1. **Title of the module**

MEMS8830 (MT883) Brides of Christ: Saintly Women in Medieval Europe

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 in Medieval and Early Modern Studies

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

8.1 – demonstrate a systematic understanding of medieval hagiography, including an appreciation of its scholarly reception

8.2 – deploy key techniques such as close reading, iconographical study and theological analysis in order to critically assess primary source materials

8.3 – critically evaluate current scholarship in the field of medieval hagiography

8.4 – undertake independent research and locate it in relation to wider trends in the field of hagiographic research

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

9.1 – make appropriate use of methods and techniques in order to critically assess written and visual materials

9.2 – understand the importance of historical and intellectual contexts when appraising written and visual materials

9.3 – critically evaluate arguments

9.4 – communicate their own arguments clearly and convincingly

9.5 – work independently, taking personal responsibility for setting research parameters, defining research objectives, and producing research outcomes

9.6 - marshal complex knowledge and present it clearly and logically in the substantive form of an independent research essay

9.7 – utilise primary and secondary materials in order to develop coherent independent scholarly arguments

1. **A synopsis of the curriculum**

Saints were, in the words of Sarah Salih, ‘at once the superheroes and celebrities of medieval England’, a ‘multicultural assembly’ of role models, intercessors and protectors. This module focuses in detail on the lives, visions and theology of selected historical women saints from across medieval Europe, exploring the ways in which their sanctity is constructed through written and other evidence. We will consider the extent to which sanctified status confers paradoxical qualities, as saints simultaneously subvert and reinforce social and religious norms; we will also give particular attention to the power of sanctity to disrupt gender and social hierarchies, as well as national and confessional boundaries. The saints studied will vary from year to year, but may include figures such as St Christina of Markyate, St Elizabeth of Hungary, St Birgitta of Sweden and St Catherine of Siena.

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

St Birgitta of Sweden, *Liber Celestis*, ed. Ellis (Oxford: Oxford University Press, 1987)

Bokenham Osbern, ‘Life of St Elizabeth’, in *Legendys of Hooly Wummen*, ed. Serjeantson (London: Oxford University Press, 1938)

Minnis, Alastair, and Rosalynn Voaden, eds, *Medieval Holy Women in the Christian Tradition, c. 1100 – c. 1500* (Turnhout: Brepols, 2010)

Raymond of Capua, *Lyf of Seint Katherin of Senis* (London: Wynkyn de Worde, 1492?), STC 24766

Talbot, C.H., trans., *The Life of Christina of Markyate* (Toronto: University of Toronto Press, 2000)

Wogan-Browne, Jocelyn, *Saints’ Lives and Women’s Literary Culture c. 1150-1300* (Oxford: Oxford University Press, 2001)

1. **Learning and teaching methods**

Contact hours: 20

Private Study hours: 280

Total hours: 300

1. **Assessment methods**

13.1 Main Assessment methods:

Assessment will be in the form of:

1) an essay of 1500 words responding to a pack of source materials (20%)

2) an independent research essay of 3000 words on a topic of the student’s choice (60%)

*3)* performance in research presentations (20%)

* 1. re-assessment methods

100% coursework

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* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Seminar* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  | **X** |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| *1500-word essay* |  | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| *Presentation* | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| *3000-word essay* | **X** | **X** | **X** | **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

When planning seminars off-campus, care will be taken to ensure that all practical steps are taken to ensure that no student is prevented from participating due to declared disability or special educational need. It is acknowledged that some medieval sites may include areas which are not easily accessible; if this is the case, either an alternative site will be chosen, or images/video of the inaccessible area will be made available.

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

Canterbury

1. **Internationalisation**

The module focuses on female saints from across Europe e.g. Sweden, England, Italy and Hungary, who enjoyed a following in medieval England. The contextual and theological approaches to the texts will encourage students to explore the pan-European (and indeed extra-European) dimensions of these saints and their cults. While the materials studied will be presented in Middle and modern English, there is much relevant scholarship in other European languages which students are encouraged to consult.

**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.**

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| 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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