ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Genre and the Fantastic				
Module Code	UPGN4W-30-2		Level	2	Version
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	No
Owning Faculty	ACE		Field	English	
Department	Arts and Cultural Industries		Module Type	Standard	
Contributes towards	BA (Hons) Literature and Film Studies				
Pre-requisites	UPGN44-30-1 Introduction to Literary Scholarship or UPGN4R-30-1 Film Style and Meaning		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
First CAP Approval Date	June 2015		Valid from	September 2015	
Revision CAP Approval Date			Valid from		

Review Date	June 2021

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this module students will be able to: • Demonstrate an informed understanding of how genre and specific fantastic genres have been theorised (Component B, elements 1 and 2) • Show familiarity with the development of the fantastic genres (Component B, element 1) • Critically analyse fantastic texts in relation to cultural and critical contexts (Component A; Component B, elements 1 and 2) • Present critical ideas orally in a clear manner, utilising appropriate presentation software (Component A) • Express ideas clearly and accurately in written and/or audiovisual formats, and reference sources correctly (Component B) •
Syllabus Outline	This module explores the theorisation of genre, with a specific emphasis on the ways in which the fantastic and related genres (e.g., afrofuturism, climate fiction, fantasy, fairytales, folktales, horror, science fiction, weird fiction) have been conceptualised. It will draw on a range of critical-theoretical approaches to the study of the fantastic (e.g., animal studies, critical race theory, disability studies, eco-criticism, energy humanities, feminism, hauntology, Marxism, psychoanalytic theory, queer theory). It will consider the role of fictional world-building and be attentive to the ways in which genres work differently in different media, as well as issues around convergence and

	transmediality.
Contact Hours	There will be 72 hours of contact time over the course of the module. Teaching will take place in rooms designed for interactive activities including group work.
Teaching and Learning Methods	**Scheduled learning** The module's contact model consists of a one-hour lecture and a two-hour seminar, enabling students to develop the skills necessary to engage with different modes of learning. This module also offers an opportunity to further develop library and information skills introduced at Level 1. There will also be a regular programme of film screenings. **Independent learning** Independent study includes set and recommended reading and viewing, and assignment preparation. It will be guided by a clear syllabus outline in the module handbook and preparation questions and/or tasks communicated via Blackboard.
Key Information Sets Information	

Key Information Set - Module data

Number of credits for this module				30	

Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	0

Total assessment of the module:		
Written exam assessment percentage		0%
Coursework assessment percentage		75%
Practical exam assessment percentage		25%
		100%

Reading Strategy	Each week students will be expected to prepare for the lecture and seminar by reading or viewing set texts, details of which will be provided at the start of the module. As there is no single anthology or single core textbook available for this module, some of the primary and secondary texts will be provided in either print or electronic format. Students will also be asked to buy a small number of the longer texts. These will be the object of intensive work in both lectures and seminars and it is essential that students own a copy for consistent reference and annotation and for use in assignments. Films will be available to stream via Box of Broadcasts and/or provided on DVD in the library. Students are expected to undertake relevant further reading and viewing, particularly in preparation for assignments. The module handbook and Blackboard site includes lists of suggested further reading/viewing. These are intended to provide students with starting points for independent study. Students are not required to read/watch everything on these lists, nor are they expected to limit themselves to the listed materials.

	All readings and viewing listed in the module handbook are available in the library or online, held on appropriate loan periods. Students will be given the opportunity to attend sessions on selection of appropriate databases and search skills. (Additional support is available through the library web pages, including interactive tutorials on finding books and journals, evaluating information and referencing; sign-up workshops are also offered by the Library.)
Indicative Reading List	The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. *Current* advice on additional reading will be available via the module guide or Blackboard pages. Altman, R. (1999) *Film/Genre*. London: BFI. Bould, M. (2012) *Science Fiction: The Routledge Film Guidebook*. London: Routledge. Csicsery-Ronay, Jr., I. (2008) *The Seven Beauties of Science Fiction*. Middletown: Wesleyan University Press. Freud, S. (2003) *The Uncanny*. London: Penguin. Hills. M. (2005) *The Pleasures of Horror*. London: Bloomsbury. Jackson, R. (1981) *Fantasy: The Literature of Subversion*. London: Methuen. Luckhurst, R. (2005) *Science Fiction*. London: Polity. Moine, R. (2008) *Cinema Genre*. Oxford: Wiley-Blackwell. Propp, V. (1968) *Morphology of the Folk Tale*. Austin: University of Texas Press. Suvin, D. (1979) *Metamorphoses of Science Fiction: On the Poetics and History of a Literary Genre*. New Haven: Yale University Press. Todorov, T. (1975) *The Fantastic: A Structural Approach to a Literary Genre*. New York: Cornell University Press. Wolf, M.J.P. (2012) *Building Imaginary Worlds: The Theory and History of Subcreation.* London: Routledge. Zane, B. (2007) *Fantastic Being*. Arcana: Incunabula. Zipes. J. (1982) *Fairy Tales and the Art of Subversion*. London: Heinemann.

Part 3: Assessment

Assessment Strategy	The module aims to enable students to develop research skills further, and to apply critical-theoretical ideas in the analysis of literary and cinematic texts. These skills feed directly into the assessment strategy. **Component A** assesses students' ability to communicate information and ideas orally and via presentation software. It is also intended to help students develop the skills and confidence necessary for public speaking. **Component B** assesses students' ability to critically analyse fantastic texts, drawing on theoretical and contextual material. **Element 2** also assesses students' ability to develop a more substantial piece of research around a relevant topic in which they have a particular interest. The Assessment: **Component A: Individual presentation (15 minutes).** Each presentation will focus on producing a critical reading of a specific literary or cinematic text. **Component B, element 1: Short essay (1500 words).** Students will answer one from a range of questions on texts and/or ideas from the first part of the module. **Component B, element 2: Research project (3000 words *or* a 4-5 minute audiovisual essay accompanied by an 600-word critical commentary).** Students will be guided in the development of their own essay topic based on texts and/or ideas from the second part of the module or on related materials of their choice in negotiation

with their tutor.	

Identify final assessment component and element	Component B, element 2	
% weighting between components A and B (Standard modules only)	**A:** **25%**	**B**: **75%**
First Sit		
Component A (controlled conditions) **Description of each element**	**Element weighting**	
1. Individual classroom presentation (15 minutes)	100%	
Component B **Description of each element**	**Element weighting**	
1. Short essay (1500 words)	33%	
2. Research project (3000 words *or* a 4-5 minute audiovisual essay accompanied by an 600-word reflective commentary)	67%	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) **Description of each element**	**Element weighting**	
1. Individual classroom presentation (15 minutes)	100%	
Component B **Description of each element**	**Element weighting**	
1. Short essay (1500 words)	33%	
2. Research project (3000 words *or* a 4-5 minute audiovisual essay accompanied by an 600-word reflective commentary)	67%	
If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.		