

Medieval Philosophy

Section A: Headline Information							
Module title		Medieval Philosophy					
Module NFQ level (only if an NFQ level can be demonstrated)		7/8					
Module number/reference		TBC					
Module Co-ordinator		Dr Noel Kavanagh					
Parent programme(s)		BA (Honours) in Arts and Humanities					
Stage of parent programme		1					
Semester (semester1/semester2 if applicable)		2					
Module credit units (FET/HET/ECTS)		ECTS					
Module credit number of units		5					
List the teaching and learning modes		Lectures, tutorials,					
Entry requirements (statement of knowledge, skill and competence)		College Entry Requirements must be satisfied for entry onto Stage 1.					
Pre-requisite module titles		N/A					
Co-requisite module titles		N/A					
Is this a capstone module? (Yes or No)		No					
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)		Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Philosophy					
Maximum number of learners per module		60					
Duration of the module		1 Semester					
Average (over the duration of the module) of the contact hours per week (see * below)		2.33					
Module-specific physical resources and support required per centre (or instance of the module)		Lecture Hall, tutorial room					
Analysis of required learning effort							
*Effort while in contact with staff							
Classroom and demonstrations	Mentoring and small-group tutoring	Other (specify)	Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)

Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner				
24	1: 10	4	1: 6					97	125 hours
Allocation of marks (within the module)									
				Continuous assessment	Supervised project	Proctored practical examination	Proctored written examination		Total
Percentage contribution				40%			60%		100%

Section B: Module Descriptor	
Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs	The philosophy pathway at Stages 1 and 2 within the Humanities and Arts degree programme is centred on a historical and chronological overview of the development of Western philosophy. The inclusion of a semester II Medieval Philosophy module that, allied with the semester I Ancient Greek Philosophy module, provides a solid year I History of Philosophy grounding. PLO's 1,2,3,5,8.
Module Aims and Objectives	This module is designed as a Stage 1 introduction to Medieval philosophy. It aims to acquaint the learner with this period of philosophy and its importance to the development of the history of ideas at this time. Of particular emphasis will be the relationship between philosophy and religion, highlighting the convergences and tensions between these two forms of thought. The module will identify the importance of the role of philosophy in the elaboration and development of, in particular, Christian thinking and set it in the context of the historical, social and religious events of the time period.
Minimum Programme Learning Outcomes	On successful completion of this module, learners should be able to: <ul style="list-style-type: none"> 1. Understand each thinker as part of the development of key issues within the period of philosophy looked at and identify consistent themes. (MIPLO 1, 3, 6, 8) 2. Be able to critically assess the contribution of a thinker to the progression of ideas in the period explored. (MIPLO 2, 3, 6) 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. (MIPLO 1, 2, 3, 6)
Information Provided to Learners about the Module	College Prospectus specifies module name, stage and ECTS. College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.

	<p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS.</p>
Module Content, Organisation and Structure	<ul style="list-style-type: none"> • 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'. <p>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.</p>
Module Teaching and Learning Strategy	<p>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 QandA throughout the lecture delivery time and facilitate a dedicated end session to provide recapping and clarification of issues raised.</p> <p>Leaners 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.</p>
Work-Based Learning and Practice-Placement	N/A
E-Learning	N/A
Specifications for Module Staffing Requirements	<p>Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners</p> <p>Staffing requirements: 1 lecturer and 1 tutor</p> <p>The maximum tutor: learner ratio is 20</p> <p>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available.</p>
Module Summative and Formative Assessment Strategy	<p>Exam: learners will do one end of semester examination of two hours comprising two questions. Exam questions will concentrate on the overall key themes and will be formulated to spread learning over the course of the module. MIMLO's 1, 2, 3.</p> <p>Continuous Assessment: this will be assigned and delivered within the space of the tutorial sessions and will comprise 40%. This will be broken down into reading comprehension 30% and Pop Quiz 10%. This will assess MIMLO's 1, 2, 3.</p>
Sample Assessment Materials	<p>Sample exam questions:</p> <ol style="list-style-type: none"> 1. Plotinus's theory of emanation was the attempt to explain how everything emerges from 'the One'. Why is early Christian thinking attracted to this

	<p>theory? How does it present a 'bridge between the God of the Greek philosophers and the Christian concept?</p> <p>2. Write an essay highlighting how the emergence of heresy in the medieval period and the rise of the Dominicans in the Universities in response, affected the way Philosophy was seen during this time.</p> <p>Sample Continuous Assessment: Continuous Assessment comprises 40% of the overall module grade. It is broken down as follows: Reading comprehension 30% Pop Quiz 10%</p> <p>Continuous assessment is conducted within the space of the tutorial framework that allows for both summative performance in terms of presented work and formative assessment as the learner receives feedback on discussion and progresses through the module.</p>
<p>Reading Lists and Other Information Resources</p>	<p>Essential Reading: Anselm, <i>Monologion and Proslogion (with replies of Gaunilo and Anselm)</i>. (Indiana: Hackett Publishing, 1996)</p> <p>Augustine, <i>Confessions</i> (London: Penguin Classics, 2002)</p> <p>Aquinas, <i>Selected Philosophical Writings</i> (Oxford: Oxford World Classics, 2008)</p> <p>Boethius, <i>The Consolation of Philosophy</i> (Oxford: Oxford Paperbacks, 2008)</p> <p>Marenbon, John, <i>Medieval Philosophy: An Historical and Philosophical Introduction</i> (London: Routledge, 2006)</p> <p>Plotinus, <i>Enneads</i> (London: Penguin Classics, 1991)</p> <p>Other Reading: Readings are provided topic by topic on the module Moodle site available to learners from the beginning of the module.</p>
<p>Module Physical Resource Requirements</p>	<p>Large lecture hall Small room suitable for group work Moodle VLE Library resources</p>