Instructor: Nalini Natarajan

Course Title: Postcolonial Theory and Caribbean Literature

Course Number: INGL 8035

Class/Credit Hours: 3

Pre-Requisites: INGL 6488, INGL 6486 or Professor’s Authorization

Course Description: A study of the major approaches, texts and critiques of post-colonial literary theory and the reading of Caribbean issues and literary texts in the light of these theories.

Objectives of the Course:

The course prepares students to interpret, write and teach literary texts and theory in the light of post-colonial approaches. At the end of the course the student should:

• Acquire knowledge of the pre-history and history of post-colonial theory, and be able to discuss the major texts that comprise both movements.
• Distinguish between the various schools of post-colonial theory, and the difference in the approach in various regions
• Critique how post-colonial theory draws from and reacts to major Western developments in theory
• Apply these theories to the interpretation of literary texts in the Caribbean
• Recognize and contextualize the many limitations of post-colonial theory
• Have a nuanced understanding of how Caribbean theory and literature relate to issues in post-colonial theory.
Course Plan
* Texts mentioned below will be ordered by the bookstore or handed in a xeroxed packet for the students

Part I: The history and core texts of post-colonial theory

Readings: Edward Said, Homi Bhabha, Gayatri Spivak, Robert Young, Ngugi wa Thoing’o, Edouard Glissant.
These texts will pose the major perspectives of post-colonial theory and its challenge to the Academy. This section will briefly outline the three phases in post-colonial theory- first, the examination of colonial discourse, its hegemony and its “ambivalence,” the shift to post-colonial theory as formulation of a “condition” and a “process,” and finally intervention of other paradigms- such as “nationalism” or “subalternity” to further complicate the notion of the “post-colonial.”
This section takes exemplary texts for the many varieties of post-colonial theory – Foucaultian (Said), Psychoanalytic (Bhabha), Marxist/Feminist (Spivak) Ngugi, Fanon and Glissant bring Africa and the Caribbean into a theoretical dialogue with the field. (3 weeks)

Part II: The debates around post-colonial theory

In this section we will consider the points at which post-colonial theory and other explanatory theories intersect or contradict, especially as they apply to textual readings. Keeping a few texts in mind, we will discuss the critical encounter of:
• Marxism and post-colonialism. Readings: Fredric Jameson and Aijaz Ahmad
• Feminism and Post-colonialism. Readings: Gayatri Spivak, Mrinalini Sinha
• Psychoanalysis & Post-colonialism. Readings: Frantz Fanon, Ashis Nandy, Sudhir Kakar
• Attacks on post-colonial theory. Readings: Arif Dirlik (3 weeks)

Part III: Caribbean Theorists and post-colonial Theory

In this section, we will consider how theories conceptualizing the Caribbean as a region forefigure, replicate or depart from the premises of postcolonial theory. A consideration of how major Caribbean theorists- Roberto Fernandez Retamar, E.K Brathwaite, Frantz Fanon, Benitez-Rojo, C.L. R James, Edouard Glissant-relate to the issues in the field. (3 weeks)

Part IV: Caribbean Texts

The following authors will be related to the key debates in post-colonial theory. In each case, we will read sample texts from the authors, and place narrative or poetic analysis within the issues raised by the course.
V.S Naipaul, Jamaica Kincaid, Derek Walcott, Caryl Philips, George Lamming, Merle Hodge, Earl Lovelace, Rosario Ferre and others.(5 weeks)
**Teaching Methods:**

Lectures, student-generated discussions (classroom and web-based), student oral reports on texts and theory, term papers, group research projects. Students need to have an email account and access to MSN Messenger (can be downloaded free from the internet). The Multidisciplinary Seminar is well equipped with computers.

* Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con la profesora al inicio del semestre para planificar el acomodo razonable y equipo asistivo necesario conforme a las recomendaciones de la oficina de Asuntos para los Personas con Impedimentos (OAPI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales que requieren de algún tipo de asistencia o acomodo deben comunicarse con la profesora.

**Required Resources:** Seminar Room; Computer Room ; Screening Room

**Evaluation:**
- Class/Online Discussion: 20%
- Oral / Online Reports (one per major text studied) - Critiques, Summaries, Perspectives 20%
- 2 quarter term examinations: 20%
- Oral Presentation of research paper in kernel form, including complete bibliography: 10%
- Research paper: 30%

**Grading System:** A, B, C, D, F
**Core Texts**

**Literary Texts** (any available edition)

V.S. Naipaul, *The Mimic Men*
Jamaica Kincaid, *Annie John*
Derek Walcott, "What the Twilight Said" and *Omeros*
Caryll Philips, *A State of Independence*
George Lamming, *In the Castle of my Skin*
Merle Hodge, *Crick, Crack, Monkey*
Rosario Ferre, *House on the Lagoon; Eccentric Neighbourhoods*
Earl Lovelace, *Wine of Astonishment and Salt*
Zee Edgell, *Beka Lamb*
Paule Marshall, *The Chosen Place, The Timeless People*

**Secondary Reading List**


Ahmad, Aijaz. *In Theory: Classes, Nations Literatures.* London: Verso: 1992


James, C.L.R. The Black Jacobins and Beyond a Boundary. Durham: Duke University Press, 1993


“The Third World Literature in the Era of Multinational Capitalism.” Social Text 15 (Fall 1986)


__________. "Intellectuals in the Post-Colonial World". *Salmagundi* 70/71, (1986) 44-64.


