1. **Title of the module:**

ENGL7280 (EN728) - A Knight’s Tale: Chivalric Literature and Courtly Love in Premodern England

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

School of English

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

Level 6

1. **The number of credits and the ECTS value which the module represents**

30 (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**

Standard for entry to English special modules

1. **The programmes of study to which the module contributes**

BA in English and American Literature; English, American and Postcolonial Literatures; English and American Literature and Creative Writing; Contemporary Literature

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. read and respond critically to a range of late-medieval and early modern writings and artworks;
   2. show a sophisticated understanding of literature in relation to the social, political, and cultural contexts of the late medieval and early modern period;
   3. show a critical understanding of the socio-literary contexts for romance and courtly love literature in the period and its relationship to issues such as gender politics and social aspiration;
   4. be conversant with current critical and theoretical approaches to and debates about premodern chivalric and courtly literatures.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. analyse texts critically and make comparisons across a range of materials;
   2. understand and interrogate various critical approaches and the theoretical assumptions that underpin these approaches;
   3. show a command of written and spoken English and their abilities to articulate coherent critical arguments;
   4. display good presentational skills;
   5. display an ability to carry out independent research.
3. **A synopsis of the curriculum**

This module will explore arguably the most popular of secular literary forms from late medieval and early modern Europe. The course will explore a range of chivalric romances alongside a variety of other literary, textual and material productions that testify to a cultural fascination with the ideals of knighthood and with courtly values more generally. The module will pay particular attention to the rise of romance literature in the late medieval period, with narratives that were repeatedly translated into English for socially diverse audiences. The module will explore particular tropes within romance literature and courtly lyric poetry, particularly in respect of the portrayal of women. It has long been recognised that romance literature was often read by mixed gender audiences and the module will explore how the genre functioned to guide female behaviour against patriarchal and social norms.

The module will also study how supposedly courtly literatures consistently appealed to ‘middling’ socially aspirant consumers and not only to society’s elite who were so often the protagonists portrayed in such texts. Actual readers, manuscript case studies and England’s first generations of printers will be examined to explore the contexts for the middling classes’ fascination with chivalric literature.

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

\*Anderson , J.J. ed. (1996) *Sir Gawain and the Green Knight, Pearl, Cleanness, Patience* (London: Everyman).

\*Bliss, A. J., ed. (1954; rept. 1966) *Sir Orfeo,* second edition (London: Oxford University Press).

Chaucer, Geoffrey, *Troilus and Criseyde,* ed. Barry Windeatt (London: Penguin, 2003).

\*Laskaya, A. and Salisbury, E. eds. (1995) *The Middle English Breton Lays,* Middle English Texts (Kalamazoo, MI: Medieval Institute Publications for TEAMS).

Pearsall, Derek ed. (1999) *Chaucer to Spenser: An Anthology* (Oxford: Blackwell).

\*Schmidt, A. V. C. and Jacobs, N., eds (1980) *Medieval English Romances*, II vols. (London: Hodder and Stoughton).

\*Warrington, John, ed. (1975), *The Paston Letters* **(**London: Dent).

(\*Texts will be provided in a module Reading Pack).

1. **Learning and teaching methods**

Total Contact Hours: 30

Private Study Hours: 270

Total Study Hours: 300

1. **Assessment methods**
   1. Main assessment methods
      1. Seminar performance (10%)
      2. A 10-15 minute presentation/ film/ audio production (20%)
      3. Independent research project (4,000 words) (70%)
   2. Reassessment methods

Failed components will be reassessed on a like-for-like basis.

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* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |  |  |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |
| Workshops | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Seminar Performance | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |
| Research presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |  |  |
| Independent Project (4000 words) | **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 the optional field trip, 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 complies with the university's internationalisation strategy in the following ways:

1. While we will read all the texts in English, many are from other European traditions and sources.
2. We will consider a range of material and artistic culture drawn from across Europe
3. Some secondary sources produced by overseas scholars will be used (in English translation).
4. The 4,000-word independent research essay can address a non-English text or material resource if a student chooses to do so.

**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) |
| 21/12/2017 | n/a | September 2018 | n/a | n/a |
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