UNIVERSIDADE DA CORUÑA

Teaching Guide			
Identifying Data			**2018/19**
Subject (*)	Postcolonial Literature	**Code**	613G03026
Study programme	Grao en Inglés: Estudos Lingüísticos e Literarios		
Descriptors			

Cycle	Period	Year	Type	Credits
Graduate	2nd four-month period	Third	Obligatory	6

Language	English		
Teaching method	Face-to-face		
Prerequisites			
Department	Letras		
Coordinador	Frias Rudolphi, Maria	**E-mail**	maria.frias@udc.es
Lecturers	Frias Rudolphi, Maria	**E-mail**	maria.frias@udc.es
	Simal Gonzalez, Begoña		begona.simal@udc.es
Web	https://moodle.udc.es/course/view.php?id=28956&lang=en		
General description	This course is designed to provide students with an overview of anglophone writers from Africa, the Americas, Asia and Oceania. We will provide an introduction to the socio-historical background of colonial and postcolonial anglophone literatures. We will explore specific 20th c. postcolonial theories and new schools such as Diaspora and Transnational Studies and apply them to a selection of literary texts.		

Study programme competences / results	
Code	**Study programme competences / results**
A1	Coñecer e aplicar os métodos e as técnicas de análise lingüística e literaria.
A2	Saber analizar e comentar textos e discursos literarios e non literarios utilizando apropiadamente as técnicas de análise textual.
A3	Coñecer as correntes teóricas da lingüística e da ciencia literaria.
A6	Ter un dominio instrumental avanzado oral e escrito da lingua inglesa.
A7	Coñecer as literaturas en lingua galega, española e inglesa.
A9	Elaborar textos orais e escritos de diferente tipo en lingua galega, española e inglesa.
A11	Ter capacidade para avaliar, analizar e sintetizar criticamente información especializada.
A15	Ser capaz de aplicar os coñecementos lingüísticos e literarios á práctica.
A16	Ter un coñecemento avanzado das literaturas en lingua inglesa.
A17	Coñecer a historia e a cultura das comunidades anglófonas.
B1	Utilizar os recursos bibliográficos, as bases de datos e as ferramentas de busca de información.
B2	Manexar ferramentas, programas e aplicacións informáticas específicas.
B3	Adquirir capacidade de autoformación.
B5	Relacionar os coñecementos cos doutras áreas e disciplinas.
B6	Ter capacidade de organizar o traballo, planificar e xestionar o tempo e resolver problemas de forma efectiva.
B7	Ter capacidade de análise e síntese, de valorar criticamente o coñecemento e de exercer o pensamento crítico.
B8	Apreciar a diversidade.
C2	Dominar a expresión e a comprensión de forma oral e escrita dun idioma estranxeiro.
C4	Desenvolverse para o exercicio dunha cidadanía aberta, culta, crítica, comprometida, democrática e solidaria, capaz de analizar a realidade, diagnosticar problemas, formular e implantar solucións baseadas no coñecemento e orientadas ao ben común.
C6	Valorar criticamente o coñecemento, a tecnoloxía e a información dispoñible para resolver os problemas cos que deben enfrontarse.
C7	Asumir como profesional e cidadán a importancia da aprendizaxe ao longo da vida.

Learning outcomes	
Learning outcomes	**Study programme competences / results**

To be familiar with anglophone literatures from Africa, America, Asia, as we all as the African and Asian diasporas.	A1 A7 A16	B5 B8	C2 C4
To be familiar with the socio-historic and cultural context of anglophone countries outside Europe, and to pay special attention to the specific literatures.	A16 A17	B1 B5 B7 B8	C2 C4
To read critically. To read/analyze texts from a critical and/or postcolonial point of view.	A1 A2 A3 A11 A15	B1 B2 B3 B6 B7 B8	C2 C4 C6 C7
To be able to write essays, short papers or critical assignments in English. To be able to prepare oral presentations in English and to deliver a correct and coherent piece.	A6 A9	B1 B3 B5 B7 B8	C2

Contents	
Topic	**Sub-topic**
1. Postcolonial contexts and criticism (I): Africa and its diaspora.	1.1.- Colonial and postcolonial anglophone countries I: a socio-historical introduction. 1.2.- Key concepts in postcolonial criticism and theory I: national, cultural and linguistic identities; gender issues.
2. Postcolonial literatures in English I: Africa and its diaspora.	2.1.- Postcolonial literatures in Africa: Achebe, Nwapa, Darko, Adichie. 2.2.- Postcolonial literatures in the Caribbean (West Indies): Edwidge Danticat, Jean "Binta" Breeze, Louise Bennet, Jamaica Kincaid, Bob Marley. 2.3.- Postcolonial literatures in the African Diaspora (UK, Canada): Grace Nichols, Jackie Kay, Olive Senior, Linton Kwesi Johnson, James Berry.
3. On recurrent themes and subthemes in postcolonial literatures. (I)	3.1. Physical and psycological journeys. 3.2. Identity crisis (unbelonging/ Acculturation traumas. 3.3. Choosing to stay, to leave, to come back home. 3.4. Female versus Male versus LGBTi discourses.
4. Postcolonial contexts and criticism (II).	4.1.- Colonial and postcolonial anglophone countries II: a socio-historical introduction. 4.2.- Key concepts in postcolonial criticism and theory II.
5. Postcolonial literatures in English II: Canada, Asia and the new diasporas.	5.1.- Postcolonial literatures in America: Canada (Atwood, Munro, King). 5.2.- Postcolonial literatures in Asia: the Indian subcontinent (Rushdie, Divakaruni). 5.3.- Key concepts in Transnacional and Diaspora Studies: Globalization, Neocolonialism, Cosmopolitanism (texts by Bobis, Desai, Divakaruni).

Planning				
Methodologies / tests	**Competencies / Results**	**Teaching hours (in-person & virtual)**	**Student?s personal work hours**	**Total hours**
Workbook	A6 C2	3	42	45
Guest lecture / keynote speech	A3 A7 A16 A17 B5 C2	10	0	10
Directed discussion	A1 A2 A11 A15 B7 B8 C4 C6 C7	12	12	24
Long answer / essay questions	A9 B1 B2 B3 B6	6	24	30

Mixed objective/subjective test	A3 A6 A7 A9 A11 A15 A16 A17 C2	2	24	26
Problem solving	A2 A11 A15 B1 B5 B7 C6 C7	5	5	10
Personalized attention		5	0	5

(*)The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies	
Methodologies	**Description**
Workbook	Students are expected to read the assigned material, both primary and secondary sources (the latter will always be brief), BEFORE sessions start. Only very short texts (such as short poems) can be read in class. Students will be provided with a detailed calendar with the assigned readings during the first session with the whole group, but they are encouraged to start reading the TWO long mandatory texts that appear in the bibliography section (SOURCES OF INFORMATION).
Guest lecture / keynote speech	In these lectures, the teachers will refer to a) the socio-historical and cultural background of authors and readings; b) the theoretical concepts behind postcolonial studies; c) the way to read critically and make good use of postcolonial theories. Lectures (DE or "docencia expositiva") are designed for the entire group. Occasionally, there may be a lecture by a guest speaker from another university.
Directed discussion	Based on required readings, students will be encouraged to discuss and express their opinions on a given topic. Class discussions may complement lectures in the DE class, but they will be carried out mostly during the DI and TGR sessions, since it is easier to interact with students in those smaller groups.
Long answer / essay questions	In this type of exercise or test students should provide short written essays in answer to questions of a theoretical-practical nature. These exercises will be mostly carried out in class. The teachers will collect and correct them, since they will constitute a substantial part of the assessment of the subject. When the seminar or small groups (TGR) meet, the teacher will comment on exercises and respond to students' questions and doubts.
Mixed objective/subjective test	These final tests are scheduled for the official exam date(s), in June and July, and they will include questions of a theoretical-practical nature. Such test will include short-answer questions as well as longer (and more complex) essay questions.
Problem solving	This methodology will address the difficulties and doubts that may arise from the readings, debates, exercises and tests. These problems will be attended to in the TGR seminars or, if necessary, in individual tutorials during office hours.

Personalized attention	
Methodologies	**Description**
Problem solving	As befits the continuous assessment system used for this subject, instructors would try and help individual students and small groups to solve any doubt about the texts and concepts discussed in class. Instructors will also be available for orientation as regards their class participation and in-class exercises. Such orientation will be provided either during the TGR seminars or during the weekly office hours.

Assessment			
Methodologies	**Competencies / Results**	**Description**	**Qualification**

Directed discussion	A1 A2 A11 A15 B7 B8 C4 C6 C7	These activities will be used to assess the continuous work of students, especially their knowledge and critical understanding of the required readings; hence, an insightful, critical approach to such texts will be especially valued. In addition, and as specified in the requirements for the English Degree, other skills such as the student's linguistic competence in English, will be assessed in these activities. This section will assess in-class activities (either individual or group activities), paying special attention to the student's participative attitude in class.	10
Long answer / essay questions	A9 B1 B2 B3 B6	In addition to having covered the obligatory readings and followed the teacher's explanations, in this type of exercise/test students will have to prove they have understood the explanations and texts in a critical way. In assessing these written exercises, the teacher will pay particular attention to the student's ability for a critical understanding of the texts and concepts seen in class. As specified in the requirements for the English Degree at this level, the teacher will also take into account the student's linguistic competence in English, especially in written English.	50
Mixed objective/subjective test	A3 A6 A7 A9 A11 A15 A16 A17 C2	This type of test will assess the student's ability to understand and approach a literary text critically by asking questions about those texts analyzed in class. In addition, students will have to prove that they have grasped the main postcolonial issues and theoretical concepts, and that they can apply such concepts and critical tools to literary texts. When assessing and marking these exams, the teachers will also take into account the student's linguistic competence in English. These final tests can include short-answer questions ("objective" test) as well as longer essay questions ("subjective" test).	40

Assessment comments
To pass the subject, students should obtain 5 points out of 10 after adding up each section of the assessment procedure. In addition, the student needs to have at least 4 out of 10 in each of the three assessment sections or categories. Active participation in the different class activities, as well as additional "extra-credit" activities carried out by the students during the course, could be awarded up to an extra 5% of the final mark. This can include voluntary work, alternative readings or any other activity proposed and accepted by students and teachers.
PLAGIARISM: When assessing the students' essays, the teacher will pay attention to possible cases of plagiarism; to that effect, she can interview the students about their written work or use tools like TURNITIN, in order to detect wrong citations, plagiarism or any other type of fraud. Should this occur, therules for plagiarism will be applied. (Normasde avaliación, revisión e reclamación das cualificacións dos estudos de grao emestrado universitario). TURNITIN recognises papers previously turned in by other people (or the student him/herself) at this university or other universities, as well as other material found on Internet.
EXEMPTION (DISPENSA ACADÉMICA): Those who are officially registered as part-time students, and have been granted permission not to attend classes, as stipulated in the regulations of this University, should contact the teacher at the beginning of the course. These students will be assessed in either of the opportunities according to the same criteria specified for the second opportunity.
Grade "NON PRESENTADO": Only those students who do not sit for the June or the July finals, and/or have not completed the 50% will obtain the NP grade.
SECOND OPPORTUNITY (JULY): Those students who have not reached 4 out of 10 points in each of the three assessment sections, even if the overall addition is 5 or higher, will have to go to the finals in July in order to pass the subject. In this opportunity, students will have to prove they have acquired the required skills by doing the following: 1) a written test similar to the June exam (40% of the final mark); 2) a critical essay (50%); 3) written exercises (10%).
Students sitting the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity.
Diversity: the university provides a service known as ADI (Atención á diversidade) specializing in helping "os membros da comunidade universitaria con necesidades especiais derivadas da discapacidade ou doutras formas de diferenza fronte á poboación maioritaria". Those students interested in this service can talk to Prof. Ana Veleiro in our Facultade de Filoloxía or else contact the general ADI office at adi@udc.es.

UNIVERSIDADE DA CORUÑA

Sources of information	
Basic	- ACHEBE, Chinua (1958 [2001]). Things Fall Apart (novel). London: Penguin
	- ADICHIE, Chimamanda Ngozi (2009). "The Arrangers of Marriage" (short story). London: Fourth State.
	- ATTA, Sefi (2010). Swallow (novel, OPTIONAL). Northampton: Interlink.
	- ATWOOD, Margaret (). Selected poetry (from The Journals of Susanna Moodie) and fiction (from The Handmaid's Tale).
	- BOBIS, Merlinda (1999). ?The Long Siesta as a Language Primer? (short story). The Kissing / White Turtle
	- BENNET, Louise (2008). "Colonization in Reverse". http://www.thenewblackmagazine.com/view.aspx?index=1377
	- BERRY, James (1982). "Lucy's Letters" (poem). London: New Beacon.
	- BREEZE, Jean "Binta" (2001). "The Arrival of Brighteye". http://www.youtube.com/watch?v=Oylxi-pPPwM
	- DARKO, Amma (1991). Beyond the Horizon (novel OPTIONAL). London: Heinemann
	- DESAI, Anita (2000). ?Winterscape? (short story). Diamond Dust
	- DIVAKARUNI, Chitra B. (1995). ?Doors? (short story). Arranged Marriage
	- KAY, Jackie (). "Things Fall Apart" (poem). http://www.poetryarchive.org/poetryarchive/singlePoet.do?poetId=5682
	- KINCAID, Jamaica (1988). "Small Place" (essay). New York: Farrar
	- KING, Thomas (1999). "Joe the Painter..." (FROM One Good Story That One).
	- MUNRO, Alice (). "Free Radicals".
	- NICHOLS, Grace (1984). "The Fat Black Woman Goes Shopping" (poem). London: Virago.
	- RUSHDIE, Salman (1980). Midnight's Children (Book One: MANDATORY; rest of the novel: OPTIONAL). London: Penguin.
	- SELVONS, Samuel (1988). "London Taxi Driver" (poem).
	- SENIOR, Olive (). "Colonial Girls School" (poem). http://www.poetryarchive.org/poetryarchive/singlePoet.do?poetId=14910
	- ZEPHANIAH, Benjamin (). "A Slave Song" (poem).
	- VVAA (). Selected poetry (handouts/Moodle).
	Aínda que o calendario detallado de lectura darase a coñecer na primeira clase da materia, a docente recomenda encarecidamente ás/aos estudantes que comecen ler os DOUS textos longos de obrigada lectura (a novela completa de Achebe e os capítulos da novela de Rushdie) tan pronto lles sexa posible. Existen varias copias destes dous libros nas bibliotecas da UDC, e tamén se poden atopar ou reservar ambas novelas en librerías por estaren publicadas en editoriais de ampla difusión.
Complementary	- Ashcroft, B., G. Griffiths and H. Tiffin (2007/2013). Postcolonial Studies: The Key Concepts. 2nd/3rd edition.. Routledge
	- Ashcroft, B., G. Griffiths and H. Tiffin (1989/2002). The Empire Writes Back. Theory and Practice in Post-Colonial Literatures. 2nd ed. . Routledge
	- Boehmer, Elleke (1995/2005). Colonial and Postcolonial Literature. Oxford UP
	- Booker, M. K. (1998). The African Novel in English. An Introduction. Heinemann
	- Childs, Peter, and Patrick Williams (1997). Introduction to Post-Colonial Theory. Prentice
	- Keown, Michelle; David Murphy and James Procter, eds. (2009). Comparing Postcolonial Diaspora. . Macmillan
	- McLeod, John (2010). Beginning Postcolonialism, 2nd ed.. Manchester UP
	- Steger, Manfred (2013). Globalization: A Very Short Introduction. Oxford UP
	- Wisker, Gina (2007). Key Concepts in Postcolonial Literature. Macmillan
	- Wawrzinek, Jennifer and J.K.S. Makokha (2011). Negotiating Afropolitanism: Essays on Borders and Spaces in Contemporary African Literature and Folklore. Rodopi
	Recoméndase utilizar o primeiro libro desta lista, de Ashcroft, Griffiths e Tiffin (identificador ou sinatura da biblioteca UDC: L2-4120), como libro de consulta xeral (especialmente na sua segunda ou terceira edición), ademáis de outros textos máis curtos (capítulos de libro e artigos) que aportará ou recomendará a docente para cada tema en particular.

Recommendations
Subjects that it is recommended to have taken before
Introdución aos Estudos Literarios/613G03005
Literatura Inglesa 1/613G03010
Literatura Inglesa 2/613G03017
Lingua Inglesa 4/613G03019
Use of English 1/613G03020
Culture and Civilisation of English-Speaking Countries/613G03022
Subjects that are recommended to be taken simultaneously
English Literature and Literary Criticism/613G03032
Subjects that continue the syllabus
English Literature and Literary Criticism/613G03032
Final Dissertation/613G03041
Other comments
Although the detailed reading schedule/calendar will be given out on the first class session, students are encouraged to start reading the TWO LONG REQUIRED READINGS (Achebe's entire novel and, later, the first part of Rushdie's novel) as soon as possible. There are only a few copies of these novels in our UDC libraries, so we advise students to borrow or order them at their earliest convenience.