1. **Title of the module**

CPLT6460/CPLT6470 (CP646/CP647) – Prize Winners

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 (CPLT6460) and Level 6 (CPLT6470)

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 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 Recognise and analyse the cultural contexts from which notions of literary quality emerge;

8.2 Appreciate the problems of successful, respectively abortive, canon formation in its earliest stages;

8.3 Follow critical debates in the most influential national and international feuilletons and to form an opinion of their own by critically engaging with them;

8.4 Demonstrate confidence in talking about recent literary texts and in joining literary debates;

8.5 Understand the politics of literary production and marketing, and the economic, social, and cultural forces by which it is driven;

8.6 Analyse literary texts in their individual production and changing reception contexts (including the shifting appreciation of aesthetic and moral values);

8.7 Apply literary and cultural theories to the study of literature;

8.8 Demonstrate a perspective on the history of the discipline of literary studies.

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

8.9 Demonstrate coherent and detailed knowledge of the cultural contexts from which notions of literary quality emerge;

8.10 Demonstrate systematic understanding of the problems of successful, respectively abortive, canon formation in its earliest stages

8.11 Critically appreciate critical debates in the most influential national and international feuilletons and to form an opinion of their own by critically engaging with them;

8.12 Demonstrate conceptual understanding enabling them to talk about recent literary texts and join in literary debates;

8.13 Demonstrate systematic understanding of the politics of literary production and marketing, and the economic, social, and cultural forces by which it is driven;

8.14 Deploy accurately established techniques of the analysis of literary texts in their individual production and changing reception contexts (including the shifting appreciation of aesthetic and moral values);

8.15 Apply conceptual understanding of literary and cultural theories relating to the study of literature;

8.16 Demonstrate coherent and detailed knowledge of the history of the discipline of literary studies.

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

9.1 Demonstrate the ability to undertake the comparative analysis of texts;

9.2 Demonstrate improved oral communication skills;

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

9.4 Demonstrate an ability to read closely and critically, and to apply a range of critical terms to texts;

9.5 Demonstrate familiarisation with the mechanisms of the shaping of public opinion.

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

9.6 Demonstrate the competence of undertaking the systematic and creative comparative analysis of texts;

9.7 Demonstrate effective oral communication skills;

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

9.9 Accurately deploy the techniques of close and critical reading, and to apply a range of critical terms to texts;

9.10 Demonstrate systematic understanding of the mechanisms of the shaping of public opinion.

1. **A synopsis of the curriculum**

The award of literary prizes is a highly potent tool of cultural policy that frequently determines the wider national and international impact of a literary work. As such it is of crucial relevance to the study of comparative literature in a number of ways: the award of literary prizes reflects the beginnings of the successful or, as the case may be, the (ultimately) abortive formation of literary canons; moreover, it affords insights into processes of cultural production and marketing and reveals in which ways political and economic agendas are tied up with these processes; it also offers a perspective on transnational and transcultural aspects of the production and reception of literature and indicates shifting notions of the social function of literature and the writer; literature is thus understood as a cultural product in ever changing contexts which is frequently subject to external forces of which literary prizes become indicators or even ‘enforcers’.

This module will investigate with the methods of literary and cultural studies the development of a number of major literary awards which have achieved global significance, among them the Nobel Prize for Literature, the Man Booker Prize, the Pulitzer Prize (for Fiction), the Prix Goncourt, and the Friedenspreis des Deutschen Buchhandels. (This list may be modified according to precedent to accommodate the topical relevance of individual award winners in the future.) Seminars will develop a historical perspective by scrutinising and analysing award winners of the past and their most recent counterparts in their different production and marketing contexts as well as in changing reception contexts: seminars will include the close reading of individual works as well as their critical reception, and the analysis of marketing strategies in various media (e.g. reports in culture magazines, reviews, displays in book shops, translations, etc.); final winners will be interpreted in the context of the respective long and short lists from which they emerged; historical developments will be taken into account, for instance by investigating ‘forgotten’ prize winners in comparison with those who, largely through the agency of academic intervention, ‘made it’ into the canon; the module thus also offers an insight into the history of the discipline of literary studies.

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

Any edition of the following:

Mario Vargas Llosa (winner in 2010); for instance: The War of the End of the World (1981)

Paul Johann Ludwig Heyse (winner in 1910); for instance: L’Arrabiata (1853)

Salman Rushdie, Midnight’s Children (1981; “Booker of Bookers” in 1993)

Howard Jacobson, The Finkler Question (2010)

André Malraux, Man’s Fate (1933)

Marie NDiaye, Three Strong Women (2009)

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Short Essay (1,000 words) – 30%
* Extended Essay (2,000 words) – 50%
* Presentation (15 minutes) – 10%
* Presentation Write-up (500 words) – 10%
	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 / 8.9* | *8.2 / 8.10* | *8.3 / 8.11* | *8.4 / 8.12* | *8.5 / 8.13* | *8.6 / 8.14* | *8.7 / 8.15* | *8.8 / 8.16* | *9.1 / 9.6* | *9.2 / 9.7* | *9.3 / 9.8* | *9.4 / 9.9* | *9.5 / 9.10* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Poster | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Essay 1 | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Essay 2 | **x** | **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 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 |