1. **Title of the module**

ENGL8550 (EN855) – Writing of Empire and Settlement

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

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

8.1 Identify the major concerns of late 19th and early 20th-Century narrative of empire, including issues of race, class, gender and sexuality

8.2 Understand the historical and cultural contexts of narratives written during the height and decline of European colonialism

8.3 Understand the significance of how these issues are narrated, thinking about literary forms such as modernism, the gothic, and the postcolonial.

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

9.1 Demonstrate an ability to apply close reading techniques to a range of literary texts and to make complex comparisons between them

9.2 Conduct self-directed research and demonstrate an ability to discuss, evaluate and creatively deploy secondary critical and theoretical perspectives

9.3 Construct original, articulate and well-substantiated arguments.

1. **A synopsis of the curriculum**

The aim of the module is to read selected prose writing in English, which appeared during the period of high imperialism and into the mid-century (approximately 1880s-1940s) and to trace the evolution of particular writings of empire. This will involve a comparative study of writing from different locations of empire. The module will explore representations of relations between the coloniser and the colonised in selected literary texts, and will contextualise the historical and cultural contexts of their production. The texts will be studied as texts in themselves but also as expressions of a particular vision of European self-representation and its conception of the challenge of the colonised.

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

Any edition of:

Blixen, Karen (1937), *Out of Africa*

Lessing, Doris (1950). *The Grass is Singing*

Orwell, George (1934). *Burmese Days*

Rider Haggard, H (1887), *She*

Schreiner, Olive (1883). *The Story of an African Farm*

Waugh, Evelyn (1932). *Black Mischief*

1. **Learning and teaching methods**

Total Contact Hours: 20

Private Study Hours: 280

Total Study Hours: 300

1. **Assessment methods**
   1. Main assessment methods

* Interim written essay (1,000 words) – 20%
* Essay (4,000 words) – 80%
  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)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** |
| Seminar | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |
| Interim written essay (1,000 words) | **x** | **x** | **x** | **x** | **x** | **x** |
| Essay | **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 enables students to explore the impact of colonialism upon British culture and society and throughout the non-Western world. Students will examine narratives by Europeans who lived in Africa and Asia during the rise and fall of European colonialism and interrogate what this imperial history now means for us all in our postcolonial, increasingly globalised world. The module focuses on settlers who sought to fashion a home and sense of belonging in colonised regions, as well as writers who narrated the colonial encounter as one of geographical, cultural and/or moral exploration. As such it encourages students to examine and re-visit their own locatedness and their relationship both to the history of colonialism and to post-colonial regions of the globe.

**FACULTIES SUPPORT OFFICE USE ONLY**

**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) |
| 26/11/19 | Minor | Sep 2020 | 7, 13, 14 | No |
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| Revised FSO Feb 2020 |