1. **Title of the module**

ENGL8500 (EN850) – Centres and Edges: Modernist and Postcolonial Quest Literature

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 English and American Literature; MA Postcolonial Studies

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

8.1 Read and respond to the dialogue between modernist and postcolonial writing with particular focus on the theme of ‘the quest’;

8.2 Read the set texts within both modernist and postcolonial contexts, theoretically as well as historically;

8.3 Demonstrate a comprehensive knowledge of the ways in which postcolonial works both react to, critically engage with and complement aspects of modernism;

8.4 Explore themes such as the quest for self, language and place; modernist and postcolonial crises over meaning; questions of origin; experimentation with form; the fragmentation of absolutes; imperialism; national mythologies, rethinking the past; fragmented identities; dislocation, cultural displacement and alienation; exile; the limits between imagination and reality; the limits between the past and the present; the sense of ‘home’;

8.5 Apply and interrogate relevant theoretical, mythological, philosophical and anthropological strategies appropriate to literature of the ‘quest’;

8.6 Demonstrate analytical and presentation skills to express ideas about the relationship between modernist and postcolonial concepts and themes.

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

9.1 Demonstrate an ability to analyse modernist and postcolonial texts critically and make comparisons across a range of reading;

9.2 Demonstrate the skills necessary for participating in group discussions and giving oral presentations;

9.3 Carry out independent research confidently;

9.4 Demonstrate the ability to critically evaluate and creatively deploy philosophical, theoretical and historical perspectives;

9.5 Demonstrate the ability to construct original, innovative and complex arguments.

1. **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. Just as the knights of the Fisher King legend set out to find the Holy Grail, both the modern and postcolonial self embark on individual odysseys in quest of origin, identity and language. Whilst the modernists’ experimentation with form, reflecting the ever-changing data of modern consciousness, evidences the ‘sickness’ of modernity, postcolonial quest literature offers a reaction to a national schizophrenia: quest for self-echoes a quest for a country, a language and a history. Conrad’s *Heart of Darkness* (1902), an early example 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.

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

Modernist Texts:

Conrad, Joseph (2007). *Heart of Darkness.* London: Penguin Classics.

Eliot, T.S., (1969). *‘The Waste Land’*. London: Faber and Faber.

Woolf, Virginia, (2014).*The Waves.* Oxford: Oxford University Press.

Postcolonial Texts:

Gurnah, Abdulrazak (1994). *Paradise*. London: Penguin Books.

Harris, Wilson (1960). *The Palace of the Peacock.* London: Faber and Faber.

Malouf, David (1999). *An Imaginary Life*. London: Vintage Books.

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* | *8.5* | *8.6* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Assignment | **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 content of this module actively addresses international issues via student presentations 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 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.

It examines the reaction to imperialism, the experience of cultural displacement and the sense of ‘home’ in both English modernist texts and modernist and postcolonial texts rom the West Indie, Canada, Africa, India and Australia.

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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 |