1. **KentVision Code and title of the module**

CPLT8150 – Tales of the Fantastic, the Uncanny, and the Paranormal

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

Division of Arts & Humanities, School of Culture and Languages (Comparative Literature)

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

Level 7

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 or Spring

1. **Prerequisite and co-requisite modules and/or any module restrictions**

None

1. **The course(s) of study to which the module contributes**

Optional for MA Comparative Literature

Also available as an elective module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate a comprehensive understanding of a comparative approach to the study of literature;
	2. Demonstrate a critical awareness of major developments in the concept of the fantastic as a literary genre with special reference to Sigmund Freud and Tzvetan Todorov;
	3. Demonstrate systematic understanding of relevant literary, theoretical, and philosophical debates;
	4. Demonstrate a conceptual understanding of the intersections of the literary and theories of the fantastic;
	5. Demonstrate a critical awareness of theories of the fantastic not as disembodied sets of ideas but as forces within institutions and/or reading communities.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate an advanced ability to read closely and critically, and to apply a range of critical terms and methodologies;
	2. Engage critically and systematically with recent criticism;
	3. Demonstrate refined communication skills, including the structuring of a sustained and original argument and the ability to convey information in an effective way;
	4. Demonstrate independent research skills;
3. **A synopsis of the curriculum**

Theoretical interest in the fantastic has increasingly developed over recent decades following the seminal studies by Todorov, *The Fantastic* (1973), Rosemary Jackson, *Fantasy: The Literature of Subversion* (1981) and Neil Cornwell, *The Literary Fantastic: From Gothic to Postmodernism* (1990). Liminal figures poised between life and death: spirits, shades, ghosts, monsters, mediums, devils, vampires, revenants, werewolves, and so on, abound in literature of all times, classical and modern. Such figures function as shadowy symbols of our innermost fears and anxieties, as well as potent semantic signifiers at the intersections of gender, politics, and empire. In this module, students will explore modern works of the fantastic, the uncanny, and the paranormal from around the world in conversation with a range of critical perspectives. The comparative nature of the module will also afford an opportunity to enhance understanding of the literatures studied in their respective cultural and historical contexts.

1. **Reading list**

The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

1. **Contact Hours**

Total Contact Hours: 20

Total Private Study Hours: 280

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay (5,000 words) – 100%

13.2 Reassessment methods

* 100% Coursework (5000 words)
1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |  |  |
| Expert nomination | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **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**

Comparative Literature modules are intrinsically relevant to internationalisation given that students study works from a range of cultures. The texts studies on this module come from various European and non-European traditions, and students are required to consider those works within the cultural context and to explore the implication of these cultural differences as they pertain to the representation and the understanding of the fantastic. Support for international students will be available from the module convenor both in office hours and individual feedback sessions, and via the Student Learning Advisory Service.

**DIVISIONAL 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 CLOs |
| 12/07/16 | Major | September 2016 | 1, 5, 7-13 | Yes |
| 17/11/2022 | Minor | 2023/24 | 1,10 | No |