

LIT 448: Post-Colonial Literature**Fall 2017****Section 1****11:00am-12:15pm, TR****Classroom: BAC 105B****Professor James Wicks****Office: BAC 125****Extension: 2590****E-mail: jwicks@pointloma.edu****Office Hours: see Canvas****Post-Colonial Literature**

In this class we will analyze literature that describes the effects of colonial experience in terms of geography, history, and culture. We will begin the course by examining the problematic nature of the term “postcolonialism” -- what are its spatial dimensions, its temporal dimensions, and its universalistic connotations? After all, isn’t the entire globe “postcolonial” to an extent? But at the same time, there are specific implications: for example, the postcolonial experience in Guatemala differs from that of Algeria in pointed ways. Next, we will move to a geographical survey of four key regions for the remainder of the semester: East Asia, Africa, Latin America, and the Middle East. In the process of evaluating postcolonial literature, we will engage in conversations with cultural theorists, theologians, philosophers, and historians who are who are interested in a variety of questions regarding gender, ethnicity, class, postmodernism, and theories of transnationalism. Students are required to complete all readings, write a theme analysis essay, a theme analysis essay with outside sources, and a term paper, and take a mid-term and final exam.

Catalogue Description

An advanced study of selected post-colonial literature and perhaps some post-colonial theory from the turn of the 19th century through 21st century. Class inquiry focuses on the effects of empire, colonization, neocolonialism, and decolonization presented in these texts and examines the ways in which these texts respond to or resist dominant colonialist and imperialist paradigms of power, identity, gender and the other.

Required Texts

Conrad, Joseph. *Heart of Darkness* (Norton Critical Editions). New York: W.W. Norton & Co., 2005.
 Loomba, Ania. *Colonialism/Postcolonialism*. New York: Routledge, 2015.
 Roy, Arundhati. *The God of Small Things*. New York.: Random House, 2008.
 Wu, Zhuoliu, and Ioannis Mentzas. *Orphan of Asia*. New York: Columbia University Press, 2006.
 Fanon, Frantz. *Black Skin, White Masks*. New York: Grove Press, 2008.
 Kincaid, Jamaica. *The Autobiography of My Mother*. New York: Plume, 1997.
 Menchú, Rigoberta. *I, Rigoberta Menchú: An Indian Woman in Guatemala*. New York: Verso, 1984.
 Satratapi, Marjane. *Persepolis: The Story of a Childhood*. New York: Pantheon Books, 2003.
 Kanafani, Ghassan. *Men in the Sun and Other Palestinian Stories*. Boulder: Lynne Rienner Publishers, Inc., 1999.

Various handouts distributed by the professor.

Course Learning Outcomes

Students will be able to:

1. Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation. **(PLO 2,3, 5)**
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)
 - e. Contemporary critical approaches
 - f. Extra-literary research **(PLO 2, 3, 5)**
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. **(PLO 1)**
4. Create (synthesis, evaluation) detailed and informed textual analysis of literary works employing secondary sources and applying concepts of literary study and literary theory. **(PLO 3, 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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

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 faculty member 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. 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 [Academic Policies](#) in the (undergrad/graduate as appropriate) 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. Enthusiastic and responsible participation in assigned group projects (in-class and outside of class) is expected of all.

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 pre-arranged, assignments more than a week late will not be graded. Note: reading notes may not be submitted late. Late reading notes will receive a "0."

E-Mail: Please use e-mail for simple, logistical questions or clarifications. Write: "LIT 351" in the subject line. Allow 24 hours/ 1 business day for a reply.

Smart phones and laptops: may be used for classroom related activities only.

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.

Inclusive Language: *Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.* These academic style guides provide background information and good examples of how to maintain non-sexist language use in your writing.

Academic Honesty/ Policy on Plagiarism: Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

Academic Accommodations: While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

Final Examination: *The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule.* Successful completion of this class requires taking the final examination on its scheduled day. No requests for early examinations or alternative days will be approved.

FERPA Policy: In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See [Academic Policies](#) in the (undergrad/ graduate as appropriate) academic catalog.

LJML Department Policies: available at this [link](#).

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.

Grading Scale

| | |
|--------|----|
| 94-100 | A |
| 90-93 | A- |
| 88-89 | B+ |
| 83-87 | B |
| 80-83 | B- |
| 78-79 | C+ |
| 73-77 | C |
| 70-73 | C- |
| 60-69 | D |

Grading

| | |
|-----|---|
| 20% | class participation |
| | 5% minimum four (4) tweets each week: two (2) original and two (2) replies: use #PoCo17 |
| | 5% ½ page of reading notes each class period. Late reading notes are not accepted. |
| | 5% one (1) author presentation |
| | 5% one (1) class discussion paper |
| 10% | theme analysis video essay 1 |
| 15% | midterm exam |
| 20% | theme analysis video essay 2 |
| 10% | term paper |
| 25% | final exam |

Assignment Descriptions:

Paper Format: Papers must be written in MLA Style. Papers must be stapled, typed and double-spaced. Submit assignments in black ink on 8.5"x11" white paper. Use a non-decorative 12-point font, such as Times New Roman, and use 1" margins. Do not include title pages. Include page numbers. Use the MLA website or a current MLA style guide for style, grammar, format and citation questions.

Class Participation

Twitter & Notes: described above

Author Presentation Objective: Type an author biography in a bullet-point/ brochure-type format.

Form: Length: 1 page. Make photocopies so each class participant has a copy. Read your author presentation in class (10-15 minutes). Creativity is encouraged.

Class Discussion Paper Objective: Write a reader-response to the assigned class reading.

Form: 1.5- 2 pages. Summarize important details from -- but not the plot in -- the assigned text, offer your critical assessment of key themes, and contribute questions that facilitate class discussion. Make photocopies so each class participant has a copy. Read your class discussion paper in class (10-15 minutes), and be prepared to guide the subsequent class discussion.

Theme Analysis Video Essay 1

Objective: Present an academic argument in video essay format on one narrowly defined topic based on your assessment of the readings.

Form: 1) Submit a 3 - 5 minute digital file to YouTube or share the file via Dropbox with 2) a one-page form (to be distributed later) containing the key components of your argument. 3) Submit a Works Cited page with two (2) sources; namely: Loomba's text and your primary text.

Theme Analysis Video Essay 2

Objective: Explore a selected text (of your choice from the course readings) further by locating secondary sources. Engage in dialogue with the writers you discover in your research. Include your primary text and at least five (5) outside resources not located online in your works cited page.

Form: 1) Submit a 5-10 minute digital file to YouTube or share the file via Dropbox with 2) a two-page form (to be distributed later) containing the key components of your argument. 3) Submit a Works Cited page with at least five (5) outside secondary resources not located online.

Term Paper

Objective: Write a term paper that synthesizes your learning in our course.

Form: Minimum 10 pages and 10 sources. More information to be delivered during class.

Midterm and Final Examinations

Objective: Use relevant examples from the lectures, readings, and films to respond to questions that take into account the content of the course.

Form: In-class, written, open-note/book examinations.

Evaluation of Papers and Video Essays

The following questions will be considered when papers are evaluated and graded. All questions may not be relevant to each assignment.

- Does the paper/essay respond to the various parts of the prompt?
- Does the paper/essay make an argument?
- Is the claim clear and plausible? Is it stated and contextualized effectively?
- Is there sufficient and relevant evidence to ground the claim?
- Does the paper effectively select and use material from the course readings to support and validate the analysis? Does it summarize, paraphrase, and quote effectively?
- Does the paper use all relevant details from the readings both to support the claim and to provide a context for the case being made? Does it ignore material that should be taken into account?
- Does the paper demonstrate an awareness of how the argument being proposed fits into the larger set of claims made about the topic in our course readings?
- Does the paper work through the complexities of the material (as opposed to oversimplifying or overgeneralizing)?

- Is the paper/essay well organized?
- Does it cite material from the sources using MLA documentation style?
- Are there sentence structure problems or grammatical errors that interfere with the meaning?

Course Schedule
Subject to Change

| Week | Date | Schedule | Keyword | Assignment Due |
|-------------|----------------|--|--------------------------|-------------------------|
| 1 | 8/31 | R <i>Heart of Darkness</i> , 3-54 | Colonialism | |
| 2 | 9/5 9/7 | T <i>Heart of Darkness</i> , 54-77 <i>Colonialism/Postcolonialism</i> , 19-50 R <i>Heart of Darkness</i> , 307-325 | Postcolonialism | AP*: CDP**: |
| 3 | 9/12 9/14 | T <i>Colonialism/Postcolonialism</i> , 50-111 R <i>Heart of Darkness</i> , Achebe, Said, Roberts, Miller | Orientalism | |
| 4 | 9/19 9/21 | T <i>The God of Small Things</i> , 3-89 R <i>The God of Small Things</i> , 90-147 | Postmodernism | AP: _____ |
| 5 | 9/26 9/28 | T <i>The God of Small Things</i> , 148-253 R <i>The God of Small Things</i> , 254-321 | Class | CDP: _____ |
| 6 | 10/3 10/5 | T <i>Orphan of Asia</i> , 1-154 R <i>Black Girl</i> (dir. Sembene, 1966) | Decolonialism | AP: _____ |
| 7 | 10/10 10/12 | T <i>Buddha Bless America</i> (dir. Wu, 1996) R <i>Buddha Bless America</i> (dir. Wu, 1996) | Film Studies | R: Video Essay 1 |
| 8 | 10/17 10/19 | T <i>Orphan of Asia</i> , 155-247 R Midterm Exam | Citizenship | CDP: _____ |
| 9 | 10/24 10/26 | T <i>Black Skin, White Masks</i> , 1-63 R <i>Black Skin, White Masks</i> , 64-119, (120-197 skim read) 198-206 | Transnationalism | AP: _____ CDP: _____ |
| 10 | 10/31 11/2 | T <i>Colonialism/Postcolonialism</i> , 112-180 R <i>Autobiography of My Mother</i> , 3-43 | Gender | AP: _____ |
| 11 | 11/7 11/9 | T <i>Autobiography of My Mother</i> , 47-160 R <i>Autobiography of My Mother</i> , 163- 228 | Neoliberalism | CDP : _____ |
| 12 | 11/14 11/16 | T <i>I, Rigoberta Menchú</i> , TBD R <i>I, Rigoberta Menchú</i> , TBD | Globalization | AP: _____ CDP: _____ |
| 13 | 11/21 11/23 | T <i>When the Mountains Tremble</i> (dir. Sigel, Yates, 1983); R Thanksgiving – no class | Imperialism | T: Video Essay 2 |
| 14 | 11/28 11/30 | T <i>Persepolis</i> , 1-74 R <i>Persepolis</i> , 75-153 <i>Colonialism/Postcolonialism</i> , 213-228 | Empire | AP: _____ CDP: _____ |
| 15 | 12/5 12/7 | T <i>Men in the Sun</i> , 21-74 R <i>Men in the Sun</i> , 75-115 | <i>Student Selection</i> | AP: _____ CDP: _____ |

Final Exam: 12/14 Thursday, 10:30am-1:00pm

*AP: Author Presentation **CDP: Class Discussion Paper