1. **Title of the module**

ENGL6890 (EN689): Modernism

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

Division of Arts and Humanities

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

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Term 1

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

none

1. **The course(s) of study to which the module contributes**

**Compulsory for:** BA (Hons) Contemporary Literature

**Optional for**: BA (Hons) English and American Literature; BA (Hons) English and American Literature and Creative Writing; BA (Hons) English, American and Postcolonial Literatures; BA (Hons) English Literature; BA (Hons) English Literature and Creative Writing; BA (Hons) English and Postcolonial Literatures.

**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 understanding of modernist literary forms
3. Relate the set texts to their relevant literary, critical, and historical contexts
4. Apply and interrogate the wider historical narratives within which modernist texts were produced, and within which they have subsequently been commonly read , including theories of modernity and textuality
5. Demonstrate an understanding of the varying literary modes and techniques employed in modernist literature,
6. Be conversant with the seminal critical writing about this period and more recent re-evaluations.
7. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
8. Read literature and criticism critically, assessing different critical approaches and the arguments behind them.
9. Structure, develop, and sustain complex arguments, and select and use primary and secondary material
10. Present an argument in a variety of formats, defend that argument, and use responses to refine their ideas
11. Demonstrate capacity to make connections and comparisons across the range of their reading and the understanding they bring to it.
12. Exercise of confident powers of textual analysis and fluent critical argument, an effective command of written English, together with an appropriate range of critical vocabulary and an understanding of its application.
13. Show a capacity for self-directed research and an understanding of how to interrogate and creatively deploy a variety of critical and theoretical positions and to weigh the importance of alternative perspectives.
14. **A synopsis of the curriculum**

This module looks at some of the most innovative early twentieth century writers. As well as famous authors, such as the novelists Virginia Woolf and James Joyce, and the poet T. S. Eliot, the module examines a wide range of figures, such as Gertrude Stein, who pioneered the ‘stream-of-consciousness’ technique; the writer and artist Wyndham Lewis, who imitated the bombastic stance of the Italian Futurists; and the African American poet Langston Hughes, who saw the modernist moment as an opportunity to create a new ‘Negro art’. This period is characterised as much by its lively and often strident artistic manifestos as it is by its sometimes monumental literary works, and we take a close look at this climate of literary debate. We will analyse these writers against the background of changing social and sexual attitudes, examine the connections with literary and artistic developments in France and Italy, and unearth some of the less well-known writers of the period who are increasingly viewed as central to modernist literary history.

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

Joyce, J. (1922). *Ulysses*. London: Penguin.

Rainey, L. (ed.), (2005). *Modernism, An Anthology.* Oxford: Blackwell.

Rhys, J. (2000). *Good Morning, Midnight*. London: Penguin.

Woolf, V. (2014). *To The Lighthouse*. Oxford: Oxford University Press.

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 268

Total study hours: 300

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

Critical Essay (2,000 words) (30%)

Research Essay (3,000 words) (50%)

Seminar participation (20%)

13.2 Reassessment methods

Alternative Assessment: 100% coursework(4,000 words)

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* | *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** |
| Lectures | **x** | **X** | **x** | **X** | **X** | **x** |  |  | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Critical Essay (2,000 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Research Essay (3,000 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar participation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |

1. **Inclusive module design**

The Division 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**

As this is a core module taught in English exploring a particular period in literature in a methodical way, it is perfect for incoming Erasmus or overseas students. The visiting students who go home before the exam takes place in May/June, will be given a takeaway exam instead*.*

**DIVISIONAL USE ONLY**

**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) |
| 16/02/17 | Minor |  | 7, 10, 11, 13, 14 + withdrawal of Level 6 version |  |
| 19/12/18 | Minor | Jan 2020 | 11 | No |
| 09/12/19 | Minor | Jan 2021 | 10-12 | No |
| 25/01/2021 | Major | 2021/22 | 7,13-14 | No |