1. **Title of the module**

CPLT8170 (CP817) – Literature and Affect

1. **School or partner institution which will be responsible for management of the module**

School of European Culture and Languages

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Optional for MA Comparative Literature

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**

8.1 Gain a critical overview and understanding of modern European Literature in light of a theory of the emotions;

8.2 Engage thematically and comparatively with a range of literary and theoretical texts from different linguistic and cultural backgrounds and in a broad chronological scope;

8.3 Demonstrate a profound understanding of key philosophical concepts through analysis of the role of affects and emotions in the texts;

8.4 Demonstrate a systematic and critical understanding of classic and recent criticism relating to texts and contexts studied on the module.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Demonstrate an advanced ability to undertake analysis of texts and contexts;

9.2 Demonstrate an advanced ability to read closely and critically, and to apply a range of critical terms and methodologies;

9.3 Demonstrate refined communication skills, including the structuring of a sustained and original argument;

9.4 Present ideas and arguments in a clear and structured way;

9.5 Demonstrate critical awareness of cultural and historical differences.

1. **A synopsis of the curriculum**

We live, it is often said, in the ‘age of affect’. Paradoxically, since Fredric Jameson’s dictum on ‘the waning of affect’ in postmodern times, there has been a burgeoning surge of interest in our affects and emotions that has touched most academic disciplines as well as the general public. But a look at the historiography of affect shows that the current interest in our feelings and their cultural transformations, and with it the transformations of their often restrictive codes of representation, has been ongoing since the age of Romanticism at least. When we now speak of the ‘emotional turn’, we tend to forget that in 1882 the German philosopher Friedrich Nietzsche already complained about the absence of ‘a history of love, of avarice, of envy, of conscience, of piety, or of cruelty’; that in 1941 the French historian Lucien Febvre contemplated the relation between ‘sensibility and history’; and that in the 1980s the American Historian Peter Gay flirted, at least temporarily, with a concept he defined as ‘psycho-history’.

The aim of this module is to reflect on this longstanding debate by addressing the following questions: What is an emotion, and what is an affect? Do emotions and affects change over time in intensity, prevalence, and character, or do they essentially remain the same while it is our attitudes towards them that change? And, most importantly to us as students of comparative literature: where or what is the subject who feels, and how can we define the relation between his or her feelings and the manifold ways in which they are represented? Our discussion will be based on critical analysis of a range of literary and autobiographical works from the eighteenth century to the present (for example by: Johann Wolfgang von Goethe, Emily Brontë, Fyodor Dostoevsky, Marguerite Duras, C.S. Lewis, and Roland Barthes). These works will be discussed in close conjunction with a selection of classic and contemporary theoretical texts (for example by: Jean-Jacques Rousseau, Arthur Schopenhauer, Ruth Leys, Helmuth Lethen, Martha Nussbaum, Amy Coplan, and Eugenie Brinkema). The module is structured according to the following three areas of inquiry: Love & Desire; Loss & Mourning; Guilt & Shame.

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Any edition of the following:

Barthes, Roland (1977-79) *Camera Lucida* (1980) and *Mourning Diary*

Benjamin, Walter (1930/38). *Berlin Childhood around 1900*

Brontë, Emily (1847). *Wuthering Heights*

Dostoevsky, Fyodor (1866) *Crime and Punishment*

Duras, Marguerite (1980). *The Lover*

Lewis, C.S. (1961) *A Grief Observed*

Kafka, Franz (1925) *The Trial*

von Kleist, Heinrich (1808) *The Marquise von O…*

Wolfgang von Goethe, Johann (1774). *The Sorrows of Young Werther*

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay (5,000 words) – 80%
* Presentation (15 minutes) – 20%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework
1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The module discusses literature from Britain, Germany, and France in conjunction with theoretical works from these and other countries around the globe. In addition to introducing UK students to literature from these regions, overseas students will be encouraged to share their knowledge with the group. Although mostly taught in translation issues concerning the original version of the texts consulted will be addressed. Support for international students will be available from the module convenor both in office hours and individual feedback sessions, and via the Student Learning Advisory Service.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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