1. **Title of the module**

Identity, Trauma and Sexuality in 20th and 21st Century Narratives (ENGL8000)

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

Arts and Humanities (English)

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

7

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

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

None

1. **The course(s) of study to which the module contributes**

Creative Writing MA, English and American Literature MA, History and Philosophy of Art MA, Comparative Literature MA, French and Comparative Literature MA, Modern French Studies MA

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

On successful completion of this module the student will be able to:

* 1. Demonstrate wide-ranging knowledge of the role of trauma in the development of individual identity;
	2. Demonstrate an ability to relate literature and film to psychoanalytical, historical, cultural, philosophical, political and artistic contexts connected to Paris and beyond;
	3. Demonstrate sophisticated analytic skills when approaching literary texts, including close critical analysis of various literary and artistic forms;
	4. Demonstrate a thorough understanding of critical approaches to gender studies.
1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

On successful completion of this module the student will be able to:

* 1. Apply sophisticated close reading techniques to a range of literary texts and forms and to make productive and complex comparisons between them;
	2. Display strong presentation skills, team work and an ability to participate actively in group discussions;
	3. Show an increased capacity for self-directed research and the ability to discuss, evaluate and deploy secondary critical and theoretical perspectives creatively, making use of appropriate scholarly sources;
	4. Frame and identify appropriate research questions and to construct original, clear and well-substantiated arguments.
1. **A synopsis of the curriculum**

 This module focuses on the links between identity, trauma and sexuality as represented in narratives from the 20th and 21st century, comprising both texts (autobiographical and fictional) and films. Whether they were written by anglophone or francophone authors, the works chosen as the module’s corpus all have deep connections to France, and often specifically to Paris. The module will use as a starting point theories of trauma, drawing from the psychoanalytical writings of Freud on trauma and memory regarding the compulsive repetition of traumatic experiences and the splitting of the psyche. Since the corpus includes examples of ‘life writing’, the module will also raise issues linked to the study of autobiography and fiction (Judith Butler, Paul John Eakin, Estelle C. Jelinek, Philippe Lejeune, Françoise Lionnet,) and how this informs the writing of traumatic experiences (Cathy Caruth, Leigh Gilmore, Dominick LaCapra, Dori Laub and Felman Shoshana, Kalí Tal). Moreover, we will analyse key theoretical concepts in the study of identity and sexuality, and explore how these may be used to subvert societal norms and power relations, as well as how France – and more specifically the metropolis of Paris – acts as a significant geographical and imaginary space in these works.

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

All primary texts will be studied in English. The following texts may be taught on this module.

Baldwin, James (2001), *Giovanni’s Room*, Penguin Modern Classics (9780141186351)

Bouraoui, Nina (2007), *Tomboy*, trans. Marjoire Attignoll Salvodon and Jehanne-Marie Gavarini, University of Nebraska Press (9780803262591)

Darrieussecq, Marie (2010), *Tom is Dead*, trans. Lia Hills, Text Publishing Company (1921799447)

Kofman, Sarah (1996), *Rue Ordener, rue Labat*, trans. Ann Smock, University of Nebraska Press (9780803277809)

Rhys, Jean (2000), *Quartet*, Penguin Modern Classics (9780141183923)

*Blue is the Warmest Colour* (2013), directed by Abdellatif Kechiche

1. **Learning and teaching methods**

Total contact time: 20

Independent study hours: 280

Total study hours: 300

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

Essay (5,000 words) – 100%

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 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Essay (5000 words) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **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

1. **Campus(es) or centre(s) where module will be delivered**

Paris

1. **Internationalisation**

The module is delivered at the Paris centre which in itself offers opportunities for internationalisation.

**DIVISIONAL 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) |
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