



University of the
West of England

CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
|-----------------------|---|--------------------|---------------------------|-------------|----------|
| Module Title | Exploring the Eighteenth Century | | | | |
| Module Code | UPGPTA-30-2 | Level | 2 | Version | 5.1 |
| Owning Faculty | ACE | Field | English | | |
| Contributes towards | BA Hons English, BA Hons English and Journalism, BA Hons English and English Language, BA Hons English and Drama, BA Hons English and Philosophy, BA Hons English and History, BA Hons English with Writing | | | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | Module Type | Standard |
| Pre-requisites | or UPGPPF-30-1 Beyond the Horizon: Spaces and Places in Literature or UPGPPG-30-1 Once Upon a Time: Stories, Children and Literature | | Co- requisites | | |
| Excluded Combinations | None | | Module Entry requirements | | |
| Valid From | | | Valid to | | |

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| CAP Approval Date | |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <p>On completing the assessments for this course students will demonstrate an ability to:</p> <ul style="list-style-type: none"> ▪ Appreciate, analyse and discuss the different literary genres on the course (Components A and B); ▪ Appreciate, analyse and discuss chosen texts based on close critical reading (Components A and B); ▪ Appreciate, analyse and discuss the literature of the period in terms of its broader literary, cultural and historical contexts (Components A and B); |

| | <ul style="list-style-type: none"> Understand the relevance of wider literary and cultural history of the eighteenth century to the texts on the course(Component B); Appreciate, analyse and discuss the texts on the course within the context of influential debates and theoretical paradigms in secondary criticism(Component B); Develop research skills through the engagement with and selection of an appropriate and wide range of secondary reading (Component B). | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|-----------------------------------|-----------------------|-----------------|--|--|--|--|--|--|--|--|--|--|--|----|-----------------------|---|-------------------------|-----------------------|-----------------|-----|----|-----|---|-----|
| Syllabus Outline | <p>This module explores the literature of the long eighteenth century, understood to extend from the Restoration to the end of Romanticism. This is a period of immense change: burgeoning economic activity, colonial adventure and exploitation, travel, urban development, and the cultural propositions of the Enlightenment make this an exciting and challenging time. Students will study a range of different genres from the period, including poetry, periodical essays, the novel, and epistolary writing. Particular attention will be paid to the emergence of the novel. The main themes will include gender, sensibility, morality and the nature of man, travel and exploration, colonialism, and commerce. The module charts the move in the eighteenth century from a Neo-Classical and Augustan culture to a pre-Romantic context in which order was challenged and the rational strand of the Enlightenment was questioned. The comic side of eighteenth-century literature will be emphasised, its wit and satire, as well as its more philosophic concerns with society and civility.</p> | | | | | | | | | | | | | | | | | | | | | | | | | |
| Contact Hours | <ul style="list-style-type: none"> 72 hours contact time: 3 per week over 24 weeks of teaching. The sessions will be delivered as 1x weekly Lectorial and 1x weekly seminar. | | | | | | | | | | | | | | | | | | | | | | | | | |
| Teaching and Learning Methods | <p>The teaching and learning methods for this course consist of one lectorial (a combination of a lecture and a workshop) and one seminar every week over two semesters. The lectures may provide historical and contextual information, thematic analysis, theoretically grounded arguments and intertextual readings of the material across the course. Visual aids will feature in most lectures. Workshops and seminars will focus on specific texts and offer the opportunity for group work and close reading from which theoretical perspectives may emerge. Students may also avail of their tutors' office hours for one-to-one advice and guidance.</p> <p>The module involves students in an average of 7 hours of independent study per week, consisting of reading primary and secondary texts; preparation for seminar and workshop presentations; research; preparation and completion of assignments.</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> <table border="1" data-bbox="437 1610 1390 1957"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> <tr> <td colspan="5"><i>Number of credits for this module</i></td> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td style="border: 2px solid black; text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">240</td> <td style="text-align: center;">72</td> <td style="text-align: center;">168</td> <td style="text-align: center;">0</td> <td style="text-align: center;">240</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> | Key Information Set - Module data | | | | | <i>Number of credits for this module</i> | | | | | | | | | 30 | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | 240 | 72 | 168 | 0 | 240 |
| Key Information Set - Module data | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| | | | | 30 | | | | | | | | | | | | | | | | | | | | | | |
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| 240 | 72 | 168 | 0 | 240 | | | | | | | | | | | | | | | | | | | | | | |

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| | <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> <table border="1" data-bbox="560 427 1273 656"> <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></td> <td>25%</td> </tr> <tr> <td>Coursework assessment percentage</td> <td></td> <td></td> <td>75%</td> </tr> <tr> <td>Practical exam assessment percentage</td> <td></td> <td></td> <td>0%</td> </tr> <tr> <td></td> <td></td> <td></td> <td>100%</td> </tr> </table> | Total assessment of the module: | | | | Written exam assessment percentage | | | 25% | Coursework assessment percentage | | | 75% | Practical exam assessment percentage | | | 0% | | | | 100% |
| Total assessment of the module: | | | | | | | | | | | | | | | | | | | | | |
| Written exam assessment percentage | | | 25% | | | | | | | | | | | | | | | | | | |
| Coursework assessment percentage | | | 75% | | | | | | | | | | | | | | | | | | |
| Practical exam assessment percentage | | | 0% | | | | | | | | | | | | | | | | | | |
| | | | 100% | | | | | | | | | | | | | | | | | | |
| Reading Strategy | <p>The essential texts that students will need to buy and read for this module will be provided by the list of primary material given in the module handbook. The secondary bibliography provided in the handbook is an extensive list of books, journals and electronic databases, available in the library and relevant to this course that students will be expected to browse and from which they will select items for research. Digitised material will be made available on Blackboard and will normally comprise essential reading. In addition to these bibliographies, students will be expected to read widely using the library catalogue, a variety of bibliographic and full text databases, especially <i>EEBO and ECCO</i> and Internet resources. Guidance to key authors, journal titles and important databases will be given in the module handbook, in seminars and in lectures, as well as on UWE online. It is expected that assignment bibliographies and reference lists will reflect the reading carried out.</p> | | | | | | | | | | | | | | | | | | | | |
| Indicative Reading List | <p>Armstrong, Nancy. <i>Desire and domestic fiction : a political history of the novel</i>. New York and Oxford: Oxford University Press,1987. Brown, Laura. <i>Ends of empire : women and ideology in early eighteenth-century English literature</i>. Ithaca and London: Cornell University Press,1993. Butler, Judith. <i>Gender Trouble: feminism and the subversion of identity</i>. London: Routledge, 1999. Castle, Terry. <i>Masquerade and civilisation : the carnivalesque in eighteenth-century English culture and fiction</i>. London: Methuen,1986. Colley, Linda. <i>Britons : forging the nation, 1707-1837</i>. London:Vintage,1992. Defoe, Daniel. <i>Roxana</i> (1724). Doody, Margaret Anne. <i>The true story of the novel</i>. London:HarperCollins,1997. Ellis, Markman. <i>The politics of sensibility : race, gender and commerce in the sentimental novel</i>. Cambridge :Cambridge University Press,1996. Brycchan Carey, Sara Salih eds.<i>Discourses of slavery and abolition : Britain and its colonies, 1760-1838</i>. Basingstoke:Palgrave Macmillan, 2004. Pope, Alexander. <i>An Essay on Man</i>, Epistle One. (1733). Rawson, Claude. <i>Satire and Sentiment 1660-1830</i>. Cambridge: Cambridge University press, 1994. Richetti, John ed. <i>The Cambridge companion to the eighteenth-century novel</i> Cambridge: Cambridge University Press,1996. Richardson, Samuel. <i>Pamela</i> (1741).</p> | | | | | | | | | | | | | | | | | | | | |

| Part 3: Assessment | |
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| Assessment Strategy | <p>Component A: 1. Exam (2 hours): this will allow students to offer close readings the show and appreciation of the interaction between genre, theme and cultural context.</p> |

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| | <p>Component B:</p> <p>1. Comparative essay: this will enable students to demonstrate their ability to analyse, at a sophisticated level, the interaction between theme, context and textual form. This offers opportunities for original insight in the form of responses to poetic and literary devices.</p> <p>2. Portfolio: this will enable a degree of flexibility as students will be given a range of types of writing from which to choose to demonstrate learning outcomes. Theoretical engagement, creative thinking, intertextual synthesis and the ability to research independently will all be assessed in this portfolio.</p> |
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| Identify final assessment component and element | | |
| % 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 (as % of component) | |
| 1. Seen Exam (2 hours) | 100 | |
| | | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. Comparative essay (1,500 words) | 30 | |
| 2. Portfolio (3,500 words) | 70 | |

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| Resit (further attendance at taught classes is not required) | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. Seen exam (2 hours) | 100 | |
| 2 | | |
| Component B Description of each element | Element weighting (as % of component) | |
| 1. Comparative essay (1,500 words) | 30 | |
| 2. Portfolio (3,500 words) | 70 | |
| <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> | | |