1. **Title of the module**

ENGL6570 (EN657): The Brontës in Context

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**

Optional for BA (Hons) in English and American Literature; English, American and Postcolonial Literatures; English and American Literature and Creative Writing; English Literature; English and Postcolonial Literatures; English and Creative Writing; Contemporary Literature

Also optional for JH English Literature programmes owned by English, SECL, History, Arts, Law

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. demonstrate an informed understanding of the diverse literary achievements of the Brontë sisters
3. demonstrate a knowledge of some of the major issues involved in debates about gender and the ‘Woman question’ in Victorian literature and culture
4. demonstrate a critical awareness of the complex ways in which the Brontës’ literary texts engage with their cultural contexts
5. demonstrate an ability to distinguish between different modes of writing and a developing capacity for critical analysis of each
6. demonstrate an understanding of the processes involved in the Brontë myth
7. demonstrate broader and deeper understanding of the relationship between this literature and the age in which it was produced
8. reflect upon how authors are made popular by subsequent cultural transformations and explore the implications of such myth-making.
9. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
10. apply the skills needed for academic study and enquiry
11. synthesise information from a number of sources in order to gain a coherent understanding of theory and practice; ability to synthesise material from a number of sources in a coherent whole
12. develop powers of communication and the capacity to argue a point of view, using a variety of methods, with clarity, organisation and cogency
13. enhance confidence in the efficient presentation of ideas designed to stimulate critical debate
14. demonstrate competence in the planning and execution of essays and project-work
15. understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives
16. **A synopsis of the curriculum**

While the so-called ‘Brontë myth’ remains potent in popular culture today, the lives-and-works model associated with it continues to encourage readers to seek partially concealed Brontë sisters in their fictions. Beginning and ending with the problematic of mythmaking – its origins in Gaskell’s *Life of Charlotte Brontë* and its subsequent perpetuation in film and other rewritings - this module will restore attention to the rich literary contribution made by the sisters through an intensive focus on their novels and some poetry in the context of Victorian debates about gender and the woman question. Situating the Brontë myth in relation to other forms of mythmaking in the period (for example, ideologies of class, gender and empire), it will consider a small selection of film adaptations and go on to examine the Brontës’s experiments with narrative voice and form, their variations upon the novel of education, the tensions between romance and realism in their writing and their engagement with the political, economic and social conditions of women in mid-Victorian culture.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually). Any good scholarly edition of the primary texts may be used: for example,** the Everyman, Penguin, Worlds Classics, Broadview or Norton editions.

Brontë, Charlotte, (1847) *Jane Eyre*

Brontë, Charlotte, (1853) *Villette*

Brontë, Anne, (1848) *The Tenant of Wildfell Hall*

Brontë, Anne, (1847) *Agnes Grey*

Brontë, Emily, (1847) *Wuthering Heights* and *Poems*

Gaskell, Elizabeth, (1857) *The Life of Charlotte Brontë*

Rhys, Jean. (1966) *Wide Sargasso Sea*

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 268

Total study hours: 300

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

One learning journal 2,000 words 40%

One essay 3,000 words 50%

Seminar/forum 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)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 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** | **x** |  |  |
| Seminar/forum | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  |
| Lecture/workshop | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Learning journal (2,000 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  |
| Essay (3,000 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |  |
| Seminar/forum contribution | **x** | **x** | **x** | **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**

This module is created for an international student body who come from diverse backgrounds. It explores the works of the Brontës in a global context, situating them in relation to nineteenth century slavery and imperialism and considering how diverse contemporary writers and artists have responded to their legacies. It asks students to engage with a wide range of internationally positioned research in the ‘third hour’ and in their assessed work.

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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) |
| 07/02/17 | Minor | September 2017 | 6, 7 + new template | No |
| 10/12/19 | Major | September 2020 | 4, 7, 9, 11, 13, 14 | No |
| Sep 2020 | Minor | September 2020 | 9, 13, 14 | No |

Revised FSO Sep 2020