

2014

## ENG 3140: Fall 2013 Post-Colonial Literature: Course Description

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**FALL 2013: ENG 3140: POSTCOLONIAL LITERATURE:  
COURSE DESCRIPTION**

Beginning with a discussion of basic tenets of Postcolonial theory and its historical elements, this course explores the expression of these ideas in different forms of literary texts such as novels, short fiction, poetry, graphic novels, and documentary and feature films by African, French, Iranian, Indian, Caribbean, Irish, and Native American artists. While some of the artists write from their homelands, others explore their expatriate and diasporic experiences and one of the texts expresses a French journalist's experiences in North Korea. The course this semester focuses on how, despite the fact that postcolonial literature encompasses a variety of geographical and cultural experiences and engages with different literary forms, concerns about identity, history, freedom, nationhood, and cultural heritage remain a major pre-occupation in all the works.

**Required Texts used during the semester:**

1. Ahmed, Mohsin. *The Reluctant Fundamentalist*. Mariner Books, 2007.
2. Alexie, Sherman. *The Business of Fancy Dancing*. New York: Hanging Loose Press, 1992.
3. Amir & Khalil. *Zahra's Paradise*. New York: First Second, 2011.
4. Brewster, Yvonne, ed. *Mixed Company: Three Early Jamaican Plays*. London: Oberon Books, 2012.
5. Delisle, Guy. *Pyongyang: A Journey Through North Korea*. Montreal: Drawn and Quarterly, 2005.
6. Fanon, Frantz. *Toward the African Revolution*. New York: Grove Atlantic, 1967.
7. Iqbal, Mohammad. *Tulip in the Desert*. Trans. By Mustansir Mir. Montreal, McGill University Press, 2008.
8. Lynch, Martin. *Chronicles of Long Kesh*. London: Oberon Books, 2010.

**ASSIGNMENT DESCRIPTION FOR STUDENT PROJECTS FOR ENG 3140****Final Group Digital Project**

By the end of the third week of the semester, students divide into groups of four to begin work on their final project. The purpose of this project is to use a creative format to bring out some of the key issues about postcolonial literatures and cultures that have been culled from the texts discussed in class. Each group needs to address a minimum of five of the texts used and may include other postcolonial theoretical works if they choose to research the topic further. Some research may be involved given the choice of topic, but is not an absolute requirement as the main purpose is to showcase student engagement with different ideas and themes found in the various texts and to find a creative way to express them. The class will view some sample projects students prepared in previous literature and/or film courses to understand the various possible ways in which this project can be approached and to generate new ideas. Suggestions for topics can be discussed with the instructor and I will help each group brainstorm ideas for their presentation format. During the last and finals week of the semester, each group will present their digital project with an oral introduction and discussion of their idea,

rationale, and explanation of how they have utilized the texts. Each group will have 30 minutes in which to present and discuss their project. The presentation can take the form of a video/dvd made with iMovie or some other form of creative digital media that can also be uploaded on YouTube.

At the end of the presentation each group will turn in a copy of their creative format (dvd and provide the correct YouTube link). Along with the digital part of the project, students will submit, in both paper hardcopy and electronically, a 6 to 7 page narrative about the presentation. This narrative paper should include the full topic title as it appears on the digital portion of the project, a rationale and outline of the project, as well as an explanation of how the project connects with the ideas and issues raised in the texts and class discussion throughout the semester. The paper should also address the process and experience of making this project and how students handled unexpected problems as they arose and expand on what problem solving actions/techniques they employed to address them. It is important that your presentation and the written narrative make these connections and there is ample reflection on the process of group project creation.