1. **Title of the module**

ENGL6750 (EN675): Declaring Independence: 19th Century U.S. Literature

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

Division of Arts and Humanities

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 5

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**

Single Honours and Joint Honours Undergraduate Programmes in English Literature; English and American Literature; English and Postcolonial Literatures; English, American and Postcolonial Literatures; English Literature and Creative Writing; English and American Literature and Creative Writing, Contemporary Literature

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate an informed understanding of American literature of the 19th century across a number of genres and sub-genres.
	2. Demonstrate knowledge of some of the major literary, cultural and historical issues that mattered to the writers of the period and that were specific to the development of American literature.
	3. Demonstrate awareness of some recent developments in the critical understanding of American literature.
	4. Demonstrate a developing sense of the different forms of writing in this period and a capacity to analyse them critically
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Apply the skills needed for academic study and inquiry
	2. Synthesise information from a number of sources in order to gain a coherent understanding of texts and contexts; ability to synthesise material from a number of sources in a coherent creative whole
	3. Frame criticism of diverse sources sensitively and incisively in a variety of formats
	4. Develop powers of communication and the capacity to make a case with clarity, organisation and conviction in a variety of formats
	5. Enhance confidence in the presentation of ideas designed to stimulate critical debate
	6. Understand, interrogate and pursue a variety of theoretical insights and weigh the importance of alternative perspectives
3. **A synopsis of the curriculum**

When the Long-Island-born poet Walt Whitman proclaimed in 1855 that the “United States” were history’s “greatest poem” he made an important connection between national political culture and literary expression. In some ways this was no exaggeration. As a new experiment in politics and culture, the United States had to be literally written into existence. Beginning with Thomas Jefferson’s dramatic Declaration of Independence in 1776, followed by the drafting of the Constitution after the Revolutionary War with Britain, the project of shaping the new United States in the eighteenth and nineteenth centuries was essentially a literary one.

In this module we will explore how American writers in this period tried in numerous, diverse ways to locate an original literary voice through which to express their newfound independence. At the same time, the module includes the work of writers who had legitimate grievances against the developing character of a new nation that still saw fit to cling to such “Old World” traditions as racialised slavery, class conflict and gender inequality.

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

Brown, C. (2011), *Wieland* (London; Norton and Company)

Chopin, K.*(1994) The Awakening*​ (London: Norton and Company)

Jacobs, H*. (2001) Incidents in the Life of A Slave-girl* (London: Norton and Company)

Melville, H,*(2002) Moby-Dick* (London: Norton and Company)

Norris, F*. (1997) McTeague* (London: Norton and Company)

Tyler, R (1787) *The Contrast* in *Norton Anthology of American Literature*Ninth Ed. Vol. A (2017) (London: Norton and Company

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 268

Total study hours: 300

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

Learning Journal (2,500 words) (30%)

Editorial Project (4,000 words) (50%)

Seminar Participation (20%)

13.2 Reassessment methods

Alternative Assessment: 100% coursework(4,000 words)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 9.6 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lecture | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Seminar Participation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Learning Journal (2,500 words) | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** |
| Editorial Project (4,000 words) | **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**

The module explores the influence of a variety of diasporic cultures and literatures on the development of “American” literature in the nineteenth century. Beginning with British literary precedents in the form of theatre, the work considers the influence of African traditions, various European forms (including the Gothic and French literature and culture at the end of the nineteenth century). Essay questions invite students to consider the global position and relationships that shape US literary culture in the period. Potential connections lie with France especially in thinking about the history of the global and comparative Enlightenment. Several of the texts studies use languages other than English (Spanish and French esp.) that require translation.

**DIVISIONAL USE ONLY**

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

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 23/02/17 | Minor | September 2017 | 7, 11 | No |
| 20/01/2021 | Major | 2021/22 | 7,13-14 | No |