1. KentVision Code and title of the module

ENGL8450 Nineteenth-Century World Literatures

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

Division of Arts and Humanities, School of English

## The level of the module (Level 4, Level 5, Level 6 or Level 7)

Level 7

## 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:

MA Postcolonial Studies;

MA English and American Literature

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

* 1. Demonstrate a sophisticated understanding of key genres, themes and formal strategies through which British and colonial writers responded to the expansion of the British Empire;
	2. Demonstrate a sophisticated and historicised understanding of the ways in which imperialism and colonialism affected discourses on race, class and the nation within Britain and the British Empire;
	3. Engage with current critical debates about the value of critical frameworks such as ‘world system theory’, ‘settler colonial studies’ and ‘postcolonial theory’ for deepening our understanding of nineteenth-century literature as world literature;
	4. Demonstrate knowledge and appreciation of nineteenth-century literature beyond canonical writers, and enhance their skills in analysing a diverse range of genres.

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

* 1. Demonstrate the ability to synthesise complex information with precision and subtlety;
	2. Demonstrate the ability to comprehend, analyse, and interrogate a variety of texts and assess the value of diverse critical approaches and ideas;
	3. Demonstrate the capacity to mount complex arguments lucidly and persuasively in a range of contexts;
	4. Demonstrate the ability to situate their own arguments in relation to complex critical debates, and to articulate the implications of their own intellectual positions;
	5. Demonstrate their capacity to carry out independent research.

## A synopsis of the curriculum

This module will introduce you to a variety of theoretical frameworks for reading nineteenth-century literature as ‘world literature’: that is, the product of global circuits of knowledge and commodity exchange, as well as cross-cultural encounters. We will also look at how marginalised colonial writers such as ex-slaves, Indigenous people and those of mixed heritage sought to make their lives and experiences legible to predominantly white reading publics in a literary marketplace structured by the racial logic of capitalism and imperialism. This necessitates studying a broad array of writings from poetry and novels to sketches and travelogues. This module will also introduce you to a range of scholarly approaches to these texts including those frameworks provided by black feminism, critical indigenous studies, new imperial history and settler colonial studies.

## 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: 280

Contact Hours:20

Total: 300

## Assessment methods

* 1. Main assessment methods

Essay (5,000 words) (100%)

14.2 Reassessment methods

 Like for like

## 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 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminar | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

**Module learning outcomes against assessment methods:**

| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Essay | **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

Both the texts covered and the theoretical frameworks examined encourage students to think beyond the narrowly nationalist parameters that often govern the teaching of nineteenth-century British literature. By reading texts written by colonial people of colour, white settlers and British and Irish writers under the rubric of nineteenth-century literature, this module frames the nineteenth-century as an era of global interconnection and cross-cultural exchange while encouraging students to attend to the uneven power relations behind these intercultural exchanges. By juxtaposing historical texts with historiography and neo-Victorian readings, it also encourages students to reflect on the legacies of these global exchanges in the present as well as the past.

**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 |
| --- | --- | --- | --- | --- |
| 12/12/2022 | Minor | 2023/24 | 1,10 | No |
|  |  |  |  |  |