1. **Title of the module**

 ENGL9180 (EN918) Worldly Entanglements: Where is Theory Now?

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)**

 7

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ETCS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

 Spring

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

 N/A

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

 MA English and American Literature

 MA Critical Theory

 MA The Contemporary

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

8.1 Demonstrate a systematic understanding of a variety of contemporary critical theories and their relationship with the world;

8.2 Demonstrate a comprehensive understanding of the ways in which such theories relate to each other;

8.3 Demonstrate a critical awareness of current debates or new insights within the contemporary theoretical fields of post-humanism, post-critique, phenomenology, carnal hermeneutics, new materialism, companion species, agential realism, entanglement, material-discursive practices;

8.4 Demonstrate a conceptual understanding of, and competence in critically evaluating the analytic tools and vocabularies which are the substance of contemporary theoretical thought and advanced scholarship within the field.

8.5 Demonstrate originality in the application of knowledge concerning theory in the contemporary world;

8.6 Demonstrate a sophisticated range of analytical skills, including those close textual analysis and well-constructed argumentation.

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

9.1 Demonstrate the ability to deal with complex issues within a range of contemporary theoretical texts and critically assess the relationships between a variety of intellectual frameworks;

9.2 Demonstrate the ability to communicate information, ideas and solutions in group discussions and oral presentations to non-specialist audiences;

9.3 Demonstrate the capacity for self-directed research and the ability to critically evaluate and creatively deploy contemporary theoretical perspectives;

9.4 Demonstrate an ability to construct original, innovative and complex arguments;

9.5 Demonstrate the ability to interpret arguments, marshal information from published sources, critically evaluate own research and that of others;

9.6 Demonstrate the ability to frame appropriate questions to achieve solutions to a problem;

1. **A synopsis of the curriculum**

This module asks the questions ‘Where is theory now?’ a**nd ‘In what ways is theory “of the world”?’** Starting with discussions about ‘the point of theory (Mieke Bal) and ‘the joy of theory’ (Martin McQuillan), the aim of the module is to study, discuss and compare major contemporary theoretical debates through effective questioning of human and other-than-human ‘worldly entanglements’. **This will include the interaction of what Edward Casey calls the ‘edge’ of our own and other forms of ‘skin’ and what Karen Barad calls the intra-action of lively matter. Seminars will look at human bodies, angelic bodies, the body as interpretation, animals, plants, objects and the other-than-human more broadly.** In the first half of the term, each week addresses a new theme of such ‘worldly entanglements’, thus ranging across a wide spectrum of interpretation and exploring the complex liaison between our own humanity and the material and non-material world. The second half of the module looks back upon the first half via student presentations, the visit of and discussions with a quest speaker, as well as seminars on Karen Barad’s ‘posthuman performativity’, Clare Colebrook’s ‘extinct theory’ and Rita Felski’s ‘postcritical and reflective reading’. The aim of this second half is to reflect upon **(and indeed go beyond reflection of)** the continuing cultural and existential relevance of the worldly entanglements central to contemporary theoretical debates.​

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

Ahmed, Sara (2006). Queer Phenomenology

Bal, Mieke (1994). The Point of Theory: Practices of Cultural Analysis

Barad, Karen (2003). ‘Posthumanist Performativity’

Braidotti, Rosi (2013). The Posthuman

Fleski, Rita (2015). The Limits of Critique

Kearney, Richard and Treanor, Brian (2015). Carnal Hermeneutics

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* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** |  | **x** | **x** | **x** | **x** | **X** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Seminar**  |  | **x** | **x** | **x** | **x** | **X** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| *Essay* |  | **x** | **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 module’s approach to contemporary theory is international, incorporating texts by writers from different cultural and ethnic backgrounds that explore issues of international and global importance, such as the Anthropocene, the environment, and the intertwining of different forms of life. Throughout the module, students will be encouraged to think about theory in terms of these global and worldly entanglements. Due to the subject content, assessment tasks are therefore inherently international.

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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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