

ENGL 3965: Introduction to Postcolonial Theory

(Winter 2022- January- April)

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

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

ENGL 3965: Introduction to Postcolonial Theory Department of English, Carleton University Instructor: Aliesha Hosein, PhD alieshahosein@cunet.carleton.ca	Class Days and Times Thursday 6:05 – 8:55p.m ONLINE instruction via Zoom Office Hours By Appointment only – maybe Zoom or another technological platform
Key Dates- T Jan 11,2022-T Apr 12, 2022 <ul style="list-style-type: none">• 17th February Winter Break – NO CLASSES• Final Essay due 14th April,2022	Evaluation: <ol style="list-style-type: none">1. 4 blog responses each week 4 X10= 40 marks2. 1 in class presentation=30 marks3. 1 Final Essay paper= 30 marks 1500 words or 6 pages.4. Attendance = 12 marks

This class will introduce students to postcolonial literary theory and critical race studies. Students will become familiar with these approaches and will practice and develop academic communication and research skills. Core topics will include: foundational concepts in postcolonial theory; how literary and cultural texts manifest, perpetuate, and subvert the racial dynamics of the creative industries; and how texts by minoritized and disprivileged artists are shaped – often constrained – by industry practices

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: **We have 6 mandatory online classes. Failure to attend 6/6 classes will result in an automatic penalty of 12/112 marks.**

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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

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/focus/sexual-violence-prevention-survivor-support/>

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 will 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.

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:

Required Texts

*Achebe, Chinua. *Things Fall Apart*

Selvon, Samuel *The Lonely Londoners*

Díaz, Junot, *Drown*.

Course books are available from Octopus Books, located at 116 Third Avenue at Bank Street in the Glebe. Online orders can be placed at octopusbooks.ca/students for in-store pickup or shipping across Canada. For questions, please call 613-233-2589 or email octopus@octopusbooks.ca.

DATE	TOPIC	TASKS	EVALUATION
1. Thurs 13 Jan	Introduction of the course and a general discussion on Eurocentrism and the question of Postcolonialism.	James Blaut, "The Myth of European Miracle," from <i>The Colonizer's Model of the World</i> , pp. 50-151 Watch: Imperialism: Crash Course World Watch: Decolonization and Nationalism Triumphant: Crash Course World	Discussion 1 Due 18 /01/2022 Mandatory attendance online. 1

<u>DATE</u>	<u>TOPIC</u>	<u>TASKS</u>	<u>EVALUATION</u>
2. Thurs 20 th Jan	Postcolonial Foundations What is postcolonialism?	Watch: Dr. Christopher Flynn on Postcolonial Theory - Recommended (Optional): Dr. Eric Calderwood on Postcolonial Theory Eric Calderwood on Postcolonial ...	
	Selected readings	Frantz Fanon, <i>The Wretched of the Earth</i> : “On Violence” (Chapter 1, pp. 1-62); “The Trials and Tribulations of National Consciousness” (Chap. 3, pp.97-144); “On National Culture” (Chapter 4, 145-180)	Discussion 2 due 26/01/2022 No online class

<u>DATE</u>	<u>TOPIC</u>	<u>TASKS</u>	<u>EVALUATION</u>
3. Thursday 27 th Jan	Novel	<p>Chinua Achebe, <i>Things Fall Apart</i> [Part One: 1-125]</p> <p>Binyavanga Wainana, "How to Write about Africa"</p> <p>Aimé Césaire, "Discourse on Colonialism," pp. 172-180, in Williams and Chrisman, <i>Colonial Discourse and Post-Colonial Theory</i></p>	<p>1st set of 8 presentations.</p> <p>20 mins each</p> <p>Mandatory Attendance on line 2</p>
4. Thurs 3rd Feb	Novel	<p>Chinua Achebe, <i>Things Fall Apart</i> [Part Two: 129-209]</p> <p>W.B. Yeats, "The Second Coming" (ARES)</p> <p>Chinua Achebe, "An Image of Africa" (ARES)</p> <p>Simon Gikandi, "Chinua Achebe and the Invention of African Culture" (ARES)</p> <p>Interview with Chinua Achebe An Interview With Chinua Achebe on JSTOR (ARES)</p>	<p>3rd Discussion due 8/02/2022</p> <p>No class online</p>

5. Thurs 10 th Feb	Selected Readings	<p>Robert Young, Postcolonialism: A Very Short Introduction. Chps 1-3 (ARES)</p> <p>Ania Loomba, "Situating Colonial and Postcolonial Studies," in <i>Colonialism/Postcolonialism</i> (Routledge, 1998), pp. 1-68(ARES)</p> <p>Bayoumi and Rubin, <i>The Edward Said Reader</i></p> <p>: "Orientalism," pp. 63- 113; "Traveling Theory," pp. 195-217; "An Interview with Edward Said," pp.41-444 (ARES)</p> <p>Gayatri Chakravorty Spivak, "Can the Subaltern Speak?" in Colonial Discourse and Postcolonial Theory, pp. 66- 111(ARES)</p> <p>Homi Bhabha, "Remembering Fanon: Self, Psyche, and the Colonial Condition," in, Patrick Williams & Laura Chrisman, eds., <i>Colonial Discourse and Postcolonial Theory</i>, Columbia University Press, 1994.</p> <p>pp. 112-123 (ARES)</p>	<p>2nd set of 8 presentations. 20 mins each</p> <p>Mandatory Attendance on line 3</p>
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<u>DATE</u>	<u>TOPIC</u>	<u>TASKS</u>	<u>EVALUATION</u>
6. Tues 17 th Feb	Novel	Sam Selvon, <i>The Lonely Londoners</i> Sam Selvon, <i>The Lonely Londoner</i>	4th Discussion due 23/02/2022 No class online
7. Thurs 24 th Feb	NO CLASS WINTER BREAK	NO CLASS WINTER BREAK	NO CLASS WINTER BREAK

<p>8. Thurs 3rd March</p>	<p>Selected Readings</p>	<p>George Lamming, "The Emigrants." <i>Writing Black Britain 1948-1998</i>, edited by James Procter, Manchester University Press, 2000, pp. 36-39. (ARES)</p> <p>Samuel Selvon, "Finding Piccadilly Circus." <i>Foreday morning: selected prose 1946-1986</i>, edited by Kenneth Ramchand and Susheila Nasta, Longman, 1989, pp. 123-126. (ARES)</p> <p>James Procter, "Dwelling Places." <i>Dwelling Places: Postwar black British writing</i>, Manchester University Press, 2003, pp 21-68. (ARES)</p> <p>Brathwaite, Edward Kamau, <i>History of the Voice: The Development of Nation Language in Anglophone Caribbean Poetry</i> (New Beacon Books, 1984 pp. 1-20 (ARES)</p> <p>"On Not Being Milton: <i>The State of the Language</i>.Ed Christopher Ricks and Leonard Michaels. Berkeley: U of California P, 1990. 3-14 (ARES)</p> <p>Agard J. <i>Listen Mr. Oxford Don</i>. Index on Censorship. (POEM) 2006; 35(2):100-101. doi:10.1080/03064220600744677 (ARES)</p>	<p><u>3rd set of 6 presentations.</u></p> <p><u>20 mins each</u></p> <p><u>Mandatory Attendance on line 3</u></p>
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DATE	TOPIC	TASKS	EVALUATION
9. Thur 10 th Mar	Short Stories	<p>Reflections on Religion: V.S. Naipaul, "Conversations in Malaysia: Brave Girls" in <i>Among the Believers: An Islamic Journey</i> (New York: Vintage, 1982) (ARES)</p> <p>Rohinton Mistry, "Swimming Lessons" and "Squatter" in Mistry, Rohinton. Tales from Firozsha Baag. Markham, Ont: Penguin Books Canada, 1987. (ARES)</p> <p>Jamaica Kincaid. "The Letter from Home", "Girl" Kincaid, Jamaica. <i>At the Bottom of the River</i>. New York: Farrar, Straus, Giroux, 1983. Print. (ARES)</p> <p>Olive Senior's "Summer Lightning" and "Love Orange" in, Senior, Olive. <i>Summer Lightning and Other Stories</i>. Harlow, England: Longman, 1986. Print.(ARES)</p>	<p><u>4th set of 6 presentations.</u> <u>20 mins each</u></p> <p>Mandatory Attendance on line 4</p>
10. Thurs 17 th Mar	Poetry	<p>Derek Walcott</p> <p>Walcott, Derek. <i>Collected Poems, 1948-1984</i>. 1st ed. New York: Farrar, Straus &</p>	<p><u>5th set of 6 presentations.</u> <u>20 mins each</u></p> <p><u>Mandatory Attendance on line 5</u></p>

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		<p><i>Giroux, 1986. (ALL ON ARES)</i></p> <p>“Origins”- pg. 11</p> <p>“A Far Cry from Africa” (pg. 17)</p> <p>“Ruins of a Great House” (pg. 19)</p> <p>“Tales of the Islands” (22)</p> <p>“The Glory Trupeter” (64)</p> <p>“Verandah” (89)</p> <p>“Negatives”(124)</p> <p>“Names” (305)</p> <p>“The Schooner Flight” (345)</p> <p>Ngũgĩ wa Thiong'o – From <i>Decolonising the Mind: The Politics of Language in African Literature</i>, “The Language of African Literature” and “The Quest for Relevance” (ARES)</p>	
11. Thurs 24 th Mar	<p>Novel</p> <p>Final Essay instructions given</p>	<p><i>Drown</i>, Pages 1-43</p> <p><i>Drown</i>, Pages 45-107</p> <p>“Thinking Diaspora from Below,” pp.</p>	No class online

<u>DATE</u>	<u>TOPIC</u>	<u>TASKS</u>	<u>EVALUATION</u>
		15-33 in Flores, Juan. <i>The Diaspora Strikes Back: Caribeño Tales of Learning and Turning</i> , Taylor & Francis Group, 2008. (ARES).	
12. Thursday 31 st Mar	Novel	<i>Drown</i> , Pages 111-160 “They Came in Ships,” Mahadai Das <i>Drown</i> , Pages 163- 208 “A Far Cry from Africa,” Derek Walcott	<u>6 set of 6 presentations.</u> <u>20 mins each</u> <u>Mandatory Attendance on line 6</u>
13. Thurs 7 th April	Selected Readings	“Introduction: Caribeños, Counterstreams, and Cultural Remittances,” in Flores, Juan. <i>The Diaspora Strikes Back: Caribeño Tales of Learning and Turning</i> , Taylor & Francis Group, 2008. (ARES)	No class online
14. FINAL ESSAY DUE Thurs April 14 2022		Final Essay Due	<u>Hand in Final Essay on Brightspace</u>