1. **Title of the module**

CPLT6660 (CP666) In Search of Shelter: Refugee Narratives and the Politics of Displacement

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

School of European Culture and Languages

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

Level 6

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 or Spring

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

None

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

Optional for BA Comparative Literature (Single and Joint Honours); BA World Literature

Also available as a ‘Wild’ module

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

8.1 Critically analyse literary representations by and about refugees from different social, cultural and political contexts;

8.2 Demonstrate a systematic understanding of the historical and political questions that are raised by such representations;

8.3 Demonstrate detailed understanding of themes that are pertinent to the study of the figure of the refugee, especially concerning ideas of home, hospitality and the foreign other;

8.4 Engage at an advanced critical level with the literary texts discussed through close interpretations of these works;

8.5 Demonstrate a strong understanding of the various political agendas that shape such narratives;

8.6 Demonstrate systematic knowledge of key theoretical concepts from refugee and forced migration studies, mobility studies and border studies;

8.7 Demonstrate a systematic and critical understanding of recent criticism relating to the texts studied on the module.

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

9.1 Demonstrate confident oral communication skills;

9.2 Demonstrate refined written communication skills, including the structuring of an original argument;

9.3 Demonstrate the ability to read closely and critically, and to apply a range of critical terms to literary texts;

9.4 Engage critically and systematically with recent criticism;

9.5 Demonstrate the ability to undertake the comparative analysis of literature, and to appreciate both the complexities and limitations of this approach to literary study.

1. **A synopsis of the curriculum**

The current refugee crisis has brought widespread attention to the precarious situation of the refugee. While representations of refugees and migrants in literary texts can be traced back to antiquity, the current era of globalisation and international conflict has created a sense of urgency, resulting in an abundance of new literary works that are devoted to the figure of the refugee. Focusing on themes including forced displacement, home and hospitality, this module examines literature by and about refugees from as far afield as Lebanon, Iraq, Korea, Palestine and Vietnam.

This module explores the complexities associated with forced migration and refugee populations. It analyses tensions between the global and the local in the age of globalisation and considers whether we might view the current crisis as an articulation of the religious, cultural and racial tensions between East and West. Perhaps most importantly, the module will consider how literature might be an appropriate vehicle for articulating the humanity of those affected. Finally, students will consider the role of the refugee-as-author and question whether and how personal experiences of the authors might affect both narrative form and reader response.

The current crisis has led to the formation of new fields of study. Over the course of the module, students will engage with key theoretical concepts from mobility studies and border studies; they will also be introduced to the emerging field of refugee and forced migration studies, which examines the phenomenon of the refugee from a range of disciplinary perspectives, including anthropology, law, human rights, politics, literature and film.

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

*Exodus* 1-40. Holy Bible: King James Edition.

Virgil. (1990). *The Aeneid*. London: Penguin.

Marcellinus, A. *Historiae*, Book 31. Available Online.

Blassim, H. (2009). ‘The Reality and the Record.’ In *The Madman of Freedom Square*. Manchester: Comma Press.

Shire, Warsan. ‘Home’ and ‘Conversations about Home (at the Deportation Centre)’ (Published online).

Tan, S. (2006). *The Arrival*. London: Lothian.

Various authors. (2018). *Shatila Stories*. London: Peirene Press.

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

1. **Assessment methods**
	1. Main assessment methods
* Presentation (20 minutes) – 20%
* Essay (3,000 words) – 80%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework
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* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **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 module discusses literature from South Korea, Australia, France, Pakistan, Lebanon, England and America. Although mostly taught in translation, issues concerning the original version of the texts consulted will be addressed. The module addresses the university’s internationalisation programme by focussing on fiction written by Asian, Middle Eastern, and European authors.

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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 delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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