1. **Title of the module**

HIST6058 (HI6058) - Saints, Relics, and Churches in Medieval Europe, c.500–1500

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

60 credits (30 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn and Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

BA History (Joint and Single Honours)

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Obtained a critical understanding of how the cult of saints developed in medieval Europe, as well as how and why it changed over time.

8.2 Expanded their knowledge the influence of saints and relics over the religion, culture, and society of medieval Europe.

8.3 Gained knowledge and understanding with a wide range of different types of primary sources.

8.4 Become more sophisticated in the interpretation of those primary sources, and developed a greater awareness of the problems involved in interpreting such sources, informed by recent scholarship on the period.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Developed their ability to communicate about complex concepts effectively.

9.2 Developed their ability to manage their own time and to work autonomously.

9.3 Developed their ability to present information orally and to use images as a communication tool.

9.4 Analysed, discussed, deconstructed, and demonstrated cogent understanding of primary sources and, subsequently, assembled and presented arguments based on this analysis.

9.5 Approached problem solving creatively, and formed critical and evaluative judgments about the suitability of these approaches.

1. **A synopsis of the curriculum**

Saints were a central feature of the Christian religion in medieval Europe, and they also had a profound influence on culture and society. This module explores the development of the cult of saints from Late Antiquity to the eve of the Reformation. Some of the main topics that will be considered include relics, miracle stories, pilgrimage, and artistic production. In addition to these topics, the module will consider the impact that saints and relics had on the building of churches and the feast days in the calendar. We will look at a wide variety of sources including illuminated manuscripts, sculpture, stained glass, church buildings, and saints’ lives. All texts will be read in translation.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

B. Abou-el-Haj. (1994) The Medieval Cult of Saints: Formations and Transformations. Cambridge:CUP

R. Bartlett. (2013) Why Can the Dead Do Such Great Things?: Saints and Worshippers from the Martyrs to the Reformation. Princeton: Princeton University Press

P. Brown. (1981) The Cult of the Saints: Its Rise and Function in Latin Christianity. Chicago: University of Chicago Press

R. Marks. (2004) Image and Devotion in Late Medieval England. Stroud: The History Press

A. Vauchez. (2005) Sainthood in the Later Middle Ages. Cambridge: CUP

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 540

Total study hours: 600

1. **Assessment methods**
	1. Main assessment methods

Essay 3000 words 8%

Essay 3000 words 8%

Essay 3000 words 8%

Essay 3000 words 8%

Presentation 10 minutes 4%

Presentation 10 minutes 4%

Examination 2 x 2 hours 60%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module adopts an interdisciplinary and transregional approach to the study of the cult of saints in medieval Europe. By examining text-based and visual primary sources with new digital tools and platforms, which allow our classroom to be virtually transported to European churches, these Internationalised methods will help our students to venture on a 'digital pilgrimage' and come face-to-face with many of the European sites we discuss in order to enhance the depth of their knowledge about medieval art and architecture as well as their analytical skills.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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|  |  |  |  |  |

Revised FSO Jan 2018