1. **Title of the module**

ENGL6330 (EN633): Bodies of Evidence: Reading the Body in Eighteenth-Century Literature

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 6

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)**

Autumn or Spring

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

None

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

BA in English and American Literature, BA in English and American Literature and Creative Writing, BA in English, American and Postcolonial Literatures

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

8.1 read and respond to eighteenth century literature

8.2 consider the body is a cultural construct

8.3 read the set texts within their relevant historical, literary and cultural contexts

8.4 both apply and interrogate critical and theoretical strategies appropriate to the study of the body in the eighteenth century

8.5 discuss and write about visual culture and consider the relationship between print culture and the visual arts

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
2. develop their abilities to analyse texts critically and make comparisons across a range of reading
3. develop their command of written and spoken English and their abilities to articulate coherent critical arguments
4. understand and interrogate various critical approaches and the theoretical assumptions that underpin these approaches
5. develop their abilities to carry out independent research
6. **A synopsis of the curriculum**

This module explores the eighteenth century fascination with bodies and the truths (or lies) bodies were supposed to reveal. Our focus will be on the ways in which the body is read and constructed in eighteenth-century literature and how these readings and constructions reflect various concerns about class, race, gender and sexuality. Efforts to regulate the body (particularly the female, plebeian and racialised body) became the focus of many reformers and philanthropists in the period who sought to recuperate the productive (and reproductive) labour of idle or transgressive bodies to serve the nation's moral and financial economies. Other writers, however, emphasised the body’s potential to work against social and cultural norms, focusing on events such as the masquerade, in which women dressed as men and aristocrat’s as chimney sweeps.

Through the course of this module we will examine a range of literary representations of the body which seek both the control the body and to celebrate its disruptive potential. We will read texts from a variety of genres including medical literature, misogynist satire, sentimental novels, popular fiction, travel writing and pornography. Primary texts will be read alongside recent critical work by Thomas Lacquer, Michel Foucault, Roy Porter, and Peter Stallybrass and Allon White, which illuminate the ideological stakes writers played for when writing about the body. Topics for discussion will include disability and deformity, race, the sentimental body, dress and the body, the body as text and the relationship between the body and the body politic. The primary focus of this option will be literature, but we will also examine visual representations of the body in caricature and satire as well as in the portraiture

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

Batchelor, J. (2005). Dress, Distress and Desire: Reading the Body in Eighteenth-Century Literature. Basingstoke: Palgrave Macmillan.

Foucault, M. (1978), The History of Sexuality: Volume 1 An Introduction, trans. Robert Hurley. Harmondsworth: Penguin.

McMaster, J. (2003). Reading the Body in the Eighteenth-Century Novel. Basingstoke: Macmillan.

Richardson, S. (2002). Pamela, Harmondsworth: Penguin

Scott, S. (1995). Millenium Hall. Peterborough: Broadview.

Stallybrass, P, and A. White (1986). The Politics and Poetics of Transgression. New York: Cornell University Press.

Sterne, L. (2003). Tristram Shandy. Harmondsworth: Penguin,

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 268

Total study hours: 300

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

Two essays 6,000 words 90%

Seminar performance 10%

13.2 Reassessment methods

Like for Like.

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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** |  | **x** |  | **x** |  | **x** |  |
| Seminars | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |  |
| Workshops | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essays | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar performance | **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**

This module looks at representations of the body in eighteenth-century British texts, and while this may be specific in focus we also read about how discursive constructions of the body for punishment, medicine, science, and labour have been used around the world to make the body a subject of both knowledge and power. We also consider the ways that non-elite people around the world have celebrated the disruptive potential in the body through festivals and carnivals.

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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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 05/03/18 | Major | September 2018 | 13 (optional dissertation removed) | No |
| Sep 2020 | Minor | September 2020 | 9 | No |

Revised FSO Sep 2020