1. **Title of the module**

ENGL5880 (EN588): Innovation and Experiment in New York, 1945-2015

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

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

BA in the Contemporary

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

8.1 Demonstrate wide-ranging knowledge of the literature of the post-war American avant-garde, including key works of the period’s poetry, fiction and aesthetic theory;

8.2 Relate the literature of the period to historical, cultural, philosophical, political and artistic contexts relevant to the American avant-garde;

8.3 Utilise sophisticated analytic skills, including close textual analysis

8.4 Demonstrate a thorough understanding of critical and theoretical work informing and reflecting on avant-garde work of the post-war period;

8.5 Demonstrate an understanding of the American avant-garde’s relation to the wider contexts of Modernist and Postmodernist aesthetic experiment.

8.6 Relate avant-garde and post-avant-garde literary work to developments in other contemporary art forms.

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

9.1 Apply sophisticated close reading techniques to a range of literary texts and genres and to make productive and complex comparisons between them;

9.2 Display strong presentation skills and an ability to actively participate in group discussions;

9.3 Show 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;

9.4 Frame and identify appropriate research questions and to construct original, clear and well-substantiated arguments

1. **A synopsis of the curriculum**

The module is structured around poetry and fiction produced in New York since the Second World War. The emphasis is on New York's experimental and avant-garde traditions, and one organising principle is the inter-connectedness of the arts in New York. The module introduces students to some of the main areas of culture in the city, from the New York school of poetry through Abstract Expressionism, early Punk and on to post-modern fiction. Writers to be studied will include John Cage, Barbara Guest, William Burroughs, John Ashbery, Patti Smith and Paul Auster.

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

Burroughs, W. (1959) Naked Lunch, London: London: Penguin

Cage, J. (1961) Silence: Lectures and Writings. London: Marion Boyars

Ford, M. (2004) The New York Poets: An Anthology. Manchester: Carcanet

Sontag, S. (1983) A Susan Sontag Reader. London: Penguin

Epstein, A. (2009) Beautiful Enemies: Friendship and Postwar American Poetry, Oxford: Oxford University Press

Nelson, M. (2007) Women, the New York School, and Other True Abstractions, Iowa City: University of Iowa Press

Hickman, B. (2012) John Ashbery and English Poetry. Edinburgh: Edinburgh University Press

Shaw, L. (2006) Frank O'Hara: The Poetics of Coterie. Iowa City: University of Iowa Press

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 270

Total study hours: 300

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

Two essays 6,000 words 90%

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)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |  | **x** |
| Third hour (lectures, screenings, visits) |  |  |  |  | **x** | **x** |  |  | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essays (3000 words each) | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Seminar performance | **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 reflects on the international balance of artistic power in the post-war period and focusses exclusively on the art of another continent’s metropolis. Students are therefore encouraged to go on the annual New York trip, organised by the School of English and the School of Arts, to complement 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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 26/01/16 | Minor | September 2016 | 1, 10 | No |
| 07/02/17 | Minor | September 2017 | 6, 10, 11, 14 + new template | No |
| 05/03/18 | Major | September 2018 | 13 (optional dissertation removed) | No |

Revised FSO Jan 2018