1. **Title of the module**

ENGL6760 (EN676) Cross-Cultural Coming-of-Age Narratives

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**

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

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. critically evaluate a variety of coming-of-age narratives from the US, Caribbean, Asia, and Europe, including genres such as autobiography, short story sequence, family memoir, young adult fiction, graphic novel, and film;
3. demonstrate a systematic understanding of the different literary traditions and movements out of which the texts arise, and how these in turn might be articulated within, and interrogative of, the Bildungsroman tradition;
4. apply accurately a range of established theoretical, aesthetic, and cultural perspectives to the study of twentieth- and twenty-first century coming-of-age narratives;
5. develop sophisticated analytical skills as well as historically situated approaches to key concepts in the field such as race/ethnicity, immigration, diaspora, memory, trauma, space, gender, colonialism, and sexuality over the last century;
6. consolidate and extend their capacity to structure nuanced arguments centred on the close relationship between aesthetics and politics in literature.
7. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
8. Deploy sophisticated close reading techniques to a range of literary texts and, to a lesser extent, films, to make productive and complex comparisons between them;
9. Demonstrate further development of the skills necessary for participating in group discussions and giving oral presentations, including communicating ideas to specialist and non-specialist audiences;
10. Demonstrate an increased capacity for self-directed research and the ability to discuss, evaluate and creatively deploy secondary critical and theoretical perspectives making use of appropriate scholarly sources;
11. Demonstrate an ability to frame and identify appropriate research questions and to construct original, articulate and well-substantiated arguments).
12. **A synopsis of the curriculum**

If the *Bildungsroman* has been criticised for being outmoded and conservative, how do contemporary writers interrogate and expand its scope and importance? Are coming-of-age narratives merely private stories or can they be read in ways which highlight their social functions, and what kind of theoretical, aesthetic and cultural perspectives can we apply to scrutinise these functions? This module will bring together a range of texts and films from the twentieth and twenty-first centuries that can be read within *and* against the literary tradition of the *Bildungsroman* or the coming-of-age narrative. Drawing on material from the US, the Caribbean, Asia and Europe, we will spend time analysing the representation of the coming-of-age experience in terms of content and form and assess the ideological functions of the *Bildungsroman* in a cross-cultural context. Particular attention will be given to questions of racial and ethnic identity, migration, colonialism, memory, trauma, belonging and sexuality. We will also explore the connection of the *Bildungsroman* with genres such as autobiography, family memoir, young adult fiction, graphic novel, and film. Writers studied in this module include Richard Wright, Jamaica Kincaid, Sandra Cisneros, Sherman Alexie, Jhumpa Lahiri, Marjane Satrapi, and we will watch films including *My Beautiful Laundrette* and *Bend it Like Beckham.*

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

Yezierska, Anzia, (1925) *Bread Givers.*

Wright, Richard, (1945) *Black Boy.*

Kincaid, Jamaica, (1990) *Lucy.*

Kingston, Maxine Hong, (1976) *The Woman Warrior: Memoirs of a Girlhood among Ghosts.*

Cisneros, Sandra, (1984) *The House on Mango Street*.

Alexie, Sherman, (2007) *The Absolute True Diary of a Part-Time Indian*.

Lahiri, Jhumpa, (2003) *The Namesake.*

Satrapi, Marjane, (2000) *Persepolis: The Story of a Childhood and the Story of a Return.*

Kassabova, Kapka, (2008) *Street without a Name: Childhood and Other Misadventures in Bulgaria.*

**Film Screenings:**

Stephen Frears, (1985) *My Beautiful Laundrette*

Gurinder Chadha, (2002) *Bend it Like Beckham*

1. **Learning and teaching methods**

Total contact hours: 30 hours

Total private study hours: 270 hours

Total module study hours: 300 hours

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

Essay1 3,000 words 45%

Essay2 3,000 words 45%

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)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| Workshops | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essays | **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 explores the representation of the coming-of-age experience in a variety of cultures as it draws on material from the U.S., the Caribbean, Asia and Europe. Students examine the tradition of the Bildungsroman and the debates surrounding this genre in a specifically cross-cultural context. The topics they go on to read about in both the primary and secondary material, for example transnational identity, migration, colonialism, and trauma, reflect the module's international scope. Moreover, the class presentation and the essays (or dissertation) that students undertake encourage them to develop their critical and close reading skills in relation to the cross-cultural focus of the module.

**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 | 7, 10-12 | No |
| 28/02/19 | Major | September 2019 | 6,9,12,13,14 | No |