1. **Title of the module**

ENGL8720 (EN872) – Provocations and Invitations

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

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

8.1 Demonstrate a wide-ranging knowledge of contemporary Anglophone poetry from several aesthetic and national contexts.

8.2 Demonstrate an advanced ability to relate the literary works from this period to wider political, cultural, historical and philosophical questions.

8.3 Demonstrate a sophisticated range of analytic skills, including close textual analysis.

8.4 Connect the material to contemporary debates around gender, class and race.

8.5 Show an advanced understanding of what’s at stake in questions of aesthetic form.

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

9.1 Utilize sophisticated close reading skills to a range of literary texts and to develop erudite

and complex comparisons between them.

9.2 Demonstrate an advanced set of presentation skills, as well as an ability to participate

actively and constructively within group discussions.

9.3 Display an advanced ability to conduct individual research, including the ability to analyse, discuss and deploy secondary texts (both critical and theoretical) from appropriate scholarly resources.

9.4 Identify and evaluate advanced research questions and an ability to develop clear, reasoned and original arguments.

9.5 Demonstrate an ability to relate literature to the development and practices of other art forms.

1. **A synopsis of the curriculum**

This module introduces the challenges and pleasures of postmodern poetry and poetics. We will consider a range of poetic texts, and essays on poetry, that between them raise profound questions of nation, agency, language, politics and gender in the post-war period. Starting with Charles Olson’s ground-breaking inquiries into ‘open field poetics’, we will investigate a range of American and British poets for whom the poem has been a way of generating new modes of thought and life. In particular we will explore the ways in which poetry of the period enables us to think through the implications of globalisation. We will consider how poetry can escape the constraints of place, and how it can imagine new forms of collective identity.

Among the poets we will consider are: Charles Olson, Robert Duncan, Frank O’Hara, Denise Riley, Lyn Hejinian, J. H. Prynne, and Tony Lopez. The work of these writers will be read alongside contemporary philosophy and political theory, and will be considered in relation to other art forms, especially painting. Students on the module will benefit from the activities of the Centre for Modern Poetry, including regular readings, research seminars and the reading groups.

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

Any edition of the following:

Hejinian, Lyn – My Life

Nourbese Philips, M — ZONG!

Spahr, Juliana — That Winter the Wolf Came

Spott, Verity — Gideon

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

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

* Assignment (5,000 words) – 100%
  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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Seminar | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  |  | ✓ |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Assignment | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |  | ✓ | ✓ | ✓ |

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 looks at work from a variety of national contexts and has a consideration of this built into its module outcomes.

**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) |
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| Revised FSO Jan 2018 |