1. KentVision Code and title of the module

ENGL6003 #ShakeRace: Shakespeare and Racial Politics

## Division and School/Department or partner institution which will be responsible for management of the module

Arts and Humanities, School of English

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 6

## The number of credits and the ECTS value which the module represents

30 (15 ECTS)

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

Term 1 or Term 2 (12 weeks)

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses:

BA in English Literature; BA in English Literature and Creative Writing; BA in English Literature with an Approved Year Abroad; BA in English Literature and Creative Writing with an Approved Year Abroad; BA in English Literature and Film; BA in Drama and English Literature; BA in English Literature and English Language and Linguistics

## Also available as an elective module

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

8.1 Analyse Shakespeare’s plays in performance and their social, cultural and political meanings

8.2 Be conversant with current theoretical ideas about postcolonialism, race and identity

8.3 Show a critical awareness of how Shakespeare and his plays operate in a postcolonial and global contexts

8.4 Achieve a working knowledge of Shakespeare’s role in racial dynamics in contemporary institutions, such as schools, the academy, media and politics

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

9.1 Analyse texts and performance critically and make comparisons across a range of materials;

9.2 Understand and interrogate various critical approaches and the theoretical assumptions that underpin these approaches;

9.3 Show their abilities to articulate coherent critical arguments using a variety of methods;

9.4 Display good presentational skills;

9.5 Display an ability to carry out independent research.

## A synopsis of the curriculum

This module explores the ways in which Shakespeare’s plays and Shakespeare as a cultural icon function within historic and contemporary racial politics. It examines intercultural appropriations of Shakespeare on stage and film, and their racial and cultural meanings. In doing so, students are encouraged to address the role that Shakespeare and his plays have in historic racial politics, global, colonial and postcolonial histories, as well as contemporary discussions (often seen in Twitter hashtags such as #ShakeRace, #RaceB4Race and #BLM). It will focus on five texts and productions, such as *Titus Andronicus, Richard II, The Merchant of Venice, Othello* and *The Tempest*.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Total Contact Hours: 32

Private Study Hours: 268

Total Study Hours: 300

## Assessment methods

* 1. Main assessment methods

Seminar participation – 20%

Presentation film/audio production (10-15 min) – 30%

Independent research project (4,000 words) – 50%

13.2 Reassessment methods

100% coursework (4,500 words)

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Workshops | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Seminar participation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Independent research project | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

The module complies with the university's internationalisation strategy in the following ways:

1. While we will read all the texts in English, many are from other global traditions and sources.
2. We will consider a range of material and artistic culture drawn from across the world
3. Some secondary sources produced by overseas scholars will be used (in English translation).
4. The 4,000-word independent research essay can address a non-English performance or material resource if a student chooses to do so.

**DIVISIONAL USE ONLY**

**Module record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 13/12/21 | New | September 2022 | n/a | no |
|  |  |  |  |  |