1. **Title of the module**

Body and Place in the Postcolonial Text (ENGL8570)

1. **Division or partner institution which will be responsible for management of the module**

Arts and Humanities (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 (15 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Spring

1. **Prerequisite and co-requisite modules**

None

1. **The course(s) 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 Demonstrate a comprehensive and conceptual understanding of knowledge on, and a critical awareness on new insights of ‘body and place’ as a key concept in postcolonial texts;

8.2 Demonstrate a comprehensive understanding of colonial and postcolonial contexts with critical awareness and application inclusive of theoretical, historical, political, cultural and geographical approaches;

8.3 Compare and analyse the ways in which body and place is read, written and constructed in a broad range of prose, poetry and film;

8.4 Explore the ways in which body and place are connected to broader questions of postcolonial identity and culture

8.5 Explore core concepts and themes such as multiple-mutable identities; experimentation with form and style; dislocation, displacement; diaspora, refugee, asylum seeker, exile; globalisation; migration, movement and borders; imaginative geography; trauma and mental health; nations and nationalism; literature, arts and activism;

8.6 Apply and interrogate relevant methodologies, including theoretical, (such as postcolonialism, spatiology, Marxism, feminism, ecocriticism), mythological and philosophical strategies appropriate to understanding postcolonial texts;

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

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

9.2 Demonstrate critical and argumentative skills necessary for participating in seminar discussions and giving oral presentations;

9.3 Demonstrate the skills to carry out independent research during presentations and essays;

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

9:5 Demonstrate the ability to construct original, innovative and complex arguments;

9:6 Demonstrate the ability to conduct interdisciplinary research by evaluating material from different sources;

1. **A synopsis of the curriculum**

This module involves a materialist analysis of the dynamics of colonialism, anticolonialism and postcolonialism. It explores places and people shaped by key modern historic processes, such as colonial conquest, dispossession, decolonization, postcolonial independence, partition, and migration. The module also examines connections between war, exclusion, territory and freedom, and it ruminates on processes of contradiction and negotiation, convergence and discord, clash and reconciliation in relation to political and personal conflict.

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

Waad Al-Kateab & Edward Watts, For Sama Sinan Antoon, The Corpse Washer Behrouz Boochani, No Friend but the Mountains: The True Story of an Illegally Imprisoned Refugee
Emile Habiby, The Secret Life of Saeed the Pessoptimist Stephanos Stephanides, The Wind Under My Lips Samar Yazbek, Planet of Clay Street Art and Graffiti from the East Mediteranean

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%

13.2 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 | 8.4 | 8.5 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 | 96 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| **Private Study** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **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 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

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

The content of this module explores the impact colonialism and occupation has had on places and bodies across the global, concentrating on a diverse range of texts produced by writers, poets and filmmakers from colonised regions, such as Middle East, West Indies, Africa, India and Australia. The module enables students to explore place, displacement and body within a local, national and global context, whilst offering a cross-cultural and transnational understanding.

**DIVISIONAL USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
|  |  |  |  |  |
|  |  |  |  |  |