1. **Title of the module**

ENGL8320 (EN832) – Hacks, Dunces and Scribblers: Authorship and the Marketplace in the Eighteenth Century

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 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**

MA English and American Literature

MA in Eighteenth-Century Studies

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

8.1 Demonstrate a comprehensive understanding of the nature and evolution of literature, genre and authorship in the period between the 1720s and 1790s;

8.2 Engage with current debates in the field of eighteenth-century studies, particularly those surrounding authorship and the evolution of the literary marketplace;

8.3 Apply and interrogate the wider historical narratives within which early eighteenth-century texts are commonly read, including the demise of manuscript culture and the decline of the patronage system, the rise of the novel, the ascendancy of the woman writer, and the birth of the critic;

8.4 Assess the benefits of studying literature in relation to the technologies and practices that governed textual production in this period, such as technological advances in book publishing, author-publisher relations, and legal definitions of the author-text relationship.

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

9.1 Engage with complex issues and articulate their conclusions confidently and clearly in spoken and written work;

9.2 Demonstrate intellectual independence;

9.3 Demonstrate a comprehensive understanding of advanced research skills relevant to the course;

9.4 Demonstrate a conceptual understanding of current scholarship in the discipline and ability to interrogate the insights and arguments of this scholarship.

1. **A synopsis of the curriculum**

This module explores the construction and contestation of authorship between the publication of Alexander Pope’s brilliant Grub Street satire, The *Dunciad* (1728) and of James Boswell’s *Life of Johnson* (1791). In this period, notions of authorship underwent significant change as the image of the author as craftsman (or less flatteringly as tradesman) gave way to the image of the author as original creator or genius – an image that still informs our understanding of authorship to this day. Through an exploration of a wide variety of novels, satires, periodicals, and biographies, as well as visual images we will explore how the modern author’s fortunes were shaped by such factors as the decline of the patronage system, the growth and democratisation of the literary marketplace, the emergence of the woman writer and the labouring-class or unlettered genius.

Topics for discussion will include the myth and reality of Grub-Street; the gendering of authorship; the relationship between authorship and nation; the economics of authorship; the birth of the literary critic; canon-formation; literary celebrity and scandal.

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

Boswell, J. 2008. *The Life of Johnson.* London: Penguin.

Burney, F. 2002. *The Witlings*. Peterborough: Broadview.

Haywood, E. 2000. *Love in Excess*. Peterborough: Broadview.

James Boswell, *The Life of Samuel Johnson* (1791) (Penguin)

Johnson, S. 2008. *The Major Works*. Oxford: Oxford University Press.

Pope, A. 2010. *The Dunciad Variorum*. London: The British Library.

Smith, C. 1993. *The Works of Charlotte Smith*. New York: Oxford University Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Interim written essay (1,000 words) – 20%
* Essay (4,000 words) – 80%
	1. 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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Interim written essay (1,000 words) | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay (4,000 words) | **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**

While the primary texts on this module all reflect their location in British literature of the long eighteenth century, the module explores Britishness critically by interrogating the relationship between literary texts, myths of nationhood and canon formation and by exploring the European reception of works studied on the module.

**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.**

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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) |
| 26/11/19 | Minor | Sep 2020 | 7, 13, 14 | No |
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| Revised FSO Feb 2020 |