

Degree	Type	Year	Semester
2500245 English Studies	OT	3	0
2500245 English Studies	OT	4	0

Contact

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Use of languages

Principal working language: english (eng)

Some groups entirely in English: Yes

Some groups entirely in Catalan: No

Some groups entirely in Spanish: No

Prerequisites

Students are advised to have passed all first and second year subjects in the English Studies degree before taking this subject.

The required level of English is C2 of the Common European Framework of Reference for Languages: Learning, Teaching, Assessment, which means that the student is able to understand a wide range of long, complex texts and can recognize implicit meanings. S/he can express him or herself fluently and spontaneously without it being obvious that s/he is searching for the correct word or expression. The student should be able to use the language efficiently and flexibly for social, academic and professional purposes. S/he should be able to produce clear, well structured and detailed texts on complex topics and demonstrate his or her control over organizing structures and connectors.

Objectives and Contextualisation

The subject Postcolonial Studies in English forms part of the area Culture and Society, which also includes Cultural Studies in English and Gender Studies in English. This subject aims to further the training of the student who has successfully completed the basic subjects in the English Studies degree, History and Culture of the British Isles (1st year) and History and Culture of the United States (2nd year). The student will widen his or her knowledge of the sociocultural context of the English speaking countries, both past and present. This area complements the basic notions of contemporary societies and cultures as regards aspects such as identity, gender, the demise of colonialism and the advent of the postcolonial era in the Indian subcontinent, Australia and New Zealand, Africa, the Caribbean, Canada, Ireland and the United Kingdom itself. The emphasis is on the enriching cultural transformations that have taken place through migration processes and cultural manifestations in literature, popular fictions, cinema, television and other media. This subject can be taken as part of the mention "Literature and Culture in English".

Skills

English Studies

- Critically assessing the scientific, literary and cultural production in the English language.
- Demonstrate a comprehension of the relationship between factors, processes and phenomena of linguistics, literature, history and culture, and explaining it.
- Develop critical thinking and reasoning and knowing how to communicate effectively both in your mother tongue and in other languages.

- Effectively working individually or in teams in multicultural and interdisciplinary environments in English and other languages, applying values of a culture of peace, and the characteristic democratic values of a degree in a foreign language that trains the student for intercultural communication.
- Generate innovative and competitive proposals in research and professional activities.
- Identify the main literary, cultural and historical currents in the English language.
- Produce clear and well structured and detailed texts in English about complex topics, displaying a correct use of the organisation, connection and cohesion of the text.
- Rewrite and organize information and arguments coming from several sources in English and presenting them in a coherent and summarised way.
- Students can apply the knowledge to their own work or vocation in a professional manner and have the powers generally demonstrated by preparing and defending arguments and solving problems within their area of study.
- Students must be capable of communicating information, ideas, problems and solutions to both specialised and non-specialised audiences.
- Students must develop the necessary learning skills in order to undertake further training with a high degree of autonomy.
- Students must have and understand knowledge of an area of study built on the basis of general secondary education, and while it relies on some advanced textbooks it also includes some aspects coming from the forefront of its field of study.
- Utilising new technologies in order to capture and organise information in English and other languages, and applying it to the personal continued training and to the problem-solving in the professional or research activity.
- Working in an autonomous and responsible way in a professional or research environment in English or other languages, in order to accomplish the previously set objectives.

Learning outcomes

1. Apply the acquired knowledge to the generation of innovative and competitive research on a basic level.
2. Apply the knowledge and competences acquired in the professional and academic activities related to literature, history and culture.
3. Applying appropriate secondary academic sources to text comments and argumentative essays in relation to the English-speaking history, culture and contemporary society.
4. Applying the acquired knowledge about intercultural communication to the work in multicultural and interdisciplinary environments in English.
5. Applying the acquired methodologies of work planning to work in an environment in the English language.
6. Applying the acquired scientific and work planning methodologies to the research in English.
7. Applying the information in English that is available on the Internet, in databases, etc. to the work and/or research environments.
8. Carrying out oral presentations using secondary academic sources in relation to the English-speaking history, culture and contemporary society.
9. Communicating in the studied language in oral and written form, properly using vocabulary and grammar.
10. Comparing in an advanced level different topics and texts related to the English-speaking history, culture and contemporary society.
11. Demonstrate a master of the specific methods of individual academic work that prepare the student for a postgraduate specialised education in the same or a different field of study.
12. Demonstrate a sound knowledge about advanced topics related to the study of literature and culture.
13. Describing in detail and in an academic way the nature and main traits of the English-speaking history, culture and contemporary society.
14. Developing a labour and research bond in multicultural and interdisciplinary environments in English that contribute to international collaboration.
15. Distinguishing the main ideas from the secondary ones and summarising the contents of primary and secondary texts about History.
16. Drawing up academic essays of medium length, using secondary academic sources in relation to the English-speaking history, culture and contemporary society.
17. Effectively communicating and applying the argumentative and textual processes to formal and scientific texts.

18. Explaining and reflecting on topics and texts of the English-speaking history, culture and contemporary society.
19. Localising secondary academic sources related to History in the library or on the Internet.
20. Locating and organising relevant information in English that is available on the Internet, in databases, etc.
21. Produce new professional initiatives.
22. Students must be capable of comprehending advanced academic or professional texts in their own language or the another acquired in the degree.
23. Students must be capable of precisely arguing ideas and opinions in their own language or another acquired in the degree.
24. Summarising the content of primary and secondary sources about History.

Content

Syllabus

- Reading and analysis of a selection of literary texts in English from different genres by authors from the former British colonies
- Introduction to postcolonial literary criticism
- Reassessment of the terms "nation", "language", "migration", "identity" and "environment" in a postcolonial context
- Introduction to intertextual analysis from a postcolonial perspective
- Introduction, analysis and critical appreciation of specific terms used in the postcolonial world: Pan-africanism, Indianness, Pan-Indian Oceanity, Orientalism and Hybridity.
- Introduction to postcolonial theory and colonial discourse analysis
- Construction and deconstruction of the concepts of "gender", "race", "sexuality" and "class" in a postcolonial context.

For the academic year 2016-2017 the set books are:

- Desai, Kiran, *Hullabaloo in the Guava Orchard*, Faber & Faber, 1998 (India)
- Dow, Unity, *The Screaming of the Innocent*, Melbourne: Spinifex Press, 2002 (Botswana)
- Habila, Helon, *Oil on Water*, Harmondsworth: Penguin, 2011 (Nigeria)
- Three short stories (India) and a play (South Africa) - available on virtual campus
- A collection of theoretical articles - available on virtual campus

Methodology

The teaching methodology will be based on:

- Directed activities (30%, 1.8 cr)
- Supervised activities (15%, 0.9 cr)
- Autonomous activities (50%, 3 cr)
- Assessment activities (5%, 0.3 cr)

Activities

Title	Hours	ECTS	Learning outcomes
Type: Directed			
Group seminars	7.5	0.3	2, 23, 13, 8, 18, 17, 9
Text reading and in-class debates	7.5	0.3	23, 11, 8, 18, 17, 9
Theory classes	30	1.2	10, 11, 15, 18

Type: Supervised			
Participation in virtual debates	12	0.48	5, 6, 14, 17, 9, 20
Tutorials	9	0.36	5, 6, 4, 1, 7, 23, 20
Type: Autonomous			
Analysis	10	0.4	4, 2, 10, 11, 13, 15, 8, 18, 19, 24
Bibliography practice	8	0.32	5, 4, 7, 14, 20
Individual reading	45	1.8	4, 1, 7, 22, 11, 15, 24
Individual study	12	0.48	7, 22, 11, 20, 16, 24

Evaluation

Assessment

- Exam 1 - 25%
- Exam 2 - 30%
- Class Presentation + written commentary - 30%
- Virtual Campus Forum + Attendance - 15%

NOTE CAREFULLY:

- The assessment is continuous and students must pass each item.
- Students who do not take both exams and do not show up for the class presentation or hand in the commentary will not pass the subject.
- The level of English is taken into account

Reassessment

- Only those students who obtain at least a 4 in both exams may go to the reassessment.
- The class presentation is not reassessable.
- The maximum grade for students who need to go to the reassessment exam is 5.

Evaluation activities

Title	Weighting	Hours	ECTS	Learning outcomes
Class and forum participation	15%	5	0.2	1, 2, 23, 12, 11, 15, 18, 17, 9
Oral presentation and assignment	30%	1	0.04	5, 6, 2, 7, 23, 10, 12, 11, 13, 15, 8, 18, 17, 9, 19, 20, 24
1st exam	25%	1.5	0.06	2, 23, 10, 22, 12, 11, 15, 18, 17, 9, 16, 24
2nd exam	30%	1.5	0.06	5, 4, 3, 1, 2, 23, 22, 12, 11, 14, 15, 18, 17, 9, 21, 16, 24

Bibliography

Set texts:

Desai, Kiran, *Hullabaloo in the Guava Orchard*, Faber & Faber, 1998 (India)

Dow, Unity, *The Screaming of the Innocent*, Melbourne: Spinifex Press, 2002 (Botswana)

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Three short stories (India) and a play (South Africa) - available on virtual campus

A collection of theoretical articles - available on virtual campus

Bibliography:

Ahmad, Aijaz, *In Theory. Classes, Nations, Literatures*, London: Verso, 1992.

Ashcroft, Bill, Gareth Griffiths and Helen Tiffin, *Key Concepts in Post-Colonial Studies*, Routledge, 1998.

Bhabha, Homi K., *The Location of Culture*, Routledge, 1994.

Bharucha, Nilufer E. & Sarang, Vilas (eds), *Indian-English Fiction. 1980-90: An Assessment*, Delhi: B.R. Publishing Corporation, 1994.

Boehmer, Elleke, *Colonial & Postcolonial Literature*, Oxford University Press, 1995.

Boehmer, Elleke, *Stories of Women. Gender and Narrative in the Postcolonial Nation*. Manchester: Manchester University Press, 2005.

Donaldson, Laura E. *Decolonizing Fictions: Race, Gender and Empire-building*. London and New York: Routledge, 1992.

Fanon, Frantz. *Black Skins, White Masks*. 1952. Trans. Constance Farrington. New York: Grove Press, 1998.

Fanon, Frantz. *The Wretched of the Earth*. 1961. Trans. Charles Larn Markmann. London: Penguin Books, 1990.

JanMohamed, Abdul. *Manichean Aesthetics*. Amherst, MA: University of Massachusetts Press, 1983.

Mbembe, Achille. *On the Postcolony*. Berkeley and London: University of California Press, 2001.

McLeod, John, *Beginning Postcolonialism*, Manchester University Press, 2000.

Mehrotra, Arvind Krishna (ed), *An Illustrated History of Indian Literature in English*, Delhi: Permanent Black - Ravi Dayal Publishers, 2003.

Mishra, Vijay, *The Literature of the Indian Diaspora. Theorizing the Diasporic Imaginary*, Routledge, 2007.

Mohanty, Chandra Talpade, Ann Russo and Lourdes Torres, eds. *Third World Women and the Politics of Feminism*. Bloomington: Indiana University Press, 1991.

Naik, M.K. & Shyamala A. Narayan, *Indian English Literature 1980-2000. A Critical Survey*, Delhi: Pencraft International, 2001.

Ngugi wa' Thiongo, *Decolonizing the Mind. The Politics of Language in African Literature*. London: Heinemann, 1986.

Rushdie, Salman, *Imaginary Homelands: Essays and Criticism, 1981-1991*, Granta, 1991.

Said, Edward, *Orientalism*, Harmondsworth: Penguin, 1991 (1978).

Said, Edward, Culture and Imperialism, New York: Vintage Books, 1994.

Spivak, Gayatri, The Post-Colonial Critic, ed. Sarah Harasym, London: Routledge, 1990.

Williams, Patrick & Laura Chrisman (eds), Colonial Discourse and Post-Colonial Theory, Harvester Wheatsheaf, 1993.

Young, Robert, Colonial Desire. Hybridity in Theory, Culture and Race, Routledge, 1995.

Websites:

Contemporary Postcolonial and Postimperial Literature in English: <http://www.postcolonialweb.org/>

Literary History - Postcolonial Literature: <http://www.literaryhistory.com/20thC/Groups/postcolonial.htm>

Postcolonial Theories:

http://www.eng.fju.edu.tw/Literary_Criticism/postcolonism/postcolonial_link.htm#Introduction