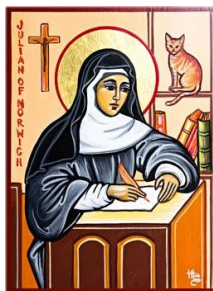




**CH 736: Julian of Norwich**  
**Fall 2014**  
**Professor Diane Lobody**

CH 736: Julian of Norwich is a semester-long study of the work and world of the 14<sup>th</sup>-century English visionary theologian, Julian of Norwich. This course is taught in an intensive and blended format, meeting for five day-long class sessions on campus interspersed with ten weeks of online activities.



**Readings**

**Required Texts:**

- Edmund Colledge and James Walsh. *Julian of Norwich: Showings*. Classics of Western Spirituality Series. Mahwah, NJ: Paulist Press, 1978.
- Kerrie Hide. *From Gifted Origins to Graced Fulfillment: The Soteriology of Julian of Norwich*. Collegeville, MN: Michael Glazer Press, 2001.
- Grace Jantzen. *Julian of Norwich*. Second Edition. London: SPCK, 2011
- Ian Mortimer. *The Time-Traveler's Guide to Medieval England: A Handbook for Visitors to the Fourteenth Century*. New York: Touchstone Books, 2008.
- Connie Willis. *The Doomsday Book*. New York: Spectra, 1993.

**Supplemental Text:**

- Jacqueline Jenkins and Nicholas Watson. *The Writings of Julian of Norwich: A Vision Showed to a Devout Woman and a Revelation of Love*. University Park, PA: The Pennsylvania State University Press, 2006.

**Recommended Text:**

- Veronica Mary Rolf. *Julian's Gospel: Illuminating the Life and Revelations of Julian of Norwich*. Maryknoll, NY: Orbis Books, 2013.



## Course Requirements

### Contributions to the Class Community:

This course depends on your active and informed engagement with one another and with the course materials. I expect you to come to every class session and to plunge into every online activity fully prepared to contribute to our collective exploration of Julian's work and world. Campus class sessions will include opportunities for close study of Julian's writings, exposure to historical context, discussion of the meaning and pertinence of Julian's insights for our own professional work in the church and the world today, and space for personal and communal spiritual reflection on Julian's words. The blended format of this course includes nine weeks of online work. Every week, starting on September 14, a new page of activities will miraculously appear (like a vision!) on the CH 736 Sakai course site. Each time, you will be asked to view or listen to something and to do something. Plan to spend about an hour a week doing the online activities.

Contributions to the class community will constitute 30% of your final grade.

**Historical context class presentation:** A good amount of the fun in this class is derived from experiencing the always engrossing (and sometimes hilarious) presentations on aspects of life in fourteenth-century England. You and two or three of your colleagues will take responsibility for introducing the rest of us to one well-defined piece of late medieval society. You and your group are to research your subject and produce a tightly organized (40-45 minutes--- you will be timed!), well-scripted (no extemporaneous rambling is allowed), multisensory (we want to do more than just sit and listen to you), and interactive (make us do something!) presentation.

The class presentation will constitute 15% of your final grade.

**Podcast Project:** The scholarly literature on Julian of Norwich is vast, interdisciplinary, and stimulating. I want to invite you into four current academic conversations about Julian's writings without obliging every one of you to read a couple of dozen articles and essays. In each campus class session, we will devote significant time to discussing one major theme in Julian's work. In preparation for that discussion, several of you will read key interpretations of Julian's writings, share summaries of those studies with the entire class, and contribute mightily to the class discussion of the assigned theme. Here is how this will work:

1. Take responsibility for reading one assigned essay or journal article.
2. Read that scholarly study very closely, carefully, and critically.
3. Record a 3-5 minute podcast in which you summarize the key points and arguments made in the article you have read. The audience for your podcast will be the other students in the class.

4. Email the audio file to me two weeks before the class session when we are scheduled to discuss the theme of your article. I will review your recording and then post your podcast to the CH 736 Sakai site.
5. Read the comments made by other students about your podcast, but do not reply!
6. Come to class prepared to answer the questions other students have posed about the article you have read, and to take active leadership in the class discussion about the theme of the day.

Your work in the Podcast Project will constitute 15% of your final grade.

### **Paper: A Conversation with Julian**

As you are reading Julian's writings, I want you to identify one issue that will serve as the focus of your personal semester-long conversation with Julian. The issue may be pastoral, theological, ethical, or spiritual. You may center on a particular incident or examine a more general area of interest or concern. I want you to identify your focus of conversation by the second class session.

During the semester, you are to read and re-read Julian's work, especially "The Long Text" (also titled "The Revelation of Love"). Allow her to be your companion for these weeks and to think with you about your issue. But you cannot simply rely on your own reading of her work. You need the insights of others to help you hear her--- and to strengthen you as you talk back to her. So you need to find and read a substantial number of relevant scholarly studies (of Julian specifically and of your issue more broadly). Definitions of "substantial number" vary. Fewer than ten citations will likely be insufficient. More than fifty would be ridiculously excessive.

Then write a 12-15 page paper (3000-4500 words) in which you share the fruits of your conversation with Julian. A word of counsel: This is the sort of endeavor that will be of no benefit to you if you try to get it all done at the very last minute.

Your paper is due by midnight on December 12 (the final day of the semester).

Your Conversation with Julian paper will constitute 40% of your final grade.



### **The Legal Stuff**

Please see Student Handbook for sections providing policy details on the following:

ADA—MTSO seeks to remove barriers to inclusion in its learning communities. Students who feel they may need an accommodation based on the impact of a documented disability should contact the instructor privately to discuss their specific needs at the beginning of the semester. Please contact the

Director of Student Services to coordinate reasonable accommodations for students with documented disabilities. Any accommodation must be agreed upon prior to the due date of the affected course requirement.

**Class attendance**—Regular attendance is expected in all classes. During unavoidable absences, students are responsible for missed work. An excessive number of absences may result in grade reduction or course failure, despite successful completion of all assigned work. In most cases, a student will not be allowed credit for a course if he or she is absent for 25% of the class sessions. As it relates to blended courses, students may not be allowed credit if they are absent for 25% of class meetings or if 25% of online course work is not completed. Use of Skype or similar technology is not a substitute for attendance in class.

**Electronic Devices**—Turn mobile devices off or “vibrate only” during class. Browsing the Internet or engaging in email or social network conversations during class is discouraged. Instructors have the right to impose grading penalties for disruptions due to electronic devices.

**Human Subjects Research**—Research by MTSO faculty, students, or affiliated personnel that collects non-public information from and/or about living individuals or contemporary organizations/groups for purposes of publication or public presentation (including class assignments) must be approved by the Human Subjects Research Committee. MTSO faculty, students, or affiliated personnel should err on the side of caution and apply for committee approval of any activity that may fit this description.

**Inclusive Language**—In accordance with MTSO’s policy on inclusive language, all students are expected to use gender inclusive or gender neutral language in their writing and in the classroom discussions when referring to human beings.

**Incompletes**—To receive a course grade of Incomplete, students must submit the petition form from the Registrar with all signatures to the Dean’s Office before the last day of regularly scheduled classes. See Student Handbook for intensive term deadlines. Any petition submitted without a due date for outstanding work will be denied. If work is not complete by the due date the Registrar will record the grade of F for the course.

**Pass/Fail**—The decision to exercise this option must be made before the end of the second week of the course by completing the appropriate form available through the Registrar. To receive a grade of “pass” the student must do at least the equivalent of C minus work in the course.

**Plagiarism**—Plagiarism is a serious matter of academic, professional, and personal integrity. All students at the masters level are expected to understand the requirement to provide attribution when the work of others is used. Students are also expected to be familiar with and understand the school’s policy on Academic Misconduct found in the Student Handbook. If students have questions about attribution, citation, and how to avoid plagiarism they should consult the course instructor, the school’s writing instructor, or library staff. When in doubt it is better to provide attribution even if one is uncertain about the proper citation form. Plagiarism is a form of academic misconduct that results in disciplinary actions per the Student Handbook that may range from failing an assignment or course to expulsion.



## Class Schedule

### September 13: Campus Class Session

Introduction to the course and to one another  
 Introduction to Julian and her work  
 Historical context: Catastrophes  
 Discussion: *Doomsday Book* and Julian's "Short Text"  
 Julian and ministry: Dr. Sandy Selby, guest presenter  
 Spiritual reflection and conversation  
 A bit of tech help: Jeremy Huffer on podcasting

#### Reading assignment for today:

Colledge and Walsh, *Julian of Norwich: Showings*, "The Short Text"  
 Willis, *Doomsday Book*  
 Jenkins and Watson, *Writings of Julian of Norwich*, Introduction

### September 14-20: Week 1 online activities

### September 21-27: Week 2 online activities

### September 28-October 4: Week 3 online activities

### October 4: Campus Class Session

The Vision and the Revelation: Reading spiritual texts  
 Historical context class presentation:  
 A Tour of the Churches of Norwich in the 14<sup>th</sup> Century  
 Podcast Project theme discussion:  
 Images in Julian of Norwich's writings  
 Historical context class presentation:  
 Feasting and Fasting in the 14<sup>th</sup> Century (including a medieval potluck lunch)  
 Spiritual reflection and conversation  
 Decision on your focus for your paper needs to be made by today!  
 Reading assignment for today's session:  
 Colledge and Walsh, *Julian of Norwich: Showings*, "The Long Text" (yes, all of it!)  
 Mortimer, *Time Traveler's Guide to Medieval England*  
 Jenkins and Watson, *Writings of Julian of Norwich*, "Revelation of Love" (recommended for those of you who want to play around with 14<sup>th</sup>-century English...)

**October 4-11: Week 4 online activities**

**October 12-18: Mid-semester break--- no online activities**

**October 19-25: Week 5 online activities**

**October 26-November 1: Week 6 online activities**

**November 1: Campus Class Session**

**Who are we?**

**Historical context presentation:**

**The Life of an anchoress in 14<sup>th</sup>-Century England**

**Podcast Project theme discussion:**

**Gender, the Person, and the Body in Julian of Norwich's Writings**

**Historical context presentation:**

**The Peasants' Revolt in 14<sup>th</sup>-Century England**

**Spiritual reflection and conversation**

**Reading assignment for today's session:**

**Lynn Staley, "Julian of Norwich and the Late Fourteenth-Century Crisis of Authority"**

**Colledge and Walsh, *Julian of Norwich: Showings*, identify and re-read sections about the nature of the human being**

**November 2-8: Week 7 online activities**

**November 9-15: Week 8 online activities**

**November 15: Campus Class Session**

**Trinity and Christology**

**Historical context presentation:**

**Visual Depictions of Jesus Christ and of the Trinity in 14<sup>th</sup>-Century England**

**Podcast Project theme discussion:**

**Jesus Christ in Julian of Norwich's Writings**

**Historical context presentation:**

**The Lollard Heresy in 14<sup>th</sup>-Century England**

**Spiritual reflection and conversation**

**Reading assignment for today's session:**

**Colledge and Walsh, *Julian of Norwich: Showings*, (1) identify and re-read sections about Jesus Christ; and (2) search for and note passages where she describes the work of the Trinity  
Jantzen, *Julian of Norwich***

**November 15-21: Week 9 online activities**

**November 22-29: Thanksgiving break--- no online activities**

**November 30-December 6: Week 10 online activities**

**December 6: Campus Class Session**

**Necessary Sin and the Great Deed****Historical context presentation:**Views of the Afterlife in 14<sup>th</sup>-Century England**Podcast Project theme discussion:**

Sin, Suffering, and Salvation in Julian of Norwich's Writings

**Historical context presentation:**Popular Devotional Practices in 14<sup>th</sup>-Century England**Spiritual reflection and conversation****Reading assignment for this session:**

Colledge and Walsh, *Julian of Norwich: Showings*, identify and re-read sections on (1) the origin and consequences of sin; and (2) God's judgment  
 Hide, *From Gifted Origins to Graced Fulfillment*

**December 12: Paper due today by midnight****Image sources:**Top of syllabus: <http://www.virginiawieringa.com/galleries/galleries.php?level=picture&id=252>Readings section: <http://citydesert.wordpress.com/2014/05/08/julian-of-norwich-english- anchoress/>Course requirements section: <http://citydesert.wordpress.com/2014/05/08/julian-of-norwich-english- anchoress/>The legal stuff section: <http://www.stgeorgeohio.org/stainedglass/julian.htm>Course schedule section: <http://www.pinterest.com/pin/343962490261619913/>