1. KentVision Code and title of the module

ENGL6004 Centres and Edges: Modernist and Postcolonial Quest Literature

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

Division: Arts & Humanities / School: 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:

* 1. Read and respond to the dialogues between modernist and postcolonial writing with a particular focus on the theme of ‘the quest’;
	2. Read the set texts within both modernist and postcolonial contexts, theoretically as well as historically;
	3. Demonstrate a comprehensive knowledge of the ways in which postcolonial works react to, critique, critically engage with and complement aspects of modernism;
	4. Explore a range of themes around the quest for a language, place and/or history; questions of origin; experimentation with form, cultural displacement and alienation; and the sense of ‘home’.
	5. Interrogate relevant theoretical, mythological, philosophical and anthropological strategies appropriate to literature of the ‘quest’ and bring them into dialogue with the primary literature studied.
	6. Develop and demonstrate a range of skills to express ideas about the relationship between modernist and postcolonial concepts and themes.

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

* 1. Demonstrate an ability to analyse modernist and postcolonial texts critically and make comparisons across a range of reading;
	2. Demonstrate the skills necessary for presenting their ideas using a variety of methods.
	3. Show an increased capacity for self-directed research and the ability to discuss, evaluate and creatively deploy creative, critical and theoretical perspectives making use of appropriate sources;
	4. Frame and identify appropriate research questions and to construct original, clear and well-substantiated arguments.

## A synopsis of the curriculum

Challenging the common centre-margin paradigm at the heart of postcolonial discourse, this broad-ranging and comparative module traces interconnections between modernist and postcolonial ‘literature of the quest’ from different cultural locations and conjunctions. The modernist and postcolonial subjectembarks on odysseys in quest of origin, language and identity. Whilst the modernists’ experimentation with form, reflecting the ever-changing data of modern consciousness, evidences the ‘sickness’ of modernity,postcolonial quest literaturedismantles the binaries and power hierarchies within language as a counteraction to imperialist discourse. Early examples of how the imperialist divide and centre-margin dialectic are handled, will mark the beginning of our exploration of modernist grail quests for an effective medium of communication, existentialist quests in a modern world in crisis, experimental quests into the unknown and poetic quests crossing thresholds of meaning. Primary texts will be read alongside recent critical work from a variety of mythological, philosophical, anthropological and theoretical perspectives.

## 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

13.1 Main Assessment Methods

Critical or creative-critical quest assignment (2,500 words) 30%

Research assignment (3,500 words) 50%

Seminar Participation 20%

* 1. Reassessment methods

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 | 8.5 | 86 | 9.1 | 9.2 | 9.3 | 9.4 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** | **x** | **x** |
| Workshop |  | **x** | **x** |  | **x** |  | **x** | **x** | **x** | **x** |
| Seminars | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Lectures | **x** | **x** |  | **x** | **x** |  | **x** |  | **x** | **x** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8 6 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Critical or creative-critical quest assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |  | **x** | **x** |
| Research assignment | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar participation | **x** | **x** | **x** | **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

The content of this module actively addresses international issues via student presentations, participation and assignment in the following ways:

* It explores themes such as the quest for selfhood, nation, language and place in English modernist texts as well as modernist and postcolonial texts from the West Indies, Canada, Africa, India and Australia.
* It foregrounds questions of language, examines questions of origin and compares the experimentation with literary form in English modernist texts and modernist/postcolonial text from the West Indies, Canada, Africa, India and Australia.

The module examines the experience of cultural displacement and the sense of ‘home’ in English modernist texts and modernist and postcolonial texts from the West Indies, Canada, Africa, India and Australia.

**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 or major/minor revision | Start date of delivery of (revised) version | Section revised(if applicable) | Impacts CLOs |
| --- | --- | --- | --- | --- |
| 09/12/2022 | New | 2023/24 | N/A | No |
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