1. **Title of the Module**

ENGL8350(EN835)

The Victorians and the Body

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 Victorian Literature and Culture

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

8.1 Demonstrate a good reading knowledge of major figures in Victorian Literature and culture;

8.2 Demonstrate an understanding of the relationship of these figures to their age in one of the Programme’s stated contexts: the part played by imaginative literature in addressing social problems;

8.3 Demonstrate a broad critical knowledge of a range of Victorian fiction, painting and photography, and a familiarity with the aesthetic writing of the period;

8.4 Demonstrate a knowledge of bibliographic and other research methods essential to the pursuit of original research;

8.5 Demonstrate their skills in effective communication of their ideas in both written and oral form, and be able to formulate a substantial research project.

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

9.1 Demonstrate the ability to apply new conceptual terms or frameworks to their study of literary and other cultural texts and to incorporate these into their own research.

9.2 Discuss an array of literary works with precision, nuance, and confidence.

9.3 Produce complex arguments in both spoken and written contexts.

9.4 Carry out independent research.

9.5 Analyse texts critically and make comparisons across a range of reading;

9.6. Show a good command of written English and articulate coherent critical arguments.

1. **A synopsis of the curriculum**

This module explores the Victorians’ fascination with the body and its metaphors. Using the works of Dickens and others as its lenses, the module will explore notions of disease, infection, health and illness in the national body, the social body and the biological body. Engaging with debates on laissez-faire economics, prostitution, nationalism, and anxieties concerning sexual and fiscal production, this module will explore how authors, thinkers and artists of the nineteenth century worked through ideas about the body in Victorian culture.

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

Beer, Gillian, (1983). *Darwin’s Plots*, Cambridge: Cambridge University Press

Cregan-Reid, Vybarr, (2018). *Primate Change*, London: Octopus

Dickens, Charles, (2003) *Bleak House*, London: Penguin

Foucault, Michael, (1981) *History of Sexuality, Vol. 1: An Introduction*, London: Penguin

Gaskell, Elizabeth, (2016) *North & South*, Oxford: Oxford Univerity Press

MacDuffie, Allen (2014) *Victorian Literature, Energy, and the Ecological Imagination*, Cambridge: Cambridge University Press

Nead, Lynda (1988). *Myths of Sexuality*, Oxford: Blackwell

Pykett, Lyn, (1996). *Reading Fin de Siecle Fictions*, London: Longman

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

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

* Position paper (1,000 words) – 10%
* Major Written Assignment (4,000 words) – 90%
  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)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Position paper | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Major Written Assignment | **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**

The course considers the Victorians’ relationship with issues surrounding the body by looking at the ways in which the industrial revolution that they were experiencing went on to become part of a recognisably global experience of modernisation. Weeks which cover things like how working practises (and the ways that they changed over the period) raise concerns that affect people in over two hundred countries worldwide, which might work to broaden a sense of the transnational working experience imagination.

**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) |
| 03/01/20 | Major | September 2020 | 1,5,7,8,10,11,13,14 | No |
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| Revised FSO Jan 2018 |