




MODULE SPECIFICATION

| Part 1: Information | | | |
|---------------------------|--|--------------------|---------------------|
| Module Title | Making the Case: Construction, Persuasion and Impact | | |
| Module Code | UPCN9U-30-2 | Level | 2 |
| For implementation from | September 2017 | | |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 |
| Faculty | ACE | Field | Cultural Industries |
| Department | Arts and Cultural Industries | | |
| Contributes towards | BA (Hons) Liberal Arts | | |
| Module type: | Project | | |
| Pre-requisites | none | | |
| Excluded Combinations | none | | |
| Co- requisites | none | | |
| Module Entry requirements | n/a | | |

| Part 2: Description |
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| <p>This module will provide students with the contextual, critical and historical groundwork required for Practice and Activism, exploring how the Liberal Arts has been, and can be, persuasive and impactful within society.</p> <p>In TB1, the module will ask: what are the consequences of arts practice and activism; when have the Liberal Arts impacted upon the world; and what critical understanding do we need to approach these contexts? By considering issues such as activism against the state and its possible outcomes, to class, race and gender intersections, students will gain transferrable knowledge and self-awareness that will benefit their own practice and activism. Teaching will be based in case studies including, for example, civil rights literature, ecocriticism, or music videos.</p> <p>In TB2, the module will examine the <i>construction</i> of these works, through close reading, analysis and discussion, exploring how and why they are persuasive and impactful.</p> <p>Syllabus outline:</p> <p>Teaching block 1</p> <ul style="list-style-type: none"> - The consequences and impact of Liberal Arts practice and activism in society - Introduction and use of critical theory - Analysis of case studies, considering their impact on society <p>Teaching block 2</p> <ul style="list-style-type: none"> - Considering why and how these case studies had social impact - Close reading analysis - Further introduction and use of critical theory |

| Part 3: Assessment | | |
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| Assessment: | | |
| TB1: a portfolio, (component A1) consisting of a written assignment responding to questions that allow students to demonstrate understanding of the teaching block's content, themes and skills | | |
| TB2: a portfolio (component A2) requiring the submission of a portfolio of work that will include the outcome of tasks set during the module for TB2. These tasks will be designed to enable students to demonstrate the acquisition of skills, knowledge and understanding that meet the learning outcomes of the module. | | |
| Identify final timetabled piece of assessment (component and element) | Component A2 | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 100% | 0 |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. A portfolio (2,500 words) | 50% | |
| 2. A portfolio (2,500 words) | 50% | |
| Component B Description of each element | Element weighting (as % of component) | |
| | | |
| Resit (further attendance at taught classes is not required) | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| 1. A portfolio (2,500 words) | 50% | |
| 2. A portfolio (2,500 words) | 50% | |
| Component B Description of each element | Element weighting (as % of component) | |
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| Part 4: Teaching and Learning Methods | | |
| Learning Outcomes | On successful completion of this module students will be able to demonstrate: | |
| | <ol style="list-style-type: none"> 1. awareness of historical contexts surrounding Liberal Arts practice and activism (component A1) 2. awareness of contextual and critical approaches to Liberal Arts practice and activism (component A1) 3. awareness of close analysis of case studies (components A1 and A2) 4. awareness of how textual, visual and material culture has been constructed in order to have an impact on society (component A1) 5. understanding of critical theory in close reading and arguments (components A1 and A2) | |

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| Key Information Sets Information (KIS) | Key Information Set - Module data | | | | | |
| | Number of credits for this module | | | | | 30 |
| Contact Hours | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | |
| | 300 | 72 | 228 | 0 | 300 |  |
| Total Assessment | The table below indicates as a percentage the total assessment of the module which constitutes a; | | | | | |
| | <p>Written Exam: Unseen or open book written exam Coursework: Written assignment or essay, report, dissertation, portfolio, project or in class test Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam (i.e. an exam determining mastery of a technique)</p> | | | | | |
| | Total assessment of the module: | | | | | |
| | Written exam assessment percentage | | | | 0% | |
| | Coursework assessment percentage | | | | 100% | |
| | Practical exam assessment percentage | | | | 0% | |
| | | | | | 100% | |
| Reading List | Indicative Reading List T. Eagleton, <i>Ideology: An Introduction</i> (1991) T. Eagleton, <i>Literary Theory: An Introduction</i> (1996) A. Brah et al, <i>Introduction: Feminism and the Politics of Austerity</i> (2015) Y. Gunaratnam, 'black British feminisms: many chants' (2014) J. Armstrong, <i>Cambridge Companion to African American Civil Rights Literature</i> (2016) G. Gerrard, <i>Ecocriticism</i> , (2012) A. Durham, "'Check on It": Beyonce, Southern booty, and Black femininities in music video' (2011) J. Mulholland, <i>Handbook of Persuasive Tactics</i> (1994) V. Young et al, 'Anti-Racism Activism: Teaching Rhetoric and Writing' (2013) S. Khan et al, <i>Activism and Rhetoric: Theories and Contexts for Political Engagement</i> (2011) K. DeLuca, <i>Image Politics: The New Rhetoric of Environmental Activism</i> (1999) S. McQueen, <i>Twelve Years a Slave</i> | | | | | |

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| First CAP Approval Date | 9 March 2017 link to MIA | | | |
| Revision CAP Approval Date | | Version | 2 | Link to RIA |
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