1. KentVision Code and title of the module

ENGL6550 Places, Journeys, Borders

## Division and School/Department or partner institution which will be responsible for management of the module

Arts and Humanities, School of English

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 6

## The number of credits and the ECTS value which the module represents

30 credits (15 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

BA in English Literature; BA in English Literature and Creative Writing; BA in English Literature with Year Abroad; BA in English Literature and Creative Writing with Year Abroad; BA Drama and English Literature; BA English Literature and English Language and Linguistics; BA English Literature and Film

Also available as an elective

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

8.1 Gain critical and systematic understanding of key aspects and concepts related to migration and immigration, borders, and postcolonialism

8.2 Think and understand historically, culturally and politically about migration, immigration, borders and the postcolonial

8.3 Interpret and compare a range of texts from different geographic locations 8.4 Connect historical and political processes to a range of literary and artistic texts

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

9.1. Apply the close reading skills to allow for complex comparative analyses;

9.2. Synthesise information from a number of sources in order to gain a coherent understanding of theory and practice; synthesise material from a number of sources in a coherent creative whole

9.3 Frame and digest criticism of creative work sensitively and constructively using a variety of methods

9.4. Develop powers of communication and the capacity to argue a point of view with clarity, organisation, cogency, originality and in an articulate and well-substantiated way

9.5 Be confident in the efficient presentation of ideas designed to stimulate critical debate

9.6 Plan and execute essays and project-work and be competent in the conception, planning, execution and editing of individual creative work by conducting self-directed research with the ability to extend discussions undertaken in lectures and seminars through reference to appropriate scholarly sources;

9.7 Demonstrate enhanced skills in collaborative work, including more finely tuned listening and questioning skills

9.8 Understand, interrogate and apply a variety of theoretical positions and weigh the importance of alternative perspectives

## A synopsis of the curriculum

*I am a refugee, an asylum-seeker. These are not simple words, even if habit of hearing them makes them seem so. I arrived at Gatwick Airport in the late afternoon of 23 November last year. It is a familiar minor climax in our stories, leaving what we know and arriving in strange places, carrying little bits of jumbled luggage and suppressing secret and garbled ambitions. For some, as for me, it was the first journey by air, and the first arrival in a place so monumental as an airport, though I have travelled by sea and by land, and in my imagination. (Abdulrazak Gurnah, By the Sea)*

Abdulrazak Gurnah, the [Nobel Prize Winner for Literature](https://www.nobelprize.org/prizes/literature/2021/bio-bibliography/) 2021, is a compass point for this module, which navigates through experiences and processes of travelling across seas, places and borders that have been a central concern in Gurnah’s work since 1987. Anchoring discussion on Gurnah’s writing about the effects of colonialism and the immigrant experience between coastlines of southern England and East Africa, the module will then broaden out geographically and historically to explore texts from the coasts of the East Mediterranean, the Caribbean, West Africa, Europe, and beyond. The texts explored are about the journeys of displaced people – asylum seekers, detainees, political exiles, stateless, diaspora – as shaped by key modern historical and political processes. From immigrant arrival and dislocation to national movements and political realities, the module explores connections between places, journeys, borders, and literary and artistic production, and considers sites and processes of heritage, hostility and hospitality, responsibility and neglect, negotiation and contradiction, convergence and discord, clash and reconciliation. It explores concepts such as: belonging and longing; memory; homeland; trauma and mental health; internal and external displacement (physical, mental, physical); sites without rights – refugee camps, jungles, detention/reception centres, prisons, the buffer zone, middle sea/Mediterranean, border-towns, asylums, hospitals. The module provides access to various organisations (e.g. charities, grassroot groups, and activist networks) engaged with migration projects.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 268

Contact Hours: 32

Total: 300

## Assessment methods

* 1. Main assessment methods

Essay (3,000 words) 40%

Project (3,000 words or 15-20 minutes) 40%

Seminar Participation 20%

13.2 Reassessment methods

100% coursework (4,500 words)

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9  6 | 9  7 | 9  8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **x** |  |  |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |  |  | **X** | **X** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9  6 | 9  7 | 9  8 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Seminar Participation | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** | **X** |
| Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** |
| Project | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

## Inclusive module design

The Division 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

The content of this module explores the impact colonialism and occupation has had on places and people across the global, concentrating on a diverse range of texts produced by writers, poets and filmmakers from colonised regions, such as Middle East, West Indies, Africa, India and Australia. The module enables students to explore place, displacement and journeys within a local, national and global context, whilst offering a cross-cultural and transnational understanding. Thus it encourages students to examine and re-visit their own place and locatedness and their relationship both to the history of colonialism and to post-colonial regions of the globe.

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 08/07/16 | Major | September 2016 | 7, 8, 10, 11, 13 | No |
| 15/11/16 | Minor | September 2016 | 6, 12, 14 | No |
| 21/12/2021 | Minor | 2022/23 | 1,8-10,13,14 | No |