Reading:**

J. A. Burrow, *Ricardian Poetry: Chaucer, Gower, Langland and the 'Gawain' Poet* (London: Penguin, 1992).

John Stow, *A Survey of London*, ed. by C. L. Kingsford (Oxford: Clarendon, 1908).  
Sylvia Thrupp, *The Merchant Class of Medieval London, 1300-1500* (Ann Arbor: University of Michigan Press, 1962).

**Women in England, 1300–1550** (HS5210)

Professor Caroline Barron

Term 1. To be taught at Royal Holloway, Egham. Day and time to be arranged.

This course aims to study women not only from the aristocratic and gentry classes but also those who lived in towns and on rural manors. In so far as the sources allow, both the domestic and 'public' lives of women are studied and literary texts (e.g. Anglo-Saxon poetry) are used to extend the range of understanding. There are no language requirements, but students must be willing to tackle unfamiliar source material, ranging from Anglo-Saxon law codes to the autobiography of Margery Kempe.

**Introductory Reading:**

Emilie Amt, *Women's Lives in Medieval Europe: A Sourcebook* (London: Routledge, 1993)

Henrietta Leyser, *Medieval Women: A Social History of Women in England 450-1500* (London: Weidenfeld and Nicolson, 1995)

Mavis Mate, *Women in Medieval English Society* (Cambridge: Cambridge University Press, 1999)

Barbara Hanawalt, *The Ties that Bound: Peasant Families in Medieval England* (Oxford: Oxford University Press, 1986)

ffiona Swabey, *Medieval Gentlewoman: Life in a Widow's Household in the Later Middle Ages*, (Stroud: Sutton, 1999)

Jennifer Ward, *English Noblewomen in the Later Middle Ages* (London: Longman, 1992)

**Byzantium and the Fourth Crusade** (HS5220)

Dr Jonathan Harris

Term 2. To be taught at Royal Holloway, Egham. Dates and times to be arranged.

This course traces the sequence of events that culminated in the sack of Constantinople by the army of the Fourth Crusade in April 1204, placing them in the context of relations between the Byzantines and previous crusades. Translations of accounts left by contemporaries and eyewitnesses (both Byzantine and Western) will be studied in detail as we try to discover why an expedition that set out with the intention of recovering Jerusalem from Islam ended up capturing and pillaging the greatest city in the Christian world.

**Introductory Reading:**

Michael Angold, *The Byzantine Empire, 1025-1204: A Political History*, 2nd edn (London: Longman, 1997).

Jonathan Harris, *Byzantium and the Crusades* (London: Hambledon, 2003)

D. E. Queller and T. F. Madden, *The Fourth Crusade*, 2nd edn (Philadelphia: University of

Pennsylvania Press, 1997).  
Jonathan Phillips, *The Fourth Crusade and the Sack of Constantinople* (London: Cape, 2004)

### **The English Reformation and its Medieval Background (HS5306)**

Dr Clive Burgess

Term 2. To be taught at Royal Holloway, Egham. Dates and times to be arranged.

This course will make a concerted effort to look at, and evaluate, the Reformation paying as much regard to what was going on before as what emerged in the long-term – ordinarily the longer-term perspective has proved far more dominant, to the detriment of a balanced perspective. Having briefly considered what was done in the 1530s and 1540s, the course will attempt to put these turbulent decades into their own long-term context by outlining the social and political conditions of the fifteenth century. Appropriate attention will be paid to the ‘major’ players of pre-Reformation institutional religion, looking in particular at the role of the monasteries and colleges, and also at parish religion. Individuals, both orthodox and heretical, will be studied, again to derive a better sense of context for the changes that were to come in the sixteenth century. Having prepared the ground, events such as the monastic and collegiate dissolutions, the Pilgrimage of Grace, and the mid Tudor rebellions will be appraised as part of an attempt to gauge the tenor of society in the mid and later sixteenth century, and the part that the Reformation had played in defining the prevailing atmosphere.

#### **Introductory Reading:**

- R. Swanson, *Church and Society in late Medieval England* (Oxford, 1989).
- E. Duffy, *The Stripping of the Altars* (New Haven and London, 2<sup>nd</sup> edn., 2005).
- C. Haigh, *English Reformations* (Oxford, 1993).
- P. Heath, *Church and Realm* (London, 1988).
- R. Rex, *The Lollards* (Basingstoke, 2002).
- M. Glasscoe, *Mysticism in late Medieval England* (London, ?1990).
- The Religious Orders in Pre-Reformation England*, ed. J. Clark (Woodbridge, 2002).

## Skills Courses

Students choose **one** of the following:

- HS5250: **Latin For Medievalists**
- EN5601: **Reading Middle English**
- EN5602: **Reading Old English**

Please note:

- Latin and Middle English are half units taught over **two** terms.
- Old English is a half unit taught over **one** term.
- All three courses are assessed by examinations, which take place during the Summer term. Grades for these courses derive entirely from the examination.

### **Latin for Medievalists (HS5250)**

Dr Hannes Kleineke

Terms 1 & 2. To be taught at Royal Holloway. Day and time to be arranged.

The aim of the course is to enable students to learn enough Latin to be able to use it for research purposes, especially if they are going on to doctoral work following the MA. Students will be strongly recommended to take a summer follow-up course in Latin (e.g. the ten day course run by UCL/KCL) to confirm what they have learnt. MA students may be required to follow the undergraduate course HS1111 as a co-requisite.

By the end of the course students will be able to:

- Read simple texts in classical Latin at a level approaching that of GCSE
- Parse all five declensions and indicative verbs
- Read and understand documents in basic medieval Latin such as wills, deeds and accounts

**Assessment:** by examination including translation of medieval material (two passages) as well as a comprehension test; use of dictionaries is allowed.

### **Suggested Reading:**

C.R. Cheney, ed., *A Handbook of Dates for Students of British History*, Royal Historical Society Guides and Handbooks 4, new edn. rev. by Michael Jones (Cambridge: Cambridge University Press, 2000)

Eileen A. Gooder, *Latin for Local History: An Introduction*, 2<sup>nd</sup> edn (London: Longman, 1978)

Rhoda A. Hendricks, *Latin Made Simple* (London: Heinemann, 1982).

Denis Stuart, *Latin for Local and Family Historians: A Beginner's Guide* (Chichester: Phillimore, 2000)

**Reading Middle English (EN5601)**

Dr Ruth Kennedy

Terms 1 & 2. To be taught at Royal Holloway, Egham. Day and time to be arranged.

This course is intended for students whose prior knowledge of Middle English is limited. The course combines close reading with appropriate contextualisation, and aims to introduce students to a variety of Middle English texts. It will enable students to become aware of dialect variation and of the major differences in the nature of Middle English between the thirteenth and fifteenth centuries. It aims to develop a competent reading skill and to introduce associated disciplines, such as manuscript study and textual criticism. Literary themes and conventions will be studied in some depth, and seminars will develop thematic and formal appreciation, as well as translation skills.

**Assessment:** open book examination, including unseen translation and commentary.

**Reading Old English (EN5602)**

Dr Jennifer Neville

Term 1 only. To be taught at Royal Holloway, Egham. Day and time to be arranged.

This course is designed to provide students with the expertise necessary to read Old English poetry and prose in the original language at a level sufficient to allow literary analysis. Depending upon the students' previous experience of the language, the course starts with a more or less extensive review of Old English grammar, but the aim is to begin translating as soon as possible. The reading list will be adapted to the students' interests. We will meet for two hours per week. The amount of material covered depends upon the students' experience and progress, but by the end of the course we should be covering the equivalent of 70-80 lines of poetry per week. As this is a Skills course, the emphasis is on translation skills, but we discuss literary and historical issues as they arise.

Texts will be provided on handouts, but students will need to purchase a dictionary (J. R. Clark Hall, ed., *A Concise Anglo-Saxon Dictionary*, Medieval Academy Reprints for Teaching 14 (1894; Toronto: University of Toronto Press, 1960)) and a grammar book (for example, Bruce Mitchell and Fred Robinson's *A Guide to Old English* or Peter Baker's *Introduction to Old English*).

**Suggested Reading:**

Malcolm Godden and Michael Lapidge, eds., *The Cambridge Companion to Old English Literature* (Cambridge: Cambridge University Press, 1991)

Kevin Crossley-Holland, *The Anglo-Saxon World* (Woodbridge: Boydell, 1982)

**Assessment:**

2-hour examination. Students translate a selection of previously seen passages (no dictionaries).

## The Dissertation (HS5218 or EN5610)

This is a piece of original work of 12,000 – 15,000 words, usually researched and written in the months following exams. It must be submitted in **TRIPPLICATE** (two paper copies and one electronic copy) **ANONYMOUSLY**, with the official coversheet and Declaration of Academic Integrity securely attached, to the History Department Postgraduate Office by **3pm on 3 September 2010**. Please retain another copy for yourself. Be sure to write your candidate number accurately on the coversheet.

You **must** include your word-count at the end of your dissertation. This count is to **include** footnotes but **not** bibliography or appendices. Appendices may include data only, not additional argumentation.

All students will be supervised for the Dissertation by a member of staff teaching on the degree. **It is the responsibility of the student** to make contact with a potential supervisor, select a topic, ensure that the topic and exact title are approved by the supervisor, and keep in touch with the supervisor during the writing period.

**Members of the academic staff are not continuously available throughout the summer months** and so it is particularly important to arrange a topic and a work schedule before the end of June 2010. Please note also that a supervisor may be unable to contribute constructively to a dissertation if he or she is presented with a long draft late in the summer.

Part-time students normally complete the dissertation in the second year of their degree, although they are strongly advised to arrange a supervisor and begin their research during their first Summer Term.

More detailed advice on how to prepare the MA dissertation can be found in the Research Development Course handbook. There will also be a session on preparing a dissertation during the Research Development Course.

### Suggested Dissertation Schedule and Deadlines

By mid May	All students should have had initial consultations with supervisors and settled upon a provisional title.
By 1 June	Students should have seen their supervisors to discuss a detailed plan of chapters and receive advice on the writing of the first draft.
9 June	RDC Conference: Oral presentations on dissertation proposals.
By 1 July	Supervisors should have received a final title plus the detailed plan of chapters <b>in writing</b> .  Students and supervisors should have arranged a timetable for: a) receiving and returning the first draft; and b) supervisions during the summer vacation.
By mid August	Students should have submitted any drafts for comment to their supervisors. Note that a rough or incomplete draft early in the summer is more useful to you than a more polished effort at the last minute.
<b>3 September 2010</b>	<b>Submission deadline.</b>

## Medievalists at Royal Holloway

**Professor Caroline Barron**, *Professor of the History of London*. Has written on various aspects of the history of London in the medieval period, on the reign of Richard II, and on medieval women. (c.barron@rhul.ac.uk; 01784 443313)

**Dr Clive Burgess**, *Senior Lecturer in Medieval History*. Editor and author of numerous books and articles on late medieval urban religion in England. (c.burgess@rhul.ac.uk)

**Professor Jane Everson**, *Professor of Italian Literature* in the Italian department. Specialises in Late Medieval and Renaissance Literature, the narrative poem from the fourteenth to sixteenth centuries. Works on the interaction between the vernacular epic and humanism. Has also published on early printing of romances in Italy. (j.everson@rhul.ac.uk; 01784 443236) [on sabbatical term 2]

**Dr David Gwynn**, *Lecturer in History*. His primary field of research is the Later Roman Empire (AD 200-600), with a particular focus on the reign of Constantine the Great (the first Christian Emperor), the development of Christianity, and the interaction between Christianity and other religions. (david.gwynn@rhul.ac.uk)

**Dr Jonathan Harris**, *Senior Lecturer in Byzantine History*. He has published on aspects of Byzantine relations with Western Europe, particularly in the periods of the crusades and the Italian Renaissance (jonathan.harris@rhul.ac.uk; 01784 414231/443400) [on sabbatical]

**Dr Ruth Harvey**, *Reader in Medieval Occitan Literature* in the French department. Specialist in medieval French poetry. She has edited the works of the troubadour Marcabru. (r.harvey@rhul.ac.uk; 01784 443241)

**Professor Peregrine Horden**, *Professor in Medieval History*. Works on the social history of medicine in the early Middle Ages, Byzantine and Western, and has recently published a book on the environmental history of the Mediterranean world. (p.horden@rhul.ac.uk; 01784 443400)

**Dr Ruth Kennedy**, *Senior Lecturer in Medieval Literature* in the English department. Specialises in Middle English literature and manuscripts. She has edited the London alliterative poem 'A Bird in Bishopwood' and other fourteenth-century texts. (r.kennedy@rhul.ac.uk; 01784 443750)

**Dr Hannes Kleineke**, *Senior Research Fellow*, The History of Parliament. (hkleinek@histparl.ac.uk)

**Dr Pirkko Koppinen**, *Visiting Lecturer*. Specialises in Old English literature and literary theory, especially the heroic idiom in Old English poetry and semiotic theory. (p.a.koppinen@rhul.ac.uk)

**Dr Catherine Nall**, *Lecturer in Medieval Literature* in the English department. Works on late medieval literary and manuscript culture, with emphasis on the relationship between war, politics and literature. (catherine.nall@rhul.ac.uk; 01784 443228)

**Dr Jennifer Neville**, *Senior Lecturer in Medieval Literature*. Specialises in Old English literature. She is currently working on the Old English riddles, but has previously written on the representation of the natural world, seasons, monsters, law codes, and chronicles. (j.neville@rhul.ac.uk; 01784 414115) [on sabbatical term 2]

**Professor Katie Normington**, *Dean of Arts and Professor of Drama and Theatre*. Teaches and researches in the areas of medieval and contemporary drama. Has a book on gender and medieval drama with Boydell and Brewer. (k.normington@rhul.ac.uk; 01784 443928)

**Professor Jonathan Phillips**, *Senior Lecturer in Medieval History*. Has written on the diplomatic relations between the Latin Christian settlers in the Levant and Western Europe at the time of the crusades. He is working on a study of the Second Crusade (1145-49). (j.p.phillips@rhul.ac.uk; 01784 443295) [on sabbatical term 2]

**Professor Nigel Saul**, *Professor of Medieval History*. Has published books on gentry and knightly families in medieval England and a major biography of Richard II. (n.saul@rhul.ac.uk; 01784 443305)



## Grants, Awards, and Other Sources of Funds

**College and Departmental Awards:** Each year the College allocates a certain number of awards (some full studentships and some fees only awards) to the Faculties and through them to the different departments. There is intense competition for these awards and they are only available to *new* students embarking on Taught MA courses or research degrees. Details about the various awards will be available early in 2009 in both the English and History departments. Interviews usually take place before the end of March.

**Bursaries/Awards/Jobs/Scholarships:** Details about a range of jobs and awards are placed on the postgraduate notice boards in the History and English Departments. Keep an eye on these boards and also on the Medieval Studies Board outside Rm 333 on the first floor of McCrea Building; there is also a Medieval Studies board in the English Department, between rooms IN214 and IN215. The College produces booklets on funding post-graduate research and on part-time jobs available on the Royal Holloway campus. For both of these enquire in the College Registry (Founder's West, first floor). See also the college website: <http://www.rhul.ac.uk/Graduate-School/funding.html>.

**Richard III and Yorkist History Trust Grants:** sums of up to £500 are awarded to students to assist with expenses related to work for the MA dissertation (travel, microfilms etc.). The subject of the dissertation must fall within the range of the interests of the Trust (broadly fifteenth-century history). Details from the notice board outside Room 333 in the History Department.

**Travel Expenses:** MA Medieval Studies students who **are resident on the Egham campus and registered in the History Department** may claim reimbursement of their fares (up to a maximum of £130) to central London to attend courses. This offer is made on condition that they have first invested in a Young Person's Railcard, available at Egham station, which gives a 33% discount on the fare to Central London. Students should keep their tickets and at the end of the first and second terms complete a claim form, which is available from the History Postgraduate Office. Please note that fares on London underground or buses cannot be claimed for and that this concession applies only to RHUL options, not those offered by other colleges of the University of London or by the Museum of London. It is not available to students who live off-campus nor to students registered in the English Department.

## The Egham Campus

**The History Department** is located in the McCrea building on the Egham Campus. The secretaries' general office is the administrative heart of the Department. It is located on the first floor in room 315. Postgraduate enquires should be addressed to Ms Marie-Christine Ockenden, the administrator with special responsibility for MA students (room 319; tel. 01784 443311; m.ockenden@rhul.ac.uk). There is a notice-board for postgraduate students in the corridor opposite room 333 and also opposite room 315, where the postgraduate pigeon holes are also located. Please keep a regular check on the notice board and your pigeon hole.

**The English Department** is on the second floor of the International Building. Mrs Karen Kingsley (tel. 01784 443215; e-mail: karen.kingsley@rhul.ac.uk) is the secretary with special responsibility for MA students. The English general office is in room 223. Postgraduate pigeonholes are located next to room 223. There is a general notice board for MA students opposite room 202 and a notice board for students of Medieval Studies opposite room 208. On the ground floor of the International Building is a **Postgraduate Study Room** (room 030) which has computer terminals, notice boards, and a study area.

**The Royal Holloway Library** (<http://www.rhul.ac.uk/information-services/library/>) consists of two collections:

**FOUNDERS LIBRARY** (tel. 01784 443321) houses English, Classics, French, German, Italian, Drama and Humanities Periodicals. Irene Bittles (tel. 01784 414066; e-mail: irene.bittles@rhul.ac.uk) is the librarian responsible for English. The Bedford Centre for the History of Women is on the third floor.

**BEDFORD LIBRARY** (tel. 01784 443823) houses history books and periodicals and has some large medieval folios. The history librarian is Paul Johnson (tel. 01784-414424; e-mail: paul.johnson@rhul.ac.uk). The library is well supplied with computer terminals, video and microfilm readers. There are guided tours for MA students at various times in the first term.

Not all the books and articles on your course reading lists will be stocked by the Royal Holloway Library; please make full use of the resources of the other libraries in London.

**Computing Centre:** Royal Holloway's Computer Centre aims to give all students the opportunity to develop their computer literacy and to help make effective use of computers in all aspects of their research and training. There is a standard set of fully-supported software which includes Microsoft Word, Access, Excel, Power Point, Papyrus and a full Internet service including e-mail and World Wide Web access. For general enquiries, call 01784 44515. Hours: 24 hours using a door card available from the Centre. There is also a computer available in the **Postgraduate Common Room** (Founder's Building East 241). To enter, you need to obtain an access code from Founders Security.

**College Archives:** you are welcome to visit the College archives (housed in the tower above the Founder's Library). tel. 01784 443814.

## Working on your MA in London

London possesses a wealth of sites, research centres, and libraries where you can conduct your research and meet with other scholars.

### THE CENTRAL LONDON SITE

Address: 11 Bedford Square, Bloomsbury, London, WC1E 7HU

Tube Stations: Russell Sq./Goodge St./Tottenham Court Rd/Euston Sq.

Email: BedfordSquare@rhul.ac.uk

Telephone Numbers:

020 7307 8600 (Administrator)

020 7631 0495 (Basement Common Room payphone)

020 7307 8604 (Receptionist)

11 Bedford Square is open from 9am to 9pm Monday to Friday and 10am to 5pm Saturday during term-time. There is a common room (with a payphone), a kitchen and cloakrooms in the basement for the use of Royal Holloway postgraduate students. Students usually congregate there before classes to have a cup of coffee and exchange news and photocopies. There is also a computer room for the use of students and staff. You can leave messages for each other with the receptionist. You are welcome to use the building during its open hours for private study or meetings with other students. The building is used by other MA students, especially those taking Women's History courses, who use the building particularly on Fridays.

### INSTITUTE OF HISTORICAL RESEARCH, LONDON UNIVERSITY, Senate House, Malet Street, London, WC1E 7HU

Tube Stations: Russell Sq./Goodge Street/Tottenham Court Rd/Euston Sq. Tel. 020 7862 8740

This is for the use of history postgraduates and staff from London and other universities. It is the place in which to view the profession in all its motley glory. It is open Mondays to Fridays from 9 am to 9 pm and on Saturday from 9 am to 5 pm. It has a comfortable common room where tea and coffee are always available. Sandwiches can be bought at lunchtime, cakes at teatime, and wine in the evening. In fact, tea at the Institute tea room (roughly 4.00-5.15 pm) is something of an institution in itself. The Institute hosts numerous seminars every night of the week. All seminar programmes are clearly advertised on the main Institute notice board; you may attend any meetings that interest you.

The Institute has a good reference collection with particular strengths in local and English history. Almost all the books on London History on the reading lists can be found in the London History section (Local History room on the first floor). The whole collection is on a computerised catalogue, and computer terminals also provide access to the Senate House library catalogue. The library stocks many catalogues for British archival collections and several useful scholarly bibliographies. It holds most of the basic history journals and also stocks the *Times Literary Supplement*, the *London Review of Books* and the *New York Review of Books*. The librarians are very helpful and give introductory talks at regular intervals. Ask at the general office for details. There is a reading room on the ground floor (next to the Common Room) with many current periodicals and the *Times Higher Education Supplement*.

To enter the Institute you need a membership card. As an MA student of London

University you are entitled to this. Ask for a membership form at the general office, fill it in, and they will furnish you with a card. If you cannot manage this during office hours, ask at the desk to see a librarian.

**INSTITUTE OF ENGLISH STUDIES, Senate House, Malet Street, London WC1E 7HU**

Tube Stations: Russell Sq./Goodge St./Tottenham Court Rd/Euston Sq. Tel. 020 7862 8673

All students on this MA course enjoy membership of the Institute of English Studies, which means that they have use of the School of Advanced Study Common Room on the third floor of the Senate House, and access to various activities at the Institute. Members receive thrice-yearly mailings setting out the full range of its ten standing research seminars and upwards of fifteen conferences per year, student networks, and training seminars designed to introduce postgraduates to appropriate methods and resources of postgraduate study in London.

Attendance at the research seminars (including LOMERS, the London Old and Middle English Research Seminar, and the Methods and Resources Seminar) is free, and members of the Institute may attend conferences at half price.

**SENATE HOUSE LIBRARY, Senate House, Malet Street, London, WC1E 7HU**

Tube Stations: Russell Sq./Goodge St./Tottenham Court Rd/Euston Sq. Tel. 020 7636 8000 <http://www.ull.ac.uk>

This is the central library of London University. It has a good borrowing collection and a wide range of periodicals.

**BRITISH LIBRARY, 96 Euston Road, St Pancras, NW1.**

Tube Stations: Kings Cross/Euston mainline station. Tel. 020 7412 7000; <http://minos.bl.uk/>

The supreme national reference library: every book in copyright should be available here. Do get yourself a ticket for this great institution. Search the catalogue and order books in advance online, as some are out-housed and can take a couple of days to arrive.

**INSTITUTE OF EDUCATION, 20 Bedford Way, Bloomsbury, London, WC1**

Tube Stations: Russell Sq./Euston Sq. tube station Tel. 020 7612 6000; [www.ioe.ac.uk](http://www.ioe.ac.uk)

Another London University Library. Has good runs of 'childhood' periodicals. You cannot borrow books, but you can make photocopies comparatively cheaply here.

**WARBURG INSTITUTE, Woburn Square, Bloomsbury, London, WC1**

Tube Stations: Russell Sq./Goodge St./Euston Sq. Tel. 0207 862 8949; [www.sas.ac.uk/warburg](http://www.sas.ac.uk/warburg)

Yet another London University Library. Excellent early modern and medieval collections. Devoted to the study of the classical tradition; also has unusual material on social history and folklore. Books cannot be borrowed, but it has an excellent collection of periodicals. Letter of recommendation needed (ask the Programme Director).

**DR WILLIAMS LIBRARY, 14 Gordon Square, London, WC1**

Tube Stations: Russell Sq./Euston Sq./Euston/Goodge St. Tel. 0207 387 3727

Very good on religious history, particularly on nonconformity. Membership for students costs about £6.00, which buys you borrowing rights. Letter of recommendation needed (ask a Programme Director).

**THE LONDON LIBRARY, 14, St James Square, London, SW1**

Tube Station: Piccadilly Circus. Tel. 020 7930 7705; [www.londonlibrary.co.uk/](http://www.londonlibrary.co.uk/)

Membership is expensive, but those who are members can borrow books and volumes of periodicals for long periods and use the atmospheric reading room. Sadly there is no longer a student rate, but there are subsidies for worthy, impoverished applicants.

**THE GUILDHALL LIBRARY, Guildhall Yard, London EC2**

Tube Stations: Bank/St Paul's/Moorgate. Tel. 020 7332 1868/1870;

[www.cityoflondon.gov.uk/Corporation/](http://www.cityoflondon.gov.uk/Corporation/)

[leisure\\_heritage/libraries\\_archives\\_museums\\_galleries/city\\_london\\_libraries/guildhall\\_lib.htm](http://www.cityoflondon.gov.uk/Corporation/leisure_heritage/libraries_archives_museums_galleries/city_london_libraries/guildhall_lib.htm)

This library has an excellent collection of books and periodicals dealing with the history of London. Some books are on open shelves, many have to be ordered and are generally brought to your desk. There are copies of all Royal Holloway Medieval MA dissertations relating to London kept here. No books can be borrowed. No letter of recommendation required.

**THE WELLCOME LIBRARY**

**210 Euston Road, London, NW1 2BE**

Tube Stations: Euston/Euston Sq. Tel. 020 7611 8722 <http://library.wellcome.ac.uk/>

This library has the best collection in the country of books on the history of medicine. Useful for the London course and women's history. Books cannot be borrowed. Student ID is sufficient to obtain membership.

## Appendix 1: Equal Opportunities Statement

The University of London was established to provide education on the basis of merit above and without regard to race, creed or political belief and was the first university in the United Kingdom to admit women to its degrees. Royal Holloway, University of London (hereafter 'the College') is proud to continue this tradition, and to commit itself to equality of opportunity in employment, admissions and in its teaching, learning and research activities.

*The College is committed to ensuring that:*

- all staff, students, applicants for employment or study, visitors and other persons in contact with the College are treated fairly and have equality of opportunity, without regard to race, nationality, ethnic origin, gender, age, marital or parental status, dependants, disability, sexual orientation, religion, political belief or social origins
- both existing staff and students, as well as applicants for employment or admission are treated fairly and individuals are judged solely on merit and by reference to their skills, abilities, qualifications, aptitude and potential
- it puts in place appropriate measures to eliminate discrimination and to promote equality of opportunity
- teaching, learning and research are free from all forms of discrimination and continually provide equality of opportunity
- all staff, students and visitors are aware of the Equal Opportunities Statement through College publicity material
- it creates a positive, inclusive atmosphere, based on respect for diversity within the College
- conforms to all provisions as laid out in legislation promoting equality of opportunity.

## **Appendix 2: Definition of MA-Level Work**

This description is taken from the NATIONAL QUALIFICATIONS FRAMEWORK.

### **Masters degrees are awarded to students who have demonstrated:**

1. a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
2. a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
3. originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
4. conceptual understanding that enables the student to evaluate critically current research and advanced scholarship in the discipline and to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

### **Typically, holders of the qualification will be able to:**

5. deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
6. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
7. continue to advance their knowledge and understanding, and to develop new skills to a high level;

### **and will have the qualities and transferable skills necessary for employment requiring:**

8. the exercise of initiative and personal responsibility; decision-making in complex and unpredictable situations; and
9. the independent learning ability required for continuing professional development.

## **Appendix 3:**

### **Programme Specifications for the MA in Medieval Studies**

**Please Note:** This specification provides a concise summary of the main features of the degree programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if she/he takes full advantage of the learning opportunities that are provided. The accuracy of this information is reviewed by the College and may be checked by the Quality Assurance Agency for Higher Education.

All programmes and courses are reviewed annually by the Faculties and within the Departments, taking into account student evaluations obtained through anonymous questionnaires as well as issues raised at the Student/Staff Committees.

1. Awarding Institution	Royal Holloway, University of London
2. Teaching Institution	Royal Holloway, University of London
3. Programme Accredited by	N/A
4. Final Award	MA
5. Programme	MA in Medieval Studies
6. UCAS	N/A
7. Relevant QAA benchmarking groups	History, English, Archaeology
8. Date of Production	October 2001

The specification shows where the aims and outcomes of the programme can be related to the QAA National Qualifications Framework descriptor **(M)**.

#### **9. Educational Aims of Programme**

The degree programme aims:

- to promote a multidisciplinary understanding of the Middle Ages at an advanced level **(M)**
- to provide systematic study of specialised topics within Medieval Studies, historical, literary, and archaeological **(M)**
- to provide training in the research techniques appropriate to those fields of study **(M)**
- to foster the ability to learn independently, whether for further research or for personal intellectual development **(M)**
- to expand and enhance the intellectual community devoted to the study of the Middle Ages

#### **10. Programme Outcomes**

Teaching and learning in the Programme are closely informed by the research interests of medievalists at the forefront of their discipline drawn from the History, English, and Modern Language Departments of Royal Holloway and staff of the Museum of London, with which the College has a collaborative partnership. Upon successful completion of the course, students should have an understanding of the field at a level appropriate for a postgraduate qualification. Although a self-contained degree, the Programme provides a suitable qualification for embarking on an MPhil/PhD course in the same or a related field. More specifically, the Programme provides opportunities for students to demonstrate the following learning outcomes:

##### **A. Knowledge and Understanding**

The programme is designed to allow students to develop and demonstrate knowledge and understanding of the following aspects of the discipline:

- a) the established principles and practice of research in medieval studies **(M)**
- b) new methodologies in the three disciplines represented in the Programme and their



- application to existing problems of interpretation **(M)**
- c) the location, organisation, and deployment of primary evidence
- d) the interrelationship of political, cultural, and social change

***Teaching and learning strategies and methods***

The interest and enthusiasm of students are nurtured through their close involvement with the current research of established scholars. Methods used to develop knowledge and understanding are: seminars, student oral presentations, small-group tutorials, and guided independent research or study.

**Assessment** of knowledge and understanding is by formal examinations, coursework essays and other exercises, oral presentations, and an independent dissertation.

***B. Discipline-specific skills***

This is a multi-disciplinary Programme incorporating skills training specific to history, literary studies, and archaeology. These include:

- a) being able to locate, organise, deploy and assess the primary and secondary sources of research
- b) being able to read that evidence critically, in the light of an awareness of its gaps, inconsistencies, and contradictions **(M)**
- c) recognising, navigating, and assessing the outcomes of, scholarly controversies in a variety of areas and topics within medieval studies **(M)**
- d) making productive use of research institutions: libraries, record offices, and museums
- e) knowing how the human past may be studied through an examination of material remains
- f) being able to read and interpret a variety of medieval texts
- g) recognising the differences and similarities between documentary and literary evidence
- h) integrating literary, documentary, and archaeological evidence as appropriate
- i) constructing and using computerised historical databases
- j) independently planning and executing an original and extended piece of written work **(M)**

***Teaching and learning strategies and methods***

Methods used to enable students to acquire and develop discipline-specific skills are: seminars, student oral presentations, small-group tutorials, and guided independent research or study.

**Assessment** of discipline-specific skills is by formal examinations, coursework essays and other exercises, oral presentations, and an independent dissertation.

***C. Intellectual skills***

The programme is designed to allow students to acquire and demonstrate:

- a) self-direction and originality in designing and implementing research projects **(M)**
- b) the ability to evaluate critically primary and secondary sources of information
- c) a working knowledge of a variety of techniques derived from the disciplines represented in the Programme
- d) the ability to construct logical arguments grounded in a variety of kinds of evidence
- e) the ability to convey the results of research clearly and systematically in a manner comprehensible to the non-specialist, both orally and in writing **(M)**
- f) the ability to engage in debate with other students and with course teachers in a variety of subjects spanning all the disciplines represented in the Programme

***Teaching and learning strategy and methods***

These general intellectual skills are developed throughout the programme. Methods used to

enable students to acquire and develop intellectual skills are: seminars, small-group tutorials, oral presentations, and guided independent research.

**Assessment** of intellectual skills is by formal examinations, coursework essays and other exercises, oral presentations, and an independent dissertation.

#### ***D. Key skills***

The programme is designed to allow students to develop and demonstrate competence in the following key skills:

- a) independent learning and scholarship
- b) making an effective oral presentation
- c) engaging in critical discussion of research both orally and on paper
- d) producing logical and structured arguments supported by relevant evidence
- e) addressing complex problems of historical, archaeological, or literary interpretation, and making judgements on the basis of incomplete data **(M)**
- f) pursuing research topics through the effective use of libraries, archives, and museums as appropriate

#### ***Teaching and learning strategies and methods***

To enhance the acquisition of key skills via courses in the field of study all students on the Programme take a Research Development Course which provides training in humanities research techniques (footnoting, compiling a bibliography, reviewing, etc.) and in making oral presentations. Other methods used to enable students to acquire and develop key skills are: seminars, small group tutorials, and guided independent research.

**Assessment** of key skills is by formal examinations, coursework essays and other exercises, oral presentations, and an independent dissertation.

#### ***E. Personal Attributes and Social Skills***

In addition, the programme fosters the development of a range of personal attributes that are important to the world of work, and that strengthen the ability to engage in continuing professional development and to contribute to the wider community. These include: personal motivation; the ability to work, as appropriate, both autonomously and with others; self-awareness and self-management; intellectual integrity; awareness of responsibility as a local, national and international citizen; flexibility, adaptability; and creativity **(M)**.

### **11. Programme Structure and Course Units**

Each of the four elements of the programme (listed below) contributes 25% toward the final award.

Part-time students will normally complete the Programme Course and the Research Development Course in their first year of study and the two Option Courses, the Skills Course, and the Dissertation in their second year of study.

#### **Duration of Programme of Study**

*Full-time:* 50 weeks

*Part-time:* 102 weeks

## Assessment

The *Programme Course* (25%) is assessed by two essays totalling 10,000 words.

The two *Option Courses* (12.5% each) are each assessed by one or two essays (at the course leader's discretion) totalling 5,000 words.

The *Research Development Course* (12.5%) is assessed continuously. Assignments will normally include oral presentations and a selection of research skills (e.g. footnoting, bibliography, etc).

Each of the *Skills Courses* (12.5%) in language acquisition is assessed by a two-hour, unseen, written examination. Others are assessed on one or two essays, at the course leader's discretion, totalling 5,000 words.

The *Dissertation* (25%) is a piece of original work of 12,000-15,000 words.

A selection of the following courses will be offered each year.

Course code	Course title	Course unit value
<b>A. Programme Course</b>		
Students take <b>one</b> of the following:		
HS5201	The Crusades	1.0 unit
HS5200	Medieval London: Society and Literature	1.0 unit
EN5607	Medieval Narrative	1.0 unit
<b>B. Option Courses</b>		
Students take <b>two</b> from a selection of the following:		
HS5213	Archaeology of Medieval London	0.5 unit
EN5604	Arthurian Literature and Tradition in England	0.5 unit
HS5219	Byzantium and the First Two Crusades	0.5 unit
HS5220	Byzantium and the Fourth Crusade	0.5 unit
EN5613	Chaucer	0.5 unit
HS5235	The Court in England and Europe c.1350- c.1450	0.5 unit
HS5236	The Court in England and Europe c.1450-1603	0.5 unit
HS5221	The English Parliament to 1536	0.5 unit
EN5611	Medieval Literary London	0.5 unit
EN5609	Old English Riddles	0.5 unit
FR5102	Representations of the Twelfth-Century Court in Anglo-Norman, French and Occitan Literature	0.5 unit
EN5612	The Visual and The Verbal	0.5 unit
HS5210	Women in England 1300-1550	0.5 unit
HS5209	Women, the Crusades and the Frontier Societies of Medieval Christendom, 1000-1300	0.5 unit
HS5236	The Body in Renaissance and Early Modern European Culture	0.5 unit

### C. Skills Courses

HS 5217 The **Research Development Course** (compulsory), 0.5 units plus **one** course chosen from a selection of the following:

HS5250	Beginners' Latin	0.5 unit
HS5251	Further Latin (Medieval)	0.5 unit
EN5602	Pre-Conquest English	0.5 unit
EN5601	Reading Middle English	0.5 unit
FR5101	Reading Medieval French	0.5 unit
HS5216	Palaeography and Diplomatic	0.5 unit
HS5238	Archaeological Skills	0.5 unit
HS5237	Museum Skills	0.5 unit

### D. Dissertation

HS5218 or EN5610 **Dissertation** (compulsory), 1.0 unit

## 12. Progression and Award Requirements

Progression throughout the year is monitored through performance in coursework assignments, interim reports, and meetings with one of the Programme Directors.

- To pass the programme a student must achieve a mark of at least 50% in each course. Failure marks of between 40 to 49% may, at the discretion of the Examining Board, be condoned in one or more courses constituting up to a maximum of 25% of the programme, but the Dissertation and the Programme Course must be passed with a mark of 50% or more. A student who does not successfully pass a course at the first attempt may be allowed to re-sit on one occasion.
- To be awarded a Merit a student must achieve a weighted average of at least 65% over all courses, with no mark in any course falling below 50%, and normally with a mark of at least 65% in the dissertation. A Merit cannot be awarded if a student re-sits or re-takes any element of the programme.
- To be awarded a Distinction a student must achieve a weighted average of at least 70% over all courses, with no mark in any course falling below 60%, and normally with a mark of at least 70% in the dissertation. A Distinction cannot be awarded if a student re-sits or re-takes any element of the programme.

## 13. Student Support and Guidance

- Personal Advisers. The Programme Directors act as Personal Advisers to all students; their role is to offer them advice on academic, pastoral and welfare issues. Personal Advisers see their students at regular intervals, typically once a term, throughout the programme. They are also available for consultation at advertised office hours.
- All tutors are available for consultation by their students at advertised office hours.
- The Induction Meeting at the beginning of the Autumn Term provides students with both College and Departmental orientation.
- A full guide to the programme is given to all students upon their arrival
- Departmental Staff-Student Graduate Committees act as two-way channels of communication between the Departments and the student community.
- Extensive supporting materials and learning resources are available in the College libraries and in the Computer centre.
- Students enjoy access to the College Careers Service and to the Departmental adviser on careers.
- Students enjoy access to all College and University support services, including the Student Counselling Service, the Health Centre, and the Education Support Unit for students with special needs.

#### **14. Admissions Criteria**

Students are normally expected to have a first degree from the UK with at least Second Class Honours, or an equivalent qualification from overseas.

#### **15. Indicators of Quality and Standards**

The design and delivery of programmes draws extensively upon the research activities and expertise of staff. In the most recent Higher Education Funding Council Research Assessment Exercise (RAE), which took place in 2001, the quality of the History Department's research was recognised by the award of a grade 5; the English Department was awarded a 5A; the French Department was awarded a 5\*. The RAE awards grades on a scale from 1 to 5\*, with 5 indicating research of international importance in some areas and national excellence in all others, 5A indicating that the entire staff of the Department was submitted for assessment, and that half the staff were judged to be producing research of international quality, with virtually all the rest producing research of national quality. Members of staff of the Museum of London involved in the programme also have an international reputation in their specialist fields.

## **Appendix 4: Marking Criteria**

These are general criteria which apply to all work completed during the Medieval MA. More specific criteria for individual assignments may also be supplied.

### **High Distinction 85-100%**

To award a high distinction, examiners will be looking for:

- conformity with the requirements of the assignment (i.e. word-length, format, etc)
- publishable quality
- the ability to plan, organise and execute a project independently to highest professional standards
- exceptional standards of accuracy, expression, and presentation
- the highest professional levels of fluency, clarity, and academic style
- an outstanding ability to analyse and evaluate primary and secondary sources critically and to formulate questions which lead to original lines of enquiry
- exceptional creativity, originality and independence of thought

### **Distinction 70-85%**

To award a distinction, examiners will be looking for:

- conformity with the requirements of the assignment (i.e. word-length, format, etc)
- potentially publishable ideas, arguments, or discoveries
- the ability to plan, organise and execute a project independently to a professional standard
- excellent standards of accuracy, expression, and presentation
- fluency, clarity, and mastery of academic style
- the ability to analyse and evaluate primary and secondary sources critically and to formulate questions which lead to original lines of enquiry
- creativity, originality and independence of thought

### **Merit 65-69%**

To award a merit, examiners will be looking for:

- conformity with the requirements of the assignment (i.e. word length, format, etc)
- evidence of the potential to undertake original research given appropriate guidance and support
- high standards of accuracy, expression and presentation
- skilful handling of academic style
- some ability to analyse and evaluate primary and secondary sources critically
- some creativity, originality and independence of thought
- work that is approaching the level of a distinction

### **Pass 50-64%**

To award a pass mark, examiners will be looking for:

- conformity with the requirements of the assignment (i.e. word length, format, etc)
- the ability to engage in research involving a moderate degree of originality
- a competent standard of organisation, expression and accuracy
- competence in the handling of academic style
- sound knowledge and understanding of key sources of information
- the ability to construct coherent and relevant answer to questions
- work that is at a basic postgraduate level

### **Marginal Fail 40-49%**

Examiners will award a marginal fail if they find:

- non-conformity with some of the requirements of the assignment
- insufficient knowledge and comprehension of essential sources of information
- poorly developed argumentation
- poor levels of clarity and accuracy in written presentation
- occasional errors and confusions
- little evidence of independent thought
- work that is slightly below an acceptable postgraduate standard

### **Fail 0-39%**

Examiners will award a failing mark if they find:

- non-conformity with the requirements of the assignment
- work that is not recognisable as academic writing
- confused, fragmentary, or only rudimentary knowledge and comprehension of essential sources of information
- incomplete or incoherent argumentation
- a lack of clarity and accuracy in written presentation
- substantial errors and confusions
- no evidence of independent thought
- work that is clearly below an acceptable postgraduate standard