1. **Title of the module**

ENGL7260 (EN726) - The “End of Empire”: Post-Imperial Writing in Britain

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

School of English

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

Level 6

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

30 credits (15 ECTS)

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

Autumn or Spring

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

Standard for entry to English special modules

1. **The programmes of study to which the module contributes**

BA in English and American Literature; English, American and Postcolonial Literatures; 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:**

8.1 Identify the key concerns that intersect studies of contemporary British and postcolonial writing, such as national belonging, race, gender and neoliberalism;

8.2 Understand the different cultural and historical contexts of post-imperial literatures;

8.3 Interpret a range of formal and aesthetic features relating to the study of poetry and prose;

8.4 Apply theoretical concepts (such as postcolonialism, postmodernism and feminism) to their reading and analysis.

1. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**

9.1 Construct lucid arguments that draw on a balanced attention to a range of primary and secondary sources;

9.2 Deploy sophisticated close reading skills to allow for complex comparative analyses of literary forms;

9.3 Demonstrate the communication skills needed to lead and contribute to group discussions;

9.4 Conduct self-directed research and the ability to extend discussions undertaken in lectures and seminars through reference to appropriate scholarly sources;

9.5 Interrogate a variety of critical positions, including a precise understanding of relevant theoretical material.

1. **A synopsis of the curriculum**

"The empires of our time were short-lived, but they have altered the world forever; their passing away is their least significant feature" (V.S. Naipaul).

British colonialism changed the world, but it also changed Britain. Since the period known as the 'end of empire' in the 1950s and 60s, Britain has grappled with its loss of imperial power, a loss that has informed contemporary debates about immigration, multiculturalism, and nationalism. This module explores how writers have represented the consequences of imperial decline for British society and culture. Beginning in the midst of the ‘end of empire’ and ending in the world in which we find ourselves today, we'll explore how some of the core concerns of contemporary Britain are best understood in terms of post-imperiality. These concerns include racism towards migrants and refugees, nostalgia for a romanticised imperial past, and the re-emergence of colonial discourse in debates about the ‘War on Terror’. Alongside these, we'll discover how literature can enable an investment in new forms of community and identity. Many of the writers on this module bring the category of ‘British’ into crisis, and in doing so, enunciate new forms of commonality that actively reject the harmful and exclusionary imperial myths about racial and cultural difference.

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

Paul Gilroy, *After Empire: Melancholia or Convivial Culture* (2004)

V.S. Naipaul, *The Mimic Men* (1967)

Grace Nichols I Have Crossed an Ocean: Selected Poems (1984-2006)

Irvine Welsh (1993), *Trainspotting*

Bernadine Evaristo (2009), *Lara*

Julian Barnes (1998), *England, England*

Abdulrazak Gurnah, *By the Sea* (2001)

Eavan Boland, New Selected Poems (2013).

Caryl Phillips (2003), *A Distant Shore*

Kamila Shamsie, Home Fire (2017)

1. **Learning and teaching methods**

Contact Hours: 30

Private Study Hours: 270

Total Study Hours: 300

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

90% Coursework: two 3000 word essays at 45% each

10% seminar contribution

13.2 Reassessment methods

Failed components will be reassessed on a like-for-like basis.

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* |  |  | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** | **x** |  |
| Lecture | **x** | **x** | **x** |  |  |  | **x** |  |  |  | **x** |  |
| Seminar | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** | **x** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |
| Essays (2 x 3000 words) | **x** | **x** | **x** | **x** |  |  | **x** | **x** |  | **x** | **x** |  |
| Seminar Performance | **x** | **x** | **x** | **x** |  |  | **x** | **x** | **x** | **x** | **x** |  |
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1. **Inclusive module design**

The School 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**

This module is your chance to explore the impact of colonialism and the end of the British Empire upon British culture and society. The module focuses on the literature of white British and Black British poets and novelists, offering perspectives on the history of colonial expansion, decolonisation, immigration to Britain and the emergence of a neoliberial, “Americanised” world. As such it encourages students to examine and re-visit their own locatedness and their relationship both to the history of colonialism and to post-colonial regions of the globe.

**FACULTIES SUPPORT OFFICE 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) |
| 19/03/18 | Minor | September 2018 | 11 | No |
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