1. **Title of the module**

ENGL8950 (EN895) – Jane Austen and Material Culture

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 Eighteenth Century Studies

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

8.1 Demonstrate knowledge and understanding of material culture theory as it has developed in relation to literary study in recent years, with a particular emphasis upon the literary study of the long eighteenth century;

8.2 Apply debates in literary theory to the reading of Austen´s fiction;

8.3 Question relationships between materiality and fiction and develop their understanding that fictional objects are qualitatively different from, but related to, historical objects.

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

9.1 Demonstrate the ability to argue a point of view with clarity and cogency in written form;

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

9.3 Demonstrate their ability for independent critical thinking and judgement.

1. **A synopsis of the curriculum**

Austen makes a particularly interesting subject for advanced study because her work is both widely enjoyed and the focus of much specialist academic work. The Austen of the (feminist) academy is often initially unrecognisable to the general (´feminine´) reader, and part of the project of this module is to explore the gap between these kinds of reading through the medium of material culture. ´Material Culture Studies´, focussing on the function and significance of physical objects in literary texts, has been increasingly important to scholars of the long eighteenth century in the last decade, and this approach raises questions that are especially pertinent to readings of Austen´s fiction. Is domesticity a trap or a refuge? Does the female body require liberation or control? Is material wealth the realisation of every woman´s dream or the basis of moral corruption? Is the ‘improvement’ of landscapes and estates a sign of culture or of arrogance? Approaching Austen´s writing through the objects which populate her fiction, we will situate these questions in relation to modern literary criticism and the unfamiliarity of early nineteenth-century artefacts.

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

Jane Austen, (1811). Sense and Sensibility. Oxford: Oxford University Press.

Jane Austen, (1813). Pride and Prejudice. Oxford: Oxford University Press.

Jane Austen, (1814). Mansfield Park. Oxford: Oxford University Press.

Jane Austen, (1816). Emma. Oxford: Oxford University Press.

Jane Austen, (1817). Northanger Abbey. Oxford: Oxford University Press.

Jane Austen, (1817). Persuasion. Oxford: Oxford University Press.

Jane Austen, (1817). Sanditon

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)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |
| Assignment | **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 English literature, the module explores Englishness – a central theme in Jane’s Austen’s work – critically. In addition, much of the module devotes attention to Austen’s reception in Europe and America at the time of her publication, through to her iconic status now as a global British brand.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |

|  |
| --- |
| Revised FSO Jan 2018 |