



Course syllabus

Faculty Board of Humanities and Social Sciences
School of Language and Literature

4LI706 Postkoloniala perspektiv, 15 högskolepoäng
Introduction to Postcolonial Studies, 15 credits

Main field of study

Comparative Literature

Subject Group

Comparative Literature

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved by the Board of the School of Language and Literature 2010-12-09

Revised 2011-02-08. Revision of the English translation of the syllabus

The course syllabus is valid from autumn semester 2011

Prerequisites

English B. Comparative literature 1-90 hec including a degree project of at least 15 credits

Expected learning outcomes

At the end of the course the student is expected to

- demonstrate knowledge of 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,
- demonstrate knowledge of 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

Teaching and instruction methods include lectures, seminars, group exercises and individual or group tutoring.

When the course is offered as a distance course, ICT-based teaching methods will be used. For specific technical requirements for each course date, see the course homepage.

Attendance is mandatory at the meetings marked as seminars on the course schedule.

Examination

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

In order to receive the grade of Pass, the expected learning outcomes must be achieved. Grading criteria for the grade of Pass with Distinction can be found in the study guidance material.

Examination and grading is based on written assignments during the course.

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." i *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 s.

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

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

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

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

Huggan, Graham. 2009. *Postcolonial Ecocriticism*. London: Routledge. 256 s.

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

Mernissi, Fatima. 2001. *Shahrazad reser västerut*. Stockholm: Norstedts. 223 s.

(*Scheherazade goes west: different cultures, different harems*. New York: Washington Square Press. 228 s.)

Mohanty, Chandra Talpade. 2003. *Feminism without Borders: Decolonizing Theory, Practicing Solidarity*. Durham: Duke University Press. 312 s.

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

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

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

Said, Edward. 2003. *Orientalism*, London: Penguin. (föroordet) 80 s.

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

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

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

Literature that is selected in consultation with the teacher, 500 pages.