Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>MLitt/Postgraduate Diploma in Gothic Imagination</th>
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<tbody>
<tr>
<td>SCQF Level:</td>
<td>11</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>180</td>
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**Educational aims of the programme:**
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

This programme aims to provide students with the opportunities to explore the full range of Gothic writing, from its beginning in the 18th century to the present.

The programme focuses on work from Ann Radcliffe and Mary Shelley, through Victorian and late 19th-century writers (Dickens, Stevenson, Wilde, Stoker) to the Edwardian heyday of the ghost story, and on to the various modern and post-modern examples of the Gothic in writers such as Iain Banks, Angela Carter and Stephen King. The term ‘Gothic’ is itself highly contested. Accordingly, theories relevant to the Gothic, such as Freud’s uncanny, Todorov on the fantastic and Kristeva on abjection will be examined.

**Intended programme learning outcomes:**
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student’s personal development planning (PDP) and future employability.

**Knowledge and understanding**
- Students on the MLitt in the Gothic Imagination are expected to gain knowledge and understanding of:
  - the origins and development of the Gothic genre
  - the various theoretical and methodological concepts particularly relevant to the Gothic
  - the interdisciplinary nature of Gothic
  - current debates within the field of Gothic

**Subject-specific skills and other attributes**
- Students will develop skills in
  - the planning, execution and presentation of research projects: students will formulate research questions of specific importance to Gothic studies and employ suitable methods and resources for exploring these questions.
  - the use and value of archive and library material: students will evaluate and draw upon the range of resources and conceptual frameworks appropriate to research in the Gothic.

**Generic skills (e.g. information skills, communication skills, critical, analytical and problem solving abilities) and other attributes**
- Students will also gain the following generic skills:
  - effective oral and written communication to be developed through seminar discussions and presentation and through the submission of written work to a given length, format and deadline.
  - research skills to be developed through the gathering and assessment of materials.
  - ability to organise and deploy ideas and information in order to formulate arguments cogently, and express them effectively in written, oral or in other forms.
  - ability to work in flexible, creative and independent ways, showing self-discipline, self-direction and reflexivity and, also, to work as part of a group.
Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- Assessment in each semester will be based on coursework and essays. Methods of assessment for each of the non-core option modules will vary but will often consist of a single essay. Teaching will take the form of regular tutorials in small groups. Though all the modules will offer close and careful supervision, participants are expected to take proper responsibility for their own studies. The aim in all cases is to foster student-led learning in expert, stimulating and congenial company.

- During the summer, students write a dissertation of 15,000 words. In choosing their topic in consultation with the course directors, students are encouraged to develop their own personal interests within the broad field of the Gothic. This is an intensive piece of research; each student is assigned a supervisor who provides advice in both the researching and writing of the dissertation. A creative writing dissertation may be approved for students with the appropriate experience. Students who do not embark on the dissertation may be awarded a Diploma. The work of the best students completing the course may be deemed worthy of M.Litt with Distinction.

Professional/statutory body accreditation or recognition:

Further details:
Entry requirements: [http://www.external.stir.ac.uk/postgrad/index.php](http://www.external.stir.ac.uk/postgrad/index.php)
Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)
Relevant Subject Benchmark statement (if applicable): [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)
Introduction/revision date: