

## COURSE UNIT PROPOSAL FORM

*for new course proposals and major course amendments*

A completed Visiting Examiner's Statement must be attached to this Course Unit Proposal and Course Specification Form

Completed forms should be submitted electronically to the [Academic-Development-Office@rhul.ac.uk](mailto:Academic-Development-Office@rhul.ac.uk) In the event of any query about how to complete this form, please contact the Academic Development Office or the relevant Assistant Registrar, or consult the Guidance notes.

<b>1. Nature of the proposal:</b>	<input checked="" type="checkbox"/> to validate a new course unit	<input type="checkbox"/> to make a major amendment to an existing course unit	
<b>2. Student numbers:</b>	1 <sup>st</sup> year of operation	2 <sup>nd</sup> year of operation	3 <sup>rd</sup> year of operation
	18	25	30
Provide a realistic estimate of new enrolments during the first three years of operation. Note that minimum thresholds apply as follows: Level 4 (20); Level 5 (10); Level 6 (6); Level 7 (6).			
<b>3. Rationale for the proposal to introduce a new course or amend an existing one</b>			
<p>a) What are the rationale and aims of the proposal in the context of existing and proposed programmes? Refer to evidence such as student feedback, Visiting Examiners' reports and external benchmarks as appropriate.</p> <p>this new course half unit builds on existing strengths in contemporary fiction and adds an important theoretical approach to our current offerings. It reflects the research interest of new staff and will offer a clear pathway from UG to MA study</p> <p>What are the implications for the curriculum in terms of student choice, pathways in existing programmes and the range of subjects on offer?</p> <p>increase in student choice and a productive pathway to the MA</p> <p>For new course proposals, is it intended that the proposed course should replace any existing course units? If you are withdrawing courses, please list these below.</p> <p>this course is offered in addition to existing courses to deal with increasing student numbers and interest</p> <p>b) For course amendments, summarise briefly the proposed change in reference to the course specification.</p> <p>N/A</p>			
<b>4. Likely impact of the proposal</b>			
<p>a) What additional learning resources (library, computing and web-based materials), specialist equipment and/or teaching space will be required, and how are these to be provided from existing departmental allocations?</p> <p>core reading list sent to library as part of the development of contemporary fiction and criticism holdings</p> <p>b) What support on e-learning tools is needed to run this course? Have these and other teaching and learning requirements been discussed with relevant members of the Educational Development team?</p> <p>Moodle will be used</p> <p>c) What are the other types of expenditure arising from the proposal (e.g. field trips), and how will these be funded?</p> <p>N/A</p> <p><b>Please confirm that:</b></p> <p><input checked="" type="checkbox"/> details of any additional resources (print or electronic) have been shared and agreed with the Library and other service providers on campus;</p> <p><input checked="" type="checkbox"/> details of the core/ essential reading list materials have been shared and agreed with the Library;</p> <p><input checked="" type="checkbox"/> a full reading list for the course unit will be passed on to the Library once the course unit has been validated.</p>			

**5. Collaborative arrangements including validated programmes offered with others, franchised programmes, work placements, study abroad, work-based learning)**

a) Provide names and contact information for any organisations outside Royal Holloway which would be involved in the organisation, delivery or assessment of the course unit.

N/A

b) Describe the nature and extent (as a percentage of the programme) of each partner's intended involvement.

N/A

c) Provide a brief rationale for the proposed collaboration, which should take into account each partner's size, sphere of influence, range of activities, standing among professionals in the field and existing links with Royal Holloway and other bodies.

N/A

Courses which are offered in collaboration with other organisations/ institutions are subject to additional scrutiny during validation and are regulated by institutional contracts. No department or individual may enter into a formal understanding or agreement with an external partner in regard to an accredited course unit without the prior approval of the Collaborative Provisions Committee.

## COURSE SPECIFICATION FORM

<b>Department/School</b>	English		
<b>With effect from Academic Session</b>	2013-14	<b>Availability</b> (Please state which teaching terms)	Spring or Autumn
<b>Course Title</b> (max 70 characters) <i>Please also give short title where applicable (30 characters max)</i>	QUEER HISTORIES: Contemporary Gay and Lesbian British and Irish Fiction	<b>Course Unit Credit Value</b>	0.5
<b>Course Code</b>	EN2217	<b>Course JACS Code(s)</b>	Q300
<b>Academic level</b>	<input type="checkbox"/> Level 4	<input type="checkbox"/> Level 5	<input checked="" type="checkbox"/> Level 6
	<input type="checkbox"/> Level 7 (Master's level)	<input type="checkbox"/> Level 3 (Sub-HE)	
<b>Programme(s) for which the course is chiefly intended.</b>			
<b>Programme</b>	<b>Course status</b> (i.e.: Core, Core PR, Compulsory, Optional)	<b>Co-requisites</b>	<b>Pre-requisites</b>
SH and all JH degrees with English	optional	click here and type	click here and type
click here and type	click here and type	click here and type	click here and type
click here and type	click here and type	click here and type	click here and type
click here and type	click here and type	click here and type	click here and type
<b>UG programmes only: If a course unit is optional, please indicate, where applicable, what group/basket of options this course unit belongs to.</b>			
<b>Learning Outcomes</b>	<p><i>(Describe no more than 6 outcomes that students should be expected to achieve by the end of the course)</i></p> <p>By the end of the course students should be able to:</p>		
	1. (max 50 words) - Engaged critically with a range of novels by contemporary gay and lesbian writers.		
	2. (max 50 words) - Have developed a detailed knowledge and understanding of the histories, politics and theoretical concepts engaged by queer theory and its aftermath.		
	3. (max 50 words) - A clear understanding of the evolution of gay and lesbian fiction since the decriminalisation of homosexuality in Britain		
	4. (max 50 words) - Engaged the formal challenges posed by these novelists to the tradition of the English novel.		
	5. (max 50 words) '		
	6. (max 50 words) click here and type		
<b>Course Summary</b>	<p><i>Please outline the course aims and content, max 300 words</i></p> <p>Since the decriminalisation of homosexuality in Britain in 1967, gay and lesbian writers have had the freedom to explore openly in their work their sexuality without fear of prosecution. The early writings of the post-decriminalisation period were often celebratory (there was an explosion of affirming, and sometimes trite, 'coming out' stories) and archival (the excavation of the submerged currents of homosexuality in</p>		

English literary history was seen as an important project for the reclamation of a specifically gay and lesbian history). And then AIDS cast its dark shadow in the 1980s. Out of the disillusionment that beset the gay and lesbian community, out of the belief that hard-won rights were under threat in Thatcherite Britain, out of a mood of apocalyptic despair, the combative discourse of queer theory emerged. Where previous theories of gay and lesbian liberation had stressed equality, queer theory demanded a radical re-thinking of the categories of gender and sexuality. This course will examine a range of novels by gay and lesbian writers in Britain and Ireland which have emerged in the wake of the AIDS catastrophe and queer theory. We will focus on interesting though rather peculiar trends in the post-queer novel: queer historical and biographical fictions, and explore the reasons behind the dominance of these approaches in recent gay and lesbian literature. We will also explore the various literary and political strategies employed by these writers such as historical and literary reclamation, the queer destabilisation of fixed categories of identity, the figuring of desire's ambiguous textures, a studied engagement with form etc. By focussing on prominent contemporary writers, we will explore the evolution of gay and lesbian British fiction beyond the dictates of queer theory.

**Teaching & Learning Methods**

The total number of notional learning hours associated with this course are \_\_20 contact, 40 independent study\_\_\_\_\_

These hours will normally be divided between the following activities:

Type of Activity	Check the boxes where applicable	Hours per week *	Number of weeks *	Total Hours
Lectures	<input type="checkbox"/>	type here	type here	type here
Seminars	<input checked="" type="checkbox"/>	2	10	20
Tutorials	<input type="checkbox"/>	type here	type here	type here
Project Supervision	<input type="checkbox"/>	type here	type here	type here
Demonstration	<input type="checkbox"/>	type here	type here	type here
Laboratory classes	<input type="checkbox"/>	type here	type here	type here
Practical Classes and Workshops	<input type="checkbox"/>	type here	type here	type here
Supervised time in Studio/Workshop	<input type="checkbox"/>	type here	type here	type here
Field trips	<input type="checkbox"/>	type here	type here	type here
External Visits	<input type="checkbox"/>	type here	type here	type here
Work Based Learning	<input type="checkbox"/>	type here	type here	type here
Placement	<input type="checkbox"/>	type here	type here	type here
Study Abroad	<input type="checkbox"/>	type here	type here	type here
Individual Supervisory	<input type="checkbox"/>	type here	type here	type here
Guided Independent Study	<input type="checkbox"/>	type here	type here	type here

	Other (please include detail)	<input type="checkbox"/>	type here	type here	e										
<p><b>Completion of the Total Hours column is compulsory.</b>  <i>* Completing these fields is optional, but is useful for planning and reporting purposes.</i></p>															
<p><b>Reading list materials</b></p>	<p><b><u>Books and other reading list materials to be purchased by students (where applicable):</u></b>  <i>Please list</i>            Jeanette Winterson, The Passion (1987)            Jeanette Winterson, Sexing the Cherry (1989)            Alan Hollinghurst, The Swimming-Pool Library(1988)            Alan Hollinghurst, The Line of Beauty (2004)            Sarah Waters, Tipping the Velvet (1998)            Sarah Waters, Fingersmith (2002)            Peter Ackroyd, The Last Testament of Oscar Wilde (1983)            Will Self, Dorian: an Imitation (2002)            Colm Toibin, The Story of the Night (1996)            Colm Toibin, The Master (2004)</p> <p><b><u>Core/essential reading list material (print, electronic, etc.) for the course (6-10 titles only):</u></b>  <i>Please list</i>            Bristow, Joseph. Effeminate England: Homoerotic Writing After 1885(1995)            Dellamora, Richard. Apocalyptic Overtures: Sexual Politics and the Sense of an Ending (1994).            Mathuray, Mark (Ed.). Sex and Sensibility in the novels of Alan Hollinghurst (2013)            Sinfield, Alan. Gay and After: Gender, Culture and Consumption (1998)</p>														
<p><b>Formative Assessment</b>  <i>(assessment which does not contribute to the marks awarded for the course unit) &amp; Feedback on this assessment:</i></p>	<p>On what activities (e.g. coursework, seminars etc) will students receive feedback? What will the main modes of feedback be for each activity?</p> <table border="1" data-bbox="419 1608 1501 1935"> <thead> <tr> <th data-bbox="419 1608 1046 1659">Activity</th> <th data-bbox="1046 1608 1501 1659">Mode of feedback</th> </tr> </thead> <tbody> <tr> <td data-bbox="419 1659 1046 1749">One draft essay of 1000 words to be submitted on the first day after reading week</td> <td data-bbox="1046 1659 1501 1749">The essay will be marked and feedback given to students in one-to-one tutorials</td> </tr> <tr> <td data-bbox="419 1749 1046 1809">seminar papers of about 15 minutes</td> <td data-bbox="1046 1749 1501 1809">oral feedback in class</td> </tr> <tr> <td data-bbox="419 1809 1046 1870">click here and type</td> <td data-bbox="1046 1809 1501 1870">click here and type</td> </tr> <tr> <td data-bbox="419 1870 1046 1935">click here and type</td> <td data-bbox="1046 1870 1501 1935">click here and type</td> </tr> </tbody> </table>					Activity	Mode of feedback	One draft essay of 1000 words to be submitted on the first day after reading week	The essay will be marked and feedback given to students in one-to-one tutorials	seminar papers of about 15 minutes	oral feedback in class	click here and type	click here and type	click here and type	click here and type
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click here and type	click here and type														
click here and type	click here and type														
	<b>Method</b>	<b>%</b>	<b>Typical KIS sub-categories</b> (See Guidance notes)												

<b>Summative Assessment</b> (assessment which contributes to the final marks awarded for the course unit)	Coursework	100	e.g., Essay, Report, Dissertation, Portfolio, Project Output, Set Exercise final essay of 2000-2500 words		
	Practical Exam(s)	type here	e.g., Oral Assessment, Presentation, Practical Skills Assessment, Set Exercise click here and type		
	Written Exam(s)	type here	e.g., Written Exam, Set Exercise click here and type		
	<b>Please list all assessments, indicating length (i.e. word count), hours, KIS sub-category, etc.</b> Please also indicate whether the assessment is completed individually or as a group.				
	Method of Assessment (coursework, practical or written exam)	%	Detail (length, hours, group/ individual)	KIS Sub-Category	
	click here and type	type here	type here	type here	
	click here and type	type here	type here	type here	
	click here and type	type here	type here	type here	
	click here and type	type here	type here	type here	
	click here and type	type here	type here	type here	
	click here and type	type here	type here	type here	
	click here and type	type here	type here	type here	

Name and email of course leader/ contact:	Mark Mathuray		
Signatures of HoDs in the sponsoring departments to certify that the Department Boards have agreed to the above proposal and that resources are being made available in the department(s) to support it.			
Name: Anne Varty	Department: English Date: 22 May 2013		
Name: click here and type	Department: click here and type Date: click here and type		
Date proposal considered by PAP: click here and type Signature of Chair: click here and type	<input type="checkbox"/> Course approved <input type="checkbox"/> Course <b>not</b> approved		
Comments: click here and type			

The information contained in this course specification is correct at the time of publication, but may be subject to change as part of the Department's policy of continuous improvement and development. Every effort will be made to notify you of any such changes.