**Course information:**

Copy and paste current course information from [Class Search/Course Catalog](#).

<table>
<thead>
<tr>
<th>College/School</th>
<th>Department/School</th>
<th>Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLAS (“The College”)</td>
<td>English</td>
<td>EN</td>
<td>G</td>
<td>Topics in Critical Theory (Postcolonial Theory)</td>
<td>3</td>
</tr>
</tbody>
</table>

Course description: Major critical schools of recent decades—postcolonialist, psychoanalytic, deconstructionist, feminist, new historicist

Is this a cross-listed course? No

Is this a shared course? No

Note: For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting a letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? Yes

If yes, each topic requires an individual submission, separate from other topics.

**Requested designation: G**

Mandatory Review: No

Eligibility: Permanent numbered courses must have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

**Submission deadlines dates are as follow:**

- For Fall 2020 Effective Date: October 10, 2019
- For Spring 2021 Effective Date: March 5, 2020

**Area proposed course will serve:**

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study. It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

**Checklists for general studies designations:**

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

**A complete proposal should include:**

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books (SEE SYLLABUS)

**It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.**

**Contact information:**

- Name: Melissa Free
- E-mail: mmfree@asu.edu
- Phone: 804-731-5790

**Department Chair/Director approval: (Required)**

- Chair/Director name (Typed): Krista Ratcliffe
- Date: 10 March 2020
- Chair/Director (Signature): [Signature]

Rev. 4/2019
Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America’s cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014
Proposer: Please complete the following section and attach appropriate documentation.

### ASU--[G] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="on" alt="checkbox" /></td>
<td><img src="off" alt="checkbox" /></td>
<td>1. Studies <strong>must</strong> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.</td>
</tr>
<tr>
<td><img src="off" alt="checkbox" /></td>
<td><img src="off" alt="checkbox" /></td>
<td>2. The course must match at least one of the following descriptions: (check all which may apply):</td>
</tr>
<tr>
<td><img src="off" alt="checkbox" /></td>
<td><img src="off" alt="checkbox" /></td>
<td>a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <strong>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</strong></td>
</tr>
<tr>
<td><img src="off" alt="checkbox" /></td>
<td><img src="off" alt="checkbox" /></td>
<td>b. The course is a language course for a contemporary non-English language, and has a significant cultural component.</td>
</tr>
<tr>
<td><img src="off" alt="checkbox" /></td>
<td><img src="off" alt="checkbox" /></td>
<td>c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.</td>
</tr>
<tr>
<td><img src="on" alt="checkbox" /></td>
<td><img src="off" alt="checkbox" /></td>
<td>d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue’s place within each culture and the effects of that issue on world cultures.”</td>
</tr>
</tbody>
</table>
Course Prefix | Number | Title | Designation
--- | --- | --- | ---
ENG | 401 | Topics in Critical Theory (Postcolonial Theory) | Global Awareness (G)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checksheet)</th>
<th>How course meets spirit (contextualize specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
</table>
| **SAMPLE:**
2d: study the cultural significance of a non-U.S. centered global issue | **SAMPLE:**
The course examines the cultural significance of financial markets Japan, Korea, and the UK. | **SAMPLE:**
Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK. |
| 1: subject matter leading to understanding of contemporary world outside US | The course is focused on modern Euroepan imperialism and its ongoing effects around the world. | Evident throughout syllabus |
| 2d: study the cultural significance of a non-US centered global issue | The course examines the cultural significance of imperialism, particularly in Britain, the West Indies, India, North Africa, southern Africa, and the Pacific | Unit 2 explores the cultural impact of imperialism in the West Indies, India, the Pacific, and North Africa. Unit 3 continues this examination in North Africa, and does the same in southern Africa. Unit 4 further examines the cultural impact of imperialism in North Africa, southern Africa, and the West Indies. All units explores the cultural impact of imperialism in England. |
ENG 401
Postcolonial Theory

Fall 2019 TuTh 12-15
Professor Free SS 234

Contact Information

Melissa Free
Assistant Professor, Department of English
Affiliated Faculty, Women and Gender Studies
Barrett College Honors Faculty
Contact
mmfree@asu.edu
480-965-5307 (during office hours only)
Office Hours
RBHL 150: Tuesdays and Thursdays 3-5

Course Materials

Required Books (hard copies of each on Course Reserves)

Legend (use with Course Materials, above, and Schedule, below)
* Available at Temps Sun Devils Campus Store
KC Key Concepts
CV Posted on Canvas
ASUL Streaming through ASU Library

Course Overview

Postcolonial theory, with its emphasis on race, empire, and decolonization, has opened up new avenues of interpretation and investigation across the humanities and social sciences. Necessarily comparative, postcolonial theory insists that we recognize how imperialism has shaped the way we engage, perceive, and situate bodies, identities, cultures, and spaces across the globe. It is thus a useful tool for understanding power disparity and uneven development in a variety of contexts. Reading foundational and more recent theoretical texts, we will trace the development of postcolonial theory, assess its influence, and consider its new directions. Using “Key Concepts” to understand complex issues, we will investigate old paradigms and ongoing debates as we encounter a variety of voices speaking for, from, to, and about parts of the world that were once colonized.

Through regular attendance and consistent, attentive reading, students in this course will
• Become acquainted with the key thinkers, concepts, and debates of postcolonial theory
• Recognize the central practices and ideologies of imperialism
• Identify many of the primary concerns of postcolonial literature
• Explore how distinctive world regions have influenced and interacted with one another
• Consider the ongoing effects of imperialism, at individual, community, national, and global levels
• Examine the interdependence of cultural, political, social, and economic forces
• Confront the relationship between knowledge, discourse, and power
• Gain a deeper understanding of human experience though the study of literature

**Course Requirements and Grading**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check-ins (best 5 of 6 at 7% each)</td>
<td>35%</td>
</tr>
<tr>
<td>Paper</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>First Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Second Exam</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

**Grade Scale**

- **A+**: 98-100
- **A**: 94-97
- **A-**: 90-93
- **B+**: 87-89
- **B**: 83-86
- **B-**: 80-82
- **C+**: 75-79
- **C**: 70-74
- **D**: 60-69
- **E**: 59 or below

See also https://students.asu.edu/grades

**Participation**

Participation means 1) coming to class prepared and on time, 2) contributing to discussion on a regular basis, and 3) doing informal assignments, such as paying attention to specific topics, selecting passages for discussion, and actively engaging in group work. Success in all three areas will result in a participation grade in the A range. Deficiency in one of these areas will merit a participation grade in the B range; in two of these areas, a grade in the C range; in all three of these areas, a D or an E. Worth 10%.

**Check-ins**

Six times over the course of the semester, you will take a short quiz or make a short discussion board post. Check-ins cannot be made up or turned in late, but note that your lowest will be dropped. Best five worth 7% each for a total of 35%.

**Paper**

You will write one short paper. A paper will earn a grade in the A range if it 1) is well written (clear, coherent, carefully organized), 2) makes an innovative claim (an argument rather than a description), and 3) uses solid evidence (analysis of detail) to support its thesis. A paper deficient in one of these areas will earn a grade in the B range; deficient in two of these areas, a grade in the C range; deficient in all three areas, a D or an E. Points will also be taken off for misattribution, poor or absent documentation, and incorrect statements about the texts. The paper is due at the start of class on Tuesday, October 29. Work turned in later that day or the following day will be marked down one-third of a letter grade. Each subsequent day that the work is late, it will lose an additional one-third of a letter grade.
Exams
There will be two in-class exams, one on Thursday, October 3 and one on Thursday, December 5. The second exam will not be cumulative. Exams cannot be made up without evidence of a physical accident, an emergency room visit, the unexpected death of a loved one, or something equally serious and unpreventable. NO EXCEPTIONS.

Course Policies

Academic Integrity
Do not cheat, misrepresent or fabricate material, collaborate on written work without permission, or plagiarize, either by representing someone else’s words or ideas as your own, or by reusing work previously submitted for evaluation in another class. If you are not sure what constitutes plagiarism, ask before turning in work. Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions, and records. Possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification, and dismissal. For more information, see “Academic Integrity” at https://provost.asu.edu/academicintegrity. If you upload material that is not your own to the course shell, make sure you are in compliance with copyright laws.

Late Work
Only the Paper can be turned in late. Those turned in more than ten minutes after the start of class on Tuesday, October 29 or the following day will be marked down one-third of a letter grade. Each subsequent day that it is late, it will lose an additional one-third of a letter grade.

Sensitive Material
On occasion, class material includes both narratives of and references to sexual violence. If you need to miss class (in whole or part) on days when we focus on such texts, that can be arranged, since I will be alerting class to such days ahead of time.

Attendance
Students will not be penalized for missing class due to university-sanctioned events or religious observances designated by the Office of the Executive Vice President and Provost (see https://eoss.asu.edu/cora/holidays). If you plan to miss class for either of these reasons, you must let me know ahead of time so that I can provide accommodation for any work due or undertaken in class on that day. If serious illness of personal tragedy keeps you from class, be sure to touch base with me. If you miss class for other reasons, be aware of participation expectations (see above), and contact a classmate to find out what you missed. Although I am always willing to answer your questions, clarify material, and expand on points of interest in office hours or via email, neither is a substitute for class. Consult Canvas before contacting me.

Environment
While I encourage you to speak your minds, you should always be considerate of others. Do not belittle or generalize on the basis of race, ethnicity, nationality, religion, sexuality, gender, age, ability, or any other factor. Speak for yourself, not for others. You may use electronic devices for class-related purposes only. Do not text during class. Do not film or otherwise record any portion of class. In accordance with the Student Services Manual 104-2, any instance of threatening, harassing, or violent behavior will be reported both to the ASU Police Department and to the Office of the Dean of Students, which will determine appropriate actions (see https://www.asu.edu/aad/manuals/SSM/SSM104-02.html). In accordance with the Student Services
Manual 201-10, an instructor may withdraw a student from a course with a mark of “W” or “E” when the instructor feels that the student’s behavior is disrupting the educational process (see https://www.asu.edu/aad/manuals/ssm/ssm201-10.html).

Protections, Accommodations, and Resources
Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at https://sexualviolenceprevention.asu.edu/faqs. As a mandated reporter, your instructor is obligated to report any information she becomes aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. Students can speak confidentially and privately about these or other concerns—including other forms of discrimination or trauma, hunger, the lack of a safe place to live, or mental or physical health challenges—through ASU Counseling Services (see http://counseling.asu.edu). Students seeking emergency food boxes, meals, or fresh produce can find resources at https://drive.google.com/file/d/1hvEsn77EGHEkESGUNY92apI7paLjDOBM/view. Students who know they require disability accommodations in this class must register with the Disability Resource Center at the start of the semester (see https://drc.asu.edu). Disability information is confidential. Information regarding University Academic Success Programs (including writing support) can be found at https://tutoring.asu.edu/. Other student support resources are available at https://dos.asu.edu.

Schedule

Unit 1: Constructing Spaces and Bodies
Thurs, 8/22 Introduction

KC: colonialism, Eurocentrism, imperialism, postcolonialism/post-colonialism

Thurs, 8/29 CV: “Columbus and the Cannibals” (1986), by Peter Hulme (365-69)
KC: colonial discourse, discourse, other, othering

Tues, 9/3 **Check-in #1**
CV: *Orientalism* (1978), by Edward Said (87-91); “The Duties of the Mistress” (1889), by Flora Annie Steel (126-32)
KC: binarism, metropolis/metropolitan, Orientalism, settler colony
In-class screening (also available through ASUL): *Edward Said on Orientalism* (1998), dir. Sut Jhally

ASUL: watch one of the three parts of *Race: The Power of an Illusion* (2003), dir. Christine Herbes-Sommers: “The Difference Between Us,” “The House We Live In,” or “The Story We Tell”
KC: ethnicity, race
Unit 2: Colonizing Bodies, Minds, and Cultures
Tues, 9/10 Check-in #2
The History of Mary Prince (1831), by Mary Prince (7-38)
KC: agency, slave/slavery
Thurs, 9/12 Preface to Mary Prince, by Thomas Pringle (3-5); “Supplement to The History of Mary Prince, by the Editor,” MP, by Pringle (skim 39-63); Appendix, MP (64-65); Appendix Two, MP (99); Appendix Three, MP (100-103)
Tues, 9/17 In-class screening: Rabbit-Proof Fence (2002), dir. Phillip Noyce (hard copy on course reserve)
Thurs, 9/19 CV: “Apology to Australia’s Indigenous Peoples” (2008), by Kevin Rudd; “Let the Healing Begin: Response to Government to the National Apology to the Stolen Generations” (2008), by Tom Calma (1-4); “Colonizing Bodies and Minds” (1997), by Oyèrónké Oyewùmí (256-59)
Tues, 9/24 CV: “Minute on Indian Education” (1835), by Thomas Macaulay (428-30)
KC: hegemony, mimicry
Thurs, 9/26 Check-in #3
CV: “Creolization in Jamaica” (1971), by Edward Kamau Brathwaite (152-54); Introduction, Imperial Eyes: Travel Writing and Transculturation (1992), by Mary Louise Pratt (1-12); xi-xxiii (only) of Introduction and three items from Hobson-Jobson (1886), by Henry Yule and A. C. Burnell
KC: contact zone, hybridity, transculturation
Tues, 10/1 In-class screening (also available through ASUL): Trobriand Cricket (1976), dir. Jerry W. Leach
Thurs, 10/3 Check-in #4
CV: “The Two Answers of the Colonized,” The Colonizer and the Colonized (1957), by Albert Memmi (119-41); “Wedding at the Cross” (1975), by Ngũgĩ wa Thiong’o (69-89)
KC: appropriation, nativism
Tues, 10/8 REVIEW
Thurs, 10/10 EXAM #1
Tues, 10/15 NO CLASS: FALL BREAK
Thurs, 10/17 NO CLASS: INSTRUCTOR AT CONFERENCE

Unit 3: Resistance
Tues, 10/22 Nervous Conditions (1988), by Tsitsi Dangarembga (chapters 1-5)
KC: metonymic gap
Thurs, 10/24 Nervous Conditions (chapters 6-10)
Tues, 10/29 Paper Due
In-class screening (also available though ASUL): The Battle of Algiers (1966), dir. Gillo Pontecorvo
Thurs, 10/31 CV: “Algeria Unveiled” (1965), by Frantz Fanon (42-55); finish watching The Battle of Algiers
KC: colonial desire, exotic/exoticism
Unit 4: Ongoing Debates and Effects
Tues, 11/5 CV: “The Language of African Literature” (1981), by Ngũgĩ wa Thiong’o (263-67);
“The Politics of Language” (1989), by Chinua Achebe (268-71); “A Small Place” (1988),
by Jamaica Kincaid (92-94)
KC: cultural tourism, decolonization, nativism, third world
Thurs, 11/7 Check-in #5
CV: “Black Girl” (1965), by Ousmane Sembène (40-54)
In-class screening: Black Girl (1965), dir. Ousmane Sembène
Tues, 11/12 CV: “History and Memory: The ‘Comfort Women’ Controversy” (2005), by Hyun Sook
Kim (363-82)
Thurs, 11/14 CV: God Sleeps in Rwanda (2009), by Joseph Sebarenzi (5-26)
KC: diaspora, exile
Tues, 11/19 CV: “Who Can Write as Other?” (1989), by Margery Fee (242-45)
KC: authentic/authenticity
Thurs, 11/21 Check-in #6
Ashley Gething
Tongues” (2009), by Zadie Smith
KC: multiculturalism
Thurs, 11/28 NO CLASS: THANKSGIVING
Tues, 12/3 EXAM REVIEW
Thurs, 12/5 EXAM #2