

Module Title	Nineteenth and Twentieth-century Realism
Level	5
Reference No.	CWP_5_NTC
Credit Value	20
Student Study Hours	Total: 200 Contact hours: 45 Student managed learning hours: 155
Pre-requisite learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	Suzanne Scafe
Faculty/Department	Culture, Writing and Performance
Short Description	This module focuses on a selection of nineteenth and twentieth-century realist fiction, including examples of 'magical realism'; 'the 'postmodern 'real' and contemporary realism. The module begins by defining and interrogating dominant definitions of realism in relation to literature art and film and by tracing the rise of the novel, defined by theorists such as Raymond Williams and Terry Eagleton and the 'great art form of the middle classes'. The early sessions will be concerned with examples of nineteenth-century realism, read in relation to influential theorists such as Auerbach, Lukacz and Kettle. In the second half of the module, students will focus on examples of twentieth-century and contemporary realism, reading work that stretches the genre and tests generic boundaries and definitions. This later work will be read in relation to more recent work by feminist critics, affect or 'neo-phenomenological' theorists as well as postmodern theorist Patricia Waugh, who argues that 'of all artistic genres, it is the novel that has most grappled with 'self-centred modern scepticism', defined by Waugh as the 'legacy of modern thought'. She asks: 'Can reading fiction help us to understand those processes of existential disorientation that leave us adrift in the world'?
Aims	The aims of the module are: to introduce students the the concept of literary genre to equip students with the critical and theoretical tools to interrogate generic boundaries to provide students with a critical and theoretical model for reading realism in literary representation to facilitate the critical analysis and detailed understanding of a selection of canonical and non-canonical realist fiction to develop students' expertise in analysing fictional texts in conjunction with a selection of critical and theoretical material.
Learning Outcomes	Knowledge and Understanding be familiar with a range of realist fiction in English; <ul style="list-style-type: none"> • demonstrate an increasingly sophisticated competence in analysing different forms of realist fiction; • be capable of discussing these individual texts with reference to a wide range of critical, theoretical and cultural references. Intellectual Skills <ul style="list-style-type: none"> • Identify and interrogate current critical and theoretical responses to nineteenth and twentieth-century realist fiction • develop an understanding of detailed literary and critical concepts in an open-ended way and which involves an understanding of purpose and reception • articulate orally and in writing the dominant characteristics and preoccupation of individual authors studies in depth on the module • conduct research that is appropriate for the production of an oral seminar presentation and two essays.

	<ul style="list-style-type: none"> produce an academic essay that conforms to the scholarly conventions appropriate to the study of literature <p>Transferable Skills</p> <p>On successful completion of this module you will be able to:</p> <ul style="list-style-type: none"> use with confidence appropriate critical vocabulary work effectively in groups contribute with confidence to oral discussions that focus on textual analysis work together to produce an effective group presentation contribute with confidence to oral discussions that focus on textual analysis
Employability	This module gives students the skills to work in areas of employment that demand high levels of literacy, confidence in oral delivery and in group work. The content of the module gives students specific skills that are relevant for work in teaching (at all levels); administration; the media and publishing
Teaching and learning pattern	2 x 2 hour lecture followed by a 2hour seminar In addition students will be required to attend individual and group tutorials, and writing workshops.
Indicative content	The module begins with an outline of critical definitions and approaches to the study of realism; a discussion of realism as an aesthetic category and an overview of the history of the novel as an example of realism in literary texts. Students will be asked to read a selection of novels taken from the following, indicative list of writers: Daniel Defoe; Samuel Richardson; Jane Austen; George Eliot; Elizabeth Gaskell; Anthony Trollope; Gustave Flaubert; Honore Balzac; Ivan Turgenev; E.M.Forster; Elizabeth Taylor; Gabriel Garcia Marquez; Ahmed Ali; Ian McEwan.
Assessment Elements & weightings	Individual or group presentation (20%) Essay 2,000 words (40%) Essay 2,000 words (40%)
Indicative Sources (Reading lists)	<p>(THE FOLLOWING LIST IS INDICATIVE. STUDENTS WILL STUDY ABOUT 7 FICTION TEXTS)</p> <p>Austen, Jane Persuasion Chekov, Anton Selected Short Stories Flaubert, Gustave Madame Bovary Forster, E.M. A Passage to India Barker, Pat The Ghost Road Morrison, Toni Jazz Marquez, Gabriel Garcia One Hundred Years of Solitude</p> <p>Core Secondary Texts</p> <p>Auerbach, E. Mimesis Allot, M. Novelists and the Novel Barthes, R. The Rustle of Language Grant, D. Realism Kettle, A. An Introduction to the English Novel Lucacz, G. A Theory of the Novel Waugh, P (ed.) The Cambridge Companion to Modern British Culture</p> <p>Optional Reading:</p> <p>Baron, C. and M. Engel eds. Realism/Anti-Realism in Twentieth-Century Literature Beaumont, M. eds. Adventures in Realism David, Deed. The Cambridge Companion to the Victorian Novel Reee, K and S. Hart What is Magical Realism? An Explanation of Style Moers, E. Literary Women</p>

	Miller, D.A. Traditional Novel Mukherjee, M. Said, E. Watt, I.	Narrative and its Discontents : Problems of closure in the Realism and Reality: The Novel and Society in India Culture and Imperialism The Rise of the Novel
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