1. **Title of the module**

ENGL9160 (EN916) Postcolonial Writing and the Environment

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

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

N/A

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

MA in English and American Literature

MA in Postcolonial Studies

MA in The Contemporary

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

8.1 Comprehensively identify the major concerns of contemporary postcolonial ecocriticism, including issues of globalisation and indigeneity; migration and climate change; food and water scarcity; resource extraction; and species endangerment

8.2 Evaluate critically current research and advanced scholarship in the field of postcolonial ecocriticism as a global concern that pertains to specific post-colonial localities

8.3 Interpret a range of formal and aesthetic features relating to the study of prose, poetry and film, showing originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline

8.4 Evaluate methodologies (such as postcolonialism, ecocriticism, Marxism, feminism), develop critiques of them and, where appropriate, to propose new hypotheses

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

9.1 Demonstrate an ability to deal with complex issues both systematically and creatively and communicate their conclusions clearly to specialist and non-specialist audiences

9.2 Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level

9.3 Continue to advance their knowledge and understanding, and to develop new skills to a high level

1. **A synopsis of the curriculum**

‘Postcolonial Writing and the Environment’ will introduce students to prose, poetry and film that engages with environmental concerns, including globalisation and indigeneity, climate change, food and water security, species endangerment/extinction, tourism, pollution and migration. Students will interrogate how these concerns are underpinned by human interaction with the environment, and will examine how cultural texts not only facilitate affective engagement with these issues, but allow us to envision solutions and work towards preferred futures. The module will emphasise the political implications of postcolonial ecocriticism by addressing questions of social and environmental justice, animal and human rights, colonialism and postcoloniality, and culture and the individual (amongst other concerns) as a way of showing that analysis of postcolonial writing and the environment always requires attentive and critical engagement with shifting geopolitical world orders. Students will read the core texts in relation to the emerging fields of ‘global’ and ‘world-literature’, and will be introduced to critical and conceptual debates around issues such as ‘slow violence’, the Anthropocene, and writer-activism.

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

**Any edition of the following texts:**

Ghosh, Amitav. *The Great Derangement*

Gordimer, Nadine. *The Ultimate Safari*

Guerra, Ciro. *Embrace of the Serpent*

Kincaid, Jamaica. *A Small Place*

King, Thomas. *Back of the Turtle*

Rose-Innes, Henrietta. *Green Lion*

Sinha, Indra. *Animal’s People*

Walcott, Derek. *Omeros*

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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |
| Assignment | **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 is a chance for students to explore the impact of European colonialism upon the global environment, concentrating on texts produced by writers and filmmakers from colonised regions. The module focuses on cultural texts by both indigenous peoples and the descendants of settlers , building on notions of a ‘planetary humanism’ that has ethical implications for examining the inequities of globalisation and the intertwined futures of all life-forms that cohabit the planet. As such it encourages students to examine and re-visit their own locatedness and their relationship to environmental crises, 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) |
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