ENG 458/558
Comparative Literature: Postcolonialism
Major works from Europe and the non-Western world in the postcolonial period: WWII to present. Not offered every year. (H) (NC) (Bacc Core Course)

Course Attributes:
Core, Synth, Global Issues

Rationale for conversion to four credits: Students will do individual presentations connecting web site materials with readings done for class that cover various interactions between Africa and the West. Students will do individual presentations on online resources available on postcolonial literature such as the Postcolonial web at Brown University [http://www.postcolonialweb.org/]. These presentations will be matched with the various theoretical topic covered by their reading of Loomba’s text.
This course continues to meet all back core outcomes for contemporary Global Issues

The four credit version will:
• Add presentations connecting web site materials to postcolonial literature;
• Add a theoretical text.
The core syllabus reflects the three credit version recently taught.

Course Description:
In the 1950s, the term postcolonial was coined to refer to the break-up of the colonial empires, especially those of France and England following World War II. But today, the term refers to cultures shaped by imperialism. As in the dynamics of globalization, what happens “at home” may be dictated from abroad, and what happens abroad may shape our lives at home in mystifying or terrifying ways. As Salmon Rushdie’s drunken character Whiskey Sosodia stutters in Satanic Verses: “The trouble with the Engenglish is that their hiss hiss history happened overseas, so they dodo don’t know what it means.”

This course will introduce students to key terms and concepts used by noted postcolonial theorists. It will explore the ways contemporary critical frameworks shed new light on Western literary conventions like authorship, characterization, and narrative progress. Representative postcolonial texts focusing on issues of nationalism, gender and identity provide a range of perspectives, both critical and creative, that open up the discussion of literary competence for the 21st century.

Course Requirements:
Participation will be an important part of the course. Students will do both in-class and out-of-class writing, and a Blackboard web site will serve as support for the course. They will also participate in the presentation and discussion of the texts. The writing assignments will include both the short essay form and a longer final term paper. Graduate students will be expected to do an extended research paper and to lead one class session.
Required Texts:
Tayeb Salih  
Season of Migration to the North (Three Continents)
Arundhati Roy  
The God of Small Things (Harper Trade)
Aimé Césaire  
Discourse on Colonialism (Monthly Review)
Aimé Césaire  
A Tempest (Theatre Communications Group)
Jamaica Kincaid  
Lucy (Dutton / Plume)
Ania Loomba  
Colonialism/Postcolonialism (Taylor & Francis)

Reserve Texts
Michel Foucault, “Of Other Spaces,” Diacritics (Spring 1986), 22-27.

Course Policies:
Statement Regarding Disability Access Services:
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

-Link to Statement of Expectations for Student Conduct, i.e., cheating policies http://oregonstate.edu/admin/stucon/achon.htm

458 Learner Outcomes
1. Ability to define theoretical concepts such as cultural studies, colonial/postcolonial discourse, power/knowledge, Orientalism;
2. Ability to do discourse analysis through particular lenses such as gender, race, or class as evidenced by close readings of assigned texts and in writing-to-learn assignments;
3. Familiarity with online archives available in postcolonial studies
3. Demonstrated knowledge of the connection between literary representation and postcoloniality, as shown in a midterm essay on class readings, and ability to carry on a sustained argument about postcolonial discourse, shown in a final term paper.

558 Additional Learner Outcomes
1. Ability to analyze and appraise extended critical discourse on postcolonial discourse in an extended research paper of 12-15 pages.
2. Ability to lead class discussion on one of class texts (see Blackboard criteria).
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<thead>
<tr>
<th>Required Work</th>
<th>Undergraduate:</th>
<th>Graduate:</th>
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<tbody>
<tr>
<td>Quizzes on literary works</td>
<td>20%</td>
<td>10%</td>
</tr>
<tr>
<td>Study Guide answers</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Leading class discussion</td>
<td>n/a</td>
<td>10%</td>
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<tr>
<td>Midterm Essay</td>
<td>20% (6 pp.)</td>
<td>20% (8 pp.)</td>
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<tr>
<td>Term Paper</td>
<td>40% (12 pp.)</td>
<td>40% (15-18pp.)</td>
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## Schedule of Readings:
### ENG 458 / 558 -- Comparative Literature: Postcolonialism  (Fall Term 2003)

<table>
<thead>
<tr>
<th>WEEKS</th>
<th>TOPICS / READINGS</th>
<th>ASSIGNMENTS</th>
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| **Week 1** | Introduction to course "What is globalization?" exercise | 1) Look at Blackboard Web Site: [http://my.oregonstate.edu/](http://my.oregonstate.edu/)  
2) Get books |
| | Amitav Ghosh, "The Imam and the Indian" (handout)  
The Tempest as Colonial Allegory (class discussion) | Shakespeare's *The Tempest* (either you know it, you'll read it[online version available on Blackboard, external links], or you'll watch the Valley Library video) |
| **Week 2** | Ania Loomba, *Colonialism / Postcolonialism*  
("Defining Terms": 1-19) | **Study Guide** posted on Blackboard;  
"Working Collaboratively" Blackboard/course documents. |
| | Ania Loomba, *Colonialism / Postcolonialism*  
("From Colonialism to Colonial Discourse": 20-43)  
Aimé Césaire, *Discourse on Colonialism* (31-78) | **Study Guide** posted on Blackboard; |
| **Week 3** | Ania Loomba, *Colonialism / Postcolonialism*  
("Colonial Discourse": 43-57)  
Aimé Césaire, *A Tempest* | **Study Guide** posted on Blackboard; |
| | Ania Loomba, *Colonialism / Postcolonialism*  
("Colonialism and Knowledge": 57-69)  
Aimé Césaire, *A Tempest* | **Study Guide** posted on Blackboard; |
| **Week 4** | Ania Loomba, *Colonialism / Postcolonialism*  
("Colonialism and Literature": 69-94)  
Tayeb Salih, *Season of Migration to the North* (1-19) | **Paper # 1 option due (Césaire)**  
**Study Guide** posted on Blackboard; |
| | Ania Loomba, *Colonialism / Postcolonialism*  
("Textuality, Discourse and Material Processes": 94-104)  
Tayeb Salih, *Season of Migration to the | **Study Guide** posted on Blackboard; |
| Week 5 | Ania Loomba, *Colonialism / Postcolonialism*  
("Constructing Racial and Cultural Difference": 104-123)  
Tayeb Salih, *Season of Migration to the North* (60-104) | Study Guide posted on Blackboard;  
| |  |
| Week 6 | Ania Loomba, *Colonialism / Postcolonialism*  
("Race, Class, and Colonialism": 123-133)  
("Psychoanalysis and Colonial Subjects": 133-151)  
Tayeb Salih, *Season of Migration to the North* (105-169) | Study Guide posted on Blackboard;  
| | Paper #1 option due (Salih)  
Study Guide posted on Blackboard;  
| |  |
| Week 7 | Ania Loomba, *Colonialism / Postcolonialism*  
("Gender, Sexuality and Colonial Discourse": 151-172)  
Ahlam Mosteghanemi, *Memory in the Flesh*  
(1-57)  
Ahlam Mosteghanemi, *Memory in the Flesh*  
(57-124) | Study Guide posted on Blackboard;  
| |  |
| Week 8 | Ania Loomba, *Colonialism / Postcolonialism*  
("Can the Subaltern Speak?": 231-245)  
Arundhati Roy, *The God of Small Things*  
(3-89) | Study Guide posted on Blackboard;  
| |  |
|---------|-------------------------------------------------|--------------------------------------|
|         | Arundhati Roy, *The God of Small Things* (224-253) |                                      |
|         | Arundhati Roy, *The God of Small Things*         | Paper #2 option due (on Roy)         |
| Week 11 | No Final Examination                             |                                      |