

The Hong Kong Polytechnic University

Subject Description Form

Please read the notes at the end of the table carefully before completing the form.

Subject Code	ENGL3027
Subject Title	Anglophone and Francophone (Post) Colonial Literature
Credit Value	3
Level	3
Pre-requisite/ Co-requisite/ Exclusion	None
Objectives	<p>This course aims to broaden students' knowledge of European colonialism and understanding of colonial discourse as well as develop their critical understanding of contemporary colonial legacies.</p> <p>Through the analysis of various critical and literary texts that deal with, and respond to, colonialism the course looks at historical contexts and relates them to current issues and legacies (cultural, political, economic) of British and French imperialism in both the metropolises and former colonies (with a particular focus on South and East Asia for the British and Africa for the French).</p> <p>The aim of this subject is to:</p> <ol style="list-style-type: none"> 1. study the possibilities postcolonial literature offers in challenging phobic discourses and going beyond Western-centrism and ethnocentrism; 2. address relations between Europe, Asia and Africa within the context of both empire and more contemporary debates and concerns 3. explore the colonial legacies of race, class and gender; 4. approach the questions of language and translation; 5. compare and contrast homogeneous ideas of nation, culture and language with global, flexible and multiple affiliations 6. introduce historical issues and critical concepts key to the discussion of postcolonial writing.

<p>Intended Learning Outcomes (Note 1)</p>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> have an understanding of the ways in which postcolonial literature can go against phobic discourses and ethnocentric values be familiar with key colonial and postcolonial writers and discuss how they invent new narratives that question boundaries and divisions of various kinds demonstrate how postcolonial writing engages with current cultural and political preoccupations by tracing connections between past and present, and to have a better understanding of these contemporary issues and concerns understand issues of perspective and discuss differences in the ways that various authors address a same issue argue the role of fiction in questioning received notions of knowledge, identity and belonging formulate informed and critical responses to various texts in terms of both content and rhetoric as well as strategically deploy the relevant terminology/ key literary and critical terms such as colonialism, postcolonialism, colonial discourse, Orientalism, epistemic violence, resistance, agency, subalternity, négritude.
<p>Subject Synopsis/ Indicative Syllabus (Note 2)</p>	<ul style="list-style-type: none"> • British and French colonial contexts – a comparison • British colonial legacies: the Indian Subcontinent • British colonial legacies: China and Hong Kong • French colonial legacies: North Africa • French colonial legacies: West Africa • British and French contemporary contexts – a comparison <p>Authors to be read/ studied:</p> <p>Fiction (prose and poetry)</p> <p><u>Francophone:</u></p> <p>Aimé Césaire, selected poems</p> <p>Franz Fanon, selected prose excerpts</p> <p>Leopold Senghor, selected poems</p> <p>Alain Mabanckou, selected prose excerpts</p> <p><u>Anglophone:</u></p> <p>Amitav Ghosh, selected prose excerpts</p>

	<p>Rudyard Kipling, selected poems and/or prose excerpts</p> <p>David T. K. Wong, selected prose excerpts</p> <p>Non fiction and criticism</p> <p>Anderson, Benedict, <i>Imagined Communities : Reflections on the Origin and Spread of Nationalism</i> (Revised ed.). (London: Verso, 2016).</p> <p>Loomba, Ania, <i>Colonialism/Postcolonialism</i> (London; New York: Routledge, 1998)</p> <p>Thomas Babington Macaulay’s “Minute on Indian Education”, 1835 http://www.english.ucsb.edu/faculty/rraley/research/english/macaulay.html</p> <p>Said, Edward, <i>Orientalism</i> (New York: Pantheon Books, 1978)</p>																																															
<p>Teaching/Learning Methodology (Note 3)</p>	<p>Interactive lectures</p> <p>In-class group discussions based on a substantial amount of assigned close reading (French texts will be read in translation)</p>																																															
<p>Assessment Methods in Alignment with Intended Learning Outcomes (Note 4)</p>	<table border="1" data-bbox="534 856 1448 1339"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th>e</th> <th>f</th> </tr> </thead> <tbody> <tr> <td>1. Attendance and in-class discussions</td> <td>15%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>2. Group presentations</td> <td>35%</td> <td>√</td> <td></td> <td>√</td> <td></td> <td></td> <td>√</td> </tr> <tr> <td>3. Written assignment</td> <td>50%</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> <td>√</td> </tr> <tr> <td>Total</td> <td>100 %</td> <td colspan="6"></td> </tr> </tbody> </table> <p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>Students will deepen their understanding of colonialism and colonial legacies by reading and critically engaging with a wide range of texts that ask pointed questions about the various cultural, economic and political implications of colonialism in contemporary societies. By including an analysis of the literary strategies and rhetoric deployed in these texts, the assessment methods will also contribute to students’ awareness and appreciation of the creative ways in which these issues can be and are addressed.</p>		Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d	e	f	1. Attendance and in-class discussions	15%	√	√	√	√			2. Group presentations	35%	√		√			√	3. Written assignment	50%	√	√	√	√	√	√	Total	100 %						
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<p>Student Study Effort Expected</p>	<p>Class contact:</p> <ul style="list-style-type: none"> ▪ Lectures ▪ Seminars/ in-class discussions <p>Other student study effort:</p>	<p></p> <p>26 Hrs.</p> <p>13 Hrs.</p> <p></p>																																														

	▪ Readings	58 Hrs.
	▪ Assignment preparation	29 Hrs.
	Total student study effort	126 Hrs.
Reading List and References	<p>Boehmer, Elleke, <i>Colonial and Postcolonial Literature</i> (Oxford: OUP, 1995)</p> <p>Lovell, Julia, <i>The Opium War: Drugs, Dreams and the Making of China</i> (London: Picador, 2011)</p> <p>Memmi, Albert, <i>Decolonization and the Decolonized</i> (Minneapolis: Minnesota Press, 2006)</p> <p>Moore-Gilbert, Bart, <i>Postcolonial Theory: Contexts, Practices, Politics</i> (London, New York: Verso, 1997)</p> <p>Robinson, Douglas, <i>Translation and Empire: Postcolonial Theories Explained</i> (Manchester, St Jerome Publishing, 1997)</p> <p>Said, Edward W., <i>Orientalism</i> (New York: Pantheon Books, 1978)</p> <p>-----, <i>Culture and Imperialism</i> (New York: Vintage, 1994)</p> <p>Sengupta, Mahasweta, 'Translation as Manipulation: The Power of Images and Images of Power', in <i>Between Languages and Cultures: Translation and Cross-Cultural Texts</i>, ed. Anuradha Dingwaney and Carol Maier (Pittsburgh: University of Pittsburgh Press, 1995) pp. 159-174</p> <p><i>The Postcolonial Studies Reader</i>, ed. by Bill Ashcroft, Gareth Griffiths and Helen Tiffin, 2nd ed. (London, New York: Routledge, 2006)</p> <p><i>The Colonial Legacy in France</i>, ed. by Nicolas Bancel, Pascal Blanchard, and Dominic Thomas, 1st ed. (Bloomington: Indiana University Press, 2017)</p> <p>Tsang, Steve, <i>A Modern History of Hong Kong</i> (Hong Kong: Hong Kong University Press, 2007)</p> <p>Young, Robert, <i>Postcolonialism: A Very Short Introduction</i> (Oxford: OUP, 2003)</p>	

Prepared by Rita Kelly, December 2017

Note 1: Intended Learning Outcomes

Intended learning outcomes should state what students should be able to do or attain upon subject completion. Subject outcomes are expected to contribute to the attainment of the overall programme outcomes.

Note 2: Subject Synopsis/Indicative Syllabus

The syllabus should adequately address the intended learning outcomes. At the same time, overcrowding of the syllabus should be avoided.

Note 3: Teaching/Learning Methodology

This section should include a brief description of the teaching and learning methods to be employed to facilitate learning, and a justification of how the methods are aligned with the intended learning outcomes of the subject.

Note 4: Assessment Method

This section should include the assessment method(s) to be used and its relative weighting, and indicate which of the subject intended learning outcomes that each method is intended to assess. It should also provide a brief explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes.