

FIRST-YEAR SUBHONOURS ENGLISH MODULES 2018-19

Semester 1

EN1003 Culture and Conflict: An Introduction to Nineteenth- and Twentieth-Century Literature

Taught by way of three lectures and one tutorial per week

Module description

In this module students are introduced to a range of texts, in prose and verse, from the nineteenth and twentieth centuries. Emphasis is laid upon (i) close reading; (ii) the importance of literary-historical context; and (iii) using literary theory. Through the study of a number of texts from these two centuries, students are introduced to a range of contextual material, such as literary and cultural history, and to different interpretative theories. Students are encouraged to develop an awareness of different periods, and of different literary movements and styles within these two centuries: lectures will discuss the Victorian period, the Modernist period, and contemporary writing. This module is intended to introduce students to some of the principal texts and authors of the nineteenth and twentieth centuries, to show how contemporary writing builds on the literature of previous centuries and to provide a basis for further academic study of English.

Learning outcomes

Successful participation in the module should result in:

- Familiarity with a range of nineteenth- and twentieth-century poetry and prose in English, gained by reading unabridged primary texts.
- Enhancement of students' awareness of literary form and of close reading skills.
- Greater awareness of different theoretical viewpoints and concerns.
- Increased willingness to consider and question one's assumptions about what studying 'English literature' as an academic subject entails.
- An increased understanding of the historical context in which literature is produced that, while not suppressing generic and cross-period linkages, enables fruitful connections to be made between texts within a given period of time.
- An enhanced ability to debate and discuss complex critical and theoretical ideas in a live tutorial environment.

Assessment

Essay 1: Close Reading (1,200 words, 20%)

Essay 2: Critical Analysis (1,800 words, 30%)

Exam (2 hours, 50%)

FIRST-YEAR SUBHONOURS ENGLISH MODULES 2018-19

Semester 2

EN1004 Explorers and Revolutionaries: Literature 1680-1830

Taught by way of three lectures and one tutorial per week

Module description

This module introduces a range of works from the period 1680-1830. Looking at travel, colonialism, and different constructions of 'man's natural estate' in the early eighteenth century, the module traces the development of these themes into Romanticism's passion for literal and figurative journeys, its revolutionary critique of human enslavement by society, and its fascination with the power of Nature.

Learning outcomes

Students will be expected to:

- exercise and develop skills in reading texts closely and thinking critically about them;
- develop a closer awareness of the socio-historical contexts in which literary works are produced and received and the operation of different critical discourses (e.g. regarding race, class, and gender) within literature and responses to it;
- develop their ability to use library resources, to consult critical works, to construct arguments in response to primary and secondary material, and to articulate these in written essays and group discussion.

Assessment

Two essays (each 1,800-2,000 words, each 25%)

Exam (2 hours, 50%)

SECOND-YEAR SUBHONOURS ENGLISH MODULES 2018-19

Semester 1

EN2003 Medieval and Renaissance Texts

Taught by way of three lectures and one tutorial per week

Module description

On this module, students will be introduced to the literary forms, conventions and concerns of texts at a greater cultural, linguistic and temporal remove than those they have previously encountered at first level, namely poetic texts from the Middle Ages and Early Modern period. The linguistic challenges posed by Old English, Middle English and Older Scots will be met by reading short poems in the original using glossed editions, supported by a short series of language lectures. A selection of Old English riddles, the Old English poem *The Dream of the Rood*, Chaucer's *The Nun's Priest's Tale*, Henryson's *The Cock and the Fox*, Donne's *Songs and Sonnets* and *Divine Poems*, and Milton's *Paradise Lost* have been chosen to introduce students to the generic conventions of the short lyric in the (early) Middle Ages and Early Modern period and the narrative poem in the (late) Middle Ages and Early Modern period. These texts share thematic concerns (love, whether earthly or divine) and narrative frameworks in which the alignments of perspective between narrator, poet, addressee and reader are complex and multifarious. Students are encouraged to see both similarity and difference in the way these thematic and formal concerns are treated over several centuries.

Learning outcomes

Students in this module will be expected to acquire and to demonstrate in class assignments and in examinations that they have acquired:

- A broadly based knowledge of the set texts gained by reading unabridged primary texts in the original language and following up primary reading with critical reading on each author studied.
- The capacity to present an informed discussion of these texts in the light of contextual evidence such as social, political and wider historical developments. This skill is developed during tutorial presentations and tested by assessed essays and examination.
- The ability to analyse the literary and linguistic techniques and structures of the set texts and base critical interpretations on this analysis.
- The development of a range of relevant practical and presentational skills, both written and oral (oral skills will be practised in group discussions and individual presentations; written skills will be practised and tested by means of essays and semester examinations).

Assessment

Essay 1: Old English poetry (1,500 words, 25%)

Essay 2: Donne (1,500 words, 25%)

Exam (2 hours, 50%)

SECOND-YEAR SUBHONOURS ENGLISH MODULES 2018-19

Semester 2

EN2004 Drama: Reading and Performance

Taught by way of three lectures and one tutorial per week

Module description

This module provides an introduction to a small number of representative plays from the Classical period to the twenty-first century. Special emphasis is laid upon the literary, political and theatre-historical contexts in which these plays were first created and those in which they are now received. At the same time the distinctive nature of the theatrical medium will be stressed, and students will be encouraged to develop a flexible critical response that will take proper account of the hybrid nature of plays both as texts and performances.

Learning outcomes

Students in this module will be expected to demonstrate, in assessed essays and in an examination, that they:

- have acquired a good reading knowledge of the module set-texts and a good general knowledge of the theatrical and cultural contexts in which these plays were composed and were (and are) performed.
- are able to place these works within more general critical and theoretical context and can contribute, in both seminars and essays, to a critical discussion of them.
- are aware of the implications of studying works of art that exist both as (“unstable”) texts and as (still more unstable) performances. They should have an enhanced understanding of performance and be able to describe and analyze the potentially problematic relationships that link performance and texts.

Assessment

Two essays (each up to 2,000 words, each 25%)

Exam (2 hours, 50%)