

Preliminary Web Course Description

*Please note: This is a preliminary web course description only. The department reserves the right to change without notice any information in this description. The final, binding course outline will be distributed in the first class of the semester.

School of English and Theatre Studies

Course Code: ENGL*2200	Course Title: Postcolonial Literatures	Date of Offering: FALL 2017
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Course Instructor: Julie Cairnie	Course Format: Lecture
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Brief Course Synopsis:

Calendar Description: This course introduces significant issues, perspectives, and voices within the study of the postcolonial literatures in English. The course may include literature from Africa, Australia, Canada, the Caribbean, India, and the Pacific. Reading-intensive course.

Prerequisite(s): ENGL*1080, ENGL*1200, or ENGL*1410

Section Description: This course provides an introduction to African literatures in English. Africa is a vast and diverse continent (not a country) that includes 53 countries and whose people speak approximately 1000 different languages, some indigenous and some introduced by European and Arab colonizers. With this in mind, the course provides a very brief glimpse of the continent and its literatures. Specifically, we will explore movement and migration in postcolonial African literature. This is one of the core issues in postcolonial studies, and it is an issue that generates a number of key questions. What has been the impact of colonization and decolonization on “contact zones”? What happens to identity, nation, and art when people migrate or are forced into exile? How do our African texts articulate the difficulty of belonging and fitting in, for black but also white Africans? How is African literature being (re)defined as a result of globalization? We set out to answer these questions through four interrelated topics: Contact Zones, Postcolonial Migrations, White Africans, and (Re)Defining African Literature. There is another question that we need to address throughout the course: how do we, as readers in a Canadian university setting, negotiate the problem of reading texts that seem to be outside our experience? In other words, how do we negotiate our way into a meaningful critical and human relationship with these texts?

Methods of Evaluation and Weight:

In-Class Tests (5)	50%
Close Readings (2)	20% (350 words x two = 700 words)
Theory Quiz (1)	10%
Discussion Questions (3)	15%
Concluding Essay	5% (500 words)

Texts and/or Resources Required (e.g. Internet access, specific textbook title, lab kit, etc.)
Chinua Achebe, *Things Fall Apart* (Anchor)

Chimamanda Ngozi Adichie, *Americanah* (Vintage)

Lauren Beukes, *Broken Monsters* (Harper)

Bessie Head, *When Rain Clouds Gather* (Virago)

Richard Poplak, *Ja No, Man* (Penguin)

A selection of primary and secondary readings (posted on Courselink)

Other information that you wish share about the course (optional):

The texts may change – contact me in the summer (late June) for an updated list

List the distribution requirements that this course fulfills: 20th/21st century