1. **Title of the module**

HIST5013 (HI5013) - Popular Religion and Heresy, 1100-1300

HIST5014 (HI5014) - Popular Religion and Heresy, 1100-1300

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 5 (HIST5013)

Level 6 (HIST5014)

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)**

Spring

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

None

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

BA History (single and joint honours)

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

8.1 To provide students with the skills necessary to recognise the full range of religious, political and social issues, which contributed to the development of popular religious and heretical movements in Europe during the high Middle Ages (1100-1300).

8.2 To provide students with the skills to make full use of a variety of primary as well as secondary sources and to evaluate their relative strengths and limitations, and to interpret these sources verbally and in writing.

8.3 To develop skills of argumentation, both individually and as a group; verbally and in written form, as appropriate to levels 5 and 6 students.

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

9.1 To cultivate the ability to construct robust historical arguments drawing intelligently on primary and secondary sources, and to present these arguments verbally and in writing.

9.2 Students will develop skills of conceptualisation, reflexivity, critical thought and epistemological awareness.

9.3 Students will acquire knowledge and understanding of the past and particular aspects of the historiography and methodology, assisting them in other courses.

1. **A synopsis of the curriculum**

This module examines the rise and spread of popular religious movements in Western Europe from the eleventh to the early fourteenth century and considers how some of these movements became seen as heresy and were associated with political dissent, ideas of persecution and social and economic change. It also considers the leadership of the Medieval papacy and its contribution to the transformation and condemnation of religious and heretical movements. The module finally explores the reasons why popular religious movements provoked such strong reactions and compares and contrasts the treatment of these religious and heretical movements with that given to other social minorities (especially women, lepers and homosexuality).

The course will draw on narrative, hagiographical, documentary and visual sources. The course will require students to engage with primary sources, and to think critically about theoretical approaches toward the above mentioned themes.

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

B. Bolton, The Medieval Reformation (1983)

B. Hamilton, The Medieval Inquisition (1981)

F. Andrews, The Early Humiliati (Cambridge 1999)

P. Biller, The Waldenses, 1170-1530: Between a Religious Order and a Church (2000)

M. Lambert, Medieval Heresy (1992)

R. I. Moore, The Formation of a persecuting Society (1987)

W. Wakefield and A. Evans (eds.), Heresies of the High Middle Ages (1969)

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 280

Total study hours: 300

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

Essay 1 3,000 words 18%

Essay 2 3,000 words 18%

Seminar Participation 4%

Examination 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* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures and Seminars | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |
| Essays | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar Participation | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **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**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
|  |  |  |  |  |
|  |  |  |  |  |

Revised FSO Jan 2018