

DEPARTMENT OF ENGLISH
CENTRAL UNIVERSITY OF JAMMU

Lecture Plan

Semester: IV

Course Title: Postcolonial Literature

Course Code: PGECL4C004T

Course Instructor: Dr. Neena Gupta Vij

Course Objective:

This course is designed to acquaint students with the writers from non-European nations; to develop an understanding about the evolution of Literatures in English in other parts of the world. The course will encourage an understanding of Postcolonial Literature and theory as the literary resistance to the hegemony of the west, against a socio-politico-historical context. Individual writers will be discussed against this background.

Unit I

	DAY/WEEK	Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
I Week	I	Post Colonial Writing: an Introduction Postcolonial Writing: The Empire Writes Back	1 Hour	Patrick , WilliiamS. and Laura Chusman ed., <i>Colonial Discourse and Post-Colonial Theory: A Reader.</i>
	II	Postcolonial Thinkers: Edward Said Franz Fanon NgugiwaThiang `O Aime Cesaire Claude McKay(<i>Banjo</i>) Leopald Sedar Singhor Leon-GontranDamas	1 Hour	Edward Said. <i>Orientalism</i> Fanon, Franz. <i>The Wretched of the Earth.</i> Cesaire, Aime. <i>Discourse on Colonialism</i>
	III	Reading NgugiwaThiang `O's "Decolonising the Mind" I: Language and Culture	1 Hour	LeopaldSedarSinghor's "On Negritude"
	IV	Reading NgugiwaThiang `O's "Decolonising the Mind" II	1 Hour	Thiango, NgugiWa. <i>Decolonisong the Mind.</i>
	V	The hegemonic English Language: Culture, Identity and Language	1 Hour	"Introduction" <i>Arnold Anthology of Post -Colonial Literature</i>

	DAY/WEEK	Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
II Week	I	“Introduction” to The Post Colonial Reader : an introduction to postcolonial literature, theory and ideological movements of resistance	1 Hour	Parker, Michael and Roger Starkey, eds. <i>New Casebooks: Postcolonial Literatures: Achebe, Ngugi, Desai, Walcott</i> . Houndmills, Basingstoke, Hampshire: Macmillan, 1995
	II	Understanding the definition, scope and significance of Postcolonial Literature, Eurocentricism and Indigeneity	1 Hour	
	III	The significance of the Writing Back by the decolonised peoples	1 Hour	
	IV	Understanding the strengths and limitations of the postcolonial theoretical arguments	1 Hour	
	V	The idea of difference in identity: Evolution of a postcolonial identity	1 Hour	

	DAY/WEEK	Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
III Week	I	Introducing Homi Bhabha’s essay “Signs taken for Wonders” as a postcolonial text	1 Hour	Bhabha, Homi K. "Postcolonial criticism." <i>Redrawing the Boundaries: the Transformation of English and American literary studies</i> . Ed. Stephen Greenblatt and Giles B. Gunn. New York: Modern Language Association of America, 1992.
	II	Understanding the definition, scope and significance of Eurocentricism and Indigeneity through the text; The printed Bible and religious conversion	1 Hour	
	III	The significance of the indigenous belief systems as resistance	1 Hour	
	IV	Resistance and Hybridity	1 Hour	
	V	“Sly civility” as subversion	1 Hour	

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Unit II

	DAY/WEEK	Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
IV Week	I	The Context of Postcolonial Literature: the formation of newly independent nation states in Asia and Africa The literature of the nations of the Commonwealth/New Literatures and Postcolonial Resistance Literature	1 Hour	"Introduction," <i>An Anthology of Commonwealth Poetry</i> ed. C.D Narasimaih, Macmillan, 1999) Loomba, Ania. <i>Colonialism/Postcolonialism</i>
	II	Reading "White Man's Burden" as an Imperialist Text Understanding the poetic features	1 Hour	
	III	Analysing the ambiguity in "White Man's Burden"	1 Hour	
	IV	Reading "White Man's Burden" through the postcolonial perspective A comparative study with "Black Man's Burden" and Brown Man's Burden"	1 Hour	
	V	Features of Poetry: Social, Political, Historical Context of the poem	1 Hour	

	DAY/WEEK	Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
V Week	I	A Brief History of Australia	1 Hour	James Jupp. <i>The Australian People: An Appreciation.</i> Cambridge University Press, 2001.
	II	A Brief History of Australia: Native and Colonial-- Geography versus History	1 Hour	
	III	Australian Poets: Hope, Macaulay, Slesslor, Wright A connection of human experience with the natural world Bridging the gap between nature and	1 Hour	

		man. The “possessing of the land imaginatively” The translation of Australia into consciousness		
	IV	Australian Literature: the first writers. Judith Wright	1 Hour	
	V	Features of Poetry: Social, Political, Historical Context of the poems	1 Hour	

	DAY/WEEK	Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
VI Week	I	The Era of World Wars: Modernism- Modern and Modernist poetry in Australia: Creating the Context of “Niggers’ Leap”	1 Hour	Veronica Brady. <i>South of My Days: A Biography of Judith Wright.</i> Angus & Robertson, 1998.
	V	Australian liberal humanist tradition Judith Wright’s poetry: an exploration of the spiritual dimension of Australia, its land, its people and history	1 Hour	

	DAY/WEEK	Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
VII Week	I	Reading Judith Wright’s “Niggers Leap New England”: Context and Content	1 Hour	
	II	Reading Judith Wright’s “Niggers	1 Hour	

		LeapNew England”: Discussion on the poem. Aboriginal land rights. a political poet injustice materialism convergence of the non-indigenous and indigenous imagination or Dreaming		
	III	Discussion: Imagery, tropes and stylistic devices Features of poetry: modern in idiom skilful technique	1 Hour	
	IV	Themes: conservation, peace, aboriginals, the mystical experience, justice and reconciliation, splendour and terror of Australia’s history; and celebration , redemption of all its peoples.	1 Hour	

	DAY/WEEK	Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
VIII Week	I	Derek Walcott: A Biographical Note		JohnThieme. <i>Derek Walcott</i> . Manchester and New York: Manchester University Press, 1999 Robert D.Hamner ed. <i>Critical Perspectives on Derek Walcott</i> . Washington, D.C.: Three Continents, 1993.
	II	Reading “Ruins of a Great House” Themes: death and decay colonial slavery		
	III	Sir Thomas Browne's <i>Urn Burial</i> As epigraph Images, tropes and stylistic devices		
	IV	Concluding Lecture I: Main thrust: unity of humanity despite divisions Poet: modernist/humanist/ patriot Displacement and isolation paradox of his hybrid inheritance		
	V	A film on Australian and Carribean poetry Discussion		

Things Fall Apart, by Chinua Achebe.

	I	Discussion on Postcolonialism and Decolonialisation	1 Hour	Ashcroft, Bill et. al. <i>Postcolonial Studies: The Key Concepts</i>
	II	The Seminal Texts and theories on Decolonialisation and Postcolonialism	1 Hour	Irele, Abiole. "What is Negritude" in <i>African Literature: An Anthology of Criticism and Theory</i> , ed. Tejumola Olaniyan and Ato Qayson, pp. 203-209

	Week/ Day	Title of the Topic to be Taught	Number of Hours/ Days per Topic	Suggested Reading
Week IX	III	The Seminal Texts and theories on Decolonialisation and Postcolonialism	1 Hour	Achebe, Chinua. "The Truth of Fiction" in <i>African Literature....</i> pp. 107-114 "Negritude: A Humanism of the Twentieth century" in <i>African Literature....</i> pp. 195-202
	IV	The Seminal Texts and theories on Decolonialisation and Postcolonialism (continued)	1 Hour	Fanon, Franz. "On National Culture" in <i>African Literature....</i> pp. 251-62 Fanon, Franz. <i>Black Skin, White Masks</i> , tr. Charles Lam Markman. Pluto Press.

	V	Introduction to the text, <i>Things Fall Apart</i> , based on the preliminary readings	1 Hour	Thiango, Ngugi Wa. <i>Decolonising the Mind</i> . Fanon, Franz. <i>The Wretched of the Earth</i> .

	Day	Title of the Topic to be Taught	Number of Hours/ Days per Topic	Suggested Reading
Week X	I	Discussion and analysis of the text, <i>Things Fall Apart</i> , based on the preliminary readings	1 Hour	-do-
	II	Discussion and analysis of the text, <i>Things Fall Apart</i> , based on the preliminary readings	1 Hour	-do-
	III	Discussion and analysis of the text, <i>Things Fall Apart</i> , based on the preliminary readings	1 Hour	-do-
	IV	Discussion and analysis of the text, <i>Things Fall Apart</i> , based on the preliminary readings	1 Hour	-do-

V	Concluding Lecture on the text, <i>Things Fall Apart</i> , based on the preliminary readings	1 Hour	-do-
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Unit- IV

Midnight's Children, a novel by Salman Rushdie

	Week/ Day	Title of the Topic to be Taught	Number of Hours/ Days per Topic	Suggested Reading
Week XI	I	Postcolonialism and Postmodernism	1 Hour	Gikandi, Simeon. "Poststructuralism and Postcolonial Discourse" in <i>African Literature ...</i> pp. 614-20 Hutcheon, Linda. <i>The Poetics of Postmodern</i>
	II	Postmodernism Narrative Techniques: Historiography Fragmentation, Pastiche, Historiographic Metafiction	1 Hour	Quayson, Ato. "Postcolonialism and Postmodernism" in <i>African Literature ...</i> pp. 646-54

	Week/ Day	Title of the Topic to be Taught	Number of Hours/ Days per Topic	Suggested Reading
Week XI	III	Discussion of Salman Rushdie's text <i>Midnight's Children</i> as a Postmodern novel—Plot, narrative, and Characters	1 Hour	Lyotard. <i>What is Postmodernism?</i> Hutcheon, Linda. <i>The Politics of Postmodern</i> Hutcheon, Linda. <i>Poetics of</i>

				<i>Postmodernism</i>
	IV	Discussion of Salman Rushdie's text <i>Midnight's Children</i> as a Postmodern novel—Plot, narrative, and Characters	1 Hour	Rushdie, Salman. <i>Midnight's Children</i>

	V	Memory Displacement and Diaspora in <i>Midnight's Children</i>	1 Hour	Rushdie, Salman. <i>Midnight's Children</i>
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Week	Week/ Day	Title of the Topic to be Taught	Number of Hours/ Days per Topic	Suggested Reading
XII	I	Memory Displacement and Diaspora in <i>Midnight's Children</i>	1 Hour	Halbwachs, Maurice. "Collective Identity"
	II	Hybridity and Culture in <i>Midnight's Children</i>	1 Hour	

	III	Truth and Storytelling in <i>Midnight's Children</i>	1 Hour	Carl Becker "What is Historiography?" <i>Oxford Journals</i> , OUP, https://www.jstor.org/stable/pdf/1840848.pdf
	IV	Fragmentation and Partiton	1 Hour	Ágnes, Györke. Allegories of Nation in "Midnight's Children" Source: Hungarian Journal of English and American Studies (HJEAS), Vol. 7, No. 2, POSTCOLONIAL ISSUES: THEORIES AND READINGS

				(Fall, 2001), pp. 169-190 https://www.jstor.org/stable/pdf/41274152.pdf
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V	Identity and Nationality in <i>Midnight's Children</i>	1 Hour	Halbwachs, Maurice. "Collective Identity"
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Unit V

Half Breed, by Maria Campbell

	DAY/WEEK	Title of the Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
XIII Week	I	Indigenous writing: First Nations population of Canada	1 Hour	Laura Coltelli, <i>Native American Literatures</i> . Pisa: Servizio Editoriale Universitario, 1989
	II	Canadian Writing in English: Landscape, Geography and the Colonial History	1 Hours	
	III	Maria Campbell's <i>Half Breed</i> , an introduction-I	1 Hour	
	IV	Maria Campbell's <i>Half Breed</i> , an introduction-II	1 Hour	
	V	<i>Half Breed</i> as autoethnography	1 Hour	

	DAY/WEEK	Topic to be Taught	No. Of Hours/Days per Topic	Suggested Reading
XIV Week	I	Reading <i>Half Breed</i> I: the autobiographical narrator The story of a people: Metis Maria's <i>Cheechum</i> (grandmother)	1 Hour	Maria Campbell, <i>Riel's People: How the Métis Lived</i> . Vancouver, Douglas and McIntyre, 1978. https://blogs.helsinki.fi/hes-eng/volumes/volume-5/blankets-of-shame-emotional-representation-in-maria-campbell%E2%80%99s-half-breed-verna-heikkila/
	II	Reading <i>Half Breed</i> II: The complication The reversal The resolution	1 Hour	
	III	Reading <i>Half Breed</i> III: Maria's life narrative/Trauma	1 Hour	
	IV	<i>Half Breed</i> as Bildungsroman Birth Growing up	1 Hour	

		Attaining maturity, agency and independent identity The subject position		Maria Campbell: <i>Essays on Her Works</i> . Jolene Armstrong (Ed) Toronto, ON: Guernica Editions, 2012.
	V	Reading <i>Half Breed</i> IV: the unsentimental tone of the narrator	1 Hour	

	DAY/WEEK	Topic to be Taught	No. of Hours/Days per Topic	Suggested Reading
XV Week	I	Discussion Topics: The hardships due to discrimination The saving grace of humour	1 Hour	Dylan Miner. "Halfbreed Theory: Maria Campbell's Storytelling as Indigenous Knowledge and <i>Une Petite Michin</i> "
	II	The narrative technique: the tradition of the oral tale The European novelistic technique	2 1/2 Hours	
	III	Concluding lecture: realisation and reconciliation; identification with her roots Discovering the limitations and significance of the 'blanket' <i>Une Petite Michin</i> (One small medicine)	1 Hour	
	IV	A film on the Metis/ Discussion	1 Hour	
	V	Presentations	1 Hour	