1. **Title of the module**

CPLT5020/CPLT5240 (CP502/CP524) – Fiction and Power 1917-1989

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 5 (CPLT5240)

Level 6 (CPLT5020)

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 and Spring

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

None

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

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

Also available as a ‘Wild’ module

1. **The intended subject specific learning outcomes.  
   On successfully completing the module Level 5 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;

8.6 Select and synthesise complex material and develop and defend arguments both in class and in writing in a comparative context;

8.7 Demonstrate an improved ability to undertake the comparative analysis of literature.

**On successfully completing the module Level 6 students will be able to:**

8.8 Demonstrate full awareness of and ability to analyse critically discursive power relations in context (political, ethnic, gendered, etc.);

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

8.10 Demonstrate an excellent understanding of the interrelation of fact and fiction;

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

8.12 Demonstrate a full awareness of literature in its function as a vehicle of cultural self-reflection;

8.13 Select and synthesise very complex material and develop and defend coherent, persuasive and well-presented arguments both in class and in writing in a comparative context;

8.14 Demonstrate an improved ability to undertake the comparative analysis of literature of outstanding quality.

1. **The intended generic learning outcomes.  
   On successfully completing the module Level 5 students will be able to:**

9.1 Demonstrate improved oral communication skills;

9.2 Demonstrate refined written 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 and critically engaging with relevant secondary sources;

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

**On successfully completing the module Level 6 students will be able to:**

9.4 Demonstrate excellent oral communication skills;

9.5 Demonstrate outstanding written communication skills, including the structuring of an original, coherent and persuasive argument, through the writing of essays which will enable students to write a cogent discussion, developing an independent argument and critically engaging with relevant and substantial secondary sources;

9.6 Demonstrate and improve ability to read very closely and critically, and to confidently and accurately apply a range of critical terms to texts.

1. **A synopsis of the curriculum**

This module looks at a group of politically inspired literary texts, comics and films, some of which were produced under the totalitarian regimes which held sway in Europe between 1917 and 1989. Others deal with the Middle East conflict, and the Islamic revolution in Iran and Mao’s Cultural Revolution in China, or power relations in other contexts. Most explore ways of challenging and subverting authoritarian power structures and of articulating a critique in what Bertolt Brecht called ‘dark times’. But we also focus on less obvious negotiations of fiction and power, especially with respect to the various forms of power to which these texts are subject, in which they participate, and on which they reflect metafictionally. The approach is comparative in various ways as the texts range historically and culturally, as well as across genres and language barriers (Arab, Czech, English, French, German, Italian, Greek, Polish, Russian and Chinese).

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

Grant, L. (2000). *When I Lived in Modern Times*. London: Granta Publications.

Hanne, M. (1994/1996). “Narrative and Power”, in: *The Power of the Story. Fiction and Political Change. Rev. ed. Providence*, RI: Berghahn.

Ionesco, E. (2015) (1959). *Rhinoceros (Rhinoceros and Other Plays)*. Trans. Derek Prouse. New York: Grove Press.

Kundera, M. (1995) (1984). *The Unbearable Lightness of Being*. Trans. Michael Henry Heim. London: Faber and Faber.

Satrapi, M. (2008) (2003). *Persepolis*. Trans. Anjali Singh. London: Vintage.

Sijie, D. *Balzac and the Little Chinese Seamstress* (2000)

Solzhenitsyn, A. (2000) (1962) *A Day in the Life of Ivan Denisovich*. Trans. Ralph Parker. London: Penguin.

1. **Learning and teaching methods**

Total Contact Hours: 40

Private Study Hours: 260

Total Study Hours: 300

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

* Essay 1 (3,000 words) – 40%
* Essay 2 (3,000 words) – 40%
* Presentation (20 minutes) – 20%
  1. 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 / 8.8* | *8.2 / 8.9* | *8.3 / 8.10* | *8.4 / 8.11* | *8.5 / 8.12* | *8.6 / 8.13* | *8.7 / 8.14* | *9.1 / 9.4* | *9.2 / 9.5* | *9.3 / 9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Presentation | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  |  |
| 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 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 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.

**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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |