1. **Title of the module**

ENGL7140 (EN714): Utopia: Philosophy and Literature (EN714)

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:**

English and American Literature; English, American and Postcolonial Literatures, English and American Literature and Creative Writing, Contemporary Literature

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

8.1 Analytical knowledge of aspects of the philosophy and theory of utopia from Plato to the present day;

8.2 An analytical, theoretical, and literary-critical understanding of selected key texts of twentieth-century utopian and dystopian literature;

8.3 An ability to relate the theoretical and literary texts to the historical pattern of events;

8.4 An in-depth understanding of the nature of the state and of the role played by speculative thought and imaginative literature in the analysis of the present and preparation for the future.

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

9.1 Form arguments using philosophical and literary-critical vocabulary;

9.2 Display strong presentation and group discussion skills;

9.3 Possess an increased capacity for self-directed research and the ability to discuss, evaluate and creatively deploy secondary critical and theoretical perspectives making use of appropriate scholarly sources;

9.4 Identify appropriate research questions and demonstrate the ability to construct original, clear, well-substantiated arguments.

1. **A synopsis of the curriculum**

The module examines some key texts in the theory and literary presentation of utopia. In the first part of the module we will examine classic early utopian texts (Plato, More) and will set these in the context of the modern theory of historical progress (Hegel) the failure of that progress to materialise (Agamben) and the nature of hope for the future (Bloch). In the second part of the module, we will examine modern classics which look at the failure of the communist utopia (Zamyatin, Huxley, Orwell) and at later texts which revived the genre of utopia (LeGuin, Atwood).

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

Plato (repr. 2008), *The Republic*. Oxford: Oxford World’s Classics.

More, Thomas (repr. 2012), *Utopia*. London: Penguin.

Hegel (repr. 2004), *Introduction to The Philosophy of History*. Minneola, NY: Dover.

Huxley, Aldous (repr. 2007), *Brave New World*, London: Vintage.

Orwell, George (repr. 2013), *1984*. London: Penguin, 2013.

Atwood, Margaret (repr. 1996), *The Handmaid’s Tale*. London: Vintage.

1. **Learning and teaching methods**

*Total contact hours: 30*

*Private study hours: 270*

*Total study hours: 300*

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

Two essays 6,000 words 90%

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* | *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** |  |
| *Lectures* |  | **x** | **x** |  | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Essays* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| *Seminar Performance* | **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 contains material from several different national traditions – Ancient Greece, Early Modern England, Germany, Canada and the United States. The central historical event it describes is Russian. The principal theorists used are French, Italian and German.

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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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 15/11/16 | Minor | September 2016 | 6, 14 (+new template) | No |
| 05/03/18 | Major | September 2018 | 13 (optional dissertation removed) | No |

Revised FSO Jan 2018