1. **Title of the module**

ENGL8520 (EN852) – Colonial and Postcolonial Discourses

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 7

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**

None

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

MA Postcolonial Studies; MA English and American Literature

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

8.1 Identify the main concerns of colonial and postcolonial discourse analysis, including critiques of imperialism and colonialism and the theorisation of liberation and decolonisation struggles.

8.2 Understand the role of culture in the expression of liberation struggles and in the articulation of identities.

8.3 Demonstrate a nuanced understanding of the works of key intellectuals in the field.

8.4 Demonstrate an advanced understanding of the historical contexts of colonial and postcolonial discourses.

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

9.1 Demonstrate an ability to apply close reading techniques to a diverse range of material.

9.2 Conduct self-directed research and demonstrate an ability to discuss, evaluate and creatively deploy critical and theoretical sources of relevance.

9.3 Construct original, articulate and well-substantiated arguments.

9.4 Identify and evaluate advanced research questions.

1. **A synopsis of the curriculum**

This module introduces you to a wide range of colonial and postcolonial theoretical discourses. It focuses on the construction of the historical narrative of imperialism, psychology and culture of colonialism, nationalism and liberation struggles, and postcolonial theories of complicity and resistance. The module explores the benefits and problems derived from reading literature and culture by means of a postcolonial and postimperial lens. Through the study of crucial texts and events, both historical and current, the module analyses the birth of imperialist narratives and their complex consequences for the world today.

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

Any edition of the following:

Bhabha, Homi K. – *The Location of Culture*

Fanon, Franz – *The Wretched of the Earth and Black Skin, White Masks*

Hall, Stuart – Cultural Identity and Diaspora

Said, Edward – *Orientalism and The Question of Palestine*

Spivak, Gayatri Charavorty – *The Spivak Reader and Other Asias*

Williams, Patrick, and Laura Chrisman, eds. – *Colonial Discourse and Postcolonial Theory: A Reader*

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

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

* Assignment (5,000 words) – 100%
  1. Reassessment methods
* Like-for-like

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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Assignment | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

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 enables students to explore the impact of colonialism outside of the West and to learn about the trajectories of liberation struggles towards national self-determination. The module focuses on the writings of intellectuals from Africa, the Caribbean, India and Palestine, and as such disseminates and engages in transcultural dialogue.

**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) |
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| Revised FSO Jan 2018 |