1. **Title of the module**

ENGL6610 (EN661): The Stranger

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 6

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)**

Autumn or Spring

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

None

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

BA in English and American Literature; English, American and Postcolonial Literatures; English and American Literature and Creative Writing, Contemporary Literature, American Studies

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

8.1 Gain an understanding of the changing relationship between nation, narration, and globalisation in the twentieth and twenty-first century novel.

8.2 Interpret and apply a range of theoretical concepts surrounding the ideas of ‘the stranger’ across a variety of regional and historical contexts, and make productive comparisons and distinctions between them.

8.3 Develop reasonably complex and historically situated approaches to concepts including nation, empire, the transnational, migration and diaspora, cosmopolitanism, and race over the last century.

8.4 Further develop the capacity to structure nuanced arguments centred on the close relationship between aesthetics and politics in modern narrative fiction.

8.5 Gain a sufficient understanding of the different literary traditions and movements out of which the novels arise, and how these in turn might be articulated within, and interrogative of, broader transnational and postcolonial frameworks.

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

9.1 Apply close reading techniques to a range of literary texts and to make complex comparisons between them.

9.2 Demonstrate the skills necessary for participating in group discussions and giving oral presentations.

9.3 Demonstrate an increased capacity for self-directed research and the ability to discuss, evaluate and creatively deploy secondary critical and theoretical perspectives.

9.4 Construct original, articulate and well-substantiated arguments.

1. **A synopsis of the curriculum**

This module explores the intersections between nation, narration and globalisation in the twentieth and twenty-first century novel. It will focus this exploration through textual representations of ‘the stranger’, a figure theorised since the beginning of the twentieth century as symptomatic of modernity in European cultures, and more recently by postcolonial critics as the paradigm through which the effects of globalisation are ‘encountered’ in contemporary ‘multicultural’ national and transnational spaces. Students will be encouraged to analyse the historical and conceptual relations between novel and nation and the particular ways in which the body of ‘the stranger’ has been reified through them. At the same time, they will be invited to consider ‘the stranger’ as a disorientating embodiment of distance and proximity, and to evaluate how this dynamic constructs and deconstructs the form and boundaries of the novel as a genre, and the surrounding familial, national and racial paradigms of belonging. Through discussions of the theoretical work of writers such as Georg Simmel, Freud, Fanon, Edward Said, Judith Butler, Zygmunt Bauman, and Homi Bhabha, students will be asked especially to consider the mutual effects of estrangement across gendered, racial, and colonial divides. The broad aims of the course are to problematise ‘the stranger’ as a literary means of orientating the individual and the nation; to situate the twentieth and twenty-first century novel as a symptomatic site for ‘strange encounters’; and to understand the extent to which it poses ‘strangeness’ and ‘homeliness’ as inseparable, necessary and possible acts of narration.

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

Conrad, Joseph, (1902). Heart of Darkness

Larsen, Nella, (1929). Passing

Camus, Albert, (1942). The Stranger

Rhys, Jean, (1966). Wide Sargasso Sea

Morrison, (1987). Toni, Beloved

Coetzee, J M, (1999). Disgrace

Sebald, W G, (1996). The Emigrants

Ghosh, Amitav, (1992). The Shadow Lines

Ishiguro, Kazuo, (2005). Never Let Me Go

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

Two essays 6,000 words 90%

Seminar performance 10%

13.2 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)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.1 | 8.2 | 8.3 | 8.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Essays | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar Performance | **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**

This module is focused on literary texts from around the world (either anglophone or in translation). The module discusses issues of identity and subjectivity as they are expressed in a variety of cultures, historical contexts and languages; these differences are featured in all the module assessments, which include the option, should the student wish, of constructing a topic on how specific differences are expressed in a language other than English

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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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 10/02/17 | Minor | September 2017 | 6, 7, 11 | No |
|  |  |  |  |  |

Revised FSO Jan 2018