1. KentVision Code and title of the module

ENGL6002 LGBTQ Narratives: Queer Writing from Britain and Ireland

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

 Division of Arts and the Humanities, School of English

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

Level 6

## 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

N/A

## The course(s) of study to which the module contributes

Optional to the following courses:

BA English Literature;

BA English and Creative Writing;

BA English Literature (Joint Honours)

This module is available as an Elective

Available on Joint Honours courses in the following Divisions: Division of Human and Social Sciences, Division for the Study of Law, Society and Social Justice.

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

8.1 Read and respond critically to a range of queer poetry, drama and fiction

8.2 Learn to situate and discuss queer literary texts in their historical, cultural, and theoretical contexts

8.3 Explore the specific connection between literature and queer activism in British and Irish writing

8.4 Explore a range of theoretical approaches to literary texts, including queer and trans perspectives

8.5 Develop an ability to interrogate and understand contemporary queer cultures in the twentieth and twenty-first centuries

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

9.1 Demonstrate their ability to analyse texts critically and make comparisons across a range of reading

9.2 Demonstrate their command of English and their abilities to articulate coherent critical arguments

9.3 Understand and interrogate various critical approaches and the theoretical assumptions that underpin these approaches

9.4 Demonstrate their abilities to carry out independent research

9.5 Demonstrate their presentational skills

## A synopsis of the curriculum

Gay, lesbian, bisexual, transgender, and queer narratives often hold a revelatory place in the personal identity formation of many British and Irish people in the late twentieth and early twenty-first centuries. Indeed, queer literature offers a powerful site for identity critique and formation. In the nascent genre of the ‘coming out’ story, in narratives of both personal and systemic oppressions, as well as in tales of outward resistance, queer writers in Britain and Ireland have used (and continue to use) literary modes to speak back to the very cultural homophobia and transphobia, which marginalises them and their communities. This module invites students to explore the unique place that literature and art maintains in the formation of LGBTQ political identities, cultures, pasts, and futures; students will also be prompted to consider how queerness—specifically in Britain and Ireland—intersects with categories such as class, race, nationality and others. The module will consider a broad range of British and Irish LGBTQ writing from the late twentieth century to the present: sampling significant texts in poetry, drama, prose, and television drama.

## 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

Contact Hours: 32

Private Study: 268

Total: 300

## Assessment methods

* 1. Main assessment methods

Essay 1 (3,000 words): 40%

Essay 2 (3,000 words): 40%

Seminar Participation 20%

13.2 Reassessment methods

100% coursework (4,500 words)

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Workshops | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essays  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar performance | **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

LGBTQ writing has an international appeal and relevance. Globally, queer culture tends to locate itself within North America, and, more specifically, within and through the histories of resistance associated with major cities like New York City and San Francisco. On this module, students are encouraged to explore British and Irish queer writing in a way that opens up our particular LGBTQ experiences to a global relevance. Students will be asked to consider what is particular to the British and Irish LGBTQ experience as well as what is similar in terms of global queer modes of expression, resistance, and transformation. The module will draw up on queer writing in Britain and Ireland but often the authors of these works will be tracking global perspectives or challenging Eurocentric and American notions of queerness.

**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) |
| --- | --- | --- | --- | --- |
| 13/12/21 | New | September 2022 | n/a | no |
|  |  |  |  |  |