1. **Title of the module**

ENGL8340 (EN834) – Imagining India

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 broad genealogy and major concerns of British and Indian literary and visual narratives about the Indian subcontinent from the mid-nineteenth to the early twenty-first century

8.2 Understand the contexts, major historical processes, problems and concerns behind changing British and South Asian discourses on race, gender, culture, nation, empire, class and religion in the colonial and postcolonial periods

8.3 Interpret a range of formal and aesthetic approaches to narrating or interrogating postcolonial literary discourses of identity and belonging

8.4 Apply theoretical concepts (such as postcolonialism, feminism, and modernism) to reading and analysis

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**
   1. Demonstrate an ability to apply close reading techniques to a range of literary texts and to make complex comparisons between them
   2. Conduct self-directed research and demonstrate an ability to discuss, evaluate and creatively deploy secondary critical and theoretical perspectives
   3. Construct original, articulate and well-substantiated arguments.
2. **A synopsis of the curriculum**

This course will trace the evolution of the images and perceptions surrounding the idea of India in British and Indian literature from the ‘Mutiny’ of 1857 to the present day. Through a variety of genres, including fiction, film and painting we will explore the ways in which representations of India became important sites of conflict, fantasy and dialogue between Indian and British writers in the late colonial period. We will then go on to consider how these discourses were co-opted, questioned and re-visioned after Independence by successive generations of Indians negotiating the rapidly changing idea of the nation. The course will be centred largely (but not exclusively) on works written in English and will question what it means to translate cultures, languages, and national vocabularies – what is lost and gained in the act of literary appropriation and exchange, and how history is shaped in the process.

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

Any edition of the following:

E M Forster, *A Passage to India*

Sunil Khilnani, *The Idea of India*

Salman Rushdie, *Midnight’s Children*

Arundhati Roy, *The God of Small Things*

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 centred on the history, literatures and cultures of modern South Asia, including its colonial and postcolonial interactions with Britain. It requires students to consider the contested histories of empire, globalisation, nationalism and transnationalism in South Asia, the complex legacies of its interactions with Britain, and the ways in which the South Asian diaspora continue to reshape perceptions of India’s past and present. It therefore contains aspects of internationalisation in all its learning outcomes and interdisciplinary teaching methods, its content and assessment task.

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**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 |