Universidad de Alcalá

LITERATURA POSTCOLONIAL POSTCOLONIAL LITERATURES

Grado en Estudios Ingleses
Universidad de Alcalá
Grado en Lenguas Modernas y Traducción

Curso Académico 2018/2019

Curso 3º- 4º– Cuatrimestre 1º

GUÍA DOCENTE

Nombre de la asignatura:	Literatura Postcolonial – Postcolonial Literatures
Código:	**251041**
Titulación en la que se imparte:	**Grado en Estudios Ingleses**
Departamento y Área de Conocimiento:	Departamento de Filología Moderna Área de Filología Inglesa
Carácter:	**Optativa**
Créditos ECTS:	**8**
Curso y cuatrimestre:	**3º - 4º curso / 1er cuatrimestre**
Profesorado:	José Santiago Fernández Vázquez
Horario de Tutoría:	**Por determinar**
Idioma en el que se imparte:	Inglés

1. MODULE DESCRIPTION

This course is designed as a general introduction to postcolonial literatures in English. The emphasis will be on reading contemporary literary works from Africa, South and South-East Asia, and the West Indies within the theoretical, historical, cultural and political context of British colonialism and (post)colonial resistance. Students will also get familiar with theories of colonial discourse and will be invited to draw comparisons among different colonial empires, as they are portrayed in postcolonial fiction.

Prerequisites:

Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired a level C1 in all four skills at the end of their 4th year. Students in their 3rd year, for their part, will be expected to be well on their way to achieving this advanced level of English in all four communicative skills. Students in their fourth year of English Studies will be required to present an official certificate of English at C.1.2. level. Exact information about the procedure will be sent in due course. For those who can't certify a level C.1.2. of English, the possibility of an internal exam will be offered at the end of the term.

2. AIMS

Generic competences:

1. Development of independent critical thinking based on supportive evidence.
2. Enhancement of language competence in the communication of information, ideas, opinions, problems and solutions.

3. Development of the abilities to analyse and synthesize information.
4. Development of students' abilities for independent and co-operative learning.
5. Improvement of abilities to communicate and work in groups.
6. To make efficient use of library and research skills in order to find and organise information.
7. To make efficient use of Internet sources in order to find and organise information.

Subject specific competences:

8. To define basic terms used in postcolonial critical discussion.
9. To explain the main developments of postcolonial theory.
10. To explain the way in which the colonial experience has affected the literature produced in the former British colonies.
11. To analyse how the selected literary works respond to colonial discourse/ideology.
12. To demonstrate an understanding of and respect for ethnic, cultural and social diversity.

3. MODULE CONTENTS

Units	Credits or hours
1. History of the British Empire	• 0,5 credits
2. Laying the Ground: From Commonwealth Literature to Postcolonial Studies	• 0,5 credits
3. Colonial Discourse Theories	• 0,5 credits
4. British "Master Texts"	• 0,5 credits
5. African Literature	• 2 credits
6. West Indian Literature	• 1,5 credits
7. South Asian Lterature	• 1,5 credits
8. Postcolonial Literature in Canada, Australia and New Zealand	• 0,5 credits
9. Other Empires: Spanish and British colonialism. A comparison.	• 0,5 credits

CLASS TIMETABLE (optional)

Week	Course contents

1	**LECTURE:** Introduction to the course: objectives, requirements, methodology, assessment and bibliography
	SEMINARS: "The Wrong Empire" (documentary film)
2	**LECTURE:** History of the British Empire (including essay discussion)
	SEMINARS: "The Fall of the British Empire" (documentary film)
3	**LECTURE:** From Commonwealth Literature to Postcolonial Studies (including essay discussion)
	SEMINARS: Ngügï wa Thiongo's "Decolonising the Mind" / Excerpts from *Robinson Crusoe* & *King Solomon's Mines*
4	**LECTURE:** Defining the Terms: Colonialism, imperialism, neo-colonialism, postcolonialism (including discussion of glossary entries)
	SEMINARS: Excerpts from Joseph Conrad's *Heart of Darkness* / *Heart of Darkness* (documentary film) / Chinua Achebe's "An Image of Africa: Racism in Conrad's *Heart of Darkness*"
5	**LECTURE:** Colonial Discourse Theories
	SEMINARS: Colonial Discourse Theories (essay discussion)
6	**SEMINARS:** Gabriel Okara's "Piano and Drums" and Kofi Awonoor's "The Weaver Bird" / Chinua Achebe's *Things Fall Apart*
7	**SEMINARS:** Chinua Achebe's *Things Fall Apart*
8	**SEMINARS:** Chinua Achebe's *Things Fall Apart* / Ben Okri's "When the Lights Return"
9	**SEMINARS:** Excerpts from *Jane Eyre* / Jean Rhys' *Wide Sargasso Sea*
10	**SEMINARS:** Jean Rhys' *Wide Sargasso Sea*
11	**SEMINARS:** Jamaica Kincaid's "Columbus in Chains" / Romesh Gunesekera's *Reef*

12	**SEMINARS:** Romesh Gunesekera's *Reef*
13	**SEMINARS:** Literature in Canada, Australia and New Zealand (excerpts)
14	**SEMINARS:** Donato Ndongo-Bidyogo's *Las tinieblas de tu memoria negra*
15	**REVIEW/QUESTIONS**

4. TEACHING AND LEARNING METHODS

4.1. Student workload: 200 hours

Class-contact hours: 64	15 for lectures, 30 for seminars, 16 hours for online workshops and 3 hours for the final exam.
Independent learning: 136	40 hours for readings; 76 hours for assignments and seminar preparation, 20 hours to prepare oral presentations.
Total number of hours	**200**

4.2. Learning activities, materials and resources

Face to face sessions: Lectures, Seminars, Workshops and Tutorials.	- Lectures and Seminars: Teacher's presentation and group discussion of theoretical and practical issues; - Tutorials: Instructions and discussions of assignments; guidelines for oral presentations. - Workshops: students will have to carry out a series of online activities in addition to regular classwork. Thus, students will have to take part in an online discussion forum for each of the units of the course (in some cases more than one online forum will be used). Besides, students will have to prepare an electronic journal entry for each of the readings of the course. These entries will also be discussed by fellow students and the instructor in an

	online forum (a different forum for each text).
Autonomous work:	Readings; web search for materials to present and discuss; summaries of readings; written assignments; preparation of oral presentations.
Group presentations:	Oral presentations of theoretical and practical issues.
Documentary film screenings:	Discussion of documentary films to illustrate theoretical and historical issues.

5. ASSESSMENT

Assessment criteria

The following criteria will be taken into account for assessment:
- o The ability to discuss and write coherently on several issues related to the subject.
- o The ability to apply the contents of the units in written assignments, oral presentations and learners' diaries.
- o The ability to present ideas showing a good command of different communication strategies.
- o In all the activities, language performance (in grammar, lexis and spelling) will be taken into account. Following the guidelines issued by the Department of Modern Philology, students are expected to have acquired the language level required for each course (C1.1 by the end of the 3rd year and C1.2 by the end of the 4th year).

Grading criteria

Assessment will be based on these criteria:
- o Class attendance (minimum 80% of the classes) and participation with coherent and valuable contributions.
- o Short questionnaires and class presentations on theoretical readings.
- o Electronic learner's diary.
- o Oral presentation on one of the major readings for this course.

Specific details on how to prepare the electronic learner's diary and the oral presentation will be given at the beginning of the course. ECTS tutorials and workshops will be devoted to oral presentations.

Grading descriptors

- **Outstanding (MH)**: Students display an outstanding grasp of the aims and contents of the module. All assessment criteria have been achieved at an exceptionally high level. Performance in all the tasks shows that students have read and thought at a level well beyond what is expected in the module. Students attend lectures and are always well-prepared for discussion in seminars. They obtain outstanding results in the exams.
- **Excellent (SB)**: Students display an excellent grasp of the aims and contents of the module. All assessment criteria have been achieved at a very high standard and an exceptionally high level. Performance in all the tasks shows all or most of the appropriate

characteristics expected for this type of work. Students attend lectures and are practically always well-prepared for discussion in seminars, with almost no absences. They obtain excellent results in the exams.

- **Very Good (N)**: Students display a very good grasp of the aims and contents of the module. All assessment criteria have been met fully and many have been achieved at a good or very good standard. Performance in all the tasks shows a good knowledge of the syllabus contents. Students attend lectures and seminars, with few absences, and have done most of the preparation for them. They have a good foundation in the prescribed readings and build on ideas put forward in lectures and seminars. They obtain very good results in the exams.
- **Satisfactory (A)**: Students show a satisfactory grasp of the aims and contents of the module. All assessment criteria have been met, but some barely exceed the threshold standard to pass the module. Performance in all the tasks shows some of the appropriate characteristics in relation to content, illustration, organisation and expression. Students are present in lectures and seminars, with few absences, and occasionally contribute to discussions. They obtain acceptable results in the exams.
- **Fail (S)**: Students show an unsatisfactory grasp of the aims and contents of the module. Some assessment criteria do not reach the threshold standard to pass the module. Performance in all the tasks shows limited understanding of essential concepts and/or minimal research. Students have multiple absences and when they come, they are often not prepared or they do not say much. Their results in the exams are insufficient considering the requirements of the course.

`Important:` Remember that you must avoid plagiarism (presenting the words or ideas of others as if they were your own without quoting the source). Plagiarism may result in failing the subject.

Assessment procedures

Assessment is continuous, except for those students who apply for permission to take a final examination in accordance with article 10 of the "Normativa reguladora de los procesos de evaluación de los aprendizajes" as approved by the Governing Body of the UAH on 24 March 2011.

Students will be assessed according to their performance in the following:
- o Written assignments on theoretical readings.
- o Oral presentations on seminar readings.
- o An electronic learner's diary.
- o Participation in class discussions, workshops and tutorials with valuable contributions.

IMPORTANT:
- • Students are responsible for completing assignments before the deadline. Late assessments will not be accepted, unless the instructor determines that a late assignment is justified.
- • If a student fails the continuous assessment, he or she cannot sit for the final examination in the January exam.

Final exam

There will be a 3-hour final summative written exam for those students who are not able to follow the continuous assessment scheme and apply for final assessment, in accordance with the University of Alcalá regulation on evaluation. A final exam will be compulsory in this case. It will serve to assess the theoretical and practical contents of the course. For those

students, assessment will be based on the final exam only (100%). This exam may include short answer questions and discussion questions.

There will be a resit opportunity at the end of the second semester. This will also take the form of a 3-hour written exam, with a similar format to the above-mentioned final examination, which will constitute 100% of the resit mark.

6. BIBLIOGRAPHY

Handbooks
Ashcroft, B., G. Griffiths and H. Tiffin. (1989) *The Empire Writes Back. Theory and Practice in Post-Colonial Literatures*. London and New York: Routledge.
Loomba, A. (1998) *Colonialism / Postcolonialism*. London and New York: Routledge.
McLeod, J. (2000) *Beginning Postcolonialism*. Manchester: Manchester University Press.
Stratton, F. (1994) *Contemporary African Literatura and the Politics of Gender.* London: Routledge.
Vega, M. J. (2003) *Imperios de papel. Introducción a la crítica postcolonial*. Barcelona: Crítica.

Reference Books
Ashcroft, B., G. Griffiths and H. Tiffin (1998) *Key Concepts in Post-Colonial Studies*. London and New York: Routledge,.
Benson, E. and L. W. Conolly. (1994) *Encyclopedia of Post-Colonial Literatures in English*. London and New York: Routledge.
Gikandi, S, ed. (2003) *Encyclopedia of African Literature*. London: Routledge.
Hawley, J. C. (2001) *Encyclopedia of Postcolonial Studies*. London: Greenwood Press.
Wisker, G. (2007) *Key Concepts in Postcolonial Literature*. London: Palgrave Macmillan.

Textbooks
Booker, M. K. (1998) *The African Novel in English. An Introduction*. Portsmouth, NH and Oxford: Heinemann and James Currey.
Griffiths, G. (2000) *African Literatures in English. East and West*. Harlow: Pearson Education.
Stratton, F. (1994) *Contemporary African Literature and the Politics of Gender*. London: Routledge.

Electronic pages

- "Voice of the Shuttle" (http://vos.ucsb.edu).

- "Contemporary Postcolonial and Postimperial Literature in English" (http://www.postcolonialweb.org).

- "Postcolonial Studies at Emory" (http://www.emory.edu/ENGLISH/Bahri).