Teaching Guide				
Identifying Data				2019/20
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	Cabarcos Traseira, Maria Jesus Frias Rudolphi, Maria	E-mail	maria.jesus.cabarcos@udc.es maria.frias@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 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	
Code	Study programme competences
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		
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 Henry Lawson?s ?The Drover?s Wife?
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 and Chimamanda Ngozi Adichie?s ?The Danger of a Single Story?
3. Resisting Decolonization	3.1. South Africa: From settler colony to the post-apartheid era. 3.2. Post-colonial (?) Australia: The Stolen Generation. Readings: Nadine Gordimer?s ?Country Lovers? and excerpts from Sally Morgan?s My Place
4. Postcolonial Agency	4.1. Hybridity and Third Spaces 4.2. ?Rites of Passage? and Liminality. 4.3. ?Can the Subaltern Speak?? Reading: excerpt from David Malouf?s Remembering Babylon
5. Diasporas, Migrations and Transnational Contexts	5.1. Still, the slave trade triangle 5.2. Afropolitanism 5.3. Globalization, neocolonialism and cosmopolitanism Readings: Amma Darko?s Beyond the Horizon, excerpts from Jamal Mahjoub?s Travelling with Djinns, Jamaica Kincaid?s ?A Small Place?, and Merlinda Bobis's ?The Long Siesta as a Language Primer?

Planning				
Methodologies / tests	Competencies	Ordinary class hours	Student?s personal work hours	Total hours
Seminar	A6 A15 B7 C2	7	14	21
Guest lecture / keynote speech	A3 A7 A16 A17 B5 C2	19	25	44

Directed discussion	A1 A2 A11 A15 B7 B8 C4 C6 C7	14	14	28
Long answer / essay questions	A9 B1 B2 B3 B6	2	24	26
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**
Seminar	Students are expected to read the assigned material BEFORE sessions start. Students will be provided with a detailed calendar with the assigned readings at the beginning of the semester.
Guest lecture / keynote speech	In these lectures (DE or ?docencia?), 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 and TGR sessions.
Long answer / essay questions	Students will write two essays (one half-way through the semester; the other one at the end) based on the novels discussed in the small groups.
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**
Seminar	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**	**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) which may include, among others, reader responses to the assigned readings, summaries, analysis, contribution to debates and class discussion.	20
Long answer / essay questions	A9 B1 B2 B3 B6	Students will write two essays (one half-way through the semester; the other one at the end) based on the novels discussed in the small groups. (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.	40

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 4 out of 10 is obtained in the final exam. The second opportunity of assessment in July will consist of the following sections:1) a written test similar to the June final (40%); 2) a critical essay (40%);3) additional written questions to substitute for the ?Directed discussion? portion of the assessment in the first opportunity (20%).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. 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. Ana Veleiro in our Facultade de Filoloxía or else the general ADI office at adi@udc.es.

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. - BENNET, Louise (2008). "Colonization in Reverse" (poem). http://www.thenewblackmagazine.com/view.aspx?index=1377 - BOBIS, Merlinda (1999). ?The Long Siesta as a Language Primer" (short story). North Melbourne: Spinifex Press - BREEZE, Jean "Binta" (2001). "The Arrival of Brighteye" (poem). http://www.youtube.com/watch?v=Oylxi-pPPwM - DARKO, Amma (1991). Beyond the Horizon (novel). London: Heinemann - GORDIMER, Nadine (1975). "Country Lovers" (short story). http://data0.eklablog.com/we-love-reading/perso/la%20rencontre%20avec%20lautre/country%20lovers.pdf - KAY, Jackie (). "Things Fall Apart" (poem). http://www.poetryarchive.org/poetryarchive/singlePoet.do?poetId=5682 - KINCAID, Jamaica (1988). "Small Place" (essay). New York: Farrar - KIPLING, Rudyard (1899). "The White Man's Burden" (poem). http://www.kiplingsociety.co.uk/poems_burden.htm - LAWSON, Henry (1892). "The Drover's Wife" (short story). https://ebooks.adelaide.edu.au/l/lawson/henry/while_the_billy_boils/book2.1.html - MAHJOUB, Jamal (2004). Travelling with Djinns (novel). Vintage RAND - MORGAN, Sally (1982). My Place (novel). London: Virago. - NICHOLS, Grace (1984). "The Fat Black Woman Goes Shopping" (poem). London: Virago. - SENIOR, Olive (). "Colonial Girls School" (poem). http://www.poetryarchive.org/poetryarchive/singlePoet.do?poetId=14910

Complementary	- Ashcroft, B., G. Griffiths and H. Tiffin (1989/2002). The Empire Writes Back. Theory and Practice in Post-Colonial Literatures. 2nd ed. . Routledge - Ashcroft, B., G. Griffiths and H. Tiffin (2007/2013). Postcolonial Studies: The Key Concepts. 2nd/3rd edition.. 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 - Clarke, Ayebia (2005). Broadening the Horizon: Critical Introductions to Amma Darko. Banbury, UK - Donnell, Alison (2006). Twentieth-Century Caribbean Literature: Critical Moments in Anglophone Literary History. London: Routledge - Gadsby, Meredith (2006). Sucking Salt: Caribbean Women Writers, Migration, and Survival. . Columbia:U of Missouri - Keown, Michelle; David Murphy and James Procter, eds. (2009). Comparing Postcolonial Diaspora. . Macmillan - McLeod, John (2010). Beginning Postcolonialism, 2nd ed.. Manchester UP - Raiford, Leigh and Heike R-Hernandez (2017). Migrating the Black Body. The African Diaspora and Visual Culture. Seattle: U of Washington - Ramone, Jenni (2011). Postcolonial Theories. New York: Palgrave - Steger, Manfred (2013). Globalization: A Very Short Introduction. Oxford UP - Young, Robert J.C. (1995). Colonial Desire: Hybridity in Theory, Culture and Race. - Wawrzinek, Jennifer and J.K.S. Makokha (2011). Negotiating Afropolitanism: Essays on Borders and Spaces in Contemporary African Literature and Folklore. Rodopi - Wisker, Gina (2007). Key Concepts in Postcolonial Literature. Macmillan 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), además 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, Amma Darko'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.

(*)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.