



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Cross-currents - Modernity, Literature and Colonialism				
Module Code	UPGPPS-30-3	Level	3	Version	1
Owning Faculty	ACE	Field	English		
Contributes towards	BA Hons English, BA Hons English and Journalism, BA Hons English and English Language, BA Hons English and Drama, BA Hons English and Philosophy, BA Hons English and History				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	UPGPPH-30-2 Forms of Reading/Reading Forms	Co- requisites			
Excluded Combinations	None	Module Entry requirements			
Valid From	September 2013	Valid to	September 2019		

CAP Approval Date	26/03/2013
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of the representation of and engagement with the themes of slavery, race, colonialism, imperialism place and space within the selected module texts. (Components A and B) 2. Produce readings of texts related to the core themes of the module that reflect the complexity of intertextuality and that highlight the relationship between period and themes. (Components A and B) 3. Demonstrate a critical understanding of the relationship between textual and literary form and theme. (Components A and B) 4. Articulate and interrogate the core theoretical contexts and debates within which the texts may be situated. (Components A and B) 5. Undertake independent research across a variety of library resources, including electronic databases to locate relevant co-texts. (Components A and B) 6. Present and synthesise arguments and readings, in writing and in oral presentation. (Components A and B)

Syllabus Outline	<p>By focusing on selected texts produced within the black Atlantic, and in the spirit of enquiry, this module offers an opportunity to explore ways of reading and responding to texts that are yoked together from the early modern period to the twentieth and twenty-first centuries. Considering the ways in which texts, over time, respond to, rewrite or amplify each other, the module encourages an intertextual focus that places the literary text within the context of other works and other times. Such a reading practice encourages the situation of texts within networks of debates and strategies of representation that highlight the persistent importance of crucial themes, such as slavery, race and space. This comparative reading practice enables a long view of literary history, appropriate to a level 3 module, and encourages contextual specificity in order to understand the role that specific texts have to play in intervening in debates to do with human equality, identity and freedom.</p> <p>The module will be organised by devoting 4-6 weeks to a package of texts that relate to each other and so there will be 4-6 thematic blocks. An example of how the module may run on a given year is provided. (This is a model and is subject to variation as the selection of current and relevant texts demands).</p> <p>Weeks 1-4: Slavery and Rewriting. This block traces the persistence of stories about slavery from early modern travel writing, through to eighteenth-century magazine culture, and poetry to twentieth-century Caribbean poetry novels. Relevant postcolonial theory will be introduced.</p> <p>Weeks 5-8: The Slave Trade and intertextuality. This block considers the relationships between extracts from eighteenth-century slave traders' journals and letters, pro and anti-slave trade poetry and twentieth-century black British writing. Theoretical perspectives are further developed.</p> <p>Weeks 9-12: Imperialism and Gender. This block considers the representation of racially 'othered' women in eighteenth and nineteenth-century fiction and the re-writing of these identities in contemporary works. Theoretical perspectives are further developed.</p> <p>Weeks 13-16: Slavery, tourism and the nation. This block considers the ways in which current representations of nation in literary texts draw on and relate to texts on slavery and race in the eighteenth and nineteenth centuries. Theoretical perspectives are further developed.</p> <p>Weeks 17-20: Slavery, Gender and Intertextuality. This block looks at the ways in which slave narratives influence nineteenth-century exploration literature and, consequently, twentieth-century novels that highlight the persistence of versions of the enslavement of women in various contexts, both real and imagined. Theoretical perspectives are further developed.</p> <p>Weeks 20-24: Contesting paradigms. This block selects texts that offer particular challenges to the theoretical and critical paradigms and debates surrounding the core themes of slavery, race and space. Theoretical perspectives are further developed.</p>
Contact Hours	<ul style="list-style-type: none"> 72 hours contact time: 3 per week over 24 weeks of teaching. The sessions will be delivered as 1x weekly Lecture, 1x weekly seminar, 12-16 weeks of online sessions and 8-12 library sessions mixed with tutorials.
Teaching and Learning Methods	<p>Every week students will receive a standard lecture from academics that requires them to be prepared, take notes and to participate in interactive segments. Within lectures, students may be asked to undertake tasks, to work with peers and to ask questions or make observations.</p> <p>Weekly seminars will give students opportunities to bring their findings to a small group for discussion and analysis. Close reading of primary and secondary texts will be core to seminar practice. Seminars aim to be student-led and will include a variety of activities such as group work, quizzes, brief presentations and feedback from</p>

students.

Online sessions are an opportunity for virtual learning guided by an academic and will include a variety of activities such as brief lectures, website virtual tours, questions and answers, blogging, quizzes and database searches. They will enable the examination of multi-media texts including visual culture and web-based artefacts.

Tutorials will enable one-to-one learning, as specified by the QAA, in parallel with organised group work.

The module involves students in an average of 9.5 hours of independent study per week, consisting of reading primary and secondary texts; preparation for seminar and workshop presentations; research; preparation and completion of assignments.

Key Information Sets

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.

<u>Key Information Set - Module data</u>				
<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	00	300

The table below indicates as a percentage the total assessment of the module which constitutes a -

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

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:

Total assessment of the module:	
Written exam assessment percentage	0%
Coursework assessment percentage	75%
Practical exam assessment percentage	25%
	100%

Reading Strategy

The texts that students will need to buy and read for this module will be provided by the list of primary material given in the module handbook. The secondary bibliography provided in the handbook is an extensive list of books, journals and electronic databases, available in the library and relevant to this course that students will be expected to browse and from which they will select items for research. Digitised material will be made available on Blackboard and will normally comprise essential reading. In addition to these bibliographies, students will be expected to read widely

	using the library catalogue, a variety of bibliographic and full text databases, especially <i>EEBO and ECCO</i> and Internet resources. Guidance to key authors, journal titles and important databases will be given in the module handbook, in seminars and in lectures, as well as on UWE online. It is expected that assignment bibliographies and reference lists will reflect the reading carried out.
Indicative Reading List	<p><i>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. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>Primary texts:</p> <p>Brontë, C. (1847/2008) <i>Jane Eyre</i>. Oxford. Oxford University Press. Rhys, J. (1966/2000) <i>Wide Sargasso Sea</i>. Penguin: Hammonds Worth; Utrecht Printed. Gilroy, B. (1996) <i>Inle and Yarico</i>. Leeds: Peepal Tree Press. Ligon, R. (1657) <i>A True and Exact History of the Island of Barbadoes</i>. London: Humphrey Moseley.</p> <p>Secondary texts:</p> <p>Bhabha, H. (1994) <i>The Location of Culture</i>. London: Routledge. Gilroy, P. (2000) <i>Between Camps: Race, Identity and Nationalism at the End of the Colour Line</i>. Harmondsworth: Penguin. Gilroy, P. (1993) <i>The Black Atlantic: Modernity and Double Consciousness</i>. London: Routledge. Spivak, G. (1999) <i>A Critique of Postcolonial Reason</i>. Cambridge and London: Harvard University Press.</p>

Part 3: Assessment

Assessment Strategy	<p>Component A:</p> <p>1. Oral Presentation: this will enable students to put together a formal presentation on their portfolio for their peers and to offer their individual insights into the relationship between the primary texts and theoretical contexts.</p> <p>Opportunities for formative assessment will occur weekly in seminars when students will be asked to contribute to class discussion. Feedback will be given on individuals' participation and the level of their contributions.</p> <p>Component B:</p> <p>1. Close reading essay: this will enable students to demonstrate their ability to analyse, at a sophisticated level, the interaction between theme, context and textual form. This offers opportunities for original insight in the form of responses to poetic and literary devices.</p> <p>2. Portfolio: this will enable a degree of flexibility as students will be given a range of types of writing from which to choose to demonstrate learning outcomes. Theoretical engagement, creative thinking, intertextual synthesis and the ability to research independently will all be assessed in this portfolio.</p>
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Identify final assessment component and element	
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% weighting between components A and B (Standard modules only)		A:	B:
		25	75
First Sit			
Component A (controlled conditions) Description of each element		Element weighting <i>(as % of component)</i>	
1. Oral Presentation (10 minutes)		100	
Component B Description of each element		Element weighting <i>(as % of component)</i>	
1. Close Reading Essay (1,500 words)		25	
2. Portfolio (3,500 words)		75	

Resit (further attendance at taught classes is not required)			
Component A (controlled conditions) Description of each element		Element weighting <i>(as % of component)</i>	
1. Seen Exam (1 hour)		100	
Component B Description of each element		Element weighting <i>(as % of component)</i>	
1. Close Reading Essay (1,500 words)		25	
2. Portfolio (3,500 words)		75	
<p>If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.</p>			