1. KentVision Code and title of the module

ENGL8520 Discourses on Empire

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

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

Compulsory to the following courses:

MA Postcolonial Studies;

Optional to the following courses:

MA English Literature

Also available as an elective module

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

* 1. Identify the main concerns of discourses on empire, including justification and critiques of imperialism and colonialism and the theorisation of resistance, liberation and decolonisation struggles.
  2. Understand the role of culture in the expression of struggles and in the articulation of identities
  3. Demonstrate a nuanced understanding of the works of key texts and intellectuals in the field.
  4. Demonstrate an advanced understanding of the historical contexts of discourses on empire.

## 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 diverse range of material.
  2. Conduct self-directed research and demonstrate an ability to discuss, evaluate and creatively deploy critical and theoretical sources of relevance.
  3. Construct original, articulate and well-substantiated arguments.
  4. Identify and evaluate advanced research questions.

## A synopsis of the curriculum

This module examines colonial and post-colonial discourses on empire in a variety of disciplines and locations from across the world. From Bartolomé De Las Casas’s *A Short Account of the Destruction of the Indies* (1542) to Arundhati Roy’s essays on American empire and the War on Terror, this module studies how colonialism and imperialism are represented in theoretical and political writings: how they are justified and challenged; legitimised and overcome. Special attention is given to the period of decolonization and to the globally significant tracts and texts it has generated, including Fanon’s *Wretched of the Earth* (1961). The module also tackles more recent developments in cultural studies and political theory and charts the turn to the study of empire in contemporary academic and public discourse.

## 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: 278

Contact Hours: 22

Total:300

## Assessment methods

13.1 Main assessment methods

## Assignment (5,000 words) – 100%

13.2 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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Private Study** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Seminar** | **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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assignment | **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

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## Campus(es) or centre(s) where module will be delivered

Canterbury

## Internationalisation

This module enables students to explore the impact of colonialism outside of the West and to learn about the trajectories of liberation struggles towards national self-determination. The module focuses on the writings of intellectuals from Africa, the Caribbean, India and Palestine, and as such disseminates and engages in transcultural dialogue.

**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 | 1,7,8-9 | No |
|  |  |  |  |  |