

POSTCOLONIAL NARRATIVE

Narrativa Postcolonial

MODULE/Módulo	SUBJECT/Materia	YEAR/Curso	SEMESTER/Semestre	ECTS	TYPE/Carácter
Master's Programme in English Literature and Linguistics	Postcolonial Narrative		2nd	5	Optional
PROFESSOR/ Profesor(es)		CONTACT/ Dirección completa de contacto para tutorías (Dirección postal, teléfono, correo electrónico, etc.)			
<ul style="list-style-type: none"> • Dr. Miriam Fernández Santiago • Dr. Mercedes Díaz Dueñas 		Departamento de Filologías Inglesa y Alemana Campus Universitario de Cartuja s/n 18071, Granada – España Prof. Miriam Fernández Santiago Office F9 Telf.: +0034 958 241 000 Ext. 20252 email: mirfer@ugr.es Prof. Mercedes Díaz Dueñas Office: Despacho nº 3, La Jarosa, FTI; Despacho F13, FF&L Telf.: +958 24 10 00 ext. 20233 email: mdiazd@ugr.es			
		OFFICE HOURS/ Horario de tutorías			
		Prof. Miriam Fernández Santiago T1: Tuesday/Thursday 12:30-14:30 (School of Philosophy and Letters) T2: Monday/Tuesday/Wednesday/Thursday 09:00-11:00 (School of Philosophy and Letters/School of Translation) Prof. Mercedes Diaz Dueñas T1: Mo/Tu/Wed: 09:30-11:00; 13:00-13:30 Despacho nº 3, La Jarosa, FTI T2: Tu/Thu:09:30-12:30 Despacho F13, FF&L			
MASTER WHERE IT IS OFFERED/ Máster en el que se imparte		OTHER MASTERS WHERE IT COULD BE OFFERED /			

	Otros másteres a los que se podría ofertar
Máster en Literatura y Lingüística Inglesas Master in English Literature and Linguistics	
PREREQUISITES AND/OR RECOMMENDATIONS Prerrequisitos y/o recomendaciones (si procede)	
Students should have completed the compulsory course on Introduction to Reserach Methods in English Literature	
BRIEF DESCRIPTION OF COURSE CONTENTS Breve descripción de contenidos (según memoria de verificación del máster)	
<p>THEORETICAL</p> <ul style="list-style-type: none"> ○ The course covers the broad historical context and narrative production of British Colonial and Postcolonial periods (18th-21st centuries), as well as the thematic and aesthetic features of each period of colonial and postcolonial narrative on a global scale. ○ The course reviews the main critical texts developing the field of Postcolonial Studies in the 20th and 21st centuries. <p>PRACTICAL</p> <ul style="list-style-type: none"> ○ Analysis of the socio-historical, political, economic and cultural aspects of postcolonial realities. ○ Analysis of the aesthetic and thematic features of postcolonial narrative productions (primary sources) ○ Discussion and development of the critical instruments developing the field of Postcolonial Studies (secondary sources) 	
GENERAL AND SPECIFIC COMPETENCIES Competencias generales y específicas del módulo	
<p>General:</p> <p>To develop communicative interpersonal and interlinguistic mediation skills</p> <p>To acquire the learning skills that will allow the student to continue her / his studies in a proactive, autonomous way.</p> <p>To search for information (in any sort of format) and turn it into knowledge.</p> <p>Use new technologies as a learning tool and a resource for research. Use it also as a means of communication and dissemination.</p> <p>To understand long and complex texts of any sort (technical, narrative, or literary)</p> <p>To present in a variety of formats (oral presentations, written essays, and any sort of digital format) clear and detailed descriptions of complex subjects, unfolding a specific narrative argument, and reaching relevant conclusions.</p> <p>To acquire and understand the sort of skills and knowledge that will turn their output into original ideas, through class participation, or in the form of essays or any other sort of output.</p> <p>To acquire and understand the sort of skills and knowledge that will turn their output into original ideas, through class participation, or in the form of essays or any other sort of output.</p> <p>To acquire and apply knowledge and skills to new contexts, and be able to engage in problem-solving strategies within interdisciplinary contexts related to their field of study.</p>	

To integrate skills and knowledge in a way that empowers them to reach relevant conclusions based upon the general principles of social and ethic responsibility.
 To communicate their knowledge, ideas and arguments in a meaningful and clear way for both specialized and non-specialized audiences.
 To have the learning skills that allow students to keep studying in a way that will be largely autonomous

Transversal

Training in the respect of fundamental rights and equality between men and women, of Human Rights and the principles of universal accessibility, and the values of a culture of peace and democratic values, as established by the Royal Decree 1393/2007, of October 29, Article 3.5.

Specific

CE1. To know and critically evaluate current theories, methods and current results of research in the field of English literature and English linguistics.

CE2. To identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of English literature and linguistics.

CE3 – To design and carry out research projects, and translate their results into critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions.

CE4 – To explain and defend clearly the objectives, methodology and results of a research work in the field of literatures in English.

CE5 - To understand the secondary bibliography in the different domains and in the different periods of the history of the literatures in English as concretion of cultural and political practices in a determined historical context.

CE6 – To develop interest and intellectual curiosity to analyze and understand texts, critical theories, and different epistemological approaches to specific case studies in the field of English literature.

CE7 - To know the different interdisciplinary approaches to the study of literatures in English language, with special emphasis on gender studies, identity politics, political discourse, or postcolonial studies and translation.

OBJECTIVES

Objetivos (expresados como resultados esperables de la enseñanza)

- To Know, identify and analyze the main postcolonial novels and short stories in English.
- To Understand the development of literature in English from the birth of English colonialism to the 21st century.
- To Understand, identify and list the different components of the artistic and literary development of postmodernism and the ways in which postcolonialism intersects with this movement.
- To Identify and analyze critically the literary genres (mainly narrative) within postcolonial literature and the techniques used by the authors studied in the course.
- To Distinguish, list and understand the main features and events of the history and geography of the countries emerging in a postcolonial context in order to understand the relevance and treatment that each autor gives to colonial and postcolonial politics.
- To Identify and apply the literary theories and terminology relevant for Postcolonial Studies.

DETAILED DESCRIPTION OF THE CONTENTS

Temario detallado de la asignatura

Boehmer, Elleke (2005) *Colonialism and Postcolonialism: Migrant Metaphors*. Oxford: OUP.
 Daniel Defoe: *Robinson Crusoe* (Excerpts)
 Mary Louise Pratt: *Imperial Eyes: Travel Writing and Transculturation* (15-37)
 Paul Gilroy: *The Black Atlantic: Modernity and Double Consciousness*
 Edward Said: *Orientalism* (Introduction)
 Chinua Achebe: “An Image of Africa”
 Franz Fanon: *The Wretched of the Earth*
 Benedict Anderson: *Imagined Communities*
 Gayatri Spivak: “Can the Subaltern Speak?”
 Homi Bhabha: “The Commitment to Theory”
 Derrida: “Of Hospitality”
 Antonio Hardt & Michael Negri: “Empire”
 Stef Craps: *Postcolonial Witnessing*, Introduction, Chapters 1, 2, 3, 6
 Jhumpa Lahiri: “Sexy”

RECOMMENDED BIBLIOGRAPHY

Bibliografía:

Boehmer, Elleke (2005) *Colonialism and Postcolonialism: Migrant Metaphors*. Oxford: OUP.
 Leitch, Vincent B. et al. (2010). *The Norton Anthology of Theory and Criticism*. New York and London: W. W. Norton & Company

RECOMMENDED LINKS

Enlaces recomendados

- http://prezi.com/tuajrbbxuduo/?utm_campaign=share&utm_medium=copy&rc=ex0share
- http://prezi.com/tkynmzm4vqdl/?utm_campaign=share&utm_medium=copy
- Cambridge Journal of Postcolonial Literary Inquiry:
<https://www.cambridge.org/core/journals/cambridge-journal-of-postcolonial-literary-inquiry>
- Journal of Postcolonial Writing: <https://www.tandfonline.com/toc/rjpw20/current>
- The Journal of Commonwealth Literature: <https://journals.sagepub.com/home/jcl>
- The Journal of Commonwealth and Postcolonial Studies: <http://www.jcpcsonline.com/>
- Postcolonial Studies Association: <http://www.postcolonialstudiesassociation.co.uk/links/>

EDUCATIONAL METHODS

Metodología docente

- Lecture (teacher)
- Office hours (teacher, student)
- Class presentations (student, individual)
- Class discussion and debate (student, group)
- Autonomous work:
 - Reading of assigned texts for class discussion (student, individual)
 - Elaboration of research paper (student, individual)

EVALUATION

Evaluación (instrumentos de evaluación, criterios de evaluación y porcentaje sobre la calificación final, etc.)

Evaluation instruments

- Written research paper on a narrative text agreed on with the teachers (50%)
- 15 minute class presentation of research paper (35%)
- Class discussion/participation (15%)

Evaluation Criteria

- Autonomous study of assigned readings
- In-class active discussion of assigned readings
- In-class presentation of research paper:
 - Thesis statement
 - Relevance for postcolonial studies/originality
 - Critical approach/instruments
 - Objectives and Methodology
 - Analysis
 - Sources
 - Clarity of exposition/Management of technical facilities
- Written Research Paper:
 - Thesis statement
 - Relevance for postcolonial studies/originality
 - Critical approach/instruments
 - Objectives and Methodology
 - Analysis
 - Sources
 - Clarity of exposition/Following Style Guide

Continuous Assessment

Class discussion/participation (15%).

ADDITIONAL INFORMATION **Información adicional**