

## Liverpool John Moores University

Title: Empire and After: Colonial and Postcolonial Literature  
Status: Definitive  
Code: **5046ENGLIS** (119663)  
Version Start Date: 01-08-2016

Owning School/Faculty: Humanities and Social Science  
Teaching School/Faculty: Humanities and Social Science

Team	Leader
Gerry Smyth	Y
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**Academic Level:** FHEQ5  
**Credit Value:** 24  
**Total Delivered Hours:** 68  
**Total Learning Hours:** 240  
**Private Study:** 172

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	22
Seminar	44
Tutorial	2

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	ESSAY	2000 word essay: critical analysis part 1	40	
Essay	ESSAY	2000 word essay: comparative analysis on both parts (choosing 2 texts for comparison)	40	
Essay	ESSAY	1500 word essay: critical analysis	20	

### Aims

1. To introduce students to various novels of empire from the late nineteenth and

*early twentieth century; and to their postcolonial counterparts from a range of genres, nations and periods*

*2. To familiarise students with the geo-political, historical and ideological contexts behind such texts, ordered around the themes of evolution, imperialism, gender, space, resistance, sexuality and shame*

*3. To introduce some of the key theoretical discourses and works through which the literary study of these texts and contexts might be conducted.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Recognise a range of colonial and postcolonial writings and identify key themes and trends in such writing, through textual analysis
- 2 Demonstrate awareness of the geo-political, historical and ideological contexts informing both novels of empire and postcolonial fiction
- 3 Exercise judgement with regard to a range of theoretical and critical writings on the subject of postcolonial studies, including being able to evaluate the key ideas and preoccupations that have shaped the field

## **Learning Outcomes of Assessments**

The assessment item list is assessed via the learning outcomes listed:

2000 Words Essay	1
2000 Words Essay	2
1500 Words Essay	3

## **Outline Syllabus**

- *Introduction: Novels of Adventure and Empire*
- *R. L. Stevenson, Treasure Island (1883)*
- *Darwin and Imperialism*
- *H. Rider Haggard, King Solomon's Mines (1885)*
- *Gender, Adventure and Imperialism*
- *H. G. Wells, The Island of Dr. Moreau (1896)*
- *Joseph Conrad, Heart of Darkness (1899)*
- *Mapping and Travelling*
- *Arthur Conan Doyle, The Lost World (1912)*
- *John Buchan, Greenmantle (1916)*
- *Introduction: What is Postcolonial Studies?*
- *Chinua Achebe, Things Fall Apart (1958)*
- *Franz Fanon, Black Skin, White Masks (1967)*
- *Salman Rushdie, Midnight's Children (1981)*
- *Workshop: Gender and Sexuality*

- *Tstiti Dangarembga, Nervous Conditions (1988)*
- *J.M. Coetzee, Disgrace (1999)*
- *Shyam Selvadurai, Funny Boy (1994)*
- *Workshop: Issues in Postcolonial Studies*
- *J. M. Coetzee, Disgrace (1999)*
- *Short Stories by Jhumpa Lahiri*
- *Junot Diaz, The Brief Wondrous Life of Oscar Wao (2007)*
- *Conclusions*

## Learning Activities

Lectures; seminars; group work; independent study.

## Notes

By the late Victorian period, Britain was the foremost imperial power in the world, and this had a number of profound effects on contemporary British culture. The first half of this module focuses on six colonial-era novels in which a range of issues related to British imperialism are addressed. Stories about adventure in far-flung corners of the empire, stories about what 'English' men were capable of, stories about the relationship between races at supposedly different points on the evolutionary ladder - these and other issues filtered into the 'artistic' and the popular imagination. Some of the issues to be considered here include the role of map-making and overseas travel, the impact of Darwinism and evolutionary theory, and the relationship between imperialism and gender. The second half of the module introduces some of the key critical texts that contribute to the vibrant and often contentious field of postcolonial studies, and uses these ideas and concepts to explore selected twentieth century literary and filmic texts from around the world. At the heart of the module is an interrogation of the way in which colonialism has shaped cultural identities and continues to inspire critique and response from artists, critics and writers. Students are introduced to novels, poetry, film and essays from Africa, the Caribbean, India and Britain, from the 1950s to the present, and encouraged to examine the politics of power, exclusion, language, representation and location with which postcoloniality is concerned. Throughout the module we consider the value, and potential problems, of locating such disparate texts within a common theoretical framework. We address the themes of resistance, gender and sexuality and shame.