Nottingham Trent University
Module Specification

	Basic module information	
1	Module Title:	Culture and Anarchy
2	Module Code:	ENGL20112
3	Credit Points:	20
4	Duration:	First Half Year
5	School:	AADH
6	Campus:	Clifton
7	Date this version first approved to run:	September 2017

8	Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or

modules that you must study simultaneously or in a subsequent academic session

Pre, Co, Post	Module Code	Module Title
Pre	ENGL11411	Foundations and Literary Studies

9	Courses containing the module				
	Level	Core/Option	Mode	Code	Course Title
	5	C	FT	ENGL001	BA (H) English
	5	O	FT	HUMA---	BA (Hons) Modern Languages (English subject)
	5	O	FT/PT		All School of Arts and Humanities Courses for which English is an option

10	Overview and aims

This module, the English Core module at level 2, aims to help students bridge the gap between foundational study at level 1 and advanced, research-based study, culminating in the dissertation, at level 3. It explores the ways in which the tension between 'culture' and 'anarchy' has repeatedly surfaced as a driving force in the development of English literature, animating creative expression and shaping critical debate. Taking the twentieth century as its backdrop, the module focuses on a number of significant moments at which various understandings of 'cultural' and 'anarchic' activity have impacted upon the social landscape, and on literary texts themselves.

Consequently, the module provides students with a firm grounding in historicised understandings of literature over the course of the twentieth century, such as the notions of Modernist, First World War and post-Holocaust literatures, while also introducing them to a range of cultural debates that resurface across these periods, such as the anxieties

and possibilities associated with scientific advancement, with shifting understandings of social inequalities surrounding race, class, gender and sexuality, or with ideas of political conflict and transformation. As such, this critical exploration of the relationship between 'culture' and 'anarchy' not only offers a carefully structured insight into some of the key historical and conceptual developments that have led to our current understanding of English literature, but also invites students to consider the nature of literary creativity itself, as a force poised always at the cusp of certainty and anxiety, order and chaos, creation and destruction. Additionally, the module provides a focussed opportunity for the development of personal and professional skills and attributes, through the provision of skills-based lectures designed to hone research skills, to provide individual, personalised feedback, and to enhance employability.

| 11 | **Module content** |

Taking the century as its backdrop, this module will normally be structured around three key 'moments' within this broadly defined period at which the tension between 'culture' and 'anarchy' has served to animate literary production and critical debate. These might vary from year to year; the following is an indicative suggestion:

- The period covering the First World War and Modernism reveals cultural clashes between ideals of progress and the evidence of mass destruction, as literary forms exhibit collisions between the traditional and the new; the effects of psychoanalysis on literary consciousness, and the arresting patterns and voices that arise from the fragments shored against what seemed to be culture's ruins. In particular, this section of the module invites students to consider the legacies of international conflict and the legacies of peace-building, contributing to Sustainable Development Goal 16. Students also undertake a formative 'Research Exercise' during this unit, which requires them to develop and employ advanced research skills (R3 and R4) through the use of online databases such as JSTOR and Lion, thus developing their digital competency. They are delivered training on this within the lecture series.

- The second unit of the module, 'Nation and Identity', explores the turns to another postwar period, that following the Second World War, when a changing geopolitical environment, notably the loss of Empire and the emergence of the Cold War, was accompanied by shifting conceptions of personal identity. Among issues broached in the texts studied in this unit are: nationhood; racial, sexual and class identities; the emergence of the postcolonial; totalitarianism; power and authority. This unit encourages particular attentiveness to questions of social inequality, and thus speaks to Sustainable Development Goals 5 and 10, which seek to counter gender and wider social inequalities. It also encourages attention to international perspectives through its engagement with texts that speak to a range of global conflicts and contexts, including the ongoing Irish conflict (I1).

- The final 'moment' of the module is the period toward the end of the twentieth century, when booms in consumer culture, advances in technology and periods of growth in the standard of living were haunted by various cultural anxieties and crises. These issues are sometimes directly expressed in the literature, or more subtly manifested in, for instance, a concern with the relation between literary and scientific modes of knowing, or the anxieties about representation that beset postmodern literature, and which became increasingly influential towards the end of the twentieth century.

- The period after the Christmas break is entirely dedicated to the development of personal and professional skills and attributes. The students are delivered an essay writing masterclass, which includes guidance on research development, and provides

insight into professional academic research skills (R1). Students are also offered one-to-one essay tutorials, which enables staff to personalise their feedback and guidance on the student's work. The final lecture session delivers information on the final-year dissertation, including further guidance on the development of advanced and personalised research topics (R1), and also includes a session on 'Employability', which presents essential insight into the key skills that students will need in advance of the Employability modules offered in the second half of the year – including the formatting of CVs, writing cover letters and researching placement / employment opportunities (E1).

12	**Indicative reading**

Indicative Primary Texts

Angela Carter, *Nights at the Circus*

Joseph Conrad, *Heart of Darkness* (London: Penguin Classics, 2007)

Graham Greene, *The Quiet American* (1955; London: Vintage, 2004)

George Orwell, *Nineteen Eighty-Four* (1949; London: Penguin, 2013)

Sheila Delaney, *A Taste of Honey* (London: Methuen, 1959)

The Penguin Book of First World War Poetry ed. George Walter (London: Penguin Classics, 2006)

Virginia Woolf *Mrs Dalloway* (London: Penguin, 2007)

Indicative Secondary Texts

Baldridge, Cates, *Graham Greene's Fictions: The Virtues of Extremity* (Columbia: University of Missouri Press, 2000)

Lee, Alison, *Angela Carter* (New York: Twayne, 1997)

Ouditt, Sharon *Fighting Forces, Writing Women: Identity and Ideology in the First World War* (London: Routledge, 1993)

Sherry, Vincent, *The Cambridge Companion to the Literature of the First World War* (Cambridge: Cambridge University Press, 2005)

Showalter, Elaine, *Sexual Anarchy: Gender and Culture at the Fin de Siècle* (London: Bloomsbury, 1992)

Smith, Andrew, *Victorian Demons: Medicine, Masculinity and the Gothic at the Fin-de-Siècle* (Manchester: Manchester University Press, 2004)

Stevenson, Randall, *The Last of England?*, Oxford English Literary History, vol. 12 (1960-2000), (Oxford: Oxford University Press, 2004)

Woods, Tim, *Beginning Postmodernism* (Manchester: Manchester UP, 1999)

13	**Learning outcomes**

Learning outcomes describe what you should know and be able to do by the end of the module

Note about English learning outcomes

Although the learning outcomes do not specify everything you learn on the module, they indicate the main areas it addresses and of which you should be aware.

While some learning outcomes may be specific to this module, those with alphanumeric labels at the end – (A1), (B3), etc. – map into the learning outcomes for English degree programmes. You can see these – and use them to trace your progress through the degree – by consulting the English learning outcomes map.

Knowledge and understanding. After studying this module you should be able to:

understand the relationship between literary texts and their historical and cultural locations A3

be able to apply critical thinking and contextual information to the analysis of particular texts A7

Skills, qualities and attributes. After studying this module you should be able to:

apply varied and relevant modes of evaluation to texts B2

use appropriate critical tools B4

reason critically B7

demonstrate research skills B14

14	**Teaching and learning**
	Range of modes of direct contact
	This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
	The precise form of delivery may vary from year to year, combining workshops, lectures, seminars and tutorials. The following is an indicative suggestion: Lecture/Workshops: 13 x 2 hr – 26 Seminars: 13 x 1 hr - 13 Total contact hours: 39
	Range of other learning methods This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
	• Students will be expected to undertake directed reading tasks on weekly basis. • Students are additionally assigned regular research tasks in advance of seminars, which require them to engage with a diverse range of digital formats, including online databases, online poetry archives and author websites, thus enhancing their digital capabilities and research capacities. • Within seminars, students will be offered regular opportunities for both formal and informal presentations, thus enhancing their professional skills and attributes, and will be offered personalised feedback in response to individual and small-group tasks. • The delivery of an introductory session outlining module expectations communicates

Total non-contact hours: 161

15	**Assessment methods**

This indicates the type and weighting of assessment elements in the module

Element number	Weighting	Type	Description
1	100%	Essay	2000-2500 Word Essay

Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module

mark

One formative research exercise. This requires students to employ advanced digital research skills through the use of online databases and archives in order to source material relevant to their personal research interests on the module. They produce a review and evaluation of the material contained in each source, thus also developing their professional writing skills as reviewers, evaluators and reporters.

Further information on assessment

The module assessment is focussed on the development of high-quality research skills that

encourage a pathway towards individualised research interests, thus providing the opportunity

for the strongest students to translate this into higher-level research practice (R4; S2).

	Document management	
16	Module Title:	Culture and Anarchy
17	Module Code:	ENGL20112
18	Subject (JACS) Code	Q300
19	Cost Centre	138
20	School:	AAH
21	Academic Team	ECM
22	Campus	2 (Clifton)
23	Other institutions providing teaching	*Please complete in box 23 a-d - if applicable*

Institution	%

23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU	
23b	Other public organisation in the UK- Percentage not taught by NTU	
23c	Other private organisation in the UK - Percentage not taught by NTU	
23d	Any other Non-UK organisation - Percentage not taught by NTU	
24	Date this version was formally approved by SASQC/DAG:	