HON 412     Fall 2012
“Seas of Stories”: Postcolonial Literature and Theory

Catalog Description:
Prerequisite: acceptance to the University Honors Program, or consent of instructor. Using an interdisciplinary approach, we will explore diverse “seas of stories” (as Salman Rushdie terms it) from various parts of the world. We will focus on key issues involved in postcolonial theory as well as the complexities, possibilities, and challenges of this particular theoretical approach to the study of literature and culture. (Offered as needed.) 3 credits.

Restrictions: Acceptance to the University Honors Program, or consent of instructor.

Essential Equipment and Facilities: Seminar-style classroom with computer equipment.

Course Goals, Objectives and Learning Outcomes:
This course enables students to:

- Gain knowledge of historical, cultural, and literary contexts (related to colonial and postcolonial periods) as well as diverse experiences, expressions, and definitions of culture and identity.
- Strengthen critical thinking and writing and gain knowledge of various theoretical approaches to the study of literature and culture, including Psychoanalytic and Feminist theories as they are related to Postcolonial approaches.
- Explore the power of storytelling and storytellers in the creation of notions of Self/individual/Other, community, and nation.

Content:
1. History: overview of the vastness of the European Empires and the ambiguity over the term and experience of “postcoloniality.”
2. Focusing on foundational and emerging issues within the field of Postcolonial Studies, such as Orientalism, “alternative” forms of Feminism, hybridity, and the Postcolonial Gothic.
3. Understanding of the complexities involved in the politics and notion of the Empire “striking/writing back” within contemporary contexts.
4. Exploring what the “post” may be after “postcoloniality” (Post-Postcolonialism).

Current Required Texts:
Faqir, Fadia. Pillars of Salt
McPherson, Conor. *The Weir*
Rushdie, Salman. *Haroun and the Sea of Stories*
Salih, Tayeb. *Season of Migration to the North.*
Various Literary, Historical, and Theoretical Handouts (to be distributed in class and/or BlackBoard)

**Instructional Strategies:**
1. **Writing Assignments**
   Writing assignments will be required, in both shorter response (to readings) form as well as formal essays.

2. **Seminar: engagement with texts and each other**
   Students will be required to lead discussions

3. **Final presentation**
   Students will be required to give a formal presentation on their final essay topic.

4. **Final Exam**
   Students will complete a comprehensive exam that includes exercises that allow for connections between texts and topics as well as a written component.

**Methods of Evaluation:**
- **Writing Assignments** 40%
- **Seminars (led discussions/participation)** 15%
- **Final Presentation** 15%
- **Final Exam** 30%

**Chapman University Academic Integrity Policy:**
Chapman University is a community of scholars which emphasizes the mutual responsibility of all members to seek knowledge honestly and in good faith. Students are responsible for doing their own work, and academic dishonesty of any kind will not be tolerated anywhere in the university.

**Students with Disabilities Policy:**
The course syllabus should include the following statement:
In compliance with ADA guidelines, students who have any condition, either permanent or temporary, that might affect their ability to perform in this class are encouraged to inform the instructor at the beginning of the term. The University, through the Center for Academic Success, will work with the appropriate faculty member who is asked to provide the accommodations for a student in determining what accommodations are suitable based on the documentation and the individual student needs. The granting of any accommodation will not be retroactive and cannot jeopardize the academic standards or integrity of the course.

**Prepared by:**
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