

	<p>Language, Writing, Literature, Journalism & Environmental Studies (LJWLES)</p> <p>LIT 4048: Post- Colonial Classics and Theory, section 1</p> <p>3 Units</p>
Fall 2021	

Meeting days: TR	Instructor title and name: Dr. Margarita Pintado
Meeting times: 1:30- 2:45	Phone: 961-849-2443
Meeting location: BAC 105b	Email: mpintado@pointloma.edu
Final Exam: F, Dec. 17, 10:30-1:00	Office hours and location: MWF 10:00-12:00, and by appointment at BAC 120.

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.

Post-Colonial Literature/ Catalogue 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.

Required texts

Achebe, Chinua. *Things Fall Apart* (Penguin, 1994).
 Conrad, Joseph. *Heart of Darkness* (Norton Fifth Critical Edition).
 Césaire, Aimé. *Discourse on Colonialism* (Monthly Review Press, 2001).
 Saer, Juan José. *The Witness* (Serpent's Tail, 2009).

Other readings provided by the professor include:

Anzaldúa, Gloria. *Borderlands, La Frontera*.
 Benítez Rojo, Antonio. *The Repeating Island*.

Césaire, Aimé. *Discourse on Colonialism*.
Díaz, Natalie. *Postcolonial Love Poem*.
Glissant, Édouard. *Poetics of Relation*.
Lahiri, Thumpa. *Interpreter of Maladies*.
Martí, José. "Our America."
Pastor, Mara. *Natal Debt*.
Said, Edward. *Culture and Imperialism*.
Santos-Febres, Mayra. *Boat People*.
Wa Thiong'o, Ngũgĩ. *Decolonizing the Mind*.

Other readings of interest:

"Decolonizing a Caribbean Garden," *The Plant Hunter*.
"It could feed the world": amaranth, a health trend 8,000 years old that survived
colonization," *The Guardian*.
"Why Spanish colonial officials feared the power of clothing," *Psyche*.
"But, what about the railways?," *The Guardian*.

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.
2. Recall (knowledge), identify (knowledge), and use (application) fundamental concepts of literary study to read and discuss texts
 1. Standard literary terminology
 2. Modes/genres of literature
 3. Elements of literary genres
 4. Literary periods (dates, writers, characteristics, and important developments)
 5. Contemporary critical approaches
 6. Extra-literary research
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.

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 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 pre-arranged, 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 448” 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.

PLNU Academic Honesty Policy: 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.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

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 particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

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 assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

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 current Academic Policies in the academic catalog.

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

Grades will be based on the following:

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	

Grading

- 20 % Class participation
 - 10% response papers
 - 5% leading discussions in class
 - 5% in class discussion
 - 20% In class literary analysis
 - 10% Midterm exam
 - 10% Oral presentation
 - 20% Term paper
 - 20% Final exam
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Course Schedule

Subject to change

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| September | 2 | Welcome to the class. Syllabus, goals, expectations. Starting the conversation about post-colonialism by defining key terms such as imperialism, colonization, postcolonialism/ post-colonialism, neocolonialism, and decoloniality. |
| Sept. | 7 | Discussion on excerpts from the essay “Empire, Geography, and Culture,” from Edward Said’s <i>Culture and Imperialism</i> (4-14).
Homework: write a response paper (1-2 pages) on “Empire, Geography, and Culture.” Choose a passage to write about and to discuss in class. |
| Sept. | 9 | Readings: “When Mr. Pirzada Came to Dine,” from <i>Interpreter of Maladies</i> , by Thumpa Lahiri’s (23-42). |
| Sept. | 14 | Readings: “Imperialism and the Congo,” by David Van Reybrouck (107-123), and “On the Races of Man,” by Charles Darwin (197-209), in <i>Heart of Darkness</i> , Fifth Norton Critical Edition.
Homework: response paper (1-2 pages) |
| Sept. | 16 | Reading <i>Heart of Darkness</i> , by Joseph Conrad (3-54/ *tip*: 3 minutes per page means that if you read 30 minutes every day you will be done in 5 days.) |
| Sept. | 21 | Finish reading <i>Heart of Darkness</i> , pages 54-77 (if you read 30 minutes every day you will be done in 2-3 days.)
In class literary analysis |

Sept.	23	Reading: “The Language of African Literature” (4-20).
Sept.	28	Reading: selections of <i>Things Fall Apart</i> . Homework: response paper (1-2 pages)
Sept.	30	Conversation with Dr. Myra Houser, author of <i>Bureaucrats of Liberation: Southern African and American Lawyers and Clients During the Apartheid Era</i> .
October	5	Midterm exam
Oct.	7	Reading: “Our America,” by José Martí (288-296). Homework: response paper (1-2 pages)
Oct.	12	“Reading: Discourse on Colonialism,” by Aimé Césaire (31-78). Homework: response paper (1-2 pages)
Oct.	14	Reading: a selection of Caribbean Poetry: Derek Walcott, Nicolás Guillén, Mayra Santos Febres. * Each student will present a poem.
Oct.	19	Reading: “How to Tame a Wild Tounge,” by Gloria Anzaldúa. Homework: response paper (1-2 pages)
Oct.	21	<i>Postcolonial Love Poem</i> (selection), by Natalie Díaz.
Oct.	26	Reading: <i>The Witness</i> Homework: response paper (1-2 pages)
Oct.	28	<i>The Witness</i>
November	2	<i>The Witness</i> / In class literary analysis
Nov.	4	Watch “Blackout in Puerto Rico” (Frontline) and “Fighting for Paradise: Puerto Rico’s Future” (PBS special).
Nov.	9	Conversation with Dr. Juan Carlos Rodríguez on the island of Vieques, Puerto Rico.
Nov.	11	Sharing ideas about the oral presentations
Nov.	16	The case of Cuba: reading from <i>The Repeating Island</i> , by Antonio Benítez Rojo.

Nov.	18	post-colonial art; the role of the museums; artists and activists. https://artuk.org/discover/stories/postcolonial-art-eight-artists-addressing-empire-colonial-histories-and-black-identities https://www.artsy.net/article/artsy-editorial-12-artists-caribbean-diaspora-shaping-contemporary-art https://www.tate.org.uk/art/art-terms/p/postcolonial-art
Nov.	23	These dates have been left in blank to allow flexibility
Nov.	30	These dates have been left in blank to allow flexibility
December	2	Presentations
Dec.	7	Presentations
Dec.	9	Presentations
December	17	Final Exam