1. **Title of the module**

ENGL6950 (EN695): Empire, New Nations and Migration

1. **Division or partner institution which will be responsible for management of the module**

Division of Arts and Humanities

1. **The level of the module (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 5

1. **The number of credits and the ECTS value which the module represents**

30 (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) of study to which the module contributes**

Single Honours and Joint Honours Undergraduate Programmes in: English Literature; English and American Literature; English and Postcolonial Literatures; English, American and Postcolonial Literatures; English Literature and Creative Writing; English and American Literature and Creative Writing; Contemporary Literature

1. **The intended subject specific learning outcomes.
On successfully completing the module students will be able to:**
	1. Demonstrate an historically contextualised understanding of colonial discourse analysis, theories of decolonisation, migration and diaspora.
	2. Interpret and apply a range of theoretical concepts surrounding postcolonialism across a variety of regions and literatures, and make productive comparisons and distinctions between them.
	3. Demonstrate an understanding of the relationship between postcolonial literary studies and other critical disciplines.
	4. Demonstrate an enhanced capacity to structure nuanced arguments centred on the close relationship between aesthetics, culture and politics in a range of literary genres.
	5. Show understanding of the different literary traditions and movements out of which these texts arise, and how these in turn might be articulated within, and interrogative of, broader transnational and postcolonial frameworks.
2. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
	1. Apply close reading techniques to a range of literary texts and to make complex comparisons between them.
	2. Demonstrate the skills necessary for participating in group discussions and giving presentations.
	3. Demonstrate an increased capacity for self-directed research and the ability to discuss, evaluate and creatively deploy secondary critical and theoretical perspectives.
	4. Construct original, articulate and well-substantiated arguments
3. **A synopsis of the curriculum**

This course will introduce students to the field of postcolonial literature, focusing on the period from the late nineteenth century to the present day. The module will be divided into three consecutive areas: empire and colonisation (three weeks); liberation movements and the processes of decolonisation (either three or four weeks); and migration and diaspora (either three or four weeks). Centred primarily on canonical British colonial texts, the first part of the course may also involve comparison with other less familiar texts and contexts, such as those of Zionist nationalism and settler colonialism, or more popular twentieth-century imperial fantasy and adventure genres. The texts in the second part of the module will be drawn primarily from Africa, the Carribean, the Middle East, and South Asia. The intention is to allow students to bring these disparate regions and texts into a productive dialogue with each other by reflecting on their shared history of decolonisation and their common engagement with colonial and liberation discourses. The course further aims to sketch a narrative of empire and decolonisation that is in part relevant to contemporary postcolonial Britain, to which the final section on migration and diaspora then returns. Some brief extracts from theoretical material on colonial discourse analysis, decolonisation, postcoloniality and migration will be considered alongside a single primary text each week. Students will be introduced to key ideas from the work of (among others) Edward Said, Frantz Fanon, Homi Bhabha, Stuart Hall and Gayatri Spivak. Together with a broad primary textual arc stretching from the British empire to postcolonial Britain, the course will thus give students a cohesive intellectual narrative with which to explore changing conceptions of culture, history, and postcolonial identity across the modern world.

1. **Reading List (Indicative list, current at time of publication. Reading lists will be published annually)**

Armah, Ayi Kwei. (1968), *The Beautyful Ones Are Not Yet Born*, Oxford: Heinemann

Blixen, Karen. (1937), *Out of Africa*, London: Penguin

Danticat, Edwidge (2004), *The Dew-Breaker*, New York: Alfred A. Knopf

Thiong’o, Ngugi wa (1967), *A Grain of Wheat,* London: Penguin

1. **Learning and teaching methods**

Total contact hours: 32

Private study hours: 268

Total study hours: 300

1. **Assessment methods**
	1. Main assessment methods

Critical essay (2,500 words) (30%)

Research Essay (4,000 words) (50%)

Seminar Participation (20%)

13.2 Reassessment methods

Alternative Assessment: 100% coursework(4,000 words)

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)***

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** | **x** | **x** | **x** |  |  | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Critical Essay 2,500 words | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Research Essay 4,000 words | **X** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar Participation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

1. **Inclusive module design**

The Division recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

*Subject content*: primary texts about global issues and from many different parts of the world.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

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| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 07/02/16 | Minor | September 2017 | 3, 13 | No |
| 20/01/2021 | Major | 2021/22 | 7,13,14 | No |