

ENGL 2220:04: World Literature, F16

Tuesday, Thursday: 2:00 pm to 3:20 pm, ART 226

Office Hours: TR 11:00-1:00 and by appointment

Office: AUD 106

[Download Syllabus](#)

World Lit. Fall 2016

Introduction

This course introduces you to some of the major world/postcolonial authors. The postcolonial cultural production can be roughly divided into three overlapping phases: the works produced during the contact phase, the native responses to colonialism, and the postcolonial cultural production both from the global periphery and the diasporic authors. Postcolonialism is a dynamic, expansive, and contested field of literary study involving a high degree of multidisciplinary and theoretical innovation. This course will also introduce you to the early and current debates of the field and possibilities of the field in the future. We will pay special attention to the current state of high capital and neoliberal globalization and the artistic and critical responses being offered in resistance. We will read these texts of the global periphery not simply as crystallized versions of the cultures that they attempt to represent, but also use them as points of departure into a study of the larger power structures within which these texts are produced. In doing so we will also question our own place and privileged location within the academy and imagine the possibilities of making our work commensurate with the acts of semiotic and material resistance being offered to the reigning power structures by the cultures of the global south in the spirit of what Gramsci describes as the organic intellectuals. Using printed texts and film, this course will introduce you to the current global negotiation of power, the articulation of native resistance to the imperatives of globalization, and the native attempts at achieving social justice. In doing so we will also touch upon the role of the nation-state within the current climate of neoliberal globalization and the global war on terror, the politics of the diasporic cultural production, and the possibilities of rhizomatic global popular alliances.

Required Texts:

Class Reader (To be provided by the Instructor)

Occasional handouts/Course Reserves. [HO/RES]

Course Policies and Requirements:

Students are expected to come prepared for class: This involves reading the assigned texts, listening carefully to their peers, and contributing their views in a collegiate and stimulating way. Attendance is mandatory.

Distribution of Points:

Response Journals	100 Points
Mid-Term Exam	200 Points
Community Reading Project	300 Points
Participation	100 Points
Final Exam	300 Points
Total	1000 Points

Response Journals(100 Points): Every week you will turn in a journal responding to the readings assigned for the week. The journal should be minimum two pages, double-spaced, font 12 Times. Following are some, but not all, questions you may consider:

- What does the text say about gender, race, ethnicity, class, nation, or power and what are your views about it?
- Did you agree or disagree with the text's politics? why?
- What is the text critiquing?
- How can we relate this text to contemporary realities?
- Does this text raise the question of justice? If so, how and for whom? • Does the text provide a politics for a better future?
- How does the form compare to the metropolitan techniques of creative production? (For creative writing majors)

Mid-Term Exam (200 Points)

The Mid-term will be given in the eighth week. The exam will include three essay questions. I will give you a comprehensive study guide a week before the exam.

Community Reading Project (300 Points)

An important aspect of higher education, at least for this class, is to find ways to interact with the communities around us. To meet this important goal, you will be divided into five equal groups in the first week of classes. Each group will be assigned a text that the group will be required to use as the text for a Community Reading Project. The groups will be expected to meet several times over the semester and will be evaluated according to their overall performance and the last meeting that I will attend at a mutually decided time and space. I will give you a separate handout to explain the rules, requirements, and expectations of this project.

Final Exam (300 Points)

A cumulative final exam will be administered in-class on the date mentioned in the UNT exams program.

Class Participation (100 Points)

As this is a discussion format class, your thoughtful participation is essential to the success of the class. I encourage collegiate, open, and thought-provoking class discussions. Remember, we are all here to learn, so let us share our ideas and knowledge to make this class into a dynamic learning experience. I encourage you to speak-up in the class, not just about the texts

but also if you have any suggestions about how to improve our learning during the course.

Attendance

You are expected to attend the class regularly. You will be in the danger of failing the course if you miss more than TWO class sessions.

Plagiarism

Plagiarism is against the law, and will result in automatic failure in the course. Simply stated, plagiarism is when you try to pass anyone else's work as your own or if you turn in your own work written for another class.

Please review UNT Policy on Acedemic Intergrity for details.

ADA

If you have a disability, please contact the campus ADA office and bring me the necessary documentation. I will try my best to accommodate you if you need any special instruction or assistance.

SENATE BILL 11 ("CAMPUS CARRY"). Students must read UNT's policy on concealed handguns on campus, which I've posted on Blackboard (or see <http://campuscarry.unt.edu/untpolicy>.) Here I note that 1) only licensed persons may legally carry handguns on campus, and 2) this right only authorizes the licensed carrying of "handgun[s], the presence of which is not openly noticeable to the ordinary observation of a reasonable person." Per policy, if a gun is "partially or wholly visible, even if holstered," it's not legal on campus, whether or not it's licensed. I report all illegal activities to the UNT police, regardless of their nature.

"ACTIVE SHOOTER SITUATIONS." All students should be aware of UNT's guidelines for responding to "active shooter situations" (see <http://emergency.unt.edu/get-prepared/Active-Shooter>).

Grading Scale:

A 950-1000
A- 900-949
B+ 860-899
B 830-859
B- 800-829
C+ 760-799
C 739-759
C- 700-729
D+ 660-699
D 630-659
D- 600-629
F Less than 600 Points

Weekly Schedule

Note: This is a tentative schedule. I may change this schedule during the semester. You will be

informed of the changes well in advance, but it will be your responsibility to keep any such changes in mind while preparing for the class.

The assigned readings are for the whole week. Generally, we will discuss the assigned readings, spread over the week, in the order in which they are listed below. **YOU ARE EXPECTED TO HAVE READ THE ASSIGNED TEXTS OVER THE WEEK-END.**

Week One

Introduction to the course.

In-Class diagnostic Journal

New Terms: **Center/periphery, Colonialism, Imperialism, Third World**

Readings:

"Introduction" 1-34

"In the World." (97-99). Kipling, "The White Man's Burden." (100).

Readings:

Achebe, "An Image of Africa," (BA 107), Frantz Fanon, "Black Skin White Masks," (BA 760)

"From Wretched of the Earth" (BA 128).

Week Two

New Terms: **Binarism, Othering, Going native**

Class Discussion: "In the World." Kipling.

Readings:

Conrad "Heart of Darkness" (35-96)

Week Three

Class Discussion: Conrad "Heart of Darkness" (35-96)

New Terms: Diaspora, Discourse

Readings:

Achebe, "An Image of Africa," (101-107), Frantz Fanon, "Black Skin White Masks," (138-140)

"From Wretched of the Earth" (107-110).

Week Four

Class Discussion: Achebe, "An Image of Africa," (101-107), Frantz Fanon, "Black Skin White Masks," (138-140) "From Wretched of the Earth" (107-110).

New Terms: Hybridity, Hegemony, Dominance

Readings:

Aime Cesaire, "A Tempest," (111), Chinweizu, "Decolonizing the . . ." (114), Ngugi "Creating space . . ." (117-121)

Week Five

Class Discussion: Aime Cesaire, "A Tempest," (111), Chinweizu, "Decolonizing the . . ." (114), Ngugi "Creating space . . ." (117-121)

New Terms: Native, Nativism

New Terms: Authenticity, Social Darwinism

Readings:

P'bitek (167), Head, "The Deep River," (286)

Week Six

Class Discussion: P'bitek, Head.

New Terms: Subaltern, Appropriation, Abrogation

Readings:

Mahfouz, "Zaabalawi," (803), Rifaat, "My World of the Unknown," (247), Darwish, "Identity Card (136)

Week Seven

Class Discussion: Mahfouz, Rifaat, Darwish

New Terms: Agency, Mimicry

Readings:

Mukherjee, "A Wife's Story," (306), Hossain, "Sultana's Dream," (122).

Week Eight

Class Discussion: Mukherjee, "A Wife's Story," (306), Hossain, "Sultana's Dream," (122).

Mid Term

Readings:

Narayan, "A Horse and Two Goats," (143), Naipaul, "Our Universal Civilization," (304).

Week Nine

Class Discussion: Narayan, "A Horse and Two Goats," (143), Naipaul, "Our Universal Civilization," (304).

New Term: Magic Realism

Readings:

Marquez, "A Very Old Man . . ." (174), Fuentes, "The Prisoner of . . ." (178).

Week Ten

Class Discussion: Marquez, Fuentes.

New Terms: Neoimperialism, Militarization, Corporatization.

Readings: Rushdie "The Courter" (289), Desai "The Farewell Part" (278), Cisnerros "Never Marry a Mexican" (312)

Week Eleven

Class discussion: Rushdie "The Courter" (289), Desai "The Farewell Part" (278), Cisnerros "Never Marry a Mexican" (312)

Readings: Lu Xun "The Story of . . ." (126), Tanazaki "Aguri" (129)

Week Twelve

Class discussion: Lu Xun "The Story of . . ." (126), Tanazaki "Aguri" (129)

Readings:

Wole Soyinka "The Lion and the Jewel" (252).