1. **Title of the module**

CPLT3250 (CP325) – World Literature: An Introduction

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 4

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

15 Credits (75 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**

Compulsory for BA Comparative Literature (Single and Joint 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 a basic understanding of the most significant theories of world literature;

8.2 Demonstrate a conceptual understanding of the way in which the reception and circulation of literature is shaped by the literary market;

8.3 Demonstrate familiarity, through close reading and textual analysis with a representative corpus, of world creation myths from the Near East, Asia, Africa, the Americas and Europe;

8.4 Evaluate the stylistic, conceptual, and formal aspects of literary texts from diverse cultural and linguistic backgrounds;

8.5 Demonstrate an understanding of key literary terms and concepts, including literariness, fictionality, translation, reception and the canon.

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

9.1 Demonstrate the ability to undertake comparative analysis;

9.2 Demonstrate written communication skills, including the structuring of an original argument;

9.3 Demonstrate the ability to read texts closely and critically, and to apply a range of critical terms to literary texts;

9.4 Demonstrate their ability to undertake the critical analysis of literature.

1. **A synopsis of the curriculum**

This module will introduce students to some of the most influential theories of world literature, which are studied alongside a selection of literary examples. The theories range from Johann Wolfgang von Goethe’s reflections on world literature (Weltliteratur) to describe the international circulation and reception of literary works in Europe to Rabindranath Tagore’s renaming of world literature (visva-sahitya) in his native Bengali as a model for global interconnectedness that would help foster peaceful worldwide alliances.

Throughout the module students will reflect on the relationship between national literatures and world literature, and on the ways in which the literary market facilitates and complicates transnational exchanges of ideas. In addition, students will be given the opportunity to hone their close reading skills by studying a selection of ancient and modern world creation myths. These include texts from the Near East, Asia, Africa, the Americas, and Europe. The module offers students the unique opportunity to analyse in detail different ways in which cultural backgrounds can shape literary productions, and how stories, motifs and themes travel across national boundaries. In the course of the module, we discuss key literary terms and concepts, including fictionality, literariness, translation, the canon, and the various modes of reception and circulation that shape our understanding of world literature.

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

Any edition of the following:

Anon. *Holy Bible* (Mark: ‘The crucifixion’)

Borges, J. L. *The Gospel According to Mark*

Carr, Marina. *By the Bog of Cats*

Damrosch, David. *What is World Literature?*

Euripides. *Medea*

Shakespeare, William. *Romeo and Juliet*

*West Side Story* (dir. Wise, Robert and Robbins, Jerome)

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 (1,000 words) – 40%
* Essay 2 (2,000 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 | 9.4 |
| **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** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essay 1 | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay 2 | **x** | **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 module complies with the university's internationalisation strategy through the implementation of a transnational teaching methodology that examines the phenomenon of world literature in a corpus of texts spanning four continents: Asia, Europe, Africa, and South America. As such, this international dimension is deployed in the assessment that requires students to crisscross geographical boundaries by examining the complex relationship between European and non-European texts and the contexts underpinning these exchanges.

**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) |
| 12/12/19 | Major | September 2020 | 9, 13, 14 | No |
| 20/01/2021 | Major | 2021/22 | 7,10-11 | No |

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| Revised FSO Feb 2020 |