

# Nottingham Trent University

## Module Specification

	Basic module information	
1	Module Title:	Modernism and Modernity
2	Module Code:	ENGL30414
3	Credit Points:	20
4	Duration:	Full 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	ENGL1145	Foundations of Literary Studies
		60 credits in English at level 2

### 9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
6	O	FT	ENGL001	BA (H) English
6	O	FT	HUMA---	BA (Hons) Modern Languages (English subject)
6	O	FT/P T		All School of Arts and Humanities Courses for which English is an option

### 10 Overview and aims

This module aims to explore some of the central features of the many transnational movements of modernism, examining how the experimental qualities of modernist culture were conditioned by responses to changes in social and technological modernity. The module will thus explore the main characteristics of modernism across a range of literary texts, while also situating this work in a wider interdisciplinary context of experimentation in the arts and culture of modernism (e.g. visual art, architecture, cinema). An innovative feature of the module is the focus upon the modernist little magazine (which will be studied in digital form, thus introducing some of the ideas of Digital Humanities to students).

### 11 Module content

This third level module is in two parts. The first part of the module examines the origins of Anglo-American and European modernism by considering a small selection of key authors, examining how they responded to modernity. Texts that might be studied in close detail include James Joyce, *Ulysses* (1922); Virginia Woolf, *To the Lighthouse* (1927); T.S. Eliot, *The Waste Land* (1922). The second part of the module explores where modernism was first published, that is, in the pages of the modernist 'little magazine'. This part of the module will use the digitized versions of little magazines, mainly from Britain and North America, to be found on the website of the Modernist Journals Project (<http://modjourn.org/>)

## 12 Indicative reading

Possible primary texts include:

James Joyce, *Ulysses* (1922)

Virginia Woolf, *To the Lighthouse* (1927)

Jean Rhys, *Voyage in the Dark* (1934)

T.S. Eliot, *The Waste Land* (1922)

Mina Loy, *The Last Lunar Baedeker* (1982)

Modernist Magazines to include:

*Rhythm*, *The Little Review*, *Blast*, *The New Age*

### Secondary Reading

Peter Brooker and Andrew Thacker, (eds) *The Oxford Critical and Cultural History of Modernist Magazines*, 3 vols (Oxford: OUP, 2009-13).

Peter Brooker, Andrzej Gasiorek, Deborah Longworth, Andrew Thacker (eds), *The Oxford Handbook of Modernisms* (Oxford: OUP, 2010)

Peter Nicholls, *Modernisms: A Literary Guide* (Basingstoke: Macmillan, 1995)

## 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:

<ul style="list-style-type: none"> <li>• Show critical understanding and knowledge of a wide and varied range of literary texts A1</li> <li>• Show understanding of the relationship between literary texts and their historical/cultural location A3</li> <li>• Apply critical thinking and contextual information to the analysis of texts A7</li> <li>• Apply principles of cultural theory to texts</li> </ul>
Skills, qualities and attributes. After studying this module you should be able to:
<ul style="list-style-type: none"> <li>• Show confidence in performing close textual analysis B1</li> <li>• Use appropriate critical tools in textual analysis B4</li> <li>• Present cogent and coherent oral/written arguments B6</li> </ul>

<b>14 Teaching and learning</b>
<i>Range of modes of direct contact</i>
This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars
Lectures, seminars, lecture/workshops and tutorials
Total contact hours: 39
<i>Range of other learning methods</i>
This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research
Primary and secondary reading; directed reading and listening; individual reflection
Total non-contact hours: 161

15

**Assessment methods**

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

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>
1	100%	Essay	2500 word essay

**Diagnostic/formative assessment**

<p>This indicates if there are any assessments that do not contribute directly to the final module mark</p>
<p>A formative essay on one of the texts studied; seminar presentation on a little magazine</p>
<p><b>Further information on assessment</b></p> <p>This section provides further information on the module's assessment where appropriate</p> <p>The essay will cover the range of the materials studied on the module.</p>

<b>Document management</b>		
16	Module Title:	
17	Module Code:	
18	Subject (JACS) Code	
19	Cost Centre	
20	School:	
21	Academic Team	
22	Campus	
23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>
	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:	