More than three-quarters of the people living in the world today have had their lives shaped by the experience of colonialism .... Literature offers one of the most important ways in which these new perceptions [of reality and life brought on by colonialism] are expressed and ... the day-to-day realities experienced by colonized peoples have been most powerfully encoded.... (Ashcroft et al., The Empire Writes Back).

The Course:
Why write? Any number of reasons of course. Self-expression for some pressing reason seems to be the starting point of much that gets written and published. But when self-expression is also expressive of groups of people because of a shared historical experience, and when such experience encompasses the last five hundred years of human history, then we have writing that qualifies as world literature. We’re talking about colonialism and post-colonialism and the writings they inspired, and continue to inspire.

Much of colonial/postcolonial literature is tied up with what it means to be a human being in relation to other human beings. The colonial age developed structures of thinking, seeing, and feeling that still gear the direction of life at the private and public spheres: from a sense of one’s place in the world, to cultural flows, and public discourse; from English, the language of the world-wide-web, to international relations, and the global economy. This seminar is an introduction to this multi-faceted world. It offers significant samples of colonial and postcolonial writings reflected in a selection of creative and critical works.

Approach – scholarly and critical:
As the 21st century inheritors of the global history of colonialism and post-colonialism, our task is to know the past and to engage the legacies of the past in our time and world. So our approach will be scholarly (we’ll contextualize and “historicize”) and critical (interpret and apply).

Texts:
4. Aime Cesaire, Discourse on Colonialism (Translated by Joan Pinkham).
5. Frantz Fanon, Black Skin, White Masks (Translated by Charles Lam Markmann).
8. Class Handouts.

Graded Assignments & Outcomes:
- quizzes (announced & unannounced) .......................................................... 20%
- reader essay (due Feb. 18) ................................................................. 30%
- take-home exam (due March 2) .................................................... 20%
- final paper (due March 18) ......................................................... 30%
Teaching/Learning Method & Attendance: Participatory. Do the readings, show up, and contribute meaningfully to discussions. Three absences will lower your grade by a full letter notch; more than three equal a failing grade.

Disabilities Policy: If you need disability-related educational accommodation, please let me know after you’ve contacted the ADA Compliance Officer at 963-2171.

Class etiquette:
As a sign of respect for one another and for our common learning space, please have your cell phone and other diversionary gadgets turned off while in class. Do speak up thoughtfully and freely, but do not advocate violence as a way to solve real life problems or model aggressive behavior in your interaction with people in the class.

Schedule:

Jan
07 Course introduction and self-introductions
12 C. Achebe’s “Dead Men’s Path” (Post-colonialism’s “returning the gaze”)
Anthony Appiah’s essay on Race (see class packet)
Martin Bernal’s essay on “Western” civilization.
14 Selections from the Course Packet (Requerimiento etc….)
The Empire Writes Back (TEWB), 1-36: Introduction and Chapter 1.
The select one of the chapters below and bring a 2-page summary to class: 
TEWB, 37-76, Chapter 2, “Re-Placing Language.”
TEWB, 77-114, Chapter 3, “Re-Placing the Text.”
TEWB, 115-152, Chapter 4, “Theory at the Crossroads.”
TEWB, 153-192, Chapter 5, “Re-Placing Theory.”
TEWB, 193-222, Chapter 6, “Re-Thinking the Post-Colonial.”
19 MLK Holiday
21 Shakespeare, The Tempest
On The Tempest: Takaki’s chapter in Class Handout, etc….
26 Aime Cesaire, A Tempest (The play, incl. Robin Kelly’s Introduction, vii-xvi)
Aime Cesaire, Interview, Discourse on Colonialism, 80-94 & 
28 Aime Cesaire, Discourse on Colonialism, 31-78 (whole essay).
Note: We’re meeting in class -- not observing Faculty Development Day.

Feb
02 Colonial & Postcolonial Terms
Frantz Fanon, Black Skin, White Masks, Introduction, Chapters 1, 2, & 3.
04 Fanon, Black Skin, White Masks, Chapters 4, 5, 6, 7, 8.
09 Joseph Conrad, Heart of Darkness, Chapters 1, 2, 3. (whole text).
16 Presidents Day Holiday
Read an article on Things Fall Apart, summarize key points for the class.
Read an article on HoD, summarize key points and bring to class.
Work on Take-home exam (Prof. will be available for consultations).

04 Quiz on colonial & postcolonial terms. Continue brainstorming Paper.
09 & 11: Work on Final Paper (Prof. will be available for consultations).
18 Final Paper is due in the English Department Office by 5 pm.

Assignments:
1. **Quizzes** will be information questions. They will test your familiarity with and comprehension of the material. Expect them any day. **Total value: 20%**.

2. **Reader Essay on selected readings**: Value: 30%. Due: February 18.

**Undergraduates:**
**Reader essay** (6-8 double-space typed pages). You will take two or more articles that are thematically related, or two or more chapters of a non-fiction book in the syllabus, summarize the key points, and comment relevantly on the material.
**Texts:** Appiah; Bernal; Takaki; Chapters from Cesaire’s *Discourse on Colonialism*, Fanon’s *Black Skin, White Masks*, Ashcroft etc. *The Empire Writes Back*.

**Graduates:**
**Reader Essay** (10 or so double-spaced pages). You will read the texts listed below, summarize the key points, and comment relevantly on the material and the authors.
**Theorists and texts:**
- Homi Bhabha: on “Hybridity.” *The Location of Culture* (1994).

3. **Take-home Exam.** Questions and instructions will follow. Graduate students will be expected to write longer and more sophisticated answers. **Due: March 2. Value: 20%**.

4. **Paper.** Suggestions and instructions will follow. Graduate students will be expected to write longer and more sophisticated papers. **Due: March 18. Value: 30%**.

**Note:** *There may be slight changes in the assignments and requirements as we work into the quarter. The very best to each of you!* —PP.