



## Teaching Guide

Identifying Data					2022/23
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	Barros Grela, Eduardo	E-mail	eduardo.barros@udc.es		
Lecturers	Barros Grela, Eduardo Nuñez Puente, Carolina	E-mail	eduardo.barros@udc.es c.nunez@udc.es		
Web	<a href="https://moodle.udc.es/course/view.php?id=28956&amp;lang=en">https://moodle.udc.es/course/view.php?id=28956&amp;lang=en</a>				
General description	This course is designed to provide students with an overview of anglophone writers from countries that used to be colonies of the British Empire, as well as these countries' diasporas. An introduction to the socio-historical background of colonial and postcolonial anglophone literatures will be provided as well.				

## 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 countries which were former colonies of the British empire, as well as from their 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/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, as well as to prepare and deliver coherent oral presentations in English	A6 A9	B1 B3 B5 B7 B8	C2

Contents	
Topic	Sub-topic
1. Introduction: Colonial contexts.	1.1. British imperialism: a socio-historical introduction. 1.2. Colonial discourse. Orientalism. Readings: Rudyard Kipling's 'White Man's Burden' and Marlene Nourbese Philip (selected poems).
2. Decolonization and Postcolonialism	2.1. Decolonizing the mind. 2.2. Postcolonial literatures and criticism. Stereotypes and Manichean oppositions. Readings: Chinua Achebe's 'Things Fall Apart' (excerpts), Chimamanda Ngozi Adichie's 'The Danger of a Single Story', Merlinda Bobis 'Fish Hair Woman', and Amalia Ortiz (selections from 'The Canción Cannibal Cabaret').
3. Decolonization and Resistance	3.1. South Africa: From settler colony to the post-apartheid era. 3.2. Post-colonial(?) Regions. Readings: Nadine Gordimer's 'Country Lovers' and 'Treinta y Uno, Thirty One: A Bilingual Anthology of Saharawi Resistance Poetry' (selection).
4. Postcolonial Agency	4.1. Hybridity and Third Spaces 4.2. 'Rites of Passage' and Liminality. 4.3. 'Can the Subaltern Speak?' Readings: Gabby Rivera (excerpt from 'Juliet Takes a Breath') and Joumana Haddad (excerpts from 'I Killed Scheherazade').
5. Diasporas, Migrations and Transnational Contexts	5.1. Still, the triangular slave trade 5.2. Afropolitanism 5.3. Globalization, neocolonialism and cosmopolitanism Readings: Jamaica Kincaid's 'A Small Place' and Suniti Namjoshi (excerpts from 'The Fabulous Feminist'). Poetry selection (Warsan Shire, Rupi Kaur, Fariha Róisín, or Nayyirah Waheed).

Planning



Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student?s personal work hours	Total hours
Guest lecture / keynote speech	A3 A7 A15 A16 A17 B5 B7 C2	21	25	46
Directed discussion	A1 A2 A11 A15 B7 B8 C4 C6 C7	30	14	44
Long answer / essay questions	A9 B1 B2 B3 B6	5	24	29
Mixed objective/subjective test	A3 A6 A7 A9 A11 A15 A16 A17 C2	2	24	26
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
Guest lecture / keynote speech	In these lectures (DE or ?docencia expositiva?), the teachers will refer to a) the socio-historical and cultural background of authors and readings; b) the theoretical concepts behind postcolonial studies; c) ways to read critically and make good use of postcolonial theories.
Directed discussion	Students will be encouraged to discuss and express their opinions on a given topic, orally and in writing. Class discussions may complement lectures in the DE class, but they will be carried out mostly during the DI sessions.
Long answer / essay questions	Students will write two essays (a midterm and a final) based on the contents presented in the DE sessions and some of the texts discussed in the DI sessions.
Mixed objective/subjective test	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 throughout the course. In addition, students will have to prove that they have grasped the main postcolonial issues and theoretical concepts, and that they can apply them to literary texts.

Personalized attention	
Methodologies	Description
Directed discussion Guest lecture / keynote speech	Teachers will help individual students and small groups solve any doubt about the texts and concepts discussed in class. They will also be available for orientation as regards any aspect of the course during the weekly office hours.

Assessment			
Methodologies	Competencies / Results	Description	Qualification
Directed discussion	A1 A2 A11 A15 B7 B8 C4 C6 C7	This section will assess in-class activities (both individual and in group, oral and in writing):  Oral presentation (10% DI): it will be done in groups between 3 and 9 students and it will be OPTIONAL Seminar (5% DE + 15% DI): We will value the work done by the students in class, by means of answering questions, participating in debates, or doing close-reading commentaries, among other activities.	30
Long answer / essay questions	A9 B1 B2 B3 B6	Each student will write two essays (a midterm and a final) based on the texts (theory and fiction) discussed in class (the dates will be specified at the beginning of the semester). 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 well as her/his linguistic competence in English.	40



Mixed objective/subjective test	A3 A6 A7 A9 A11 A15 A16 A17 C2	The final exam may include short-answer questions (e.g., identification / analysis of quotations, definition of key terms, etc.) as well as longer (and more complex) questions or close-reading commentaries.  The test will have two parts (DE - 15%, on the official date of the final exam), and DI - 15%, during a class session).	30
---------------------------------	-----------------------------------	---	----

### Assessment comments

A passing grade means the student has obtained a grade of 5 (or higher) out of 10 after adding up all the assessment sections. Additionally, the subject cannot be passed unless a grade of at least 5 out of 10 is obtained in the final exam. All activities, including exams, must be clearly written; errors of grammar, vocabulary, spelling, punctuation, and style in general will negatively affect the grades. All assignments must be submitted in time and in the specified format in order to avoid a penalty of 25% on the grade obtained. The second opportunity of assessment in July will consist of the following sections: 1) a longer critical essay (40%); 2) two written tests similar to the June final exams (15% DE + 15% DI); 3) an OPTIONAL oral presentation (10%); 4) Seminar work from the "Directed Discussion" sessions will be substituted by two textual-conceptual tests (5% DE + 15% DI) with questions about the texts and concepts explained throughout the course. A grade of "Non Presentado" (Absent) will be obtained by not attending the exam and/or by completing less than 50% of the coursework. Students sitting for the December exam (final exam brought forward) will be assessed according to the criteria specified for the July opportunity. Students officially enrolled part-time who have been granted an official dispensation from attending classes will need to contact the teachers at the beginning of the semester, and they will be assessed according to the criteria applied in the July opportunity. Any lack of academic honesty (plagiarism, cheating in exams, and so on) will be penalized in accordance with the provisions of the ?Norms for the assessment, review and claim of qualifications for undergraduate and graduate degrees? (Article 14). Instructors may use the plagiarism-detection service "Turnitin" to check students' work. Plagiarism in any activity will translate into a grade of "0" in this activity. 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 contact Prof. Rosario Mascato pat.filoloxia@udc.gal in our Facultade de Filoloxía or else the general ADI office at adi@udc.es. (<https://www.udc.es/cufie/adi/apoioalumnado/>)

### Sources of information

<b>Basic</b>	<ul style="list-style-type: none"> <li>- ACHEBE, Chinua (1958 [2001]). Things Fall Apart (novel). London: Penguin</li> <li>- ADICHIE, Chimamanda Ngozi (2009). "The Arrangers of Marriage" (short story). London: Fourth State.</li> <li>- KAY, Jackie (). "Things Fall Apart" (poem). <a href="http://www.poetryarchive.org/poetryarchive/singlePoet.do?poetId=5682">http://www.poetryarchive.org/poetryarchive/singlePoet.do?poetId=5682</a></li> <li>- KINCAID, Jamaica (1988). "Small Place" (essay). New York: Farrar</li> <li>- Bobis, Merlinda (1999). White Turtle. Spinifex</li> <li>- Haddad, Joumana (2011). I Killed Scheherazade: Confessions of an Angry Arab Woman. Lawrence Hill</li> <li>- Namjoshi, Suniti (2013). The Fabulous Feminist: A Reader. Zubaan</li> <li>- Ortiz, Amalia (2019). The Canción Cannibal Cabaret &amp; Other Songs. Wing</li> <li>- Philip, Marlene Nourbese (2014). She Tries her Tongue, her Silence Softly Breaks. Wesleyan UP</li> <li>- VVAA (2007). Treinta y Uno, Thirty One: A Bilingual Anthology of Saharawi Resistance Poetry. Sombrerete</li> <li>- Morris, Rosalind C. (ed.) (2010). Can the Subaltern Speak? Reflections on the History of an Idea. Columbia UP</li> <li>- Said, Edward (1995). Orientalism: Western Concepts of the Orient. Penguin</li> <li>- Rivera, Gabby (2016). Juliet Takes a Breath. Riverdale Avenue Books</li> </ul>
--------------	--



<b>Complementary</b>	<ul style="list-style-type: none"> <li>- Ashcroft, B., G. Griffiths and H. Tiffin (1989/2002). The Empire Writes Back. Theory and Practice in Post-Colonial Literatures. 2nd ed. . Routledge</li> <li>- Ashcroft, B., G. Griffiths and H. Tiffin (2007/2013). Postcolonial Studies: The Key Concepts. 2nd/3rd edition.. Routledge</li> <li>- Boehmer, Elleke (1995/2005). Colonial and Postcolonial Literature. Oxford UP</li> <li>- Booker, M. K. (1998). The African Novel in English. An Introduction. Heinemann</li> <li>- Childs, Peter, and Patrick Williams (1997). Introduction to Post-Colonial Theory. Prentice</li> <li>- Clarke, Ayebia (2005). Broadening the Horizon: Critical Introductions to Amma Darko. Banbury, UK</li> <li>- Donnell, Alison (2006). Twentieth-Century Caribbean Literature: Critical Moments in Anglophone Literary History. London: Routledge</li> <li>- Gadsby, Meredith (2006). Sucking Salt: Caribbean Women Writers, Migration, and Survival. . Columbia:U of Missouri</li> <li>- Keown, Michelle; David Murphy and James Procter, eds. (2009). Comparing Postcolonial Diaspora. . Macmillan</li> <li>- McLeod, John (2010). Beginning Postcolonialism, 2nd ed.. Manchester UP</li> <li>- Raiford, Leigh and Heike R-Hernandez (2017). Migrating the Black Body. The African Diaspora and Visual Culture. Seattle: U of Washington</li> <li>- Ramone, Jenni (2011). Postcolonial Theories. New York: Palgrave</li> <li>- Steger, Manfred (2013). Globalization: A Very Short Introduction. Oxford UP</li> <li>- Young, Robert J.C. (1995). Colonial Desire: Hybridity in Theory, Culture and Race.</li> <li>- Wawrzinek, Jennifer and J.K.S. Makokha (2011). Negotiating Afropolitanism: Essays on Borders and Spaces in Contemporary African Literature and Folklore. Rodopi</li> <li>- Wisker, Gina (2007). Key Concepts in Postcolonial Literature. Macmillan</li> <li>- Anzaldúa, Gloria (1987). Borderlands/La frontera: The New Mestiza. Spinster/Aunt Lute</li> <li>- Isidoros, Konstantina (2018). Nomads and Nation-Building in the Western Sahara: Gender, Politics and the Sahrawi. I.B. Tauris</li> </ul> <p>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 súa segunda ou terceira edición), ademais de outros textos máis curtos (capítulos de libro e artigos) que aportará ou recomendará a docente para cada tema en particular.</p>
----------------------	--

**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 REQUIRED READINGS as soon as possible.&nbsp;

(\*)The teaching guide is the document in which the URV publishes the information about all its courses. It is a public document and cannot be modified. Only in exceptional cases can it be revised by the competent agent or duly revised so that it is in line with current legislation.