Literatura postcolonial en lingua inglesa

Manuela Palacios González

GUÍA DOCENTE E MATERIAL DIDÁCTICO

2018/2019
1.1. Course identification:

**Code:**  G5061423

First Semester.

**Credit hours:**

This is a course of **6 credit hours** which is part of the degree in English Language and Literature. There is an estimate of **99 hours of personal work (ECTS)**.

① The language used for this course will be English.

1.3. Lecturers:

**Dr. Manuela Palacios González**

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- Facultade de Filoloxía
- Avda. Castelao s/n
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- Office Hours:
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- Virtual campus: [http://www.usc.es/gl/servizos/ceta/campus_virtual.html](http://www.usc.es/gl/servizos/ceta/campus_virtual.html)

**COURSE OBJECTIVES**

This subject has as its general goal the study and critical analysis of English-language literature produced in the postcolonial context, as well as the improvement of abilities to speak and write on the texts under analysis.
**SYLLABUS and CALENDAR**

<table>
<thead>
<tr>
<th>1. Introduction to basic concepts of postcolonial theory (2 weeks)</th>
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<tr>
<td>• Defining “postcolonial”</td>
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<td>• Colonialism</td>
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<td>• Orientalism</td>
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<td>• Indigenous cultures. Hybridity. Resistance</td>
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<td>2. The postcolonial novel (3 weeks)</td>
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<td>• Writing back: Jean Rhys, <em>Wide Sargasso Sea</em></td>
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<td>3. Postcolonial short fiction (3 weeks)</td>
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<td>• East meets West</td>
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<td>- Salman Rushdie, <em>East, West</em></td>
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<td>- V.S. Naipul, <em>Miguel Street</em></td>
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<td>(A selection of short stories)</td>
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<td>4. Postcolonial drama (3 weeks)</td>
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<td>• Writing black: Wole Soyinka, <em>Death and the King’s Horseman</em></td>
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<td>5. Postcolonial poetry (3 weeks)</td>
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<td>• The Anglo-Irish</td>
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<td>• The Northern-Ireland conflict</td>
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<td>(A selection of poems)</td>
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**BASIC AND COMPLEMENTARY BIBLIOGRAPHY:**

Recommended student editions of obligatory readings:


Postcolonial Literature:


The Caribbean:


India:


Africa

Ireland:

SKILLS:
CB1, CB2, CB3, CB4, CB5, CG3, CG4, CG5, CG6, CG7, CG8, CG9, CE5, CE6, CE7, CE8, CE9, CE10 of the Verified Memory.
Reading, comprehension and analysis of literary texts.
Ability to write a critical essay.
Ability to give oral presentations on literary issues.
Relating literary texts to the society in which they were produced.
Command of the tools and concepts needed for literary analysis.

TEACHING METHODOLOGY:
-Lectures: 2 hours of class per week in which the professor introduces the historical, social and cultural context of the literary texts to be analysed. Introduction to the writers' lives and works.
-Seminars: 1 hour of class per week in which the students analyse a choice of literary excerpts. Discussion of the students' doubts.
-Written assignments.
-Oral presentations.
-Use of audiovisual materials and the internet for more information on the writers and their work.
ASSESSMENT:

First opportunity:
- Final exam: 70% of the final mark.
- Assignments and participation in class: 30% of the final mark.

Second opportunity (June):

The mark obtained in class assignments and participation during the course will be maintained for the second opportunity. Students who have not participated in these activities during the course will lose the corresponding 30% of the final mark.

Students who have been exempted from attendance and those repeating the course in subsequent years will be assessed on the basis of one exam which will count 100% of the final mark.

The literary texts must be read in English and the exams and assignments must be written also in English. Correct language use will be taken into account when marking these activities.

STUDY TIME AND INDIVIDUAL WORK:

- Students must read the obligatory literary texts in advance before the seminars.
- Students are expected to read a choice of the recommended bibliography (non-obligatory readings) as they prepare the assignments and the final exam.
- Total number of study hours: 99.

EXAM MODEL POSTCOLONIAL LITERATURE

(Maximum length: 1 sheet of paper on both sides; time: one and a half hours)

It was then that I saw her —the ghost. The woman with streaming hair. She was surrounded by a guilt frame but I knew her. I dropped the candle I was carrying and it caught the end of a tablecloth and I saw flames shoot up. As I ran or perhaps floated or flew I called help me Cristophine help me and looking behind me I saw that I had been helped. There was a wall of fire protecting me but it was too hot, it scorched me and I went away from it.

Questions
1. Discuss the trope of the ghost in the novel and its connection with the character’s identity. (2 points)
2. Discuss the trope of the ghost from a postcolonial perspective. (1.5 points)
3. Analyse other figurative elements in this passage and their development through the novel. (2.5 points)
4. Analyse the role of Cristophine in the novel and her relevance at this stage of the plot. (2 points)
   - Conceptual clarity and coherence of argument will be subject to evaluation. Grammar and style will be taken into account (2 points)

RECOMMENDATIONS FOR THE STUDY OF THE SUBJECT:

- Class attendance is compulsory. Very active participation in class is highly recommended.
- Read the obligatory literary texts before the corresponding seminars.
- Make a choice of the recommended bibliography in order to broaden your knowledge about the literary period.
- Do both individual and group work.
- Clarify doubts in seminars.
- Complete your understanding of the literary period and its writers by watching films, checking information on the internet, etc.