*Postcolonial Writing*

| Section A: Headline Information | |
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| **Module title** | Postcolonial Writing |
| **Module NFQ level (only if an NFQ level can be demonstrated)** | 8 |
| **Module number/reference** | TBC |
| **Module Co-ordinator** | Dr. Eoghan Smith |
| **Parent programme(s)** | BA (Honours) in Arts and Humanities |
| **Stage of parent programme** | 4 |
| **Semester (semester1/semester2 if applicable)** | 2 |
| **Module credit units (FET/HET/ECTS)** | ECTS |
| **Module credit number of units** | 5 |
| **List the teaching and learning modes** | Lectures |
| **Entry requirements (statement of knowledge, skill and competence)** | Successful completion of Stage 3 of the programme or equivalent is required. |
| **Pre-requisite module titles** | N/A |
| **Co-requisite module titles** | N/A |
| **Is this a capstone module? (Yes or No)** | No |
| **Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)** | Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in English. |
| **Maximum number of learners per module** | 60 |
| **Duration of the module** | 1 Semester |
| **Average (over the duration of the module) of the contact hours per week (see * below)** | 2 |
| **Module-specific physical resources and support required per centre (or instance of the module)** | Lecture Hall; Small Groupwork Room |
| Analysis of required learning effort | |
| *Effort while in contact with staff | |

| Classroom and demon-strations | | Mentoring and small-group tutoring | | Other (specify) | | Directed e-learning (hours) | Independent learning (hours) | Other hours (specify) | Work-based learning hours of learning effort | Total effort (hours) |
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| Hours | Minimum ratio teacher/learner | Hours | Minimum ratio teacher/learner | Hours | Minimum ratio teacher/learner | | | | | |
| 24 | 1:10 | | | | | | 101: Directed reading for seminars: 41 hours approx.<br><br>Self-directed reading: 40 hours<br><br>Essay prep and writing: 20 | | | 125 hours |

| Allocation of marks (within the module) | | | | | | |
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| | Continuous assessment | Supervised project | Proctored practical examination | Proctored written examination | Total | |
| Percentage contribution | 40% | | | 60% | **100%** | |

## Section B: Module Descriptor

| Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs | This module is designed to expand the global dimension of the English stream through works of literature in English from postcolonial societies and cultures.<br><br>The module introduces learners to key postcolonial authors and theorists of literature. |
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| Module Aims and Objectives | This module has two principle aims: (1) to allow learners to read key texts from Africa, the Caribbean and South-east Asia and (2) to equip learners with critical skills and advanced knowledge and understanding of theory pertinent to postcolonial writing.<br><br>Learners are encouraged to think about questions of identity, race and culture, the construction of gender in a colonial context, and the relationship between literature/cultural production and empire. A key objective of the module is to enable learners to become adept at handling key terms and concepts of postcolonial writing and theory. This is achieved by learners researching and presenting on key concepts and contributing their research to a class glossary. |

| Minimum Module Learning Outcomes | On successful completion of this module, learners should be able to:<br><br>1. Critically analyse key texts and issues surrounding literature and colonization (MIPLO 1, 2, 4).<br>2. Explain clearly and effectively employ terms in the lexicon of postcolonial theory in the elucidation of postcolonial writing. (MIPLO 1, 4).<br>3. Provide critiques of postcolonial writing and/or theory in both oral and written form. (MIPLO 3, 8) |
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| **Information Provided to Learners about the Module** | College Prospectus specifies module name, stage and ECTS.<br><br>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.<br><br>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.<br><br>Diploma Supplement contains module name, code, stage and ECTS. |
| **Module Content, Organisation and Structure** | The module covers a range of authors and texts, and varies from year to year. The module, however, will be structured primarily by geographical location; learners will read works of literature in specific historical and cultural contexts. The module is structured in the following way:<br><br>(1) Theory: four initial classes will be devoted to postcolonial theory, with an emphasis on Frantz Fanon and Edward Said.<br>(2) Writing: the remaining eight classes will involve reading works of literature alongside other postcolonial theories and theorists. The module will typically include entire works or selections or poetry and prose from the following authors:<br><br>• Introduction to postcolonial writing and theory<br>• Theories of Postcolonialism/Frantz Fanon/ Edward Said, *Orientalism*<br>• African Writing: Chinua Achebe /J.M. Coetzee<br>• Caribbean Writing: Derek Walcott / Jean Rhys<br>• Southeast Asia: Salman Rushdie / Arundhati Roy |
| **Module Teaching and Learning Strategy** | The module is taught as a seminar, led by the module co-ordinator who provides key contextual and background information. Learners are expected to read texts in advance and have a large input into their own learning.<br><br>Seminars include close reading of selected passages, discussion and analysis interactive presentations and in-class guided activities. Learners will be obliged to engage meaningfully and to contribute vocally where appropriate as well as make one presentation during the term. Various different forms of media will be employed to vary the learning experience, such as PowerPoint, audio and visual clips (film and documentary) and Moodle.<br><br>A key teaching strategy is that learners make at least one presentation on a key concept in postcolonial theory. This strategy deepens knowledge and understanding, |

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| | and utilises interpretive, digital, oral and research competencies learned on the programme, and helps to contribute to overall collective learning. |
| **Work-Based Learning and Practice-Placement** | N/A |
| **E-Learning** | Moodle used for teaching resources and for learners to upload and share, PowerPoint, presentations and videos. |
| **Specifications for Module Staffing Requirements** | Staff:Learner ratio is typical of the overall programme approach with a maximum of 60 learners<br><br>Staffing requirements: 1 lecturer with teaching and/or research competence in the relevant area.<br><br>However, as a cross-programme module, additional staff will be required where the maximum number of learners exceed the resources available. |
| **Module Summative and Formative Assessment Strategy** | Assessment of this module is by contribution to seminar in-class presentation (40%) and exam (60%).<br><br>**Continuous Assessment** (formative and summative): 40% (MIMLOs 2, 3)<br><br>Learners research a key concept in postcolonial theory/writing and present on that concept to the class. A condensed explanation of the concept (less than one hundred words) is placed in the online glossary for other learners to access (the module co-ordinator must approve all entries to the glossary and check for accuracy)<br><br>**Exam** (Summative): 60% (MIMLOs 1, 2, 3)<br>Learners answer two questions in a two-hour exam. |
| **Sample Assessment Materials** | **In-class presentation**<br>Example of learner presentation might be on:<br><br>Orientalism; Hybridity; Eurocentricism; Colonialism; Imperialism; Hegemony; Subaltern; Mimicry<br><br>**Sample exam questions:**<br>1. Edward Said made an immense contribution to postcolonial studies. Firstly, concentrating on two or three key ideas, explain why Edward Said's *Orientalism* was an important book in the field of post-colonial theory and how his theory applies to literary texts. Secondly, assess what you think the strengths and limitations of Said's theory are.<br>2. Language, history, and place are indispensable to the formation of identity in postcolonial cultures. Explore the utilization of one or more of these elements in the work of at least one writer on your course and highlight any difficulties you see in the negotiation of these elements.<br>*3.* Postcolonial literature often engages with older colonial discourses or European texts by re-writing them. Firstly, explore how at least one text on your course is an attempt to 'write back', and secondly, say what you think the potentialities and limitations of this strategy are.<br>4. The politics of representation is a central concern in postcolonial studies. With reference to specific examples, consider the representation of race or |

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| | gender or both in at least one text on your course and state to what extent you think the text(s) you have examined contest or reinforce racial or gender stereotypes. |
| **Reading Lists and Other Information Resources** | **Essential Reading:**<br>Chinua Achebe, *Things Fall Apart* (1958)<br><br>Franz Fanon, Selected writings<br><br>Derek Walcott, *The Schooner Flight* (1979)<br><br>Arundhati Roy, *The God of Small Things* (1997)<br><br>Edward Said, *Orientalism* (1978)<br><br>**Other Reading:**<br>Ashcroft, Bill, *Post-colonial Transformation* (London: Routledge, 2001)<br><br>Boehmer, Elleke, *Colonial and Postcolonial Literature* (Oxford: Oxford University Press, 2005)<br><br>Lazarus, Neil, ed., *Cambridge Companion to Postcolonial Studies* (Cambridge: Cambridge University Press, 2004)<br><br>Loomba, Ania, *Colonialism-Postcolonialism* (New York: Routledge, 1998)<br><br>McClintock, Anne, *Imperial Leather: Race, Gender and Sexuality in the Colonial Context* (New York: Routledge, 1995) |
| **Module Physical Resource Requirements** | Large lecture hall.<br>Small room suitable for group work<br>Moodle VLE<br>Library resources |