



ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	The Body in Literature				
Module Code	UPGP3W-30-3	Level	3	Version	1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	ACE	Field	English		
Department	Arts and Cultural Industries	Module Type	Standard		
Contributes towards	BA (Hons) Literature and Film Studies				
Pre-requisites	UPGP34-30-2 Writing and Empire	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	N/A		
First CAP Approval Date	June 2015	Valid from	September 2015		
Revision CAP Approval Date		Valid from			

Review Date	June 2021
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Demonstrate critical knowledge of how the body is represented in literature (Components A and B) • Demonstrate an ability to apply theoretical perspectives to their readings of the body in literature (Components A and B) • Demonstrate a critical understanding of the significance of the body as a marker for social and political ideas (Components A and B) • Demonstrate an appreciation of the ways in which literary approaches to the body relate to genre (Components A and B) • Demonstrate the ability to construct rigorous, articulate and concise arguments (Components A and B) • Demonstrate advanced presentation skills, including the oral delivery of critical and independent readings of primary and secondary sources (Component A) •
Syllabus Outline	<p>The body has been central to literature, in which it serves as a trope and site of inscription for social, political and philosophical ideas. This module considers how the body has been represented in literature mainly from the nineteenth century onwards (e.g., novels, short stories, hypertexts, life-writing). The primary texts, drawn from world literature, are organised across a number of different categories (e.g., body size, the monstrous body, illness and the body, the gender-crossed body, the post-human body). The module engages with key theorists of the body (e.g., Sigmund Freud, Jacques Lacan, Michel Foucault, Elizabeth Grosz). Complexities and controversies surrounding the body are explored so as to understand the ways in which the body is demonised, alienated, misunderstood and seen to be in a state of war with itself</p>

	through illness.										
Contact Hours	There will be a total of 72 contact hours for each student over the course of the module. Teaching will take place in rooms designed for interactive activities including group work.										
Teaching and Learning Methods	<p>Scheduled learning The module's contact model consists of a two-hour lectorial and one-hour seminar each week, which allows for variety and flexibility of teaching and learning formats (e.g., lectures, seminars, workshops) and of classroom activities most appropriate to the materials in each week. Students will also have dedicated feedback and feed-forward sessions with their tutors at specific times during the academic year to support successful completion of assessments.</p> <p>Independent learning This is closely guided by a clear syllabus outline in the module handbook and weekly preparation questions on Blackboard. The required preparation may include close reading, conceptual questions, engagement with critical materials and bibliographical research, and will contribute towards preparation for assessment.</p>										
Key Information Sets Information	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <p>Key Information Set - Module data</p> <p><i>Number of credits for this module</i> 30</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Hours to be allocated</th> <th style="text-align: center;">Scheduled learning and teaching study hours</th> <th style="text-align: center;">Independent study hours</th> <th style="text-align: center;">Placement study hours</th> <th style="text-align: center;">Allocated Hours</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p>	Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	300	72	228	0	300
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	<table border="1"> <tr> <td colspan="2">Total assessment of the module:</td> <td></td> <td></td> </tr> <tr> <td>Written exam assessment percentage</td> <td></td> <td>0%</td> <td></td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td>75%</td> <td></td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td>25%</td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table>	Total assessment of the module:				Written exam assessment percentage		0%		Coursework assessment percentage		75%		Practical exam assessment percentage		25%					100%
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Reading Strategy	<p>Each week students will be expected to prepare for the lectorial and seminar by reading set texts, details of which will be provided at the start of the module. As there is no single textbook available, shorter written pieces and critical readings will be made available in a number of ways, either electronically or in print. Students will be required to purchase a small number of the longer texts. These will be the object of intensive work in both lectures and seminars and it is essential that students own a copy for consistent reference and annotation and for use in assignments.</p> <p>Students are expected to undertake relevant further reading, particularly in preparation for assignments. The module handbook includes lists of suggested further reading. These are intended to provide students with starting points for independent study. Students are not required to read everything on these lists, nor are they expected to limit themselves to the listed materials.</p> <p>All readings listed in the module handbook are available in the library or online, held on appropriate loan periods.</p>																				
Indicative Reading List	<p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Demello, M., ed. (2014) <i>Body Studies: An Introduction</i>. Abingdon: Routledge. Ellmann, M. (1993) <i>The Hunger Artists: Starving, Writing, and Imprisonment</i>. London: Virago. Gallagher, C. and Laqueur, T. (1987) <i>The Making of the Modern Body</i>. Berkeley: University of California Press. Garber, M. (2011) <i>Vested Interests: Cross-Dressing and Cultural Anxiety</i>. New York: Routledge. Grosz, E. (1994) <i>Volatile Bodies: Towards a Corporeal Feminism</i>. Bloomington: Indiana University Press. Hurley, K. (1996) <i>The Gothic Body: Sexuality, Materialism and Degeneration at the Fin de Siècle</i>. Cambridge: Cambridge University Press. Marshall, T. (1995) <i>Murdering to Dissect: Grave-robbing, Frankenstein and the Anatomy Literature</i>. Manchester: Manchester University Press. Mulvey-Roberts, M. (2016) <i>Dangerous Bodies: Historicising the Gothic Corporeal</i>. Manchester: Manchester University Press. Scarry, E. (1985) <i>The Body in Pain</i>. Oxford: Oxford University Press. Sontag, S. (2009) <i>Illness as Metaphor</i>. London: Penguin.</p>																				

Part 3: Assessment

Assessment Strategy	Component A assesses students' ability to develop critically nuanced arguments and to present them orally. Students will also be able to practise their multimedia skills through the use of presentation software.
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	<p>Component B, element 1 assesses students' ability to identify a topic for analysis, conduct preliminary research, and to plan its development into the long essay.</p> <p>Component B, element 2 assesses students' critical, analytical and research skills, and their ability to respond to critical feedback on component B, element 1.</p> <p>The Assessments:</p> <p>Component A: Individual presentation (15 minutes). Students will undertake presentations throughout the module based on material relevant to that week's classes.</p> <p>Component B, element 1: Essay proposal (1000 words). Students may either choose a question from a list provided or develop their own question in consultation with their tutor.</p> <p>Component B, element 2: Long essay (3500 words). Students develop the essay based on the proposal and the feedback it receives from their tutor.</p>
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Identify final assessment component and element	Component B, element 2	
% weighting between components A and B (Standard modules only)	A: 25%	B: 75%
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. Individual presentation (15 minutes)	100%	
Component B Description of each element	Element weighting	
1. Proposal (1000 words)	33%	
2. Long essay (3500 words)	67%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting	
1. Individual presentation (15 minutes)	100%	
Component B Description of each element	Element weighting	
1. Long essay (4500 words)	100%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		