1. **Title of the module**

Europe’s *lingua franca*: applications of Latin for graduate medievalists and early modernists

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

Centre for Medieval & Early Modern Studies (MEMS)

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**

15 credits / 7.5 ECTS

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn

1. **Prerequisite and co-requisite modules**

None

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

MEMS MA

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Be able to comprehend, parse and translate Latin texts of the style and level of complexity they are likely to encounter in their MA research
3. Appreciate the pan-European role of Latin and its continuing but shifting status in the medieval and early modern West
4. Show an understanding of both the changes that the Latin underwent in the medieval and early modern world and what they tell us about the societies in which it was used
5. Understand literacy as a cultural construction and the place of multilingualism within it
6. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
7. Have confidence that they have the requisite language skills needed for academic study of the medieval and early modern periods at Masters level
8. In achieving this, show an ability to master their own learning and reflect on its development in a supportive environment
9. Appreciate the potential of close critical analysis of primary sources in a language other than their mother tongue, as well as of secondary material
10. Show mastery of the grammatical vocabulary in order to articulate their understanding and knowledge
11. Show enhanced appreciation of the role of grammar in expression in any language
12. As a result, present developed powers of communication
13. In addition, to demonstrate the ability to assimilate and organise substantial quantities of complex information, as well as having enhanced their capacity for research, intellectual focus and self-criticism
14. **A synopsis of the curriculum**

Latin was the premier language of medieval and early modern Europe, and a firm grounding in it becomes essential to you now that you are graduate students. The module is specifically tailored for medievalists and early modernists. While you will learn the grammatical structures of classical Latin, the emphasis is on Latin as a living language in the post-classical world. You will be considering its transformations and variety and will be encouraged to ask what these developments tell us about the societies in which it was used. Alongside that, we will consider the role of Latin: how did that change from its classical origins? Why did it survive so long? How far did it decline in power over the long period we study?

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

Textbook

J. F. Collins, *A Primer of Ecclesiastical Latin* (Washington DC, 1988)

In addition, students will be encouraged to use relevant online resources, including:

<http://perseus.uchicago.edu/LewisShort.html>

<https://www.memrise.com/course/66890/a-primer-of-ecclesiastical-latin/>

Cultural status of Latin

F. Waquet, *Latin, or the Empire of a Sign* (London, 2001)

R. Ashdowne and C. White ed., *Latin in Medieval Britain* (Oxford, 2017)

C. Celenza, *The Lost Italian Renaissance* (Baltimore MD, 2005)

1. **Learning and teaching methods**

Total contact hours: 44

Total private study hours: 106 hours

Total module hours: 150 hours

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

Language exercises – homework submitted over the course of the term (best four marks, of a minimum of six exercises completed, 4 × 10% = 40%)

Exam (2hr) (20%)

Essay (2,500 words) (40%)

13.2 Reassessment methods

100% Coursework

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 | 9.6 | 9.7 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Workshops and language seminars | **x** | **x** |  |  | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Cultural seminars | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Exercises | **x** | **x** | **x** |  | **x** | **x** |  | **x** | **x** |  | **x** |
| Exam | **x** | **x** |  |  | **x** | **x** |  |  | **x** |  | **x** |
| Essay | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

MEMS 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

The module convenor is available to provide private consultation and the relevant support systems are flagged up to students.

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

Canterbury

1. **Internationalisation**

This module is fundamentally international, and appreciation of the potential unleashed by not being monoglot is inherent in the teaching outcomes (9.1).

1. **University School responsible for the programme**

**MEMS**

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  | Minor | Autumn 2019 | 13,14 |  |
|  |  |  |  |  |