



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Imagining America: Cultural and Literary Legacies of the United States, 1830-1970				
Module Code	UPGPTM-30-2	Level 2		Version	1
Owning Faculty	ACE	Field	English		
Contributes towards	Awards up to BA (Hons)				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites	UPGPPQ-60-1		Co- requisites	None	
Excluded Combinations	UPGPTL-30-2		Module Entry requirements		
Valid From	September 2012		Valid to	September 2018	

CAP Approval Date	1 st June 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Locate literary texts within their historical/political/cultural contexts (assessed through all components and elements of assessment); • Critically engage with the different genres of literature of the period (assessed through all components and elements of assessment); • Understand the distinctive qualities of American literature (assessed through all components and elements of assessment); • Demonstrate orally and/or in writing what they have learned (assessed through component A element 1 and component B elements 1 and 2 respectively); • Understand key debates about the nature and purpose of American literature in the period, this involving an examination of a selection of critical essays and reviews contemporary with the fiction under consideration and written subsequently (assessed through all elements of Components A and B of assessment);
Syllabus Outline	<p>This module offers a critical exploration of the cultural and literary legacies of the United States of America, focusing on the ethnic, racial, social and sexual diversity that is represented in its principal literary genres: short stories, novels and poems. These genres will be investigated to expose America's paradoxes of freedom and</p>

	<p>slavery, of new beginnings and ancient myths, of boundless wealth and cruel poverty, but, moreover, to celebrate the counter cultural force of its vibrant and searching artistic creativity. Specific areas to be examined should include:</p> <ul style="list-style-type: none"> • Form, e.g. genre, style, diction, prosody ; • Content, e.g., ideology, gender, race, ethnicity; • Context, e.g., culture, history, politics.
Contact Hours/Scheduled Hours	The scheduled hours for this module will be delivered through 3 hours of contact time per week for 24 weeks. This will be a combination of lectures, workshops and seminars.
Teaching and Learning Methods	<p>The Scheduled Learning for this module will include either a 1 hour lecture, a 1 hour workshop and a one hour seminar OR a 2 hour workshop and a 1 hour seminar each week. The lectures and workshops will be staff lead, but will also be fully interactive, comprising of mini or longer lectures, individual student tasks, groups tasks, and discussions between staff. Workshops will be assessment focused. Seminars will be student lead and strongly lean on group preparation.</p> <p>Unscheduled hours will be based around independent learning. Students will be set at least 5 hours of work week, including the reading of essential texts, establishment of contextual/critical information, working in groups and the preparation for assignments.</p>
Reading Strategy*	<p>Essential Reading Any essential reading will be indicated clearly, along with the method for accessing it. Students may be expected to purchase the set texts listed below, and to purchase a module reader of photocopied texts, again listed below. Some texts will be available electronically, or in the Library. Module handbooks will also reflect the range of reading to be carried out.</p> <p>Further Reading All students will be encouraged to read widely using the library catalogue, a variety of bibliographic and full text databases and Internet resources. Many resources can be accessed remotely. Guidance to some key authors and journal titles available through the Library will be given in the module handbooks/Blackboard and updated annually. Assignment reference lists are expected to reflect the range of reading carried out.</p> <p>Access and Skills Students are expected to be able to identify and retrieve appropriate reading. This module offers an opportunity to further develop information skills introduced at Level 1. Additional support is available through the Library Services web pages, including interactive tutorials on finding books and journals, evaluating information and referencing.</p>
Indicative Reading List	<p>Texts in Module Reader:</p> <p>Cherokee Creation Story, 'How the World was Made'; 'Winnebago Trickster Cycle'; Winthrop, 'A Model of Christian Charity' (1630); Jefferson, 'The Declaration of Independence' (1776); Emerson, from <i>Nature</i> (1836), from 'Self-Reliance' (1841); Douglass, <i>Narrative</i> (1848); Joel Chandler Harris, <i>Uncle Remus</i> (Br'er Rabbit) (1881); Hawthorne, 'Young Goodman Brown' (1835); Hemmingway, 'The Battler' (1925); Porter, 'Flowering Judas' (1929); Faulkner, 'Red Leaves' (1930); Walker, 'Everyday Use' (1973).</p> <p>Texts to Purchase</p> <p>Faulkner, W. (1930) <i>As I Lay Dying</i> London: Vintage, 2009. Ferguson, M. (2005), <i>The Norton Anthology of Poetry</i>, 5th ed. New York: Norton. Fitzgerald, F. S. (1934) <i>Tender is the Night</i>, London: Wordsworth, 2011. Hawthorne, N. (1850) <i>The Scarlet Letter</i>, Oxford: Oxford World's Classics, 2008. Hurston, Z. N. (1937) <i>Their Eyes Were Watching God</i>, London: Virago, 1986. Momaday, N. S. (1968) <i>House Made of Dawn</i>, London: Harper, 2010. Sinclair, U. (1906) <i>The Jungle</i>, Harmondsworth: Penguin, 1986.</p>

	<p>Secondary Texts</p> <p>Bradbury, M. and Ruland, R. (1991) <i>From Puritanism to Postmodernism</i>, Harmondsworth: Penguin.</p> <p>Gray, Richard (2003), <i>A History of American Literature</i>, Oxford: Blackwell.</p> <p>Harding, B. (1982) <i>American Literature in Context 1830-1865</i>, London: Methuen.</p> <p>The above texts may vary from year to year.</p>
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Part 3: Assessment

Assessment Strategy	<p>Summative assessment is a combination of group devised work, portfolio and essay which provides the means of testing achievement to the learning outcomes of the module as well as generic skills.</p> <ul style="list-style-type: none"> • The portfolio will consist of a student chosen selection of 3x500 word pieces from the 6 they will be encouraged to write in weeks 2-7 of the first semester. • The controlled conditions element will consist of an in class presentation in semester 2, typically lasting 5 minutes. Students will be required to devise their own topics as part of their presentation group. Each individual presentation will be part of a typically 20 minute group presentation. Students will be marked individually; 50% of the mark will be derived from peer assessment (25% from their presentation group; 25% from their seminar audience) and 50% derived from tutor assessment. Criteria will be determined in consultation with students and provided on Blackboard. • The essay will be based on research and necessarily involve a comparative element. <p>Formative assessment will be delivered by tutors working with individual students and small groups of students in the development of their formally assessed work, and through the provision of ongoing feedback.</p>
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Identify final assessment component and element	Component B, Element 2	
% weighting between components A and B (Standard modules only)	A:	B:
	25	75

First Sit	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Presentation (5 minutes)	100
Component B Description of each element	Element weighting (as % of component)
1. Portfolio (1500wds)	30
2. Essay (2500wds)	70

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) Description of each element	Element weighting (as % of component)
1. Exam (1 hr)	100
Component B Description of each element	Element weighting (as % of component)
1. Portfolio (1500wds)	30
2. Essay (2500wds)	70
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>	