

**City University of Hong Kong  
Course Syllabus**

**offered by College/School/Department of ENGLISH  
with effect from Semester A 2016 / 17**

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**Part I Course Overview**

**Postcolonial Literature and Culture**

**Course Title:**

EN6509

**Course Code:**

1 semester

**Course Duration:**

3

**Credit Units:**

P6

**Level:**

ENGLISH

**Medium of  
Instruction:**

ENGLISH

**Medium of  
Assessment:**

Nil

**Prerequisites:**

*(Course Code and Title)*

Nil

**Precursors:**

*(Course Code and Title)*

Nil

**Equivalent Courses:**

*(Course Code and Title)*

Nil

**Exclusive Courses:**

*(Course Code and Title)*

## Part II Course Details

### 1. Abstract

This course will focus on twentieth and twenty-first century postcolonial literatures in English, including texts from countries such as Canada, Australia, New Zealand, South and East Africa, South and Southeast Asia, and the Caribbean. Texts will be examined within their historical contexts, and discussions will address issues such as identity, literary form, notions of exile, hybridity, migration, and definitions of “nation.” The course will invite students to reflect on how the intersection of language and literature influences shifting cultural and social situations. By focusing on the interdisciplinary context of postcolonial literature, students will learn how literature functions in various societies, and will examine texts from creative and critical perspectives.

### 2. Course Intended Learning Outcomes (CILOs)

(CILOs state what the student is expected to be able to do at the end of the course according to a given standard of performance.)

No.	CILOs	Weighting (if applicable)	Discovery-enriched curriculum related learning outcomes (please tick where appropriate)		
			A1	A2	A3
1.	Evaluate and examine the historical and theoretical contexts of colonialism and postcolonialism in Anglophone world literatures		X		
2.	Recognize formal elements in postcolonial literature such as genre, structure, style, and theme.			X	
3.	Understand and discuss the social and cultural influences of postcolonial literary texts		X		
...	Apply critical thinking and research skills to generate creative and critical responses to texts from linguistic, literary, and socio-cultural perspectives		X	X	X
		100%			

**A1: Attitude**

*Develop an attitude of discovery/innovation/creativity, as demonstrated by students possessing a strong sense of curiosity, asking questions actively, challenging assumptions or engaging in inquiry together with teachers.*

**A2: Ability**

*Develop the ability/skill needed to discover/innovate/create, as demonstrated by students possessing critical thinking skills to assess ideas, acquiring research skills, synthesizing knowledge across disciplines or applying academic knowledge to self-life problems.*

**A3: Accomplishments**

*Demonstrate accomplishment of discovery/innovation/creativity through producing /constructing creative works/new artefacts, effective solutions to real-life problems or new processes.*

### 3. Teaching and Learning Activities (TLAs)

(TLAs designed to facilitate students' achievement of the CILOs.)

TLA	Brief Description	CILO No.						Hours/week (if applicable)
		1	2	3	4			
1	Lectures about key concepts related to the special topic in English Literary Studies	X			X			
2	Assigned reading related to the special topic		X					
2-4	Workshops and discussions related to the special topic in English Literary Studies			X				
3-4	Short critiques and final research paper	X	X		X			

### 4. Assessment Tasks/Activities (ATs)

(ATs are designed to assess how well the students achieve the CILOs.)

Assessment Tasks/Activities	CILO No.						Weighting	Remarks
	1	2	3	4				
Continuous Assessment: ____%								
Group Presentation and In-Class Discussion	X	X	X	X			40 %	
Analytical Essay	X	X	X	X			30 %	
Comparison-Contrast Paper	X	X	X	X			30 %	
Examination: ____% (duration: _____, if applicable)								
							100%	

## 5. Assessment Rubrics

(Grading of student achievements is based on student performance in assessment tasks/activities with the following rubrics.)

Assessment Task	Criterion	Excellent (A+, A, A-)	Good (B+, B, B-)	Adequate (C+, C, C-)	Marginal (D)	Failure (F)
1. Group Presentation	Group Presentation	Presentation provides a clear and original close analysis of the literary text, demonstrating strong oral presentation skills and team work. Presentation offers an engaging creative interpretation of the text that involves the entire group and that stays within the time limit. Effective use of multimedia.	Presentation provides a clear close analysis of the literary text, demonstrating good oral presentation skills and team work. There may be too much description rather than analysis. Presentation offers a creative interpretation of the text that involves the entire group. Presentation may exceed the time limit and may employ multimedia in an ineffective way.	Presentation provides a close analysis of the literary text, demonstrating some oral presentation skills. There may be too much description rather than analysis. One or two group members may dominate the presentation. Presentation offers a creative interpretation of the text. Presentation exceeds the time limit employs multimedia in an ineffective way.	Only partially fulfills the requirements of the assignment. Basic user of English.	Does not fulfill the requirements of the assignment. Basic user of English.
2. Analytical Essay	<b>Essay writing</b>	An excellent essay that critically analyzes aspects of the literary text in question, effectively applying literary and theoretical terminology.	A very good essay that critically analyzes aspects of the literary text in question. Demonstrates a good attempt to apply literary and theoretical terminology. Provides a good	A satisfactory essay that analyzes the literary text in question using some relevant terminology and supported by some evidence. Provides a weak thesis statement and introduction. Engages primarily in	Only partially fulfills the requirements of the assignment.	Does not fulfill the requirements of the assignment.

		<p>Provides a strong thesis statement and introduction that puts forward an original interpretation of the text.</p> <p>Develops clear and logical analysis, supported with ample and detailed evidence. Goes beyond description to explore the full implications of the material.</p> <p>Excellent organization and paragraph development.</p> <p>Original conclusion that</p>	<p>thesis statement and introduction that puts forward an original interpretation of the text. Engages in some description without exploring the full implications of the material.</p> <p>Effective organization and good paragraph development.</p> <p>Interesting conclusion that makes some attempts to expand the scope of the topic. Good integration of primary and secondary sources.</p> <p>Some minor errors in grammar.</p> <p>Writing style is appropriate.</p>	<p>description and plot summary rather than analysis. Some problems with structure/organization and paragraph development.</p> <p>Conclusion simply restates the material in the body of the essay. Some problems with integration of primary and secondary sources, such as overuse of direct or indirect quotation. A moderate to large number of errors, demonstrating a clear lack of English proficiency. Writing style may be inappropriate at times.</p>		
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		<p>connects the topic to broader local/global issues of relevance. Effective integration of primary and secondary sources. Hardly any grammatical errors. Writing style is appropriate and rhetorically effective.</p>				
3. Comparison-Contrast Essay	<b>Essay writing</b>	<p>An excellent essay that compares and contrasts aspects of the literary texts in question, effectively</p>	<p>A very good essay that compares and contrasts aspects of the literary texts in question. Demonstrates a good attempt to apply literary and</p>	<p>A satisfactory essay that compares and contrasts the literary texts in question using some relevant terminology and supported by some evidence. Provides a</p>	<p>Only partially fulfills the requirements of the assignment.</p>	<p>Does not fulfill the requirements of the assignment.</p>

		<p>applying literary and theoretical terminology. Provides a strong thesis statement and introduction that puts forward an original interpretation of the texts. Develops clear and logical analysis, supported with ample and detailed evidence. Goes beyond description to explore the full implications of the material. Excellent organization</p>	<p>theoretical terminology. Provides a good thesis statement and introduction that puts forward an original interpretation of the texts. Engages in some description without exploring the full implications of the material. Effective organization and good paragraph development, but comparison-contrast analysis may be weak in some parts. Interesting conclusion that makes some attempts to expand the scope of the topic. Good integration of</p>	<p>weak thesis statement and introduction. Engages primarily in description and plot summary rather than analysis. Some problems with structure/organization and paragraph development such as no attempt to compare and contrast the two texts, resulting in two separate essays. Conclusion simply restates the material in the body of the essay. Some problems with integration of primary and secondary sources, such as overuse of direct or indirect quotation. A moderate to large</p>		
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		<p>and paragraph development that highlights comparison and contrast. Original conclusion that connects the topic to broader local/global issues of relevance. Effective integration of primary and secondary sources. Hardly any grammatical errors. Writing style is appropriate and rhetorically effective.</p>	<p>primary and secondary sources. Some minor errors in grammar. Writing style is appropriate.</p>	<p>number of errors, demonstrating a clear lack of English proficiency. Writing style may be inappropriate at times.</p>		
...						

### Part III Other Information (more details can be provided separately in the teaching plan)

#### 1. Keyword Syllabus

(An indication of the key topics of the course.)

Colonialism, postcolonialism, new literatures in English, Canadian literature, Australian literature, African literatures in English, South Asian literature in English, Singaporean literature in English, Philippine literature in English, New Zealand literature, Caribbean literature, novel, autobiography, poetry, drama, hybridity, postmodernity.

#### 2. Reading List

##### 2.1 Compulsory Readings

(Compulsory readings can include books, book chapters, or journal/magazine articles. There are also collections of e-books, e-journals available from the CityU Library.)

1.	<i>Things Fall Apart</i> , Chinua Achebe
2.	<i>Memories of Madness</i> , Sadaat Hassan Manto
3.	<i>The Boat</i> , Name Le
4.	<i>History's Fiction</i> , Xu Xi
5.	<i>Everything I Never Told You</i> , Celeste Ng
6.	<i>M. Butterfly</i> , David Henry Hwang

##### 2.2 Additional Readings

(Additional references for students to learn to expand their knowledge about the subject.)

1.	Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. <i>The Empire Writes Back: Theory and Practice in Post-colonial Literatures</i> . Routledge, 1989.
2.	Barthet, Stella B. <i>Shared Waters: Soundings in Postcolonial Literatures</i> . Rodopi, 2009.
3.	Bery, Ashok. <i>Cultural Translation and Postcolonial Poetry</i> . Palgrave Macmillan, 2007.
4.	Boehmer, Elleke. <i>Colonial and Postcolonial Literature: Migrant Metaphors</i> . Oxford University Press, 1995.
5.	Chew, Shirley and David Richards, eds. <i>A Concise Companion to Postcolonial Literature</i> . Wiley-Blackwell, 2010.
6.	Cornwell, Gareth. <i>The Columbia Guide to South African Literature in English since 1945</i> . Columbia University Press, 2010
7.	Cranston, C.A. and Robert Zeller, eds. <i>The Littoral Zone: Australian Contexts and their Writers</i> . Rodopi, 2007.