Medieval Philosophy

7.1 Module Overview									
Module Number		**Module Title**	Medieval Philosophy						
Stage of Principal Programme			1	**Semester**	2	**Duration.** *(Weeks F/T)*	12	**ECTS**	5
Mandatory / Elective (M/E)	E	**Hours of Learner Effort / Week**	2.3						

Analysis of required hours of learning effort		
Teaching and Learning Modalities	**✓if relevant to this module**	**Approx. proportion of total (hours)**
Contact Hours		
In person face-to-face	✓	28
Synchronous		
Indirect/Non-Contact Hours		
Asynchronous		
Work Based		
Other: • independent reading, engagement with VLE, research and preparation of assessments	✓	97
Total		125

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	**Qualifications & experience required**	**Staff - Learner Ratio X:Y**
Lecturer	A minimum level 9 qualification in Philosophy or closely cognate area	1:120
Tutor	A minimum level 9 qualification in Philosophy or closely cognate area	1:20

Assessment Techniques – percentage contribution					
Continuous Assessment	30%	**Proctored Exam – in person**	70%	**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	N	**If Yes, describe**			

7.2 Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Understand each thinker as part of the development of key issues within the period of philosophy looked at and identify consistent themes.	**1, 2, 3, 5, 8**

2.	Be able to critically assess the contribution of a thinker to the progression of ideas in the period explored.	**2, 3, 4, 8**
3.	Understand the relationship between the philosophy of an individual thinker as emerging from its relationship to other thinkers of the period and as a reaction against or affirmation to key socio-historical, political and economic events of the time.	**2, 3, 4, 8**

7.3 Indicative Module Content, Organisation and Structure

The Medieval philosophy module will trace the tension between philosophy and the Religions of the Christiano-Islamic and Judaic faiths as they emerged in the Greco-Roman and post Greco-Roman worlds. The module will set these intellectual struggles in the historical, sociological and physical environments of the time, attempting to understand the emergence of thought as it responds to the challenge of new sets of beliefs and competing claims of truth. One of the guiding principles of Philosophy at Carlow College is to draw out the understanding that no philosophy is born in a vacuum. Therefore the central theme of this module attempts to elaborate the tensions between the competing claims to truth of philosophy and faith in this period through the contextual lenses of the context of culture, history and society at that time. Consequently, the module looks at the influence of gender voices and their absences throughout this debate.

The chronological emphasis of the module enables the learner to understand the incorporation of Greek philosophical thinking into specifically, but not exclusively, Christian medieval thinking. Each philosopher encountered will do done so in the light of key themes. (1.) The tension between the competing claims of truth of Religion and Philosophy. (2.) The transition from the influence of Neoplatonist thinking to Aristotelianism. (3.) The role of translation, Heresy, the rise of the Universities and the geo-political contexts of the time.

Below is an indicative structure of the module content:

- General introduction to the figures and themes in their historical context
- Plotinus and the influence of Neo-Platonic thought on early Medieval
- Boethius and the Consolation of Philosophy
- Augustine, Neo-Platonism and the issues of 'time' and 'memory'
- Anselm, Reason and the 'Ontological Argument'
- The influence of Arabic thought, the issue of the Schools and Aquinas' 'Five ways'

7.4 Work-based learning and practice-placement *(if applicable)*

N/A

7.5 Specific module resources required *(if applicable)*

N/A

7.6 Application of programme teaching, learning and assessment strategies to this module

The teaching and learning strategy will utilise formal lectures with PowerPoint slides and guided topic readings. Lectures will be constructed to consciously set up debate questions that will allow interrupted Q and A throughout the lecture delivery time and facilitate a dedicated end session to provide recapping and clarification of issues raised. Learners will have four one-hour tutorial sessions where group discussion, formative feedback on summative tutorial assignments and peer group topic discussion will be take place. Pop quiz, reading comprehension and oral presentations will encourage the learner to contribute and develop critical thinking.

7.7   Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1	**Reading Comprehension**: Learners will be asked to summarise a brief section of primary text. This develops in stage one a familiarity with primary text and encourages the learner to synopsise and interpret meaning.	**20%**
1-4	**End of Module examination**: The content and scope of the questions provided for learners will give an opportunity to assess particular themes from the module content to allow the learner to identify best how they understood the material. The questions provided will encourage the learner to critically assess the thought of individual thinkers within the thematic contexts of the overall thread of the module	**70%**
2	Attendance at lectures	**10%**

7.8   Sample Assessment Materials

Sample Exam Questions:

- Both Anselm and Aquinas offer very different proofs for the existence of God. Outline in detail both Anselm's 'Ontological Argument' and Aquinas' 'Five ways'. In what way did the cultural and historical contexts of the time reflect the philosophical tools each of them had at their disposal?
- Why is time such an important issue for Augustine in the *Confessions* as he tries to balance his philosophy with his new-found Christianity? To what extent does this issue reflect his Neoplatonist background and his love of Plotinus' thought?
- How did the fall of the Roman Empire and the subsequent upheavals influence the development of Philosophy in the medieval period?
- In the *Consolation of Philosophy*, Lady Philosophy tells Boethius that true happiness is not to be found in the quest for material goods but for 'The 'Good' which resides in God. Outline in what sense his thought is influenced by both Christianity and Platonism.
- How was the reception of Aristotle's philosophy in the medieval period influenced by the issue of heresy and the rise of the Dominicans in the Universities?

Sample Reading Comprehension:

Having read the excerpt from Bryan Magee's *The Story of Philosophy* (1998), pp. 54-61, outline in your own words Magee's account of the key developments in Medieval thought. Your response should be approximately 1000 words in length. It should not contain any quotations from Magee's work.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's Regulations in Relation to Assessment and Standards unless otherwise indicated.

7.9   Indicative reading lists and other information resources

Indicative Core Reading:

Anselm, *Monologion and Proslogion (with replies of Gaunilo and Anselm)* (Indianapolis, Indiana: Hackett Publishing, 1996)

Augustine, *Confessions* (London: Penguin Classics, 2002)

Aquinas, *Selected Philosophical Writings* (Oxford: Oxford World Classics, 2008)

Boethius, *The Consolation of Philosophy* (Oxford: Oxford Paperbacks, 2008)

Marenbon, John, *Medieval Philosophy: An Historical and Philosophical Introduction* (London: Routledge, 2006)

Plotinus, *Enneads* (London: Penguin Classics, 1991)

Other Reading:

Chouinard,Isabelle et. al. Eds, *Women's Perspectives on Ancient and Medieval Philosophy*, 1st ed (Springer,2021)

Foltz, Bruce, Ed., *Medieval Philosophy: A Multicultural Reader* (UK: Bloomsbury Academic, 2019)

Readings are provided topic by topic on the module Moodle site available to learners from the beginning of the module.