



Máster en Estudios Avanzados de Literatura y Cine en Lengua Inglesa 61652 - New literatures in English

Course 2015 - 2016

Curso: 1, Semestre: 1, Créditos: 7.5

Basic information

Teachers

- **María Dolores Herrero Granado** dherrero@unizar.es

- **Bárbara María Arizti Martín** barizti@unizar.es

Recommendations to attend this course

The (main) aim of this course is to provide students with specialised knowledge of colonial and postcolonial literatures in English, and of the most relevant authors and texts in the field of postcolonial criticism, necessary to carry out an in-depth analysis of the literary texts. Due to the advanced nature of this course, this objective cannot be undertaken during the Degree courses. Thus, students should be familiarised with the basic concepts of literature and postcolonial criticism in English before taking this course. Students are also expected to be acquainted with the history and culture of the former British Empire's colonies. Furthermore, prior to each session, students should have read and worked through the texts assigned in order for them to be able to actively participate in the discussions that will take place.

Course Schedule and Deadlines

- 1) Presentation and discussion of the main postcolonial theories included in the course programme.
- 2) Application of the basic principles of those theories to the analysis of several postcolonial narrative texts (see course schedule).
- 3) Team analysis of a selection of postcolonial texts applying the methods and critical approaches introduced during the theory sessions (see course schedule).
- 4) Submission of some brief essays and one 3000 word essay. Deadline for the submission of the essays: as per exam schedule of the Faculty.

Home

Learning outcomes that define this course

The student, in order to pass the course, will have to show her/his competence in the

following skills:

- 1: To develop and apply their own ideas within the research framework of the new literatures in English.
- 2: To interrelate knowledge of new literatures in English and to apply the methodology and theoretical approaches relevant to their interpretation.
- 3: To carry out their own research in the field of the new literatures in English.
- 4: To understand, summarise and use the main theories of postcolonial criticism when analysing narrative texts in the field of the new literatures in English.
- 5: To understand the need to redefine the concepts of 'English literature' and 'English language' in the framework of postcolonial studies, in an attempt to 'counterwrite' the colonial discourse.
- 6: To understand the origin, development and implications of the Reconciliation process in Australia, as well as the proliferation and meaning of the 'sorry novels' in the field of ethics, memory and trauma.
- 7: To understand and analyse aboriginal stories of healing and resistance which reveal the genocide of natives and the dark side of the Australian dream.
- 8: To differentiate and understand the various and varied aesthetic expressions and socio-political aspects which appear in the South East Asian and Caribbean Diaspora's narrative, specifically magic realism, autobiography and hybrid genders.
- 9: To understand and analyse trauma and survival narratives that appear both before and after *apartheid* in South Africa.

Introduction

Brief presentation of the course

This course provides specialised knowledge of some of the most relevant postcolonial critical theories in such a way that they can be duly applied to analyse a significant selection of contemporary literary texts generated in countries that were once British colonies. This course is optional and complementary to the two other optional courses in literature, "Main Trends in Contemporary British Fiction" and "Main Trends in Contemporary US Fiction", in as far as it focuses on literary texts in English from cultures outside the dominant cultures of the US and Great Britain.

Competences

General aims of the course

The expected results of the course respond to the following general aims

The objectives set for this course are essential to provide students with a theoretical and methodological knowledge, and will allow them to successfully carry out research in the field of English Studies. Accordingly, the specific objectives of the present course (i.e. using criticism tools in order to understand, analyse and interpret postcolonial literary texts in English, applying critical approaches to a corpus of postcolonial literary texts and developing a critical response to the said texts) represent essential skills that will allow the students to successfully carry out research in the field of English Studies. In order to carry out research in the field of English Studies it is also essential to be able to develop and apply original ideas

in academic and research contexts. Key skills for a future researcher would include the ability to interrelate concepts from different themes, to deal with complex information, to apply essential methodologies and theoretical approaches, to express a critical view, to reach relevant conclusions in clear English that is appropriate to both specialised and non specialised audiences, and to know how to develop a line of research autonomously.

The objectives set for this course are essential to provide students with a theoretical and methodological knowledge, and will allow them to successfully carry out research in the field of English Studies. Accordingly, the specific objectives of the present course (i.e. using criticism tools in order to understand, analyse and interpret postcolonial literary texts in English, applying critical approaches to a corpus of postcolonial literary texts and developing a critical response to the said texts) represent essential skills that will allow the students to successfully carry out research in the field of English Studies.

In order to carry out research in the field of English Studies it is also essential to be able to develop and apply original ideas in academic and research contexts. Key skills for a future researcher would include the ability to interrelate concepts from different themes, to deal with complex information, to apply essential methodologies and theoretical approaches, to express a critical view, to reach relevant conclusions in clear English that is appropriate to both specialised and non-specialised audiences, and to know how to develop a line of research autonomously.

Context/Importance of the course for the master degree

Students must pass three optional courses during the second semester of the Master in Advanced Studies on Literature and Film in English. "New Literatures in English" is one of the three optional courses offered. The two others are: "Main Trends in Contemporary British Fiction" and "Main Trends in Contemporary US Fiction". These three complementary courses have as their main objective the acquisition of specialised knowledge which will enable the student to undertake a critical analysis of postcolonial literature, in the case of the first course, of English literary texts, in the case of the second, and, in the case of the third, of North American literary texts.

After completing the course, the student will be competent in the following skills:

- 1:**
CG5: Interrelating what they know about film and literature in English and applying the methodology and theoretical apparatus appropriate for their interpretation
- 2:**
CG6: Carrying out autonomously a research project in the field of literature or film in English
- 3:**
CE1: Understanding, summarising and applying the main theories of postcolonial criticism when analysing narrative texts in the field of the new literatures in English
- 4:**
CE2: Understanding the need to redefine the concepts of 'English literature' and 'English language' in the framework of postcolonial studies
- 5:**
CE3: Understanding the origin, development and implications of the Reconciliation process in Australia, as well as the proliferation and meaning of the 'sorry novels'
- 6:**
CE4: Understanding and analysing aboriginal stories of healing and resistance
- 7:**
CE5: Differentiating and understanding the various aesthetic expressions and socio-political matters which arise in the South East Asian and Caribbean Diaspora narrative
- 8:**
CE6: Understanding and analysing trauma and survival narratives that emerged after *apartheid* in South Africa

Relevance of the skills acquired in the course

The objectives set for this course are essential in that they provide students with a theoretical and methodological knowledge that enables them to do research in the field of English Studies. Accordingly, the specific objectives of the

present course (i.e. using critical tools in order to understand, analyse and interpret English language postcolonial literary texts, applying critical approaches to a corpus of postcolonial literary texts and developing a critical response to the said texts) represent essential skills in order to successfully carrying out research in the field of English Studies. The ability to develop and apply original ideas in an academic research context is also essential in the field of English literary studies. Furthermore, the ability to interrelate concepts from different themes, to deal with complex information, to apply essential methodologies and theoretical approaches, to express a critical view, to reach relevant conclusions in clear English appropriate for both specialised and non specialised audiences, and to know how to develop autonomously a line of research are key skills for a future researcher.

The objectives set for this course are essential in that they provide students with a theoretical and methodological knowledge that enables them to do research in the field of English Studies. Accordingly, the specific objectives of the present course (i.e. using critical tools in order to understand, analyse and interpret postcolonial literary texts in English, applying critical approaches to a corpus of postcolonial literary texts and developing a critical response to the said texts) represent essential skills in order to successfully carrying out research in the field of English Studies. The ability to develop and apply original ideas in an academic research context is also essential in the field of English literary studies. Furthermore, the ability to interrelate concepts from different themes, to deal with complex information, to apply essential methodologies and theoretical approaches, to express a critical view, to reach relevant conclusions in clear English appropriate for both specialised and non specialised audiences, and to know how to develop autonomously a line of research are key skills for a future researcher.

Evaluation

Assessment tasks

The student will prove that he/she has achieved the expected learning results by means of the following assessment tasks:

1:

I. First Official Announcement

- a) Ongoing assessment (if applicable)
- b) Global examination (to be determined in the academic calendar)

Assessment Task 1: Prepare and write brief critical essays on the required readings and films that have been set during the course.

Students will be assessed on their capacity to understand theoretical concepts and to apply them to the texts to be analysed, as well as on their correct use of academic English (at a C1 level). These activities are directed towards achieving learning objectives 1, 2, and 3 = 10%.

Deadline for the submission of the brief written essays: as per exams schedule of the Faculty.

Assessment Task 2: Write an essay in English.

Students are required to write a 3000 word essay on an aspect related to the contents of the course using correct English (at a C1 level). The topic of the essay will be previously agreed on with the teacher. Formally it will conform to the presentation guidelines contained in the 'Documento de referencia para la elaboración del ensayo'. This essay is expected to demonstrate that the students have achieved the course's global objectives (1, 2, 3, and 4). The essay will be graded 0-10, and will account for 90% of the student's final mark. Deadline for the submission of the essay: as per exam schedule of the Faculty.

Assessment criteria

- Definition of key concepts. Initial hypothesis. Use of a theoretical framework and methodology. Use of primary sources. Literature review. Well-argued discourse and relevant conclusions = 40%.
- Independence, originality and critical examination = 10%.
- Information structure and organization of the essay. Text layout. Correct use of English language and style appropriateness = 20%.
- Reasoning capacity to exemplify, illustrate, propose textual evidence and defend the student's own point of view critically = 30%.

II. Second Official Announcement

Assessment Task 1: Prepare and write brief critical essays on the required readings and films that have been

set during the course.

Students will be assessed on their capacity to understand theoretical concepts and to apply them to the texts to be analysed, as well as on their correct use of academic English (at a C1 level). These activities are directed towards achieving learning objectives 1, 2, and 3 = 10%.

Deadline for the submission of the brief written essays: as per exams schedule of the Faculty.

Assessment Task 2: Write an essay in English.

Students are required to write a 3000 word essay on an aspect related to the contents of the course using correct English (at a C1 level). The topic of the essay will be previously agreed on with the teacher. Formally it will conform to the presentation guidelines contained in the 'Documento de referencia para la elaboración del ensayo'. This essay is expected to demonstrate that the students have achieved the course's global objectives (1, 2, 3, and 4). The essay will be graded 0-10, and will account for 90% of the student's final mark. Deadline for the submission of the essay: as per exam schedule of the Faculty.

Assessment criteria

- Definition of key concepts. Initial hypothesis. Use of a theoretical framework and methodology. Use of primary sources. Literature review. Well-argued discourse and relevant conclusions = 40%.
- Independence, originality and critical examination = 10%.
- Information structure and organization of the essay. Text layout. Correct use of English language and style appropriateness = 20%.
- Reasoning capacity to exemplify, illustrate, propose textual evidence and defend the student's own point of view critically = 30%.

I. First Official Announcement

a) Ongoing assessment (if applicable)

b) Global examination (to be determined in the academic calendar)

Assessment Task 1: Prepare and write brief critical essays on the required readings and films that have been set during the course. Students will be assessed on their capacity to understand theoretical concepts and to apply them to the texts to be analysed, as well as on their correct use of academic English (at a C1 level). These activities are directed towards achieving learning objectives 1, 2, and 3 = 10%.

Deadline for the submission of the brief written essays: as per exams schedule of the Faculty.

Assessment Task 2: Write an essay in English. Students are required to write a 3000 word essay on an aspect related to the contents of the course using correct English (at a C1 level). The topic of the essay will be previously agreed on with the teacher. This essay is expected to demonstrate that the students have achieved the course's global objectives (1, 2, 3, and 4). The essay will be graded 0-10, and will account for 90% of the student's final mark.

Deadline for the submission of the essay: as per exam schedule of the Faculty.

Assessment criteria

- Definition of key concepts. Initial hypothesis. Use of a theoretical framework and methodology. Use of primary sources. Literature review. Well-argued discourse and relevant conclusions = 40%.
- Independence, originality and critical examination = 10%.
- Information structure and organization of the essay. Text layout. Correct use of English language and style appropriateness = 20%.
- Reasoning capacity to exemplify, illustrate, propose textual evidence and defend the student's own point of view critically = 30%.

II. Second Official Announcement

Assessment Task 1: Prepare and write brief critical essays on the required readings and films that have been set during the course. Students will be assessed on their capacity to understand theoretical concepts and to apply them to the texts to be analysed, as well as on their correct use of

academic English (at a C1 level). These activities are directed towards achieving learning objectives 1, 2, and 3 = 10%.

Deadline for the submission of the brief written essays: as per exams schedule of the Faculty.

Assessment Task 2: Write an essay in English. Students are required to write a 3000 word essay on an aspect related to the contents of the course using correct English (at a C1 level). The topic of the essay will be previously agreed on with the teacher. This essay is expected to demonstrate that the students have achieved the course's global objectives (1, 2, 3, and 4). The essay will be graded 0-10, and will account for 90% of the student's final mark.

Deadline for the submission of the essay: as per exam schedule of the Faculty.

Assessment criteria

- Definition of key concepts. Initial hypothesis. Use of a theoretical framework and methodology. Use of primary sources. Literature review. Well-argued discourse and relevant conclusions = 40%.
- Independence, originality and critical examination = 10%.
- Information structure and organization of the essay. Text layout. Correct use of English language and style appropriateness = 20%.
- Reasoning capacity to exemplify, illustrate, propose textual evidence and defend the student's own point of view critically = 30%.

Activities and resources

Course methodology

The learning process that has been designed for this course is based on the following activities:

The learning process designed for this course is based upon the following

The course is basically oriented to the training of researchers in literary criticism and theory in the field of postcolonial literatures in English, hence the proposed activities (analysis of postcolonial literary texts with critical tools and commenting/presenting/reflecting upon the said analysis using different theoretical approaches) are focused on the application of a series of principles and basic theories of postcolonial criticism to a selection of representative texts in the field of postcolonial literatures in English.

Thus the course is organised in three phases: 1) learning of the main critical postcolonial theories, 2) applying the concepts studied by means of analysing and discussing a selection of postcolonial literary texts in English, and 3) writing a research theme (in individual essay form), a work in which students apply the theoretical approaches and methods studied, as well as the specific resources used to develop their chosen research topic.

The course is basically oriented to the training of researchers in literary criticism and theory in the field of postcolonial literatures in English, hence the proposed activities (analysis of postcolonial literary texts with critical tools and commenting/ presenting/ reflecting upon the said analysis using different theoretical approaches) are focused on the application of a series of principles and basic theories of postcolonial criticism to a selection of representative texts in the field of postcolonial literatures in English. Thus the course is organised in three phases: 1) learning of the main critical postcolonial theories, 2) applying the concepts studied by means of analysing and discussing a selection of postcolonial literary texts in English, and 3) writing a research theme (in individual essay form), a work in which students apply the theoretical approaches and methods studied, as well as the specific resources used to develop their chosen research topic.

Outline of the Programme

The programme offered to the students to help them achieve the learning results includes the

following activities :

1:

1) Guided activities

- Lectures (30 hours/1.2 credits) in which the teacher introduces the different literary approaches and critics.
- Solving problems and cases (30 hours/1.2 credits) (onsite), in which the teacher and the students analyse and comment on the readings included in the course programme. These exercises in practical criticism can be carried out in different ways: as a team comment guided by the teacher; as team work in small student groups that will discuss specific aspects and then present their findings to the rest of the class, or as an individual composition answering questions asked by the teacher. Some students would then present it to the class for it to be discussed by all. It is taken for granted that students will have read and worked on the relevant texts on their own before attending class.

2) Monitored activities

Coursework: 45 hours/1.8 credits (on line and offsite)

3) Autonomous activities

Study: 82,5 hours/3.3 credits (online and offsite)

Course content

1) Re-defining contemporary 'english' literatures: The empire writes back. 1.1. Main postcolonial figures and theories. 1.2. Coming to terms with the Antipodean dream/nightmare.

2. The Australian apology and postcolonial defamiliarization as reflected in the 'Sorry Novels': Ethics, Memory and Trauma.

3. The dark side of the Australian dream: the Aboriginal genocide. Aboriginal tales of recovery and resistance vs. white appropriation.

4. The South-Asian diaspora/the Caribbean: postcolonial aesthetic forms and socio-political issues. 4.1. The use of magic realism. 4.2. Autobiography and generic hybridity.

5. Post-Apartheid South Africa: between the urge to know and the need to deny and forget. Trauma and survival narratives

a) Class activities:

-Lectures (30 hours/ 1,2 ECTS), where the teacher will offer a presentation of the various theoretical frameworks and methodological tools for the critical analysis.

-Problem and case resolution (30 hours / 1,2 ECTS) (face-to-face class), where the teacher and students will undertake the analysis and commentary of the compulsory reading texts included in the course syllabus. Such commentary may be done in several ways: collective guided commentary; work in small student groups who will discuss specific elements before they are presented to the rest of the class; or individual writing of responses to questions asked by the teacher, and which some students will present to the rest of the class for common commentary. It is taken for granted that the student has read and worked on the texts by herself/himself before attending class.

b) Guided activities:

Essays: 45 hours/ 1,8 ECTS

c) Autonomous activities:

Study: 82,5 hours/ 3,3 ECTS

Syllabus

1) Re-defining contemporary 'english' literatures: The empire writes back. 1.1. Main postcolonial figures and theories. 1.2. Coming to terms with the Antipodean dream/nightmare.

2. The Australian apology and postcolonial defamiliarization as reflected in the 'Sorry Novels': Ethics, Memory and Trauma.

3. The dark side of the Australian dream: the Aboriginal genocide. Aboriginal tales of recovery and resistance vs. white appropriation.

4. The South-Asian diaspora/the Caribbean: postcolonial aesthetic forms and socio-political issues. 4.1. The

use of magic realism. 4.2. Autobiography and generic hybridity.

5. Post-Apartheid South Africa: between the urge to know and the need to deny and forget. Trauma and survival narratives.

Course planning

Calendar of actual sessions and presentation of works

In a typical ten-week-course, two weeks, i.e. four two-hour sessions, will be allotted to each of the five topics in the programme. Deadline for the submission of the essays: as per exam schedule of the Faculty.

Bibliographic references of the recommended readings

- Ashcroft, Bill. Post-colonial studies: the key concepts / Bill Ashcroft, Gareth Griffiths and Helen Tiffin. London ; New York : Routledge, 2000
- Ashcroft, Bill. The empire writes back : theory and practice in post- colonial literatures / Bill Ashcroft, Gareth Griffiths and Helen Tiffin . - 1st ed., repr. London ; New York : Routledge, 1991
- Ashcroft, Bill. The empire writes back : theory and practice in post- colonial literatures / Bill Ashcroft, Gareth Griffiths and Helen Tiffin . - 1st ed., repr. London ; New York : Routledge, 1991
- Boehmer, Elleke. Colonial and postcolonial literature : migrant metaphore / Elleke Boehmer . - Second edition, reprinted ed. 2005 Oxford [etc.] : Oxford University Press, 2009
- Boehmer, Elleke. Colonial and postcolonial literature : migrant metaphore / Elleke Boehmer . - Second edition, reprinted ed. 2005 Oxford [etc.] : Oxford University Press, 2009
- Childs, Peter. An introduction to post-colonial theory / Peter Childs and R.J. Patrick Williams London : Prentice Hall : Harvester Wheatsheaf, 1997
- Childs, Peter. An introduction to post-colonial theory / Peter Childs and R.J. Patrick Williams London : Prentice Hall : Harvester Wheatsheaf, 1997
- Huddart, David. Homi K. Bhabha / David Huddart. London; New York: Routledge, 2006 [Critical Thinkers, Essential Guides for Literary Studies]
- McLeod, John. Beginning postcolonialism / John McLeod. Manchester : Manchester University Press, 2000
- Morton, Stephen. Gayatri Chakravorty Spivak / Stephen Morton. London ; New York : Routledge, 2003 [Critical Thinkers, Essential Guides for Literary Studies]
- Mullaney, Julie. Postcolonial literatures in context / Julie Mullaney. London ; New York : Continuum, 2010
- Mullaney, Julie. Postcolonial Literatures in Context / Julie Mullaney. London: Continuum, 2010
- Postcolonial criticism / edited and introduced by Bart Moore-Gilbert, Gareth Stanton and Willy Maley. London ; New York : Longman, 1997
- The Edward Said reader / edited by Moustafa Bayoumi and Andrew Rubin London : Granta Books, 2001
- The post-colonial studies reader / edited by Bill Ashcroft, Gareth Griffiths and Helen Tiffin London ; New York : Routledge, 2001
- Young, Robert. White mythologies : writing history and the west / Robert Young . - [1st ed., repr.] London : Routledge, 1995
- Young, Robert. White mythologies : writing history and the west / Robert Young . - [1st ed., repr.] London : Routledge, 1995