

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	Black writing in Britain
2	Module Code:	ENGL29505
3	Credit Points:	20 credits
4	Duration:	Second 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	ENGL11411	Foundations of Literary Studies

9 Courses containing the module

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

10 Overview and aims

The module examines literary texts in a range of genres written by black writers in or about Britain from the 1950s until the present day. The module engages with debates on the scope and function of the academic field and the literary category, and considers the limitations and opportunities presented by the idea of a Black British literary canon or tradition, by examining the texts in the contexts of consciousness, resistance, and activism, publishing and the literary marketplace, black identity, diaspora and migration, and ideas of national identity. The module encourages debate over the impact of political, social, historical, and cultural contexts on literary texts, and the impact of literary texts on political, social, historical, and cultural contexts.

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11	Module content
	<p>The module engages with literary texts in a range of genres written in Britain from the 1950s until the present day by writers of African or Caribbean nationality or heritage.</p> <p>Through the framework of postcolonial theories and contexts, students will approach the literary texts through the conceptual categories of:</p> <ul style="list-style-type: none"> • 'Britain' (including analysis of, for example, British colonialism in Africa and the Caribbean, slavery, and the pre-Windrush black presence in Britain; African and Caribbean Migration contexts from Windrush to the present day; and Black Britishness and articulations of nation, belonging, home, and national identity); • 'Black' (including, for instance, the discussion of Diaspora, the Black Atlantic and African diaspora, Memory and resistance; Black consciousness, Black Power, The Black Arts Movement and its articulations and impact in Britain; and Black Activism and Articulations of race, class, sexuality, gender); and • 'Writing' (including discussion of, for instance, Writing Back and the idea of a Black British literary canon; Literary genres and the impact of genre, form, and style, on the articulation of Black British identity, culture, history, and politics; and the shape of Black Writing in Britain in the context of the publishing and bookselling industry and literary prizes). <p>The module is intended to develop students' independent research skills and confidence in articulating well-founded arguments – this is encouraged in the following ways: two formative assignments foreground independent and collaborative research skills to locate and interrogate primary and secondary texts that fit their particular interests early in the module; students are given the opportunity to write a media opinion style piece to convey their ideas in a professional, rather than an academic, written style and form; and students have the option to propose their own essay title for the summative assignment, subject to module leader approval in advance. The digital database to which students contribute collaboratively will both enhance confidence in knowledge of the materials and offer students the opportunity to develop skills in digital technologies.</p>

12	Indicative reading
	<p>STUDENTS: WARNING</p> <p>Please do not use the indicative reading list as a preliminary reading list. The preliminary reading lists will be made available to you at the end of the preceding academic year.</p> <p>Evaristo, Bernardine, <i>Mr. Loverman</i> (Hamish Hamilton, 2013) Oyeyemi, Helen, <i>The Opposite House</i> (Bloomsbury, 2007) Procter, James, <i>Writing Black Britain 1948-1998: An Interdisciplinary Anthology</i> (Manchester University Press, 2000) Phillips, Caryl, <i>Crossing the River</i> (Vintage, 2006 [1993]) Selvon, Samuel, <i>The Lonely Londoners</i> (Penguin, 2006 [1956]) Smith, Zadie, <i>The Embassy of Cambodia</i> (Penguin, 2013)</p>

Kwei-Armah, Kwame, *Fix-Up* (Methuen Drama, 2004)
 Horace Ove, dir., *Pressure* [1974]
 Franco Rosso, dir., *Babylon* [1981]
 Menelik Shabazz, dir., *Burning an Illusion* [1981]
 Destiny Ekaragha, dir., *Gone Too Far!* [2014]
 and 'Tight Jeans'; 'The Park'; 'The Future WAGS of Great Britain' [2008] (short films)

Innes, Lyn, *A History of Black and Asian Writing in Britain 1700-2000* (Cambridge University Press, 2002)

Procter, James, *Dwelling Places: Postwar black British writing* (Manchester University Press, 2003)

Stein, Mark, *Black British Literature: Novels of Transformation* (Ohio State University Press, 2004)

Sesay, Kadija (ed) *Write Black, Write British: From Postcolonial to Black British Literature* (London: Hansib, 2005)

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.

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

- understand the relationship between literary texts and their historical and cultural location A3
- have knowledge of past and current literary and theoretical approaches to texts A4
- apply principles of reading and literary theory to textual analysis A8

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

- perform close textual analysis with confidence B1
- write clearly and logically B5
- demonstrate independence of thought and judgement B9
- demonstrate research skills in printed and internet sources B14

14 Teaching and learning

Range of modes of direct contact

<p>This indicates the range of direct contact teaching and learning methods used on this module, e.g. lectures, seminars</p>
<p>The conceptual framework will be delivered by lecture-workshops. Students will share their own ideas and prepared material in workshops and seminars.</p> <p>The precise balance between lectures, workshops and seminars may vary from year to year. The following is an indicative pattern: Lecture-workshops: 13 x 2hr Seminars: 13 x 1hr</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>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. The following may apply in any given year:</p> <p>Directed reading Directed Learning Independent study</p> <p>Collaborative work to enable students to demonstrate how they have contributed effectively and in specific ways to the successful outcome of a group or team project or task.</p> <p>Total non-contact hours: 161</p>

15	Assessment methods			
This indicates the type and weighting of assessment elements in the module				
<u>Element number</u>	<u>Weighting</u>	<u>Type</u>	<u>Description</u>	
1	100%	Essay	Essay 2000 Words	
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Diagnostic/formative assessment				
This indicates if there are any assessments that do not contribute directly to the final module mark				

There will be two main pieces of formative assessment: i) an annotated bibliography, that will form the foundational research for the essay at the end of the module; ii) contribution to an online database.

Further information on assessment

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

Formative assessments develop a range of research skills – on the module the database exercise will establish and develop an online database of Black Writers in Britain, which each cohort of students will actively contribute to; the annotated bibliography task will ensure that students enhance skills in research methods, and develop knowledge about using existing research to construct an argument or support a position.

Document management

16	Module Title:	Black writing in Britain										
17	Module Code:	ENGL29505										
18	Subject (JACS) Code	Q300										
19	Cost Centre	138										
20	School:	AADH										
21	Academic Team	EMC										
22	Campus	Clifton										
23	Other institutions providing teaching	<i>Please complete in box 23 a-d - if applicable</i>										
		<table><thead><tr><th>Institution</th><th>%</th></tr></thead><tbody><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><tr><td>23d Any other Non-UK organisation - Percentage not taught by NTU</td><td></td></tr></tbody></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		23d Any other Non-UK organisation - Percentage not taught by NTU	
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24	Date this version was formally approved by SASQC/DAG:											