1. **Title of the module**

CPLT6670 (CP667) – Politics and Power in Literature and Film

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

Division of Arts & Humanities

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

Level 5

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

15 Credits (7.5 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 course(s) of study to which the module contributes**

Optional for BA Comparative Literature (Single and Joint Honours); BA World Literature (Single Honours)

Also available as an elective module

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

8.1 Demonstrate awareness of and ability to analyse discursive power relations (political, ethnic, gendered, etc.);

8.2 Demonstrate an understanding of the interplay between ideology and the imagination, politics and literature;

8.3 Demonstrate an understanding of the interrelation of fact and fiction;

8.4 Demonstrate an understanding of literature in its function as a catalyst and product of identity formation;

8.5 Demonstrate an awareness of literature in its function as a vehicle of cultural self-reflection.

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

9.1 Demonstrate refined communication skills, including the structuring of an original argument, through the writing of essays which will enable students to write a cogent discussion, developing an independent argument;

9.2 Demonstrate and improve ability to read closely and critically, and to apply a range of critical terms to texts.

9.3 Engage critically and systematically with recent criticism

1. **A synopsis of the curriculum**

This module gives students the opportunity to examine literature and film that is politically and ideologically orientated. The central focus will be on the ways in which literature represents, reflects on, and participates in structures of power.

Examples will be taken from around the world. Over the course of the module, we may read accounts of slavery in America, the rise and fall of Fascism in Europe, the postcolonial politics of Nigeria, the subsumption of Tibet, and the fall out of Russian Communism.

This approach will allow us to think about dynamics of power from a global perspective and will give us the chance to think about the role of literature and film in a world framed by competing ideologies and seemingly endless political tensions.

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

Annaud, J [Dir.]. (1997). *7 Years in Tibet*. [DVD]. USA: Mandalay Entertainment.

Atogun, O. (2016). *Taduno’s Song*. Edinburgh: Canongate.

Beecher-Stowe. (1852). *Uncle Tom’s Cabin*. London: Global Classics.

Hanne, M. (1994/1996). “Narrative and Power”, in: *The Power of the Story. Fiction and Political Change*. Oxford: Berghahn, pp.1-42.

Ionesco, E. (1959). *Rhinoceros (Rhinoceros and Other Plays)*. Chicago: Avalon.

Kundera, M. (1984). *The Unbearable Lightness of Being*. London: Faber.

Solzhenitsyn, A. (1962). *A Day in the Life of Ivan Denisovich*. London: Vintage.

Vonnegut, K. (1969). *Slaughterhouse-Five*. London: Vintage.

1. **Learning and teaching methods**

Total Contact Hours: 20

Total Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
   1. Main assessment methods

* Essay 1 (2,000 words) – 40%
* Essay 2 (2,500 words) – 60%

13.2 Reassessment methods

* 100% Coursework (3,000 words)

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 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** |  |  |  |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division 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 reading list is inherently transcultural and incorporates international publications. In addition to seminar discussions and assignments, it promotes intercultural competence and an understanding of cultural relativity, interaction, and tolerance.

**DIVISION 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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