






ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Medieval Philosophy				
Module Code	UZRNQY-30-3	Level	3	Version	1.1
Owning Faculty	Health and Applied Sciences	Field	Philosophy		
Contributes towards	BA (Hons.) Philosophy				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	UPZPMS-30-1 Ancient Philosophy or equivalent		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2014		Valid to	September 2020	

<b>CAP Approval Date</b>	28/03/2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Demonstrate a good knowledge of the principal philosophers, problems, and ideas within medieval philosophy (assessed at all assessment points).</li> <li>2. Demonstrate an ability to examine critically material from medieval philosophy using a range of logical and analytical skills (assessed at all assessment points).</li> <li>3. Demonstrate transferable skills in both i) oral presentations and ii) formal written work (assessed at assessment points A and B respectively).</li> </ol>
Syllabus Outline	<p>This module offers an introduction to medieval philosophy, understood as the philosophy produced between approximately the fourth and fourteenth centuries in Europe, North Africa, and the Middle East, written primarily in Latin and Arabic, and building upon the ancient Greek philosophical tradition. It has often been assumed that between the end of antiquity and the rise of modern philosophy in the seventeenth century not much of any significance happened in the history of philosophy. A common caricature assumes that philosophy was reduced to a mere handmaiden to theology. Nothing could be further from the truth, for in fact philosophy flourished during the middle ages, as much recent scholarship has started to show. This module offers an introduction to a wide range of philosophers, ideas, and debates from the period, including problems in metaphysics, philosophy of language, epistemology, philosophy of mind, ethics, and philosophy of religion. Texts from both the Latin and Arabic traditions will be studied in translation, including (but not restricted to) works by Augustine, Boethius, Anselm, Peter Abelard, Ibn Sina (Avicenna), al-Ghazali, Ibn Rushd (Averroes), Thomas Aquinas, John Duns Scotus, and William of Ockham.</p>
Contact Hours	<p>Contact will take the form of weekly lectures, seminars, online conferences (for instance) and PAL sessions. Staff will also be available for additional one-to-one contact with students as required, as well as offering regular contact via Blackboard and email. A total of 72 hours, including lectures, seminars and online activities.</p>

Teaching and Learning Methods	<p>Teaching will be via lectures and seminars, with lectures used to introduce key philosophical texts and the problems they address, and seminars used to examine texts closely, discuss the arguments they contain, and consider their wider philosophical significance. Students will be expected to prepare a presentation on an agreed topic and so actively contribute to the teaching and learning process.</p> <p><b>Technology Enhanced Learning (TEL):</b> The use of TEL is an integral feature at all levels of study in each module on the program. MyUWE and Blackboard, the university supported learning portal and virtual learning environment, is regularly used to support students' learning, carry out teaching and learning activities, as well as to store and disseminate learning materials.</p> <p>By means of these systems, students will be able to engage with the material, other students and members of staff, while also making use of the options they provide (blogs, journals, audio, video, discussion boards, wikis, and so on). In addition, students and tutors will be able to utilise TEL (e.g. Collaborate, Lync and Skype) to facilitate remote contact and thus increase flexibility, particularly for students who live far from campus. Some modules will also potentially offer both generic and discipline-specific online content. Existing university resources will be utilised such as The Research Observatory (<a href="http://ro.uwe.ac.uk/">http://ro.uwe.ac.uk/</a>) where appropriate. Learning technologies such as e-portfolios might also be exploited to potentially support students e.g. while on placement and to facilitate students' development and the assessment of a portfolio of work.</p>																						
Key Information Sets Information	<table border="1" data-bbox="464 887 1362 1133"> <thead> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> <th></th> </tr> </thead> <tbody> <tr> <td>300</td> <td>72</td> <td>228</td> <td>0</td> <td>300</td> <td></td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p><b>Written Exam:</b> Unseen written exam, open book written exam, In-class test  <b>Coursework:</b> Written assignment or essay, report, dissertation, portfolio, project  <b>Practical Exam:</b> Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> <table border="1" data-bbox="568 1532 1262 1765"> <thead> <tr> <th colspan="2">Total assessment of the module:</th> </tr> </thead> <tbody> <tr> <td>Written exam assessment percentage</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td>75%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td>25%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </tbody> </table>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours		300	72	228	0	300		Total assessment of the module:		Written exam assessment percentage		Coursework assessment percentage	75%	Practical exam assessment percentage	25%		100%
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Reading Strategy	Students will be expected to purchase a core textbook of translated texts, with any additional primary texts being made available electronically via Blackboard. Full use of both printed material and electronic resources will be encouraged and detailed guidance for week-by-week reading will be offered in the module handbook.																						
Indicative Reading List	Extracts from primary works including (but not restricted to): Augustine, <i>Confessions</i> ; Boethius, <i>Consolation of Philosophy</i> ; Anselm, <i>Proslogion</i> ; Abelard, <i>Ethics</i> ; Ibn Sina, <i>The Metaphysics of the Healing</i> ; Al-Ghazali, <i>The Incoherence of the Philosophers</i> ; Ibn																						

	<p>Rushd, <i>The Decisive Treatise</i>; Aquinas, <i>On the Unity of the Intellect</i>; Duns Scotus, <i>Commentary on the Sentences of Peter Lombard</i>; Ockham, <i>Summary of Logic</i>. Many of these can be found in:</p> <p>Hyman, A and Walsh, J.J.eds. (1973) <i>Philosophy in the Middle Ages</i>. Indianapolis: Hackett.</p> <p>Note also the following general studies:</p> <p>Adamson, P. and Taylor, R.C. eds. (2005) <i>The Cambridge Companion to Arabic Philosophy</i>. Cambridge: Cambridge University Press.</p> <p>Bosley, R.N, and Tweedale, M.M. (2006) <i>Basic Issues in Medieval Philosophy</i>. Peterborough, ON: Broadview.</p> <p>Kenny, A. (2005) <i>Medieval Philosophy: A New History of Western Philosophy II</i>. Oxford: Clarendon Press.</p> <p>Kretzmann, N., Kenny, A. and Pinborg, J. eds. (1982) <i>The Cambridge History of Later Medieval Philosophy</i>. Cambridge: Cambridge University Press.</p> <p>Luscombe, D. (1997) <i>Medieval Thought</i>. Oxford: Oxford University Press.</p>
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### Part 3: Assessment

Assessment Strategy	Assessment is by means of presentation (component A, 25 percent) and a write-up of the presentation (1000 words, Component B, Element 1), based on a particular text that is being presented in the form of a commentary. Then there is a long essay (Component B, Element 2, 4000 words) on a chosen topic.
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Identify final assessment component and element	
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<b>% weighting between components A and B</b> (Standard modules only)	<b>A:</b>	<b>B:</b>
	<b>25%</b>	<b>75%</b>

#### First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1.Presentation (20 minutes) FINAL	25%

Component B Description of each element	Element weighting (as % of component)
1. Write Up of Presentation (1000 words)	15%
2. Project Essay (4000 words)	60%

#### Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Presentation (20 minutes)	25%

Component B Description of each element	Element weighting (as % of component)
1. Write Up of Presentation (1000 words)	15%
2. Project Essay (4000 words)	60%

If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Module Description at the time that retake commences.