



Teaching Guide

Teaching Guide				
Identifying Data				2023/24
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	Nuñez Ponte, Carolina	E-mail	c.nunez@udc.es	
Lecturers	Nuñez Ponte, Carolina	E-mail	c.nunez@udc.es	
Web				
General description	This course is designed to provide students with an overview of writers from countries that used to be colonies. Before studying each writer, an introduction to the socio-historical background will be provided. Besides, students will familiarize themselves with the key concepts of postcolonial studies.			

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
UNIT 1. Key concepts in postcolonial studies	Aboriginal/indigenous peoples, agency, binarism, class, center/margin (periphery), colonialism, Commonwealth literature, decolonization, diaspora, ecofeminism, ethnicity, Eurocentrism, exile, feminism and postcolonialism, globalization, hybridity, imperialism, magic realism, neo-colonialism, neo-liberalism, new literatures, Orientalism, post(-)colonialism, postcolonial reading, race, resistance, rhizome, subaltern, slavery, transnational literatures, etc.
UNIT 2. Decolonial scenarios	2.1. Gloria Anzaldúa (Mexico & US): Borderlands/La Frontera: The New Mestiza (excerpts) 2.2. M. NourbeSe Philip (Trinidad and Tobago & Canada): She Tries Her Tongue: Her Silence Softly Breaks (selected poems)
UNIT 3. Postcolonial agency	3.1. Jamaica Kincaid (Antigua and Barbuda & US): ?Girl? 3.2. Patricia Grace (New Zealand): ?Butterflies? 3.3. Warsan Shire (Somalia & UK): Bless the Daughter Raised by a Voice in Her Head (selected poems)
UNIT 4. Beyond Orientalism	4.1. Joumana Haddad (Lebanon): I Killed Scheherazade: Confessions of an Angry Arab Woman (excerpts) 4.2. Leila Aboulela (Egypt & Sudan): ?The Museum?
UNIT 5. Subaltern memory	5.1. The Saharawi Friendship Generation (Western Sahara et al.): Treinta y Uno, Thirty One: A Bilingual Anthology (selected poems) 5.2. Merlinda Bobis (Philippines & Australia): ?Fish-hair Woman?
UNIT 6. Feminist rewriting	6.1. Amalia Ortiz (Mexico & US): The Canción Cannibal Cabaret (selected poems) 6.2. Suniti Namjoshi (India & UK): The Fabulous Feminist (excerpts)



Planning

Methodologies / tests	Competencies / Results	Teaching hours (in-person & virtual)	Student's personal work hours	Total hours
Oral presentation	A1 A2 A6 A9 A15 B1 B5 B8 C4 C6	1	10	11
Directed discussion	A6 B2 B3 B6 B7 B8 C4 C6 C7	10	20	30
Workbook	A1 A2 A6 A9 A15 B3 B6 C6	0	27	27
Workshop	A1 A2 A6 A9 A15 B1 B3 B5 B8 C4 C6 C7	28	20	48
Guest lecture / keynote speech	A6 A16 B5 B7 B8 C4 C6 C7	21	0	21
Mixed objective/subjective test	A3 A6 A7 A9 A11 A15 A16 A17 C2	2	10	12
Personalized attention		1	0	1

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

Methodologies

Methodologies	Description
Oral presentation	Core component of teaching-learning process involving coordinated oral interaction between student and teacher, including proposition, explanation and dynamic exposition of facts, topics, tasks, ideas and principles.
Directed discussion	Group dynamic technique involving free, informal, spontaneous debate among members of group; may also take form of coordinated discussion in presence of moderator.
Workbook	Compilation of printed texts and written documents, collected and edited as tool to consolidate knowledge of course content.
Workshop	Applied learning situation incorporating a range of supervised learning and testing techniques (presentation, simulation, debate, problem solving, guided practice, etc.) with a strongly practical focus.
Guest lecture / keynote speech	Oral presentation (using audiovisual material and student interaction) designed to transmit knowledge and encourage learning. Presentations of this type are variously referred to as 'expository method', 'guest lectures' or 'keynote speeches'. (The term 'keynote' refers only to a type of speech delivered on special occasions, for which the lecture sets the tone or establishes the underlying theme; it is characterised by its distinctive content, structure and purpose, and relies almost exclusively on the spoken word to communicate its ideas.)
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
Oral presentation	I am delighted to receive students in my office and/or through Teams during office hours with prior booking.

Assessment

Methodologies	Competencies / Results	Description	Qualification
Mixed objective/subjective test	A3 A6 A7 A9 A11 A15 A16 A17 C2	It will take place on the date assigned by the Faculty. It will have two parts: theory question(s) and close-reading commentary.	60



Directed discussion	A6 B2 B3 B6 B7 B8 C4 C6 C7	On the virtual platform, you will find a set of texts that will be explained in class. I usually ask questions to the students when I am lecturing. I expect you to come to class having done the readings, so that you are able to interact.	10
Workshop	A1 A2 A6 A9 A15 B1 B3 B5 B8 C4 C6 C7	Students will form small groups to do exercises, such as literary analyses, on the above-mentioned readings.	20
Oral presentation	A1 A2 A6 A9 A15 B1 B5 B8 C4 C6	It will be OPTIONAL and consist on a live performance in groups between 3 and 6 people. The topic must be related with post-colonial culture (i.e. literature, cinema, etc.). Reading is forbidden, but you may have a prompter and improvise.	10

Assessment comments

-All activities, including exams, must be clearly written; errors of grammar, vocabulary, spelling, punctuation, and style in general will negatively affect the grades.-To pass the subject, you must obtain at least a 5 out of 10 in the two sections of the MIXED OBJECTIVE/SUBJECTIVE TEST, the WORKSHOP, the directed discussion, and the final grade. If in any of these sections the grade is less than 5, the global qualification that can be awarded will be a maximum of 4,5.-In the official JULY exam, each student must complete the section(s) that they did not pass at the first opportunity. There will be a theory test and a close-reading commentary; the group presentation will also be optional. The directed discussion and workshop sections will be replaced by an exam that relates the theories (or concepts) and the texts treated in class; said exam may be taken in January by students with matching subjects that can prove the impossibility of attending classes.-The students who sit for the early December call will be evaluated according to the rules specified for the July opportunity.-Students enrolled part-time and who have been granted an academic exemption should contact the teaching staff of the subject at the beginning of the course and they will be evaluated according to the criteria established for the July opportunity.-To NOT obtain the qualification of "Did Not Sit", the student must do at least half of the scoring work.-All assignments must be submitted in time and in the specified format in order to avoid a penalty of 25% on the grade obtained.-Any lack of academic honesty (plagiarism, cheating in exams, etc.) 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). In short, the overall grade will be: FAILED (0).-If the coordinator considers it appropriate, there may be topics of self-study by the students (e.g. to increase your knowledge). These materials, which will not be subject to evaluation, will be provided on Moodle.-The subject may be adapted to students who require the adoption of measures aimed at supporting diversity (be it physical, visual, auditory, cognitive, and learning- or mental health-related). If this is the case, they should contact the services available at the UDC/at the Center: within the official deadlines stipulated in a manner prior to each academic semester, with the Diversity Attention Unit (<https://www.udc.es/cufie/adi/apoioalumnado/>); failing that, with the "ADI" Tutor of the Faculty of Philology (at the following email address: pat.filologia@udc.gal). -In accordance with the various regulations governing university teaching, it is necessary to incorporate a gender perspective into this subject. This includes, among other measures, the use of non-sexist language, bibliographies that are inclusive from a gender perspective, and encouraging participation from all students in class, regardless of their gender. -We will pay particular attention to identifying and addressing sexist prejudices and attitudes. We will actively work towards the modification of this environment and the promotion of values of respect and equality. -Our efforts will focus on detecting cases of gender discrimination and implementing appropriate actions to rectify such cases.

Sources of information



Basic	<p>BASIC BIBLIOGRAPHY</p> <p>Aboulela, Leila. Coloured Lights. Birlinn, 2005.</p> <p>Adichie, Chimamanda. "The Danger of a Single Story." TED Global 2009, https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story/c.</p> <p>Anzaldúa, Gloria. Borderlands/La frontera: The New Mestiza. Spinster/Aunt Lute, 1987.</p> <p>Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. The Empire Writes Back: Theory and Practice in Post-Colonial Literatures. Routledge, 2002.---</p> <p>Postcolonial Studies: The Key Concepts. Routledge, 2013.</p> <p>Boehmer, Elleke. Colonial and Postcolonial Literature. Oxford UP, 2005.</p> <p>Bobis, Merlinda. White Turtle. Spinifex, 1999.</p> <p>Grace, Patricia. Electric City and Other Stories. Penguin, 1988.</p> <p>Haddad, Joumana. I Killed Scheherazade: Confessions of an Angry Arab Woman. Lawrence Hill, 2011.</p> <p>Kincaid, Jamaica. At the Bottom of the River. Picador, 2017.</p> <p>Loomba, Ania. Colonialism/Postcolonialism. Routledge, 2015.</p> <p>Lugones, María. "Colonialidad y género." Tabula rasa, no. 9, julio-diciembre 2008, pp. 73-101.</p> <p>McClintock, Anne. Imperial Leather: Race, Gender, and Sexuality in the Colonial Contest. Routledge, 1995.</p> <p>Meghania, Shamira A., and Humaira Saeed. "Postcolonial/Sexuality, or, Sexuality in 'Other' Contexts: Introduction." Journal of Postcolonial Writing, vol. 55, no. 3, 2019, pp. 293-307.</p> <p>Morris, Rosalind, editor. Can the Subaltern Speak? Reflections on the History of an Idea. Columbia UP, 2010.</p> <p>Namjoshi, Suniti. The Fabulous Feminist: A Reader. Zubaan, 2013.</p> <p>Ortiz, Amalia. The Canción Cannibal Cabaret & Other Songs. Wing, 2019.</p> <p>Philip, M. NourbeSe. She Tries her Tongue, her Silence Softly Breaks. Wesleyan UP, 2014.</p> <p>Said, Edward. Orientalism: Western Concepts of the Orient. Penguin, 1995.</p> <p>Shire, Warsan. Bless the Daughter Raised by a Voice in Her Head: Poems. Random House, 2022.</p> <p>VVAA. Treinta y Uno, Thirty One: A Bilingual Anthology of Saharawi Resistance Poetry. Sombroete, 2007.</p>
Complementary	

Recommendations
Subjects that it is recommended to have taken before
<p>Introducción aos Estudos Literarios/613G03005</p> <p>Literatura Inglesa 1/613G03010</p> <p>Literatura Inglesa 2/613G03017</p> <p>Lingua Inglesa 4/613G03019</p> <p>Use of English 1/613G03020</p> <p>Culture and Civilisation of English-Speaking Countries/613G03022</p>
Subjects that are recommended to be taken simultaneously
<p>English Literature and Literary Criticism/613G03032</p>
Subjects that continue the syllabus
<p>English Literature and Literary Criticism/613G03032</p> <p>Final Dissertation/613G03041</p>
Other comments

(*)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.