

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

**Course information:**

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

College/School	CLAS ("The College")	Department/School	English
Prefix:	<b>EN</b>	Number:	<b>401</b>
	<b>G</b>	Title:	Topics in Critical Theory (Postcolonial Theory)
			Units: <u>3</u>

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

Is this a cross-listed course? No If yes, please identify course(s): \_\_\_\_\_

Is this a shared course? No If so, list all academic units offering this course: \_\_\_\_\_

*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 this 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

*Note- a **separate** proposal is required for each designation.*

**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](mailto: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:**

- X Signed course proposal cover form
- X [Criteria checklist](#) for General Studies designation being requested
- X Course catalog description
- X Sample syllabus for the course
- X 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): 

## 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.

<b>ASU--[G] CRITERIA</b>			
<b>GLOBAL AWARENESS [G]</b>			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies <b>must</b> be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	Syllabus
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. <b>The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.</b>	
<input type="checkbox"/>	<input type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input type="checkbox"/>	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.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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."	Syllabus

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.

Criteria (from checklist)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<b>SAMPLE:</b> 2d: study the cultural significance of a non-U.S. centered global issue	<b>SAMPLE:</b> The course examines the cultural significance of financial markets Japan, Korea, and the UK.	<b>SAMPLE:</b> 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  
Professor Free

TuTh 12-1<sup>15</sup>  
SS 234

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### 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)

- <sup>CV</sup> <sup>KC</sup> Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin. *Postcolonial Studies: The Key Concepts*. 2<sup>nd</sup> ed. Routledge, 2007. ISBN 978-0415428552.
- \* Dangarembga, Tsitsi. *Nervous Conditions*. 1988. 2<sup>nd</sup> ed. Ayebia, 2004. ISBN 978-0954702335.
- \* Prince, Mary. *The History of Mary Prince*. 1831. Penguin-Random, 2001. ISBN 978-0140437492.

#### 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 through the study of literature

## **Course Requirements and Grading**

Check-ins (best 5 of 6 at 7% each)	35%
Paper	10%
Participation	10%
First Exam	20%
Second Exam	<u>25%</u>
	100%

### 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 or 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://eoss.asu.edu/counseling>). 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://eoss.asu.edu/drc>). 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://eoss.asu.edu/dos/supportservices>.

## Schedule

### Unit 1: Constructing Spaces and Bodies

- |             |  |
|-------------|--|
| Thurs, 8/22 | Introductions  |
| Tues, 8/27  | CV: Introduction, <i>Postcolonialism: A Very Short Introduction</i> (2003), by Robert J. C. Young (1-8); “The White Man’s Burden” (1899), by Rudyard Kipling<br>KC: colonialism, Eurocentrism, imperialism, postcolonialism/post-colonialism   |
| Thurs, 8/29 | CV: “Columbus and the Cannibals” (1986), by Peter Hulme (365-69)<br>KC: colonial discourse, discourse, other, othering   |
| Tues, 9/3   | <b>Check-in #1</b><br>CV: <i>Orientalism</i> (1978), by Edward Said (87-91); “The Duties of the Mistress” (1889), by Flora Annie Steel (126-32)<br>KC: binarism, metropolis/metropolitan, Orientalism, settler colony<br>In-class screening (also available through ASUL): <i>Edward Said on Orientalism</i> (1998), dir. Sut Jhally |
| Thurs, 9/5  | CV: “American Anthropological Association Statement on ‘Race’” (1998)<br>ASUL: watch <i>one</i> of the three parts of <i>Race: The Power of an Illusion</i> (2003), dir. Christine Herbes-Sommers: “The Difference Between Us,” “The House We Live In,” or “The Story We Tell”<br>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): *Trobriland 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 through 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**  
 CV: “Rivers of Blood” (1968), by Enoch Powell; watch *Rivers of Blood* (2008), dir.  
 Ashley Gething
- Tues, 11/26 CV: “The New Empire within Britain” (1982), by Salman Rushdie; “Speaking in  
 Tongues” (2009), by Zadie Smith  
 KC: multiculturalism
- Thurs, 11/28 **NO CLASS: THANKSGIVING**
- Tues, 12/3 **EXAM REVIEW**
- Thurs, 12/5 **EXAM #2**