



ACADEMIC SERVICES

MODULE SPECIFICATION

| Part 1: Basic Data | | | | | |
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| Module Title | Writing and Empire | | | | |
| Module Code | UPGP34-30-2 | Level | 2 | Version | 1 |
| UWE Credit Rating | 30 | ECTS Credit Rating | 15 | WBL module? | No |
| Owning Faculty | ACE | Field | English | | |
| Department | Arts and Cultural Industries | Module Type | Standard | | |
| Contributes towards | BA (Hons) Literature and Film Studies | | | | |
| Pre-requisites | UPGN44-30-1 Introduction to Literary Scholarship | Co- requisites | None | | |
| Excluded Combinations | None | Module Entry requirements | N/A | | |
| First CAP Approval Date | June 2015 | Valid from | September 2015 | | |
| Revision CAP Approval Date | | Valid from | | | |

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| Review Date | June 2021 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> • Show familiarity with selected writing from around the world (components A and B) • Demonstrate understanding of the relationship between writing and empire (components A and B) • Understand key concepts in post-colonial writing (components A and B) • Present critical ideas orally in a clear manner, utilising appropriate presentation software (component A) • Select, close read and critically introduce texts related by theme, subject or attitude to colonialism (component B) • Write critical arguments clearly and accurately (component B) • Demonstrate research, and reference sources correctly (component B) • |
| Syllabus Outline | <p>The module introduces students to the complex and varied relationship between writing and empire by studying a range of forms (e.g., fiction, poetry, drama, travel writing) spanning a period of approximately four centuries and by exploring the critical positions broadly encompassed under the label 'post-colonial theory'. The variety of texts allows students to become familiar with writings by the colonisers and the formerly colonised. These aim to illustrate how the experience of empire is textualised in colonial and post-colonial writing. Discursive oppression, the limitations of colonial language, dialogue between texts, responses to colonialism, re-writings of canonical texts, open rejection and contesting of colonial discourse are all explored in the course</p> |

| | <p>of the module.</p> <p>In the first semester, students will study examples of colonial writing, thus becoming familiar with the key features of colonial discourse. In the second semester, the texts studied will be more recent and include a number of post-colonial texts. These will allow students to engage with and understand a range of literary and critical responses to the experience of empire.</p> | | | | | | | | | | | | | | | | | | | | |
|--|--|--|-----------------------|-----------------|--|--|--|--|--|--|----|-----------------------|---|-------------------------|-----------------------|-----------------|-----|----|-----|---|-----|
| <p>Contact Hours</p> | <p>There will be 72 hours of contact time over the course of the module. Teaching will take place in rooms designed for interactive activities including group work.</p> | | | | | | | | | | | | | | | | | | | | |
| <p>Teaching and Learning Methods</p> | <p>Scheduled learning The module's contact model consists of three hours of classroom activities most appropriate to the materials in each week. Students will also have dedicated feedback and feed-forward sessions with their tutors at specific times during the academic year to support successful completion of assessments.</p> <p>Independent learning This is closely guided by a clear syllabus outline in the module handbook and weekly preparation questions on Blackboard. The required preparation may include close reading, conceptual questions, engagement with critical materials and bibliographical research, and will contribute towards preparation for assessment.</p> | | | | | | | | | | | | | | | | | | | | |
| <p>Key Information Sets Information</p> | <p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.</p> <table border="1" data-bbox="459 1144 1370 1527"> <thead> <tr> <th colspan="5">Key Information Set - Module data</th> </tr> </thead> <tbody> <tr> <td colspan="4"><i>Number of credits for this module</i></td> <td style="border: 2px solid black; text-align: center;">30</td> </tr> <tr> <th>Hours to be allocated</th> <th>Scheduled learning and teaching study hours</th> <th>Independent study hours</th> <th>Placement study hours</th> <th>Allocated Hours</th> </tr> <tr> <td style="text-align: center;">300</td> <td style="text-align: center;">72</td> <td style="text-align: center;">228</td> <td style="text-align: center;">0</td> <td style="text-align: center;">300</td> </tr> </tbody> </table> <p>The table below indicates as a percentage the total assessment of the module which constitutes a -</p> <p>Written Exam: Unseen written exam, open book written exam, In-class test Coursework: Written assignment or essay, report, dissertation, portfolio, project Practical Exam: Oral Assessment and/or presentation, practical skills assessment, practical exam</p> <p>Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:</p> | Key Information Set - Module data | | | | | <i>Number of credits for this module</i> | | | | 30 | Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | 300 | 72 | 228 | 0 | 300 |
| Key Information Set - Module data | | | | | | | | | | | | | | | | | | | | | |
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| Hours to be allocated | Scheduled learning and teaching study hours | Independent study hours | Placement study hours | Allocated Hours | | | | | | | | | | | | | | | | | |
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| Practical exam assessment percentage | | 30% | | | | | | | | | | | | | | | | | | | |
| | | | 100% | | | | | | | | | | | | | | | | | | |
| Reading Strategy | <p>The course will draw upon a range of primary texts both literary and non-literary, related to empire. As there is no single anthology available, some of the texts will be provided in a module reader. Students will be asked to buy a very small number of the longer texts. These will be the object of intensive work and it is essential that students own a copy for consistent reference and annotation and for use in assignments. A weekly guide advertising the texts to be read and prepared for study will be published in the module handbook and will be supplemented by seminar questions on Blackboard to be used as preparation for each session.</p> <p>There is no single textbook available for the critical analysis of these materials, therefore some materials will be provided to students in either print or electronic format.</p> | | | | | | | | | | | | | | | | | | | | |
| Indicative Reading List | <p>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. <i>Current</i> advice on additional reading will be available via the module guide or Blackboard pages.</p> <p>Boehmer, E. (1995) <i>Colonial and Postcolonial Literature</i>. Oxford: Oxford University Press.</p> <p>Loomba, A. (1998) <i>Colonialism/Postcolonialism</i>. London: Routledge.</p> <p>McLeod, J. (2010) <i>Beginning Postcolonialism</i>. 2nd ed. Manchester: Manchester University Press.</p> <p>Said, E. (2003) <i>Orientalism</i>. 3rd ed. London: Penguin.</p> | | | | | | | | | | | | | | | | | | | | |

Part 3: Assessment

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| Assessment Strategy | <p>Component A enables students to demonstrate that they have understood the key critical and theoretical framework of the module and can apply it to a literary text from those studied. The presentation further enhances real-world skills of communication, use of visual aids and confident handling of presentation software.</p> <p>Component B allows students to demonstrate their understanding of the module's themes, topics and concepts; the breadth of their reading as they select texts to include in the anthology beyond those studied in class; and their familiarity with the academic and scholarly conventions of anthologising, annotating and introducing a selection of texts. The component builds on and further refines skills at close reading acquired by students in the course of their first year of study on the award.</p> <p>The Assessment:</p> <p>Component A: Individual presentation (10 minutes). Students will use a short critical extract as a prompt to discuss one of the literary texts on the module.</p> <p>Component B: Anthology of literary texts (3000 words). Students will compile an anthology on a particular theme or topic from the module. The anthology will consist of a critical introduction and rationale, annotations and 1 close reading. (The items in the</p> |
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| | anthology will include 2 extracts from texts studied on the module and 3-4 from the students' independent reading. They are not included in the word count.) |
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| Identify final assessment component and element | Component B, element 1 | |
| % weighting between components A and B (Standard modules only) | A: | B: |
| | 30% | 70% |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting | |
| 1. Individual presentation (10 minutes) | 100% | |
| Component B Description of each element | Element weighting | |
| 1. Anthology of literary texts (3000 words) | 100% | |
| Resit (further attendance at taught classes is not required) | | |
| Component A (controlled conditions) Description of each element | Element weighting | |
| 1. Individual presentation (10 minutes) | 100% | |
| Component B Description of each element | Element weighting | |
| 1. Anthology of literary texts (3000 words) | 100% | |
| <p>If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.</p> | | |