1. **Title of the module**

ENGL6690 (EN669): Marriage, Desire and Divorce in Early Modern Literature

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 6

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**

BA in English and American Literature, BA in English, American and Postcolonial Literatures, BA in English and American Literature and Creative Writing

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Demonstrate an informed understanding of a range of literary and non-literary representations of marriage and divorce in the period be able to evaluate their historical value critically
3. Demonstrate a knowledge of some of the major issues involved in debates about marriage and its breakdown in early modern literature and culture
4. Demonstrate a nuanced understanding of the religious, political, legal and cultural contexts of marriage and divorce in the period
5. Demonstrate an understanding of the nature and significance of gender to early modern English society and culture.
6. Demonstrate a critical awareness of the complex ways in which texts engage with their cultural contexts
7. Demonstrate an ability to distinguish between different modes of writing and a developing capacity for critical analysis of each
8. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
9. Demonstrate application of the skills needed for academic study and enquiry
10. Synthesise information from a number of sources in order to gain a coherent understanding of theory and practice, and to synthesise material from a number of sources in a coherent creative whole
11. Frame criticism of diverse sources sensitively and constructively
12. Demonstrate powers of communication and the capacity to argue a point of view, orally or in written form, with clarity, organisation and cogency
13. Show confidence in the efficient presentation of ideas designed to stimulate critical debate
14. Demonstrate competence in the planning and execution of essays and project-work and in the conception, planning, execution and editing of individual creative work
15. Demonstrate enhanced skills in collaborative intellectual or creative work, including more finely tuned listening and questioning skills
16. Understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives
17. **A synopsis of the curriculum**

This module focuses on the theory and practice of marriage and divorce in early modern England and its treatment in the literature of the period. Examining a wide range of texts (drama, poetry, prose works and domestic handbooks alongside documentary sources such as wills, legal records and letters), it will explore the ways in which representations of marriage and its breakdown both reflected and informed the roles of men and women in early modern society.The relationships between discourses about gender, politics and the historical evidence about men and women's married lives in the period will be explored both through reading in the extensive secondary literature of gender, women's history and masculinity as well as through the study of primary sources such as wills, court records, advice books, popular literature (ballads and pamphlets, for example), literary texts (poems, plays and tracts), diaries and personal memoirs and material objects such as wedding rings and scold’s bridles, for example. The module will also involve the collaborative contributions of colleagues, who will offer occasional lectures/presentations on topics which relate to their research, ensuring that students benefit from the latest scholarship and research-led teaching.

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

More, Thomas, (1516) *Utopia*

Shakespeare, William, (1594) *The Taming of the Shrew / Othello*

Lanyer, Aemilia, (1611) *Salve Deus Rex Judaeorum*

Speght, Rachel, (1617) *A Mouzell for Melastomus*

Gouge, William, (1622) *Of Domesticall Duties*

Milton, John, (1643) *The Doctrine and Discipline of Divorce*

Anon. (1632) *The Laws Resolution of Women’s Rights*

Astell, Mary, (1703) *Some Reflections Upon Marriage*

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

Essay 4,000 words 65%

Research report 2,000 words 25%

Seminar performance 10%

13.2 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)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 | 9.7 | 9.8 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Seminar performance | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Research Report (2000 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Research essay (4000 words) | **x** | **x** | **x** | **x** | **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 discusses issues of language and gender in a range of contexts, including in the literature and culture of European countries (most specifically in the debates about gender and identity of the *querelle des femmes*); students study a range of texts in translation from authors of a variety of different nationalities (including those from Spain, France, and Italy). Given that students are given the freedom to identify and research their own topics for assessment, the literature and culture of countries outside of the British Isles is often included as part of their analysis in their assessments.

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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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 07/02/17 | Minor | September 2017 | 6, 7 + new template | No |
| 05/03/18 | Major | September 2018 | 13 (optional dissertation removed) | No |
| Sep 2020 | Minor | September 2020 | 9 | No |

Revised FSO Sep 2020