1. **Title of the module**

HIST5107 (HI5107) The Coming of the Friars: Urban Society, Learning and Lay Piety

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**

History, History Joint Honours Programmes

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

8.1 Demonstrate skills which enable them to work with a variety of complex historical sources, including primary visual and literary sources; to critically evaluate the relative strengths and limitations of these sources; and to interpret these sources verbally and in writing.

8.2 Demonstrate a comprehensive understanding of the complexity of medieval religion and warfare through the investigation of the crusades and their milieu.

8.3 Demonstrate a critical awareness of different disciplinary approaches to the theme of holy war and cultural encounters in the Middle Ages (especially social history, theology, military history and literary sources), and to approach sources with an understanding of their potential as evidence addressing different disciplinary concerns.

* 1. Interpret complex primary sources.

8.5 Demonstrate a comprehensive knowledge and systematic understanding of the past and particular aspects of the historiography and methodology.

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

9.1 Effectively communicate complex ideas and arguments.

9.2 Demonstrate an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form.

9.3 Analyse, discuss, deconstruct and demonstrate cogent understanding of central texts and, subsequently, assemble and present arguments based on this analysis; by virtue of this process, students will also have gained an appreciation of the uncertainty and ambiguity which surrounds the core themes of this module.

9.4 Creatively approach problem solving, and form critical and evaluative judgments about the appropriateness of these approaches.

1. **A synopsis of the curriculum**

This module examines how far the social, economic and political changes that occurred within Medieval Europe from the mid twelfth century affected popular religious beliefs and piety. One of the most dramatic changes in this period was the rise of towns and long-distance trade. Towns developed their own distinctive forms of government and social organisation, and consequently townspeople developed a more independent and critical mindset, especially in matters of religion. Two powerful examples of these new trends were the growth of universities in the major European cities and the rise of new religious movements. One of the major intellectual forces in the new universities and one of the most important of these new movements were the friars. The friars comprised the Franciscans, founded around 1206 by Francis of Assisi (1182-83/1226), and the Dominicans, founded by Dominic in about 1207. These new religious orders also gave an important role to women, notably Clare of Assisi, one of the first followers of Francis, who founded her own order of nuns in the 1220s. These new orders revolutionised the Medieval Church and society. They responded to popular demand for more effective religious instruction. In effect they helped the Church to establish a system of mass communication in order to transmit its religious teachings to the laity. After the coming of the Friars no aspect of daily life was untouched by these teachings, for example transforming the idea of poverty into a powerful spiritual ideal, still alive in our world.

The module will draw on narrative, hagiographical, documentary and visual sources. It will be structured around themes, including: the rise of towns; economic and political features of thirteenth century Europe; popular piety; preaching; gender issues; medieval universities and intellectual life; and Mendicant art. Issues such as the idea of poverty, the role of women, the importance of religion, and the presence of the Church within the medieval society will inform the course’s approach to the material.

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

**Secondary Sources**:

Manselli R., *St Francis of Assisi* (Franciscan Inst Pubs, New York, 1988)

Sabatier P., *Life of St Francis of Assisi*, tr. L. S. Houghton (Cosmio, NY, 1905) [with critical study of sources in appendix]

Robson M., *Francis of Assisi: the Legend and the Life* (G. Chapman, London & NY, 1997)

Esser C., *Origins of the Franciscan Order* (Franciscan Herald Press, Chicago, 1970)

Moorman J. R. H., *A History of the Franciscan Order, from its Origins to the year 1517* (Clarendon Press, Oxford, 1968)

Robson M., *The Franciscans in the Middle Ages* (Boydell Press, Woodbridge, 2006)

Frugoni C., *Francis of Assisi* (Continuum International Publishing, New York, 1984)

Lambert M. D., *Franciscan Poverty: The Doctrine of the Absolute Poverty of Christ and the Apostles in the Franciscan Order 1210-1323* (Franciscan Inst Pubs, New York, 1961)

Bennett R. F., *The Early Dominicans: Studies in 13thc Dominican History* (CUP, Cambridge, 1937)

Mandonnet P., *St Dominic and His Work*, tr. M. B. Larkin (B. Herder, St Louis & London, 1945)

Robson, M., *The Franciscan Order in the Medieval English Province and Beyond*, (Amsterdam University Press, Amsterdam, 2018)

**Primary sources**:

Early Dominicans: Selected Writings, ed. S.Tugwell (Paulist Press, London, 1982)

Francis of Assisi, Early Documents vols. 1-3 (New City Press, New York, 2001)

Thomas of Eccleston, The coming of the Franciscans, trans. A. R. Mowbray (Mowbray, London, 1964)

Clare of Assisi. Early Documents, ed. R. J. Armstrong (New City Press, New York, 2006)

1. **Learning and teaching methods**

Total contact hours: 80

Total private study hours: 520

Total module study hours: 600

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

Essay 3000 words 10%

Essay 3000 words 10%

Critique 1500 words 5%

Critique 1500 words 5%

Presentation 15 minutes 5%

Presentation 15 minutes 5%

Exam 1 (2 hours) – 30%

Exam 2 (2 hours) – 30%

13.2 Reassessment methods

100% Coursework (5500 words)

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 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essays | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Critiques | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |
| Presentations | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examinations | **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**

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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 11/02/19 | Major | September 2019 | 1, 4, 6, 8, 9, 11, 12, 13,17 | No |
|  |  |  |  |  |