



Course syllabus

Faculty Board of Humanities and Social Sciences
School of Cultural Sciences

4HI425 Postkoloniala perspektiv, 15 högskolepoäng
Introduction to Postcolonial Studies, 15 credits

Main field of study

History

Subject Group

History

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved by the Board of the School of Cultural Sciences 2009-12-14

Revised 2010-12-09. Type of instruction, literature.

The course syllabus is valid from autumn semester 2011

Prerequisites

English B. and 1–90 credits in history, including an independently produced written project
comprised of at least 15 credits.

Expected learning outcomes

At the end of the course the student is expected to

- compare and discuss important lines of research and central texts within the field of postcolonial studies,
- be able to describe historical processes and literary developments that have shaped postcolonialism,
- be able to describe important concepts in postcolonial studies,
- discuss orally and in writing the relevance of postcolonial theories to different fields of study,
- demonstrate how these theories may be used in the analysis of various source materials and texts,
- account for the limitations of postcolonial theories,
- be able to evaluate different aspects of postcolonial discussions: political, ontological, as well as moral.

Content

The course offers an introduction to postcolonial studies of particular relevance to

students of history and literature. Emphasis is placed on classic colonial/postcolonial texts from different parts of the world. Literary texts and historical source material are of primary importance in the course. Additionally, there will be possibilities for specialization in specific subjects or areas, for example, cultural identity, gender, the concept of "otherness", the production of knowledge.

Type of Instruction

NO VALUE DEFINED

Examination

The course is assessed with the grades Fail (U), Pass (G) or Pass with Distinction (VG).

Examination consists of oral and written assignments, in addition to active participation in group discussions.

A student who does not pass the examination on the first occasion is offered a maximum of four additional opportunities to sit the examination.

Course Evaluation

A written course evaluation is performed and compiled into a report to be kept in the university school archives. The result and any measures taken are communicated to the course coordinator and presented to the students participating the next time the course is offered.

Required Reading and Additional Study Material

Bastien, Betty, Kremer, Jürgen W., Kuokkanen, Rauna and Patricia Vickers. 2003. "Healing the Impact of Colonization, Genocide, and Racism on Indigenous Populations." in *The Psychological Impact of War Trauma on Civilians. An International Perspective*, ed. by Stanley Krippner & Teresa M. McIntyre, Praeger.
rauna.wordpress.com/downloads/

Bhabha, Homi. 2004. *The Location of Culture*. London: Routledge. 22 pp.

Boehmer, Elke. 1995. *Colonial and Postcolonial Literature, Migrant Metaphors*. Oxford: Oxford University Press. kapitel "Metropolitans and Mimics", p. 223–250. 27 pp.

Chakrabarty Dipesh. 2000. *Provincializing Europe: Postcolonial Thought and Historical Difference* Princeton: Princeton University Press. 301 pp.

Fanon, Frantz. 2004. *The wretched of the earth*. New York: Grove Press. 233 pp.

Helgesson, Stefan. 2006. "Going Global: Afterward," in *Literary History: Towards a Global Perspective*, vol. 4: Literary Interactions in the Modern World 2. Berlin: W. de Gruyter. p. 303–321. 18 pp.

Huggan, Graham. 2009. *Postcolonial Ecocriticism*. Routledge. 256 p.

Kuokkanen, Rauna. 2007. "Myths and Realities of Sami Women. A Post-Colonial Feminist Analysis for the Decolonization and Transformation of Sami Society," in *Making Space for Indigenous Feminism*, ed. by Joyce Green. London: Zed Books/Fernwood Press.
rauna.wordpress.com/downloads/

Mernissi, Fatima. 2001. *Shahrazad reser västerut*. Stockholm: Norstedts. 223 pp. (*Scheherazade goes west: different cultures, different harems*. New York: Washington Square Press. 228 pp.).

Mohanty, Chandra Talpade. 2003. *Feminism without Borders: Decolonizing Theory*,

Practicing Solidarity. Durham: Duke University Press. 312 pp.

Morgan, Philip D. 1999. "Encounters between British and 'indigenous' peoples, c. 1500–c. 1800," in *Empire and Others. British Encounters with Indigenous Peoples, 1600–1850*, Martin Daunton and Rick Halpern (red.). Philadelphia: University of Pennsylvania Press. p. 42–78. 32 pp.

Niemi, Mikael. 2004. *Popular Music from Vittula*. New York: Seven Stories Press. 240 p.

Oksanen, Sofi. 2010. *Purge*. London: Atlantic Books. 356 p.

Said, Edward. 2003. *Orientalism*. London: Penguin (preface). 80 pp.

Spivak, Gayatri Chakravorty. 1998. "Can the Subaltern Speak?" in *Marxism and the Interpretation of Culture*. Cary Nelson and Lawrence Grossberg (red.). Urbana: University of Illinois Press. p. 271–313. 42 pp.

Young, Robert. 2003. *Postcolonialism. A very short introduction*. Oxford: Oxford University Press. 180 pp.

Willinsky, John. 2001. *Learning to Divide the World: Education at Empire's End*. Minneapolis: University of Minnesota Press. 260 pp.

Literature chosen in consultation with the teacher. 500 p.