1. **Title of the module**

ENGL8650 (EN865) – Post-45: American Literature and Culture in the Cold War Era

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 7

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

30 Credits (15 ECTS)

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

Autumn or Spring

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

None

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

MA English and American Literature; MA American Studies; MA The Contemporary; MA American Literature and Culture

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

8.1 Demonstrate a systematic understanding of a selection of key topics in the history of post-45 American literature and culture;

8.2 Demonstrate a conceptual understanding of the principal critical issues in post-45 American literature and culture;

8.3 Demonstrate a knowledge of recent developments in scholarship in the field, including new methodologies and areas of research, and an ability to situate one’s own research in relation to them;

8.4 Demonstrate the ability to use the techniques necessary to interpret and apply new literary and cultural knowledge in original ways.

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

9.1 Demonstrate the ability to deal with complex issues both systematically and creatively;

9.2 Demonstrate the ability to use self-direction and originality in tackling and solving problems;

9.3 Demonstrate the ability to plan and undertake the learning of new knowledge and understanding autonomously.

1. **A synopsis of the curriculum**

This module is designed to introduce postgraduates to high level research in the field of post-45 American literature and culture, spanning the period from the end of World War Two to the late twentieth century. Proceeding in chronological fashion, it will address key issues such as the cultural Cold War, Black Power, feminism and cosmopolitanism through the close analysis of cultural items in their historical moment. These will include novels, films, and poems as well as essays in the traditions of sociology, foreign policy, political science and cultural criticism. Students will be encouraged to approach and understand aesthetic texts and objects both on their own terms and in relation to broader historical phenomena such as shifting geopolitical configurations, changing race and gender relations, and the rise of neoliberalism. Ultimately they will be in a position to address fundamental questions about the nature and function of “culture” itself in the period. Throughout the module, students will also explore the latest research in the field, reading influential contemporary scholarship and acquainting themselves with salient critical debates concerning methodology, including those over the sociology of culture, the demise of postmodernism as a critical paradigm, and periodization.

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

Any edition of the following:

Charters, Ann (ed.) (2003) *The Portable Sixties Reader*

Delillo, Don, (1988). *Libra*

Didion, Joan, (1977) *A Book of Common Prayer*

Ellison, Ralph (1952). *Invisible Man*

Pynchon, Thomas, (1963). *V*

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

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

* Essay (4,000 words) – 80%
* Portfolio of Critical Responses (1,500 words) – 20%
  1. 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)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Essay | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Portfolio | **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 is international by its nature, with content covering the literature of the United States in its relation to global cultural and political change.

**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 the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 26/11/19 | Minor | Sep 2020 | 7, 13, 14 | No |
|  |  |  |  |  |

|  |
| --- |
| Revised FSO Feb 2020 |