**Module Specification**

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| **Module Code** | EN963 | |
| **Module Title** | Petrofiction: Studies in World Literature | |
| **Module Aims** | | |
| This module examines the world literature of energy: oil, water, coal, gas, wind, nuclear, etc. It is platformed by recent theories of world literature that explore how literary studies can be reconceived on a global scale. It takes its cue from the suggestion that ‘world’ literary connections can be realised by identifying nodal relations in form and space between texts and their local and international contexts. | | |
| **Learning Outcomes** | | |
| **By the end of the module the student should be able to....** | **Which teaching and learning methods enable students to achieve this learning outcome?** | **Which summative assessment methods will measure the achievement of this learning outcome?** |
| Reflect, across a broad international range, on the cultural, political and economic registration of natural and refined resources in fiction, from the early twentieth century to the present. | Weekly core sessions, and one documentary discussion inviting transnational and international comparison across nationally and regionally conceived texts. | 6000, 8000, 10000-word essay (English Department) or 5000-word essay (other departments). |
| Relate specific literary and other texts to the material conditions governing the control, distribution and use of energy resources nationally and globally. | This will form an important part of the teaching of the weekly core sessions, and of the prescribed background reading. | As above. |
| Reflect upon methodological questions of comparative, global and ‘green’ textual study, in relation to issues such as canon formation, new interpretive reading strategies and cultural reception at different times. | Sessions designed to encourage students to compare and contrast the issues raised in different themed sessions. | As above. |
| Address insightfully the critical and political opportunities available in the use of both a world literary methodology and an ecocritical context. | The introductory sessions will draw particular attention to this aspect of the course. | As above. |
| Develop an essay theme designed to cover one aspect of the course in greater depth, but also, to convey a comparative awareness of some of the wider literary and historical issues raised.  Develop an introductory research topic on a related area of the course for a qualificatory writing project. | Essay surgeries in week 9-10.  A qualificatory research exercise involving a reflective piece (2000 words) demonstrating ability to develop research into an area relevant to the topic but not covered in the course schedule. This is a course requirement: students must meet a ‘passable’ standard. | As above. |