1. **Title of the module**

ENGL5800 (EN580): Charles Dickens and Victorian England

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

**Also optional for** JH English 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:**

8.1 demonstrate an informed understanding of the diverse literary achievements of Charles Dickens and of the cross-fertilisation of literary genres in his work

8.2 distinguish between different modes of writing and develop critical approaches appropriate to each mode

8.3 demonstrate a deepened understanding of the culture of Victorian England

8.4 demonstrate an ability to communicate the results of their critical reading, to argue a point of view with cogency and clarity, and to offer persuasive textual analyses in a variety of formats.

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

9.1 apply the techniques and terminology of close reading to a range of novels

9.2 apply understanding of historical context to the interpretation of literary texts

9.3 undertake self-directed research and critically evaluate secondary theoretical and historical perspectives in that research

9.4 construct coherent, articulate and well-supported arguments in a variety of formats

1. **A synopsis of the curriculum**

This module gives an opportunity for intensive study of one of the major novelists of Victorian England. There are many different views and interpretations of Dickens circulating in our culture. He has been dismissed as a writer of cosy sentimentality, celebrated as a radical critic of his age, and admired for his prodigious output and creative innovation.

Studying a selection of his fiction, we will consider a wide variety of interpretations, in the light of the most current literary criticism of Dickens’s works. We will analyse Dickens’s texts in terms of narrative method, genre, characterisation, imagery and book history and – in the process – we will examine how the novels respond to, or challenge, significant aspects of Victorian culture and society such as class, gender, family, nation, childhood, the city, empire, industrialisation, and modernity.

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.

Dickens, Charles (1853), *Bleak House*

Dickens, Charles (1850), *David Copperfield*

Dickens, Charles (1861), *Great Expectations*

Dickens, Charles (1841), *The Old Curiosity Shop*

Lloyd Jones (2006), *Mister Pip*

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* | *9.1* | *9.2* | *9.3* | *9.4* |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** |  | **X** | **X** | **X** |  |  |
| Seminars/Forum | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Lectures | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Learning journal | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Seminar/Forum 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**

Perhaps more than any other English writer of the period, Dickens captured the way that Britain in general, and London in particular, worked at the heart of nineteenth-century globalized modernity. He travelled to and wrote about continental Europe and America and his writings were circulated globally. While not an actively intended learning outcome, the content of this module necessarily engages with Dickens as a writer of global modernity and considers his place in current debates about national identity, empire and cross-cultural contact.

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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) |
| 05/03/18 | Major | September 2018 | 13 (optional dissertation removed) | No |
| 10/12/19 | Major | September 2020 | 7, 9, 13 | No |
| Sep 2020 | Minor | September 2020 | 9, 11, 13, 14 | No |

Revised FSO Sep 2020