

## **PAPER 14:**

### **POSTCOLONIAL LITERATURES SEMESTER 6**

#### **Course Statement**

This paper critically engages with postcolonial studies and its surrounding debates and seeks to uncover silenced voices, while moving the majoritarian viewpoint to the margins. It therefore puts into question the ideas of centres and margins of cultural spaces, and definitions of mainstream and 'vernacular' discourses. Literatures from Africa, the Caribbean, Latin America, and the Indian sub-continent are included to address the relationship between history and literature through multiple points of enquiry.

#### **Course Objective**

The paper aims to

- introduce the students to postcolonial theorisations and texts from hitherto colonized regions;
- demonstrate an awareness of the postcolonial situation through the reading of a wide variety of texts;
- familiarize students with of the variety of postcolonial literatures from Africa, Latin America and South Asia and to counter the stereotypes usually associated with assumptions regarding these literatures;
- inculcate adequate knowledge of the importance of gender, class, and caste issues in postcolonial literatures; and
- expose students to various genres of writing: the novel, drama, short stories, prose writings, critical essays and poetry.

#### **Facilitating the Achievement of Course Learning Outcomes**

Unit No.	Course Outcomes	Learning and Teaching Activity	Assessment Tasks
1.	Understanding concepts	Interactive discussions in small groups in Tutorial classes	Reading material together in small groups, initiating discussion topics, participation in discussions
2.	Expressing concepts through writing	How to think critically and write with clarity	Writing essay length assignments
3.	Demonstrating conceptual and textual understanding in tests and exams	Discussing exam questions and answering techniques	Class tests

## Course Contents

### Unit 1

Chinua Achebe (Nigeria), *Things Fall Apart*.

### Unit 2

Gabriel Garcia Marquez, *Chronicle of a Death Foretold*

### Unit 3

a) Ngugi waThiongo (Kenya), *The Trial of Dedan Kemathi*.

b) Indra Sinha (India), *Animal's People* (Tape 1, 2 and 3).

### Unit 4

Short Stories

a) Bessie Head (South Africa/Botswana), 'The Collector of Treasures'.

b) Ama Ata Aidoo (Ghana), 'The Girl Who Can'.

c) M. M. Vinodini (India), 'The Parable of the Lost Daughter', in *The Exercise of Freedom*, eds K. Satyanarayana and Susie Tharu (Delhi: Navayana, 2013) pp 164-77.

Poems

a) Pablo Neruda (i) 'Tonight I can write the saddest Lines' (ii) 'The Way Spain Was'

b) Derek Walcott 'Goats and Monkeys' 'Names'

c) Mamang Dai (i) 'Small Towns and the River' (ii) 'The Voice of the Mountain'

### Unit 5

Readings

- Franz Fanon, 'The Negro and Language', in *Black Skin, White Masks*, tr. Charles Lam Markmann (London: Pluto Press, 2008) pp. 8–27.
- Edward Said, 'Introduction', in *Orientalism* (Harmondsworth: Penguin, 1978).
- Robert Young, 'Colonialism and the Politics of Postcolonial Critique', in *Postcolonialism: An Historical Introduction* (Blackwell Publishing, 2001) pp. 1-11.
- Ngugi waThiongo, 'The Language of African Literature', Chapter 1, Sections 4-6, in *Decolonising the Mind*.

### Essential reading

**Note:** This is a literature-based course, and therefore, all these texts are to be considered essential reading.

## **Teaching Plan**

### Paper 14: Postcolonial Literatures

Week 1 – Introduction to Postcolonial Literatures

Week 2 – Unit 1 – Novel: Achebe

Week 3 – Achebe (contd)

Week 4 – Unit 2 -- Novel: Marquez,

Week 5 – Marquez (contd)

Week 6 – Unit 3 -- Drama: Ngugi,

Week 7 – Ngugi (contd)

Week 8 – Unit 3 -- Sinha, (Tape 1, 2 and 3)

Week 9 – Unit 4 -- Short Stories and Poetry:

Week 10 -- Unit 4 – Short Stories and Poetry (contd)

Week 11 – Unit 4 – Short Stories and Poetry (contd)

Week 12 – Prose readings

Week 13 – Prose Readings (contd)

Week 14 – Concluding lectures; exam issues, etc.

## **Keywords**

Postcolonial

Marginalisation

Culture

Decolonisation

Identity