# EN2M5-15 Sensation!

## 24/25

**Department**
English and Comparative Literary Studies
**Level**
Undergraduate Level 2
**Module leader**
Jo Hofer-Robinson
**Credit value**
15
**Module duration**
9 weeks
**Assessment**
100% coursework
**Study location**
University of Warwick main campus, Coventry

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## Description

## Introductory description

Murder, bigamy, illegitimacy, disguises and secret identities are the heady ingredients of nineteenth-century sensation novels and dramas. But the genre is more than just an amalgamation of shocking events. Popular across boundaries of class and nation, these self-consciously modern works combat restrictive heteronormative ideas of gender and sexuality; engage with up-to-the-minute technologies; and ask provocative questions about contemporary nineteenth-century society. This module asks students to interrogate a range of canonical and lesser-known literary and dramatic works, and to analyse what it really meant to be “sensational” in the nineteenth century.

## Module aims

This module aims to:

- Introduce students to a highly popular genre of Victorian fiction and theatre, and to analyse its interrelated development on the stage and page.
- To develop students' skills in critical thinking, communication, and research.
- To broaden and deepen students' understanding of the nineteenth century.

## Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The following is an indicative syllabus, which may vary from year to year.

Week 1: Dion Boucicault, The Octoroon (1859)
Week 2: Wilkie Collins, The Woman in White (1860)
Week 3: Wilkie Collins, The Woman in White (1860)
Week 4: Mary Elizabeth Braddon, Lady Audley's Secret (1862)
Week 5: C. H. Hazlewood, Lady Audley’s Secret (1863)
Week 6: READING WEEK
Week 7: Bankim Chandra Chatterjee, Rajmohan’s Wife: A Novel (1864)
Week 8: Augustin Daly, Under the Gaslight (1867)
Week 9: Florence Marryat, Miss Chester (1875)
Week 10: W. T. Stead, The Maiden Tribute of Modern Babylon (1885)

## Learning outcomes

By the end of the module, students should be able to:

- Analyse the set texts with reference to key historical, literary, and dramatic contexts.
- Demonstrate an understanding of how the sensation genre evolved in both literary and dramatic works, and their interrelations.
- Work in collaboration with other students to examine the set texts, and the sensation genre more broadly, via participation in class discussions, creative exercises, and oral presentations.
- Articulate an original response to the course material in a summative written assessment.
- Identify and use a range of scholarly materials to deepen their understanding of the sensation genre, and its relation to key social, historical, and environmental contexts.

## Research element

Students will be assessed via an essay, for which they will be expected to find, and think critically about, secondary literature.

## Interdisciplinary

This module examines literature and theatre, and situates these texts within an understanding of key nineteenth-century historical, social, and cultural contexts.

## International

The indicative syllabi includes texts from British, Irish, North American and Indian writers.

## Subject specific skills

- Understanding of a genre of popular literature and theatre from the 19th century

- Ability to contextualise close readings of set texts within the historical period

## Transferable skills

- Critical thinking, via close readings of the set texts and consideration of secondary literature
- Written communication, via a 3,500 word essay
- Oral communication, via in-class discussions
- Presentation skills, via a formative in-class presentation assessment

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## Study

## Study time

| Type | Required |
|---|---|
| Seminars | 9 sessions of 1 hour 30 minutes (9%) |
| Private study | 76 hours 30 minutes (51%) |
| Assessment | 60 hours (40%) |
| Total | 150 hours |

## Private study description

- Reading and analysing set texts
- Researching and studying secondary literature
- Devising in-class presentation
- Writing a 3,500 word essay

## Costs

No further costs have been identified for this module.

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## Assessment

You must pass all assessment components to pass the module.

### Assessment group A

| | Weighting | Study time | Eligible for self-certification |
|---|---|---|---|
| **Assessment component** | | | |
| Summative Assessment | 100% | 60 hours | Yes (extension) |
| Students will write a 3500-word essay that develops an original perspective on the set texts, in relation to key themes of the module and important historical and social contexts. | | | |
| **Reassessment component is the same** | | | |

### Feedback on assessment

- Written essay feedback
- In-person consultations

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## Availability

## Courses

This module is Core optional for:

- Year 2 of UENA-Q300 Undergraduate English Literature
- Year 2 of UENA-QP36 Undergraduate English Literature and Creative Writing
- Year 2 of UCXA-QQ39 Undergraduate English and Classical Civilisation
- Year 2 of UTHA-QW34 Undergraduate English and Theatre Studies

This module is Optional for:

- Year 2 of UENA-Q300 Undergraduate English Literature
- Year 2 of UENA-QP36 Undergraduate English Literature and Creative Writing
- Year 2 of UENA-VQ32 Undergraduate English and History
- Year 2 of UENA-VQ34 Undergraduate English and History (with a term in Venice)
- Year 2 of UTHA-QW34 Undergraduate English and Theatre Studies
- Year 2 of UPHA-VQ52 Undergraduate Philosophy, Literature and Classics

This module is Option list D for:

- Year 2 of UPHA-VQ72 Undergraduate Philosophy and Literature