Jack Taylor  
Study Abroad Application [London 2021]  
ENG 372: The Novel (Migration Narratives to London)

Credits: 3

Pre-Requisites: Any English DL class; or instructor’s permission

Required Texts
- Buchi Emecheta, Second Class Citizen
- Peter Akinti, Forest Gate
- Brian Chikwava, Harare North
- Sam Selvon, The Lonely Londoners
- Caryl Phillips, A Distant Shore

Description
This class focuses on a pressing social and political issue: migration. London has been the destination for many immigrants seeking to improve their lives by migrating to another country. The questions central to this class, and for the study of migration literature, are the following: what are the experiences of those who migrate to London (?), and how are these experiences represented in literary form? The class begins with a very comic novel, Sam Selvon’s The Lonely Londoners, that centers on the migration experience from Trinidad to London shortly after World War II, and serves as an apt entry point for the class. From there, the class moves to a classic migration novel, Buchi Emecheta’s Second Class Citizen, that will further introduce some of the broader thematic concerns of the class. For example, some of the primary themes addressed in this novel, in particular, and the class, in general, are cultural alienation, cultural differences, and individual isolation. At this point, we turn to a novel written by one of the greatest contemporary novelists, Caryl Phillip’s A Distant Shore, to come to terms with immigration outside of London in the town Weston. Forest Gate by Peter Akinti will direct the class to focus its attention on second-generation, working class immigrants to understand the day-to-day struggles of working-class immigrants in London. The course will close with a critically acclaimed and comedic novel, Brian Chikwava’s Harare North, that tells the story of an immigrant from Zimbabwe as he attempts to settle into London, struggles to find work, and experiences cultural alienation.

The assignments for this class (see below) directly connect to Study Abroad Learning Objectives:

1. Demonstrate awareness of your own cultural values and biases and how they impact your ability to work with others.
2. Demonstrate knowledge of diversity with a focus on the population or topic of interest in your Study Abroad program.
3. Communicate appropriately and effectively with diverse individuals and groups.
4. Demonstrate an increased capacity to analyze issues with appreciation for disparate viewpoints.

Short Writing Reflections (30%)
These are designed to be reflective assignments that are 3 pages in length. Students will reflect on how London is represented in the novels for class. For example, students may wish to visit Waterloo Station and the surrounding area, and think deeply about how Sam Selvon represents this space in *The Lonely Londoners*. Students will also reflect on how their experience in London shapes their relationship and understanding of the novel, and, conversely, how the novel shapes their understanding of London.

**Museum Assignment (20%)**

This is also an reflective assignment. Students will visit the British Museum, and the National Maritime Museum, and note their experiences. Students will be asked to compare and contrast their experiences with those of C.L.R James who wrote letters detailing his first time visiting both museums after he migrated to London. Each section should be 3 pages in length for a total of 6 pages.

**Black Cultural Archives Assignment (20%)**

The other assignment is a visit to the Black Cultural Archives. The Black Cultural Archives is in Brixton, a neighborhood where many immigrants settle. A visit to the archives will allow students to come to terms with migration to London, which they will have to reflect upon in relation to one or two of the novels. (Note: I have had contact with the folks at the archive in the past, and if I am selected for study abroad, I will set up a guided tour of the Black Cultural Archives).

**Final Essay (30%)**

All students will have to complete a 6 to 7-page essay on one or two of the novels. The essay should address the primary themes stressed throughout the course of the semester while incorporating original analysis and research. All essays must incorporate at least 4 secondary scholarly sources. Students will write an abstract for their proposed research essay, and I will provide instructive feedback to help shape their essays.

**Attendance**

Attendance of course is very important. As such, attendance is mandatory, though students will be allowed two absences. After two absences, final grades will be reduced by 3 points for each absence. For example, 6 absences will result in a 12-point deduction from your final grade.

**Grading**

All assignments will be graded on the 100-point scale:

- 100 – 96 = A+
- 95 – 93 = A
- 92 – 90 = A-
- 89 – 87 = B+
- 86 – 84 = B
- 83 – 80 = B-
- 79 – 77 = C+
Connection to London
Most of the assignments are designed in a fashion that allows for an increased knowledge of texts we have under investigation, and the city of London where we will spend the semester. Immigrant communities, of course, are central to the cultural fabric of London. And the city of London is central to the setting of an abundance of immigrant literature, making this class ideal for study abroad. What is more, is that the experience of cultural alienation reflected in the literature will be experienced by students in the class.

ENG 335: British Literature after 1900 (Black British Literature)

Credits: 3

Pre-Requisites: Any English DL class; or instructor’s permission

READINGS:
Mary Prince, History of Mary Prince
Bernardine Evaristo, Blonde Roots
Zadie Smith, NW
Caryl Phillips, The Atlantic Sound
Andrea Levy, Small Island
Linton Kwesi Johnson, Selected Poems

The class focuses on Black British Literature from 1900 to the present. It is intended as a survey that will introduce students to a powerful body of literature in addition to introducing them to a host of literary movements. To provide the historical context for more recent literature, the class will begin with excerpts from Olaudah Equiano’s Interesting Narrative to uncover the roots of Black British literature in late 18th century. From there, the course will move to the History of Mary Prince to examine a popular slave narrative widely circulated 19th century Britain. These texts will be historicized within the broader social and cultural contexts that produced them. At this point, we will turn to writers of the Windrush generation and examine short stories and texts by Sam Selvon, George Lamming, and ER Braithwaite. At this juncture, the class will move toward more contemporary manifestations of Black British Literature, beginning with the reggae influenced dub poetry produced by Linton Kwesi Johnson. Caryl Phillips’ The Atlantic Sound is a sprawling memoir recounting the author’s voyage across what used to be the trans-Atlantic slave trade, while Andrea Levy’s critically acclaimed Small Island trains its narrative focus on a Jamaican who fought with the British in World War II, and settles in London afterwards. The class will close with Zadie Smith’s hysterical realist novel NW, representing the London’s North West district.

The assignments for this class (see below) directly connect to Study Abroad Learning Objectives:

1.) Demonstrate awareness of your own cultural values and biases and how they impact your ability to work with others.