1. **Title of the module**

Romantic Ecologies & the Modern Invention of Nature

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

School of English

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

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)**

Spring Term

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

None

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

**Optional for** BA (Hons) in English Literature; BA (Hons) in English Literature and Creative Writing;

**Also optional for** Joint Honours English Literature programmes.

**Also available as a Wild Module.**

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 identify specific thematic concerns relating to texts from the Romantic period, alongside the appropriate terminology and potential complexities relating to these themes;

8.2 understand the relationship between Romantic texts and specific environmental, political, historical, and social contexts, as well as the interconnections and tensions between these separate contexts;

8.3. understand and critically interrogate the parallels between the concerns of the Romantics and contemporary debates about global warming, climate change and the environment;

8.4 write critically about environmental issues and debates, their relationship to literary texts, and their capacity and potential for political efficacy and agency.

8.5 plan and execute a short project documentary that looks in detail at an environmental issue relevant to the Romantics and to people today.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 identify and apply strategies of reading relevant to the material they encounter;

9.2 apply close reading techniques to a range of literary texts, and to make complex comparisons between them;

9.3 effectively communicate using a variety of methods;

9.4 begin self-directed research and discuss, evaluate, and creatively deploy secondary critical and theoretical perspectives;

9.5 construct original, articulate, and well-substantiated arguments;

9.6 manage their time and workload effectively.

1. **A synopsis of the curriculum**

How can nature be invented? Before the Romantic era, writers such as Daniel Defoe talked of the horror, ugliness and ‘unhospitable terror’ of the Lake District. A hundred years later and the reputation of the region had been completely transformed into a place of beauty and contemplation. This module looks at what happened to the natural world in the century between Defoe and Wordsworth and how the debates produced during the period are ones that we are still struggling to understand the impact of today. In many ways, the legacy of Romanticism might be seen in our understanding of global warming and climate change, informed as it is by Romantic concerns that urge us not to put the natural world in a frame on the wall, or to see it as a distant thing ‘out there’. Instead, they tried to make sense of what we were risking the loss of in the crazed rush to mechanisation, technology and urban living. Throughout the module, the poetry, fiction, and essays that we will encounter (focussing on the early nineteenth century, but from other periods too) explore how the Romantics saw this newly-emergent natural world as: restorative; political, even revolutionary; the place where our bodies belong; an analogue of the mind; a reminder of who we are as a species and the threat of extinction that results in our forgetting it; and how they were cynical about it being put to use for our benefit and suspicious of how it could be profited from. This module will show that Romanticism is still with us, as are their concerns about the environment.

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

Austen, Jane. (2019). *Sense & Sensibility*, Oxford: OUP.

Bate, Jonathan. (2001). The Song of the Earth. London: Picador.

Morton, Timothy. (2009). *Ecology Without Nature*. Boston, Mass.: Harvard University Press.

Wordsworth, Dorothy. (2008). *The Grasmere and Alfoxden Journals*. Oxford: OUP.

Wordsworth, William. (1995). *The Prelude 1799, 1805, 1850.* London: Norton.

1. **Learning and teaching methods**

This module will be taught through lectures and seminars.

Contact hours: 22

Private study hours: 128

Total study hours: 150

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

Assignment 1 (30%): Learning journal (1,500 words)

Assignment 2 (50%): Project documentary (6-8 mins)

Seminar participation (20%)

* 1. Reassessment methods

Alternative assessment: 100% Coursework (2,000 words).

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Seminars  | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Learning Journal  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Project Documentary  | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |
| Seminar Performance |  **X** |  **X** |  **X** |  |  |  **X** |  **X** |  **X** |  **X** |  **X** |  **X** |

1. **Inclusive module design**

The School 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

1. **Internationalisation**

Romanticism began a groundswell of concern about global warming and environmental, particularly urban, change. These are concerns are shared throughout the world today. Although the module focuses principally on British writers, Romanticism was part of a wider European and intercontinental movement. While not an actively intended learning outcome, the content of this module necessarily engages with Romanticism as part of a global shift in human’s relationship with their surroundings and their environment, and considers its place in current debates about global warming, climate change, and our understanding of it.

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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) |
| Sep 2020 | Minor | September 2020 | 7, 13 | No |
|  |  |  |  |  |