

# Nottingham Trent University

## Module Specification

	Basic module information	
1	Module Title:	American Topics: Landscapes and Cityscapes
2	Module Code:	ENGL 20312
3	Credit Points:	20
4	Duration:	Half year
5	School:	Art, Architecture, Design and Humanities
6	Campus:	Clifton
7	Date this version first approved to run:	September 2017

### 8 Pre, post and co-requisites:

These are modules that you must have studied previously in order to take this module, or modules that you must study simultaneously or in a subsequent academic session

<u>Pre, Co, Post</u>	<u>Module Code</u>	<u>Module Title</u>
Pre	ENGL	English Core at Level 4

### 9 Courses containing the module

<u>Level</u>	<u>Core/Option</u>	<u>Mode</u>	<u>Code</u>	<u>Course Title</u>
6	Option	FT/P T	ENGL001	BA (Hons) English
6	Option	FT/P T		All School of Arts and Humanities Courses for which English is an option

### 10 Overview and aims

*American Topics: Landscapes and Cityscapes* engages in the focused analysis of the relationship between North American literature and the landscape. The module examines how land and urbanisation have shaped American literature and how American literature has helped to construct images of the land and cities.

Although taking ENGL 11712 (*American Literature: Writing Self and Nation*) at Level 1 is not a prerequisite for this module, students who did take it will see that this module allows them to build, in more detailed ways, upon the overview they developed there. The module may also prepare students for more specialist study of American Literature at Level 3 (whether in a research-led module, where available, or as part of a dissertation project).

Students will engage in a systematic programme of reading and research. As well as engaging in primary reading, they will familiarise themselves with relevant critical and

theoretical contexts, and develop an awareness of contextual issues.

The module furthers the sustainability development goals 5 (gender equality), 10 (reduced inequality), and 15 (life on land). It deepens students' knowledge of another country's literature and is therefore inherently internationalising.

## 11 Module content

Readings will help students

- Understand how American geography has shaped American literature
- Analyse how modern humans relate to nature, and specifically, how Americans have related to nature
- Understand the role played by literature in conceiving the relationship between humanity and nature and in protecting the nonhuman world: e.g., we may discuss genres like the pastoral, primitivism, or literary naturalism, or the role that nature writing plays in building a national identity
- Appreciate African-American writing of the urban or rural landscapes
- Appreciate women's writing of the landscape or cityscape
- Further acquaint themselves with the 'environmental humanities'

Through reading and activities, students will gain a tangible sense of how literary writing relates to the natural world. The focus on cityscapes and writings by African Americans and Native Americans enables us consider what difference class, gender, and race make to a person's experience of nature. Thus, the module combines the humanities concept of 'intersectional oppressions' with a cross-disciplinary focus on sustainable development. Students will consider the difficulty of inspiring readers to protect the nonhuman environment and welcome human diversity at the same time. Students will address the ways that reading, writing, and analysing literature can sustain both human and nonhuman life.

## 12 Indicative reading

This is an **indicative reading list**, giving an indication of the type of literature with which students might engage. Please **do not treat it as a preliminary reading list** (which will be made available separately), as texts listed here might not be studied in any given year.

Henry David Thoreau, *Walden*  
Kate Chopin, *The Awakening*  
Toni Morrison, *Song of Solomon*  
Jack Schaefer, *Shane*  
Willa Cather, *A Lost Lady*  
Sherman Alexie, stories and poems  
Edith Wharton, *The House of Mirth*  
Nella Larsen, *Passing*  
Stephen Crane, 'Maggie: A Girl of the Streets'  
Langston Hughes, poems

## 13 Learning outcomes

Learning outcomes describe what you should know and be able to do by the end of the module

### Note about English learning outcomes

Although the learning outcomes do not specify everything you learn on the module,

they indicate the main areas it addresses and of which you should be aware.

While some learning outcomes may be specific to this module, those with alphanumeric labels at the end – (A1), (B3), etc. – map into the learning outcomes for English degree programmes. You can see these – and use them to trace your progress through the degree – by consulting the English learning outcomes map.

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**Knowledge and understanding.** After studying this module you should be able to:

- understand the complex nature of literary languages (A2)
- understand the relationship between literary texts and their historical and cultural locations (A3)
- apply critical thinking and contextual information to the analysis of particular texts (A7)
- explore how aspects of the discipline contribute to Sustainable Development Goals 5, 10, and 15
- examine relationships between environmental, social and economic systems from local to global level.

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**Skills, qualities and attributes.** After studying this module you should be able to:

- apply varied and relevant modes of evaluation to texts (B2)
- apply advanced literacy and communication skills to appropriate contexts (B3)
- reason critically (B7)
- acquire substantial amounts of complex information quickly and systematically (B8)
- recognise connections and interactions between factors, and understanding that actions often have multiple consequences.
- dialogue and debate on critical issues related to global social responsibility within the wider sustainability agenda, fostering respect for different values and world views.
- Engage in independent, evidence-based integrated thinking as the foundation for developing their personal ethical code.


<b>14 Teaching and learning</b>
<p><i>Range of modes of direct contact</i></p> <p>This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars</p>
<p>This is <i>indicative</i> only. The precise balance between lectures, seminars and lecture-workshops may vary from year to year.</p> <p>Lecture/workshops: 13 x 2hr</p> <p>Seminars: 13 x 1hr</p> <p>Lectures will provide analytical frameworks and contextual material; workshops help students absorb that material, and they also develop student confidence in asking useful research questions, speaking in front of a group, and thinking on their feet; seminars are a space for students to develop their independent judgment and creativity in a lower risk setting.</p> <p>Total contact hours: 39</p>
<p><i>Range of other learning methods</i></p> <p>This indicates the range of other teaching and learning methods used on this module, e.g. directed reading, research</p>
<p>This is <i>indicative</i> only. The precise balance between the learning methods used on this module will vary from year to year.</p> <p>Students will engage with the module material in a number of different ways to encourage preparation, constructive follow-up of class discussion and independent research.</p> <p>Total non-contact hours: 161</p>

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**Assessment methods**

This indicates the type and weighting of assessment elements and sub-elements in the module

<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description (include any sub-elements)</u>
1	70%	Exam	2-hour exam during examination period
2	30%	Sustainability project	Students will be given about 3 prompts asking them to put their ideas about sustainability goals 5, 10, and 15 into action. Indicative tasks might include a)

writing an imaginative piece in which a character from one text enters another; for example, write a chapter of *Walden* in which the slum girl Maggie visits? How might Shane's story be told using the Blues form? b) students could work with an allotment scheme to encourage new immigrants to garden in an allotment c) students could grow runner beans and write a journal reflecting on the difference between reading about Thoreau growing beans in nineteenth-century New England and growing beans themselves in twenty-first century England.

### Diagnostic/formative assessment

This indicates if there are any assessments that do not contribute directly to the final module mark

In-class mock exam to practice for the exam.

Seminar presentations on the sustainability project work in progress

### Further information on assessment

This section provides further information on the module's assessment where appropriate

### Document management

16	Module Title:									
17	Module Code:									
18	Subject (JACS) Code:									
19	Cost Centre:									
20	School:									
21	Academic Team:									
22	Campus:									
23	Other institutions providing teaching:	<i>Please complete in box 23 a-d - if applicable</i>								
		<table border="0"> <tr> <td>Institution</td> <td>%</td> </tr> <tr> <td>23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23b Other public organisation in the UK- Percentage not taught by NTU</td> <td></td> </tr> <tr> <td>23c Other private organisation in the UK - Percentage not taught by NTU</td> <td></td> </tr> </table>	Institution	%	23a Other UK Higher Education or Further Education Institution- Please name Percentage not taught by NTU		23b Other public organisation in the UK- Percentage not taught by NTU		23c Other private organisation in the UK - Percentage not taught by NTU	
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23b Other public organisation in the UK- Percentage not taught by NTU										
23c Other private organisation in the UK - Percentage not taught by NTU										

23d Any other Non-UK organisation -  
Percentage not taught by NTU

24 Date this version was formally  
approved by the School  
Academic Standards and Quality  
Committee (SASQC) or  
Development Approval Group  
(DAG):