

ENGL 2927 A: African Literatures II

(Winter 2021- January- April)

Instructor: Aliesha Hosein, PhD
Office Hours: TBD
Meeting Time: Wednesdays 6:05 – 8:55p.m
Format: Blended
Meeting Place: A combination of Synchronous and Asynchronous via Zoom
Email: alieshahosein@cunet.carleton.ca

Prerequisite(s): second - year standing or permission of the instructor

ENGL 2927: African Literatures II Department of English, Carleton University Instructor: Aliesha Hosein, PhD alieshahosein@cunet.carleton.ca	Class Days and Times Wednesdays 6:05 – 8:55p.m ONLINE instruction via Zoom Office Hours By Appointment only – maybe Zoom or another technological platform
Key Dates <ul style="list-style-type: none">• 3rd March 2021 -1st Quiz• 17th February Winter Break – NO CLASSES• 17th March 2021 2nd Quiz• Final Assignment Due –April 27th 2021- Take-home exam. This is the Final exam.	Evaluation: <ol style="list-style-type: none">1. 2 blog responses each week 2 Responses X 12 weeks= 60 marks2. 2 online quizzes= 2 X 15 marks= 30 marks3. 1 Final Essay paper= 20marks 1000 words or 4 pages.

Overview

Welcome! The course is a detailed introduction to African Literature. African Literature will help students to develop a greater appreciation of cultural, thematic, and aesthetic representations in African Literature, starting from the classics, to a survey of African

literature throughout time. Students will also improve their critical thinking skills by engaging in concrete observations, interpreting facts and fiction, evaluating details, and using meaningful connections in comparative and contrasting analysis of the texts. There will be a quick survey of popular critical approaches such as formalist, deconstructionist, archetypal, historical, biographical, psychoanalytical, and feminist criticisms to identify Euro-American influences on African Literature. One of the main objectives of this course, therefore, is to equip students who have a flair for literature with skills to enable them make accurate judgments of both style and meaning in three genres of African literature – fiction, drama, and poetry. In addition, this course will guide students in exploring various artistic devices in character development such as shifting points of view, sarcastic humor, irony, and stream of consciousness; and in plot development such as suspense, foreshadowing, symbolism, and extended metaphor – all characteristics of contemporary African literary texts. Finally, this course will also provide students exciting and challenging learning experiences they can easily apply to their own speech and creative writing, even after graduating from the university.

Expectations and Course Goals

This course has the following objectives: (1) to introduce the student to literatures from Africa, (2) to read African writers in order to understand more clearly the impact of colonialism, race, class, ethnicity, culture, and patriarchy on gender relations in Africa, (3) to see how African literatures have evolved in the 20th and 21st centuries to be inclusive of gender dynamics in response to female/feminist struggles. Students will be further expected to develop competence in (4) comparative literary analysis, (5) cultural analysis (6) and writing.

Course Requirements and Procedures

Requirement: read and reflect on each text well ahead of the date we begin to analyze it in class.

Attendance: as this course strongly requires students' active participation, regular attendance is imperative. The course shall be delivered in such a way that your continuous involvement shall be necessary at every stage. Attendance will be taken at the beginning of each class period. Reasonable circumstances sometimes force people to be late. By all means do come to class if you're late and be sure to explain things to me after class. Absence will be excused only for certifiable medical reasons and religious observances. **Two points** will be subtracted for every unexcused absence.

Conduct: we will strive to create a convivial class atmosphere in which you will be at ease to express your opinions and participate fully in the learning process. Any disruptive conduct will, however, not be tolerated. You are required to avoid habitual lateness, reading newspapers during class, working hurriedly on an assignment due for submission in your next class, sleeping during class, leaving the classroom before the end of the class period, chatting with others on issues not related to the ongoing class discussion, or any other behaviour that interferes with the learning process and distracts everybody else.

Assignments: it is required that students do all assigned tests and examinations according to the instructor's specifications. Except in cases where necessary permission is granted or a student is able to present evidence of illness or any form of incapacitation, any student who fails to submit assignments on schedule will lose a determined percentage of his/her final grade point.

Note: If one of your assignments is lost, misplaced, or not received by the instructor, you are responsible for having a backup copy that can be submitted immediately upon request.

Academic integrity: The University Senate defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;

- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

The policy can be found at: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>

Access statement: You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520- 6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:

<https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Registration policy: during the drop/add period at the beginning of the semester, the Department of English encourages students to visit this and other courses in order to make informed judgments about which courses to take. After the last day for course changes, however, only students registered in the course may remain; no student may late-add (or restore a dropped registration) after the deadlines without petitioning the, instructor, the Department of English, and the Registrar's office.

Communication: we shall use several lines of communication to ensure a vibrant rapport throughout the course. They include: (1) email to the instructor – **please allow a window of 24 to 48 hours for me to reply**. Students are welcome to send me emails regarding any issue they like to discuss about the course; (2) students can see me at my office or give me a phone call during office hours, or leave a message on my answering machine.

Examination and Assignments:

In class essays based on text 5*15 marks

Final exam (take-home research essay): 25 marks

Please note that standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

* This course places a lot of emphasis on good writing and independent critical reasoning. Your tests and essay questions will be structured in a way that encourages sustained critical reasoning. Consequently, elements such as grammar, level of language, presentation/quality of ideas will form a key part of the grading process. In other words, this is a writing attentive course. Please bear in mind the English Department's definition of writing attentive:

•Students will write at least one examination.

•Students will write a minimum of one graded mid-term exam, in which they are expected to do the following:

- i. develop an argumentative thesis across an essay
- ii. develop complex ideas using correct and effective expression according to academic English practice

- iii. use and cite evidence from primary texts appropriately
 - iv. develop literary skills through close critical analysis of texts from a variety of genres
 - iv. develop fluency in genre-specific literary terms of analysis
- Students will be introduced to issues in secondary research (such as critical evaluation of and citation of secondary materials)
 - A portion of class time may be devoted to developing and improving essay writing skills.

Grade Distribution

A+	90-100		
A	85-89	C	63-66
A-	80-84	C-	60-62
B+	77-79	D+	57-59
B	73-76	D	53-56
B-	70-72	D-	50-52
C+	67-69	F	0-49

Required Texts

Achebe, Chinua. *Girls at War and Other Stories*. New York: Anchor Books, 1973.

Achebe, Chinua. *Things Fall Apart*

Bulawayo, NoViolet, *We Need New Names*.

Larson, Charles R., Ed. *Under African Skies: Modern African Stories*. Edinburgh: Canongate, 2005.

Soyinka, Wole. *Death and the King's Horseman*.

wa Thiong'o, Ngugi. *Secret Lives*. London: Heinemann, 1975

*Supplementary readings (essays, urls, etc.) will be posted on CULEARN/ARES as necessary.

Books available on Amazon.ca

<u>DATE</u>	<u>TOPIC</u>	<u>TASKS</u>	<u>EVALUATION</u>
1. Wed 13 Jan	Introduction to Africa & African Literature	<p><u>How Europe Underdeveloped Africa</u> Chapters 1-6 by Walter Rodney</p> <p>https://www.pdfdrive.com/how-europe-underdeveloped-africa-e188647075.html</p> <p>OR</p> <p>https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1gorbd6/alma991001696169705153</p>	Blog 1 on chapters

<p>2. Wed 20th Jan</p>	<p>Representations of the “Dark Continent”</p>	<p>- Chinua Achebe, “An Image of Africa,” in Research in African Literatures, Vol. 9, No. 1, Special Issue on Literary Criticism (Spring, 1978), 1-15. Available at: http://www.jstor.org/stable/3818468</p> <p>Paul Zeleza, “The Inventions of African Identities and Languages: The Discursive and Developmental Implications.” See http://www.lingref.com/cpp/acal/36/paper1402.pdf pp 1-26.</p> <p>Binyanvanga Wainana, “How to Write about Africa” (http://www.granta.com/Archive/92/HowtoWriteaboutAfrica/Page-1 or http://textandcommunity.gmu.edu/2009/resources/howwrite.pdf). It is also available on YouTube (http://www.youtube.com/watch?v=c-jSQD5FVxE)</p>	<p>Blog 2 on readings</p>
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<u>DATE</u>	<u>TOPIC</u>	<u>TASKS</u>	<u>EVALUATION</u>
		Chimamanda Adichie, "The Danger of a Single Story" http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story.html	
3. Wed 27 th Jan	Poetry	Elements of Poetry History of African Poetry Types Of African Poetry	Poetry Analysis as Blog 3
4. Wed 3 rd Feb	Poetry	Types Of African Poetry Movements in African Poetry Soyinka, "Telephone Conversation" Okara, "Once Upon a Time" p'Bitek, "Song of Lawino", " Song of Ocol" Wangusa, "Psalm 23, Part II"	Poetry Analysis as Blog 4

<u>DATE</u>	<u>TOPIC</u>	<u>TASKS</u>	<u>EVALUATION</u>
5. Wed 10 th Feb	Novel	<i>Things Fall Apart</i>	Blog 5
6. Wed 17 th Feb	NO CLASS WINTER BREAK	NO CLASS WINTER BREAK	NO CLASS WINTER BREAK
7. Wed 24 th Feb	Novel	<i>Things Fall Apart</i>	Blog 6
8. Wed 3 rd March	Drama	<i>Death and the Kings Horsemen</i>	<u>Quiz on Things Fall Apart</u> Blog 7
9. Wed 10 th Mar	Drama	<i>Death and the Kings Horsemen</i>	Blog 8
10. Wed 17 th Mar	Short Story <ul style="list-style-type: none"> • Will try to put these stories on CU learn through ARES 	I. wa Thiong'o, "A Meeting in the Dark" (Larson, 80-98) II. Achebe, "Dead Men's Path" (Achebe, <i>Girls at War</i> , 70-74) III. wa Thiong'o, "The Village Priest" (Secret Lives, 22-28)	<u>QUIZ on Drama</u> Blog 9
11. Wed 24 th Mar	Short Story <ul style="list-style-type: none"> • Will try to put these stories on CU learn through ARES 	I. Achebe, "Civil Peace" (Achebe, <i>Girls at War</i> , 82-88) II. Ousmane, "Black Girl" (Larson, 45-62)	Blog 10

<u>DATE</u>	<u>TOPIC</u>	<u>TASKS</u>	<u>EVALUATION</u>
		IV. Aidoo, "Two Sisters" (Larson, 163-180)	
12. Wed 31 st Mar	Novel	NoViolet Bulawayo, <i>We Need New Names</i>	Blog 11
13. Wed 7 th April	Novel	NoViolet Bulawayo, <i>We Need New Names</i>	Blog 12
14. FINAL ESSAY DUE APRIL 27 th 2021	<u>Instructions to come</u>	In place of final Exam	