1. **Title of the module**

ENGL8880 (EN888) – Extremes of Feeling: Literature and Empire 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 American Studies; MA Eighteenth Century Studies; MA Postcolonial Studies

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

8.1 Demonstrate their understanding of eighteenth-century literature and its relationship to the history of empire, colonialism, subjectivity, and sensibility in comparative perspective, including the perspectives of slaves and colonised and Indigenous peoples;

8.2 Critically engage with texts and historical concepts and debates, including theories of historical repetition and reenactment, by applying and interrogating theoretical models from postcolonial and other forms of critical and cultural studies;

8.3 Demonstrate their understanding of the origins of modern concepts of empire, slavery, colonisation, the market, sensibility, and identity, and their relationship to the histories of colonised people and aesthetic forms.

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

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

9.2 Demonstrate awareness of the complexities of historical and theoretical contexts, ideas, and texts;

9.3 Demonstrate confident communication skills and enhance their ability to convey new or complex ideas in written or oral form with clarity;

9.4 Demonstrate the ability to devise, undertake, and complete research projects, including regular documentation and evaluation.

1. **A synopsis of the curriculum**

This module investigates Britons’ complex aspirations during the age of Enlightenment: wealth and politeness, adventure and the cult of sensibility, collecting rare commodities, seeking ‘extreme experiences’, discoursing on sympathy while owning slaves. What was the British Empire that necessitated anti-colonial resistance? How did a backward island nation become an imperial power? We will explore fiction, travel writing, political theory and philosophy. Novels, Oriental fantasy, explorations of the Ottoman Empire, Continental Europe, and the South Seas, and Black Atlantic writing (by slaves and freed people) will be featured. How did new styles of masculinity and femininity and new ideas about gender and sexuality emerge by means of urbanisation, global exploration, and mercantile capital? We will also reflect upon methods of historical recovery and approaches to texts of the past. The eighteenth century was a period of dynamic change and radical social upheaval that has left us with various legacies whose effects are still being felt today.

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

Jane Austen, (2003). *Mansfield Park.* London: Penguin

William Beckford, (2013). *Vathek.* Oxford: Oxford University Press

William Dalrymple, (2007). *In Xanadu.* New York and London: Harper Perrenial

Olaudah Equiano, (1998). *The Interesting Narrative.* London: Penguin

Jonathan Lamb, Vanessa Smith, and Nicholas Thomas, eds., (2001). *Exploration and Exchange: A South Seas Anthology.* Chicago, IL: University of Chicago Press

Edward W. Said, (2003). *Orientalism.* London: Penguin

Laurence Sterne, (2008). *A Sentimental Journey* Oxford: Oxford University Press

Lady Mary Wortley Montagu, (2013). *The Turkish Embassy Letters.* Peterborough, ON: Broadview Press

Evliya Çelebi, (2011). *An Ottoman Traveller: Selections from the ‘Book of Travels’ of Evliya Çelebi*, London: Eland

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* | *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** |
| **Assessment method** |  |  |  |  |  |  |  |
| Assignment | **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 explicitly aims at internationalising the history of Britain as an imperial power, focusing on the new kinds of subjectivity and sensibility that emerge with empire, slavery, and colonialism in the long eighteenth century. Grounded in cutting-edge research, the module addresses issues of East-West relations, comparative Ottoman and British empires, race, gender, class, colonialism, slavery, and the critique of empire by slaves and colonised and indigenous peoples. Students from globally diverse backgrounds will have an array of approaches from which to choose the foci of their research investigations for later application. The module is both timely and nuanced in its emphases on the articulation of identities and feelings with historical changes occurring during this period of Britain’s emergence as a global player.

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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) |
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| Revised FSO Jan 2018 |