

## **ENGL 6329: Postcolonial Theory**

Dr. Ingram

Fall 2013

CH 212

T 2-4:50

Office Hours: M, R 10-12

(please make an appointment by email so I can block off my calendar for advising)

### **Course Description:**

This course will introduce students to a burgeoning field in literary studies: postcolonial theory. We will begin with a study of the central tenets of postcolonial theory and then proceed to a sampling of literary texts that foreground a number of these issues. Postcolonial literature is literature produced by formerly colonized nations, including India, Pakistan, the West Indies, various countries in Africa, Australia, New Zealand, Canada, and others. Such literature is concerned with the way colonial subjects are produced in and by Empire. Postcolonial literature can be a tool by which the colonized subject “writes back” to Empire, engaging with themes like identity, belonging, exile, place, language, sovereignty, and hybridity. The course will explore the pervasive artistic, psychological, and political impact of colonization through a reading of both literary texts and critical essays.

### **Course Objectives:**

#### **By the end of the course you will have:**

- become an acute reader of literary and cultural texts with an understanding of the social, political, and cultural implications at work in the production of texts.
- developed a capacity for critical thinking. You will be equipped with the tools to perform critical analysis of literature, culture, and history.
- understood the role that literature plays in the construction of cultural norms, the maintenance of cultural hegemony, and the production and contestation of ideologies of the center.

### **Course Requirements and Percentages:**

One shorter paper (10-12 pp) (20%)

Presentation (45 mins) and paper (5-8pp) (30%)

Final paper (20-25pp)(50%)

### **MY POLICIES:**

ENGL 6329 is a graduate course. As with all graduate courses, you are expected to show up to class having completed the assignment and being prepared to discuss it. The burden of discussion is on you, not on me. I will lecture occasionally, but you should have your own ideas for discussion every class period. If you are having trouble with the material, you should make an appointment to see me.

### **Tardiness:**

You must arrive to class on time. Tardiness to class may result in your being counted as absent.

**Classroom/email etiquette:** I expect each member of the class to behave respectfully towards each other and towards me. Some of you may find the material we will discuss in class to be controversial, but not everyone will share your opinion. Please be mindful of this fact during discussions and in email correspondence.

**Plagiarism:**

Plagiarism is the unacknowledged borrowing of another person's work and passing it off as your own. It includes direct lifting of another's words or ideas as well as PARAPHRASING another's words or ideas. Please complete the online tutorial offered by the library: <<[library.uta.edu/tutorials/Plagiarism](http://library.uta.edu/tutorials/Plagiarism)>> This tutorial will teach you when you need to cite a source and how to do it correctly. Plagiarism is a serious offense and carries serious consequences, including failure and/or expulsion from the University. Faculty members are required to report incidences of plagiarism and cheating to Student Judicial Affairs.

**Accommodations for Students with Disabilities:**

Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or earlier if accommodations are needed immediately. Please bring a copy of all relevant paperwork to the meeting. If you do not have a notification for accommodations but need accommodations, make an appointment with the Office of Students with Disabilities, 102 University Hall, 2-3364.

**Student Support Services Available:** The University of Texas at Arlington has established a variety of programs to help students meet the challenges of college life. Support to students includes advising, counseling, mentoring, tutoring, supplemental instruction, and writing assistance. For a complete list of academic support services, visit the Academic Assistance resource page of the Office of Student Success Programs, [www.uta.edu/uac/studentsuccess/academic-assistance](http://www.uta.edu/uac/studentsuccess/academic-assistance). To help students address personal, academic and career concerns, individual counseling is also available. For more information, students are encouraged to contact Counseling Services [www.counseling.uta.edu](http://www.counseling.uta.edu) at (817) 272-3671 or visit a counselor in 216 Davis Hall.

**Electronic Communication Policy:** The University of Texas at Arlington has adopted the University "MavMail" address as the sole official means of communication with students. MavMail is used to remind students of important deadlines, advertise events and activities, and permit the University to conduct official transactions exclusively by electronic means. For example, important information concerning registration, financial aid, payment of bills, and graduation are now sent to students through the MavMail system. All students are assigned a MavMail account. ***Students are responsible for checking their MavMail regularly.*** Information about activating and using MavMail is available at <http://www.uta.edu/oit/email/>. There is no additional charge to students for using this account, and it remains active even after they graduate from UT Arlington.

### SHORTER PAPER (10-12 pages)

There are three possible due dates for this paper and three choices of topic. You may choose to write on *Foe* (due 10/8), *Sea of Poppies* (10/22), or *Half of a Yellow Sun* (11/12). There is no specific prompt for your paper, you may write on any aspect of the text that interests you. However, you must engage with the critical concepts and issues we have been exploring in class. Your paper should include *at least three* of the critical articles on the syllabus. You may use Loomba, but only as a fourth resource. You must also include secondary criticism of the novel as well. You should have a clear thesis and a well-grounded argument. I will expect you to go beyond the discussion of the novel had in class, and use our readings and others to open up the text.

### READING PRESENTATION AND PAPER (45 mins; 5-8 pages)

Each of you is required to give a presentation and lead a subsequent discussion on one of the readings on the syllabus. The presentation portion should last between 20 and 30 minutes and the Q&A portion for 15-20 minutes. You should provide an overview of the reading and an analysis of it. You should use critical secondary sources in preparing your presentation and write it up as a formal paper, with a Works Cited page, for a grade.

### FINAL PAPER (20-25 pages)

Your major assignment for the course is a final paper investigating a topic of relevance to postcolonial studies. You can write on a novel, film, or cultural/historical event. You should offer a reading of your chosen text using a postcolonial lens and utilizing the theoretical frameworks we have been studying.

**An abstract of your paper is due on 10/29.**

DATE	CLASS DISCUSSION/ READINGS DUE
<b>Week 1</b> <b>8/27</b>	Introduction to syllabus. Loomba, <i>Colonialism and Postcolonialism</i> , chs. 1 &2 (book)
<b>Week 2</b> <b>9/3</b>	<b>Theorizing</b> Seshardri-Crooks, "At the Margins of Postcolonial Studies" (pdf) Bhabha, "The Commitment to Theory" (pdf)
<b>Week 3</b> <b>9/10</b>	<b>Foundations</b> Said, "Orientalism" (pdf) Fanon, "Fact of Blackness" (pdf) Bhabha, "The Other Question" (pdf)
<b>Week 4</b> <b>9/17</b>	<b>Language</b> Macaulay's "Minute on Indian Education" (pdf) Viswanathan, Introduction to <i>Masks of Conquest</i> (pdf) Bhabha, "Of Mimicry and Man" (pdf)
<b>Week 5</b> <b>9/24</b>	Fanon, "The Negro and Language" (pdf) Ngugi, "The Quest for Relevance" (pdf)

<b>Week 6</b> <b>10/1</b>	<b>Representation</b> Spivak, “Can the Subaltern Speak?” (pdf) Ingram, “Can the Settler Speak?” (pdf)
<b>Week 7</b> <b>10/8</b>	<i>Foe</i> (book) <b><i>Paper Due (Option 1)</i></b>
<b>Week 8</b> <b>10/15</b>	<b>Diaspora</b> Singh, “Reinventing Caste” (pdf) <i>Sea of Poppies</i> , Part 1.
<b>Week 9</b> <b>10/ 22</b>	<i>Sea of Poppies</i> , Part 2&3 <b><i>Paper Due (Option 2)</i></b>

<b>Week 10</b> <b>10/29</b>	<b>**Abstract of Final Paper Due**</b> Appiah, “African Identities”
<b>Week 11</b> <b>11/ 5</b>	Adichie, <i>Half of a Yellow Sun</i> Parts 1&2
<b>Week 12</b> <b>11/ 12</b>	Adichie, <i>Half of a Yellow Sun</i> Parts 3&4 Loomba, <i>Colonialism and Postcolonialism</i> , ch. 3 <b><i>Paper Due (Option 3)</i></b>
<b>Week 13</b> <b>11/19</b>	<b>Problems with the “postcolonial”</b> Kaul, “How to Write Postcolonial Histories of Empire” and Lazarus, “The Battle over Edward Said.”
<b>Week 14</b> <b>11/23</b>	<b>**FINAL PAPER DUE IN MY BOX**</b>
<b>11/26</b>	<i>The Secret River</i> Parts 1-4 (pp. 3-185)
<b>Week 15</b> <b>12/3</b>	<i>The Secret River</i> Parts 4-6 (pp.189-334) Kossew, “Voicing the ‘Great Australian Silence’”

