

# HONG KONG BAPTIST UNIVERSITY

## COURSE OUTLINE

### 1. COURSE TITLE

Postcolonial Fiction

### 2. COURSE CODE

ENGL4107

### 3. NO. OF UNITS

3 Units

### 4. OFFERING DEPARTMENT

Department of English Language and Literature

### 5. PREREQUISITES

ENGL 2007 Literary and Comparative Studies

### 6. MEDIUM OF INSTRUCTION

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### 7. AIMS & OBJECTIVES

- 1) To critique postcolonial fictions in English vis-a-vis national and global traditions;
- 2) To examine legacies of race, class, gender, genre, and canonicity;
- 3) To evaluate (post)colonial permutations of religion, nationalism, identity, and postmodernism;
- 4) To theorise the deprivileging/deconstruction of modernist paradigms.

### 8. COURSE CONTENT

- I. South India?
- II. The US Northwest?
- III. South Sudan?
- IV. The Middle-East?

### 9. COURSE INTENDED LEARNING OUTCOMES (CILOs)

CILO	By the end of the course, students should be able to:
CILO 1	Critique the cultural and political paradigms of postcolonial fiction written in

	English in light of germane national and post-national themes
CILO 2	Apply these same themes to the impacts of lostness, globalism, racism, and Englishes
CILO 3	Describe the plurality of literary narratives, movements, and thematic elements in representative contemporary world literature texts
CILO 4	Defend a rationale for the continued emergence of postcolonial literature in Englishes as arguably distinct from traditional and colonial national traditions
CILO 5	Argue, in a convincing and persuasive analysis, the responsibilities of (literary) citizenship in the 21st century in a research topic not less than 10-pages in length

## 10. **TEACHING & LEARNING ACTIVITIES (TLAs)**

<b>CILO alignment</b>	<b>Type of TLA</b>
CILO 1	<ul style="list-style-type: none"> <li>- Perform an oral presentation on a selected fictional text</li> <li>- Analyze, in short, response essays, emails, or other informal writing assignments, how postcolonial fiction encodes, for example, racialism, classism, lostness, repression, masculinity, femininity, the new</li> <li>- Report findings in informal group discussions about specific topics pertinent to thematic approaches studied</li> </ul>
CILO 2	<ul style="list-style-type: none"> <li>- Identify specific authors, works, and tendencies in recent world literature</li> <li>- Close-read and analyze (a) selected literary text(s) in class as evidence for the specific or overriding themes of nationalism and globalization</li> </ul>
CILO 3	<ul style="list-style-type: none"> <li>- Classify and analyze, in short in-class exercises on individual works and/or writers, the advent of contemporary thinking that converges renewed nationalism and hegemonic globalism</li> </ul>
CILO 4	<ul style="list-style-type: none"> <li>- Compare and contrast the globalization of literary experience with local cultural values and their expressions</li> <li>- Formulate critical opinions and perform writing tasks assessing how the comparative context of globalism encourages or discourages the displacement of national traditions</li> </ul>
CILO 5	<ul style="list-style-type: none"> <li>- Undertake sustained research (in the library and on-line) applying one or more of the thematic approaches studied to a specific postcolonial text and its global impacts and this connection to the responsibilities of (literary) citizenship in contemporaneity</li> </ul>

## 11. **ASSESSMENT METHODS (AMs)**

<b>Type of Assessment Methods</b>	<b>Weighting</b>	<b>CILOs to be addressed</b>	<b>Description of Assessment Tasks</b>
Participation	20 %	1, 3, 4	Coursework will consist of in-class presentations,

			papers, and writing assignments, formal and informal. Active participation in all class discussions will also be required. Additionally, e-pedagogy pertinent to digital humanities may also be introduced in support of the delivery the course, including gathering and analyzing data via social media and/or other digital tools.
Presentation	20 %	1, 2, 5	In dyads, students will be assessed on: -their knowledge of the postcolonial (knowledge that concerns genre, theme, language, and cultural demands) -their creative usage/critique of the English language in increasingly globalized contexts. -their ability critically to inform their uninformed audience about the vicissitudes of an extra-course text.
Research Essay	30 %	2, 3, 5	The in-class and research essays will document students' abilities to identify concepts motivating different literary texts, trends, and movements within representations of the postcolonial from around the globe. Students will be graded on the basis of cogency, originality, organization, style, and grammar vis-a-vis their persuasive critique of a self-selected text, texts, or more general postcolonial theory or topic.
Examination	30 %	2, 4, 5	The final examination will be in essay form. Students will apply concepts acquired within the course to the constructive critique of a selection of suggestive postcolonial theses.

Last Update: 2022-12-01  
Published Date: 2023-01-04

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