1. **Title of the module**

Other Worlds: Dystopias and Futures

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

English

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

Level 4

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 Term

1. **Prerequisite and co-requisite modules**

None

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

**Optional for** BA (Hons) in English Literature; BA (Hons) in English Literature and Creative Writing;

**Also Optional for** all Joint Honours English programmes.

**Also available as a Wild Module.**

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. identify specific thematic concerns relating to dystopian and science fiction texts, alongside the appropriate terminology and potential complexities relating to these themes;
3. understand the relationship between literary and genre fictions in relation to specific political, environmental, historical, and social contexts, as well as the interconnections and tensions between these separate contexts;
4. understand and critically interrogate the historical and cultural specificity of perceived divisions such as ‘high’ and ‘low’ culture;
5. critically evaluate, through a range of different methods, genre fictions, their relationship to literary texts, and their capacity and potential for political efficacy and agency.
6. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
7. identify and apply strategies of reading relevant to the material they encounter;
8. apply close reading techniques to a range of literary texts, and to make complex comparisons between them;
9. effectively communicate through a range of different means;
10. begin self-directed research and discuss, evaluate, and creatively deploy secondary critical and theoretical perspectives;
11. construct original, articulate, and well-substantiated arguments;
12. manage their time and workload effectively.
13. **A synopsis of the curriculum**

There is another world, which is this world. This module is founded on the understanding that through engaging with narratives of dystopias, futures, and other speculative realities, we can gain some clarity of the pressing issues we face in the world today. Through examining five thematically structured units over the course of the term, our studies will consider how the study of narratives that exist in ‘other worlds’ can offer insightful and nuanced analyses of complex questions involving environmental, political, historical and/or societal concerns. We will also consider how these broader contexts and concerns can be utilized to further interrogate the literary texts that we will study. Throughout the module, generic terms such as ‘dystopian fiction’ or ‘science fiction’ will be understood both broadly and generatively, and our studies will cover both literary and so-called paraliterary examples, alongside occasional screenings of films. Through these multiple forms, we will also have the opportunity to consider questions regarding high and low culture, the seductiveness of certain narrative forms, and the possible tensions between literary and social history.

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

Atwood, Margaret. 2017. *The Handmaid’s Tale*. Vintage

Butler, Octavia. 1993. *Parable of the Sower*. Grand Central Publishing.

Le Guin, Ursula. 2015. *The Word for World is Forest*. Gateway.

McCarthy, Cormac. 2010. *The Road*. Picador.

Moore, Alan and Dave Gibbons. 2014. *Watchmen*. DC Comics.

1. **Learning and teaching methods**

Contact hours: 22

Private study hours: 128

Total study hours: 150

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

Assignment 1: presentation project (5-6 minutes) 30%

Assignment 2: research project (2,500 words) - 50%

Seminar participation - 20%

* 1. Reassessment Methods

Alternative assessment: 100% Coursework (2,000 words).

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** |  | **X** | **X** |  | **X** | **X** |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Presentation Project | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Research Project (2,500 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar Participation | **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 primary readings studied on this module – and the authors thereof – are drawn from a variety of traditions and locations, including the UK, USA, Canada, and Nigeria; in addition, the occasional screenings that will accompany the literary studies of the module will introduce students to further traditions from South Korea and Japan. Although all of the writings studied will be in English, each week of the module will draw from global contexts and encourage students to make intercultural and international connections.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| Sep 2020 | Minor | September 2020 | 7, 8, 9, 11, 13, 14 | No |
|  |  |  |  |  |