1. **Title of the module**

ENGL3370 (EN337) Thinking through Theory

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 4

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)**

Spring

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

ENGL3360 (EN336) and ENGL3380 (EN338) for all SH programmes;

ENGL3360 for all JH programmes and for Creative Writing programmes.

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

**Compulsory for**: BA (Hons) English Literature and Creative Writing; BA (Hons) English Literature (including Joint Honours);

**Also compulsory for:** Joint Honours English programmes owned by SECL, History, Arts, Law

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. identify specific theoretical concepts, their historical and literary contexts;
3. understand and be able to accurately use the specific theoretical terminology appropriate to the topics covered by the module;
4. understand the ways in which the theory enables consideration and discussion of a range of cultural and social phenomena;
5. write critically both about and with theory.
6. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
7. identify and apply strategies of reading relevant to the material they encounter;
8. apply close reading techniques to theoretical texts, and theoretical concepts to literary texts;
9. effectively communicate using a variety of methods;
10. begin self-directed research, and evaluate and creatively deploy secondary critical perspectives;
11. construct original, articulate, and well-substantiated arguments;
12. manage their time and workload effectively.
13. **A synopsis of the curriculum**

Critical theory and theoretical approaches to the interpretation of literary texts have become increasingly fundamental to English Studies, while also offering a number of rich and complex ways of reading and understanding society and culture more generally. In this course, we will introduce you to some key theoretical readings that may, for instance, include: feminism, psychoanalysis, Marxism, Post-Colonialism and Critical Race Studies, and Queer Theory, among others. Through these readings, we will invite you to make connections between theoretical approaches and to think about how they might inform your reading practices on this and other courses. The aim of this work is to help you to understand the significance and usefulness of theory on its own terms, as well as giving you a coherent grounding in the ways theoretical concepts help us to approach and understand literary and other texts. Through this, you will develop a sophisticated understanding of the dynamic relationship between theory and culture, literature and politics.

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

Rivkin, Julie and Michael Ryan eds. 2017. *Literary Theory - An Anthology*, Third Edition (Blackwell Anthologies)

Selden, Raman, Peter Widdowson, and Peter Brooker. 2016. *A Reader's Guide to Contemporary Literary Theory* (Routledge)

Waugh, Patricia and Philip Rice eds. 2001. *Modern Literary Theory: A Reader*, Fourth Edition (Bloomsbury Academic)

Individual readings from these texts are likely to include:

Sigmund Freud, From *The Uncanny (1919)*

Karl Marx, From *The German Ideology*(1846)

Luce Irigaray, 'Sexual Difference' (1977)

Edward Said, From *Culture and Imperialism* (1993)

Judith Butler, From *Bodies that Matter*(1993)

1. **Learning and teaching methods**

Contact hours: 42

Private Study Hours: 258

Total Study Hours: 300

**13. Assessment methods**

* 1. **Main assessment methods**

Assignment 1 (30%): Written assignment (1,500 words)

Assignment 2 (50%): Final Project(2,500 words)

Assignment 3 (20%): Seminar preparation and participation (including presentation)

13.2 **Reassessment methods**

Alternative assessment: 100% Coursework (3,000 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* | *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** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Written Assignment (1,500words) | **X** | **X** |  | **X** | **X** | **X** | **x** | **X** | **X** | **X** |
| Seminar preparation and participation | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** |
| Final Project (2,500 words) | **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**

The theoretical writings studied on this course originate from a range of different locations and as such will introduce students to a variety of international historical and theoretical contexts. They will be invited to consider those contexts specifically and comparatively, and to engage with linguistic differences where appropriate.

**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) |
| 03/06/2019 | Minor | September 2019 | 13 |  |
| 10/01/2020 | Major | September 2020 | 7, 10, 12 |  |
| Sep 2020 | Minor | September 2020 | 7, 13, 14 | No |