**Fanthorpe Society Lecture**

**Teacher Questionnaire**

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| 1. What did you find useful about the lecture? | I found so many aspects of this lecture useful! The introductions to key concepts were incredibly clear and will have helped to introduce new concepts to our GCSE students and reinforce existing understanding for our A level/IBac students.  The most useful aspect was the introduction to the key concepts of post-colonialism and the concept that a Modernist tradition was at work in Schreiner and Plaatje’s work before it appeared in European Modernism. My HOD and I are considering how we might use Plaatje’s work in our Comparative A Level coursework next year as a result of this suggestion. |
| 2. What would you change about the lecture (content/delivery)? | In that we only had one 1 hour and 15 minute session, no, I think it was perfect.  If we had been able to discuss the key concepts and Schreiner in one lecture and then Plaatje and Afrofeminism in a second lecture I think this would have been even better as the ideas were so thought provoking that additional thinking time for the audience would have been welcome.  (I wouldn’t change the content at all). |
| 3. Did the lecture change the way you think about a particular topic or issue? Can you give an example? | Yes, several,  It reminded me of time/clocks as a key modernist image and made me re-question how far this image might be linked to capitalism (or a rejection of capitalist ideals in favour of the natural world/ the pastoral) in T.S. Eliot’s *The Four Quartets*.  It made me wonder if we could trace the image of time back into Chartist poetry and maybe even Blake and Milton, and if we could, how it might have been used differently pre-modernism.  What the above (no doubt totally unexpected outcomes) demonstrate is that it introduced South African Literature to me in a way that I can weave into (and use to question) my existing understanding of Literary threads and traditions. I accept the suggestion that these writers were Modernists and that our current canonical view of Modernism as a European (largely white) movement is limited and reductive. I’d be interested in thinking more about how Plaatje and Schreiner form part of a continuous Literary tradition, with wider geographical boundaries than I had previously considered.  The argument that Schreiner and Plaatje are Modernist writers gave me a way to teach South-African Literature in a meaningful way in my A level classroom. I would like to teach Plaatje’s novel as a modernist text that we can compare with a 21st century text for coursework next year. …I’ll need to think about how to find the right 21st century text as the OCR rubric requires that one novel, one play and one poetry collection are studied across two pieces of coursework and that in the comparative piece, one text is from the 20th and one from the 21st century (I think this might rule Schreiner out?) So I now need a suitable 21st Century poetry collection or play! |
| 4. Did the lecture change the way your students think about a particular topic or issue? Can you give an example? | I’ve not yet had chance to speak to my students in detail and I won’t see them until January, as it is the end of term. However, I could see from the way that my GCSE student questioned the representation of women in ‘Macbeth’ in light of the repression of the publication of a strong African woman in *Mhudi*, that they were making far reaching connections as a result of the lecture. Two students immediately re-considered the limited identities and cultures that are represented in the Literature that currently dominates our curriculum. |
| 5. Is there any other information you would like to provide? | I don’t think so, thank you |
| 6. Would it be ok to contact you again in 4-12 weeks’ time to return the students’ postcards with short student questionnaires? | Of course! |

**\*\*Please send completed questionnaires to southafricanmodernism@salford.ac.uk\*\***

Please tick this box if **you are** happy for your answers to be used for public research purposes (for example in research journal articles, published on an academic blog, or used to evidence impact and reach of research in university and public reports). All quotes will be anonymised.