1. **Title of the module**

ENGL8760 (EN876) – Dickens and the Condition of England

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

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

MA Dickens and Victorian Culture; 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 command of a significant body of knowledge about selected works of Charles Dickens and about the formal and substantive relationships between fiction an his journalism;

8.2 Demonstrate an understanding of specific social, cultural and political issues related to the ‘Condition-of-England’ debate in the early and mid-Victorian period as they are dealt with in the fiction and journalism of Dickens;

8.3 Demonstrate an understanding of the narrative and structural strategies developed by Dickens to address condition-of-England issues;

8.4 Demonstrate a developing understanding of, and capacity to employ, relevant critical and theoretical approaches to the study of Victorian fiction and journalism.

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

9.1 Demonstrate an awareness of the historical development of the discipline of English Literature and its methods

9.2 Demonstrate an understanding of the ongoing relevance of literary study for the social and cultural development of the modern world

9.3 Demonstrate advanced skills in the analysis, research and evaluation of literary texts, using relevant primary and secondary resources, and will have demonstrated competence in critically evaluating such research tools

9.4 Make extensive use of written communication skills in presenting well-reasoned and well expressed arguments and observations in essays

1. **A synopsis of the curriculum**

This module studies four works by Dickens and a selection of his journalism in relation to the ‘Condition of England’ question – a phrase coined by Thomas Carlyle in 1839 to describe the rapidly changing political, moral and economic state of the nation in the nineteenth century. It considers the narrative and structural strategies developed by Dickens to address such issues as class division; privilege and meritocracy; the experience of the metropolis; sanitary reform; industrialisation and work; and domestic ideology.

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

*Bleak House* (Penguin, OUP or Norton)

*Charles Dickens: Selected Journalism*, ed. David Pascoe (Penguin) or see Dickens Journals Online at: http://www.djo.org.uk

*Hard Times* (Broadview or Norton edition)

*Little Dorrit* (OUP, Everyman or Penguin)

*A Christmas Carol* (OUP or Penguin or Broadview)

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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Position Paper |  | **X** |  | **X** |  |  |  |  |
| Major Written Assignment | **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**

Dickens in a global author, a figure of international scope, subject matter, reputation, and influence. He engaged with an international audience and is present in world literature and culture. Internationalisation is thus an inherent aspect of the subject matter of this module. Assessment tasks offer the opportunity to develop and demonstrate a global perspective on Dickens and Victorian fiction more generally through attention to their treatment of international themes (Including industrialisation and capitalism, poverty, inter-cultural relations, travel and tourism,) and engagement with an international body of scholarship.

**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) |
| 04/12/18 | Minor | September 2019 | 13.1 | No |
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| Revised FSO Jan 2018 |