1. **Title of the module**

**ENGL6830 (EN683)** Passport to Oblivion: Writing Self into History

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 (15 ECTS)

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

Autumn or Spring Term

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

None

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

Single Honours and Joint Honours Undergraduate Programmes in English and American Literature, English, American and Postcolonial Literature and English and American Literature and Creative Writing.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Read and analyse some of the most innovative contemporary works of life writing, and get a historical perspective of the genre.
3. Demonstrate their capacity for close reading and critical analysis, and apply these skills in their approach to life writing.
4. Recognise and evaluate specific methodology and creative choices in writing self-representational text.
5. Make connections between contemporary critical analysis and creative writing practice.
6. Understand how innovative techniques can be applied in life writing practice.
7. Confidently choose and apply advanced writing techniques within their work.
8. Plan and execute a sustained piece of life writing.
9. Be equipped with theoretical and practical knowledge that will allow them to explore various aspects of writing self-representational non-fiction
10. **The intended generic learning outcomes.  
    On successfully completing the module students will be able to:**
11. Develop their capacity for close reading and critical analysis and make comparisons across a range of their reading.
12. Learn how to choose among methods and styles in order to better approach their own writing.
13. Develop their writing skills to an advanced level.
14. Extend their range of critical and creative vocabulary and broaden their conceptual framework.
15. Develop their communication skills, particularly in responding to others’ work in the context of the workshop.
16. **A synopsis of the curriculum**

Memory is the point in which time, place and the Self intersect. Since all three elements are in constant movement, memories are neither permanent nor reliable. Why, then, write down our memories? Is it an effort to turn them into accurate points that should mark the locus of a certain plateau in our consciousness? Is it an attempt to write the (private) Self into (collective) history? By writing memory, and adding personal perspective—are we creating another layer of distortion, or are we peeling the onion? When we delegate our memory to paper, do we reinforce it or do we abdicate our responsibilities? Is memoir just another name for passport to oblivion?

During the first half of the term students will delve into several major works, which should give them historical perspective and show them some of the possible approaches to writing private history.

They will be introduced to different kinds of autobiographical writing: from works written by the protagonists of major historical events, to recollections of the non-famous people; from texts rich in political connotations and critique of the regime, to celebrity memoirs and the escapism they offer; from traditional forms of memoirs to fragmentary writing, writing in instalments, and graphic narratives. Students will learn about memoirs as political weapons and how they have been used through history. They will also be encouraged to critically evaluate and examine the most recent forms of life writing, such as blogging and micro-blogging, and social media.

In the second half of the term, students will work on a major piece of life writing. They will be expected to produce a manuscript dealing with a specific experience or part of their lives.

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

Possible primary reading:

1. St Augustine: 2008. *The Confessions*; Oxford Paperbacks

2. Mandelstam, Nadezhda: 1999. *Hope Against Hope*; Harvill Press

3. David B.: *Epileptic*; 2006. Jonathan Cape

4. Ugrešić, Dubravka: 1998. *The Museum of Unconditional Surrender*; Phoenix

5. Auster, Paul: 2005. *The Invention of Solitude*; Faber and Faber

6. McCourt, Frank: 2005. *Angela's Ashes*; Harper Perennial

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

Interim essay 1,500 words 25%

Manuscript 6,000 words 65%

Seminar and Workshop contribution 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)***

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| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** |  |  | **x** |  | **x** | **x** |  |  |  | **x** | **x** |  |
| Seminar | **x** |  | **x** | **x** | **x** |  |  | **x** | **x** | **x** |  | **x** | **x** |
| Workshop |  | **x** |  | **x** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** |  |  |  | **x** | **x** |  | **x** |  |
| Manuscript |  |  | **x** |  | **x** | **x** | **x** | **x** |  | **x** | **x** |  |  |
| Seminar and workshop contribution |  |  |  |  | **x** | **x** |  | **x** |  |  |  |  | **x** |
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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 international in all its aspects. Memoir is based on memory— the foundation of identity, transcending borders, cultures, political and economic structures, and the module encourages participants to seek the universal in private and personal.   
The reading list incorporates works originally written in several languages, and the interim assignment (an essay) is based on that collection. The final assignment is a personal recollection unaffected by the cultural or linguistic background of the student.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
| 07/02/17 | Minor | September 2017 | 6 + new template | No |
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