

# Nottingham Trent University

## Module Specification

	Basic module information	
1	Module Title:	Class, Identity and exile in Modern British and European Fiction
2	Module Code:	EURO20405
3	Credit Points:	20
4	Duration:	Half Year
5	School:	AAH
6	Campus:	Clifton
7	Date this version first approved to run:	September 2017

### 8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Co		European Exchange

### 9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
5	Option	FT		European Exchange
5	Option	FT		International Exchange
5	Option	FT		BA Modern Languages Joint Honours
5	Option	FT		BA Modern Languages Joint Honours
5	Option	SW		BA Modern Languages Joint Honours
5	Option	FT		BA Humanities Joint Honours
5	Option	PT		BA Humanities Joint Honours

### 10 Overview and aims

This module explores class, identity and exile in a range of British and European novels from the twentieth century and beyond. The module looks at the various ways in which class consciousness, socio-political change and the experience of exile have impacted upon the construction of individual and collective identities in Britain and Europe. In this module, you will develop close textual reading skills, acquaint yourselves with issues concerning class, identity and exile in the post-war and contemporary periods, and engage critically with debates on these themes.

11	<b>Module content</b>
<p>In Britain, Alan Sillitoe can be seen as contributing towards the development of a new working-class voice in British fiction. His contemporary John Braine writes about the personal cost that results from rising above your class in the rigid social structure of post-war Northern England. Contemporary writers Tim Lott and Ian McEwan, on the other hand, explore the ways in which class has played a role in the broader sweep of the history of Britain in the twentieth century. In Europe, W.G. Sebald returns to the theme of exile as central to the experience of a collective European identity. By focusing on writers such as these, in this module we will consider some of the stylistic and formal innovations that have accompanied the treatment of class, identity and exile. We will also consider the fictional treatment of major literary subjects such as work and social mobility, love and family relationships, war, nationhood, the concept of duty, and memory.</p>	

12	<b>Indicative reading</b>
<p>Alan Sillitoe (2007) <i>The Loneliness of the Long Distance Runner</i>, London, Harper Perennial</p> <p>John Braine (2002) <i>Room at the Top</i>, London, Arrow Books</p> <p>Tim Lott (2002) <i>Rumours of a Hurricane</i>, London, Penguin</p> <p>W.G. Sebald (2001) <i>Austerlitz</i>, New York, Random House</p> <p>Ian McEwan (2001) <i>Atonement</i>, London, Jonathan Cape</p>	

13	<b>Learning outcomes</b>
<p>Learning outcomes describe what you should know and be able to do by the end of the module</p>	
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<b>Knowledge and understanding.</b> After studying this module you should be able to:	
<ul style="list-style-type: none"><li>• Demonstrate in-depth knowledge and understanding of European societies and literatures</li><li>• Demonstrate knowledge of a range of theoretical approaches to literature and social and political change, be able to assess their usefulness, and apply them in the context of European Studies</li><li>• Analyse historical, theoretical, cultural and societal debates relevant to class identities and exile, and the study of European literature</li></ul>	

- Draw conclusions from incomplete and ambiguous evidence
- Demonstrate in-depth knowledge and understanding of the cultural and social similarities and differences between European states
- Demonstrate in-depth knowledge and understanding of interdisciplinary approaches and/or concepts from different disciplines as a means of understanding Europe

Note that all outcomes have been mapped to either the Languages and Related Studies and/or the Area Studies Benchmark standards. Benchmark standards provide a national framework for describing the content and standards of a bachelors degree with honours.

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/areastudies.pdf>

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/languages.pdf>

**Skills, qualities and attributes.** After studying this module you should be able to:

- Assimilate material from a range of sources and use it to construct and sustain logical arguments ideas and conclusions in a clear, lucid and structured way, both orally and in writing
- Demonstrate problem solving skills through the application and synthesis of contemporary evidence and secondary literatures
- Demonstrate intellectual independence and judgement through effective written, oral, visual and electronic communication skills
- Undertake demanding independent and self-directed study, and demonstrate flexibility, adaptability, and time management skills
- Learn from and contribute to the learning experience of others through participation in group discussion and team work, recognising the value of working closely with others
- Exploit bibliographic and research skills in order to locate and analyse sources of information, including online materials
- Demonstrate problem-solving skills, and apply IT, for electronic communication with others, presentation of argument, and bibliographic searches
- Reflect upon your learning and achievements and plan for personal, educational and career development.

Note that all outcomes have been mapped to either the Languages and Related Studies and/or the Area Studies Benchmark standards. Benchmark standards provide a national framework for describing the content and standards of a bachelors degree with honours.

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/areastudies.pdf>

<http://www.qaa.ac.uk/academicinfrastructure/benchmark/honours/languages.pdf>

14	<b>Teaching and learning</b> <i>Range of modes of direct contact</i> This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars  You will be taught on this module through a structured programme of lectures / seminars, and will typically be asked to prepare directed reading tasks for each class. Seminars will be at least partly student-led.  Total contact hours: 36
	<i>Range of other learning methods</i> This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research  You are expected to prepare for seminars in the form of directed independent reading and viewing of documents and to undertake research for the essay, which will be mainly self-directed, but with support and advice from your tutor.  Total non-contact hours: 164

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**Assessment methods**

This indicates the type and weighting of assessment elements and sub-elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description (include any sub-elements)</u>
1	50%	Coursework	Group Presentation
1	50%	Essay	1500 words

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**Diagnostic/formative assessment**

This indicates if there are any assessments that do not contribute directly to the final module mark

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**Further information on assessment**

This section provides further information on the module's assessment where appropriate

# Document management

16	Module Title:	Class, identity and Exile in Modern British and European fiction	
17	Module Code:	EURO20405	
18	Subject (JACS) Code:	R800	
19	Cost Centre:	128	
20	School:	AAH	
21	Academic Team:	HLG	
22	Campus:	(2) Clifton	
23	Other institutions providing teaching:	<i>Please complete in box 23 a-d - if applicable</i>	
		Institution	%
23a	Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		
23b	Other public organisation in the UK- Percentage not taught by NTU		
23c	Other private organisation in the UK - Percentage not taught by NTU		
23d	Any other Non-UK organisation - Percentage not taught by NTU		
24	Date this version was formally approved by the School Academic Standards and Quality Committee (SASQC) or Development Approval Group (DAG):	January 2017	