

## COURSE SPECIFICATION DOCUMENT

<b>Academic School / Department:</b>	School of Liberal Arts
<b>Programme:</b>	Various
<b>FHEQ Level:</b>	3
<b>Course Title:</b>	Narratives of Change
<b>Course Code:</b>	GEP 3170
<b>Student Engagement Hours:</b>	120 (standard 3- credit BA course)
Lectures:	15
Seminar / Tutorials:	30
Independent / Guided Learning:	75
<b>Semester:</b>	Fall, Spring
<b>Credits:</b>	12 UK CATS credits 6 ECTS credits 3 US credits

### **Course Description:**

This course considers a landscape of global ideas through the lens of contemporary literature. Students will be introduced to pivotal moments of recent thought surrounding gender, race, environment and technology, exploring how literature both shapes and responds to our changing world. Students will analyse literary, political, and theoretical texts from a variety of cultures, exploring the relationship between written form, content and context particularly the ways in which social change might play out in literature. There will be the opportunity to produce both critical analysis in essay form and creative writing that responds to the texts studied.

### **Prerequisites:**

None

### **Aims and Objectives:**

The aim of this course is to give students an introduction to works of contemporary global literature and the contexts of thought from which they have arisen.

Students will develop:

- Analytical skills through close readings of texts from different geographical origins, genres and paradigms
- Skills of literary interpretation and critical writing

- Oral communication skills through seminar participation, and by giving and responding to presentations
- Information and research literacy
- Critical thinking and reflective writing
- The ability to read, interpret and analyze literature from both a local and global perspective

Additionally, students will have the opportunity to develop their own written creative practice.

**Programme Outcomes:**

KU A2 Recognise the appropriateness of a research source.

KU A3 Demonstrate a range of discipline specific approaches and methodologies

SK B3 Engage in interdisciplinary discussion to inform their thinking about social change in the future and seek holistic, creative solutions to problems

SK B4 Use historical knowledge and an understanding of the consequences of past actions to envision how futures may be shaped.

AT C2 The ability to form views on ways that social change can be achieved in different local and global communities and circumstances.

A detailed list of the programme outcomes are found in the Programme Specification.

This is located at the archive maintained by Registry and found at:

<https://www.richmond.ac.uk/programme-and-course-specifications/>

**Learning Outcomes:**

By the end of this course, successful students should be able to:

- Demonstrate the use of self-reflection, self-management and creative problem-solving skills to further develop an understanding of contemporary literature.
- Demonstrate the ability to use appropriate research skills and methodologies to gather and organise ideas and information, using critical thinking to analyse, and respond with a personal viewpoint in creative writing.
- Demonstrate the ability to communicate effectively through academic and creative written texts using a range of technologies.
- Demonstrate the ability to connect the knowledge from one's own academic study of literature to civic engagement, social diversity and environmental need, through personal written work.
- Demonstrate a future-facing outlook; able to critically analyse information and the consequences of literature, and how systems and societies can be influenced through writing to ensure sustainable futures.
- The learning outcomes satisfy the program outcomes of the Liberal Arts Core:

**Indicative Content:**

Introduction to notions of identity in contemporary literature: including gender and race.  
Anticolonial perspectives.  
Gendered perspectives.  
The politics of language.  
Speech Acts.  
Reading methodologies.  
Oral Presentation Skills.  
Creative Writing Skills.

**Assessment:**

This course conforms to the University Assessment Norms approved at Academic Board and located at: <https://www.richmond.ac.uk/university-policies/>

**Teaching Methodology:**

- Lecture presentations with the key concepts
- Seminar discussions on core texts and resources.
- Individual / group research presentations on texts beyond those studied on the syllabus
- Attendance of online readings, literary events, and guest speakers

**Indicative Text(s):**

Theoretical texts:

Akala. (2019) *Natives*. London: Two Roads.

Austin, J.L. (2005) *How to do things with words*, 2<sup>nd</sup> edn., Harvard University Press

Butler, J. (1990) *Gender Trouble*. London: Routledge.

Coates, T. (2015) *Between the World and Me*. Spiegel & Grau

De Beauvoir, S. (2015). *The Second Sex*. [Erscheinungsort nicht ermittelbar], Vintage Classics.

Fanon, F. (1967). *Black skin, white masks*.

Hassan, I. (1977) "Prometheus as Performer: Toward a Posthumanist Culture?" in *The Georgia Review*, vol. 31, no. 4.

Puchner, M. (2018). *The Written World: How Literature Shaped History*. London: Granta

Kelley, R. (2003). *Freedom Dreams: The Black Radical Imagination*. New York: Beacon Press

Lewis, S. and Maslin, M. (2018) *The Human Planet*. London: Pelican Books

Indicative Primary texts for this course may include selections from:

Alderman, N. (2017) *The Power*

Atwood, M. (1985) *The Handmaid's Tale*

Baldwin, J. (1962) *Another Country*

Brand, D. (1998) *No Language is Neutral*

Butler, O.E. (1993) *Parable of the Sower*

Delillo, D. (2016) *Zero K*.  
Ellman, L. (2019) *Ducks, Newburyport*  
Hamid, M. (2017). *Exit West*  
Hamilton, O.R. (2017). *The City Always Wins*  
Hughes, T. (1968) *The Iron Man*  
Lerner, B. (2019) *The Topeka School*  
Morrison, T. (1987) *Beloved*  
Nelson, M. (2015) *The Argonauts*  
Powers, R. (2018) *The Overstory*  
Rankine, C. (2014) *Citizen: An American Lyric*  
Reines, A. (2011) *Mercury*  
Roupenian, K. (2020). *Cat person and other stories*  
Tempest, K. (2016) *Let Them Eat Chaos*  
Vaung, O. (2019) *On Earth We're Briefly Gorgeous*

## **OR**

### **RACE**

Akala. (2019) *Natives*. London: Two Roads.  
Baldwin, J. (1962) *Another Country*  
Brand, D. (1998) *No Language is Neutral*  
Coates, T. (2015) *Between the World and Me*. Spiegel & Grau  
Fanon, F. (1967). *Black skin, white masks*.  
Kelley, R. (2003). *Freedom Dreams: The Black Radical Imagination*. New York: Beacon Press  
Morrison, T. (1987) *Beloved*  
Rankine, C. (2014) *Citizen: An American Lyric*  
Vaung, O. (2019) *On Earth We're Briefly Gorgeous*

### **GENDER**

Alderman, N. (2017) *The Power*  
Atwood, M. (1985) *The Handmaid's Tale*  
Butler, J. (1990) *Gender Trouble*. London: Routledge.  
De Beauvoir, S. (2015). *The Second Sex*. [Erscheinungsort nicht ermittelbar], Vintage Classics.  
Lerner, B. (2019) *The Topeka School*  
Nelson, M. (2015) *The Argonauts*  
Reines, A. (2011) *Mercury*  
Roupenian, K. (2020). *Cat person and other stories*

### **ENVIRONMENT & TECHNOLOGY**

Butler, O.E. (1993) *Parable of the Sower*  
Delillo, D. (2016) *Zero K*.  
Ellman, L. (2019) *Ducks, Newburyport*  
Hassan, I. (1977) "Prometheus as Performer: Toward a Posthumanist Culture?" in *The Georgia Review*, vol. 31, no. 4.  
Hughes, T. (1968) *The Iron Man*

Lewis, S. and Maslin, M. (2018) *The Human Planet*. London: Pelican Books

Tempest, K. (2016) *Let Them Eat Chaos*

Powers, R. (2018) *The Overstory*

**Journals**

Aesthetica

Journal of Postcolonial Writing

The London Review of Books

**Web Sites**

Required web viewing supplied by the instructor, see syllabus

See syllabus for complete reading list

**Change Log for this CSD:**

Nature of Change	Date Approved & Approval Body (School or AB)	Change Actioned by Registry Services