1. KentVision Code and title of the module

ENGL5830 Postcolonial Writing

## Division and School/Department or partner institution which will be responsible for management of the module

Arts & Humanities/School of English

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 6

## The number of credits and the ECTS value which the module represents

30 credits (15 ECTS)

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

Autumn or Spring

## Prerequisite and co-requisite modules and/or any module restrictions

None

## The course(s) of study to which the module contributes

Optional to the following courses:

BA in English Literature; BA in English Literature and Creative Writing; BA in English Literature with an Approved Year Abroad; BA in English Literature and Creative Writing with an Approved Year Abroad; BA in English Literature and Film; BA in Drama and English Literature; BA in English Literature and English Language and Linguistics

Also available as an elective module

## The intended subject specific learning outcomes. On successfully completing the module students will be able to:

8.1 Understand the relevance of postcolonial writing in relation to politics, history, culture (national belonging, immigration, gender)

8.2 Understand the historical and political contexts of the texts in order to identify how postcolonial literature can influence the contemporary world

8.3 Understand the different instances of domination through the intersections of colonialism, decolonisation and global capitalism

8.4 Understand how the term postcolonialism can be extended to a number of contexts

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

9.1 Apply close reading techniques to a range of literary texts and to make complex comparisons between them.

9.2 Develop their ability to communicate and present information, arguments, and analysis effectively using a variety of methods.

9.3 Demonstrate an increased capacity for self-directed research and the ability to discuss, evaluate and creatively deploy secondary critical and theoretical perspectives.

9.4 Demonstrate an ability to construct original, articulate and well-substantiated arguments.

## A synopsis of the curriculum

This module raises students’ awareness of contemporary issues in postcolonial writing, and the debates around them. This includes a selection of important postcolonial texts (which often happen to be major contemporary writing in English) and studies their narrative practice and their reading of contemporary culture. It focuses on issues such as the construction of historical narratives of nation, on identity and gender in the aftermath of globalisation and ‘diaspora’, and on the problems associated with creating a discourse about these texts.

## Reading list

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

## The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html).

## Contact Hours

Private Study: 268

Contact Hours: 32

Total: 300

## Assessment methods

* 1. Main assessment methods

Essay 1 3,000 words 40%

Essay 2 3,000 words 40%

Seminar participation 20%

13.2 Reassessment methods

Alternative assessment: 100% Coursework (4,500 words)

## Map of module learning outcomes (sections 8 & 9) to learning and teaching methods and methods of assessment

**Module learning outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

**Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 |
| Assessment method |  |  |  |  |  |  |  |  |
| Essays | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar participation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |

## 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

## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

This module is your chance to explores the impact of colonialism throughout the non-Western world, as told by those who were once the subjects of British Empire, and what this history now means for us all in our postcolonial, increasingly globalised world. The module focuses on the literature of both indigenous peoples and the settlers who stole their lands; those who fashioned new postcolonial nation states and those who migrated to others; and those who continue to suffer and contest the inequities of globalisation. 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.

**DIVISIONAL USE ONLY**

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

| Date approved | New/Major/minor revision | Start date of delivery of (revised) version | Section revised  (if applicable) | Impacts PLOs (Q6&7 cover sheet) |
| --- | --- | --- | --- | --- |
| 08/07/16 | Major | September 2016 | 9, 12-14 | No |
| 15/11/16 | Minor | September 2016 | 6, 14 | No |
| 08/09/17 | Minor | September 2017 | 12 | No |
| 05/03/18 | Major | September 2018 | 13 ( | No |
| 21/12/2021 | Major | 2022/23 | 8-9,13-14 | No |