1. **Title of the module**

CPLT6630 (CL663) Playfulness, Games and Literature

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

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 (Single Honours)

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

8.1 Identify and gain a deep critical understanding of literary stylistics, strategies, themes and modes of literary production that engage with the notions of play and game;

8.2 Demonstrate a broad theoretical understanding of the ideas of play, games, leisure, recreation, and how different writers and thinkers have articulated them;

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

8.4 Employ diverse theories and methods for literary analysis of literary production that engage with the notions of play and game;

8.5 Demonstrate a broad understanding of the relation between literature, aesthetics, and culture;

8.6 Relate literature to contemporary views and debates about play and work, game culture, artistic creativity, and cultural differences.

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

9.1 Demonstrate an ability to undertake critical textual analysis;

9.2 Demonstrate an ability to read closely and critically;

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

9.4 Orally present ideas and arguments in a clear and structured way;

9.5 Demonstrate critical awareness about cultural and historical differences.

1. **A synopsis of the curriculum**

How is literature playful, and how does literary playfulness relate to the experience of play that is embedded in everyday life and across different cultures? By considering comparatively a broad selection of literary texts ranging from antiquity to contemporary times, we examine diverse themes and strategies relating to play. These include the humorous and ironic eroticism in Ovid's ars amatoria, masquerade and transvestism in Chinese poetry, language games and 'nonsense' writing in Lewis Carroll, Dada collages and Surrealist automatic writing, postwar Oulipo writers' formal experimentation, the integration of games such as chess and riddles in literary creation, and contemporary digital texts and conceptual artworks that provide a gaming experience to their audience. We will read these texts with specific questions about ludic writing techniques and the reader’s experience of ludic literature in mind.

Throughout the module we will consider different notions and forms of play: as the negation of work, free and spontaneous action, technical games with rules, ritualistic spectacle, theatrical role-playing, or a mode of aesthetic experience. Drawing upon key theories about play and games offered by thinkers such as Huizinga, Caillois, and Bateson to articulate the different aspects of playful literature, we will also explore how the question of play provides a conceptual framework for comparison across different cultures and historical periods. Students will also gain insight into contemporary debates about playful participatory modes of literary production, gaming culture, and the exercise of one’s creativity and imagination when navigating through a plethora of information and resources in daily life.

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

Any edition of the following:

Ovid, *Amores*

Wen Zhenheng, *On Superfluous Things* (1620-27)

Diderot, *The Nun* (1796)

Lewis Carroll, *Through the Looking Glass* (1871)

Max Ernst, *The Hundred Headless Woman* (1929)

Vladimir Nabokov, *The Luzhin Defense* (1964)

Georges Perec, *Life a user's manual* (1978) (extracts)

computer gaming programme *AlphaGo/Deep Mind*

Ai Weiwei, *Hansel and Gretel* (artwork, 2017)

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

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

* Essay (2,500 words) – 80%
* Presentation (15 minutes) – 20%
  1. Reassessment methods

This module will be reassessed by 100% coursework.

* Reassessment Essay (3,000 words) – 100%

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* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **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 is relevant to internationalisation because it broadly engages with important literary texts from different periods and cultures, and cultivates keen awareness and critical skills in regard to cultural diversity.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 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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