1. **Title of the module**

‘Black Girl Magic’: Contemporary Feminisms

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 4

1. **The number of credits and the ECTS value which the module represents**

15 Credits (7.5 ECTS)

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

Spring

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

None

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

**Optional for:** BA (Hons) English Literature; BA (Hons) English Literature and Creative Writing.

**Also Optional for** all Joint Honours English programmes.

**Also available as a wild module.**

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate good knowledge of Feminist theory and texts from the 20th and 21st centuries.
   2. Understand how the concerns of the primary reading relate to, or are informed by, broader political, historical, cultural and artistic debates and contexts.
   3. Develop an ability to interact with, and respond to, a range of wider cultural forms of Feminist cultural/ activist practice.
   4. Conduct their own research to support their studies, and develop an understanding of different forms of writing in response to feminist concerns, including academic blogs and alternative assessments.
   5. Generate and develop critical ideas that interact with current debates on Feminism.
2. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Utilize close analysis skills and apply them to a wide-range of texts in order to develop comparisons between them.
   2. Present an argument using a variety of methods, and use peer responses to refine their ideas.
   3. Display an ability to devise individual research, including the ability to use secondary texts (which may be theoretical) from appropriate sources.
   4. Reflect upon their own critical practices, and how these engage with wider current debates.
   5. Use textual analysis and critical argument, and an effective command of written English, together with an appropriate range of vocabulary.
3. **A synopsis of the curriculum**

The hashtag #BlackGirlMagic first appeared in 2013 as a response to the erasure of the contributions of black and minority ethnic women on the world stage. This module will focus on the literary, theoretical and cultural contributions of women of colour to the Feminist movement, taking an intersectional and inclusive approach. Engaging with Feminist thought from the Second-Wave to the present moment, the module steers a course through a range of literary, political and philosophical texts and encourages students to develop their own critical understanding of gender and equalities issues. Students are invited to explore the intersections of Feminism in relation to race, sexuality, class and disability. Utilising a Black Feminist theoretical framework, this module takes an inclusive approach to gender identity, including work by trans and non-binary thinkers.

Alongside literary and theoretical texts, the curriculum will include a diverse array of cultural and political Feminist materials, including blogs, videos, music and forms of activism. The Feminist issues examined on this module will be wide ranging, from domestic labour to reproductive rights, sexual violence to mental health. Students will also have the opportunity to explore their own forms of Feminist practice through writing academic blogs and alternative assessment methods.

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

Ahmed, Sara. (2017). *Living a Feminist Life*. Durham, North Carolina: Duke University Press.

Burke, Tarana. (2018). #*MeTooMovement*. [online]. Available at: https://metoomvmt.org/

hooks, bell. (1984). *Feminist Theory: From Margin to Center*. London: Pluto Press.

Morrison, Toni. (1970).*The Bluest Eye*. London: Vintage.

*Rupaul's Drag Race Season Five*. (2013). [DVD] Directed by C. RuPaul. Hollywood: World of Wonder Productions.

1. **Learning and teaching methods**

Contact Hours: 22

Private Study Hours: 128

Total Study Hours: 150

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

Academic Blog (2,500 words) 50%

In class presentation activity 30%

Seminar participation 20%

**13.2** Reassessment methods

Alternative assessment: 100% Coursework (2,000 words).

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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| **Lectures** | **X** | **X** | **X** |  |  |  |  |  |  | **X** |
| **Seminars** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| **Academic Blog** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| **In class presentation activity** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Seminar participation** | **X** | **X** | **X** |  | **X** | **X** | **X** |  | **X** | **X** |

1. **Inclusive module design**

The School of English 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**

The primary materials studied on this module are drawn from a variety of geographical locations, including the UK, North and South America, and continental Europe. Although all of the material studied will be in English, the global contexts from which they are drawn will encourage students to make intercultural and international connections.

**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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| Sep 2020 | Minor | September 2020 | 7, 13 | No |
|  |  |  |  |  |