1. **Title of the module**

ENGL3450 (EN345) Right/Write to the World: Displacement, Social Movements, Political Action

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

Division of Arts and Humanities

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

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

**Also optional for** JH English Literature programmes owned by English.

**Also available as a wild module.**

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

8.1 identify social, political, economic, spiritual, sexual, and biological categories of rights which are determined by place, space and displacement, movement and action , and the potential complexities of a range of literary and artistic approaches;

8.2 understand the relationship between rights and the reading and construction of place and space (mainly material/physical, psychological/mental, and social spaces)

8.3 understand the political, historical and cultural specificity of textual forms addressed to a range rights, displacement, movement and action

8.4 write critically about the relationships between text, rights, displacement, movement and action .

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

9.1 identify and apply strategies of reading relevant to the material they encounter;

9.2 apply close reading techniques to a range of literary texts, and to make complex comparisons between them;

9.3 effectively communicate orally;

9.4 begin self-directed research and discuss, evaluate, and creatively deploy secondary critical and theoretical perspectives;

9.5 construct original, articulate, and well-substantiated arguments;

9.6 manage their time and workload effectively.

1. **A synopsis of the curriculum**

To have the right to the world, is to have the right to write, read and construct the world, the right to make a different world.

Travelling across all parts of the globe and spanning 500 years, this module introduces a range of literatures and arts that focus on the right to the world as related to displacement, movements and actions. Drawing on Henri Lefebvre’s ‘right to the city’ and ‘right to difference’, the module provides a platform to interrogate who has the right to write, read and construct the world, and explores ways authors and artists of diverse backgrounds have struggled to claim the right to write, read and construct the world (social, physical and mental places and spaces, which may include: buildings, borders, camps, cities, countries, homes, kitchens, lands, nations, maps, States, streets, seas, villages, and so on) they are living in. These authors and artists are instrumental in providing an understanding of the world we are living in, mainly through highlighting the relationship between the right to the world and internal and external displacement, alongside social movements and political action that relate to local, national and global practices of activism. To demonstrate the relationship between the right to the world and creative activism, the module introduces works in diverse forms, including fiction and non-fiction, written, performative and audio-visuals, and archival. To equip an understanding of the relationship between contemporary and past struggles for the right to the world, the module transitions between key moments, movements and mobilities – including from medieval Western women on a pilgrimage, to feminist Arab women border-crossing to postcolonial Europe; from 18th Century Abolition to Civil Rights and Black Lives Matter; from Spanish, Ottoman, British Colonialism to Windrush Scandal, Indigenous Rights, Islamophobia, Hostile Environment; from Romantism to an Environmental Crisis. To demonstrate how literature and arts has socio-political and economic potential, the module provides access to various organisations (e.g. charities, grassroot organisations, and activist networks) related to the specific rights, social movements and political action. All of these topics will culminate into the creation of a project that writes to the world, raising public awareness of a specific right to the world that can make a different world.

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

 Armstrong, Louis, (1930). *Jazz Music*

Equiano, Olaudah. (1789). *The Interesting Narrative of the Life of Olaudah Equiano* (extracts)

 Johnson, Linton Kwesi, (2002), *Mi Revalueshanary Fren* (extracts)

Kempe, Margery, (1430s). *The Book of Margery Kempe* (extracts)

 Kingsley, Patrick. 2016 *The New Odyssey: The Story of Europe’s Refugee Crisis* (extracts)

 Lefebvre, Henri, 1974,The Production of Space and Right to the City (extracts)

Miranda, Deborah, 1999. Indian Cartographies

 Exhibition:

 *The Scene from Bekaa* (2018) Audio-Visual Art Exhibition

1. **Learning and teaching methods**

This module will be taught through lectures and seminars.

Contact hours: 22

Private Study Hours: 128

Total Study Hours: 150

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

Assignment 1 (35%): Research Essay (2,000 words)

Assignment 2 (20%): Students will participate in a range of seminar activities, which will support research essay and final project work. This will also include a presentation on the final project.

Assignment 3 (45%): Project (1,500 words or 6-10 minutes) Student will devise a project that will bring about public awareness in relation to one of the topics. This may include an in-depth written or video interview; a long piece of journalism; planning expert panel; written or video blog; podcast; sound map.

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)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** |  |  | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lectures | **X** | **X** | **X** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Research Essay(2,000 words) | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |
| Seminar Participation/Presentation | **X** | **X** | **X** |  | **X** |  | **X** | **X** | **X** | **X** |
| Project(1,500 words or 6-10 minutes) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**15. 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**

Canterbury

1. **Internationalisation**

The primary readings studied on this course are drawn from a variety of traditions and locations, including the UK, Ireland, Nigeria, the USA, and India. While all writings are in English, they draw from global contexts and encourage students to make intercultural and international connections.

**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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