1. **Title of the module**

SOCI7370 (SO737) Literature and Society

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

School of Social Policy, Sociology and Social Research

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**

15 credits (7.5 ECTS)

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

Spring

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

None

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

BA Sociology and associated programmes

BA Cultural Studies and Media and associated programmes

Available as a wild module

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

8.1 Demonstrate an in-depth understanding of the changing role and consumption of literature(s) in contemporary society, in our media obsessed society.

8.2 Demonstrate a critical and systematic knowledge of how different genres address particular social experience and concerns (and capture a specific zeitgeist), give voice to different types of protagonists, and how they are targeted at specific audiences/demographics.

8.3 Achieve an in-depth and critical understanding of some of the key texts associated with disparate genres of literature.

8.4 Critically analyse how social class, ethnicity, gender, age, and sexuality may influence how readers read and understand texts, at different historical moments and places.

8.5 Achieve a sophisticated and nuanced understanding of how different types of literature (both fiction and non-fiction) can foster our ability to reflect upon our and others’ social experiences, often by addressing key moral and ethical concerns in society.

8.6 Demonstrate a systematic understanding of the relationship between printed literature and other cultural forms and media, especially in a context of media technologies and cultural globalization.

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

9.1 Demonstrate a systematic understanding of key aspects of their field of study, including the acquisition of coherent and detailed knowledge.

9.2 Demonstrate written communicative skills through essays.

9.3 Demonstrate oral communicative skills through seminars participation.

9.4 Critically assess the argumentation and reasoning of authors.

9.5 Manage their own learning.

9.6 Engage in independent thinking and critical analysis.

1. **A synopsis of the curriculum**

This course will provide students with a sociological understanding of the changing and central importance of literature (in its myriad forms, both fiction and non-fiction) for contemporary society, including the emergence of specific genres which reflect the changing demographics and social and political concerns of Britain, as well as some other societies. These genres and concerns have been articulated through a diverse array of protagonists in contemporary literature, varying in terms of gender, sexuality, religion, and class. Not only do we talk of ‘chick lit’, but we also read and consume books about vampires and zombies as symbolic vehicles of social otherness. Contemporary literature enables us to examine the ways in which texts address the past, changing social norms, the process of self-discovery and revelation, and the changing boundaries of private and public, in increasingly diverse societies. This module will also emphasize the importance of literature in fostering social reflection, through the ways in which important moral and ethical concerns are often addressed in a variety of genres. While most of the texts are relatively recent, this module also includes a small number of older works of ethnography.

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

Robert Coles (2010) *Handing One Another Along,* Cambridge: Harvard University Press

James Agee & Walker Evans (1941) *Let us Now Praise Famous Men,* Boston: Houghton Mifflin

Lionel Shriver (2003) *We Need to Talk about Kevin,* New York: Perseus Books

Hanif Kureishi (1990) *The Buddha of Suburbia,* London: Faber & Faber

Jeanette Winterson (1985) *Oranges are not the Only Fruit,* London: Vintage

J.M. Coetzee (1999) *Disgrace,* London: Vintage

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 128

Total study hours: 150

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

Essay (3000 words) (40%)

Seminar Participation (10%)

Examination, 2 hour (50%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 |
| Lectures | X | X | X | X | X | X | X | X | X | X | X | X |
| Seminars |  | X | X | X | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | X | X | X | X |  |  |  | X |  | X | X | X |
| Participation |  | X |  | X | X |  |  |  | X | X | X | X |
| Examination | 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 discussion and analysis of the module topics are undertaken in an international context. The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance.

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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