1. **Title of the module**

ENGL8680 (EN868) – Queer Enlightenments: Eighteenth-Century Narratives of Sex and Gender

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 7

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**

MA Eighteenth Century Studies; MA English and American Literature

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

8.1 Demonstrate a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;

8.2 Demonstrate a comprehensive understanding of techniques applicable to their own research or advanced scholarship;

8.3 Demonstrate originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;

8.4 Demonstrate a conceptual understanding that enables them to evaluate critically current research and advanced scholarship in the discipline;

8.5 Demonstrate a conceptual understanding that enables them to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

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

9.1 Demonstrate the capacity to deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

9.2 Demonstrate the ability to self-direct and to be original in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;

9.3 Demonstrate an ambition to continue to advance their knowledge and understanding, and to develop new skills to a high level;

9.4 Demonstrate the qualities and transferable skills necessary for employment including the exercising of initiative and personal responsibility, decision-making in complex and unpredictable situations; and the independent learning ability required for continuing professional development.

1. **A synopsis of the curriculum**

This module explores the emergence of ‘sexual normalcy’ in the literature of the Enlightenment period in Britain by focusing on the phobic constitution of the sodomite in literary and legal texts. Beginning with accounts of late seventeenth-century sodomy trials and moving on to Edmund Burke’s impassioned speech to the House of Commons (12th April 1780) on the fatal pillorying of two sodomites, this module critiques the ways in which authors and political commentators deployed the sodomite – both male and female – as a condensed symbol for a number of cultural and political transgressions. Participants will examine how anxieties about the sodomite informed the construction of heteronormativity in this period, while also considering the implications that this has for sexual and gender identities today.

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

Brown, John. (1757). *An Estimate of the Manners and Principles of The Times*. Dublin: G. Faulkner, J. Hoey, and J. Exshaw Booksellers

Burke, Edmund. (1757). *Extracts from A Philosophical Enquiry into the Origin of Our Ideas of the Sublime and Beautiful*

Cleland, John. (1749). *Fanny Hill: Memoirs of a Woman of Pleasure*

Smollett, Tobias. (1748). *Roderick Random*

Wollstonecraft, Mary. (1792). A Vindication of the Rights of Woman

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Major Written Assignment (4,000 words) – 90%
* Position Paper (1,000) – 10%
	1. 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)**

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Position Paper | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Major Written Assignment | **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**

This module’s intellectual content is concerned with the history of sexualities and genders in the Western world, particularly, in the ‘Age of Enlightenment’. The material that students encounter is British in the main; however, the findings can be applied to other contexts and cultures as a point of comparison or difference. In their assignment, students are actively encouraged to think about the history of sexualities in a broader sense and often write on British and non-British texts.

Some of the subject specific learning outcomes have an embedded internationalisation focus: 8.1, 8.2, and 8.3. Students will benefit from a systematic understanding of the discipline of the history of sexualities, which will apply to the field as it is taught internationally. Students’ conceptual understanding of the subject, and their ability to “propose new hypotheses” will be internationally applicable.

All of the generic outcomes, 9.1 to 9.4, are internationally relevant as these outcomes provide students with transferrable skills, which will be beneficial in a range of contexts, both within and outside of, British academia.

**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.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 04/12/2018 | Minor | September 2019 | 5, 13.1 | No |
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| Revised FSO Jan 2018 |