

# HA2C0-15 From Fortress to Country House: The Architecture of the Nobility from 1300-1600 (Level 2)

**24/25**

**Department**

SCAPVC - History of Art

**Level**

Undergraduate Level 2

**Module leader**

Jennifer Alexander

**Credit value**

15

**Module duration**

10 weeks

**Assessment**

50% coursework, 50% exam

**Study location**

University of Warwick main campus, Coventry

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## Description

### Introductory description

This module is designed to introduce students to the study of secular architecture and to the issues involved in its interpretation. It examines the function of castles and houses in the period c.1300 – 1600, and seeks to define the characteristics of both to reveal their similarities and differences. It surveys the historical evolution of the residences of the nobility and examines the layout and use of space in castles and houses. The development of the Elizabethan country house as a prodigy building and the work of architects such as the Smythsons will also be considered.

### Module aims

The distinction between castles and houses for the nobility has undergone a re-evaluation recently and the boundaries are now less rigidly set. This module aims to explore the secular architecture of the period from the high middle ages through to the early modern period to evaluate its form and function. It will introduce methods of architectural analysis that involve thinking about the uses of the buildings as much as the development of plans and façade designs

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

Medieval Castles as Fortresses or Residencies:

Bolton and Bodiam Castles

Dudley and Stokesay Castles

Kenilworth Castle

Gainsborough Old Hall and the Hall Family

The Courtyard House

Royal Building of Henry VIII

Elizabethan Prodigy Houses

Courtiers Houses

## Learning outcomes

By the end of the module, students should be able to:

- Demonstrate a broad knowledge of the history and materials of medieval secular architecture
- Demonstrate knowledge of relationships between architectural form and function in the context of castles and houses
- Read and interpret architectural plans
- Present an argument, initiate and sustain group discussion through intelligent questioning and debate at an appropriate level
- Ability to undertake research and to write up the results in the form of a well-structured argument at an appropriate level
- Familiarity with essential ICT skills
- Ability to collaborate effectively with others
- Show understanding of diverse viewpoints
- Ability to find, select, organize and synthesize evidence
- Ability to formulate a sustained argument
- Sophisticated visual analysis
- Bibliographical skills at an appropriate level
- Critical analysis of cultural artefacts in their context

## Indicative reading list

A. Emery, *Discovering Medieval Houses*, (Shire 2007)

J. Summerson, *Architecture in Britain 1530 – 1830*, (Penguin 1991)

G. Webb, *Architecture in Britain, the Middle Ages*, (Penguin 1972)

A. Emery, *Discovering Medieval Houses*, (Shire 2007)

M. Johnson, *Behind the Castle Gate*, (Routledge 2002)

N. Pounds, *The Medieval Castle in England and Wales, a social and political history*, (Cambridge 1990)

M. Airs, *The Tudor and Jacobean Country House*, (Sutton 1995)

M. Wood, *The English Medieval House*, (Routledge 1965)

[View reading list on Talis Aspire](#)

## Subject specific skills

- Demonstrate a broad knowledge of the history and materials of medieval secular architecture
- demonstrate knowledge of relationships between architectural form and function in the context of castles and houses
- Read and interpret architectural plans
- sophisticated visual analysis
- critical analysis of cultural artefacts in their context

## Transferable skills

- present an argument, initiate and sustain group discussion through intelligent questioning and debate at an appropriate level
  - ability to undertake research and to write up the results in the form of a well-structured argument at an appropriate level
  - familiarity with essential ICT skills
  - ability to collaborate effectively with others
  - show understanding of diverse viewpoints
  - ability to find, select, organize and synthesize evidence
  - ability to formulate a sustained argument
  - think conceptually and independently at an appropriate level
  - bibliographical skills at an appropriate level
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## Study

### Study time

Type	Required
Seminars	10 sessions of 2 hours (13%)
External visits	1 session of 2 hours (1%)
Private study	128 hours (85%)
Total	150 hours

### Private study description

Required and recommended reading for seminar presentations, research for written assessments and revision for examinations.

## Costs

No further costs have been identified for this module.

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## Assessment

You do not need to pass all assessment components to pass the module.

### Assessment group C3

	Weighting	Study time	Eligible for self-certification
<b>Assessment component</b>			
Assessed essay 2000 word essay	40%		No
Reassessment component is the same			
<b>Assessment component</b>			
Engagement	10%		No
Reassessment component is the same			
<b>Assessment component</b>			
Online Written Assignment (Open Book) Online Written Assignment (Open Book) ~Platforms - WAS	50%		No

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- Online examination: No Answerbook required

Reassessment component is the same

## Feedback on assessment

Written feedback and dedicated feedback tutorials.

[Past exam papers for HA2C0](#)

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## Availability

### Courses

This module is Option list B for:

- Year 2 of UHAA-V401 Undergraduate History of Art

This module is Option list C for:

- Year 1 of UHAA-V41P Undergraduate History of Art

This module is Option list E for:

- Year 2 of UHAA-V3R1 Undergraduate History of Art and French

This module is Option list G for:

- Year 3 of UITA-R3V3 Undergraduate Taught Italian and History of Art