

Liverpool John Moores University

Title: Race in America
Status: Definitive
Code: **6111ENGL** (122169)
Version Start Date: 01-08-2021

Owning School/Faculty: Humanities and Social Science
Teaching School/Faculty: Humanities and Social Science

Team	Leader
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Academic Level: FHEQ6
Credit Value: 20
Total Delivered Hours: 37

Total Learning Hours: 200
Private Study: 163

Delivery Options

Course typically offered: Semester 2

Component	Contact Hours
Lecture	11
Seminar	22
Tutorial	2
Workshop	2

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Test	AS1	Timed critical analysis 1500 words	40	
Essay	AS2	2500 word essay	60	

Aims

1. to engage students with important critical and theoretical views relating to racial formations, racial identities, and racism in American history through the study of a

- range generically diverse texts from the postwar period to the colourblind present.*
2. *to develop cultural and historical understanding of the dynamics of race in postwar America.*
 3. *to engage with critical race theory and other racial theories to produce an informed critical reading of race in key cultural texts from postwar America.*

Learning Outcomes

After completing the module the student should be able to:

- 1 Transfer and apply critical and intellectual skills to produce close readings of cultural texts using a critical vocabulary of race.
- 2 Critically evaluate and integrate new concepts in order to reflect on how race operates culturally in postwar America.
- 3 Critically review, and extend knowledge of the signification of race in recent American culture.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

1500 words critical analysis	1	3	
2500 word essay	1	2	3

Outline Syllabus

Introductory weeks on understanding key terms in the colourblind present:

1. *racial assumptions 1 – defining race and racism; racial dualism; racial naming; Todd Williams' The N Word documentary (2004)*
2. *racial assumptions 2 – white privilege and colourblindness; Claudia Rankine's Citizen (2014)*

Before the 'Great Transformation' and racial apartheid:

3. *Chester Himes' If He Hollers (1945)*
4. *Howard Griffin's Black Like Me (1960)*

During the 'Great Transformation', Civil Rights and Black Power:

5. *Speeches by Martin Luther King and Malcom X and Autobiography of Malcom X (1965)*
6. *Autobiography of Malcom X*
7. *Black Arts Movement writing (manifestoes and poetry)*

After the 'Great Transformation', challenges to racial dualism, for example, intersectionality (age, class, gender) and differential racializations (mixed race) and development of whiteness studies:

8. *From hip hop to gangsta rap*
9. Danzy Senna's *From Caucasia, with love* (2000)
10. Danzy Senna's *From Caucasia, with love* (2000)
11. Justin Simien's *Dear White People* (2014)

Learning Activities

Lectures, seminars, tutorials, film/documentary showings.

Notes

This module examines racial formations and representations in modern American culture, before and after the 'great transformation' of civil rights in the mid-1960s. There is a focus on the polarities of blackness/whiteness in American culture, or racial dualism. In addition to exploring practices of racism, this module analyses rhetorics of race and racism, the assumption of white privilege and the complexities of new racial identities and cultural politics. The module is text-based and includes the examination of speeches, autobiographical writing, fiction, film, poetry, music and recent race theory, for example, Michael Omi and Howard Winant's *Racial Formation in the United States* (1994; 2014), Michelle Alexander's *The New Jim Crow* (2012) and Critical Race Theory (CRT).