1. **Title of the module**

CPLT3270 (CP327) Upheaval of the Mind: European Romanticism in Context

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 4

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 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 Comparative Literature (Single and Joint Honours); BA World Literature (Joint Honours)

Also available as a ‘Wild’ module

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

8.1 Demonstrate a critical overview and understanding of Romantic European Literatures within their respective cultural-historical contexts;

8.2 Engage thematically and comparatively with a range of literary and theoretical texts from different linguistic and cultural backgrounds;

8.3 Demonstrate an understanding of key philosophical concepts through analysis of the role of key motifs in the texts;

8.4 Demonstrate an understanding of classic and recent criticism relating to texts and contexts studied on the module.

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

9.1 Demonstrate an ability to undertake analysis of texts and contexts;

9.2 Demonstrate an ability to read closely, and to apply a limited range of critical terms and methodologies;

9.3 Demonstrate written communication skills, including the emerging skill of original argument;

9.4 Present ideas and arguments in a clear and structured way both orally and in writing;

9.5 Demonstrate critical awareness about cultural and historical differences.

1. **A synopsis of the curriculum**

This module looks at European Romanticism as a cultural-revolutionary movement. Hoping to break free from established hierarchies, norms, and conventions, one cherished goal of the Romantics was to liberate the modern individual from ‘society’, understood as a self-inflicted state of alienation.

This module traces the manifold manifestations of Romantic thought within their specific cultural-historical contexts. Our discussion will focus on a selection of French, German, and British Romantic writers (for example: Rousseau, Chateaubriand, Goethe, the Brothers Schlegel, Kleist, Coleridge, Wordsworth, Keats, and Mary Shelley). We will critically analyse their works in close alignment with a selection of Romantic and more recent theoretical works (for example by: Freud, Todorov, and de Man) to gauge their significance within their own cultural-historical framework, and to consider their potential legacy in literature and society today.

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

Chateaubriand, F. (2018). *Atala and René (Classic Reprint Series),* London: Forgotten Books

Goethe, J.W. (2013). *The Sorrows of Young Werther*, New York: Penguin Classics

Hoffmann, E.T.A. (2016). *The Sandman*, New York: Penguin Classics

Rousseau, J. (2012). Basic Political Writings: *Discourse on the Sciences and the Arts, Discourse on the Origin of Inequality, Discourse on Political Economy, On the Social Contract, The State of War,* Cambridge, MA: Hackett Publishing

Shelley, M. (2014) *Frankenstein,* Richmond: Alma Classics

Wordsworth, W. (1995). *The Prelude: The Four Texts (1798, 1799, 1805, 1850),* New York: Penguin Classics

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Essay (2,000 words) – 80%
* Presentation (15 minutes) – 20%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework
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* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Presentation | **x** | **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**

The module discusses literature from Britain, Germany, and France in conjunction with theoretical works from these and other countries around the globe. In addition to introducing UK students to literature from these regions, overseas students will be encouraged to share their knowledge with the group. Although mostly taught in translation issues concerning the original version of the texts consulted will be addressed. Support for international students will be available from the module convenor both in office hours and individual feedback sessions, and via the Student Learning Advisory Service.

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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