1. **Title of the module**

MEMS8890 (MT889) Reading Latins

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**

30 credits / 15 ECTS

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

Spring Term

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

Europe’s *lingua franca:* an introduction to Latin

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. Demonstrate a level of competence in Latin as would be required from a student beginning a doctorate
3. Demonstrate an advanced appreciation of the peculiarities of the various medieval and early modern styles of Latin
4. Show a nuanced understanding of the changing status of Latin texts in medieval and early modern Europe
5. Reflect on the challenges and the potential of making medieval and early modern Latin

accessible to wider audiences

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
2. Demonstrate having mastered Latin to a standard compatible with the study of medieval and early

modern Europe at doctoral level

1. Display a level of appreciation of the details of the Latin language to provide close analysis of

relevant primary sources

1. Show an ability to explicate Latin texts to an academic audience
2. Show a recognition of the methods that can be used to make Latin material accessible to audiences

beyond the academic

1. Demonstrate an appreciation of the use of Latin texts in developing a reasoned, defensible scholarly argument
2. **A synopsis of the curriculum**

This module builds on the knowledge of Latin developed in the core module. Its intention is to develop that skill to a level expected of doctoral students in the first years of their programme. It does this by augmenting the knowledge of grammar and vocabulary. In the process, it refines your appreciation of the variety of Latin in time and place — medieval and early modern shared ‘Latins’ rather than one unchanging style of expression. The importance attached to Latin may seem alien from our own society and an element of this module is also to consider how one makes the riches of the post-classical language accessible to audiences beyond medievalists and early modernists for whom it is a sine qua non.

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

The study will centre on primary texts taken in part from readers — eg K. Sidwell, Reading Medieval Latin (Cambridge, 1995) — and editions, including, for instance, those in the I Tatti Renaissance Library.

Secondary reading will include:

F. A. C. Mantello and A. F. Rigg ed., Medieval Latin: an introduction and bibliographical guide (Washington DC, 1996)

E. R. Curtius, European Literature and the Latin Middle Ages [trans. from German] (London, 1953 and subsequent editions)

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

C. Celenza, The Lost Italian Renaissance (Baltimore, 2007)

S. Tilg and S. Knight ed., The Oxford Handbook of Neo-Latin (Oxford, 2015)

V. Moul ed., A Guide to Neo-Latin Literature (Cambridge, 2017)

1. **Learning and teaching methods**

Total contact hours: 33 hours

Total private study hours: 267 hours

Total module hours: 300 hours

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

In-class presentation on a selected text (20%)

Exam (grammar and vocabulary), 2 hour (30%)

Public engagement project (10%)

Essay on a relevant topic or text, c. 3,000 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 |
| **Learning/ teaching method** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Private Study** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Presentation | **x** | **x** |  | **x** |  | **x** | **x** | **x** |  | **x** |
| Exam | **x** | **x** |  |  |  | **x** | **x** |  |  |  |
| Public engagement |  |  |  | **x** | **x** | **x** |  |  | **x** |  |
| Essay | **x** | **x** |  | **x** |  | **x** | **x** | **x** |  | **x** |

1. **Inclusive module design**

The School/Collaborative Partner *(delete as applicable)* 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, Paris, Brussels, Rome

1. **Internationalisation**

The topic is inherently international and students will be encouraged to consider the implications of that international identity.

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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) |
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