1. **Title of the module**

CLAS6860 (CL686) – Torture and Sacrifice: The Literature of Early Christianity

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

Division of Arts & Humanities

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**

30 Credits (15 ECTS)

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

Autumn or Spring

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

None

1. **The course(s) of study to which the module contributes**

Optional for BA Ancient History (Single Honours); BA Classical Studies (Single Honours); BA Classical & Archaeological Studies (Single and Joint Honours); BA Ancient, Medieval and Modern History (Joint Honours)

Also available as an elective module choice

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

8.1 Show systematic critical understanding, through clear expression, of selected authors and topics in early Christianity;

8.2 Demonstrate developed skills in exegesis, critical analysis, and assessment of a selection of texts from Late Antiquity and Byzantium;

8.3 Show systematic understanding of the interpretations of, and the relationships between, topics covered in classes;

8.4 Utilise and critically evaluate primary sources and current research relating to early Christianity.

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

9.1 Evaluate critically primary and secondary sources;

9.2 Apply their knowledge of methods of inquiry to new areas of knowledge;

9.3 Communicate clearly and logically in writing.

1. **A synopsis of the curriculum**

The module will introduce students to the literature of early Christianity. A variety of texts will be read – the gospels, early martyrdom texts, edifying tales and saints’ *lives* – to show the variety of genres that existed and the intertextual fluidity of these genres. The texts will be contextualised against the historical developments of the Roman Empire. Social and cultural issues will also be raised, such as the new roles of women and men in an emerging Christian world. The concepts of pain, sacrifice, authority, virginity and asceticism will also be examined.

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

Cameron, A. (2010). *The Last Pagans of Rome* (Oxford: Oxford University Press)

Cloke, G. (1995). *This Female Man of God: Women and Spiritual Power in the Patristic Age, AD 350-450* (New York: Routledge).

Elm, S. (1994). *Virgins of God: The Making of Asceticism in Late Antiquity* (Oxford: Clarendon Press)

Harmless, W. (2004). *Desert Christians: An Introduction to the Literature* of Early Monasticism (Oxford: Oxford University Press)

1. **Learning and teaching methods**

Total Contact Hours: 40

Total Private Study Hours: 260

Total Study Hours: 300

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

* Creative Assignment (2,000 words) – 40%
* Essay (3,000 words) – 60%

13.2 Reassessment methods

* 100% Coursework (3,000 words)

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

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Lecture | **x** | **x** | **x** |  | **x** |  | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Tutorial | **x** | **x** | **x** |  | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |
| Creative Assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division 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**

The study of ancient Greece and Rome is inherently engaged in internationalisation since it invites students to think beyond the boundary of their own cultural experience. The content of this particular module invites further reflection in this regard, since: a) it explores cultural responses to Classical mythology and heightens the awareness of cultural difference, and b) the myths studied reflect deeply on cultural encounters and diversity. While we will read all the texts in English translation, all are taken from Greco-Roman culture. The entire module engages with, and analyses this culture.

**DIVISION USE ONLY**

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 14/1/21 | Minor – removal of level 5 version | September 2021 | 3, 8-10, 13-14 | No |
|  |  |  |  |  |