1. **Title of the module**

ENGL6920 (EN692): Literature and Life: c.1400-1700

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 (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 course(s) of study to which the module contributes**

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

**Also optional for** JH English Literature 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:**
	1. read and respond critically to the works of writers of the early modern period
	2. consider and analyse the concept of the literary in relation to life in this period, in terms of theatrical, political, cultural and social contexts
	3. develop a critical understanding of the development of literature in the early modern period
	4. become conversant with current critical approaches and debates to the literature
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. analyse texts critically and make comparisons across a range of reading
	2. demonstrate their command of written English and their abilities to articulate coherent critical arguments
	3. understand and interrogate various critical approaches and the theoretical assumptions that underpin these approaches
	4. demonstrate their abilities to carry out independent research
	5. demonstrate their ability to communicate effectively to a variety of audiences and/or using a variety of methods.
3. **A synopsis of the curriculum**

This module examines early modern literature written from 1400 to 1700. Looking at a wide range of literary forms, including poetry, prose and drama, students will consider how early modern writers engage with questions of love, gender and sexuality; religion and religious belief; nationhood, travel and colonisation; social commentary, governance and political reform. We will consider how important debates surrounding political, social, gender and religious identity inflect and are reflected in the literature of the period.

The module recognises the literary achievements of male and female authors. Students will have opportunity to read canonical works by Edmund Spenser and John Milton alongside those of pioneering female writers, such as Aemilia Lanyer and Lady Mary Wroth. We will also explore the boundaries of the literary canon, encountering pamphlets, petitions, sermons and conduct books, and consider the ways in which literary and non-literary texts both mirror and influence culture and society.

Please note that the authors, texts, and themes may change periodically in accordance with the research interests and expertise of academic teaching staff.

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

Baldwin, W. (1988) *Beware the Cat: The First English Novel*, ed. William A. Ringler, Jr. and Michael Flachmann. San Marino, CA: Huntington Library.

Bevington, D. (2002) *English Renaissance Drama: A Norton Anthology*. London: W. W. Norton.

Greenblatt, S. ed. (2018) *The Norton Anthology of English Literature: Vol. B. The Sixteenth Century and The Early Seventeenth Century*. Tenth Edition. London: W. W. Norton.

Lindley, D. (1995) *Court Masques: Jacobean and Caroline Entertainments, 1605-1640*. Oxford: Oxford University Press.

Taylor, G, Jowett, J. and Bourus. T. eds. (2017) *The New Oxford Shakespeare*. Oxford: Oxford University Press.

The majority of primary texts are available in *The Norton Anthology of English Literature: Vol. B.* Any texts that are not included in the anthology will be made available via a course reader.

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 268

Total study hours: 300

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

Seminar Participation (20%)

Reflective Portfolio (2,000 words) (20%)

Close Reading (1,250 words) (15%)

Research Project (3,000 words, performance, audio or AV production) (45%)

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Lecture |  | **X** | **X** | **X** | **X** |  | **X** |  |  |
| Seminar | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Seminar Participation  | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Reflective Portfolio (10 entries of 200 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Close reading (1,250 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| Research Project (3,000 words, performance, audio or AV | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **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

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module considers how political, cultural and religious developments across Europe affected early modern literature. As part of the module, students will learn about major European intellectual movements, such as humanism, which had a profound impact on early modern literature. For example, we look at texts in translation from Latin (such as More’s Utopia), and consider the ways in which European reading networks impact upon its reception and meaning.

Students will also have opportunity to observe how European literary traditions and verse forms influenced the character of early modern English writing. An important strand of the module is early modern travel writing and early colonialism. We look in detail in lectures and seminars at the ways in which colonial encounters shape early modern identities profoundly.

Students have opportunities to research and discuss the international dimensions of early modern literature during seminars, group research presentation and written assignments.

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 10/01/20 | Major | September 2020 | 1, 7, 8, 10, 11, 13, 14, 17 | No |
| 20/01/2021 | Major | 2021/22 | 13,14 | No |