1. KentVision Code and title of the module

CPLT5000 Ghosts in Literature and Film

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

Arts and Humanities, Comparative Literature

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 5

## The number of credits and the ECTS value which the module represents

15 Credits (7.5 ECTS)

## Which term(s) the module is to be taught in (or other teaching pattern)

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses:

BA Comparative Literature

BA Comparative Literature (Joint Honours)

Also available as an elective module

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

* 1. Demonstrate awareness of, and ability to, analyse supernatural tropes in a range of global fiction and the political, gender, and ethnic questions these inexplicable events raise;
  2. Demonstrate a detailed understanding of the interplay between ideology and the supernatural;
  3. Demonstrate a detailed understanding of the development of ghosts in literature, from classical antiquity to the present day;
  4. Demonstrate a systematic understanding of theories and methodologies that shaped the conceptualisation of ghosts and the supernatural.

## 8.5 Manage their own learning on the topic of ghosts and the supernatural, making critical use of primary sources, secondary sources, and comparative methodologies.

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

* 1. Demonstrate refined communication skills, including the structuring of an original argument, through the writing of essays which will enable students to write a cogent discussion, developing an independent argument;
  2. Demonstrate and improve ability to read closely and critically, and to apply a range of critical terms to texts;
  3. Engage critically and systematically with recent criticism.

## A synopsis of the curriculum

Ghosts and eerie appearances have long haunted the literary imagination. Variously known as spirits, shades, spectres, phantoms, revenants, and apparitions, the forlorn figure of the ghost is one of literature’s most beguiling creations, spanning a long tradition from the classics to the present day. As liminal entities caught between life and death, restless ghosts return to the world of the living demanding justice, revenge, and remembrance, but also craving love, affection, and even their favourite food. At the same time, ghosts are meaningful symbols expressive of our innermost fears and anxieties about death, loss, disease, mortality, and the afterlife, as well as potent signifiers at the intersections of gender, politics, history, and empire. In the module’s first part, students will explore the depiction of ghosts in foundational texts by Homer, Virgil, Boccaccio, Shakespeare, and Oscar Wilde. In the second part, students will explore the representation of ghosts, death, and the afterlife in Latin American tales and films, with a particular focus on the Mexican Day of the Dead and the ghosts of the ‘disappeared’ in Argentina.

## 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).

Homer. *The Odyssey* [extracts].

Virgil. *The Aeneid* [extracts].

Giovanni Boccaccio. *The Decameron* (1353) [extracts].

William Shakespeare. *Macbeth* (1606).

Oscar Wilde. *The Canterville Ghost* (1887).

Manuel Acuña. ‘Before a Corpse’ (1887).

Juan Rulfo. *Pedro Paramo* (1955).

Carlos Fuentes. *Aura* (1962).

Guillermo del Toro (dir.). *The Devil’s Backbone* (2001).

Mariana Enríquez. ‘Back When We Talked to the Dead’ (2017).

## Contact Hours

Private Study: 130

Contact Hours: 20

Total: 150

## Assessment methods

13.1 Main assessment methods

• Essay 1 (1,500 words) 50%

• Essay 2 (1,500 words) 50%

13.2 Reassessment methods

• 100% Coursework (3,000 words)

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment (section 13)

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** |  |  |  |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Essays | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

The reading list is inherently transnational and incorporates literatures from around the world, including Britain, Europe, and Latin America. In addition to seminar discussions and assignments, it promotes intercultural competence and an understanding of cultural difference.

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 21/12/21 | New | Spring 2023 |  |  |
|  |  |  |  |  |