English 2501 YAO: Postcolonial Literature

Lakehead University Orillia
Fall-Winter 2015-2016

Course Location: OA-2018
Class Times: Tuesdays and Thursdays, 11:30 am – 1:00 pm

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Instructor Information

• Instructor: Dr. Cheryl Lousley
• Office: OA-3015
• Telephone: 705-330-4008, ext. 2643
• Email: clousley@lakeheadu.ca
• Office Hours: Mondays and Tuesdays, 1-2 pm (drop-in); or at other times and days
  by appointment (send me an email).

Course Description

A survey of the fiction, poetry and drama produced in Africa, Australia, Canada, the
Caribbean, India and New Zealand. The course will also include a representative work
of colonial literature.
Course Objectives
✓ To develop knowledge and critical understanding about literature produced in English in colonial and postcolonial contexts.
✓ To become familiar with the main genres, historical and political contexts, and national and regional approaches in postcolonial writing.
✓ To understand the main questions and critical methods used in studying postcolonial literatures.
✓ To further develop academic skills in critical analysis, reading, writing, and oral performance.
✓ To develop professional skills in collaboration, including attentive listening, critical reflection, persuasive argument, and facilitation.

Course Resources

Required Course Texts
The following required texts are available for purchase at the Lakehead University Bookstore. Purchase the specified edition for texts marked with *.

*ENGL 2501 YAO 2015-2016 Course package
Ngugi wa Thiong’o, Weep Not, Child
J.M. Coetzee, Waiting for the Barbarians
Helon Habila, Waiting for an Angel
Anita Desai, Clear Light of Day
Mohsin Hamid, The Reluctant Fundamentalist
Jamaica Kincaid, Annie John
Maria Campbell, Halfbreed
David Malouf, Remembering Babylon

Course Website
Assignment and other material will be regularly posted on the Desire2Learn (D2L) course website, which you can log into from the Lakehead University website by clicking on mycourselink.
**Course Schedule**  
These are the dates on which the listed texts will be discussed. Students are expected to come to class having read all the assigned readings because we will be actively working with these texts in class. Plan your time accordingly. This schedule is subject to change, as announced in class and/or on the online course site.

*found in course package

## Literature of English Imperialism

<table>
<thead>
<tr>
<th>Date</th>
<th>Texts and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept 15</td>
<td>Introduction; <em>Beginning</em> 7-25, 38-41</td>
</tr>
<tr>
<td>Sept 17</td>
<td>*Rudyard Kipling, “Chapter One” from <em>Kim</em>; *Mary Louise Pratt, “Introduction: Criticism in the Contact Zone”</td>
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<tr>
<td>Sept 22</td>
<td><em>Beginning</em>, Chapter 2 (44-69)</td>
</tr>
<tr>
<td>Sept 24</td>
<td><em>Beginning</em> 69-79 (“Colonial Discourses and Rudyard Kipling: reading ‘The Overland Mail’”) and 315-16 (Kipling, “The Overland Mail”); **“The White Man’s Burden,” **“Take up the White Man’s Burden” and **“The Brown Man’s Burden”</td>
</tr>
<tr>
<td>Sept 29</td>
<td>Joseph Conrad, <em>Heart of Darkness</em></td>
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<tr>
<td>Oct 1</td>
<td>Joseph Conrad, <em>Heart of Darkness</em></td>
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<tr>
<td>Oct 6</td>
<td>Joseph Conrad, <em>Heart of Darkness</em></td>
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<tr>
<td>Oct 8</td>
<td>Writer’s talk: Gary Geddes at 1-2:30 pm in OA 1022; see Geddes’s poems and short essay on online course site.</td>
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<tr>
<td>Oct 15</td>
<td>*Nadine Gordimer, “The Catch”</td>
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## African Literatures in English

<table>
<thead>
<tr>
<th>Date</th>
<th>Texts and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 22</td>
<td>*Wole Soyinka, “The Swamp-dwellers”</td>
</tr>
<tr>
<td>Oct 27</td>
<td>*Wole Soyinka, “The Lion and the Jewel”</td>
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</tbody>
</table>
Oct 29  *Wole Soyinka, “The Lion and the Jewel”

Nov 3  *Beginning, Chapter 4; *Ama Ata Aidoo, “Two Sisters”

Nov 5  Ngũgĩ wa Thiong’o, *Weep Not, Child*, Part 1

Nov 10  Ngũgĩ wa Thiong’o, *Weep Not, Child*, Part 2


Dec 1  Helon Habila, *Waiting for an Angel*, p. 109-222

Dec 3  Exam review; essays due.

**Winter semester**

**South Asian Literatures in English**


Jan 12  Anita Desai, *Clear Light of Day; Beginning*, Chap. 7, 234-250

Jan 14  Deepa Mehta, *Earth* [film]

Jan 19  finish Mehta; *Beginning*, Chapter 6

Jan 21  *Salman Rushdie, intro and chapter two from Midnight’s Children; Beginning*, Chap. 7, 251-261; Chap. 4, 139-143

Jan 26  *Jhumpa Lahiri, “When Mr. Pirzada Came to Dine”; Beginning*, Chap. 7, 261-273


Feb 2  Mohsin Hamid, *Reluctant Fundamentalist*, Chap. 6-9
Feb 4    Mohsin Hamid, *Reluctant Fundamentalist*, Chap. 9-12

**Caribbean Literatures in English**

Feb 9    *Derek Walcott, selections from *Midsummer; Beginning*, 144-152

Feb 11   *Kamau Brathwaite, selections from *Islands* and from *Other Exiles*; critical response assignment due in class.

    -- Study Break --

Feb 23   Jamaica Kincaid, *Annie John*

Feb 25   Jamaica Kincaid, *Annie John*

Mar 1    Jamaica Kincaid, *Annie John*

Mar 3    *Beginning*, Chap. 8; Stephanie Black, *Life and Debt* [film]

Mar 8    *Beginning*, Chap. 8; Stephanie Black, *Life and Debt* [film]

**Indigeneity in Literatures in English**

Mar 10   *Thomas King, “Godzilla vs. Postcolonial” and “Borders”*

Mar 15   Maria Campbell, *Halfbreed*

Mar 17   Maria Campbell, *Halfbreed*

Mar 22   David Malouf, *Remembering Babylon*; essays due.

Mar 24   David Malouf, *Remembering Babylon*

Mar 29   David Malouf, *Remembering Babylon*

Mar 31   Wrap-up and exam review.
### Evaluation

<table>
<thead>
<tr>
<th>Fall semester</th>
<th>Length</th>
<th>Due Dates</th>
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</thead>
<tbody>
<tr>
<td><strong>5%</strong> Oral contributions</td>
<td></td>
<td></td>
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<tr>
<td>2% General</td>
<td>Every class.</td>
<td></td>
</tr>
<tr>
<td>2% Discussion groups</td>
<td>4 times in the semester.</td>
<td></td>
</tr>
<tr>
<td>1% Discussion leader</td>
<td>Students sign up in advance.</td>
<td></td>
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<tr>
<td><strong>25%</strong> Written assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5% Advance preparation for oral contributions</td>
<td>50-100 words</td>
<td>5 times in the semester, posted to D2L.</td>
</tr>
<tr>
<td>2.5% Colonial discourses assignment</td>
<td>500-750 words</td>
<td>October 13th</td>
</tr>
<tr>
<td>5% Explication I</td>
<td>500 words</td>
<td>October 15th – November 26th, as per sign-up sheet</td>
</tr>
<tr>
<td>15% Essay</td>
<td>1500-2000 words</td>
<td>December 3rd</td>
</tr>
<tr>
<td><strong>15%</strong> Tests and exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15% Fall term exam</td>
<td>Registrar-scheduled exam period</td>
<td></td>
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<tr>
<td><strong>45%</strong> Total Fall semester</td>
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<thead>
<tr>
<th>Winter semester</th>
<th>Length</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td><strong>5%</strong> Oral contributions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2% General</td>
<td>Every class.</td>
<td></td>
</tr>
<tr>
<td>2% Discussion groups</td>
<td>4 times in the semester.</td>
<td></td>
</tr>
<tr>
<td>1% Discussion leader</td>
<td>Students sign up in advance.</td>
<td></td>
</tr>
<tr>
<td><strong>35%</strong> Written assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.5% Advance preparation for oral contributions</td>
<td>50-100 words</td>
<td>5 times in the semester (see class schedule), posted to D2L.</td>
</tr>
<tr>
<td>5% Explication II</td>
<td>400-500 words</td>
<td>As per sign-up sheet.</td>
</tr>
<tr>
<td>7.5% Critical application</td>
<td>600-700 words</td>
<td>February 11th</td>
</tr>
<tr>
<td>20% Essay</td>
<td>2000 words</td>
<td>March 22nd</td>
</tr>
<tr>
<td><strong>15%</strong> Tests and exams</td>
<td></td>
<td></td>
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<tr>
<td>15% Final exam</td>
<td>Registrar scheduled exam period</td>
<td></td>
</tr>
<tr>
<td><strong>55%</strong> Total Winter semester</td>
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Assignment Policies
All written assignments are to be well-crafted works of writing without spelling or grammatical errors. Expect to revise and polish your written work.

- Written assignments should be typed and double-spaced with 12-point font and one-inch margins.
- Cover pages are not necessary. Binders and duotangs are discouraged.
- Put your full name, student number, assignment title, course name and number, submission date, and instructor name at the top of the first page on the left-hand side.
- Put your last name and page number on each subsequent page.
- Use the Modern Languages Association (MLA) style for citations and bibliography. See our textbook Writing Today, Chapter 24, for guidance.
- Essays and other written assignments with due dates are individual assignments and cannot be completed collaboratively.
- Assignments are due at the beginning of class on the dates indicated. If you do not hand in your paper in class, it is late. Submit late assignments to the instructor’s office.
- If you require an extension, you must ask for one BEFORE the due date.
- Please note that excessive workload, computer issues and vacation/travel plans do not constitute extenuating circumstances.
- Unless you ask for (and receive) an extension, late essays will be penalized by 2% per day (to a maximum of 20%).
- It is the student's responsibility to retain a photocopy or electronic copy of all assignments submitted for grading; in the event of loss or theft, a duplicate copy is required.
- Exceptions to these policies are allowed only with a doctor’s note or other appropriate documentation.

Details of Assignments

Oral contributions
At all levels of scholarship, we learn by exchanging ideas with other people and working together as a research community to deepen our understanding of texts and contexts. All students are expected to contribute to general class discussion of course concepts. Attendance is necessary but not sufficient to make a contribution to discussion. General oral contributions throughout the semester will be evaluated on the basis of how well they contribute to furthering the learning of others and the pursuit of understanding. In addition, students are expected to contribute through semi-structured participation by coming to class having prepared material in advance. Detailed instructions will be posted online.
Small group discussions (1% discussion leader; 2% participation discussions)
Five times during the semester, students will work together in groups of 4 to 5 students to help one another understand the course texts and apply the course ideas. Groups will meet in class on assigned days for about 20 minutes. One group member will be assigned to lead the group discussion based on their written explication (1%). Introduce your chosen passage to your group (perhaps read a short section to them aloud), explain why you think it is an interesting passage, and introduce three or four main points about its language, as developed in your explication. The group discussions will conclude with a brief presentation to the entire class. For the sake of collegiality, students are expected to attend the presentations of their group members and participate in the discussion (4 times * 0.5% each = 2%).

Colonial Discourses Assignment
In Chapter 2 of *Beginning Postcolonialism*, McLeod presents a number of strategies for reading colonial discourses. In a short 500-750-word analysis, show how one of these strategies is relevant to one of the literary texts we are studying in our section on Literature of English Imperialism, using specific examples from the literary text to support your points and quoting and paraphrasing from John McLeod as appropriate to introduce the method.

Explications
Students will write a 400 to 500-word explication of a passage or scene in one of the major texts we will study in the fall and in the winter semesters. An explication is a close reading that pays detailed attention to significant aspects of narration, point of view, style, tone, theme, and symbolism to explain the meaning of a text. It is not an essay, and does not make an argument. Rather an explication attends closely to how a text is put together (in whose voice, from whose point of view), what tone or mood is set (e.g., ironic, elegiac), what images or symbols it uses, etc. Bring all these parts together in a short paper **explaining** the chosen passage. Clearly identify the passage at the top of the paper (for example, by quoting the opening line). Submit the explication at the end of the assigned class.

Students will sign up in advance for the texts and dates they will prepare their explications and lead a small group discussion on it. The oral contribution based on your explication counts towards your oral contribution grade.

Essays
Students will apply the concepts of the course and delve deeper into one topic of postcolonial literature in an essay that uses the Lakehead University library to access relevant scholarly sources. The essay will present an interpretive argument about one of the literary texts studied by using relevant secondary sources to place it in context (e.g., historical context, national context, political context) and to discuss its cultural
significance (for example, in constructions of national identity). At least three scholarly sources must be cited in the essay.

**Critical Application**
In the winter semester, students will write a critical response on a concept introduced in one of chapters 6 or 7 of *Beginning Postcolonialism*. The assignment will clearly and thoroughly introduce the concept (for example, “imaginary homelands” or “in-between identities”), quoting and paraphrasing from John McLeod as appropriate, and critically explore its usefulness and implications by relating it, by way of specific detailed examples, to one of the texts studied so far in the winter semester. This is a short assignment so you will only be able to speak about one concept in the chapter and about one dimension of the text. Be precise and concise.

**Exams**
A final exam evaluating knowledge and comprehension of all the texts and concepts studied and skills developed in the course will be held during the scheduled examination period in each semester. The final exam will cover material from the entire year.

**Marking Standards**
All assignments will be marked in accordance with the [English Department Marking Standards](https://www.lakeheadu.ca/academics/departments/english/markig-standards).

**Collaboration/Plagiarism Rules**
Plagiarism is the unacknowledged use of someone else’s words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation marks when you are quoting directly, buying essays from essay banks, copying another student’s work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you’ve submitted to another course is also academic dishonesty. All plagiarized work (in whole or in part) and other forms of academic dishonesty will be reported to the Dean, who is responsible for judging academic misconduct and imposing penalties. The minimum penalty for academic misconduct is a 0 on the assignment in question. It might also be subject to more severe academic penalties. See the [Code of Student Behaviour](https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/code-of-student-behaviour-and-disciplinary-procedures).

**University Policies**
- Students in this course are expected to conform to the [Code of Student Behaviour](https://www.lakeheadu.ca/faculty-and-staff/policies/student-related/code-of-student-behaviour-and-disciplinary-procedures)
- Lakehead University provides academic [accommodations for students with disabilities](https://www.lakeheadu.ca/faculty-and-staff/departments/services/sas) in
accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course.

This course outline is available online through the English Department homepage and/or the Desire2Learn site for the course.