



# ENGL\*2200 Postcolonial Literatures, Film, and Other Media

Fall 2020

Section(s): 01

School of English and Theatre Studies

Credit Weight: 0.50

Version 5.00 - September 05, 2020

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## 1 Course Details

### 1.1 Calendar Description

This course introduces students to contemporary literatures, film, and other media that engage with the impact of European colonization on eighty-five percent of the globe. The course may include material from Africa, Australia, the Americas, the Caribbean, the Indian Subcontinent, and the Pacific. Reading-intensive course

**Pre-Requisites:** 2.00 credits

### 1.2 Course Description

Section Description: This course provides an introduction to the field of postcolonial literatures, film, and other media. Broadly understood, postcolonial texts are produced in the long aftermath of global colonization that reached unparalleled heights in the 19<sup>th</sup> century and continues to reverberate in our contemporary world. One of the central features of colonialism and postcolonialism is the movement and migration of people, languages, cultures, values, raw materials, goods, and now garbage across the globe. In this course we will explore movement and migration in a selection of postcolonial 'texts' – including literature, film, social media, and visual art.

### 1.3 Timetable

Timetable is subject to change. Please see WebAdvisor for the latest information.

**Monday and Wednesday, 1:00-2:20 (lecture/discussion period)**

**VIRTUAL REMOTE**

## 1.4 Final Exam

Exam time and location is subject to change. Please see WebAdvisor for the latest information.

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## 2 Instructional Support

### 2.1 Instructional Support Team

**Instructor:** Julie Cairnie  
**Email:** jcairnie@uoguelph.ca  
**Office Hours:** OFFICE HOURS

Please email for individual appointments ("office hours"). I will set aside fifteen minutes per student.

When emailing me, please use the course code as part of your title. I will respond to email within 48 hours (weekends excluded).

My pronouns: she/her

#### TEACHING ASSISTANTS

Breanna Alonso (balonso@uoguelph.ca) Pronouns: she/her

Feryn Wade-Lang (fwadelan@uoguelph.ca) Pronouns: she/her

**Lecture Meeting Times:** Monday and Wednesday, 1:00-2:20 (lecture/discussion period)

### 2.2 IMPORTANT NOTE

This course is delivered in a remote virtual format. In addition to online/hard copy readings, there will be regular class meetings via Zoom (see Courselink under "Content" for access to the meetings). I strongly encourage you to attend all/most of our meetings, but I also realize that due to work/family/health issues, not every student will be able to attend every class. I will upload recordings of our class meetings to Courselink. Additionally, please contact me for an individual meeting. We can make this remote experience work really well. I am committed to ensuring that this course challenges you intellectually and affectively. Please join me in making the same commitment.

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## 3 Learning Resources

**Note: Additional REQUIRED course readings are posted on Courselink.**

**Any edition of the following texts is fine; we will work around any discrepancies in page numbers.**

### **3.1 Required Resources**

**Book (Other)**

Chinua Achebe, *Things Fall Apart* (Anchor)

**Book (Other)**

Doris Lessing, *The Grass is Singing* (Heinemann)

**Book (Other)**

Richard Wagamese, *Indian Horse* (Douglas & McIntyre)

### **3.2 Additional Resources**

**Film (Other)**

<https://www.youtube.com/watch?v=yGd764YU9yc>

*Secret Path* (documentary)

**Film (Other)**

*Indian Horse* (feature film) – digital copy in the library

**Instagram (Other)**

Barbie Savior -- <https://www.instagram.com/barbiesavior/>

**Instagram (Other)**

#migration -- <https://www.instagram.com/explore/tags/Migration/?hl=en>

**Website (Other)**

Secret Path -- <https://secretpath.ca/#Home>

**INSTAGRAM (Other)**

decolonize myself -- <https://www.instagram.com/decolonizemyself/?hl=en>

## 4 Learning Outcomes

### 4.1 Course Learning Outcomes

By the end of this course, you should be able to:

1. • comprehend and articulate the importance of the Humanities and the Arts in mapping the contemporary world, in particular the place of marginalized groups (political and environmental migrants).
2. • demonstrate multidisciplinary practices in their work, through the introduction of a range of artistic practices (literature, film, and social media) and theories from several academic disciplines, in the compilation of a commonplace book and textual analysis
3. • read the complex and engaging conversations between texts, but also learn to differentiate them and the geographies and the peoples that inhabit them through the compilation of a commonplace book and midterm/final exam.
4. • question the ways, using postcolonial theory, in which the contemporary world is structured in terms of binaries (e.g. art/the world; migrants/inhabitants; criminals/lawful citizens) through journaling, midterm, and final exam.
5. • define and apply a number of key theoretical terms (postcolonial, decolonial, migration, exile, Indigenous, inhabitant, settler) through journaling, midterm, and final exam.

## 5 Teaching and Learning Activities

### 5.1 Lecture

Mon, Sep 14

Topics:

**Course Introduction**

Introductions/Greetings

Review Course Syllabus

Wed, Sep 16

Topics:

**Introduction to Postcolonial Theory**

***Defining Terms: Colonialism, Postcolonialism, Decolonial***

Readings:

(1) Ania Loomba, from *Colonialism/Postcolonialism*  
(CourseLink)

(2) @decolonizemysself,  
<https://www.instagram.com/decolonizemysself/?hl=en>

Mon, Sep 21

Topics:

**Introduction to Postcolonial Theory**

***Defining Terms: Migration, Movement***

Readings:

(1) United Nations, "Migration,"  
<https://www.un.org/en/sections/issues-depth/migration/index.html>

(2) *Globe & Mail*, "Migrant workers on farms across Canada are being told they can't leave, raising rights concerns,"  
<https://www.theglobeandmail.com/business/article-migrant-workers-on-farms-across-canada-are-being-told-they-cant-leave/>

Wed, Sep 23

Topics:

**Introduction to Postcolonial Theory**

***Defining Terms: Africa, Canada, Turtle Island***

Readings:

(1) *The Atlantic*, "Confusing a Country for a Continent: How We Talk About Africa,"

<https://www.theatlantic.com/international/archive/2013/08/confusing-country-continent-how-we-talk-about-africa/311621/>

(2) *The Canadian Encyclopedia*, "Turtle Island,"  
<https://www.thecanadianencyclopedia.ca/en/article/turtle->

island

(3) *The Conversation*, "Canada needs to reckon with the relics of its colonial past, including racist statues,"

<https://theconversation.com/canada-needs-to-reckon-with-the-relics-of-its-colonial-past-including-racist-statues-140675>

**Mon, Sep 28**

**Topics:**

**Introduction to Postcolonial Theory**

**Defining Terms: Afrofuturism (Indigenous futurism)**

Readings:

(1) *Wired*, "How Afrofuturism Can Help the World Mend" <https://www.wired.com/story/how-afrofuturism-can-help-the-world-mend/>

(2) **OPTIONAL LISTENING:** "We are in the Future" (National Public Radio) <https://www.thisamericanlife.org/623/we-are-in-the-future>

**COMMONPLACE BOOK SUBMISSION #1**

**Wed, Sep 30**

**Topics:**

**Early Contact: *Things Fall Apart***

Reading:

(1) *Things Fall Apart* (Part 1, pages 3-125)

**Mon, Oct 5**

**Topics:**

**Early Contact: *Things Fall Apart***

Readings:

(1) Chinua Achebe's Obituary, *The Guardian*, <https://www.theguardian.com/books/2013/mar/22/chinua-achebe>

(2)

@barbiesavior, <https://www.instagram.com/barbiesavior/>

**Wed, Oct 7**

**Topics: Early Contact: *Things Fall Apart***

Reading:

(1) *Things Fall Apart* (Part 2, pages 129-67)

**Mon, Oct 12**

**Topics: THANKSGIVING (NO CLASSES SCHEDULED)**

**Wed, Oct 14**

**Topics: Early Contact: *Things Fall Apart***

Reading:

(1) *Things Fall Apart* (Part 3, pages 171-209)

**COMMONPLACE BOOK SUBMISSION #2**

**Mon, Oct 19**

**Topics: More Contact: *The Grass is Singing***

Reading:

(1) *The Grass is Singing* (chapters 1-5)

**Wed, Oct 21**

**Topics: TAKE-HOME MIDTERM EXAMINATION**

**Mon, Oct 26**

**Topics:**

**More Contact: *The Grass is Singing***

Reading:

(1) Nixon, *Slow Violence and the Environmentalism of the Poor* (excerpt) **Courselink**

**Wed, Oct 28**

**Topics:**

**More Contact: *The Grass is Singing***

Reading:

(1) *The Grass is Singing* (chapters 6-11)

**COMMONPLACE BOOK SUBMISSION #3**

**Mon, Nov 2**

**Topics:**

**Where are we?**

Reading:

(1) *Pop Matters*, "Colonial Pandemics and Indigenous Futurism in Louise Erdrich and Gerald Vizenor" <https://www.popmatters.com/louise-erdrich-gerald-vizenor-2646854556.html?rebelltitem=5#rebelltitem5>

**Wed, Nov 4**

**Topics:**

**Where are we?**

Reading:

(1) *Regina Leader Post*, "Fred Sasakamoose made history as the first Indigenous NHL player," <https://leaderpost.com/news/local-news/fred->



sasakamoose-made-history-as-the-first-indigenous-nhl-player

**Mon, Nov 9**

**Topics:**

**Where are we?**

Reading:

(1) *Indian Horse* (chapters 1-18)

**Wed, Nov 11**

**Topics:**

**Where are we?**

Reading:

(1) *Indian Horse* (chapters 19-32)

**COMMONPLACE BOOK SUBMISSION #4**

**Mon, Nov 16**

**Topics:**

**Where are we?**

Reading:

(1) *Indian Horse* (chapters 33-56)

**Wed, Nov 18**

**Topics:**

**Where are we?**

Reading:

(1) *Indian Horse* (Film)

Instructions: Watch the film before class

<https://media3-criterionpic-com.subzero.lib.uoguelph.ca/htbin/wwform/006?T=110015E&ALIAS=1100>

**Mon, Nov 23**

**Topics:**

**Are we there yet?**

Reading:

(1) Secret Path

(<https://www.youtube.com/watch?v=yGd764YU9yc>)

**Wed, Nov 25**

**Topics:**

**Are we there yet?**

Reading:

(1) Secret Path (<https://secretpath.ca/#Home>)

**COMMONPLACE BOOK SUBMISSION #5**

**Mon, Nov 30**

**Topics:**

**Final Course Reflections**

**Wed, Dec 2**

**Topics:**

**Exam Review**

**Fri, Dec 4**

**Topics:**

**Exam Review**

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## 6 Assessments

### Evaluation:

(1) Commonplace Book (journal) 50%

[five submissions @ 10%/maximum 500 words per submission]

(2) Midterm Examination (take-home) 25%

(3) Final Examination (take-home) 25%

### 6.1 Assessment Details

#### **Commonplace Book (5 @ 10% each) (50%)**

**Date:** Weeks 2, 4, 7, 9, and 11

Many writers and scholars keep commonplace books, and it is a practice with deep historical roots. They are compilations of quotations, the writer's reflections, drawings, charts, poems, photographs, even recipes, anything that helps the compiler know and understand one particular area of research/interest. Here are some helpful links:

[https://wiki.ubc.ca/Course:LIBR548F/2009WT1/Commonplace\\_book](https://wiki.ubc.ca/Course:LIBR548F/2009WT1/Commonplace_book)

<https://specialcollectionsuniversityofsouthampton.wordpress.com/2017/12/14/the-not-so-commonplace-commonplace-books/>

Commonplace books are the “thinker’s journal.” They help us to remember what we are reading and talking about in class, as well as make connections to events outside the class – in the news, in the arts, in pop culture, in other courses and disciplines.

In ENGL\*2200 you will spend the semester compiling a Commonplace Book that you will submit **FIVE** times, although you are expected to write on a weekly basis (after every class, at the end of the week – the choice is yours). The Commonplace book will be submitted as a digital copy.

In keeping with the broad conventions of the form, include the following:

- quotations/passages from any of the assigned readings
- quotations/passages from other readings (a post or comment, a line from a film or song, a statement in a lecture, a headline, etc.)
- your reflections on the above, a lecture in 2200, a class conversation
- your creative contributions (a short creative piece, drawing, photograph, recipe, meme)

IMPORTANT: You must include between 400-500 words of your own original prose in each entry. It is important that you conform to this word requirement: too few words and there is not enough depth of thought/reflection AND too many words and there is too little editing and/or too much material for the graders to read through.

### **Midterm Examination (25%)**

**Date:** Wed, Oct 21, 11:59 PM

The midterm examination will be a take-home and is due week 6 (Wednesday, October 21st at 11:59 p.m.). More details to follow.

### **FINAL EXAMINATION (25%)**

**Date:** Wed, Dec 9, 11:59 PM

The final examination will be a take-home and is due the first week of exams (Wednesday, December 9th at 11:59 a.m.). More details to follow.

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## 7 Course Statements

### 7.1 Late Policy

- Late Commonplace Books will be docked 5%/day.
- Extensions without penalty will be granted in exceptional circumstances.
- Late assignments (with no extension granted) will receive a grade without comments.
- Commonplace Books will not be accepted after the last day of classes.
- The Midterm and Final Examinations must be submitted on time.

### 7.2 Netiquette

#### Online Behaviour

Inappropriate online behaviour will not be tolerated. Examples of inappropriate online behaviour include:

- Posting inflammatory messages about your instructor or fellow students
- Using obscene or offensive language online
- Copying or presenting someone else's work as your own
- Adapting information from the Internet without using proper citations or references
- Buying or selling term papers or assignments
- Posting or selling course materials to course notes websites
- Threatening or harassing a student or instructor online
- Discriminating against fellow students, instructors and/or TAs
- Using the course website to promote profit-driven products or services
- Attempting to compromise the security or functionality of the learning management system
- Sharing your user name and password
- Recording lectures without the permission of the instructor

## 8 University Statements

### 8.1 Email Communication

As per university regulations, all students are required to check their e-mail account regularly:

e-mail is the official route of communication between the University and its students.

## 8.2 When You Cannot Meet a Course Requirement

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. The grounds for Academic Consideration are detailed in the Undergraduate and Graduate Calendars.

Undergraduate Calendar - Academic Consideration and Appeals

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Graduate Calendar - Grounds for Academic Consideration

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

Associate Diploma Calendar - Academic Consideration, Appeals and Petitions

<https://www.uoguelph.ca/registrar/calendars/diploma/current/index.shtml>

## 8.3 Drop Date

Students will have until the last day of classes to drop courses without academic penalty. The deadline to drop two-semester courses will be the last day of classes in the second semester. This applies to all students (undergraduate, graduate and diploma) except for Doctor of Veterinary Medicine and Associate Diploma in Veterinary Technology (conventional and alternative delivery) students. The regulations and procedures for course registration are available in their respective Academic Calendars.

Undergraduate Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-drop.shtml>

Graduate Calendar - Registration Changes

<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/genreg-reg-regchg.shtml>

Associate Diploma Calendar - Dropping Courses

<https://www.uoguelph.ca/registrar/calendars/diploma/current/c08/c08-drop.shtml>

## 8.4 Copies of Out-of-class Assignments

Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

## 8.5 Accessibility

The University promotes the full participation of students who experience disabilities in their academic programs. To that end, the provision of academic accommodation is a shared responsibility between the University and the student.

When accommodations are needed, the student is required to first register with Student

Accessibility Services (SAS). Documentation to substantiate the existence of a disability is required; however, interim accommodations may be possible while that process is underway.

Accommodations are available for both permanent and temporary disabilities. It should be noted that common illnesses such as a cold or the flu do not constitute a disability.

Use of the SAS Exam Centre requires students to book their exams at least 7 days in advance and not later than the 40th Class Day.

For Guelph students, information can be found on the SAS website  
<https://www.uoguelph.ca/sas>

For Ridgetown students, information can be found on the Ridgetown SAS website  
<https://www.ridgetownc.com/services/accessibilityservices.cfm>

## 8.6 Academic Integrity

The University of Guelph is committed to upholding the highest standards of academic integrity, and it is the responsibility of all members of the University community—faculty, staff, and students—to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff, and students have the responsibility of supporting an environment that encourages academic integrity. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

Undergraduate Calendar - Academic Misconduct  
<https://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Graduate Calendar - Academic Misconduct  
<https://www.uoguelph.ca/registrar/calendars/graduate/current/genreg/index.shtml>

## 8.7 Recording of Materials

Presentations that are made in relation to course work - including lectures - cannot be recorded or copied without the permission of the presenter, whether the instructor, a student, or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

## 8.8 Resources

The Academic Calendars are the source of information about the University of Guelph's

procedures, policies, and regulations that apply to undergraduate, graduate, and diploma programs.

Academic Calendars

<https://www.uoguelph.ca/academics/calendars>

## **8.9 Disclaimer**

Please note that the ongoing COVID-19 pandemic may necessitate a revision of the format of course offerings and academic schedules. Any such changes will be announced via CourseLink and/or class email. All University-wide decisions will be posted on the COVID-19 website (<https://news.uoguelph.ca/2019-novel-coronavirus-information/>) and circulated by email.

## **8.10 Illness**

The University will not normally require verification of illness (doctor's notes) for fall 2020 or winter 2021 semester courses. However, requests for Academic Consideration may still require medical documentation as appropriate

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