1. **Title of the module**

CPLT8160 (CP816): Literature and Capitalism

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 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**

None

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

Optional for MA Comparative Literature; MA French and Comparative Literature

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

8.1 Develop deep and critically informed knowledge of a range of literary texts engaging with the topic of capitalism and its psycho-social consequences in a global context;

8.2 Systematically acknowledge and appreciate different historical stages in the development of literature on capitalism;

8.3 Critically and independently interrogate the distinctive historical, social, and political contexts in which the literary texts have been produced and analyse the ways in which they may reflect and/or critique these contexts;

8.4 Systematically understand and evaluate theoretical conceptions of capitalism, neoliberalism and critiques of these models, both recent and historical;

8.5 Establish analytical and original connections between the realms of the aesthetic, the psycho-social, the political, and the economic;

8.6 Demonstrate comprehensive knowledge of changing reception contexts and appreciate their significance.

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

9.1 Demonstrate a finely honed ability to undertake sophisticated textual analysis;

9.2 Demonstrate an advanced ability to read closely and critically, and to apply a range of critical terms and methodologies to literary texts;

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

1. **A synopsis of the curriculum**

By studying literary works in conjunction with economic and sociological theory, this module investigates the manifold ways in which literary texts may reflect and/or critique the social, political, and economic contexts in which they were produced. Proceeding chronologically from the beginning of the nineteenth century to the present day, we shall analyse literary texts that engage with the psycho-social consequences of capitalism in its various manifestations. Topics of enquiry include the socio-political and psychological repercussions of industrialization, bureaucratization, globalization and neoliberalism and how these have been theorized and represented aesthetically, as well as questions pertaining to alienation and disenchantment, the rationalization of everyday life, work ethics, burnout, the psychology of consumption, and broader ethical issues relating to the tension between economic self-interest and communal values. Theoretical works we will study on this module include extracts from Marx, Weber, and Simmel, as well as texts by Adorno, Hardt and Negri, Sennett, Boltanski and Chiapello, Klein, Ehrenberg and Crary.

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

Any edition of the following:

Goncharov, Ivan, *Oblomov* (1859)

Mann, Thomas, *Death in Venice* (1912)

Melville, Herman, *Bartleby, the Scrivener: A Story of Wall Street* (1853)

Rand, Ayn, *Atlas Shrugged* (1957) (extracts)

Shriver, Lionel, *The Mandibles* (2016) (extracts)

Zola, *The Ladies’ Delight* (1883) (extracts)

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

1. **Assessment methods**
	1. Main assessment methods
* Essay (5,000 words) – 100%
	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* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| *Private Study* | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| *Seminar* | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| *Essay 1*  | **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**

Comparative literature modules are intrinsically relevant to internationalisation with their subject content. The primary texts for this module originate in a variety of different countries. Cultural difference is a concern throughout.

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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.**

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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) |
| 16/02/2018 | Minor | September 2018 | 11-13 | No |
|  |  |  |  |  |