

Module Title	Black British History: Concepts and Debates
Course Title	History
School	LSS
Division	Social Sciences
Parent Course (if applicable)	History
Level	Level 6
Module Code (<i>showing level</i>)	
JACS Code (completed by the QA)	
Credit Value	20 credit points
Student Study Hours	45 Student Contact Hours 155 Student managed learning hours: including 10 hours of VLE related activity and preparation –with a focus on reading & considering extracts from original materials.
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None

Module co-ordinator	Name: Katie Donington Email: doningtk@lsbu.ac.uk
Short Description (max. 100 words)	This module explores the concept of black history within British historiography, engaging in debates around its definition and representation. You'll critically examine concepts relating to the construction of race including theories of 'political blackness', the 'Black Atlantic', 'Pan-Africanism', 'multiculturalism' and 'decolonisation'. You'll explore the rich histories of black Britons in the eighteenth, nineteenth and twentieth century. Films, documentaries, music and art will be analysed. You'll visit libraries and archives including the Black Cultural Archive and Autograph ABP. Taught through: lectures, workshops, group work, visits. Assessment: 1000-word provocation (30%) and Short Film and Narrative (70%) reflecting an aspect of black history.
Aims	The module aims to provide students with: <ul style="list-style-type: none"> • An understanding of the term 'black history' and the debates surrounding the concept within historiography and public history • A critical understanding of key terminology and related theory including 'political blackness', 'Black Atlantic' and 'decolonisation'. • Knowledge of the rich and varied experiences of black Britons during the, eighteenth, nineteenth and twentieth centuries • Understanding of the impact of transatlantic slavery and empire on the development of modern Britain and its peoples • Understanding of the ways in which ideas about race have been reconfigured over time and in relation to concepts of gender, class, nation, and empire • Understanding of the long and unfinished nature of the struggle for racial equality in Britain • Understanding of the role played by representation, memory, and forgetting in relation to archival power and history writing • Ability to analyse and understand a wide range of sources and arguments

	<ul style="list-style-type: none"> Ability to produce critically engaged written and filmic responses to black British history and its representation
Learning Outcomes (4 to 6 outcomes)	<ol style="list-style-type: none"> 1. Explain the debates, concepts and challenges relevant to 'black history' and to situate these ideas within both public and academic discourse 2. Describe the development of black British history in the eighteenth, nineteenth and twentieth centuries 3. Explain the role of representation in constructing ideas about race 4. Interpret the tensions and challenges that arise when attempting to ensure that the histories of minority groups are included in dominant narratives of the nation's past 5. Critically engage with the work of a wide range of diverse scholars, contrasting and comparing different approaches to the subject 6. Interpret and apply different representational strategies including within public history with particular reference to museums and film
Employability	<p>The development of critical thinking and the ability to analyse ideas. Effective time management skills, the ability to work on tasks in small groups and independently, good written communication skills and the ability to work to deadlines will enhance employability.</p>
Teaching and learning pattern	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p><input type="checkbox"/> Lectures <input type="checkbox"/> Group Work</p> <p><input type="checkbox"/> Seminars</p> <p><input type="checkbox"/> Workshops</p> <p><input type="checkbox"/> VLE Activities</p>
Indicative content	<p>Topics to be covered include:</p> <ul style="list-style-type: none"> • Transatlantic slavery • Black Victorians and Edwardians • Colonial troops in WWI / WWII

	<ul style="list-style-type: none"> • Windrush • Race relations 1960-1980 • Black Women's Movement • Black arts and culture • Concepts of 'black history' and the language of race and identity
Assessment method (Please give details – of components, weightings, sequence of components, final component)	Formative assessment: Provocation presentation (0%) Short Film Review (0%) Summative assessment: CW1 (30%) Provocation (1000 words) CW2 (70%) Short Film and Narrative (5mins)
Mode of resit assessment (if applicable)	Formative assessment: NA Summative assessment: CW1 (30%) Provocation CW2 (70%) Short Film and Narrative
Indicative Sources (Reading lists)	Core materials: Bressey, C. (2002) Forgotten histories: Three stories of black girls from Barnardo's Victorian archive, <i>Women's History Review</i> , 11 (3), pp. 351-374.

	<p>Eddo-Lodge, R. (2018) <i>Why I am no longer talking to white people about race</i>. London: Bloomsbury, pp. 1-56. Chapter 1 'Histories'.</p> <p>Hall, C. (2018) Doing reparatory history: Bringing 'race' and slavery home, <i>Race & Class</i>, 60 (1), pp. 3-21.</p> <p>Optional reading:</p> <p>Ahmed, R. and Mukherjee, S. (eds.) (2011) <i>South Asian resistances in Britain, 1858-1947 (Bloomsbury: Continuum, 2011)</i>, pp. 3-18. Chapter 1 'Scholarship terrorists: The India House hostel and the 'student problem' in Edwardian London'.</p> <p>Alexander, C. (2002) Beyond black: re-thinking the colour/culture divide, <i>Ethnic and Racial Studies</i>, 25 (4), pp. 552-571.</p> <p>Gerzina, G. (1995) <i>Black England: Life before emancipation</i>. London: John Murray.</p>
<p>Other Learning Resources</p>	<p>The Moodle site presents a more visual dynamic and interactive point of contact and dissemination for the module. The site details the structure of the module, functions as a document repository and contains links to online (including audio-visual) learning materials for example to newspapers, organisations, digital archives, reports etc.</p> <p>Box of Broadcasts</p> <p>www.JSTOR.org</p> <p>Relevant academic journals</p> <p>A wide range of online sources and digital resources will be used to teach this module including:</p> <p>Black Cultural Archive http://bcaheritage.org.uk</p>

	<p>London Metropolitan Archives https://www.cityoflondon.gov.uk/things-to-do/london-metropolitan-archives/Pages/default.aspx</p> <p>Women's Library @LSE http://digital.library.lse.ac.uk/collections/thewomenslibrary</p> <p>Oral History Collection @British Library http://www.bl.uk/collection-guides/oral-history</p>
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