1. **Kent Vision Code & Title of the module**

ENGL6670 Harlem to Hogan’s Alley: Black Writing in North America

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

Arts and Humanities/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 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 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

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

8.1 Assess a variety of different types of written materials and their relation to verbal, musical, and visual forms, in the course of seminars and interactive lecturer-led presentations.

8.2 Demonstrate an understanding of the different historical and literary trajectories of African Americans in the US, Canada, and to a lesser degree, the Caribbean.

8.3 Interpret and apply a range of theoretical, aesthetic, and rhetorical concepts in African American and African Canadian writing.

8.4 Develop complex and historically situated approaches to concepts such as race, migration, the urban sphere, (literary) mapping, musical forms, and internalisation (of colonialism, racism, and so on).

8.5 Structure nuanced arguments centred on the close relationship between aesthetics and politics in literature.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Apply close reading techniques to a range of literary texts and to make complex comparisons between them.
	2. Demonstrate skills necessary for participating in group work, giving presentations, and communicating ideas using a variety of methods.
	3. Undertake self-directed research. Evaluate and creatively deploy secondary critical and theoretical perspectives.
	4. Construct original, articulate and well-substantiated arguments.
	5. Demonstrate understanding of the different literary traditions and movements out of which the literary texts arise, and how these in turn might be articulated within, and interrogative of, broader transnational and hemispheric frameworks.
2. A synopsis of the curriculum

Beginning in Harlem in the 1920s and ending in Vancouver at the turn of the 21st century the module will follow a chronological and geographical route from South to North and East to West, exploring a diverse range of literary fiction and poetry that fuses urban black experience and a history of migration. Drawing on material from the US, Canada, and the Caribbean, we will spend time analysing the representation of black identity and experience, aesthetics, and the ethics/politics of literary production. Considering both the material conditions and intellectual challenges faced by different communities, we will examine a rich cultural matrix, from soulful rural folk culture to hard-edged urban cynicism, from the collage and blues aesthetics of the Harlem Renaissance, to the hip-hop vernacular of Vancouver's southwest side.

1. **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).

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 268

Total study hours: 300

1. **Assessment methods**

13.2 Main assessment methods

Essay 1 3,000 words 40%

Essay 2 3,000 words 40%

Seminar Participation/Presentation 20%

13.2 Reassessment methods

100% Coursework (4,500 words)

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

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Essays | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar Participation/ Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **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**

This module is inherently international both in its content and its framework. On the one hand, texts are drawn from both the US and Canada, by writers whose presence in North America is the result of the transatlantic slave trade, either directly, or through immigration from the Caribbean islands. On the other, the theoretical framework for the module takes in that transatlantic history and the history of colonialism more broadly, as well as the specific contexts of the formation of the US and Canada such as the influence of certain African traditions on the literature and art of the Harlem Renaissance, for instance

**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)** |
| --- | --- | --- | --- | --- |
| 07/02/17 | Minor | September 2017 | 7, 11 + new template | No |
| 05/03/18 | Major | September 2018 | 13 (optional dissertation removed) | No |
| Sep 2020 | Minor | September 2020 | 9, 13, 14 | No |
| 21/12/2021 | Minor | 2022/23 | 13 | No |