1. **Title of the module**

MEMS8050(MT805) Marlowe, Shakespeare, and Early Modern France

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

Centre for Medieval and Early Modern Studies

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

Level 7

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

30 credits (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**

None

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

MA Medieval and Early Modern Studies

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

8.1 Demonstrate a systematic understanding of the depiction of early modern France in stage plays written by Marlowe, Shakespeare and others, informed by a deep understanding of modern scholarship on stage conventions and performance practices.

8.2 Demonstrate a comprehensive understanding of the historic and political context of the dramatists’ engagement with French history, culture, and locations--including detailed knowledge of the European Reformation, the French Wars of Religion, and Anglo-French diplomacy—to identify lacunae in existing criticism and to offer new insights.

8.3 Convey understanding of the methodological frameworks and techniques applicable to the study of early modern dramatic texts, including the ability to evaluate different critical modes;

8.4 Express a critical awareness of the scholarly discourses and debates surrounding Anglo-French exchange and relations in the period, and how they relate to stage plays, developing the ability to critically assess methodologies and, where appropriate, to propose new hypotheses.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Apply, evaluate and critique methodologies in the study of literary texts and incorporate these in their own research;
	2. Demonstrate a conceptual and critical engagement with current research in the discipline;
	3. Convey new or complex ideas in written or oral form with greater clarity;
	4. Take responsibility for an independent research project, including identifying appropriate primary material and an appropriate question, and undertaking self-directed research and learning to bring the project to completion
2. **A synopsis of the curriculum**

France is the setting and inspiration for many plays first written and performed for London’s professional theatres, 1576-1642. Whether in the history cycles that depicted Anglo-French diplomacy and war, or in the comedies and tragedies that revealed the ebb and flow of life in England’s near-neighbour, France as a site and space held a vivid place in the English imagination. This module is oriented around trans-national exchange (of ideas, people, goods, services) in early modern plays by Marlowe, Shakespeare, and other dramatists. France, and Paris in particular, will be read as a site of political unrest and religious fervour and debate, with the plays analysed in parallel to historical studies of the French Wars of Religion and networks of Anglo-French exchange during this period. Analysing the literary and historical contexts to these plays, the module will encourage students to think deeply about the dramatists’ creative engagement with issues such as national and religious identity, trans-national intellectual exchange, and the politics of difference.

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

Delabastita, Dirk, Jozef de Vos, and Paul Franssen, ed., *Shakespeare and European politics* (University of Delaware Press, 2008).

Dente, Carla, Sara Soncini, ed*., Shakespeare and conflict: a European perspective* (Palgrave Macmillan, 2013).

Hadfield, Andrew, ed., *Shakespeare and Renaissance Europe* (Bloomsbury, 2005).

Hillman, Richard, *Shakespeare, Marlowe and the Politics of France* (Palgrave Macmillan, 2002).

Semple, Edel and Ema Vyroubalová, ed., “Shakespeare and Early Modern Europe: A Critical Survey” *Shakespeare*. Volume 14: Number 1 (2018); 80-96.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 278

Total study hours: 300

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

Source analysis 2,000 words 25%

Essay 4,000 words 75%

13.2 Reassessment methods

100% coursework (4,000 words)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

*Add/delete lines and columns as appropriate:*

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Literature Survey | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Essay | **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 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**

Paris

1. **Internationalisation**

This module, which analyses Anglo-French exchange as figured through early modern stage plays, is international in theme and subject. Primary and secondary material covered will be international in focus, drawing on English and continental writers in the early modern period. The module will be taught at Kent’s Paris campus, and the students will avail of several site-specific activities, including a Walking Tour of Paris (the sites of the St. Bartholomew’s Day Massacre) and a tour of the site of the English College in Rheims.

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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