**Module Specification**

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| **Module Code**  | EN376 |
| **Module Title** | Cultures of Abolition: Slavery, Prison, Debt, and Data |
| **Module Aims** |
| In the United States, abolition of slavery stands as the most important cultural position after the declaration of independence. While moral codes regarding the treatment of slaves had existed for millennia and were questioned neither by any of the Abrahamic religions (Judaism, Christianity, and Islam), there had never been any precedent for the claim that slavery was a priori vicious and required immediate abolition. Furthermore, the abolitionist movement presented itself as the first non-colonial resistance to the modern State. Given that abolition faced powerful economic and political interests, its proponents focused on the cultural sphere as its immediate target. This module will examine the cultures of historical abolition, with regards to American slavery, and the ways in which this late eighteenth/mid-nineteenth-century movement creates a usable past and legacy for contemporary abolitionist claims regarding incarceration, debt, and “big data” algorithms. We will focus on the rhetorical and discursive techniques implemented for persuading mass audiences and for enabling direct action protest that abolition generated. This analysis will then be put to consider more contemporary critiques that modern forms of imprisonment, credit, and data profiling have established with reference to nineteenth-century abolitionism. Can we abolish whiteness, information, and moral panics surrounding delinquency to establish a more perfect union, in the words of the American declaration of Independence? |
| **Learning Outcomes** |
| **By the end of the module the student should be able to....** | **Which teaching and learning methods enable students to achieve this learning outcome?** | **Which summative assessment methods will measure the achievement of this learning outcome?** |
| Demonstrate knowledge and understanding of the set texts in their cultural, political, and social contexts  | Set reading & seminar discussions | Assessed essays and transmedia project (100%) |
| Demonstrate knowledge and understanding of the basic concepts of cultural abolitionism | Set reading & seminar discussions | Assessed essays and transmedia project (100%) |
| Develop an understanding of abolitionist arguments, social claims, and their relationship to cultural production. | Set reading & seminar discussions | Assessed essays and transmedia project (100%) |
| Advance students’ ability to use historical and culturally-based approaches to literature as a social text. | Set reading & seminar discussions | Assessed essays and transmedia project (100%) |
| Enhance their understanding of discursive writing’s implication in processes of sociality and persuasion. | Set reading & seminar discussions | Assessed essays and transmedia project (100%) |