

Nottingham Trent University

Module Specification

	Basic module information	
1	Module Title:	American Specialisms
2	Module Code:	ENGL30312
3	Credit Points:	20
4	Duration:	Full-year
5	School:	AADH
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>
		English core at Level 1
		English core at Level 2

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 Specialisms provides an opportunity within a single module for students to pursue the advanced study of one or two American literature specialisms, developed from recent and current research being carried out by tutors. It thus encourages students to intervene in current debates in American literature, engaging directly with expert researchers in the field, and to consider how the subject is being shaped by contemporary thinking.

Its research focus encourages students not only to aspire to the very highest standards of academic excellence, but also to develop skills appropriate to the workplace (advanced analytical analysis; the ability to use and critique theoretical frameworks; management of time; team-working for group presentations and seminar discussions; self-motivation; creative and innovative thinking and problem-solving in comparing diverse areas of study; independence and self-motivation). It also develops students' understanding of sustainability issues (e.g. when the module discusses American regionalism, it would explore the impact of Modernity and development on local communities; when it consider American nuclear literature, it would explore radioactive and other material and cultural legacies of the nuclear age;

environmentalism) and their awareness of the relationship between the local and the global (e.g. the dialogue between region and nation through which the idea of America is created; the shared, global spaces - material, political and cultural - through which the nuclear age makes itself felt).

11 Module content

The issues covered develop from year to year, reflecting the research expertise of the tutors. In some years it focuses on a single topic; in other years it explores two topics. For example, in some years it has focused on two distinct and separate areas of American Studies, American regionalism and American nuclear literature, but it may focus on one of these or it may look at other areas (e.g. African American Literature; American Travel Writing). Students are advised to consult the module leader when they make their option choices if they are at all unclear of the focus for the module in any given year.

As an illustration of typical topics covered, the issues studied on the module when it has covered American regionalism and American nuclear literature are:

American regionalism

- Literary strategies used by regionalist writers, like local colour, narratives of community, the Gothic and bioregionalism.
- Cultural hierarchy between urban centres and regional margins.
- Constructions of identity through regional inflections of contemporary issues of gender, race and class.
- Science, modernity and their 'others'

American nuclear literature

- Cold War and post-Cold War cultures.
- Containment culture.
- The nuclear uncanny.
- The nuclear Anthropocene
- Representations of apocalypse.

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. This list is illustrative of the texts studied when the module focused on American regionalism and American nuclear literature.

American regionalism

Anderson, Sherwood, *Winesburg, Ohio*

Faulkner, William, *As I Lay Dying*

Freeman, Mary E. Wilkins Freeman, *The Revolt of Mother and Other Stories* Garland, Hamlin Garland, selected short stories from *Main-Traveller Roads*

Jewett, Sarah Orne, *The Country of the Pointed Firs*

Various: selected gothic tales by Charles Chesnutt, Eudora Welty and Flannery O'Connor

American nuclear literature

Coupland, Douglas, 'The Wrong Sun'

Dick, Philip K., *The Penultimate Truth*

Hersey, John, *Hiroshima*

O'Brien, Tim, *The Nuclear Age*

Various: short stories and excerpts of longer works by Judith Merrill, Ray
Bradbury, Paul Auster and Don DeLillo

Williams, Terry Tempest, *Refuge*

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:

- apply critical understanding and knowledge of a wide and varied range of literary texts (A1)
- understand the relationship between literary texts and their historical and cultural locations (A3)
- originate well-informed and substantiated literary arguments (A6)

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

- apply relevant and varied modes of evaluation to texts (B2)
- acquire substantial amounts of complex information quickly and systematically (B8)
- demonstrate independence of thought and judgement (B9)

14 **Teaching and learning**

Range of modes of direct contact

This indicates the range of direct contact teaching and learning methods used on this module,

e.g. lectures, seminars	
<p>This is <i>indicative</i> only. The precise balance between lectures and seminars and other modes of contact may vary from year to year.</p> <p>Lectures: 24 x 1hr</p> <p>Seminars: 24 x 1hr</p> <p>Total contact hours: 48</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 range of other 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>Directed Reading, learning and independent study: 152</p> <p>Total non-contact hours: 152</p>	

15	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	100%	Essay	Either two short essays of 1500 words each, one on each specialism, or one long essay of 3000 words, linking the specialisms	
Diagnostic/formative assessment				
This indicates if there are any assessments that do not contribute directly to the final module mark				
Short essay (500-750 words)				
Seminar presentation				
Further information on assessment				
This section provides further information on the module's assessment where appropriate				

Formative assessments enable students to engage novel and innovative ideas in a low-risk environment and to obtain feedback ahead of the summative assignment. Students are encouraged to trial ideas and arguments they may use in the summative assignment in the formative assessments, as well as to pursue their intellectual interests for their own sakes.

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