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

CPLT8170 Upheaval of the Mind: Literature and the Emotions

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

Division of Arts and 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 (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 module restrictions**

None

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

Optional for MA in Comparative Literature

Available as an elective module

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Gain a critical overview and understanding of modern European Literature in light of a theory of the emotions;
	2. Engage thematically and comparatively with a range of literary and theoretical texts from different linguistic and cultural backgrounds and in a broad chronological scope;
	3. Demonstrate a profound understanding of key philosophical concepts through analysis of the role of affects and emotions in the texts;
	4. Demonstrate a systematic and critical understanding of classic and recent criticism relating to texts and contexts studied on the module.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate an advanced ability to undertake analysis of texts and contexts;
	2. Demonstrate an advanced ability to read closely and critically, and to apply a range of critical terms and methodologies;
	3. Demonstrate refined written communication skills, including the structuring of a sustained and original argument;
	4. Present ideas and arguments in a clear and structured way;
	5. Become more critically aware about cultural and historical differences.
3. **A synopsis of the curriculum**

Writers have been contemplating the emotional power of literature since antiquity. The current surge of scholarly interest in the emotions, their cultural transformations, and encodings is however unprecedented. The creative writing process is often linked to strong feelings, pains, and desires, while literary characters like Medea, Romeo and Juliet, Werther, or Mr Darcy have come to embody specific emotions such as love, hate, jealousy, shame, guilt, or grief. Our aim in this module will be to explore this growing, interdisciplinary area of research by engaging with a range of diverse fictional and autobiographical works from the eighteenth century to the present (incl. by authors like Goethe, Brontë, Duras, C.S. Lewis, Barthes, Condé) in close conjunction with selected classic and contemporary theoretical texts (incl. by thinkers like Rousseau, Schopenhauer, Leys, Nussbaum, Coplan, Brinkema). This will allow us to address the following questions: What is an emotion? Do emotions change over time, or do they essentially remain the same, while it is *our attitudes towards them* that change? Do the ways we feel have an influence on the moral choices we make? And, most importantly, who is this self who feels, and how do their feelings relate to the manifold ways in which they can be expressed?

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. **Learning and teaching methods**

Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

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

This module will be assessed by 100% coursework.

80% Essay (4000 words)

20% in-class presentation (15 minutes)

Students will also be encouraged to develop their own projects in close consultation with the convenor.

* 1. Reassessment methods

100% coursework

Essay (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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| seminars and lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Presentation  | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **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**

Please highlight aspects of this module where internationalisation is actively incorporated or intended. Refer to any relevant internationally-focused learning outcomes and, where possible, identify internationalisation in any of the following: subject content, assessment tasks, teaching methods/activities and support activity.

The module discusses literature from Britain, Germany, and France in conjunction with theoretical works from these and other countries around the globe. In addition to introducing UK students to literature from these regions, overseas students will be encouraged to share their knowledge with the group. Although mostly taught in translation issues concerning the original version of the texts consulted will be addressed. 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 | New/Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts CLOs |
| 13/12/2022 | Minor | 2023/24 | 1,9,10,13 | No |
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