1. KentVision Code and title of the module

CPLT6290 Rethinking Gender: Women's Writing since Wollstonecraft

## Division and School/Department or partner institution which will be responsible for management of the module

Arts and Humanities, School of Culture and Languages (Comparative Literature)

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 5

## The number of credits and the ECTS value which the module represents

30 Credits (15 ECTS)

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

 Autumn and Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses:

BA Comparative Literature (Single and Joint Honours)

Also available as an elective module

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

8.1 Demonstrate an acute awareness of diverse aesthetic strategies for representing love, desire and the body in a number of different texts written by women from various cultural and linguistic backgrounds;

8.2 Demonstrate critical understanding the importance of the specific cultural, linguistic and historic contexts from which the texts spring and their impact upon the particular representational choices;

8.3 Show an understanding of the complexities that inform the treatment of issues of love, desire, gender, sexual morality, sexuality and representations of the body in the respective texts;

8.4 Demonstrate detailed understanding of the importance of prose fiction as a mirror of ideologies in general;

8.5 Demonstrate critical understanding of the significance of images and representations of women proliferated through literature in particular;

8.6 Show thorough understanding of key concepts of feminist theory.

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

9.1 Demonstrate confident skills in critical analysis and argument through an engagement with a number of theoretical texts;

9.2 Demonstrate the ability to read closely and critically, and to apply a range of critical terms to literary texts;

9.3 Communicate complex ideas to specialist and non-specialist audiences in a clear and understandable fashion;

9.4 Demonstrate refined skills relating to the comparative analysis of literature and other related subject areas.

## A synopsis of the curriculum

This module investigates representations of gender and identity in a selection of texts by women writers from different temporal, cultural, and linguistic backgrounds. In particular, it seeks to explore the way in which representations of “self” and “other”, love and desire, madness and motherhood reflect the respective socio-cultural contexts and the situation of women therein. Corporeal aesthetics, patterns of behaviour labelled as feminine or masculine, representations of transgressive conduct, and relations of power will be investigated, drawing on classic feminist theory and historiography (Wollstonecraft, Beauvoir, Irigaray, Butler, Moi, Badinter), psychoanalytical thought (Freud), narratology (Genette), genre-theory (Bakhtin) subject-theory (Sartre, Levinas, Derrida) and studies in visual culture (Barthes, Sontag, Mulvey).

Students will be asked to engage with the significance of images and representations of women and men proliferated through literature. These representations provide or question role models and perpetuate or problematise stereotypical versions of female/male goals and aspirations. Furthermore, emphasis will be placed on close readings of the selected literary works, on cultural differences and variations, and on how conceptions of sex and gender are changing in the course of time.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 260

Contact Hours: 40

Total: 300

## Assessment methods

* 1. Main assessment methods

Essay 1 (2,000 words) – 40%

Essay 2 (3,000 words) – 60%

13.2 Reassessment methods

Reassessment Instrument: 100% Coursework

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## 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

## Campus(es) or centre(s) where module will be delivered

## Internationalisation

The module discusses literature from Britain, Germany, France, and other countries around the globe. In addition to introducing UK students to literature from these regions, overseas students will be encouraged to share their knowledge with the group. Although mostly taught in translation issues concerning the original version of the texts consulted will be addressed.

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**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 02/02/17 | Major | September 2017 | 9, 13-14 | No |
| 10/12/19 | Major | September 2020 | 1, 9, 12-14 | No |
| 21/12/2021 | Minor | 2022/23 | 1 | No |

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| Revised FSO Jan 2018 |