ACT Spring I 2025

Module title	English 259 Postcolonial Literature		
Module tutor	Fiona Cornes	Level	6
Module type	lectures, seminars, workshop activities	Credit value	15

2. Rationale for the module and its links with other modules

This is a required module for English majors in the Language and Literature pathway (and a free elective for all ACT students), which introduces students to the consideration of literature (prose fiction/non-fiction, drama and poetry) from the standpoint of Postcolonial Studies and its key concepts, theory and debates. The course builds upon prior relevant knowledge from other courses (English 120, English 230 & English/Humanities 246), and relates most specifically to English 340 (Comparative Literature).

3. Aims of the module

The module approaches contemporary literature by writers from different parts of the world as an index both of distinct cultures and of cultural interaction and/or imposition, examining the ways in which the repercussions of imperialism and colonisation can be traced in these works. Employing the concepts and theory of postcolonial studies and literature, students engage in close reading of selected works in order to determine how major thematic and stylistic concerns are reflective of diverse intellectual and cultural realities. As a critical reading and writing course, it will offer students the opportunity to develop a deeper awareness of the impact of social, political, economic, and cultural contexts on human creativity, types and styles of interaction, and perspectives.

4. Pre-requisite modules or specified entry requirements

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English 120

5. Intended learning outcomes		
A. Knowledge and understanding	**Programme Learning Outcome(s) this maps against**	**Learning and teaching strategy**
At the end of the module, learners will be expected to: **A1**: articulate through spoken/written responses to the texts concepts and theory considered on the course, an informed understanding of significant connections and/or points of difference in the material **A2:** be able to critically reflect upon themselves and their own position within history and culture in relation to the texts, concepts and theory considered on the course **A3:** be familiar with the works of a number of Postcolonial writers, and appreciate key developments/debates in the field of Postcolonial Studies and Literature	**A1, A2, A3, A4**	course readings, lectures, class discussions and activities, presentations, written assignments, final examination

B. Cognitive skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module learners will be expected to: **B2**: Engage in the independent criticism of the texts concepts and theory considered on the course, through the appropriate terminology	**B1, B3, B4**	course readings, class discussions and activities, presentations, written assignments, final examination

C. Practical and professional skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **C2**: have developed their ability to formulate and convincingly present independent, critical, informed and well supported arguments	**C1, C2**	course readings, class discussions and activities, presentations, written assignments, final examination

D Key transferable skills	Programme Learning Outcome(s) this maps against	Learning and teaching strategy
At the end of the module, learners will be expected to: **D1**: develop a deeper awareness of the impact of social, political, historical and cultural contexts on human creativity, types and styles of interaction, and perspectives.	**D1, D2**	course readings, lectures, class discussions and activities, presentations, written assignments, final examination

6. Indicative content.

Contemporary literary texts from around the world (originally written in or translated into English), which respond to the cultural, political and social issues raised by imperialism, colonialism and post-colonialism, are the focus of this module. Students are introduced to the field of Postcolonial Studies, its key concepts, theory and debates, and reflect upon the insights afforded by this area into the texts considered. Writers such as Chinua Achebe, Natalie Diaz, Michael Ondaatje, Arundhati Roy, Marjane Satrapi, Warsan Shire, and Wole Soyinka, allow for the exploration of diverse issues through their works.

Topics to be addressed on the course include: What do we mean by Postcolonial Studies?; Orientalism; the conception of the "other"; countering imperialist discourse; history and the meta-narrative; the notion of the self and identity; ambivalence; language and "Decolonising the mind"; hybridity; resistance; mapping and the role of boundaries.

Indicative Syllabus

Weeks 1 & 2
What do we mean by Postcolonial Studies? - Orientalism - The conception of the "other"
- Persepolis by Marjane Satrapi

Weeks 3 & 4
Countering imperialist discourse - History and the meta-narrative

6. Indicative content.

- The English Patient by Michael Ondaatje

Weeks 5 & 6

The notion of the self and identity - Ambivalence

- Death and the King's Horseman by Wole Soyinka
- Selected poetry by Chinua Achebe & Wole Soyinka

Weeks 7 & 8

Language and "Decolonising the mind" - Hybridity

- The God of Small Things by Arundhati Roy
- Selected poetry by Natalie Diaz

Weeks 9-11

Resistance - Mapping and the role of boundaries.

- Selected poetry by Warsan Shire
- In-class presentation work

Class notes:

If students have specific physical, psychological, or any other learning disabilities that may require accommodations for this module, they should visit the Dean's office bringing the appropriate documentation.

The Learning Hub (1st floor, Bissell Library) is staffed by experienced English faculty and students are encouraged to use its services.

7. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Assessment Strategy:

To pass this module a student must complete one term paper critically exploring a topic(s) addressed on the module in relation to the literature studied; deliver a presentation showcasing their ideas with regard to how any of the works studied could be creatively explored through different mediums in order to shed new light on understandings of the original text(s); and sit a two-hour final examination.

7. Assessment strategy, assessment methods, their relative weightings and mapping to module learning outcomes

Formative assessment tasks such as class discussion & pair/group activities, short written assignments, and mini presentations are intended to help students develop necessary skills and abilities in preparation for their summative assessments.

Assessment Task	Weighting	Week submitted	Grading (Pass / Fail / %)	Module Learning Outcome(s) the assessment task maps to
Term Paper on module material **-** 2000 words	30%	11th	%	A1, A2, A3, B2, C2, D1
Creative Research Project & Presentation – 15 minute in class presentation accompanied by comprehensive outline.	30%	9-11th	%	A1, A2, A3, B2, C2, D1
Final Examination – 2 hours in-class	40%	12th	%	A1, A2, A3, B2, C2, D1

8. Teaching staff associated with the module

Name and contact details
Fiona Cornes
fcornes@anatolia.edu.gr Office Hours Tues/Thurs 7 – 7:30pm and by appointment

9. Key reading list

Author	Year	Title	Publisher	Location
Bill Ashcroft, Gareth Griffiths and Helen Tiffin	1998	Key concepts in post-colonial studies	Routledge	Bissell Library
Bill Ashcroft, Gareth Griffiths and Helen Tiffin	1989	The empire writes back: theory and practice in post-colonial literature	Routledge	Bissell Library
Bart Moore-Gilbert, Gareth Stanton, and Willy Maley eds.	1997	Postcolonial criticism	Longman	Bissell Library
Boehmer, Elleke	2018	Postcolonial poetics: 21st-century critical readings	Palgrave, Macmillan	Bissell Library
Boehmer, Elleke	2009	Stories of women: gender and narrative in the postcolonial nation	Manchester University Press	Bissell Library
Fanon, Frantz	1963	The Wretched of the Earth	Grove Press	Bissell Library
Huggan, Graham ed.		The Oxford handbook of postcolonial studies	Oxford Handbooks	Bissell Library (ebooks)
Jasen, David A., Nayar, Pramod K.	2010	Postcolonialism: A Guide for the Perplexed	A&C Black	Bissell Library (ebooks)
McLeod, John	2010	Beginning postcolonialism	Manchester University Press	Anatolia Libraries

9. Key reading list				
Author	Year	Title	Publisher	Location
Quayson, Ato	2000	Postcolonialism: theory, practice, or process?	Polity Press; Blackwell Publishers	Bissell Library
Said, Edward	1979	Orientalism	Vintage	Bissell Library
Ward, Abigail Lara ed.	2015	Postcolonial traumas: memory, narrative, resistance	Palgrave, Macmillan	Bissell Library

10. Other indicative text (e.g. websites)
http://www.postcolonialweb.org/ https://writersmakeworlds.com/ Links to websites and relevant secondary source material (text and audiovisual) uploaded on the ACTivity platform.

ASSESSMENT DEADLINES AND POLICIES

Deadlines

Students must submit work by the deadlines set in the module outline. Where coursework is submitted late and there are no accepted extenuating circumstances it will be penalised in line with the following tariff: Submission within 6 working days: a 10% reduction for each working day late down to the 40% pass mark and no further. Submission that is late by 7 or more working days is refused, mark of 0. Submission after the deadline will be assumed to be the next working day. Mitigating circumstances will be evaluated by the AS&PC.

Assessment of non-degree students taking OU-validated courses (e.g., Study Abroad)

Same method of assessment, i.e. only "summative" assessments determine final grade. However, since those students are not pursuing an OU degree, they are not subject to resits or second marking, and final grade is calculated as the (weighted) average of all "summative" assessments, without requirement of passing all summative assessments to pass the course.

Absence Policy

Students are expected to attend and participate in all of their courses throughout the term, including the first week. Those who fail to do so may be administratively withdrawn from individual courses of the College. **This may affect the students' scholarship and financial aid eligibility.** A student is considered to have successfully attended a course if s/he has attended **75% of the course lectures**. Thus, for a typical ACT course with 42 hours of contact time, the maximum number of absences stands at **10 hours per course.** This policy applies to all ACT students, degree-seeking and Study Abroad. **Please note that absences are counted on an hourly basis.** Absences due to participation in school-related trips and activities may count toward this limit.

Academic Integrity

A student committing an act of Academic Dishonesty in a given course will receive an F (0 percentage points) in the assignment where the academic infraction took place. If a student commits an act of Academic Dishonesty for a second time in the same course, this student will receive a failing grade in that course".

Policy on the Use of Artificial Intelligence All assignments you submit, including examinations, must be your own original work. If the use of AI against the specific guidelines of the assignment is detected and confirmed after an oral defense, your assignment will be considered an act of Academic Dishonesty. If students fail to orally defend their work, they automatically agree to a case of Academic Dishonesty. Where a course allows AI use for learning purposes, instructors will provide specific guidelines.

Policy on the Use of Technology in the Classroom Students are expected to attend class sessions with a means of taking notes, such as a notebook, a tablet or a laptop. Smartphones are **only** allowed with the instructor's permission, and must be kept out of sight for the duration of the class. Therefore, please place your phone on mute before you come to class.

Trigger Warning

This course may include readings, media, and discussion around sensitive topics. Therefore, please take the time to read through the document *Studying emotionally challenging content* (uploaded on ACTivity) and talk to your instructor as needed.

GRADING SCALE

Grade Description	UK points	US Letter Grade	US point grade
Excellent	70-100	A	4.0
Very Good (high)	65-69	A-	3.67
Very Good (low)	60-64	B+	3.33
Good (high)	55-59	B	3.0
Good (low)	50-54	B-	2.67
Satisfactory (high)	45-49	C+	2.33
Satisfactory (low)	40-44	C	2.0
Fail	0-39	F	0