1. **Title of the module**

CPLT6520 (CP652) – Postcolonial Images of Africa, Asia and Latin America

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

School of European Culture and Languages

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**

15 Credits (7.5 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**

Compulsory for BA World Literature

Optional for BA Comparative Literature

Also available as a ‘Wild’ module

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

8.1 Demonstrate the ability to undertake the comparative analysis of literature to enhance their ability to undertake independent research;

8.2 Appreciate the central concepts of Postcolonial reading perspectives and theories and to understand their origin in anti-colonial liberation discourses;

8.3 Follow critical debates in Postcolonial studies and to form an opinion of their own by critically engaging with them;

8.4 Demonstrate confidence in distinguishing why certain literature of Africa, South Asia and Latin America lends itself to Postcolonial readings;

8.5 Analyse selected literary texts in their individual contexts within a collective image that is paradigmatic of the Postcolonial condition: alienation, marginalisation, dislocation;

8.6 Interrogate the intersection of feminism, postcolonialism and the writing act;

8.7 Consider the particularities of each writer in terms of race, class, gender, historical context and writing language;

8.8 Observe the mode of translation as a space of historical, cultural, political and philosophical exchange;

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

9.1 Communicate information, ideas, problems, and solutions orally to both specialist and non-specialist audiences;

9.2 Demonstrate refined written communication skills, including devising and sustaining an original argument;

9.3 Demonstrate conceptual understanding of a range of critical opinions;

9.4 Demonstrate their teamwork skills by collaborating with fellow students;

9.5 Demonstrate confidence in initiating and participating in group discussions with specialists and non-specialists;

9.6 Demonstrate an ability to undertake independent research, making use of scholarly reviews and primary sources.

1. **A synopsis of the curriculum**

This is a module about the intersection of colonial power relations, anti-colonialism, postcolonialism, feminism, and identity politics in literature that interrogates the influence of imperialism on a sense of self. It considers the writing of a number of authors from Algeria, Morocco, Nigeria, Cuba and India. In light of the complex relationship between coloniser and colonised, we consider the ideology of many of these writers, as well as the ways in which their politics are articulated in their writing, whether fiction or non-fiction. We also examine to what extent this literature is representative of other postcolonial concerns such as nationhood and national consciousness, hybridity and assimilation, and exile and alienation within the larger context of cultural theory. Particularly significant is our interrogation of the violence inscribed in both the colonial system and the colonised’s fight for independence as seen from the perspective of Frantz Fanon in *Black Skin, White Masks* (1952), *A Dying Colonialism* (1959), and *The Wretched of the Earth* (1961).

Studying the primary and secondary texts in English, we bring awareness to the reading scene of the translation process as an important development in the transnational study of comparative literature in a globalised world. In so doing, we acknowledge the significance of indigenous languages and dialects as signifiers of subject-hood in conflict with the coloniser’s language. By exploring a variety of anti-colonial resistance and liberation discourses in relation to the development of current postcolonial thinking, the module also offers an insight into the history of the discipline of Postcolonial studies.

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

Achebe, C. (2001) *Things Fall Apart*. London: Penguin Classics

Carpentier, A. (2018) *The Kingdom of this World*. London: Farrar Straus and Giroux

Cixous, H. (2005) *Stigmata: Escaping Texts*. London: Routledge

Djebar, A. (1992) *Women of Algiers in Their Apartment*. London: University Press of Virginia

Roy, A. (2004) *The God of Small Things*. London: Harper Perennial

Soyinka, W. (1984) *Death and the King’s Horseman*. London: Bloomsbury

Wa Thiong’o, N. (2002) *A Grain of Wheat*. London: Penguin

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 130

Total Study Hours: 150

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

* Presentation (20 minutes) – 20%
* Essay (3,000 words) – 80%

13.2 Reassessment methods

* Reassessment Instrument: 100% Coursework

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* | *8.6* | *8.7* | *8.8* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Presentation | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **x** | **x** | **x** | **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**

The subject content is of international relevance and will include outlooks on culture outside of the United Kingdom. The module reflects the international make-up of the students who tend to take this module.

**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) |
| 15/02/17 | Major | September 2017 | 8-14 | No |
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| Revised FSO Jan 2018 |