1. **Title of the module**

ENGL7020 (EN702): Thomas Hardy

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

School of English

1. **The level of the module (e.g. 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 (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:** BA (Hons) English and American Literature; BA (Hons) English, American and Postcolonial Literatures; BA (Hons) English and American Literature and Creative Writing; BA (Hons) English Literature; BA (Hons) English and Postcolonial Literatures; BA (Hons) English and Creative Writing; BA (Hons) Contemporary Literature

**Also optional for** JH English Literature programmes owned by English, SECL, History, Arts, Law

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

8.1 Demonstrate skills that will enable them to work theoretically and productively across a variety of ‘texts’ by Thomas Hardy - including genres such as autobiography, poetry, short fiction, and novels.

8.2 Demonstrate a conceptual understanding of the different literary traditions and movements out of which Hardy’s works arise (classic realism, sensation fiction, tragedy, lyric poetry).

8.3 Demonstrate a systematic understanding of a range of theoretical, aesthetic, and cultural perspectives towards the study of Hardy’s prose and poetry.

8.4 Demonstrate complex and historically situated approaches to concepts such as nature, ecology, evolution, animal, and human, coupled with an appreciation of those terms’ uncertainty and ambiguity.

8.5 Demonstrate a capacity to structure nuanced arguments centred on the close relationship between aesthetics, landscape and the body in literature.

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

9.1 Display an ability to apply close reading techniques to a range of literary texts and, to a lesser extent, paintings and films, and to make productive comparisons between them.

9.2 Apply the skills necessary for participating in group discussions and giving oral presentations.

9.3 Demonstrate an increased capacity for self-directed research and the ability to discuss, evaluate and creatively deploy secondary critical and theoretical perspectives.

9.4 Show an ability to construct original, articulate and well-substantiated arguments.

9.5 Set up and edit a blog to record a learning journal

1. **A synopsis of the curriculum**

Thomas Hardy is one of the most important writers of the last two hundred years. Born into a family that was somewhere below working class, he went on to become one of the most articulate explorers of human emotion and circumstance, whose abilities to describe the natural world are unmatched by any of his peers. In later life, he had achieved so much in the world of letters that even royalty visited him at his home. In his early sixties, he retired from novel-writing and decided to have a go at publishing poetry, unaware that he would go on to have an equally long career as a poet and would become one of the preeminent writers of verse in the twentieth century.

In this module, you will discover why Hardy persists in being one of Britain’s most important, modern and relevant writers. It will explore the range of Hardy's work including his novels, some short fiction poetry, prose, and autobiography, in the light of specifically nineteenth-century concerns such as the emergence of modernity, the impact of science, the beginnings of modernism, and the shift from the rural to the urban. Themes to be explored will include Hardy’s changing position as an author throughout his career; his development of forms of narrative; his views on history and philosophy; the representation of class; anxieties about social, cultural and economic change; the status of the human and the animal; his interest in evolutionary theory and its widespread effect; and finally, his career and position as a twentieth-century poet.

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

Hardy, T. (2001). *The Complete Poems*. London: Palgrave.

Hardy, T. (2003). *The Mayor of Casterbridge*. London: Penguin Books.

Hardy, T. (2003). *Tess of the D’Urbervilles*. London: Penguin Books.

Hardy, T. (1988). *The Woodlanders*. London: Penguin Books.

Millgate, Michael. (2004). *Thomas Hardy: A Biography Revisited.* Oxford: OUP.

Tomalin, Claire. (2007). *Thomas Hardy: a Time-Torn Man.* London: Penguin Books.

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 268

Total study hours: 300

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

One learning journal (2,000 words) - 40%

One essay (3,000 words) - 50%

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Learning Journal | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |
| Seminar performance | **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**

Perhaps more than any other English writer of the period, Hardy captured the way that changes to England and its environments were part of a larger and global story about modernisation and industrialisation. He is a globally recognised figure. While not an actively intended learning outcome, the content of this module necessarily engages with Hardy as a writer of global modernity and considers his place in current debates about national identity, and the shift between rural and urban life.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 15/11/16 | Minor | September 2016 | 6, 13, 14 (+ new template) | No |
| 05/03/18 | Major | September 2018 | 13 (optional dissertation removed) | No |
| 1/12/19 | Major | September 2020 | 7, 9, 12-14 | No |

Revised FSO Feb 2020