1. **Title of the module**

CPLT5270 (CP527) – Medieval Literature and Culture

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

School of European Culture and Languages

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

Level 4

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

15 Credits (7.5 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**

Optional for BA Comparative Literature (Single and Joint Honours)

Also available as a ‘wild’ module

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

8.1 Demonstrate a basic understanding of medieval literature and culture, including an appreciation of major literary works in different genres, as well as the art and architecture, and the major philosophical and religious movements of the period;

8.2 Demonstrate a fundamental familiarity with the allegorical tradition and key genres such as the fabliau and Arthurian romance;

8.3 Demonstrate an incipient sense of the broader historical context within which medieval literature emerged;

8.4 Demonstrate a rudimental understanding of book and manuscript production and dissemination during the Middle Ages;

8.5 Demonstrate an appreciation of the problems of periodisation that are encapsulated in the label ‘medieval’.

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

9.1 Demonstrate oral communication skills;

9.2 Demonstrate an ability to develop lines of argument and make sound judgements in accordance with basic theories and concepts;

9.3 Demonstrate reliable written communication skills, including the structuring of a coherent argument;

9.4 Demonstrate the ability to read closely and critically, and to apply a range of critical terms to literary texts;

9.5 Demonstrate the ability to undertake comparative analysis.

1. **A synopsis of the curriculum**

The period between the decline of the Western Roman Empire and the Renaissance, roughly embracing the fifth to the fifteenth centuries, is generally referred to as the Middle Ages. The intermediary character suggested by this term reflects the frequently pejorative evaluation this period has received. However, the medieval period produced many lasting material monuments, such as the great European cathedrals (including Canterbury Cathedral) and castles, and literary monuments, such as Chaucer’s *Canterbury Tales*, Boccaccio’s *Decameron*,, the saints’ lives, the *Physiologus* tradition, and the many Arthurian legends.

This module is designed to introduce students to a range of important literary works from the period, alongside highly influential religious and philosophical works. These works are placed in their historical context, and are explored through a focus on topics such as book and manuscript production, the allegorical tradition, perceptions of the (black) other, art and architecture, and religious experience. Particular attention will also be given from a historical perspective to successive medievalisms from the early modern period to the present day (e.g., films, video games) and to the respective attempts of appropriation and reinterpretation of which they are indicators. The module typically also includes an excursion to Canterbury Cathedral and the Cathedral Archive in order to enable students to experience the material culture of the Middle Ages first hand.

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

Giovanni Boccaccio, *The Decameron*, transl. George Henry McWilliam. London: Penguin. (2003).

Geoffrey Chaucer, *The Canterbury Tales* and *The House of Fame*, transl. Nevill Coghill. London: Penguin (2003).

Wolfram von Eschenbach, *Parzival*, transl. Richard Barber. Oxford: Oxford University Press. (2009).

Guillaume de Lorris and Jean de Meun, *The Romance of the Rose*, transl. Frances Horgan. Oxford: Oxford University Press. (2008).

Julian of Norwich, *Revelations of Divine Love*, transl. A. C. Spearing. London: Penguin. (1998).

Chrétien de Troyes, *Arthurian Romances*, transl. Carleton Carroll. London: Penguin. (1991).

Jacobus de Voragine, *The Golden Legend*, transl. Richard Hamer. London: Penguin. (1998).

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Poster (equivalent to 1,000 words) – 35%
* Essay (2,000 words) – 65%

13.2 Reassessment methods

* Reassessment Instrument: 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 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  | **x** |  | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Poster | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **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

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

Canterbury

1. **Internationalisation**

The European Middle Ages and their culture are international by definition. Closer scrutiny of the European context of the period between 500 and 1500 CE will alert students to the diversity of influences that shaped its culture and to its fundamental role in defining modern culture. It will expose some of the manifold international strands informing contemporary European culture as it emerged in a continuous process from its antecedents.

This international perspective is inscribed in different ways into the texts and objects of material culture discussed: e.g., Boccaccio’s influence on Chaucer; the French origin and German transmission of the Arthurian tradition; the European dissemination and translations of the Roman of the Rose; the European transmission of genres such as the fabliau; the origins of the Latin Physiologus tradition in late antiquity and its dissemination into the various European vernaculars; the international influences contributing to the Gothic style of architecture; the dissemination of saints’ legends across the continent in the Latin collection and its various translations and adaptations into the vernacular.

In their coursework students will creatively and critically engage with these issues, further aided in developing an international perspective by application of the intrinsically international method of comparative literature.

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**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 10/01/20 | Minor | September 2020 | 1, 3, 8-11, 13, 14, 17 | No |
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