

# Nottingham Trent University

## Module Specification

	Basic module information	
1	Module Title:	Renaissance Literature, 1485-1660: Shakespeare and his Contemporaries
2	Module Code:	ENGL21512
3	Credit Points:	20
4	Duration:	First half year
5	School:	Art, Architecture, Design and Humanities
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

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	ENGL11411	Foundations of Literary Study

### 9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
5	Option	FT/PT	ENGL001/2	BA (H) English
5	Option	FT/PT	HUMS001/2	BA (Joint Hons) Humanities
5	Option	FT/PT		All School of Arts and Humanities Courses for which English is an option

### 10 Overview and aims

This module is an introduction to the literature of the early modern period, or 'the English Renaissance', as it is often known. It will allow students to develop an understanding of the cultural interactions between 'literature' (especially, although not exclusively, drama), and the other cultural forms of a period marked by rapid social change and uncertainty. Emphasis will be given to the ways in which literary texts participate in debates such as those concerning colonialism, religious reform, 'class', race and gender, nation and ethnicity, selfhood, political authority, and civil conflict. As such, the module engages with both ongoing cultural and social

preoccupations and identifiable sustainable development goals in its discussion of gender, class, and racial inequality.

Attention will be paid to the diversity of literary forms in operation in the period, and the module encourages students to undertake appropriate cultural and historical contextualisations of Renaissance literature. The module also aims to promote an evaluation of the cultural context of the 'afterlives' of Renaissance literary texts, particularly (though not exclusively) in filmic and theatrical performance, and in critical theory. Part of this latter evaluation includes engagement with 'World' Shakespeare and the global dissemination and interpretation of Shakespeare's work.

#### 11 **Module content**

The module will begin with an introduction to the idea of 'the English Renaissance' and will encourage students to consider the implications of periodisation for the study of English literature. The module will be structured around four or five thematic clusters of dramatic genre, selected from a range of preoccupations of the period itself and of later critical responses to it. Examples of these include, but are not limited to: Jacobean tragedy, Shakespearean comedy, 'problem' comedy, city comedy, and history. The texts within these genres (including plays by Shakespeare, Marlowe, Jonson, Middleton and Webster) will illustrate both compliance with and resistance to such generic classification. Students will read a range of dramatic texts and will consider contemporary adaptations of English Renaissance works, on stage and screen, and the module will consider the presence of the 'Renaissance' in key texts by literary and cultural theorists.

By the time students finish the module, they will have gained an understanding both of the cultural and political context of early modern literature, and of the issues animating current scholarly discussion of the period. They will be practised in close reading and textual analysis skills (assessed in formative and summative written work) and will also have produced a review of a theatrical (or film) production as part of the formative assessment. This assessment, whilst emphasising the status of these texts as plays, is chiefly an exercise in professional writing and thereby develops professional skills and attributes.

#### 12 **Indicative reading**

STUDENTS: WARNING

Please do not use the indicative reading list as a preliminary reading list. The preliminary reading lists will be posted towards the end of the preceding academic

year.

Bevington, D., ed. *Renaissance Drama: An Anthology*. Norton. 2002.

Cerasano, S.P., ed. *Renaissance Drama by Women: Texts and Documents*.

Routledge, 1996.

Dollimore and Sinfield, eds. *Political Shakespeare*. MUP, 1985.

Greenblatt, Stephen. *Shakespearean Negotiations*. Clarendon, 1988.

Shakespeare, William. *The Oxford Shakespeare*. Oxford, 1986.

### 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.

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

demonstrate an understanding of the complex nature of literary language by showing an informed awareness of the ways in which racial, religious, national, sexual and/or gender identities were constructed and contested in the early modern period (A2)

understand the relationship between literary texts and their historical and cultural location (A3)

originate well-informed and substantiated literary arguments (A6)

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

apply principles of reading and literary theory to textual analysis (A8)

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

demonstrate confidence in performing close textual analysis B1

apply advanced literary and communication skills to appropriate contexts B3

write clearly and logically B5

reason critically B7

work in teams B12

**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

This is *indicative* only. The precise balance between lectures, seminars and workshops may vary from year to year.

Lecture Workshops: 13x2hrs

Seminars: 13x1hr

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

This is *indicative* only. The precise balance between the range of other learning methods used on this module will vary from year to year.

Students will engage with the module material in a number of different ways to encourage preparation, constructive follow-up of class discussion and independent research. The following may apply in any given year:

Directed Reading

Directed Learning

Independent Study

Total non-contact hours: 161

**15 Assessment methods**

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

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description (include any sub-elements)</u>
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1	100%	Essay	2000-2500 word essay
<p><b>Diagnostic/formative assessment</b></p> <p>This indicates if there are any assessments that do not contribute directly to the final module mark</p>			
<p>Students will be set the following formative assessments, designed to prepare them for the essay at the end of the module:</p> <ol style="list-style-type: none"> <li>1) Group seminar presentations.</li> <li>2) A written textual analysis.</li> <li>3) A written review of an early modern dramatic production / film adaptation (original script).</li> </ol>			
<p><b>Further information on assessment</b></p> <p>This section provides further information on the module's assessment where appropriate:</p> <p>Formative assessments develop a range of research skills which contribute towards achieving success in the summative assessment, as well as ongoing personal and professional development. The textual analysis will develop skills in close reading, argument and expression; the group seminar presentation will develop skills in research, working as part of a team, synthesising information, oral communication skills, and presentation, and will also develop personal confidence; the written review will develop and practice professional writing skills, in writing for a public audience, and analytical skills. All of these skills contribute towards developing professional and personal attributes.</p> <p>Feedback will be written, individual feedback and ongoing individual verbal feedback. Feedback will be verbal and individual in the case of the presentations, and individual and written in all other assessments (formative and summative). Individual tutorials will be utilised to offer further one-to-one feedback and to offer guidance on the final essay.</p>			

<b>Document management</b>	
16	Module Title:
17	Module Code:

