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ENG 4850-001: Third World Literature

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COURSE DESCRIPTION: In this class we consider many issues that pertain to the term "Third World Literature." We do this by way of a focused investigation of South African narratives. Most of what we will read has been produced since 1994, that is, after the overthrow of a system of legislated racism known as "apartheid." In narratives written during the colonial era and under the apartheid regime, human bodies serve as allegories for the land itself and for national identities. For example, as we will see, European colonizers imagined Africa as a "dark continent" in their colonial adventures. In this imagined landscape, Africa waited unknown and un-named for the white male explorer(s) to give meaning and purpose to its presumably blank spaces. The colonial imagination also tended to see the vast land-mass as feminine; representations of woman—as mother, virgin and/or victim—come to stand in for Africa. But there are other texts that resist these often violent representational practices. Male bodies, as well as female bodies, straight, gay and transgendered bodies, black, white, or mixed-race bodies, these also can serve as vehicles for understanding the pressures on an emerging nation, especially when it comes to contests over and distribution of land. And we will look at the ways different kinds of narratives—fiction, auto/biography, poetry and history—contribute to this process of nation-building.

COURSE OBJECTIVES: This course is intended to help students gain familiarity with diverse literatures of the world—to move beyond the Western canon to read, understand, and enjoy texts produced in and reflective of diverse cultures. English 4850 is a writing-intensive course, intended to enable motivated students improve their written expression, as well as reading comprehension, critical thinking, and oral expression.
ASSIGNMENTS will include student presentations of literary, historical, and critical secondary texts, in-class writing, a four-six page essay, a 10-12 page research-based paper as well as midterm and final examinations. And, the occasional pop quiz if warranted.

TEXTS: Ashcroft, Griffiths and Tiffin. *Post-Colonial Studies: The Key Concepts*
Beck, Roger. *The History of South Africa*
Coetzee, J.M. *Disgrace*
Haggard, H. Rider. *King’s Solomon’s Mines*
Krog, Antjie. *Country of My Skull*
Matiwa, Kopano. *Coconut*
Mda, Zakes. *Madonna of Excelsior*
Van Niekerk, Marlene. *Triomf*
Wicomb, Zoë *David’s Story*
E-Reserves (TBA)

Course Schedule: Please note this schedule is provisional and subject to change.

Week 1 (8/24) Orientations: The Lay of the Land: Africa’s Dark Continent as Virgin Territory.

In Class writing, In-class reading Henry Morton Stanley “The Dark Continent” and Anne McClintock “Third World” from *Key Concepts*
Homework (HMWK): For next class please read
Haggard's *King Solomon's Mines* up to and including chapter XI.
Beck's *History of South Africa*, Chapters 3, 4, 6
Ashcroft, Griffiths and Tiffin *Post-Colonial Studies: The Key Concepts*
“African American and post-colonial studies”
“Ambivalence”
“Cartography”
“Colonialism”
“Empire”
“Exploration and Travel”
“Imperialism”

**Week 2 (8/31)** Africa is a Woman? The Female Intermediary or, Pocohantas and her African sisters: Eva/Krotoa and Foulata
In-class writing. Discuss assigned readings. Map Exercise
HMWK: Finish *King's Solomon's Mines* (chapters XII-XX)
Read Beck Chapters 2, 5, 7,
*Key Concepts*: “Aboriginal/Indigenous Peoples”
“Apartheid”
“Binarism”
“Colonial Desire”
“Contrapuntal Reading”
“Miscegenation”
“Savage/Civilized”
Bring *Madonna of Excelsior* to class.

**Week 3 – 5** Wrap up discussion of *King Solomon’s Mines*, read *Madonna of Excelsior*, finish Beck’s *History of South Africa* and familiarize yourself with assigned key concepts (full schedule and list forthcoming).

**Week 6 (9/28)** FIRST PAPER DUE
*David's Story* pp1-106

**Week 7 (10/05)** *David’s Story* pp107-213

**Week 8 (10/12)** *Triomf* ch 1-9
MIDTERM

**Week 9 (10/19)** Discuss *Triomf* ch 10-17

**Week 10 (10/26)** READING BREAK

**Week 11 (11/02)** Finish Discussion of *Triomf* and introduce *Country of my Skull*
In class viewing: *A Long Night's Journey into Day*

**Week 12 (11/09)** Final Paper Prospectus Due Discuss film and *Country of my Skull*
selections/ Introduce final paper
Week 13 (11/16)
Continue Discussion of *Country of my Skull* Read *Disgrace* over the Thanksgiving Break

Week 14 (11/30) Rape and Reparation
Discuss *Disgrace* (8 presentations)

Week 15 (12/07): Rainbow Nation Revisited
Discuss *Coconut* (8 presentations)
Exam preparation sheet handed-out

Final Examination; Wednesday, December 14th 7.30-9.30 pm
Please bring a thumb drive we will be using computers

Course Assignments

I encourage you to keep a separate notebook or journal in which you write your responses to reading assignments and class discussion. For each work that we read, please identify in your journal the key concepts that we are learning about as you see them manifested or contested in the literature under discussion. What are your own thoughts about them? Identify also attitudes to the issues—the social and political views expressed in the text. In your journal, also take notes on your background reading in history, political science, and current events. From time to time, you will be asked to write responses in class, and you should add them into your journal when they are returned. You will find a journal very useful in reviewing for exams and in planning your papers and oral presentations. I will not collect or grade journals.

PAPER I (1000-1200 words that is, 4 to 5 computer-printed or typed double-spaced pages) is due on September 28. Paper I is an essay analyzing one of the literary works assigned for the course during the first part of this term. As appropriate, you may refer to other works (literary or non-fictional) by the author you are discussing, historical background works, or works of political or social theory.

In this and all papers, be sure to credit ideas and phrasing that you use in your analysis. Be sure to quote accurately, indicate all quotes and paraphrases, and document accurately (use the MLA system). Inform yourself about documentation conventions for electronic-media information and materials. All such materials must be documented, and citation forms are illustrated in recent handbooks; go to the Writing Center for assistance. Electronic-media materials must be evaluated for quality and reliability even more scrupulously than print materials. Please remember that you must absorb and process all materials: downloading is not research.
Announced tests and exams must be taken at the scheduled time. Except in cases of DOCUMENTED emergency or official university absence arranged ahead of time, there will be no opportunity to make up mid-term or final exams!

ALL PAPERS AND OTHER WRITTEN WORK must be handed in on the date due. Work turned in late without advance clearance will not be accepted. Any work turned in late with clearance will be penalized, usually at the rate of 5 points per day (not per class meeting) of lateness. Additionally, late submission may delay the grading and return of the paper, perhaps until semester's end. BE SURE TO KEEP A COPY OF EVERY PAPER YOU HAND IN. In the case of a missing paper, the student is responsible for supplying a copy.

PRESENTATION OF PAPERS: Papers must be "typed" or computer-generated (double-spaced) on heavy or medium-weight white 8 x 11 paper. Computer print-outs must be "letter quality," 12-point size, clear, and dark--no pale print will be accepted. Use 1" margins. Each paper should have a separate title sheet which includes the title of the paper, course title, instructor's name, student's name, and submission date. Repeat the title at the top of the first page of text. Papers must be stapled or clipped, and pages numbered.

DOCUMENTATION: Use the MLA system to cite all primary and secondary sources used in preparation of your papers. Also, be sure to introduce sources in your text. Each student should have access to the latest edition of The MLA Handbook for Writers of Research Papers, and to a handbook of usage and mechanics.

RESPONSIBLE USE OF ELECTRONIC MEDIA: Please keep in mind that electronic media materials must be documented as conscientiously and accurately as any other material. Be aware also that it is necessary to ascertain the authority, reliability, accuracy of all materials and that it may be particularly difficult to do so in the case of electronic media. Be sure to evaluate and clearly identify any source of information, analysis, or opinion; process material from electronic sources as critically and creatively as you do print sources. Check with the Writing Center for up-to-date documentation conventions. DOWNLOADING IS NOT RESEARCH.

ACADEMIC HONESTY: All written work (papers, exams, tests, quizzes) must be prepared independently; all sources and background material (print, electronic, or other) must be digested and acknowledged. Make to understand the meaning of plagiarism and the policy of the English Department:

Any teacher who discovers an act of plagiarism--"the appropriation or imitation of the language, ideas, and/or thoughts of another author and representation of them as one's original work" (Random House Dictionary of the English Language)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of the grade of F for the writing in which plagiarism occurs and a grade of F for the course, as well as to report the incident to the university's Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

STUDENTS WITH DOCUMENTED DISABILITIES: If you have a documented disability and wish to receive academic accommodation, please note that arrangements must be made
**PAPER II ASSIGNMENT**
Due Friday 9th of December is a researched analytical study (2000--3000 words) will be on a topic you have developed in conversation (and writing) with Dr. Bredesen. Topics must be approved but you may write about a topic that also relates to your area of disciplinary interest.

A prospectus (one or two fully-developed paragraphs [5 to 7 sentences each], typed and double-spaced) is due on 6th November. The prospectus should clearly identify the issue to be discussed, the approach to be taken, and the point of view to be argued; it should also indicate the literary works and works of background research that will be referred to in the paper.

**RESEARCH PAPER PRESENTATION:** During the last two weeks of the semester, each student will present the material of his/her final research paper, according to an assigned schedule. The presentation should be carefully timed to last no more than 10 minutes (and no less than 5”). Each presentation should be accompanied by a thesis statement (what you plan to argue) and an annotated bibliography (instructions will follow).

**GRADE CALCULATION**
- Participation and Daily Preparation (including quizzes and oral presentations): 20%
- Mid-Term Exam: 15%
- Cumulative Final Exam: 20%
- Paper I: 15%
- Paper II (including Prospectus): 25%
- Research Paper Oral Presentations and handout: 5%

**COURSE POLICIES**
**CLASS ATTENDANCE,** punctuality, preparation, and participation are expected and required. You are presumed to be professionals-in-training responsible for attending class regularly and participating in discussion. In order to deal with unforeseen emergencies, starting from week two, you are allowed to miss up to the equivalent of one week of class without documented excuse. Any additional absences will, however, be penalized at a rate of one letter grade per two class meetings; any student who is absent for more than four classes (equivalent of four weeks) will earn a grade of F for the course.

**ASSIGNMENTS** are to have been completed by class time on the date for which they appear on the syllabus. The book(s) in which the day's assignments are contained should be brought to class. Unannounced quizzes on assigned material may be given at any time. There will be no opportunity to make up missed quizzes or in-class writing assignments. Students are responsible for material covered in class and announcements or assignments made in class as well as for assignments on the syllabus.

**THE MIDTERM EXAM** will be written on test booklets, available at the Union Book Store. Please write midterm in ink and on the appropriate booklets. I am going to try to arrange to have the final in a classroom with computers.
through the Office of Disability Services; you should, therefore, contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

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“Africa is Woman.” This cry of the early colonial poets galloping through the land echoes warmly in the chants of the poets of the New South Africa as they sing their praise songs to Mama Afrika. Woman as Mama remains a metonym for Africa; protean woman, who once also served the colonial project, has been refashioned to serve the national liberation movement. For the imagined community of the nation (see Anderson 1983) with its reliance on ‘tradition’, woman as mother, whose reproductive and nurturing powers are foregrounded, is a revered symbol of survival. It is her body that is written as a map: its rivers and plains and peaks, source of life and sustenance, landmarks and boundaries of the early colonial struggle, are also discursively drawn in the struggle over reproductive control.

Zoë Wicomb
“Motherhood and the Surrogate Reader:
Race, gender, and interpretation.” (1994).