

MODULE DESCRIPTOR

TITLE	Censorship, Conflict and Scandal
MODULE CODE	77-6866-01S
LEVEL	6
CREDITS	20
ECTS CREDITS VALUE	Q300
DEPARTMENT	Humanities
SUBJECT GROUP	English
DATE APPROVED	Ana María Sánchez-Arce

MODULE AIM

This module explores a number of texts that have been banned, censored or caused social conflict or scandal, usually on political, social, religious or sexual grounds. It focuses on 20th and 21st century texts but some consideration will be given to censorship, conflict and scandal in preceding centuries. It provides you with a forum to discuss the origins of, reasons for and changing nature of censorship, conflict and scandal arising from literary texts. The central aims of this module are:

- To study censorship, conflict and scandal and its impact on the writing, reading and publishing of literature
- To analyse a range of literary texts that have caused controversy or been banned

LEARNING OUTCOMES

LO Ref	Learning Outcome
1	Critically engage with a range of issues relating to censorship, conflict and scandal in relation to freedom of expression, ethics and morality
2	Formulate and articulate ways in which censorship, social conflict and scandal have evolved in the past century and recent times
3	Produce independent analyses of the ways in which literary texts engage with and bypass, or incur and bring about, censorship, social conflict and scandal
4	Apply and criticise appropriate theoretical and philosophical frameworks

INDICATIVE CONTENT

- Book banning and censorship
- Sex and propriety: the role of morality
- Political correctness
- Political censorship: governments and book banning
- Social conflict and literature
- Self-censorship
- Freedom of speech
- Protecting children
- A selection of contemporary texts will be studied. Indicative primary texts (these may change from year to year):
 - Richard Bean *England People Very Nice*
 - D.H. Lawrence *Lady Chatterley's Lover*
 - Arthur Miller *The Crucible*
 - Vladimir Nabokov *Lolita*
 - Edna O'Brien *The Country Girls*
 - George Orwell *Nineteen Eighty-Four*
 - Salman Rushdie *The Satanic Verses*

LEARNING, TEACHING AND ASSESSMENT STRATEGY

Students will be supported in their learning, to achieve the above outcomes, in the following ways: The module is delivered through lectures and seminars. There is the opportunity for students to have individual tutorials for the preparation of their written assignments.

Lectures/Workshops

These will be used to introduce you to key theories and debates relating to censorship, conflict and scandal, and specific authors or texts. They will also be used to provide assessment guidance.

Seminar sessions

These will focus on the close reading of texts in the light of the theoretical and methodological material introduced in the lectures and earlier seminar sessions, as well as discussing key ideas in selected secondary reading. Some seminar time will be devoted to assessment guidance and feedback.

Directed learning activities

These will include a series of tasks relating to the texts studied and further reading, some of which will be digitalised.

Module Activity

Whenever possible, there will be an activity directly related to the module, such as attending a theatre production of one of the texts studied.

Self directed learning

This will involve reading primary texts and background literature to prepare for lectures and seminars, using web-based resources and considering links between primary texts, lecture material and further reading. The preparation of a poster on a specific module-related theme will also be expected..

ASSESSMENT INFORMATION

Task No.	Description of Assessment Task	Assessment Task Type Coursework (CW) Written Exam (EX) Practical (PR)	Word Count or Exam Duration	Task Weighting %
1	Essay	CW	2,500 words	100%

FEEDBACK TO STUDENTS

Students will receive feedback on their performance in the following ways
Feedback will be available informally throughout the semester during the course of seminar discussions and formative tasks.

Written Assignment

Summative Feedback: This will take the form of detailed written feedback that outlines strengths and areas to improve upon relating to the assessment criteria.

LEARNING RESOURCES FOR THIS MODULE

<https://shu.rl.talis.com/lists/A09A0DD2-F408-58F4-C402-B2ADA71E90E8.html>

MODULES INCLUDING RESEARCH PROJECTS AND/OR TEACHING-RELATED RESEARCH PROJECTS

Will the assessment for this module require approval by Faculty Research Ethics Committee? If YES, please detail below how students will seek approval for their research	NO

NOTIONAL STUDY HOURS FOR THIS MODULE

Module Study Hours by Type (see KIS definitions)		
Scheduled Learning and Teaching Activity	No. of Hours	KIS category
Lecture	24	Scheduled L&T
Seminar	12	Scheduled L&T
Tutorial		Scheduled L&T
Project Supervision with tutor		Scheduled L&T
Demonstration		Scheduled L&T
Practical classes and workshops		Scheduled L&T
Supervised time in studio/workshop/laboratory		Scheduled L&T
Fieldwork		Scheduled L&T
External visits		Scheduled L&T
Scheduled Learning and Teaching Activities sub-total	36	
Guided Independent Study	164	Independent
Placement or Work-based Learning**		Placement
TOTAL NUMBER OF NOTIONAL STUDY HOURS FOR MODULE	200	

REVISIONS

Date	Reason
May 2017	Modification DB3HU30-1617
July 2017	Operational change approved by Humanities Departmental Board 21/06/17