



Department of Language, Journalism, Writing, Literature & Environmental Studies
LIT 4048-- *Post-Colonial Classics and Theory*, section 1 (3 units)
Fall 2023

Meeting days: <i>Tuesdays & Thursdays</i>	Instructor title and name: Dr. Margarita Pintado Burgos
Meeting times: <i>9:30am- 10:45am.</i>	Phone: <i>619-849-2443</i>
Meeting location: <i>Bond Academic Center (BAC), room 155.</i>	Email: <i>mpintado@pointloma.edu</i> Office Location and Hours: <i>Bond Academic Center (BAC) 120, Thursdays 11:00am - 2:00pm, and by appointment.</i> Final Exam: <i>Tuesday, 12/12/ 2023, 10:30am-1:00pm.</i>

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.

Catalogue Description ~~ LIT 4048/ Post-Colonial Classics and Theory:

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)
 - e. Contemporary critical approaches
 - f. 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.

Required Texts and Recommended Study Resources

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*. See different options:
https://www.amazon.com/s?k=Heart+of+Darkness%2C+CONRAD&i=stripbooks&__mk_es_US=%C3%85M%C3%85%C5%BD%C3%95%C3%91&crd=2RVZED6HM0HUP&sprefix=heart+of+darkness%2C+conrad%2Cstripbooks%2C119&ref=nb_sb_noss_2
3. Kincaid, Jamaica. *A Small Place*, Farrar, Straus and Giroux, 2000.
https://www.amazon.com/-/es/Jamaica-Kincaid/dp/0374527075/ref=sr_1_8?__mk_es_US=%C3%85M%C3%85%C5%BD%C3%95%C3%91&crd=23I2AJF2MKOQP&keywords=an+island%2C+jamaica+kincaid&qid=1690827651&s=books&sprefix=an+island%2C+jamaica+kincaid%2Cstripbooks%2C119&sr=1-8
4. Rhys, Jean. *Wide Sargasso Sea*, W. W. Norton & Company, 2016.
https://www.amazon.com/-/es/Jean-Rhys/dp/0393352560/ref=sr_1_1?__mk_es_US=%C3%85M%C3%85%C5%BD%C3%95%C3%91&crd=BFV106QFQUQK&keywords=Wide+Sargasso+Sea%2C+JEAN+RHY S&qid=1690827706&s=books&sprefix=wide+sargasso+sea%2C+jean+rhys%2Cstripbooks%2C125&sr=1-1

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

1. Lahiri, Thumpa. *Interpreter of Maladies*.
2. Wa Thiong'o, Ngũgĩ. *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*.

Assessment and Grading

Grades will be based on the following:

- Response papers- 25%
- Quizzes- 25%
- Midterm exam- 20%
- Final exam- 20%
- Class discussion- 10%

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	

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.

Spiritual Care

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

State Authorization

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student’s responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

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 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.

Artificial Intelligence (AI) Policy

Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is **NOT** allowed in this class. If you use any of these, you will receive a zero in the assignment.

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.

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.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

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. 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 or find a list of campus pastors at pointloma.edu/title-ix.

Course Schedule

Subject to Change

- August 29, T/** WELCOME, intro to class & syllabus. Discussion: what is Post-Colonialism? Key concepts and ideas.
Resource: “An Introduction to Post-Colonialism, Post-colonial Theory and Post-colonial Literature,” University of Washington: chrome extension://efaidnbmnnnibpcajpcgclefindmkaj/https://art.washington.edu/sites/art/files/documents/about/an_introduction_to_post-colonialism_post-colonial_theory_and_post-colonial_literature.pdf
- August 31, TH/** Key concepts, and ideas; article “How Russian colonialism took the Western anti-imperialist Left for a ride,” *Salon*, July 29, 2023.
- September 5, T/** Edward Said’s “Empire, Geography, and Culture,” in *Culture and Imperialism*, pp. 3-14 available in Canvas. **Response paper (due Monday)**
- September 7, TH/** Thumpa Lahiri’s “When Mr. Prizada Came to Dine,” (short story) in *Interpreter of Maladies*, available in Canvas (pp.1-7) **Reading quiz**
- September 12, T/** David Van Reybrouck, “Imperialism and the Congo,” facilitated by instructor, pp.107-123.
Joseph Conrad’s *Heart of Darkness* (I part)
*I recommend you buy the book, but you can also read it here:
<https://www.gutenberg.org/files/219/219-h/219-h.htm>
Reading quiz
- September 14, TH/** Joseph Conrad’s *Heart of Darkness* (II part)
- September 19, T/** *Heart of Darkness* (III part) **Response paper (due Monday)**
- September 21, TH/** “A Poetics of Anticolonialism,” Robin Kelley, Introduction to *Discourse on Colonialism*, pp. 7-28. Brief talk on Surrealism.
- September 26, T/** Aime Cesaire’s *Discourse on Colonialism*/ **Response paper (due Monday)**
- September 28, TH/** Cesaire’s *Discourse on Colonialism*
- October 3, T/** Ngugi Wa Thiong’o, “The Language of African Literature,” in *Decolonizing the Mind*. Selection available in Canvas.
Reading quiz
- October 5, TH/** Continuation

- October 10, T/** Franz Fanon, selection from *Black Skins, White Masks*, available in Canvas. **Response paper (due Monday)**
- October 12, TH** *Review*
- October 17, T** **Midterm exam**
- October 19, TH/** (FALL BREAK, no school)
- October 24, T/** Jean Rhy's *Wide Sargasso Sea*/ **Reading quiz** (part I)
- October 26, TH/** *Wide Sargasso Sea* (II part, 59-124)
- October 31, T/** *Wide Sargasso Sea*/ **Reading quiz** (II and III parts)
- November 2, TH/** Tourism and Neocolonialism (reading TBD)
- November 7, T/** Jamaica Kinkaid, *A Small Place* (essay). **Response paper (due Monday)**
- November 9, TH/** Kinkaid, *A Small Place*.
- November 14, T/** González, Juan. Documentary based on the book *Harvest of Empire: A History of Latinos in America*.
<https://www.youtube.com/watch?v=5gW84cAN2Pw>
Response paper (due Monday)
- November 16, TH/** Selection of Caribbean and Latino Poetry, available in Canvas.
Each student will present a poem.
- November 21, T/** Selection of Caribbean and Latino Poetry, available in Canvas.
Each student will present a poem.
- November 23, TH/** Thanksgiving BREAK, no school.
- November 28, T/** Paulo Freire's *Pedagogy of the Oppressed* (selections), Ch.1 chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://envs.ucsc.edu/inter-nships/internship-readings/freire-pedagogy-of-the-oppressed.pdf
Response paper (due Monday)
- November 30, TH/** Continuation of *Pedagogy of the Oppressed*.
- December 5, T/** The case of Puerto Rico ("Fighting for Paradise" and "El Apagón").
- December 7, TH/** LAST DAY of school, final reflections, review for the final exam.
- December 12/ T** **Final Exam**