

**COURSE DATA****Data Subject**

<b>Code</b>	35352
<b>Name</b>	Monographic course in English literature
<b>Cycle</b>	Grade
<b>ECTS Credits</b>	6.0
<b>Academic year</b>	2019 - 2020

**Study (s)**

<b>Degree</b>	<b>Center</b>	<b>Acad. Period</b>
1000 - Degree in English Studies	Faculty of Philology, Translation and Communication	3 Second term

**Subject-matter**

<b>Degree</b>	<b>Subject-matter</b>	<b>Character</b>
1000 - Degree in English Studies	13 - Monograph on English literature	Optional

**Coordination**

<b>Name</b>	<b>Department</b>
BRIGIDO CORACHAN, ANA MARIA	155 - English and German

**SUMMARY*****World Literatures in English***

A survey of new emergent literatures written in English by authors from the Commonwealth and other English-speaking countries other than the United Kingdom and Ireland, some of whom are recent Nobel Prize winners. Often referred to as postcolonial or postimperial literature, this new anglophone fiction challenges traditional Eurocentric conceptions of the literary realm by offering complex and dynamic glimpses of world realities through compelling narratives and groundbreaking uses of the English language. This course addresses questions of travel and exile, migration, globalization, gender, subalternity, community, re-imagination, uneven development, and contemporary neocolonial and counter-hegemonic practices in England's former colonies through their literary and cinematic works.



## PREVIOUS KNOWLEDGE

### Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

### Other requirements

## COMPETENCES (RD 1393/2007) // LEARNING OUTCOMES (RD 822/2021)

### 1000 - Degree in English Studies

- Students must have acquired knowledge and understanding in a specific field of study, on the basis of general secondary education and at a level that includes mainly knowledge drawn from advanced textbooks, but also some cutting-edge knowledge in their field of study.
- Students must be able to apply their knowledge to their work or vocation in a professional manner and have acquired the competences required for the preparation and defence of arguments and for problem solving in their field of study.
- Students must be able to communicate information, ideas, problems and solutions to both expert and lay audiences.
- Students must have developed the learning skills needed to undertake further study with a high degree of autonomy.
- Demonstrate communicative and social competence in the English language (oral and written comprehension and expression, communicative interaction and mediation that includes correct grammar and style).
- Develop a critical ability to explain literary texts in English and to identify aesthetic conventions, movements, periods, genres, authors and works in English language and their modes of production.
- Relate geographical and historical aspects and the most relevant institutions in the Anglophone world to contemporary society and culture.
- Know and apply the currents and methodologies of literary theory and criticism.

## LEARNING OUTCOMES (RD 1393/2007) // NO CONTENT (RD 822/2021)

Having successfully completed the course, students will be able to

- write essays on topics assigned to by the lecturer or chosen by the student related to one or several postcolonial works in English
- identify and describe the aesthetic conventions, their evolution, modes of production and reception of works, genres and movements in postcolonial literature in English.



- explain and assess postcolonial literary texts in English using different critical approaches and in relation to their respective literary and historical contexts
- write a stylistic commentary or 'practical criticism' essay on a literary excerpt or a short literary text in English
- identify excerpts from postcolonial literary works in English covered during the course and assess their significance
- write a review of a postcolonial literary work in English, a translation, a theatre production, a film adaptation or an adaptation to other art forms.

## **DESCRIPTION OF CONTENTS**

**1. Introduction to World Literatures written in English. Imperial histories, postcolonial and neocolonial struggles. Speaking the enemys language.**

**2. The Postcolonial Condition. Postcolonial movements of independence. Modernity, Gender, Nation. Literary Cannibalism. Nation Language and transculturation.**

**3. Oratures: African storytelling and the literary sphere.**

**4. South Asian Literatures. Intellectuals in the Postcolonial world.**

**5. The Native Americas: Recovering Tradition, Rebuilding Identity. Trauma, Humor and Irony as creative tools**

**6. The Tourist Gaze: globalization and the new colonizing waves**

**7. Traveling Cultures: Imaginary Homelands: Diaspora Migrations, Exiles, Returns**

**WORKLOAD**

ACTIVITY	Hours	% To be attended
Theory classes	60,00	100
Study and independent work	60,00	0
Preparation of evaluation activities	30,00	0
<b>TOTAL</b>	<b>150,00</b>	

**TEACHING METHODOLOGY**

Lectures on the history of England's former colonies, major authors, transculturated genres and literary works. Lectures on some key concepts and debates in *postcolonial* criticism and other theories of anti-colonial literary resistance. Students' own readings of these novels, stories and poems; their ability to understand these works within their historical background with a critical and independent eye. Comprehensive analysis and collective discussion of texts in which students are encouraged to put into use their critical competence and historical knowledge while practicing their oral expression in the English language.

**EVALUATION**

\*S01 - Student participation: 20% (This includes: active participation that stirs class debate, coming prepared with specific ideas for each discussion seminar, being respectful, contributing to class knowledge).

\*S09 - Reading Quizzes on Required Readings: 20%

\*S11 - Written Assignment or Project (s): 60%

-Students who are unable to attend classes and participate in a satisfactory manner will not be allowed to do a final written assignment or project and will take a comprehensive final examination instead. This means that if you miss more than five classes and/or do not pass at least 4 of the 6 in-class reading quizzes with at least a 5 over 10 average you will have to take the final exam which is worth 90% of the grade (the remaining 10% is for participation). Also notice that there will be NO make-up quizzes, please plan to attend sessions for which a quiz has been scheduled. You have to take a minimum of 4 reading quizzes. The amount of work on which students taking the final examination will be assessed will be equivalent to 150 ECTS working hours (6 credits), as in the case of students who do the standard type of assessment. Questions will be drawn from mandatory readings, notes, dossiers, theory texts, and from the subject's recommended bibliography. Questions will be open-ended and will include commentaries of texts and/or other visual sources.



-Specific instructions for the Research Project and/or Final Paper will be available in Resources > Aula Virtual. Students should be aware that plagiarism will mean an automatic failing grade. You need to cite all your sources using an appropriate citation style like MLA.

See for example:

Purdue Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/747/01/>

The ability to communicate at the C1 (CEFR level) is required to pass the course as a whole. Students whose communication (written and/or oral) displays errors that are not consistent with the above level will fail the module regardless of their performance related to the course contents.

## REFERENCES

### Basic

- Allen, Paula Gunn. *Studies in American Indian Literature: Critical Essays and Course Designs*. New York: Modern Language Association of America, 1995
- Allen, Paula Gunn. *The Sacred Hoop: Recovering the Feminine in American Indian Traditions*. Boston: Beacon Press, 1992
- Anderson, Benedict. *Imagined Communities: Reflections on the Origins and Spread of Nationalism*. London: Verso, 1983.
- Appadurai, Arjun, *Disjuncture and Difference in the Global Cultural Economy*, *Public Culture*, Spring 1990.
- Ashcroft, Bill; Gareth Williams and Helen Tiffin (eds). *The Post-Colonial Studies Reader*. London: Routledge, 2006
- Bhabha, Homi K. *Nation and Narration*. London: Routledge, 1999
- Bhabha, Homi K. *The Location of Culture*. London: Routledge, 2002
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- Clifford, James. *Itinerarios transculturales*. Barcelona : Gedisa, 1999
- Clifford, James. *The predicament of culture: twentieth-century ethnography, literature, and art*. Cambridge, MA: Harvard University Press, 2002
- Fanon, Frantz. *Los condenados de la tierra*. Tafalla: Txalaparta, 1999
- García Ramírez, Paula. *Introducción al estudio de la literatura africana en lengua inglesa*. Jaen: Universidad de Jaen, 1999
- Guha, Ranajit and Gayatri Chakravorty Spivak, eds. *Selected Subaltern Studies*. Oxford: Oxford University Press, 1988
- Harrison, Nicholas. *Postcolonial Criticism: History, Theory and the Work of Fiction*. Cambridge: Polity, 2003
- Krupat, Arnold, *Ethnocriticism: Ethnography, History, Literature*. Berkeley: University of California Press, 1992
- Krupat, Arnold. *The Voice in the Margin: Native American Literature and the Canon*. Berkeley:



University of California Press, 1989.

Lazarus, Neil. *Nationalism and Cultural Practice in the Postcolonial World*. Cambridge: Cambridge University Press, 1999

Narayan, Uma and Sandra Harding. *Decentering the Center: Philosophy for a Multicultural, Postcolonial and Feminist World*. Bloomington, IN: Indiana University Press, 2000

Owens, Louis. *Other Destinies: Understanding the American Indian Novel*. Norman, OK: University of Oklahoma Press, 1992

Ravenscroft, Arthur. Chinua Achebe. Harlow: Longman, Green and Co. 1969

Said, Edward, *The World, the Text and the Critic*. Cambridge University Press, 1983

Said, Edward. *Culture and Imperialism*. London: Chatto and Windus, 1993

Said, Edward. *Orientalism*. London: Penguin, 2003

Shohat, Ella and Stam, Robert. *Unthinking Eurocentrism: Multiculturalism and the Media*. London and New York: Routledge, 1994.

Spivak, Gayatri Chakravorty. *Can the Subaltern Speak?* In *Marxism and the Interpretation of Culture*. Cary Nelson and Larry Grossberg, eds. Urbana: University of Illinois Press.

- Spivak, Gayatri Chakravorty. *A Critique of Postcolonial Reason: Toward a History of the Vanishing Present*. Cambridge: Harvard University Press, 1999

Wa Thiongo, Ngugi. *Decolonising the Mind. The Politics of Language in African Literature*. London: James Currey, Nairobi: EAEP, 1994

### Additional

- Webgraphy:

Africa Research Central. *A Clearing House of African Primary Sources*. <http://www.africa-research.org>

Brians, Paul (1994, 2011). *Things Fall Apart*. Study Guide. Washington State University. <http://www.public.wsu.edu/~brians/anglophone/achebe.html>

Brians, Paul (1994, 2011). *The God of Small Things*. Study Guide. Washington State University. <http://public.wsu.edu/~brians/anglophone/roy.html>

Brians, Paul (1994, 2011). *Postcolonial Literature. Problems with the Term* Washington State University. <http://public.wsu.edu/~brians/anglophone/postcolonial.html>

British Empire. <http://www.britishempire.co.uk>

Fordham University. *Internet History Sourcebook Project. India*. <http://www.fordham.edu/halsall/india/indiasbook.asp>

Landau, George P. (1985, 2012). *Contemporary Postcolonial and Postimperial Literature in English*. <http://www.postcolonialweb.org/>

McLeod, Corinna (2008). *Constructing a Nation. Jamaica Kincaids A Small Place* *Small Axe* 25: 72-92. <http://www.smallaxe.net/repository/file/sx%2025/6-SA25%20McLeod%20%2877-92%29.pdf>

The National Archives. *Histories of the Caribbean Revealed*. <http://www.nationalarchives.gov.uk/caribbeanhistory/default.htm>

Widjaja, Michael (2000, 2011). *Insight into Igbo Culture, Igbo Language and Enugu*. <http://www.igboguide.org>



## ADDENDUM COVID-19

This addendum will only be activated if the health situation requires so and with the prior agreement of the Governing Council

### 1. Contents

Unit 1: Introduction  
Unit 2: The Postcolonial condition  
Unit 3. African Oratures  
Unit 4. The Native Americas  
Unit 5. South Asian Literatures

### 2. Workload and teaching schedule

No changes

### 3. Teaching methodology

The module's online methology includes the following tools and methods: Resources and Documents in Aula Virtual, Reading Quizzes become Tasks in Aula Virtual, Class Participation through the online reading site Classroom Salon, pre-recorded lectures are shared through Aula Virtual.

### 4. Assessment

The module's final assessment has the same original assessment breakout but will be carried out online: 1. Reading Quizzes are now Tasks which are uploaded to Aula Virtual, 2. In-class participation is being assessed through the online forum Classroom Salon, 3. The Final Essay will be uploaded to Aula Virtual. Students who chose to be evaluated at the end of the semester through a final examination will have a take-home exam that will be uploaded to Aula Virtual. This exam will have to be completed within a limited time, will require the appropriate use of primary and secondary sources, and will be checked for plagiarism.

This assessment system will be carried over to the second call.

### 5. Bibliography

No changes.