1. **Title of the module**

CPLT8050 (CP805) – European Modernism: Sexual and Textual Deviance

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 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**

Optional for MA Comparative Literature; MA French and Comparative Literature; and MA Modern French Studies

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

8.1 Demonstrate advanced knowledge and understanding of selected modernist literary works and theoretical texts;

8.2 Demonstrate comprehensive knowledge of theories of modernism and Freud’s theories of sexuality;

8.3 Demonstrate professional analytical and close-reading skills on a range of key modernist works;

8.4 Demonstrate complete awareness of the international nature of modernism, intercultural exchanges, and cross-disciplinary influences between literature and other forms of discourse;

8.5 Demonstrate knowledge and understanding of relevant historical, cultural and philosophical material;

8.6 Demonstrate appreciation various formal characteristics of modernist works.

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

9.1 Demonstrate the ability to carry detailed critical analysis and argument through an engagement with a range of theoretical texts;

9.2 Demonstrate a confident ability to read closely and critically, and to apply a range of critical terms to literary works;

9.3 Make complex ideas clearly understandable to both specialists and non-specialist alike;

9.4 Demonstrate refined skills relating to the comparative analysis of literature and other related subject areas.

1. **A synopsis of the curriculum**

This course investigates modernism as a cross-cultural and interdisciplinary phenomenon via close readings of a selection of literary and essayistic texts written in the early decades of the 20th century by a range of key European authors. After an exploration of the socio-cultural and historical contexts from which these texts emerge, we will study the specificities of modernist literature by paying close attention to the formal and stylistic innovations that accompany typically modernist thematic preoccupations, such as deviant sexuality, the workings of the unconscious, self-reflexive thematisations of the specificities of the medium, new technological developments, the city, time, decay and a sense of metaphysical despair. Stylistic techniques such as multi-perspectivity, free indirect discourse, stream-of-consciousness, montage and fragmentation will be explored not just as tools for rendering a dramatically altered conception of experience, but also as formal expressions of the plight of the peripatetic modernist subject in their own right. The relationship between form and content will constitute one of the main areas of investigations of this module.

The course will be taught in English. Relevant texts may be studied in English translation, but students with proficiency in European languages are encouraged to read texts in the original language.

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

Freud, S. (2016). *Three Essays on the Theory of Sexuality: The 1905 Edition*. London and New York: Verso Books

Gide, A. (2000). *The Immoralist*. London: Penguin

Joyce, J. (2010). *Ulysses*. Ware, Hertfordshire: Wordsworth Editions

Kafka, F. (2015). *The Trial*. London: Penguin

Lawrence, D.H. (1992). *Women in Love*. Ware, Hertfordshire: Wordsworth Editions

Mann, T. (2001). *Death in Venice*. London: Vintage

Proust, M. (2003). *In Search of Lost Time vol. 1. The Way by Swann’s*. London: Penguin

Woolf, V. (2016). *Mrs Dalloway*. London: Vintage

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

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

* Essay (5,000 words) – 100%

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 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **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** |

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, ranging as it does across linguistic and cultural boundaries, is inherently international in its structure. It traces the spread of German and French sexological concepts as well as of Freud’s key ideas on sexuality across Europe, drawing for its investigation on a selection of English, German, and French novels and novellas. The literary texts will be analysed and compared to highlight national specificities in the reception of these ideas, but also to identify parallels.

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**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) |
| 12/02/2019 | Minor | January 2020 | 17 | No |
|  |  |  |  |  |