



Course Specification

— (Bachelor)

Course Title: Postcolonial Literature

Course Code: ENG 4327

Program: BA in English Language

Department: Department of English

College: College of Social Sciences

Institution: Umm Al-Qura University

Version: 2

Last Revision Date: 2023



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A. General information about the course:

1. Course Identification

1. Credit hours:

3

2. Course type

A. University College Department Track Others

B. Required Elective

3. Level/year at which this course is offered:

The course can be taken at any level in the last two years of the program after passing the requirements.

4. Course general Description:

This course aims at introducing students to literary works of fiction related to Postcolonial Literature. It will examine a range of nineteenth and twentieth-century post-colonial literary texts written by novelist of different origins. It focuses on key issues and concepts within the field of Postcolonial Literature, including gender and feminism, cultural and religious difference, encounter, and settlement.

Note: Students will focus only excerpts of the key texts suggested in the list of topics.

5. Pre-requirements for this course (if any):

Literary Criticism in Practice

6. Co-requirements for this course (if any):

None

7. Course Main Objective(s):

This course aims at helping students in comprehending postcolonial issues and concepts, on the one hand, and on reading and interpretative practices, on the other.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	3 hours per week	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		



3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	28 hours
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others: Exams	2 hours
Total		30 hours

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Describe the forms, modes and key texts associated with postcolonial literature.	K2	- Traditional lecturing. - Reading critical articles. - Seminars.	Quizzes and exams.
1.2	Examine the political, scientific, historical and cultural contexts that shaped the assigned texts.	K2	- Traditional lecturing. - Reading critical articles. - Seminars.	- Quizzes and exams. -Class discussion.
1.3	Evaluate possible interrelationships between the selected texts and works of visual culture such as theatre, film and other art forms.	K3	<ul style="list-style-type: none"> Traditional lecturing. Engaging with other art forms in class and online. Reading critical articles. 	- Quizzes and exams. - Class discussion. - Online discussion.
2.0	Skills			
2.1	Interpret texts critically and analytically.	S2	- Traditional lecturing. -Class discussion.	- Open-book quizzes.





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
			<ul style="list-style-type: none"> - Reading analytical essays. - Seminars. - Interactive workshops. 	<ul style="list-style-type: none"> - Analytical exam questions. - Analytical essay assignment. -Class discussion.
2.2	Demonstrate research and analytical skills.	S5	<ul style="list-style-type: none"> - Traditional lecturing. - Reading analytical essays. - Research seminars. -Interactive workshops 	Analytical essay assignment.
2.3	Build well-constructed responses (creative or academic) that reflect independent and personal understanding of the selected texts	S3	<ul style="list-style-type: none"> - Class discussion. - Exposure to creative content online or in class. - Reading analytical essays. - Reading creative content. -interactive workshops. 	<ul style="list-style-type: none"> - Analytical essay assignment. - Analytical exam questions. -Creative assignment.
2.4	Analyze possible interrelationships between the selected texts and visual artworks (theater, film and art forms) both local and international.	S2	<ul style="list-style-type: none"> - Analyzing or engaging with other art forms in class or online. - Reading critical articles. - Watching documentaries and critical content. -Interactive workshops 	<ul style="list-style-type: none"> - Class discussion. - Analytical assignment. -Creative assignment
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate ethical behavior in all professional, personal and academic contexts.	V1	<ul style="list-style-type: none"> Traditional lecturing Reading scholarly articles. 	-Class discussion.
3.2	Work responsibly and autonomously when performing a task	V2	<ul style="list-style-type: none"> - Traditional lecturing - Class discussion. -Watching documentaries. 	<ul style="list-style-type: none"> - Assignments - Projects





Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
	individually or within a team			

C. Course Content

No	List of Topics	Contact Hours
1.	An introduction that is meant to approach a flexible but solid definition of the term “postcolonial”. A brief history used to present the concepts of colonization, decolonization, the emergence of “Commonwealth literature”.	3
2.	A brief discussion of colonial and postcolonial theories of Frantz Fanon, Edward Said, Homi Bhabha, and Gayatri Chakravarty Spivak.	3
3.	Joseph Conrad’s Heart of Darkness (1899) Discussing the novella itself, setting, plot, and characters.	3
4.	Discussing Joseph Conrad’s Heart of Darkness critically from a postcolonial perspective to shed light on the issue of racism and the history of imperialism. The text will be discussed in the light of Edward Said’s Culture & Imperialism and Chinua Achebe’s articles ‘An Image of Africa’ and ‘A Bloody Racist’. + Quiz	3
5.	Tsitsi Dangarembga’s Nervous Conditions (1988) Discussing the novel itself, setting, plot, and characters.	3
6.	Discussing Tsitsi Dangarembga’s Nervous Conditions to highlight the concepts of gender and feminism. The text will be discussed with the following articles: Cecily Lockett, ‘Feminism(s) and Writing in English in South Africa’, Sisi Maqagi, ‘Who Theorizes?’ and Alice Walker, ‘In Search of Our Mothers’ Gardens’. + Midterm	3
7.	David Malouf’s Remembering Babylon (1993) Discussing the novel itself, setting, plot, and characters.	3
8.	Discussing David Malouf’s Remembering Babylon through an analysis of the process of establishing a ‘new’ settlement in the 1850s and 1860s and the nineteenth-century nation formation. The text will be discussed with Homi Bhabha’s theory of hybridity and the third space, which are discussed in his The Location of Culture.	3
9.	Leila Aboulela’s The Translator (1999) Discussing the novel itself, setting, plot, and characters.	3
10.	Discussing Leila Aboulela’s The Translator while exploring the importance of religion, particularly, Islam in shaping the personality of the main male and female characters. The text will be studied with the following articles:	3





Shirin Edwin, '(Un)Holy Alliances: Marriage, Faith, and Politics in Leila Aboulela's The Translator', Christina Phillips, 'Leila Aboulela's The Translator: Reading Islam in the West', Samuel Huntington, 'The Clash of Civilization' (an extract), Brendan Smyth, 'Challenges of Orientalism: Teaching about Islam and Masculinity in Leila Aboulela's The Translator'.

Total

30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<p>Midterm: The exam should contain at least 10% subjective questions dedicated to measuring the students' ability to analyze and think critically. Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems. A clear rubric should be followed.</p>	6	30%
2.	<p>Assignments or Quizzes: - Teachers have a choice between implementing quizzes and exams such as open-book exams and reading quizzes or assignments. - Assignments can include annotations, short written responses or analytical essays. - Topics, guidelines and deadlines should be specified at the beginning of the course. - Assignments should be marked for structure, punctuation, content and proper citation of sources. A clear rubric should be followed.</p>	9	10%
3.	<p>Discussion in class: Students should be encouraged to speak up and express their opinion on a variety of topics and issues related to the course.</p>	Weekly	10%
4.	<p>Final Exam: The exam should contain at least 20% subjective questions dedicated to measuring the students' ability to analyze and think critically. Students should be held responsible for language mistakes. A "reasonable" percentage of the grade should be allocated to language and punctuation problems. A clear rubric should be followed.</p>	Final Exam Period	50%





*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	-Griffith and Tiffin's co-edited Post-Colonial Studies Reader -Heart of Darkness (1899) by Joseph Conrad -Nervous Conditions (1988) by Tsitsi Dangarembga -Remembering Babylon (1993) by David Malouf -The Translator (1999) by Leila Aboulela
Supportive References	-Robert Young's Very Short Introduction to Postcolonialism -John McLeod's Beginning Postcolonialism.
Electronic Materials	
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms
Technology equipment (projector, smart board, software)	Data Projector
Other equipment (depending on the nature of the specialty)	

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students	Survey (Indirect)
Effectiveness of Students assessment	Peer Reviewer	Sample of exam papers and Peer review form (Indirect)
Quality of learning resources	Students	Survey (Indirect)
The extent to which CLOs have been achieved	Course Instructor	Exams (Direct)
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	DEPARTMENT COUNCIL
REFERENCE NO.	424040414453 / 132022





DATE

2023 - 1445

