1. **Title of the module:**

ENGL7210 (EN721): American Modernities: US Literature in the Twentieth Century

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 (e.g. 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 (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 in English Literature; English and American Literature; English Literature and Creative Writing; English and American Literature and Creative Writing; English and Postcolonial Literature; English, American and Postcolonial Literatures; BA in American Studies

1. **The intended subject specific learning outcomes.**  
   **On successfully completing the module students will be able to:**
   1. Command a sophisticated understanding of the key themes, styles, and theoretical foundations underpinning the competing visions of American modernity in the twentieth century.
   2. Grasp with critical awareness the social and cultural contexts of American modernity.
   3. Reflect critically upon the categories of the “modern”, the “American”, and their implications for the study of literature and culture in the twentieth-century USA.
   4. Command a knowledge and appreciation of twentieth-century American literature.
   5. Analyse a diverse range of texts including fiction, architecture, visual culture, film, and critical and philosophical prose.
   6. Consider the importance of historically-grounded and interdisciplinary modes of criticism in the reading of literature and culture in the twentieth century.
   7. Develop their capacity to construct nuanced, fluent, and well-reasoned arguments focused on the imaginative, intellectual, and cultural components of American modernism.
2. **The intended generic learning outcomes.**  
   **On successfully completing the module students will be able to:**
   1. Evaluate and synthesise complex information with precision and subtlety.
   2. Comprehend, analyse, and interrogate a variety of different kinds of text and assess the value of diverse critical approaches and ideas.
   3. Demonstrate fluency and confidence in communication.
   4. Mount complex arguments lucidly and persuasively in prose.
   5. Carry out independent research.
3. **A synopsis of the curriculum:**

This module is a study of twentieth-century American literature and culture organized conceptually around the idea of modernity. Students will explore the interconnections between modernity in the United States and the literary and philosophical ideas that shaped it (and were shaped by it) from the start of the century to its close. At the core of the module will be a necessary focus on two versions of American modernity, broadly represented by New York and Los Angeles respectively. Novels, works of art and critical texts will be read alongside one another to explore how these major regional hubs of aesthetic and cultural output developed competing conceptions of “modernity”, “American culture” and the place of “the urban” in twentieth-century life, with important effects on contemporary perceptions of the USA. Moving beyond a sense of “modernism” as simply an aesthetic challenge to nineteenth-century modes of romanticism and realism, to consider the embeddedness of “modernist” literature within the particularities of its cultural and historical moment, students will be asked to develop a more nuanced approach to critical reading that pays close attention to the role of differing conceptions of modernity in the USA. The rise of mass culture, the L.A. film industry, the importance of Harlem to the history of race, the role of the intellectual, the urban challenges of the automobile, the birth of the modern American magazine, and questions of conservation and “creative destruction” in cities will all be considered through readings of key novels and critical texts from what Time Magazine editor Henry Luce famously called “The American Century”.

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

Didion, J. (2011), *Play It As it Lays*. London: Fourth Estate

Ellison, R. (2001) *Invisible Man*. London: Penguin

Jacobs, J. (1993) *The Death and Life of Great American Cities*. London: Vintage, 1993

West, N. (2006), *The Day of the Locust*. London: Penguin.

Wharton, E. (2000) *The House of Mirth*. Oxford: Oxford University Press

Yamashita, K. T. (1997) *Tropic of Orange*. Minneapolis, MN: Coffee House Press

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 268

Total study hours: 300

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

Essay (2,000 words) (30%)

Project (including 1,000 word reflective piece) (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)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| **Lecture** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** |  |
| **Seminar** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Essay** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Project (including 1,000 word reflective piece)** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
| **Seminar Participation** | **x** | **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 engages with internationalization as it speaks to changing demographics in the United States. This is particularly evident in subject specific learning outcomes 1-4. Moreover, the methodological approach of the module traces historical and cultural developments between Los Angeles and New York City, both of which then speak to the dissemination of US culture both domestically and abroad. The wide range of intellectual fields covered in the module introduces students to key elements of US culture.

**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.**

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