1. **Title of the module**

ENGL9120 (EN912) – Affect in Contemporary American Literature

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 Medical Humanities; MA The Contemporary; MA Critical Theory; MA American Studies

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

8.1 Demonstrate a clear understanding of the importance of the affective turn in contemporary American literary studies;

8.2 Display a critical engagement with both the theoretical and literary concerns of periodising contemporary American literature;

8.3 Show an ability to effectively and fluently articulate the concerns, divisions, and nuances of affect theory, and, moreover, demonstrate this ability through integrating theory in discussions of contemporary American literature;

8.4 Demonstrate their understanding of the long history of affect in theory and philosophy;

8.5 Demonstrate the ability to critically evaluate recent trends in both American literature and affect theory;

8.6 Demonstrate understanding of aesthetic trends in contemporary American literature.

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.

1. **A synopsis of the curriculum**

This course investigates what has come to be known as the affective turn in literary criticism. This turn, acting as a response to linguistic criticisms popularized during the moment of high postmodernism in the 1970s-1980s, seeks non-linguistic, or pre-linguistic ways of understanding the world. Under this new critical regime, feelings, mood, forces, and emotions become ways of tracking, describing, and engaging with the contemporary. In both the literature and the theory, students will be tasked with investigating representations of subjectivity in the present. The contemporary sees an enmeshing of theoretical and literary texts where both become crucial tools of critical inquiry. Thus, the literary texts in the module will reflect the theoretical concerns of the theoretical texts, and vice versa.

Students will examine a range of contemporary American fiction and poetry that investigate representations of feelings, emotions, and mood. In this way the module will focus on the place of humans within a larger ecological structure, and through working with the literary and theoretical texts students will ex-amine the construction of boundaries between humans and their surroundings. Some broad questions the module seeks to explore: What is the relationship between the individual, the public, and literature? What can the study of affect add to literary criticism? Finally, are there particular aesthetic techniques that capture something as ephemeral as a mood, or a feeling?

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

Ahmed, Sara (2010). *The Promise of Happiness*, Durham and London: Duke University Press

Berlant, Lauren, (2011). *Cruel Optimism*, Durham and London: Duke University Press

Gibson, William, (2003). *Pattern Recognition*, Berkeley: Penguin

Julavits, Heidi, (2012). *The Vanishers*, New York: Random House USA Inc.

Kosofsky, Eve, (2002). *Sedgwick Touching Feeling*, Durham and London: Duke University Press

Massumi, Brian, (2002). *Parables of the Virtual*, Durham and London: Duke University Press

Morrison, Toni, (1997). *Paradise*, London: Vintage

Spahr, Juliana, (2005). *This Connection of Everyone with Lungs*, Berkeley and Los Angeles: University of California Press

Whitehead, Colson, (1999). *The Intuitionist*, New York: Anchor

Wojnarowicz, David, (1991). *Close to the Knives: A Memoir of Disintegration*, London: Serpent's Tail

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

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

* Essay (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* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **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 contemporary American literature through a global theoretical framework. Weeks covering ecology deal specifically with planetary concerns, which might work to broaden a sense of transnational global imagination. As a course in contemporary American literature links can easily be made with abroad programs to the United States as well as specific links to the annual New York trip.

**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 |