



**Department of Language, Journalism, Writing & Literature**

ENG 4075~ 1 | Postcolonial Literatures (3 units)

Spring 2026

<b>Meeting days:</b> Tuesdays & Thursdays	<b>Instructor title and name:</b> Dr. Margarita Pintado Burgos
<b>Meeting times:</b> 1:30pm - 2:45pm	<b>Email:</b> <a href="mailto:mpintado@pointloma.edu">mpintado@pointloma.edu</a>
<b>Meeting location:</b> Bond 102	<b>Office Location and Hours:</b> Bond Academic Center (BAC) 120/
<b>Final Exam:</b> May 5, 1:30-4	

**PLNU Mission**

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

**COURSE DESCRIPTION**

An advanced study of selected post-colonial literature and post-colonial theory from the turn of the 19th century through 21st century. Class inquiry focuses on the effects of empire, colonization, neocolonialism, and globalization presented in these texts.

**COURSE LEARNING OUTCOMES (CLO'S)**

By the end of this course, students will be able to:

1. Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation.
2. Recall (knowledge), identify (knowledge), and use (application) fundamental concepts of literary study to read and discuss texts:
  - a. Standard literary terminology
  - b. Modes/genres of literature
  - c. Elements of literary genres
  - d. Literary periods (dates, writers, characteristics, and important developments)
  - f. Contemporary critical approaches

3. Analyze (analysis) the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect (synthesis, evaluation) the texts with their own lives.
4. Create (synthesis, evaluation) detailed and informed textual analysis of literary works employing secondary sources and applying concepts of literary study and literary theory.

**REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES. Some (not all) available via LOMABOOKS.**

1. Césaire, Aimé. *Discourse on Colonialism*, Monthly Review Press, 2001.  
<https://www.amazon.com/Discourse-Colonialism-Aim%C3%A9-C%C3%A9saire/dp/1583670254>
2. Conrad, Joseph. *Heart of Darkness*. Any edition.
3. Kinkaid, Jamaica. *A Small Place*, Farrar, Straus and Giroux, 2000.
4. Álvarez, Julia. *How the García Girls Lost Their Accent*. Any edition.

Other readings (available in Canvas or facilitated by instructor) include:

1. Lahiri, Thumpa. *Interpreter of Maladies*.
2. Wa Thiongo, Ngugi. *Decolonizing the Mind*.
3. Said, Edward. *Culture and Imperialism*.
4. Fanon, Franz. *Black Skins, White Masks*
5. Freire, Paulo. *The Pedagogy of the Oppressed*.
6. Anzaldúa, Gloria. *Borderlands*.
7. Baldwin, James. *Notes of a Native Son*.

**ASSESSMENT AND GRADING**

Grades will be based on the following:

Written reflections	25%
Oral presentations	20%
Quizzes	15%
3 partial exams	25%
<u>Final exam/ paper</u>	<u>15%</u>
	100%

**SAMPLE STANDARD GRADE SCALE BASED ON PERCENTAGES**

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59

A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	
	B- 80-82	C- 70-72	D- 60-62	

## **FINAL EXAMINATION POLICY**

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Traditional Undergraduate Records: Final Exam Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

## **COURSE POLICIES AND REQUIREMENTS**

Attendance: Attendance is required. Missing class for other than medical emergencies or excused absences will affect your grade, as per the University Catalog. Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the professor has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date, or after that date, receive an F grade. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See current Academic Policies in the academic catalog.

Class Preparation: All assignments must be completed prior to the assigned due date and time. Some assignments will be discussed in class while others will be completed individually but not discussed.

Class Participation: Regular contributions to class discussion are expected, including but not restricted to discussions of weekly readings, related experiential exercises, and open dialogue. Despite the size of the class, I want everyone to feel compelled to share their thoughts on assigned readings.

Late Paper Policy: Be sure to hand in your assignment on time or make a prior arrangement to submit the assignment before the assigned due date. Otherwise, a late submission will be penalized by one letter grade if handed in after the due date and time, and by an additional letter grade for each day late following the assignment due date. Unless prearranged, assignments more than a week late will not be graded. Note: response papers may not be submitted late. Late response papers will receive a “0.”

E-Mail: Please use e-mail for simple, logistical questions or clarifications. Write: "LIT 4048" in the subject line. Allow 24 hours/ 1 business day for a reply.

Public Discourse: Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus, you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class.

### **CONTENT WARNING**

I acknowledge that each of you comes to PLNU with your own unique life experiences which contribute to the way you perceive various types of information. In ENG 3023, all class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, I encourage you to talk to me about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement, and I will support you throughout your learning in this course.

### **TRIGGER WARNING**

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In ENG 3023, we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of Creative Writing and I will support you throughout your learning in this course.

## **TURNING IN ASSIGNMENTS AND DUE DATES**

All major assignments must be turned in on Canvas on the day they are due in addition to being printed and turned in hard copy at class. Assigned work will have a due date and you will be expected to meet this requirement. Missed in-class work may not be made up unless you have an excused absence. I will accept the major projects one class period late, but your paper will be penalized one letter grade (A as maximum grade). Major projects turned in after that point will receive a score of 0. You must turn in all four major projects to pass this course. Failure to do so will result in a grade of F.

## **PLNU SPIRITUAL CARE**

PLNU strives to be a place where you grow as a whole person. To this end, we provide resources for our Graduate and Adult Undergraduate students to encounter God and grow in their Christian faith. We have onsite chaplains at our different campuses who may be available during class break times across the week. If you have questions or a desire to meet or share any prayer requests with our chaplains, you can find them at the [Chaplain's Page](#) via myPLNU. In addition, the Mission Valley and Balboa campuses have a prayer chapel for use as a space set apart for quiet reflection and prayer.

## **PLNU COPYRIGHT POLICY**

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

## **PLNU RECORDING NOTIFICATION**

To enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

## **ACADEMIC HONESTY**

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

## **ARTIFICIAL INTELLIGENCE (AI) POLICY**

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

## **PLNU ACADEMIC ACCOMMODATIONS POLICY**

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center ([EAC@pointloma.edu](mailto:EAC@pointloma.edu) or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

## **LANGUAGE AND BELONGING**

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle

commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at [www.pointloma.edu/nondiscrimination](http://www.pointloma.edu/nondiscrimination).

### **SEXUAL MISCONDUCT AND DISCRIMINATION**

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at [pointloma.edu/Title-IX](http://pointloma.edu/Title-IX). Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at [counselingservices@pointloma.edu](mailto:counselingservices@pointloma.edu) or find a list of campus pastors at <http://pointloma.edu/Title-IX> or as shown in the PLNU Spiritual Care section of this syllabus.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at [www.pointloma.edu/bias](http://www.pointloma.edu/bias)

### **PLNU COURSE MODALITY DEFINITIONS**

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
  - a. Synchronous Courses: At least one class meeting takes place at a designated time.
  - b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

### **PLNU ATTENDANCE AND PARTICIPATION POLICY**

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. Therefore, regular attendance and participation in each course are minimal requirements.

If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Students who anticipate being absent for an entire week of a course should contact the instructor in advance for approval and make arrangements to complete the required coursework and/or alternative assignments assigned at the discretion of the instructor. Acceptance of late work is at the discretion of the instructor and does not waive attendance requirements.

Refer to [Academic Policies](#) for additional detail.

## **LOMA WRITING CENTER**

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research. Getting feedback from the Loma Writing Center while you’re in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: [writingcenter@pointloma.edu](mailto:writingcenter@pointloma.edu)

## Course Schedule

-subject to change-

- T January 13 Introduction to the class, reading the syllabus, understanding Canvas and starting the conversation: what is postcolonialism? Key terms that will help us navigate the class.
- R January 15 Edward Said, *Culture and Imperialism*: introduction (xi-xviii) and first chapter, “Overlapping territories, Intertwined Histories”, available in Canvas.
- T January 20 Jhumpa Lahiri, *Interpreter of Maladies*, “When Mr. Pirzada Came to Dine”, and “An Interview with Jhumpa Lahiri.” Available in Canvas.  
**\*Response paper, 500 words minimum**
- R January 22 “Imperialism and Congo,” pp.107-123; Joseph Conrad’s *Heart of Darkness*, part I. I recommend you buy the book, but you can also read it here: <https://www.gutenberg.org/files/219/219-h/219-h.htm>
- T January 27 *Heart of Darkness*, parts II & III  
**\*Response paper, 500 words minimum**
- R January 29 “A Poetics of Anticolonialism,” Robin Kelley, Introduction to *Discourse on Colonialism*, pp. 7-28.
- T February 3 Aime Cesaire, *Discourse on Colonialism* pp 31-78.  
**\*Response paper, 500 words minimum**
- R February 5 Ngugi Wa Thiongo. “The Language of African Literature,” in *Decolonizing the Mind*, pp 4-30.  
**\*Quiz**
- T February 10 **Exam 1**
- R February 12 James Baldwin’s “Letter from a Region of my Mind,” *The New Yorker*.
- T February 17 Baldwin: “A Talk to Teachers” and “Stranger in the Village”, available in Canvas.  
**\*Response paper, 500 words minimum**
- R February 19 Jamaica Kincaid’s *A Small Place*, pp. 3-37  
**\*Quiz**

- T February 24 “A Small Place”, pp. 41-81
- R February 26 “Why are you afraid of Bad Bunny”  
<https://medium.com/@tri4lechusza/why-are-you-afraid-of-a-bunny-bad-bunny-and-cultural-plurality-33a4132f6e2e>
- Bad Bunny’s El Apagón/ Blackout;  
[https://www.youtube.com/watch?v=1TCX\\_Aqzoo4](https://www.youtube.com/watch?v=1TCX_Aqzoo4)
- Fighting for Paradise <https://www.youtube.com/watch?v=pfO5RwyEWfg>
- T March 3 Franz Fanon, “Concerning Violence,” from *The Wretched of the Earth*.  
**\*Quiz**
- R March 5 **Exam 2**
- T & R March 9-13 **SPRING BREAK**
- T March 17 Julia Alvarez, *How the García Girls Lost Their Accent*~ novel, part I  
**\*Response paper, 500 words minimum**
- R March 19 *How the García Girls Lost Their Accent*, part II
- T March 24 *How the García Girls Lost Their Accent*, part III  
**\*Response paper, 500 words minimum**
- R March 26 Gloria Anzaldúa- *Borderlands* (selections)
- T March 31 Latinx Poetry, selection  
**\*Response paper, 500 words minimum**
- R April 2 **EASTER RECESS**
- T April 7 Harvest of Empire: The Untold Story of Latinos in America  
**Harvest of Empire**  
<https://www.youtube.com/watch?v=5gW84cAN2Pw&rco=1>
- R April 9 Paulo Freire, *Pedagogy of the Oppressed* (selections)

T	April 14	<b>Exam 3</b>
R	April 16	Imperialism Today <a href="https://cepa.org/article/the-empires-strike-back-a-new-age-of-imperialism/">https://cepa.org/article/the-empires-strike-back-a-new-age-of-imperialism/</a> <a href="https://www.theatlantic.com/ideas/2025/12/trump-imperialism-foreign-policy/685196/">https://www.theatlantic.com/ideas/2025/12/trump-imperialism-foreign-policy/685196/</a> <a href="https://developingeconomics.org/2021/04/13/the-changing-face-of-imperialism-colonialism-to-contemporary-capitalism/">https://developingeconomics.org/2021/04/13/the-changing-face-of-imperialism-colonialism-to-contemporary-capitalism/</a>
T	April 21	Presentations by students
R	April 23	Presentations by students
T	April 28	Presentations by students
R	April 30	Last class
T	May 5	<b>Final Exam- paper</b>