1. **Title of the module**

MEMS8760 (MT876) Cultures of Piety: Middle English Religious Literatures, 1280-1500

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

Centre for Medieval and Early Modern Studies

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

Level 7

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 programmes of study to which the module contributes**

MA Medieval & Early Modern Studies

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

8.1 Students completing this module will have gained a nuanced appreciation of some of the theological and cultural issues underpinning the production and consumption of a range of English religious writings. Students will investigate some of the historiographical biases in the representations of spiritual writing in England, particularly pertaining to the use of the English language to variously convey basic religious instruction, more complex theological debates and deep, mystical self-reflection. Those taking the module will have learned to synthesise a range of interdisciplinary perspectives on late medieval religion, and have developed an awareness of the political implications of the use of the vernacular for devotional purposes in late medieval England.

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

9.1 Students will have improved their ability to produce presentations, individually and collaboratively; they will have put into practice and will enhance the research skills they have acquired as part of their bibliographic, palaeographic and codicological training in the MA’s core modules, MT866 and MT867. Students taking this course will also have improved their close reading skills, and their mastery of Middle English through broad exposure to some of the various Englishes of the late Middle Ages.

1. **A synopsis of the curriculum**

This module explores the supposed renaissance in English devotional writings after the pastoral initiatives of the Fourth Lateran Council of 1215. Students will consider the validity of historiographical models of religious change in this period, examining the emergence of pastoralia, ‘affective piety’ and of the so-called ‘vernacular theologies’ of the late fourteenth and fifteenth centuries. Among the texts to be explored will be extracts from a number of early fourteenth-century pastoral texts (such as Handlyng Synne and The Northern Homily Cycle), from the late fourteenth century – the Showings of Julian of Norwich, and, moving into the fifteenth century, Nicholas Love’s Mirror, The Boke of Margery Kempe and a range of Wycliffite and other ‘suspect’ writings. The literature of religious belief will in turn be situated against a range of manuscript case studies, critical readings, and theoretical studies.

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

The Book of Margery Kempe ed. Barry Windeatt (Brewer, 2004).

Jocelyn Wogan-Browne ed., The Idea of the Vernacular: An Anthology of Middle English Literary Theory 1280-1520 (Exeter, 1999).

The Showings of Julian of Norwich ed. Denise Baker (Norton, 2005).

Selections From English Wycliffite Writings, ed. Ann Hudson (University of Toronto Press, 1997)

Nicholas Watson, ‘Censorship and Cultural Change in Late Medieval England: Vernacular Theology, the Oxford Translation Debate, and Arundel’s Constitutions of 1409’, Speculum, 70. 4 (1995), 822-864.

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 280

Total study hours: 300

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

Short Essay 1500 words 20%

Long Essay 3000 words 70%

Presentation & Diary 2,000 words 10%

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* | *9.1* |  |  |  |  |  |  |  |  |  |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | x | x |  |  |  |  |  |  |  |  |  |  |
| Seminars | x | x |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Short Essay | x |  |  |  |  |  |  |  |  |  |  |  |
| Long Essay | x |  |  |  |  |  |  |  |  |  |  |  |
| Presentation & Diary | 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**

**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) |
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Revised FSO Jan 2018