1. KentVision Code and title of the module

ENGL8001 Race and Power

## 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 7

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

30 Credits (15 ECTS)

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

Autumn or Spring

## 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:

MA English and American Literature; MA Postcolonial Studies

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

8.1 Identify the main concerns of theories of race and power, including critiques of imperialism and colonialism and the theorisation of decolonisation struggles

8.2 Understand the role of literature and artist expression in the articulation of race and power

8.3 Demonstrate a nuanced understanding of the works of key intellectuals in the field

8.4 Demonstrate an advanced understanding of the historical contexts of racial and political discourses

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

9.1 Demonstrate an ability to apply close reading techniques to a diverse range of material (text, film, theatre)

9.2 Conduct self-directed research and demonstrate an ability to discuss, evaluate and creatively deploy critical and theoretical sources of relevance.

9.3 Construct original, articulate and well-substantiated arguments.

9.4 Identify and evaluate advanced research questions.

## A synopsis of the curriculum

This module examines the relation between race and power from the premodern period to the contemporary. Through symptomatic readings of a range of literary and theoretical texts, this module introduces students to critical concepts and historical moments that are essential for understanding race and power. Key questions addressed are: how does race emerge and develop as a concept, how does its relation to power change, and what role does literature, theatre and film play in shaping and challenging racial identity? From Shakespeare’s Othello and Zadie Smith’s The Wife of Willesden (2021) to race theory and anti-racist politics, this module explores discourses that grapple with the stark realities of our age.

## 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).

Reni Eddo-Lodge, *Why I’m No Longer Talking to White People About Race* (2018)

Bessie Head, *A Question of Power* (1974)

Tessa McWatt, *Shame on Me: An Anatomy of Race and Belonging* (2019)

William Shakespeare, *Othello* (1622)

A. Sivanandan*, Catching History on the Wing: Race, Culture and Globalisation* (2008)

Zadie Smith, *The Wife of Willesden* (2021)

Ayanna Thompson, *Blackface* (2021)

## Contact Hours

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

## Assessment methods

* 1. Main assessment methods

Formative assessment – (1,000 words) 20%

Assignment – essay (4,000 words) 80%

13.2 Reassessment methods

Like for like

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment (section 13)

**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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **X** | **X** |  |  |  | **X** | **X** | **X** |
| Seminar | **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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Formative assessment | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay | **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

This module enables students to explore the intersection of race and power in a global context, across a range of literatures from different countries. The module includes writings of intellectuals from a range of different backgrounds and countries, and as such disseminates and engages in transcultural dialogue.

**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) |
| --- | --- | --- | --- | --- |
| 14/12/2021 | New | Spring 2023 |  |  |
|  |  |  |  |  |