

Module Title:	The Writings of St. Francis
Module Code:	712 FTWR
Level:	7
Credit Rating:	20
Duration:	Student Learning Time: 200 Hours
Teaching Hours:	20
Academic Responsibility:	Paula Pearce SFO MA

Module Aims:

The module consists of an in depth study of the writings of Francis.

Learning Outcomes:

By the end of this module, students should be able to:

1. To recognise and express the significance of the writings of St. Francis through an advanced understanding of text, context and meanings
2. Understand, interpret and evaluate critical conclusions reached by scholars in relation to the Writings of St. Francis
3. Assess the significance of the writings in Franciscan history, in tradition and for Franciscan spirituality today through advanced in depth critical examination
4. Understand a range of contemporary scholars, and critical views on the Writings of St. Francis and present them empathetically.
5. demonstrate a critical understanding and competence in critical and analytical skills in relation to the Writings of St. Francis
6. demonstrate a critical and advanced understanding and skilled competence in reading and using primary texts both critically and empathetically
7. evaluating the significance of and value of the Writings of St. Francis for the Franciscan Movement
8. engage with a range of complex issues relating to personal, communal and public life.
9. demonstrate an awareness of the methodologies available in studies on the Writings of St. Francis and an ability to situate themselves in relation to this range of methodologies
10. demonstrate an ability to draw on a variety of academic discourses in reflecting critically on the Writings of St. Francis.
11. make independent and imaginative use of theological and historical information and resources

Indicative Module Content:

There will be detailed textual analysis of texts. The module will then explore issues in current scholarship on the writings, so as to allow students to become conversant with areas of debate, and they will be expected to draw their own critical and analytical conclusions from this research. The module will expose students to varying critical interpretations of particular writings, notably the *Earlier Rule*, the *Earlier Exhortation* and the *Canticle of Brother Sun*. Students will evaluate the significance of selected texts for today.

Learning and Teaching Strategies:

The basic format of presentation will be weekly lectures systematically treating the subject matter as described in the Indicative Module Content. Students are given specific weekly reading assignments

as well as directed toward extra-curricular reading proposed by the instructor. Research interests are quickly identified and tutorial sessions, depending on individual needs of the students, arranged for clarification and direction, inclusive of suggested extra-curricular reading. Within the classroom context of lectures, active participation of students in terms of questions and, especially, discussion is strongly encouraged as a primary way of developing analytical skills, critical thinking, and clarity of expression.

Assessment:

Students will be assessed by the writing of one essay of 4,000 words.

Illustrative Bibliography:

Allen, P. M. and J. de R. Allen (1996)	<i>Francis of Assisi's Canticle of the Creatures</i>	Cromwell Press
Armstrong R. J., et al (1999-2000).	<i>Francis of Assisi Early Documents</i> Volumes I and II	London, NCP
Armstrong, R.J. and I. C. Brady, (1982)	<i>Francis and Clare The Complete Works</i>	Paulist Press
Armstrong R. J. (1994)	<i>St. Francis of Assisi: Writings for a Gospel Life</i>	NY. Paulist Press
Flood, D. and T. Matura (1975)	<i>The Birth of a Movement: A Study of the First Rule of the Movement</i>	Franciscan Herald Press
Karris, R. J. (1999)	<i>The Admonitions of St. Francis: Sources and Meanings</i>	Franciscan Institute
Nguyen-Van-Khanh, N. (1994)	<i>The Teacher of his Heart</i>	Franciscan Institute
Van den Goornergh and T. Zweerman (2001)	<i>Respectfully Yours, Signed and Sealed Francis of Assisi</i>	Franciscan Institute