

Women and Gender in Medieval Europe

7.1 Module Overview									
Module Number		Module Title	Women and Gender in Medieval Europe						
Stage of Principal Programme			2	Semester	2	Duration. <i>(Weeks F/T)</i>	12	ECTS	5
Mandatory / Elective (M/E)	E	Hours of Learner Effort / Week	2.3						
Analysis of required hours of learning effort									
Teaching and Learning Modalities					✓if relevant to this module	Approx. proportion of total (hours)			
Contact Hours									
In person face-to-face					✓	28			
Synchronous									
Indirect/Non-Contact Hours									
Asynchronous									
Work Based									
Other:									
• Independent reading					✓	50			
• Research and preparation of assessments					✓	16			
• Exam preparation					✓	31			
Total						125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.	
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	Qualifications & experience required
Lecturer	A minimum level 9 qualification in History or closely cognate area
Tutor	
	Staff - Learner Ratio X:Y
	1:120
	1:20

Assessment Techniques – percentage contribution				
Continuous Assessment	40%	Proctored Exam – in person	60%	Practical Skills Based
Project		Proctored Exam - online		Work Based
Capstone (Y/N)?	N	If Yes, describe		

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)	
MIMLO	Related MIPLO #
On completion of this module a learner will be able to:	
1. Demonstrate knowledge of a wide variety of historiographical debates, arguments and interpretations concerning medieval women and gender.	1, 2, 4
2. Critically evaluate competing interpretations and opinions and form conclusions of their own.	2, 3, 8

3. Draw on existing skills and develop enhanced skills in the critical evaluation of primary sources.	2, 3, 4
4. Participate fully in class discussion and debate and confidently present information and interpretation in structured presentations.	3, 5, 6, 8

7.3 Indicative Module Content, Organisation and Structure

This module examines women and gender in relation to the political, religious, social, economic, and legal history of medieval Europe. While making learners aware of the variety of boundaries that were created because of gender perceptions, amongst other things it seeks to challenge preconceived notions of medieval women as powerless pawns with few avenues for self-expression and public recognition. In addition, it will examine the nuances of medieval masculinity, which is often perceived as static and established. Learners will explore concepts of gender in the medieval period as well as the lived realities of men and women in medieval society through case studies and access to a wide range of primary sources including art, artefacts, and literature. A further aim is to introduce learners to the historiographical debates, arguments and interpretations concerning women and gender in the medieval period. An indicative lecture structure is as follows:

1. Orientation: women & gender in the medieval world
2. Christianity & sexuality
3. Virginity
4. Marriage
5. Women & power
6. Women & work
7. Women & the Church
8. Women & learning
9. Heresy & witchcraft
10. Women & sexuality in medieval Ireland
11. Reading women & gender in medieval sources
12. Conclusions

Four tutorials over the course of the module will facilitate group discussion and embed the material and themes covered in class. Tutorials will be used to introduce learners to primary source material that will be assessed in their end-of-term exam.

7.4 Work-based learning and practice-placement *(if applicable)*

N/A

7.5 Specific module resources required *(if applicable)*

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

Teaching and Learning

This module will be delivered via a combination of lectures and tutorials. In lectures learners will be engaged through lecture-led presentations which will focus on the weekly theme, with opportunities for learner engagement through the exploration of relevant primary sources and appropriate case studies. From week 3 learners will play an increasingly important role in lectures where they will deliver a group presentation on a predetermined topic and take questions from the class. Their presentation slides will then be available to the class group through Moodle. All learners will prepare material for each class and be expected to participate fully in discussion and debate.

At each tutorial, learners will be given the opportunity to evaluate and discuss relevant primary sources in relation to the debates introduced in the weekly lecture. These tutorials are designed to enhance the learners' critical and analytical skills in a small class environment.

Continuous Assessment

In addition to a 10% lecture attendance allocation, learners will work as part of a group to produce a 20-minute presentation (20%) and individual reflection (10%). One group per week will deliver their presentation in the second half of the lecture. Learners must demonstrate an ability to work as part of a team, communicate effectively and carry out stage-appropriate research and analysis.

7.7 Summative Assessment Strategy for this module		
MIMLOs	Technique(s)	Weighting
	Attendance at lectures	10%
2, 3, 4	Group presentation & report: Learners will work in groups to produce a 20-minute class presentation (20%) and an individual reflective report that outlines their contribution to it (10%).	30% (20% + 10%)
1, 2, 3	Two-hour exam: learners will answer two questions which will focus on key themes and texts examined over the course of the module. The exam will be divided into two sections: in section one learners will critique one (from an option of two) primary source. A number of targeted questions will accompany the source and lead learners in their answer. Section two of the exam ask learners to answer one traditional essay question from a range of options.	60%

7.8 Sample Assessment Materials

Sample Presentation Instructions

Your in-class presentation (20%) and accompanying individual report (10%) counts for 30% of your final grade. You will be assigned to a small group which will work to produce a 20-minute presentation for one of the seminars (topics will be assigned in class). You should submit your presentation to Moodle, alongside a short, individual, report (500- 750 words) outlining your contribution to the presentation. Presentations will be assessed on appropriateness of material (40%), level of research evident (40%) and the standard of your presentation (20%).

Written Exam – sample questions

1. Why was virginity important in early Christian thought?
2. How and why did marriage change over the medieval period? To what extent, do you believe, these changes were beneficial to women?
3. Assess the degree to which women were capable of exercising power in the medieval period.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

7.9 Indicative reading lists and other information resources

Indicative Core Reading:

1. Amt, E. (ed.), *Women's Lives in Medieval Europe: A Sourcebook*, 2nd edn (London: Routledge, 2010).
2. Bennett, J.M. and Karras, R., *The Oxford Handbook of Women & Gender in Medieval Europe* (Oxford: Oxford University Press, 2013).
3. Bitel, L., *Women in Early Medieval Europe 400-1000* (Cambridge: Cambridge University Press, 2002).
4. Karras, R. M., *Sexuality in Medieval Europe: Doing unto Others* (London: Routledge, 2017).
5. Ward, J., *Women in Medieval Europe 1200-1500*, 2nd edn (London: Routledge, 2016).

Indicative Other Resources:

This list provides an overview of the broad range of material available, from studies of the medieval world and belief to those focused on specific aspects of women and gender. Over the course of the module learners will be provided with additional, more specific readings that relate to the weekly theme.

1. Anderson, B. S. and J. P. Zinsler, *A History of Their Own. Women in Europe from Prehistory to the Present*, vol. 1 (London: Penguin, 1988).
2. Blamires (ed.), *Woman Defamed and Woman Defended: An Anthology of Medieval Texts* (Oxford: Oxford University Press, 1992).
3. Clark, E., *Women in the Early Church* (Collegeville, MN: Liturgical Press, 1983).
4. Dinshaw, C. and D. Wallace, *The Cambridge Companion to Medieval Women's Writing* (Cambridge: Cambridge University Press, 2003).
5. Brown, P., *The Body and Society: Men, Women and Sexual Renunciation in Early Christianity* (New York: Columbia University Press, 1988).
6. Dickens, A.J., *The Female Mystic: Women Thinkers of the Middle Ages* (London: I. B. Tauris, 2009).
7. Duby, G., *The Knight, the Lady and the Priest: The Making of Modern Marriage in Medieval France* (Chicago: University of Chicago Press, 1993).
8. Hall, D., *Women and the Church in Medieval Ireland c. 1140-1540* (Dublin: Four Courts Press, 2003).
9. Jewell, H.M., *Women in Late Medieval and Reformation Europe* (Basingstoke, England: Palgrave Macmillan, 2007).
10. Meek, C. & Lawless, C. (eds.), *The Fragility of her Sex? Medieval Irishwomen in their European Context* (Dublin: Four Courts Press, 1996).
11. *The British Library website: [Medieval and Renaissance Women in the British Library — Medieval Histories](#)*
12. *Internet Women's History Sourcebook: <https://www.fordham.edu/halsall/women/womensbook.html>*
13. *Epistolae: Medieval Women's Latin Letters: <https://epistolae.ctl.columbia.edu/>*