1. **Title of the module**

HIST6055 (HI6055) - Literature and History: Text and Context in Nineteenth Century Science

1. **School or partner institution which will be responsible for management of the module**

School of History

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

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

60 credits (30 ECTS)

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

Autumn and Spring

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

None

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

BA History (Joint and Single Honours)

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

8.1 Acquired a firm grasp of methodologies from history for dealing with literary sources such as history of the book and the narrative turn.

8.2 Acquired a firm grasp of historicist methodologies from literature such as reader-centred accounts and reception studies.

8.3 Demonstrated their capacity to assess and critically engage with a range of primary texts relating to C19 history, literature and science.

8.4 Become familiar with the most recent scholarship in the interdiscipline literature and science.

8.5 Demonstrated independent learning skills by being able to make use of a wide range of high-level resources, including up-to-date research in peer-reviewed journals, information technology, relevant subject bibliographies and other primary and secondary sources relevant to C19 history, literature and science.

8.6 Acquired the ability to analyse key texts in C19 literature and science at a high level.

8.7 Developed their scholarly understanding through an in-depth study of a text of their own choosing. Impossible to specify specific outcome until this choice is made.

8.8 Understood the place and production of science in literary contexts of the C19.

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

9.1 Enhanced their ability to express complex ideas and arguments orally and in writing, skills which can be transferred to other areas of study and employment.

9.2 Enhanced communication and information technology skills.

9.3 Demonstrated the acquisition of an independent learning style when engaging with the course content, for example in the preparation and presentation of course work, in carrying out independent research, in compiling bibliographies and other lists of research materials, by showing the ability to reflect on their own learning and by mediating complex arguments in both oral and written form.

9.4 Analyzed, discussed, deconstructed and demonstrated cogent understanding of central texts and, subsequently, assembled and presented arguments based on this analysis; have gained an appreciation of, and acquired a level of comfort with, the uncertainty and ambiguity which surrounds the interpretation of literature and history.

9.5 Approached problem solving creatively, and formed critical and evaluative judgments about the appropriateness of these approaches.

1. **A synopsis of the curriculum**

This module puts together the methods of literature and history. Its case studies come from science, as it is in this area of scholarship (‘literature and science’) that some of the most exciting and stimulating historicist scholarship has arisen of late. For the same reason – most copious and fertile scholarship – the nineteenth century will form the basis of study, for the first term at least. The first term will be spent on a review of various approaches to literature and history, from textual to contextual, taking in, for example, the narrative turn, reception theory and reader-centred studies. This will be partnered with a slow and in-depth reading of two nineteenth-century texts that have spawned most historicist scholarship in literature and science: most likely George Eliot’s Middlemarch and Charles Darwin’s Origin of Species (though these may alter from year to year). In the second term, students will choose a selection of novels (one per week) for study within the framework of methodologies covered in term 1. Students will be guided and advised in their choices, which are anticipated to lie in the realm of nineteenth or possibly twentieth-century science. The lecturer will ground seminar discussion of the selected texts with her extensive knowledge of scientific context. Students will develop two of their chosen texts for independent research, assessed by means of substantial essays.

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

G. Beer. (2009) Darwin's plots: evolutionary narrative in Darwin, George Eliot and nineteenth-century fiction. Cambridge: Cambridge University Press.

G. Cavallo & R. Chartier (eds.). (2003) A History of Reading in the West. London: Polity

I. Crossman & S. Suleiman. (1980) The Reader in the Text: Essays on Audience and Interpretation. Princeton: Princeton University Press

P. Davis. (2002) The Victorians. Oxford: Oxford University Press

D. Finkelstein & A. McCleery. (2012) An introduction to book history. London: Routledge

H. J. Jackson. (2001) Marginalia: Readers writing in books. New Haven: Yale University Press

A. Manguel. (1997) The history of reading. London: Penguin

G. Moore. (2012) The Victorian Novel in Context. New York: Bloomsbury Publishing

A. Parejo-Vadillo et al (2011). Victorian literature: a sourcebook. London: Palgrave Macmillan

C.L. Sleigh. (2010) Literature and Science. London: Palgrave

H. White. (2009) The content of the form: Narrative discourse and historical representation. Baltimore: Johns Hopkins University Press

1. **Learning and teaching methods**

Total contact hours: 60

Private study hours: 540

Total study hours: 600

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

Essay 5000 words 20%

Essay 5000 words 20%

Examination 1 2-hours 30%

Examination 2 2-hours 30%

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

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* | *8.7* | *8.8* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Seminars | **X** | **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** | **X** | **X** |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examinations | **X** | **X** | **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**

School of History modules encourage students to engage with the international significance of their subject matter, either in a comparative or historiographical fashion, or in the study of European and international themes. Some modules include the option for students to participate in international study visits. Students studying relevant foreign languages will consolidate their understanding of historical problems and themes.

**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