1. KentVision Code and title of the module

ENGL8660 Transatlantic Literature and Culture 1880-1920

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

Arts and Humanities, School of English

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

Level 7

## 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 or 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: MA English and American Literature; MA Postcolonial Literature

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

8.1 Demonstrate a sophisticated understanding of some key genres, themes, and formal strategies of American, British, and Irish literature in a period of cultural transition;

8.2 Use historical knowledge and conceptual tools to reflect critically upon conventional literary periodisations and the constitution of national literary traditions;

8.3 Demonstrate knowledge and appreciation of late nineteenth- and early twentieth-century literature beyond canonical writers, and enhance their skills in analysing a diverse range of texts including plays, poetry, short stories, and autobiography;

8.4 Engage with current debates about the value of critical frameworks such as ‘the transatlantic' and ‘cosmopolitanism’, as well as to assess the nature of a range of literary movements and genres that flourished in the period but are often obscured by the rubric of the ‘Victorian’ and the ‘modernist’, including decadence, naturalism, the ‘New Woman’ novel, the romance revival of the 1890s, science fiction, satire and comic writing, the 'antiquarian' ghost story, the adventure story, and life-writing.

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

9.1 Demonstrate the ability to synthesise complex information with precision and subtlety;

9.2 Demonstrate the ability to comprehend, analyse, and interrogate a variety of texts and assess the value of diverse critical approaches and ideas;

9.3 Demonstrate the capacity to mount complex arguments lucidly and persuasively in a variety of contexts

9.4 Demonstrate the ability to situate their own arguments in relation to complex critical debates, and to articulate the implications of their own intellectual positions;

9.5 Demonstrate their capacity to carry out independent research.

## A synopsis of the curriculum

This module explores the affinities, disjunctions, and dialogue between American, British, and Irish literary traditions from 1880 to 1920. The turn of the nineteenth century and the beginning of the twentieth gave writers on both sides of the Atlantic an acute sense of epochal drama and self-consciousness: they brooded over ideas of decadence, apocalypse, progress, revolution, and the nature of the zeitgeist; heralded endings, transitions, repetitions, reversals, and beginnings; and explored the ambivalences and confusions provoked by the idea of the 'modern'. We will pay particular attention to how writers conceptualise and represent history and time, and seek to anatomise the varieties of pessimism, nostalgia, and utopian thinking that the turn of the century inspired.

This module focuses on texts by both canonical and non-canonical writers that often fall through the cracks of conventional literary history because they were published in the 'awkward age' and are often considered neither solidly Victorian nor yet programmatically modernist. We will interrogate standard national narratives of literary history (in the case of Britain, the compartmentalisations of the fin de siècle and the Edwardian, and in the case of America, those of the Gilded Age and the Progressive Era), as well as the assumption that national literary traditions were distinct and coherent in the period. We will consider how American, British, and Irish writers reckoned with the forces shaping transatlantic intellectual and cultural life, especially post-Darwinian science, imperialism, socialism, feminism, and cosmopolitan ideals of culture. We will also consider how writers made the awkwardness of the age not simply a thematic preoccupation but a complex aesthetic challenge, prompting innovations as well as efforts to sustain the ideal of a literary tradition.

## 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: 280

Contact Hours: 20

Total: 300

## Assessment methods

* 1. Main assessment methods

Assignment (5,000 words) – 100%

13.2 Reassessment methods

Like-for-like

## 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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **x** | **x** | **x** | **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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assignment | **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

Canterbury

## Internationalisation

This module asks students to explore how a diverse range of English, Irish, and American writers contended with ideas of race, nationhood, and empire. It also pays particular attention to dialogues between English, Irish, and American writers, and considers the role of an ideal of cosmopolitanism in the literary culture of the period.

**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) |
| --- | --- | --- | --- | --- |
| 06/01/2022 | Minor | 2022/23 | 1,9 | No |
|  |  |  |  |  |

Revised FSO Jan 2018