

SEMESTER/ SEMESTRE	CREDITS/CR ÉDITOS	TYPE/CARÁCTER	MODALITY/TIPO DE ENSEÑANZA	LANGUAGE/IDIOMA DE IMPARTICIÓN
1º	5	Optional/Optativa	Presencial / Semipresencial / Virtual	Inglés/English
MODULE/MÓDULO		Master's Programme in English Literature and Linguistics		
SUBJECT/MATERIA		Postcolonial Narrative		
SCHOOL RESPONSIBLE FOR THE MASTER/CENTRO RESPONSABLE DEL TÍTULO		Escuela Internacional de Posgrado		
MASTER WHERE IT IS OFFERED/MÁSTER EN EL QUE SE IMPARTE		Máster Universitario en Literatura y Lingüística Inglesa		
TACHING VENUE/CENTRO EN EL QUE SE IMPARTE LA DOCENCIA		Facultad Filosofía y Letras		
PROFESORES⁽¹⁾				
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¹ Consulte posible actualización en Acceso Identificado > Aplicaciones > Ordenación Docente

(∞) Esta guía docente debe ser cumplimentada siguiendo la "Normativa de Evaluación y de Calificación de los estudiantes de la Universidad de Granada" ([http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/!](http://secretariageneral.ugr.es/pages/normativa/fichasugr/ngc7121/))

OFFICE HOURS/TUTORÍAS	http://www.diaugr.es
GENERAL AND SPECIFIC COMPETENCIES/COMPETENCIAS GENERALES Y ESPECÍFICAS	
<p>GENERAL COMPETENCIES/COMPETENCIAS BÁSICAS Y GENERALES</p> <ul style="list-style-type: none"> • Develop communicative interpersonal and interlinguistic mediation skills. • Acquire the learning skills that will allow the student to continue her/his studies in a proactive, autonomous way. • Search for information (in any sort of format) and turn it into knowledge. • Use new technologies as a learning tool and a resource for research. Use them also as a means of communication and dissemination. • Understand long and complex texts of any type (technical, narrative, or literary). • Present in a variety of formats (oral presentations, written essays, and any digital format) clear and detailed descriptions of complex subjects, unfolding a specific narrative argument, and reaching relevant conclusions. • Acquire and understand the sort of skills and knowledge that will turn their output into original ideas, through class participation, or in the form of essays or any other sort of output. • Acquire and apply knowledge and skills to new contexts, and be able to engage in problem-solving strategies within interdisciplinary contexts related to their field of study. • Integrate skills and knowledge in a way that empowers them to reach relevant conclusions based upon the general principles of social and ethic responsibility. • Communicate their knowledge, ideas and arguments in a meaningful and clear way for both specialized and non-specialized audiences. • Have the learning skills that allow students to keep studying in a way that will be largely autonomous. 	
<p>COMPETENCIAS ESPECÍFICAS/SPECIFIC COMPETENCIES</p> <ul style="list-style-type: none"> • CE1. To know and critically evaluate current theories, methods and current results of research in the field of English literature and English linguistics. • CE2. To identify case studies and the different epistemological approaches available so as to elaborate and defend arguments, as well as to solve problems within the area of English literature and linguistics. • CE3 – To design and carry out research projects, and translate their results into critical essays following the formal conventions of the MLA system, with a clear, rigorous and well structured epistemological framework, with an introduction, analysis development and final conclusions. • CE4 – To explain and defend clearly the objectives, methodology and results of a research work in the field of literatures in English. • CE5 - To understand the secondary bibliography in the different domains and in the different periods of the history of the literatures in English as concretion of cultural and political practices in a determined historical context. • CE6 – To develop interest and intellectual curiosity to analyse and understand texts, critical theories, and different epistemological approaches to specific case studies in the field of English literature. • CE7 - To know the different interdisciplinary approaches to the study of literatures in English language, with special emphasis on gender studies, identity politics, political discourse, or postcolonial studies and translation 	
<p>TRANSVERSAL COMPETENCIES/COMPETENCIAS TRANSVERSALES</p> <ul style="list-style-type: none"> • CT1 - Training in the respect of fundamental rights and equality between men and women, of Human Rights and the principles of universal accessibility, and the values of a culture of peace and democratic values, as established by the Royal Decree 1393/2007, of October 29, Article 3.5. 	
<p>OBJECTIVES/OBJETIVOS O RESULTADOS DE APRENDIZAJE (SEGÚN LA MEMORIA DE VERIFICACIÓN DEL TÍTULO)</p>	
<ul style="list-style-type: none"> • To know, identify and analyse the main postcolonial novels and short stories in English. • To understand the development of literature in English from the birth of English colonialism to the 21st century. 	



- To understand, identify and list the different components of the artistic and literary development of postmodernism and the ways in which postcolonialism intersects with this movement.
- To identify and analyse critically the literary genres (mainly narrative) within postcolonial literature and the techniques used by the authors studied in the course.
- To distinguish, list and understand the main features and events of the history and geography of the countries emerging in a postcolonial context in order to understand the relevance and treatment that each author gives to colonial and postcolonial politics.
- To identify and apply the literary theories and terminology relevant for Postcolonial Studies

DETAILED DESCRIPTION OF COURSE CONTENTS/BREVE DESCRIPCIÓN DE CONTENIDOS (SEGÚN LA MEMORIA DE VERIFICACIÓN DEL TÍTULO)

- Boehmer, Elleke (2005) *Colonialism and Postcolonialism: Migrant Metaphors*. Oxford: OUP.
- Defoe, Daniel. *Robinson Crusoe* (Excerpts)
- Pratt, Mary Louise. *Imperial Eyes: Travel Writing and Transculturation* (15-37)
- Gilroy, Paul: *The Black Atlantic: Modernity and Double Consciousness* (Excerpts)
- Said, Edward: *Orientalism* (Introduction)
- Achebe, Chinua: "An Image of Africa"
- Fanon, Franz: *The Wretched of the Earth* (Excerpts)
- Anderson, Benedict: *Imagined Communities* (Excerpts)
- Spivak, Gayatri: "Can the Subaltern Speak?"
- Bhabha, Homi: "The Commitment to Theory" Derrida: "Of Hospitality"
- Hardt, Antonio & Michael Negri: "Empire"
- Craps, Stef: *Postcolonial Witnessing* (Introduction, Chapters 1, 2, 3, 6)
- Lahiri, Jhumpa: "Sexy"

TEMARIO DETALLADO DE LA ASIGNATURA

THEORETICAL CONTENTS/TEMARIO TEÓRICO:

- The course covers the broad historical context and narrative production of British Colonial and Postcolonial periods (18th - 21st centuries), as well as the thematic and aesthetic features of each period of colonial and postcolonial narrative on a global scale.
- The course reviews the main critical texts developing the field of Postcolonial Studies in the 20th and 21st centuries.

PRACTICE/TEMARIO PRÁCTICO:

- Analysis of the socio-historical, political, economic and cultural aspects of postcolonial realities.
- Analysis of the aesthetic and thematic features of postcolonial narrative productions (primary sources)
- Discussion and development of the critical instruments developing the field of Postcolonial Studies (secondary sources)

BIBLIOGRAPHY/BIBLIOGRAFÍA

BASIC BIBLIOGRAPHY/BIBLIOGRAFÍA FUNDAMENTAL:

- Boehmer, Elleke (2005) *Colonialism and Postcolonialism: Migrant Metaphors*. Oxford: OUP.
- Leitch, Vincent B. et al. (2010). *The Norton Anthology of Theory and Criticism*. New York and London: W. W. Norton & Company
- Excerpts detailed in the reading list

RECOMMENDED BIBLIOGRAPHY/BIBLIOGRAFÍA COMPLEMENTARIA:

- Ashcroft, Bill, et al. (2013) *Postcolonial Studies the Key Concepts*. 3rd ed., Routledge.
- Benwell, Bethan, et al. (2011) *Postcolonial Audiences, Readers, Viewers and Reception*. Routledge.
- MacPhee, Graham. (2011) *Postwar British Literature and Postcolonial Studies*. Edinburgh University Press.
- McLeod, John. (2000/2016) *Beginning Postcolonialism*. Manchester University Press.
- Whitlock, Gillian. (2015) *Postcolonial Life Narratives: Testimonial Transactions*. First edition. Oxford University Press.



RECOMMENDED LINKS/ENLACES RECOMENDADOS (OPCIONAL)

- Presentation of the course:
https://prezi.com/tuajrbbxuduo/?token=b271f7da547d0ecafb0a30fe640d6e3ce79e8ec2cea17779b84b00b0443a3db6&utm_campaign=share&utm_medium=copy
- Prezi presentation for sessions 2-5:
https://prezi.com/tkynmzm4vqdl/?token=4a76140615ea70f366f27152ac54c17db1629b4b3c22701129c20c06b57b7141&utm_campaign=share&utm_medium=copy
- Cambridge Journal of Postcolonial Literary Inquiry: <https://www.cambridge.org/core/journals/cambridge-journal-of-postcolonial-literary-inquiry>
- Journal of Postcolonial Writing: <https://www.tandfonline.com/toc/rjpw20/current>
- The Journal of Commonwealth Literature: <https://journals.sagepub.com/home/jcl>
- The Journal of Commonwealth and Postcolonial Studies: <http://www.jcpsonline.com/>
- Postcolonial Studies Association: <http://www.postcolonialstudiesassociation.co.uk/links/>

EDUCATIONAL METHODS/METODOLOGÍA DOCENTE

- Lecture (teacher)
- Office hours (teacher, student)
- Class presentations (student, individual)
- Class discussion and debate (student, group)
- Autonomous work:
 - Reading of assigned texts for class discussion (student, individual)
 - Elaboration of research paper (student, individual)

EVALUATION/EVALUACIÓN (INSTRUMENTOS DE EVALUACIÓN, CRITERIOS DE EVALUACIÓN Y PORCENTAJE SOBRE LA CALIFICACIÓN FINAL, ETC.)

ORDINARY EXAMINATION/CONVOCATORIA ORDINARIA

Evaluation instruments

- Written research paper on a narrative text agreed on with the teachers (50%)
- 15 minute class presentation of research paper (35%)
- Class discussion/participation (15%)

Evaluation Criteria

- Autonomous study of assigned readings
- In-class active discussion of assigned readings
- In-class presentation of research paper:
 - Thesis statement
 - Relevance for postcolonial studies/originality
 - Critical approach/instruments
 - Objectives and Methodology
 - Analysis
 - Sources
 - Clarity of exposition/Management of technical facilities
- Written Research Paper:
 - Thesis statement
 - Relevance for postcolonial studies/originality
 - Critical approach/instruments
 - Objectives and Methodology
 - Analysis
 - Conclusions
 - Sources
 - Clarity of exposition/Following Style Guide



EXTRAORDINARY EXAMINATION/CONVOCATORIA EXTRAORDINARIA

- Written Research Paper:
 - Thesis statement
 - Relevance for postcolonial studies/originality
 - Critical approach/instruments
 - Objectives and Methodology
 - Analysis
 - Conclusions
 - Sources
 - Clarity of exposition/Following Style Guide

FINAL EVALUATION ONLY/DESCRIPCIÓN DE LAS PRUEBAS QUE FORMARÁN PARTE DE LA **EVALUACIÓN ÚNICA FINAL** ESTABLECIDA EN LA *NORMATIVA DE EVALUACIÓN Y DE CALIFICACIÓN DE LOS ESTUDIANTES DE LA UNIVERSIDAD DE GRANADA*

- Written Research Paper:
 - Thesis statement
 - Relevance for postcolonial studies/originality
 - Critical approach/instruments
 - Objectives and Methodology
 - Analysis
 - Conclusions
 - Sources
 - Clarity of exposition/Following Style Guide

SCENARIO A (BIMODAL)/ESCENARIO A (ENSEÑANZA-APRENDIZAJE PRESENCIAL Y NO PRESENCIAL)

OFFICE HOURS/ATENCIÓN TUTORIAL

SCHEDULE/HORARIO (Según lo establecido en el POD)	TOOLS/HERRAMIENTAS PARA LA ATENCIÓN TUTORIAL (Indicar medios telemáticos para la atención tutorial)
<p>Prof. Mercedes Díaz Dueñas 1S: Monday, Tuesday & Wednesday, 9.30 - 11.00 horas & 13.00 - 13.30 2S: Tuesday & Thursday, 9.30 - 11.00 & 13.00 - 14.30</p> <ul style="list-style-type: none">• https://oficinavirtual.ugr.es/ordenacion/GestorInicial• http://www.diaugr.es/	<ul style="list-style-type: none">• PRADO 2• Google Meet

ADAPTATION OF EDUCATIONAL METHODS/MEDIDAS DE ADAPTACIÓN DE LA METODOLOGÍA DOCENTE

- PRADO 2/Google Meet sessions will be used for:
- Lectures (teacher)
 - Class presentations (student, individual)
 - Class discussions and debates (student, group)

ADAPTATION OF EVALUATION/MEDIDAS DE ADAPTACIÓN DE LA EVALUACIÓN (Instrumentos, criterios y porcentajes sobre la calificación final)

Ordinary Exam/Convocatoria Ordinaria



<ul style="list-style-type: none"> No adaptation required 	
Extraordinary Exam/Convocatoria Extraordinaria	
<ul style="list-style-type: none"> No adaptation required 	
Final Evaluation Only/Evaluación Única Final	
<ul style="list-style-type: none"> No adaptation required 	
SCENARIO B (VIRTUAL)/ESCENARIO B (SUSPENSIÓN DE LA ACTIVIDAD PRESENCIAL)	
OFFICE HOURS/ATENCIÓN TUTORIAL	
SCHEDULE/HORARIO (Según lo establecido en el POD)	TOOLS/HERRAMIENTAS PARA LA ATENCIÓN TUTORIAL (Indicar medios telemáticos para la atención tutorial)
Prof. Mercedes Díaz Dueñas 1S: Monday, Tuesday & Wednesday, 9.30 - 11.00 horas & 13.00 - 13.30 2S: Tuesday & Thursday, 9.30 - 11.00 & 13.00 - 14.30 <ul style="list-style-type: none"> https://oficinavirtual.ugr.es/ordenacion/GestorInicial http://www.diaugr.es/ 	<ul style="list-style-type: none"> PRADO 2 Google Meet
ADAPTATION OF EDUCATIONAL METHODS/MEDIDAS DE ADAPTACIÓN DE LA METODOLOGÍA DOCENTE	
PRADO 2/Google Meet sessions will be used for: <ul style="list-style-type: none"> Lectures (teacher) Class presentations (student, individual) Class discussions and debates (student, group) 	
ADAPTATION OF EVALUATION/MEDIDAS DE ADAPTACIÓN DE LA EVALUACIÓN (Instrumentos, criterios y porcentajes sobre la calificación final)	
Ordinary Exam/Convocatoria Ordinaria	
<ul style="list-style-type: none"> No adaptation required 	
Extraordinary Exam/Convocatoria Extraordinaria	
<ul style="list-style-type: none"> No adaptation required 	
Final Evaluation Only/Evaluación Única Final	
<ul style="list-style-type: none"> No adaptation required 	

