



English 423 (WI)

Post-Colonial Literature

Fall Term 2005
MWF 1-1:50, EKH 122
Registration Number 10296

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Introduction

Since the 1940s, sovereignty movements in Asia, Africa, and Latin America have encouraged us to rethink literature. As colonies became independent nations, their people claimed the right to speak and to question the concept of “Otherness” that dominated western views of colonized territories and their peoples. Writers emerged to offer complex narratives regarding “native” cultures, racial identity, and positions of authority. Their texts embody creative methods for addressing the trauma of colonial and post-colonial history. This class is an opportunity to explore numerous literary, social and political quandaries as faced by these writers--Exactly what “is” Native? How does such literature reject colonial paradigms? Does post-coloniality have to reject the colonizer’s language and culture to be truly decolonized? Can white and non-indigenous writers have a role in Africa and the Pacific? How does a nation create its own literary heritage? Why are issues of race and ethnicity still problematic in liberated territories? What are the implications of such study for us here in Hawai‘i, which is still considered a “colonized” territory?

Course Objectives

- A. Undertake readings of literary texts from a cross-section of material of/from currently occupied or formerly colonized territories.
- B. Foster a cross-cultural appreciation for the production of literature.
- C. Comprehend the political and social context of these works.
- D. Explore the problem of colonialism from a theoretical standpoint.
- E. Introduction to fundamental readings in Post-Colonial Theory.
- F. Mastery of literary analysis.

Required Texts

Césaire, Aimé. Notebook of a Return to the Native Land. Middleton: Wesleyan UP, 2001.
Coetzee, J.M. Waiting for the Barbarians. New York: Penguin, 1980.
Fanon, Franz. The Wretched of the Earth. New York: Grove, 2004.
García-Márquez, Gabriel. The Autumn of the Patriarch. Trans. Gregory Rabassa. New York: HarperPerennial, 1991.
Kūnihi ka mauna. ‘Ōiwi, A Native Hawaiian Journal. 2nd ed. Honolulu: Kuleana ‘Ōiwi, 2003.
Nandan, Satendra. The Wounded Sea. Sydney: Simon & Schuster, 1991.
Roy, Arundhati. The God of Small Things. New York: HarperPerennial, 1997.

Selected handouts to be distributed throughout the term. PLEASE BRING FLASH/PEN DRIVES TO CLASS ON A REGULAR BASIS AS THIS IS THE PREFERRED METHOD FOR TRANSFERRING FILES.

Course Requirements

Successful prior completion of a 200 level literature course is required for this course. All individuals who have not met this requirement must have written approval from the instructor.

Your performance in this class will depend upon attendance, participation, and the completion of assignments. Regular attendance and participation are essential. Five unexcused absences will result in a full grade deduction. Beyond five, failure is likely. However, if there is a pressing emergency or if there are other matters which require your absence, please see me and bring the proper documentation (i.e. a signed doctor's note). Also, if you are in need of academic support because of a documented disability (whether it be psychiatric, learning, mobility, health-related or sensory), please see me. Any student with a documented disability who would like to request accommodations should contact the University Disability Services Office at 933-0816 (V) or 933-3334 (TTY), Campus Center Room 311, as early in the semester as possible.

There are 4 formal papers and a number of free-writing exercises. Please check the syllabus for due dates and requirements.

Papers should be written in MLA format and TYPED with 1" margins and 12 pica font. Papers must address the books and issues discussed in class and must respond to the question assigned for that deadline--other topics will be rejected if you have not gotten the prior approval of the instructor. Furthermore, papers must be turned in at the beginning of the class on the day they are due--do not walk into class 20 minutes late and expect to submit work without penalty. LATE PAPERS WILL BE ACCEPTED BUT WILL BE DEDUCTED A FULL GRADE POINT. Note: papers with incomprehensible grammar or oversize lettering will be returned and considered incomplete. Work which does not meet the minimum length requirement will also be rejected.

As this is a WI designated course, we will be engaging in an intensive draft-review-revision process. For full credit, all papers must go through this process and must be accompanied by all drafts and comments when submitted for final grades.

BIG TIME ADVICE: Take notes on class discussions--they will be essential for you to address both the literature and its criticism in your papers!

For students who do not own computers, the University maintains several computer labs across campus. Contact the Computing Center (ext. 7437) for locations and hours.

As far as grades are concerned:

Papers (4)	80%
Free Writes	10%
Attendance/participation	10%
Total	100%

Schedule—May Be Subject to Change

- 8/22 First day of classes.
8/24 LECTURE: How to do literary analysis.
8/26 LECTURE: How to Cite Poetry. Discussion of Louise Erdrich’s “Dear John Wayne.”
DUE 1/23: Do a short 2-3 page analysis (close-reading) of Gloria Anzaldúa’s “El sonavabitché” (Chicana), Albert Wendt’s “Inside Us the Dead” (Samoa) or Yehuda Amichai’s Seven Laments for the War Dead” (Israel). Poems to be distributed as handouts.

Nation and Nation-Making: Truly Post-Colonial?

- 8/29 ANALYSIS (Paper 1) DUE. Franz Fanon’s “The Trials and Tribulations of National Consciousness,” The Wretched of the Earth, pp. 97-144..
8/31 Franz Fanon’s “On National Culture,” The Wretched of the Earth, pp. 145-180.
9/2 Ngũgĩ wa Thiong’o’s “On the Abolition of the English Department”; Haunani-Kay Trask’s “Decolonizing Hawaiian Literature” and “Settlers, Not Immigrants” (handouts).
9/5 HOLIDAY--Labor Day
9/7 Readings from Kūlana: Remarks by the ‘Ōiwi staff, pp. 1-17; poetry by Walaka Kanamu, pp. 38-42; Patricia Nakama’s short stories, pp. 78-90; Noenoe Silva’s translations from Ke Aloha Aina, pp. 118-38; Arnold Requilman’s “Iā ‘Oe e ka Lā,” pp. 156-71; Skippy Ioane’s “Samuela Texas,” pp. 172-73; Testimony regarding Tuition Waivers, pp. 177-89; poetry by Māhealani Kamau‘u, pp 219-223.
9/9 Readings from Kūlana: William Akutagawa’s essays, pp. 96-113; Phyllis Cayan’s poetry, pp. 55-61; poetry by Kathy Banggo, pp. 72-74; Kekuewa Kikiloi’s “A ‘Ōlelo Hawai‘i Speaking Nation,” p. 140 ; Kimo Armitage’s “Awawa o Waimea, Oahu” and “Mahch Fye,” 116, 117.

Freewriting for paper. 4-5 page paper due on 9/29. Papers must incorporate direct quotes from both the literature and the critical essays (minimum of 2 in-sentence citations and 2 block citations).

Paper topic: Review the criticisms of Fanon, Thiong’o and Trask. For the paper, choose one and apply the arguments of that writer (whether you agree with them or not) to 2 or 3 works from Kūlana. Then ask yourself, is this perspective feasible?

- 9/12 VIDEO--Act of War
 9/14 VIDEO--Act of War
 9/16* Draft Session--bring 2 copies of your COMPLETED rough drafts to class for peer review. Individuals without a completed draft will be docked a full letter grade.

The “Race” for a New Nation?

- 9/19-21 VIDEO--Afrique: Je te Plumerai.
 9/23 Franz Fanon’s “Grandeur and Weakness of Spontaneity,” Wretched of the Earth, pp.63-96.
 9/26 Nadine Gordimer’s “Where Do Whites Fit In?” and Mahmood Mamdani’s “Beyond Settler and Native as Political Identities” (handouts); J.M. Coetzee’s Waiting for the Barbarians, Chapter I-III, 1-76.
 9/28 J.M. Coetzee’s Waiting for the Barbarians, Chapter IV and V, 76-156.
 9/30* PAPER 2 DUE. Edward Said’s “Identity, Negation and Violence” and selections from Mahmoud Darwish’s Beirut (handouts); VIDEO-- Documentary on the Gaza Strip
 10/3 Introduction and Chapter One Franz Fanon’s Black Skin, White Masks (handout); Paul Lawrence Dunbar’s “We Wear the Mask” (handout); Léopold Sédar Senghor’s “Prayer to the Masks” and “Letter to a Prisoner” (handout).
 10/5 VIDEO--The Race for Rights; Satendra Nandan’s “Exilic Explorations” and various news articles (handout)
 10/7 Satendra Nandan’s The Wounded Sea, 1-92.
 10/10 Satendra Nandan’s The Wounded Sea, 93-end.
 10/12 TBA (possible video lecture by Dr. Nandan)
 10/14 Franz Fanon’s “Colonial War and Mental Disorders,” The Wretched of the Earth, pp. 181-233; various essays on the India/Pakistan/Bangladesh partitions; Sa’adat Hasan Manto’s “Toba Tek Singh” (handouts).
 10/17-21 VIDEO-- Bombay (1995)
 10/24 Arundhati Roy’s The God of Small Things, 1-117,
 10/26 Arundhati Roy’s The God of Small Things, 118-216.
 10/28 Arundhati Roy’s The God of Small Things, 217-321.
 10/31 Class Discussion on racial/ethnic conflict, violence, and postcolonialism. Freewriting session. 6-7 page paper 3 due on 11/15. Papers must incorporate direct quotes from both the literature and the critical essays (minimum of 3 in-sentence citations and 3 block citations from two texts, or a combination of 1 text and 1 film, and 2 different essays).

Paper topic:

Analyze what we call the “colonial binary.” How do writers and scholars treat this issue, and to what extent do you agree with the representation of racial identity you’ve read in this section?

11/2-4 VIDEO-- The Emperor Jones.

11/7* Draft Session--bring 2 copies of your COMPLETED rough drafts to class for peer review. Individuals without a completed draft will be docked a full letter grade.

The Problem of "History"

11/9 Derek Walcott's "The Muse of History" and "The Antilles: Fragments of Epic Memory" (handouts); Michael Dash's "Marvelous Realism: The Way Out of Négritude" (handout).

11/11 HOLIDAY--Veteran's Day

11/14 Aimé Césaire's Notebook of a Return to the Native Land.

11/16 Aimé Césaire's Notebook of a Return to the Native Land.

11/18 William Butler Yeats's "Easter 1916"; Seamus Heaney's "Punishment"; Selections from Poems of the Irish Revolutionary Brotherhood (1916); pamphlet on Referendum changing citizenship in Ireland (2004); and Cunningham's "Our Pseudo Aboriginal Ethnicity" (the aforementioned are all handouts). VIDEO--Scenes from The Meaning of Life.

11/21* PAPER 3 DUE. VIDEO--The Englishman Who Went Up a Hill but Came Down a Mountain (Wales).

11/23 VIDEO--The Englishman Who Went Up a Hill but Came Down a Mountain (Wales).

11/24-25 THANKSGIVING

11/28 Rita Dove's "Parsley," Pablo Neruda's "La United Fruit Co." (Chile), Javier Heraud's "Ars Poetica" (Peru), and Rubén Darío's "A Roosevelt" (Nicaragua). Poems to be distributed as handouts.

11/30 Gabriel García-Márquez's The Autumn of the Patriarch, 1-79. François Chevalier's "The Roots of Caudillismo"; Julio Ortega's "the Autumn of the Patriarch: Text and Culture"; Jo Labanyi's "Language and Power in Autumn of the Partriarch" (handouts).

12/2 Gabriel García-Márquez's The Autumn of the Patriarch, 80-156.

12/5 Gabriel García-Márquez's The Autumn of the Patriarch, 157-255.

12/7 Class Discussion on García-Márquez; discussion of paper assignment for The Autumn of the Patriarch.

12/9 Optional Conference for Final Paper.

12/16 FINAL PAPER DUE by 12:00 NOON

Your 9-10 page paper will involve this class' most difficult reading, The Autumn of the Patriarch and the problem of "history." In the first 3 pages, compile a background analysis of how colonialism affects our understanding of time and national history via 3 other writers (i.e. Fanon, Walcott, Yeats, Heaney, Neruda, Darío, Chevalier, Mamdani, etc.). In the subsequent pages, do a close reading of the actual novel and its treatment of history. Be sure to include direct citations/quotations to support your arguments concerning what you think are García-Márquez's ideas on this topic. Be sure to use at least 1 scholarly article on

García-Márquez; if inclined, you may cite other major texts/writers (i.e. Roy, Césaire, Coetzee, or Nandan) for comparative possibilities.

Paper must be accompanied by a full bibliography and a substantial number of citations.

