1. **Title of the module**

ENGL6810 (EN681): Novelty, Enlightenment and Emancipation: Eighteenth-Century Literature

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 credits (15 ECTS)

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

Autumn

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

None

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

Single Honours and Joint Honours Undergraduate Programmes in English Literature; English and American Literature; English and Postcolonial Literatures; English, American and Postcolonial Literatures; English Literature and Creative Writing; English and American Literature and Creative Writing; Contemporary Literature

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
2. Read, respond to and understand a range of literature from the eighteenth century.
3. Develop an understanding of the emergence of new genres and the development of old ones during the period 1680-1790.
4. Read the set texts within their relevant literary, cultural and theoretical contexts.
5. Examine how modern ideas of authorship and modern terms of literary criticism were forged and contested in the period.
6. Apply and interrogate some of the critical paradigms within which the literature of the period is understood, such as the discourses of public and private spheres and the separation of popular and polite culture.
7. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
8. Respond to and initiate group discussion of issues raised, basing responses on precise reference to text and context
9. Analyse texts critically and make comparisons across a range of reading
10. Develop a capacity for original thought, and the confidence to criticize received positions
11. Lead parts of seminar discussion, demonstrating presentational skills and eliciting engaged responses from the group
12. Show a good command of written English and articulate coherent, well documented arguments about the text and contexts
13. **A synopsis of the curriculum**

Before 1660 there was no English novel, and by the end of the eighteenth century there was Jane Austen. This module asks how such a literary revolution was possible. It investigates the rise of professional authorship in an increasingly open marketplace for books. With commercial expansion came experiment and novelty. Genres unheard of in the Renaissance emerged for the first time: they include the periodical essay, autobiography, the oriental tale, amatory fiction, slave narratives and, most remarkably, the modern novel. Ancient modes such as satire, pastoral and romance underwent surprising transformations. Many eighteenth-century men and women felt that they lived in an age of reason and emancipation – although others warned of enlightenment’s darker aspect. Seminar reading reflects the fact that an increasing number of women, members of the labouring classes, and African slaves wrote for publication; that readers themselves became more socially varied; and that Britain was growing to understand itself as an imperial nation within a shifting global context. It asks students to reflect, as eighteenth-century writers did, upon the literary, cultural and political implications of these developments. There will be weekly lectures and seminars.

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

 Burney, Frances, *Evelina* (1778)

 Montagu, Lady Mary Wortley, *Letters from the Ottoman Embassy* (1717-18)

Reeve, Clara, *Old English Baron* (1778)

Richardson, Samuel, *Pamela* (1740)

Swift, Jonathan, *Gulliver’s Travels* (1726)

Walpole, Horace, *Castle of Otranto* (1764

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 268

Total study hours: 300

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

Primary Source Review (2,000 words) (30%)

Research Project (3,000-3,500 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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  |  |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Primary Source Review (2,000 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Research Project (3,000-3,500 words) | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  | **x** |
| Seminar Participation | **x** |  |  |  |  | **x** |  | **x** | **x** |  |
|  |  |  |  |  |  |  |  |  |  |  |

1. **Inclusive module design**

The Division/Collaborative Partner *(delete as applicable)* 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**

This module explores Enlightenment literature and culture in Britain from the 1660s to 1780s. The texts that students encounter on this module necessitate a global context as themes of slavery, empire, and travel demonstrate the interconnectedness of Britain and other parts of the globe. Students are encouraged to think internationally, to be, as Mr Spectator advises, a Citizen of the World. In all coursework, students are prompted to write about the British eighteenth century in global terms.

**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) |
| 09/01/17 | Minor | September 2017 | 3, 5, 11, 12 | No |
| 25/01/2021 | Major | 2021/22 | 13-14 | No |