



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Literature and Culture in Britain 1880-1930				
Module Code	UPGPFH-30-3	Level	3	Version	4
Owning Faculty	ACE	Field	English Literature		
Contributes towards	Awards up to BA (Hons)				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	UPGPPQ-60-1	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements			
Valid From	September 2012	Valid to	September 2018		

CAP Approval Date	1 st June 2012
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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 their understanding of the formal and generic properties of texts studied (assessed through Assessment Component A) • Demonstrate a critical awareness of the key philosophical, social and cultural movements of the period 1880-1920 and how these influence the text studied (assessed through all elements of Assessment Components A & B) • Demonstrate how appropriate discursive frameworks shape particular texts (assessed through all elements of Assessment Components A & B) • Demonstrate how particular critical approaches can inform interpretation of texts (assessed through both elements of Assessment Component B) • Demonstrate a familiarity with appropriate bibliographical sources and retrieval skills (assessed through both elements of Assessment Component B)
Syllabus Outline	<ul style="list-style-type: none"> • The content of the module will be based on a selection of the following topics: The impact of realism, naturalism and modernist experiment in literature, theatre and the related arts; Debates about the status of art, taste and censorship; The impact of mass culture (including cinema and radio) and consumerism; The performance of gender and sexuality, with a focus on the 'new' and

	<p>emancipated woman. 'sexual anarchy' and revised forms of masculinity;</p> <p>The impact of Darwinism and evolutionary theory, generally;</p> <p>Debates about decadence and degeneration;</p> <p>Poverty, wealth and the 'condition of England' question;</p> <p>Empire, national identity and Englishness;</p> <p>The impact of the trauma of the First World War and the renovating potential of psychoanalytic practice (including the Freudian turn);</p> <p>Utopian ideas of personal, social and political renewal</p>
Contact Hours/Scheduled Hours	There will be 2 contact hours a week, including a mixture of lectures and seminars. From 2013 there will be 3 contact hours.
Teaching and Learning Methods	<p>Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; fieldwork; external visits; work based learning; supervised time in studio/workshop.</p> <p>Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>
Reading Strategy	<p>Essential reading is signalled in the Reading List, issued to intending students in the summer and in the Module Handbook , issued in electronic form at the start of the course.</p> <p>Further reading is available as follows:</p> <p>Module Handbook contains full Bibliography, broken down by authors and topics Selective essential readings are made available on Blackboard Essential reading available in Short Loan section of the library</p> <p>A dedicated teaching session in Week 2 of Teaching Term 1 will ensure that students are fully apprized of full range of library off-line and on-line provision</p>
Indicative Reading List	<p>Boehmer. E. ed. (1998) <i>Empire Writing</i>. Oxford: Oxford University Press</p> <p>Conrad. J. (2007) <i>The Secret Agent</i>. London: Penguin</p> <p>Forster. E.M. (2000) <i>Howards End</i>. London: Penguin</p> <p>Gissing. G. (1997) <i>The Whirlpool</i>. London: Everyman</p> <p>Greenslade. W. (1994; 2010) <i>Degeneration, Culture and the Novel 1880-1940</i>. Cambridge: CUP</p> <p>Hardy. T. (2002) <i>Jude the Obscure</i>. London: Penguin</p> <p>Ibsen. H. (1989) <i>Hedda Gabler</i> in <i>Ibsen Plays Two</i>. London Methuen</p> <p>Lawrence. D.H. (2007) <i>The Rainbow</i>. Harmondsworth: Penguin</p> <p>Ledger. S and R. Luckhurst. eds. (2000). <i>The Fin de Siècle: A Reader in Cultural History c1880-1900</i>. Oxford: Oxford University Press</p> <p>Nicholls. P. (2008) <i>Modernisms: A Literary Guide</i>. Basingstoke: Palgrave</p>

	<p>Showalter. E. (1996) <i>The Female Malady</i>. London: Virago Press</p> <p>Townsend-Warner.S. <i>Lolly Willowes</i>. London: Virago Press</p> <p>Trotter, D. (1993) <i>The English Novel in History 1895-1920</i>. London: Penguin</p> <p>West. R. (1990) <i>The Return of the Soldier</i>. London: Virago Press</p> <p>Woolf. V. (2011) <i>Mrs Dalloway</i>. London: Penguin</p>
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Part 3: Assessment

<p>Assessment Strategy</p>	<ul style="list-style-type: none"> • The Assessment Strategy is to offer a range of opportunities to enable students to achieve the learning outcomes specified above. • The seen examination (Component A), 1.5 hours, in which students are invited to write in detail on a particular passage from a set text is designed to test a student’s ability to analyse in close detail, aspects of its language and form (e.g. rhetorical narratorial strategies, forms of address, use of figurative language), generic components, thematic significance in relation to the literary text as a whole and in relation to other texts studied on the module to date, including, key aspects of its language, • A 2000-word essay (Component B, Element1) which gives students the opportunity to analyse one text in substantial detail. In this assessment students can demonstrate their ability to analyse the formal properties of the text, situate the text in its appropriate thematic and intellectual contexts, to analyse the text in the light of current academic criticism, using evidence from the text itself and from appropriate secondary readings • A 4000-word essay (Component B, Element 2) designed to enable students to address a major idea or thematic, studied on the module and exemplified by a close reading of at least two course texts. This assessment allows students to synthesise material drawn from a wide-range of literary, historical and cultural sources in order to demonstrate their understanding of the relationship between texts and their appropriate contexts.
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Identify final assessment component and element	Component B, Element 2
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% weighting between components A and B (Standard modules only)	A:	B:
	30	70

First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Seen Examination	100
Component B Description of each element	Element weighting (as % of component)
1. 2000-word Essay	35
2. 4000-word Essay	65

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Seen Examination	100
Component B Description of each element	Element weighting (as % of component)
1. 2000-word Essay	35
2. 4000-word Essay	65
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	