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| 4100ENGLSemester 1*English* | Reading English(20c) | *Aim:*1. To introduce students to the interdisciplinary study of English at degree level through a variety of texts drawn from different historical periods;2. To introduce students to the formal analysis of texts, including questions of literary form, narrative and genre;3. To introduce students to the generic skills needed for the study of English at degree level, including close reading, reading quickly and efficiently, and writing essays. | *Learning activities:*Lectures, workshops, seminars and tutorial | *Assessment:*1000 word essay (30%) 2500 word essay (70%) |
| 4101ENGLSemester 1*English* | American Classics(20c) | *Aim:*1. To introduce arriving first year students to a sample of American literature and key critical approaches that will be developed on the degree;2. To problematise the idea of the 'classic' work of literature, and explore the status of such books in American culture as a whole;3. To give students practice in different modes of reading and critical analysis. | *Learning activities:*Lectures, seminars, workshops, individual feedback consultations; group work, private study, written work and Blackboard activity. | *Assessment:*Editor's Intro 1500 words (40%) Exam - unseen (60%) |
| 4101HISENGSemester 1*English* | Literature in Context for History & English: Britain in the 1950s(20c) | *Aim:*1. To introduce students to interdisciplinary perspectives on reading and interpretingliterary and other texts within the cultural/historical moment of their production, through working on primary materials, and on critical and contextual writing.2. To assist students to develop in a self-reflective way a range of core skills essential to successful study at university level (including study, numerical, team-working and presentational skills).3. To introduce them to standard academic practice in written presentation. | *Learning activities:*Lectures, seminars and tutorials; group work; private study, written work and Canvas activity. | *Assessment:*2000 Word Essay (50%) Portfolio (50%) |
| 4104ENGLSemester 1*English* | Literature in Context: Britain in the 1950s(20c) | *Aim:*1. To introduce students to interdisciplinary perspectives on reading and interpreting literary and other texts within the cultural/historical moment of their production, through working on primary materials, and on critical and contextual writing.2. To assist students to develop in a self-reflective way a range of core skills essential to successful study at university level (including study, numerical, team-working and presentational skills).3. To introduce them to standard academic practice in written presentation. | *Learning activities:*Lectures, seminars and tutorials; group work; private study, written work and Canvas activity. | *Assessment:*200 Word Essay (50%) Self Awareness Statement (10%) Portfolio (40%) |
| 4114ENGLSemester 1*English* | Literature in Context: Britain in the 1950s(20c) | *Aim:*1. To introduce students to interdisciplinary perspectives on reading and interpreting literary and other texts within the cultural/historical moment of their production, through working on primary materials, and on critical and contextual writing.2. To assist students to develop in a self-reflective way a range of core skills essential to successful study at university level (including study, numerical, team-working and presentational skills).3. To introduce them to standard academic practice in written presentation. | *Learning activities:*Lectures, seminars and tutorials; group work; private study, written work and Canvas activity. | *Assessment:*2000 Word Essay (50%) Portfolio (50%) |
| 5102ENGLSemester 1*English* | Body, Mind & Soul: seventeenth-century literature and culture(20c) | *Aim:*1. To introduce students to a range of seventeenth-century writings in their historical and cultural context;2. To enable students to recognise different forms and genres used in the period;3. To facilitate students in understanding the concept of the Early Modern and issues of historical change and continuity; | *Learning activities:*Lectures, seminars, workshops and tutorials; private study, written work, field trip andBlackboard activity. | *Assessment:*2000 word editing exercise (40%) 3000 word essay (60%) |
| 5105ENGLSemester 1*English* | International Perspectives on Literature(20c) | *Aim:*1. To introduce students to literature and critical approaches from an international perspective.2. To develop understanding of cultural differences in engagements with literary texts. 3. To enable students to write on literature from a comparative perspective. | *Learning activities:*Lectures, seminars, workshops | *Assessment:*1500 analysis (30%) 3000 word essay (70%) |
| 5111ENGLSemester 1*English* | Romanticism: Revolution, Reaction & Representation(20c) | *Aim:*1. To develop students' understanding of the manifestations of Romanticism in nineteenth-century literature, in a variety of forms and genres (principally lyric and narrative poetry, fiction, and prose writing), and to assess the cultural afterlife and importance of Romanticism and its modes.2. To explore the connections between politics, social history, and literary culture in Britain during a period of social instability and intense and rapid changes in many areas of life at home and abroad.3. To introduce students to critical debates and controversies about Romanticism and its legacies in the nineteenth and twentieth century, including its canonical role in English studies. | *Learning activities:*Lectures, seminars, student-led presentations; private study and reading, Blackboard and online activity. | *Assessment:*Portfolio (50%) 2500 word essay (50%) |
| 5112ENGLSemester 1*English* | Short Cuts: Writing in Brief(20c) | *Aim:*1. To analyse a wide variety of short writing, both Anglophone and translated works, from the post-Second World War era, such as short stories, fragments, aphorisms, prose poetry, diary entries, letters and essays;2. To use this short writing to develop students’ skills of close reading and textual analysis;3. To explore the relationship between short writing and modernity/contemporary culture. | *Learning activities:*Lectures, Seminars, Workshops. | *Assessment:*1500 word critical analysis (30%) 3000 word essay (70%) |
| 5116ENGLSemester 1*English* | Prison Voices: Narratives of Crime and Punishment in the 19th Century(20c) | *Aim:*1. To examine changing discourses about deviance, criminality, punishment, and discipline and how these have been articulated within literary and non-literary texts2. To extend students' skills in online research and interpretation by analysing, comparing, and considering the connections between a wide range of digital and textual primary sources3. To develop students’ skills in online communication by the creation of individual Wordpress blogs and social media stream and an extended research blog for the module’s public website. | *Learning activities:*Lectures and workshops in IT suite | *Assessment:*Individual blog (50%) 1500 word research blog post (50%) |
| 6114ENGLSemester 1*English* | Tales of the Market: Capitalism and Critique(20c) | *Aim:*1. To introduce students to narratives of capitalism in fiction and non-fiction.2. To develop an interdisciplinary knowledge of the key concepts of capitalist critique and examine their relevance in making sense of significant cultural texts.3. To critically read how the desires, contradictions and failures of the market are expressed through significant cultural texts. | *Learning activities:*Lectures, Seminars, Blog Discussion | *Assessment:*Blogs (40%) Critical essay (60%) |
| 6115ENGLSemester 1*English* | Terrorism and Modern Literature(20c) | *Aim:*1. To establish terrorism as a significant and persistent literary, political and cultural preoccupation in modern literature (1880s to present), and examine key instances in which the language and concept of terror is at issue;2. To enable students to explore the ways that moral, aesthetic and political concerns circulate in culture and public life;3. To give students the opportunity to develop a research interest in a related area. | *Learning activities:*Lectures, seminars, seminar introductions, individual assignment consultations | *Assessment:*1500 words - textual analysis (40%) 3000 words essay (60%) |
| 6117ENGLSemester 1*English* | World Literature: Writing from the Periphery(20c) | *Aim:*1. To introduce students to the concept of ‘world literature’ through a selection of texts from the twentieth to the twenty-first centuries in relation to the rise and expansion of a global modernity2. To examine on-going critical debates around key areas of research in the global humanities: a singular modernity, the politics of translation, the periphery and the world system3. To compare literary and critical perspective on the political and aesthetic stakes of the concept of world literature in relation to current global affairs | *Learning activities:*Lectures, Seminars, independent study | *Assessment:*Short position paper (30%) 3000 word essay (70%) |
| 6122ENGLSemester 1*English* | Transitions: Identities in the Interwar Years(20c) | *Aim:*1.To examine the impact of World War One and increasing concerns about a second World War on understanding of class, gender, sexual and regional identities during the period 1918-1939.2. To explore the range of literary forms deployed to represent and challenge emergent conceptualisation of identity, including the novel, popular fiction, middlebrow writing, poetry, autobiography, periodical publishing.3. To assess the relationship between changing cultural hierarchies and reconfigurations of identity. | *Learning activities:*LecturesSeminarsLibrary Research task | *Assessment:*Report 1500 Words (40%) Essay 2500 Words (60%) |
| 7100ENGLITSemester 1*English* | Research Methods for English Studies(30c) | *Aim:*1. To deepen students' understanding of library, bibliographic, online and other facilities necessary for postgraduate research; 2. To assist students in recognizing and applying appropriate strategies for developing advanced level research projects;3. To enhance students' capacities for evaluating strengths and weaknesses in the methodologies of researchers in their field; 4. To develop and nuance verbal communication skills, to enable the expression of complex ideas and conform to postgraduate-level standards for the presentation of written work. | *Learning activities:*Seminars and Workshops. | *Assessment:*Research Task 2000 words (40%) Analysis 3000 words (60%) |
| 7101ENGLSemester 1*English* | Contemporary Literary Studies(30c) | *Aim:*To give students a broad awareness of the current state of literary studies, introducing them to new approaches and ongoing debates in the field;To help students develop strategies for identifying and exploiting relevant resources for research;To encourage reflection on the nature and limits of primary sources in the students’ projects, and to develop relevant critical and analytical skills. | *Learning activities:*Presentations, seminars, workshops, one-to-one tutorials. | *Assessment:*Analysis of primary material (70%) Reviews of secondary material (30%) |
| 7103MRSemester 1*English* | Research Methods for Arts, Professional and Social Studies(30c) | *Aim:*To introduce students to library, bibliographic, online and other facilities necessary for postgraduate research;To assist students in recognizing and applying appropriate strategies for developing a research project – identifying research questions, theoretical problems, material for analysis and critical position;To develop students’ capacities for evaluating strengths and weaknesses in the methodologies of researchers in their field;To help students gain confidence in communicating their ideas verbally to their peers, and conform to postgraduate-level standards for the presentation of written work. | *Learning activities:*Lectures, seminars, workshops | *Assessment:*Search narrative (40%) Comparative Analysis of Method (60%) |
| 7106ENGLITSemester 1*English* | Place(30c) | *Aim:*1. To critically examine the significance of place in a diverse range of literary and cultural texts;2. To evaluate advanced critical and theoretical approaches to the role of place in modernity;3. To master skills of critical reflection and analysis through a variety of modes of engagement (including spoken, written and collaborative). | *Learning activities:*Seminars, One-to-One Tutorials and Off-Site Visit. | *Assessment:*Online critical report (25%) Essay 4000 words (75%) |
| 4102ENGLSemester 2*English* | Digital Victorians: Investigating the Victorians in the 21st Century(20c) | *Aim:*1. To introduce 21st century critical and methodological approaches to studying 19th-century literature and culture 2. To provide a practice-based foundation in using Digital Humanities tools, methods and resources3. To have a critical understanding of aspects of Victorian culture and their legacy for our own time | *Learning activities:*Serial reading: Facebook group week-by-week reading & discussion of novel in instalments (Charles Dickens, Great Expectations); tweeting in characterCharting & mapping ‘distant’ reading and analytics (Google Books; 19th Century Collections Online; British Library 19th Century Newspapers)Comparing printed and e-copies of novel with magazine serial editions (Dickens Journals Online)Comparing digital archives with traditional archives (Punch Database and LJMU periodical collections)Picturing the Victorians: Walker Art Galley & creating an interactive gallery (pinterest/instagram)Mapping Slavery: Liverpool, Slavery & Abolition (Museum of Slavery; Legacies of Slavery Database; protest & poetry; designing a walking tourAdapting/Recreating/Subverting the Victorians: Lloyd Jones, Mister Pip | *Assessment:*Reading journal/reflection (40%) Creative output & reflection (60%) |
| 4103ENGLSemester 2*English* | Literary & Cultural Theory(20c) | *Aim:*1. Provide students with an understanding of the basic strands of literary and cultural theories, such as feminism, Marxism, postcolonial theory, and psychoanalysis.2. Equip students with an appropriate critical vocabulary to enable them to apply these theoretical perspectives to their study of texts, in particular literature, but also film, media, news, and popular culture. 3. Allow students to explore and evaluate these theoretical perspectives through practical application to literary texts as well as to other primary sources.4. Give students the familiarity and confidence to use basic theoretical and critical concepts and perspectives in all areas of their degree. | *Learning activities:*Close reading exercisesOnline research tasksGroup discussionSeminar presentations | *Assessment:*1000 words (35%) 2000 words (65%) |
| 4105ENGLSemester 2*English* | World, Time and Text(20c) | *Aim:*1. To introduce students to ways of reading texts in a series of historical, politico-geographical, and intertextual contexts.2. To develop students' awareness of key methods in the study of English.3. To enable students to recognise the historical and geographical diversity of forms and concerns of literature in English.4. To develop students' skills in analysing texts and articulating critical responses to Texts. | *Learning activities:*Lectures, seminars and tutorials; group work; private study, written work andBlackboard activity- wiki project. | *Assessment:*2000 word Critical analysis (60%) 2000 Word Essay (40%) |
| 5108ENGLSemester 2*English* | Poetry Matters(20c) | *Aim:*1. To develop the appropriate critical vocabulary to enhance the understanding of poetry. 2. To introduce students to a range of poetry from different periods, in different forms and from different cultural locations. 3. To identify the aesthetic qualities of different poetic traditions. | *Learning activities:*Lectures, seminars, workshops and tutorials; private study, written work andBlackboard activity. | *Assessment:*1500 word critical analysis (40%) 2 hour exam (60%) |
| 5114ENGLSemester 2*English* | The Victorians: Realism and Sensation(20c) | *Aim:*1. To extend students’ familiarity with a range of Victorian texts including novels, poetry and essays.2. To discuss the parallel developments of sensation fiction and realism and how this fed into conceptions of ‘high’, ‘low’ and ‘middlebrow’ literature.3.To explore how the Victorian age was characterized by rapidly developing scientific discourses and popular interest in them (popularization)4. To understand how contemporary understanding of genre and cultural prestige were inherited from the Victorian period. | *Learning activities:*Lectures, Seminars, Workshop, Walker Gallery Trip. | *Assessment:*Short Analysis Essay (40%) Research Essay (60%) |
| 5115ENGLSemester 2*English* | The Literature of Extinction: American Writing and the Environment(20c) | *Aim:*1. To develop students’ understanding of the representation of space through the study of selected critical discourses about space drawn from, for example: phenomenology, Marxism, cultural geography, psychoanalysis, ecocriticism, environmentalism, affect theory or literary theory;2. To situate American ideas about space in their historical and cultural contexts;3. To explore how the experience of specific spaces shapes individual and group identities and how, reciprocally, those identities affect how people experience the spaces they occupy or through which they move;4. To analyse the spatial aesthetics of a range of American literary and visual texts. | *Learning activities:*Lectures, seminars, and consultation tutorials; private study, written work and Blackboard activity. | *Assessment:*1500 word (40%) 2500 word essay (60%) |
| 5124ENGLSemester 2*English* | Migrants to the Screen(20c) | *Aim:*1. To introduce students to the field of adaptation studies.2. Building on their existing understanding of postcolonial studies – encountered in ‘Literary and Cultural Theory’ and ‘World, Time and Text’ (both Level 4) as well as, in some cases, other modules – to enable students to critically engage with contemporary literary and non-literary representations of migrants and migration.3. To enable students to explore intersections between adaptation studies and postcolonial studies. | *Learning activities:*Lectures; seminars; workshops; tutorials and private study. | *Assessment:*1500 Word Close Analysis (35%) 3000Word Essay (65%) |
| 5125ENGLSemester 2*English* | Life Stories: Telling Tales and Keeping Secrets in Auto/Biographical Writing(20c) | *Aim:*1. To introduce students to the diversity of auto/biographical writing 2. To equip students with the critical vocabulary and analytical tools to explore and analyse modern life-writing 3. To understand key critical topics relating to life-writing, including the relations of subjectivity and form; the intersections of gender, race, class and embodiment; the role of memory and nostalgia; narrative strategies of confession and secrecy.4. To explore these questions in an interdisciplinary context with reference to a wide range of literary, cultural and visual texts. | *Learning activities:*Lectures, seminars, workshops and tutorials; film screening and discussion; private study, written work and Canvas activity. | *Assessment:*1500 Word Critical Reflection (30%) 2500 Word Essay (70%) |
| 6109ENGLSemester 2*English* | Our House: Representing Domestic Space(20c) | *Aim:*1. To analyse domestic space as an important aspect of contemporary culture;2. To familiarize students with a range of disciplinary and philosophical traditions which have focused upon domestic space, with a particular focus on phenomenology and psychoanalysis.3. To encourage students to reflect upon their own experiences of domestic space. | *Learning activities:*Lectures, Seminars, Workshops, Blackboard Activity. | *Assessment:*1500 word critical analysis (30%) 3000 word essay (70%) |
| 6111ENGLSemester 2*English* | Race in America(20c) | *Aim:*1. to engage students with important critical and theoretical views relating to racial formations, racial identities, and racism in American history through the study of a range generically diverse texts from the postwar period to the colourblind present.2. to develop cultural and historical understanding of the dynamics of race in postwar America.3. to engage with critical race theory and other racial theories to produce an informed critical reading of race in key cultural texts from postwar America. | *Learning activities:*Lectures, seminars, tutorials, film/documentary showings. | *Assessment:*1500 words critical analysis (40%) 2500 word essay (60%) |
| 6113ENGLSemester 2*English* | Shakespeare(20c) | *Aim:*1. To reinforce the ability to critically analyse texts in close detail.2. To examine a range of Shakespeare’s plays in the context of their original cultural production.3. To consider the ways in which the figure of Shakespeare has been deployed in different cultural, social and political conditions contributing to the production of meaning in the plays and/or in Shakespeare as a cultural artefact. | *Learning activities:*Lectures, Seminars | *Assessment:*1500 word critical analysis (25%) 3000 word essay (75%) |
| 6118ENGLSemester 2*English* | Writing Lives: Collaborative Research Project on Working-Class Autobiography(20c) | *Aim:*1. To enable students to acquire advanced digital humanities research skills by engaging in individual and collective work as part of an online collaborative research project.2. To introduce students to editorial procedures and skills and to enable them to edit and write their own research materials and findings at a professional level suitable for online publication on the module's public website @ www.writinglives.org3. To enable students to use their own research to engage in critical and historical debates about the class dimensions of culture and society since c. 1800 4. To evaluate critical approaches to the formation and characteristics of a distinctively working-class tradition of autobiographical writing5. To analyse the relationship between life-writing, subjectivity and history | *Learning activities:*Lectures and workshops in IT suite (researching and writing Author Blog)Peer review of Author Blogs (in groups)Using social media to promote your Author Blog, collaborative research & website. Visits to archives/museums e.g. Working Class Movements Library, The People's History MuseumIndependent archival research (where appropriate) | *Assessment:*500 words x 10 author blog (70%) Research record of work (30%) |
| 6124ENGLSemester 2*English* | Violence in Nineteenth-Century Literature(20c) | *Aim:*1. To establish violence as a significant and persistent literary, political and cultural preoccupation in nineteenth-century literature (1800-1900), and examine key works in which the issues of class, empire and gender were explored by authors of this period in relation to conflict and crisis;2. To enable students to explore how the subject of violence influenced literary aesthetics during the Romantic and Victorian periods in relation to cultural and political concerns of the nineteenth century;3. To give students the opportunity to develop a research interest in a related area. | *Learning activities:*Lectures, seminars, workshops and tutorials. | *Assessment:*Analysis Essay 1500 words (30%) Essay 3000 Words (70%) |
| 7101ENGLITSemester 2*English* | Bodies(30c) | *Aim:*1. To critically explore and understand the diversity of representations of the human body across a broad range of different historical periods and literary-historical genres.2. To undertake advanced study of historical examples and contemporary theories of the body and somatic experience, drawing both on literary theory and related disciplines.3. To achieve a mastery of new and emergent ways of writing the history of the body. | *Learning activities:*Seminars and Workshops. | *Assessment:*Critical Analysis 1500 words (30%) Essay 4000 words (70%) |
| 7102ENGLSemester 2*English* | English Project Development(30c) | *Aim:*To promote reflection on students’ theoretical and methodological orientation and help them situate their own work in relation to advances within the field; To help students acquire skills and confidence in chairing discussion and presenting their own ideas;To prepare for the writing phase by mapping out the different elements of the project and organising them into an appropriate structure | *Learning activities:*Presentations, seminars, workshops, one-to-one tutorials. | *Assessment:*Literature Review, 3000 words (50%) Presentation report & plan (50%) |
| 7102ENGLITSemester 2*English* | Mobilities(30c) | *Aim:*1. To examine critically a range of texts pertinent to themes of mobility, border crossing, migration and transnationalism2. To engage critically with contemporary critical and theoretical interventions in mobility studies, diaspora studies and the global humanities.3. To enable students to develop a range of analytical skills which are relevant to their detailed exploration of literary texts. | *Learning activities:*Seminars and tutorials | *Assessment:*Poster Presention (1500 words) (30%) Research Essay (4000 words) (70%) |
| 7103ENGLITSemester 2*English* | Objects(30c) | *Aim:*1. To explore how objects shape everyday life and the construction of identities;2. To investigate how the social agency of things is negotiated in different cultural and historical contexts;3. To understand how objects inform literature and culture. | *Learning activities:*Seminars and Workshops | *Assessment:*10 Minute poster presentation (15%) 4000 Word Essay (85%) |
| 7104ENGLITSemester 2*English* | Public Culture and Collaborative Practice(30c) | *Aim:*1.To facilitate engagement with cultural institutions and organisations so as to enrich the students’ experience of the professional environment of the contemporary cultural industries, and further their understanding of the social, cultural and economic environment of the city region. 2.To create opportunities for students to gain advanced knowledge of the role of the arts in public life and organisations, and to think critically about the productive exchanges between cultural learning in higher education establishments and public cultural environments. 3.To encourage students to gain experience of cultural organisations and/or public engagement projects as a means of reflecting upon their own knowledge and transferrable skills. | *Learning activities:*Students will undertake a number of supported site visits to cultural, civic and/or community organisations in the Liverpool City Region, as appropriate. If collaborating on an LJMU-affiliated research project and/or event, they will be orientated to that project by the project leader. Seminars and tutorials will underpin these activities, supported by readings of key texts on cultural industries and organisations that will enable students to gain a critical, theoretical and professional insight into the role of the arts in public culture. Students are expected to attend the taught sessions provided, bringing with them developmental work indicating their progression. At this level it is expected that students will show a high degree of motivation and ability to engage in self-directed study, to demonstrate a good understanding of scholarship on recent critical and policy issues, and to display initiative in forming collaborations, networking and problem solving. | *Assessment:*Online Journal 2000 words (40%) Presentation & written report (60%) |
| 5119ENGLYearlong*English* | English Work Experience(20c) | *Aim:*This module will enable students to:1. develop a range of professional and transferable skills relevant to the world of work.2. critically and holistically reflect on their self-development and acquisition of skills and attributes through their experience of work in conjunction with their academic studies. 3. identify and articulate the relevance of their transferable and subject-related skills to the world of work. | *Learning activities:*Workshops; lectures; tutorials; work experience (Prescot Projects; Teaching; Self-Arranged Placements; use of information technology and social media (Social Media Skills). | *Assessment:*Portfolio (100%) |
| 6100ENGLYearlong*English* | English Dissertation(20c) | *Aim:*1. To enable students to work independently, in depth and at length, on an appropriate English topic which falls within areas of expertise in the department.2. To develop skills in the formulation of appropriate, viable and feasible research questions in relation to a body of material. 3. To produce a substantial piece of written work, with appropriate scholarly presentation and bibliography, addressing a research question, offering an argument and a conclusion. | *Learning activities:*Lectures, Workshops, Tutorials | *Assessment:*Proposal 1000 words (10%) Dissertation 7-8000 words (90%) |
| 6108ENGLYearlong*English* | English Independent Study(20c) | *Aim:*1. To give students an opportunity to pursue their own intellectual interests at Level 6, or build on interests from previous levels;2. To give students experience in undertaking independent academic study, working in consultation with a tutor but on their own initiative and managing their own time;3. To promote key skills relating to Level 6 work: devising a feasible literary or interdisciplinary topic, with the possibility of a creative element; researching widely to produce a critically informed approach, and expressing a coherent position. | *Learning activities:*Tutorials, independent study, field work (if applicable), online discussion. | *Assessment:*Portfolio 4500 words (100%) |