1. **Title of the module**

ENGL9060 (EN906) – Diaspora and Exile

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

School of English

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

Level 7

1. **The number of credits and the ECTS value which the module represents**

30 Credits (15 ECTS)

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

Spring

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

None

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

MA in Postcolonial Studies

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

8.1 Explore a wide range of theoretical writing in postcolonial studies

8.2 Critically examine diasporic writings set in Paris

8.3 Explore Paris as a site of diasporic literary production across the ages

8.4 Explore a wide range of theory on exile and diaspora

8.5 Compare exilic to diasporic writing

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

9.1 Have developed their academic writing skills

9.2 Have developed their independent research skills

9.3 Have developed their independent and critical thinking

9.4 Have advanced their knowledge of postcolonial and diasporic writing

1. **A synopsis of the curriculum**

Among the various paradigms from which diasporic writing should be distinguished is the literature of exile. Exile is often the consequence of political pressure or disaffection with a society rather than the result of the larger and often spatially and chronologically extended migratory movements which led to the emergence of diasporic communities. While both paradigms may intersect, the concerns and motivations of diasporic and exilic literatures usually differ.

A historically and culturally significant geographical, and frequently also imaginary, point of intersection between the diasporic and the exilic paradigms is the metropolis of Paris. In this module, our comparative focus will be on diasporic and exilic literatures and on the significance of the diasporic or exilic space of the French metropolis, both as production context and as informing literary production. Writers to consider include: American expatriates in 1920 (like Gertrude Stein, Ernest Hemingway, Henry Miller, F. Scott Fitzgerald and Djuna Barnes), in the Post World War II era (like Richard Wright and James Baldwin), and other writers who chose exile in Paris (like Heinrich Heine, Oscar Wilde, Rainer Maria Rilke, Samuel Beckett)

Incorporating aesthetic dimensions, our seminars will explore in particular the extent to which experiences of diaspora and exile inform the work of ‘alien’ writers residing in Paris.

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

Any edition of the following:

Barnes, Djuna , *Nightwood* (1936; Faber 2007)

Ben Jelloun Tahar , *With Downcast Eyes* (1993)

Djebar, Assia, *Algerian White* (1996; Five Stories Press 2003)

Guene, Faiza *Kiffe Kiffe Tomorrow* (2004; Chatos & Windus 2006)Hemingway, Ernest, *A Moveable Feast* (1936; Vintage 2000)

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

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

* Assignment (5,000 words) – 100%
  1. Reassessment methods
* Like-for-like

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

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| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Assignment | **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**

Paris

1. **Internationalisation**

Internationalisation is intrinsic to the course: both in its use of theory from around the world and in its study of writers & texts from various parts of the world. Global flows of migration are also important here, as is the notion of diaspora.

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

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |