COURSE DESCRIPTION
At the midpoint of the twentieth century much of the world was still ruled by a handful of European colonial powers. Today nearly all the world is comprised of formally independent nations. This course will consider the literature that has arisen as part of, or in response to, this tremendous historical shift. We’ll explore the varied roles that literature has played in processes of political and imaginative decolonization, and consider the complexly ambivalent response that currently prevails toward the legacies of independence. Our readings will include a selection of works drawn from a variety of genres, including fiction, poetry, and the travelogue. We’ll also pay special attention to the ways in which postcolonial thinkers have theorized the literary developments we study.

SILVER PLAN CORE OBJECTIVES
This course satisfies the following Silver Plan Core Objectives: CO10 (Diversity and Equity) and CO11 (Global Contexts). The course is divided into three units, of which two centrally address CO11 and one centrally addresses CO10.

CO10 (Diversity and Equity): Students will demonstrate an understanding of diversity through courses that focus on topics such as race, ethnicity, gender, sexuality, religion, physical ability, language, and/or social class with an emphasis on the analysis of equity. Students will apply and evaluate approaches or modes of inquiry used to analyze diversity and equity and the social barriers to these goals.

CO11 (Global Contexts): Students will apply and evaluate modes of academic inquiry, creative expression, or results of research to problems in historical and contemporary global contexts. Students will articulate connections among local, national, and international contexts and evaluate the ways that historical and contemporary global influences affect their current situations.

ASSESSMENT OF SILVER PLAN CORE OBJECTIVES
CO10 (Diversity and Equity): The second paper assignment in the course requires students to analyze how postcolonial writers examine questions of economic and social justice, diversity, and inclusion, with respect to ethnic and racial identity, gender and sexual expression, and/or religion. The resulting papers will be evaluated using a rubric keyed to Student Learning Outcomes for CO10.

CO11 (Global Contexts): The final paper assignment of the course requires students to articulate how their analysis of a postcolonial literary text, author, or formation is informed by contemporary or historical global contexts, including colonialism and its legacies, the rise of nationalism, and the contemporary crisis of the system of nation-states. Students will need to support their analysis with research. The resulting papers will be evaluated using a rubric keyed to Student Learning Outcomes for CO11.
STUDENT LEARNING OUTCOMES
Students successfully completing English 486A will be able to:

- chart the roles that literature has played in decolonization and nation-building in postcolonial societies (CO11)
- show how postcolonial literary works are shaped in dialogue with precolonial traditions, the culture of the colonizers, and artistic currents in other postcolonial societies (CO11)
- articulate and address the questions raised in postcolonial literary works about economic and social justice (CO10)
- articulate and address the questions raised in postcolonial literary works about diversity and the place of minority communities (CO10)
- examine the role of postcolonial literary intellectuals in building just and diverse societies (CO10)
- show how literary works contest or move beyond nation-bound conceptions of postcolonial culture (CO11)
- use historical and sociopolitical knowledge and postcolonial theoretical concepts to analyze and interpret literary form
- mobilize their knowledge of postcolonial literature and theory to produce consequential oral and written literary criticism.

COURSE TEXTS
The following required texts have been ordered at the university bookstore. They are listed in reading order. All should shortly be available on library reserve. Any additional readings will be made available via WebCampus.

Ousmane Sembène, *God’s Bits of Wood*
Roddy Doyle, *A Star Called Henry*
Michelle Cliff, *Abeng*
Arundhati Roy, *The God of Small Things*
Altaf Tyrewala, *No God in Sight*
Chimamanda Ngozi Adichie, *Half of a Yellow Sun*
Abdelrahman Munif, *Cities of Salt*
Amitav Ghosh, *In An Antique Land*

COURSE REQUIREMENTS

*Attendance and participation.* Regular attendance is a minimal prerequisite for effective participation in the class. I will record attendance, and a pattern of frequent absence, tardiness, and/or unpreparedness will most definitely affect your grade. More than three unexcused absences are grounds for failing the course.

Your obligations extend beyond merely showing up, though. You are expected to come to class for each meeting on time and prepared to contribute to class discussion. You need to have done the reading in advance, and to have the day’s assigned texts in front of you during
class. I will lecture briefly in most classes, but this is a discussion-based course and will not work without regular participation and engagement from everybody in the room.

Note below that there is no separate component of the grade assigned to class participation—in a discussion-centered class it would be misleading to give the impression that participation can be separated out as a small fraction of your overall grade. I will be paying close attention to your preparedness, contribution to class discussion, and effectiveness in in-class activities (including leading discussion). Excellent or unsatisfactory performance in these regards will have a multiplier effect on your overall grade, and exceptionally poor performance may be grounds for failing the course.

Papers and other writing. The course requires three formal papers: a 4-6 page paper due in Week 5; a 4-6 page paper due in Week 10; and a final paper due in Week 16. Your first short paper will ask you to examine how postcolonial writers address the impact of colonialism on their societies; while the second short paper will focus upon how they examine questions of economic and social justice, diversity, and inclusion in independent postcolonial nations. The final paper may be either a 6-8 page paper on a fresh topic, or an 8-10 page expansion of one of your earlier papers.

There will be frequent informal writing assignments, to be completed during or outside of class time. In addition, each of you must sign up to formulate discussion questions on the assigned reading (in partnership with other class members) once over the course of the semester. These questions must be circulated to the rest of the class via e-mail at least a day before the class session in question, and will inform the content of my lecture.

Grade breakdown. The first two papers will each account for 30 percent of your grade, and the final paper will account for 40 percent. In addition, please note that your performance in the other elements of the course, including class participation and informal assignments, can significantly boost (or lower) your grade.

ACADEMIC DISHONESTY
Cheating, plagiarism or otherwise obtaining grades under false pretenses constitute academic dishonesty according to the code of this university. Academic dishonesty will not be tolerated and penalties can include canceling a student's enrollment without a grade, giving an F for the course or for the assignment. For more details, see the University of Nevada, Reno General Catalog.

Here’s the bottom line: use someone else’s words or ideas without attribution and you risk failing the assignment and the course, and being subject to further disciplinary action. If you have any doubts about whether you are citing your sources fully and accurately, consult a style guide or (better) come see me.

DISABILITY SERVICES
Any student with a disability needing academic adjustments or accommodations is requested to speak with the Disability Resource Center (Thompson Building, Suite 101) as soon as possible to arrange for appropriate accommodations. I will gladly comply with whatever measures the DRC recommends.
AUDIO AND VIDEO RECORDING
Surreptitious or covert video-taping of class or unauthorized audio recording of class is prohibited by law and by Board of Regents policy. This class may be videotaped or audio recorded only with the written permission of the instructor. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

ACADEMIC SUCCESS SERVICES
Your student fees cover usage of the Math Center (775) 784-4422, Tutoring Center (775) 784-6801, and University Writing Center (775) 784-6030. These centers support your classroom learning; it is your responsibility to take advantage of their services. Keep in mind that seeking help outside of class is the sign of a responsible and successful student.

ONLINE COURSE EVALUATIONS
Your chance to evaluate this English course will appear two weeks before the last day of classes in the form of a new course on your WebCampus home page. This new course contains only the evaluation survey. These online course evaluations are extremely important to your instructor and to the Department of English, so please take a few minutes to complete your course evaluation when it becomes available. The evaluation is completely anonymous and your comments can never be connected with your name. Instructors cannot see the evaluation course on WebCampus and will not have access to the contents of these evaluations until after final grades have been posted.
SCHEDULE OF CLASSES, READINGS, AND ASSIGNMENTS
WebCampus readings are indicated with a (w)

Week 1, M  Introductory class

Unit 1  VISIONS OF INDEPENDENCE AND THE LEGACIES OF COLONIALISM (this unit satisfies CO11)

Week 1, W  Jawaharlal Nehru, Speech to the Constituent Assembly of India, New Delhi, August 14, 1947 (w); Faiz Ahmed Faiz, “The Dawn of Freedom (August 1947)” (w)

Week 2, M  Ousmane Sembène, God’s Bits of Wood, pp. 1-108
Week 2, W  Sembène, God’s Bits of Wood, pp. 109-202

Week 3, M  Sembène, God’s Bits of Wood, pp. 203-45; Frantz Fanon, “On National Culture” (w)
Week 3, W  Roddy Doyle, A Star Called Henry, pp. 3-96; W.B. Yeats, “Easter, 1916” (w)

Week 4, M  Doyle, A Star Called Henry, pp. 99-228
Week 4, W  Doyle, A Star Called Henry, pp. 229-382

Week 5, M  Michelle Cliff, Abeng, pp. 1-83
Week 5, W  Cliff, Abeng, pp. 83-176

Week 6, M  Kamau Brathwaite, “History of the Voice” plus dossier of poetry by Louise Bennett, Mikey Smith, and Kamau Brathwaite (all w)

Unit 2  BUILDING A NEW NATION: STRUGGLES FOR JUSTICE AND INCLUSION (this unit satisfies CO10)

Week 6, W  Homi Bhabha, “Naipaul’s Vernacular Cosmopolitans” (w)

Week 7, M  Arundhati Roy, The God of Small Things, pp. 3-129

Week 8, M  Roy, The God of Small Things, pp. 254-321; Roy, “The End of Imagination” (w)
Week 8, W  Altaf Tyrewala, No God in Sight, pp. 1-102
Week 9, M  Tyrewala, *No God in Sight*, pp. 103-202

Week 9, W  Chimamanda Ngozi Adichie, *Half of a Yellow Sun*, pp. 3-136

Week 10, M  Adichie, *Half of a Yellow Sun*, pp. 137-270; poems from *Ways of Thunder* by Christopher Okigbo (w)
Week 10, W  Adichie, *Half of a Yellow Sun*, pp. 271-402
Second paper (4-6 pages) due at the beginning of class today

Week 11, M  Adichie, *Half of a Yellow Sun*, pp. 403-541

UNIT 3:  THE NATION IN THE WORLD: INTERNATIONALISM, GLOBALIZATION, AND POSTNATIONAL VISIONS (this unit satisfies CO11)

Week 11, W  Abdelrahman Munif, *Cities of Salt*, pp. 1-153

Week 12, M  Munif, *Cities of Salt*, pp. 154-304
Week 12, W  Munif, *Cities of Salt*, pp. 305-460

Week 13, M  Munif, *Cities of Salt*, pp. 461-627
Week 13, W  Amitav Ghosh, *In An Antique Land*, pp. 11-105


Week 15, M  Amitav Ghosh, “The Greatest Sorrow: Times of Joy Recalled in Wretchedness” (w)
Week 15, W  Prep day

Final paper due in my mailbox by 3 pm on Monday of Week 16 (this may be either a 6-8 page paper on a fresh topic; or an 8-10 page expansion of one of your earlier papers)