1. **Title of the module**

ENGL7010 (EN701): The Global Eighteenth Century

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

School of English

1. **The level of the module (e.g. 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 (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:**

English and American Literature; English, American and Postcolonial Literatures; English and American Literature and Creative Writing

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

8.1 demonstrate nuanced knowledge of the transatlantic and global nature of many eighteenth-century British texts as well as texts produced in eighteenth-century British colonies.

8.2 analyse representations of different peoples and parts of the world in various genres from the eighteenth century, including novels, poems, and periodicals.

8.3 relate writing about the non-European world to larger historical and political contexts.

8.4 demonstrate highly developed analytical skills, particularly textual analysis.

8.5 demonstrate a thorough understanding of critical approaches to representations of other peoples and cultures.

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

9.1 apply developed close reading techniques to a range of literary texts and genres and make complex comparisons between them;

9.2 display strong presentation and group discussion skills;

9.3 possess an increased capacity for self-directed research and the ability to discuss, evaluate and creatively deploy secondary critical and theoretical perspectives making use of appropriate scholarly sources;

9.4 identify appropriate research questions and ability to construct original, clear, well-substantiated arguments.

1. **A synopsis of the curriculum**

This module encourages exploration of British interactions with the world beyond Europe during the eighteenth century. The so-called Orient and the New World became sites of exchange but also domination. New hybrid cultural forms emerged from these exchanges and appropriations. We will investigate a variety of texts that depict non-European people and places, as well as texts written by foreign and colonial peoples, to arrive at a critical understanding of cross-cultural and transnational influences at home and abroad. We will address and debate such topics as ‘Cosmopolitanism in the Eighteenth Century’, ‘Foreign Influence on British Identity’, ‘Sympathy and Sensibility’, ‘The Material Culture of Empire’, ‘Exoticism’, ‘Poetics of Slavery’, ‘The Black Atlantic’, and ‘Transatlantic Culture’. Students taking this module will gain a firm grounding in the postcolonial study of eighteenth-century literature and the ethical and political implications of these texts and the ways in which we choose to approach them.

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

Behn, Aphra. *Oroonoko* (1688)

Steele, Richard, ‘Inkle and Yarico’,*The* *Spectator* 11 (1711)

Defoe, Daniel, *Moll Flanders* (1722)

Johnson, Samuel, *The History of Rasselas*, Prince of Abyssinia (1759)

Mackenzie, Henry, *The Man of Feeling* (1771)

Cook’s Voyages (1768-1779)

Beckford, William, *Vathek* (1786)

Pastoral Poetry: Thomas Gray, ‘Elegy Written in a Country Church-yard’; Oliver Goldsmith, ‘The Deserted Village’; Ann Yearsley, ‘Clifton Hill’; George Crabbe, ‘The Village’ (various dates)

‘Unca Eliza Winkfield,’ *The Female American* (1767)

Wheatley, Phillis, from *Poems on Various Subjects, Religious and Moral* (1773)

Inchbald, Elizabeth. *Nature and Art* (1796)

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

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)***

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** | **x** | **x** |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **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** | **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**

The Global Eighteenth Century’ explicitly aims at internationalising the history of Britain as an imperial power. Grounded in cutting-edge research by an international team of academic staff from Kent’s Centre for Studies in the Long Eighteenth Century, the module addresses issues of race, gender, class, colonialism, slavery, and the critique of empire. Students from globally diverse backgrounds will have an array of approaches from which to choose the foci of their research investigations for later application. The module is both timely and nuanced in its emphases on the cosmopolitanism and xenophobia, the politeness and brutality, which coexisted during this period of Britain’s emergence as a global player.

**FACULTIES SUPPORT OFFICE 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) |
| 09/03/17 | Major | September 2017 | 6, 9, 10, 11, 13-14 | No |
| 05/03/18 | Major | September 2018 | 13 (optional dissertation removed) | No |

Revised FSO Jan 2018