

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (English Language)
Programme QF Level	: 5
Course Title	: Postcolonial Literatures in English
Course Code	: LIT4055
Department	: Department of Literature and Cultural Studies (LCS)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 4

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

When the peoples of Africa, India, and the Caribbean finally gained independence from the British during the 20th century, they found that their national, cultural, and individual identities had been radically altered by the experience of colonisation. In this course students will read a wide variety of texts written by writers from the postcolonial world and will examine how authors have portrayed the postcolonial condition. We will also look at migration and diaspora as a reverse movement in the postcolonial era of peoples from the former colonies to the metropolitan centres. This will allow us to study immigrant literature. Key concepts in postcolonial theory such as Orientalism, hybridity, diaspora and migration will also be studied.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Demonstrate a good understanding of the colonial history of select postcolonial nations;
- CILO₂ Demonstrate a good understanding of the nature of postcolonial migration and diaspora;
- CILO₃ Demonstrate a good understanding of the ways in which colonialism has shaped the literature emerging from postcolonial nations;
- CILO₄ Critically analyse a range of texts dealing with issues of colonialism, postcolonialism and migration; and
- CILO₅ Identify the ways in which postcolonial literature talks back to mainstream, canonical English literature and the rise of World Englishes.

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

- CILLO₁ Demonstrate a level of presentation and analytical skills based on the texts studied in class; and
- CILLO₂ Demonstrate a level of academic literacy appropriate to postcolonial studies

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
Defining colonialism and postcolonialism, the history of colonialism and the struggle for liberation.	CILO _{1,3} CILLO ₂	Lecture, seminar, group work, readings (articles).
Defining diaspora, postcolonial migration and hybridity.	CILO _{2,4} CILLO ₂	Lecture, seminar, group work, readings (articles).
Analysing main themes of postcolonial literature, such as fragmentation,	CILO _{3,4,5} CILLO ₂	Lecture, seminar, group work, readings (literary

identity and belonging, homelessness, nationalism, etc.		texts).
Analysing postcolonial literature as a response to canonical literature, Orientalism and the rise of World Englishes.	<i>CILO</i> _{3,5} <i>CILLO</i> ₂	Lecture, seminar, group work, readings (literary texts and articles), video clips.
The implications of race, class and gender on postcolonial and immigrant populations.	<i>CILO</i> _{1,2,3,4} <i>CILLO</i> ₂ (etc.)	Lecture, seminar, group work, readings (literary texts and articles).

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Individual written essay (1,800 words)	60%	<i>CILO</i> _{1,2,3,4,5} <i>CILLO</i> _{1,2}
(b) Sway Group project (750 words)	25%	<i>CILO</i> _{1,2,3,4} <i>CILLO</i> _{1,2}
(c) Seminar preparation and participation	15%	<i>CILO</i> _{1,2,3,4,5} <i>CILLO</i> _{1,2} (etc.)

6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Text(s)

A course pack of readings will be provided. In addition, you will be required to purchase a novel.

8. Recommended Readings

Possible list of novels to choose from:

Achebe, Chinua (1986). *Things Fall Apart*. London: Heinemann
 Cliff, Michelle (1996). *No Telephone to Heaven*. New York: Plume Books.
 Dangarembga, Tsitsi (2004). *Nervous Conditions: A Novel*. UK : Ayebia Clarke.
 Desai, Anita (2000). *Clear Light of Day*. Boston: Houghton Mifflin.

Emecheta, Buchi (1983). *Second Class Citizen*. New York: G. Braziller.

Ghosh, Amitav (2005). *The Shadow Lines*. Boston: Houghton Mifflin.

Head, Bessie (1974). *A Question of Power*. London: Heinemann Educational.

Kincaid, Jamaica (1997). *Annie John*. New York: Noonday Press.

Kincaid, Jamaica (2000). *A Small Place*. New York: Farrar, Straus, Giroux.

Lahiri, Jhumpa (2004). *The Namesake*. Boston, Massachusetts: Houghton Mifflin.

Lahiri, Jhumpa (2008) *Unaccustomed Earth*. New York: Alfred A Knopf.

Lim, Shirley Geok-Lin (1982). *Another Country and Other Stories*. Times Book International.

Mistry, Rohinton (1997). *A Fine Balance: A Novel*. New York: Vintage Books.

Roy, Arundhati (1997). *The God of Small Things*. New York: Random House.

Rushdie, Salman (1995). *Midnight's Children*. London: David Campbell.

Selvadurai, Shyam (1997). *Funny Boy: A Novel*. San Diego, California: Harcourt Brace.

Shamsie, Kamila (2002). *Kartography*. Orlando, Florida: Harcourt.

Shamsie, Kamila (2005). *Broken Verses*. Orlando, Florida: Harcourt.

Sidhwa, Bapsi (2006). *Cracking India: A Novel*. Minneapolis, Minnesota: Milkweed Editions.

Suleri, Sara (1989). *Meatless Days*. Chicago: university of Chicago Press.

wa Thiongo, Ngugi (1992). *Weep Not, Child*. Oxford: Heinemann.

Xi, Xu (2008). *Evanescent Isles: From my City-Village*. Hong Kong: Hong Kong University Press.

Postcolonial Criticism

Ashcroft, Bill, Gareth Griffiths, and Helen Tiffin, eds. (1989). *The Empire Writes Back: Theory and Practice in Post-Colonial Literatures*

Boehmer, Elleke (2005). *Colonial and Postcolonial Literature: Migrant Metaphors*. Oxford: Oxford University Press, 2005)

David, Deirdre (1996). *Rule Britannia: Women, Empire, and Victorian Writing*. Ithaca, New York: Cornell University Press.

Fanon, Frantz, Charles Lam Markmann (trans.) (1994). London: Grove Press.

Gandhi, Leela (1998). *Postcolonial Theory: A Critical Introduction*. Columbia, NY: Columbia University Press.

Loomba, Ania (2005). *Colonialism/Postcolonialism*. London: Routledge, The New Critical Idiom Series.

McClintock, Anne, Aamir Mufti, Ella Shohat, eds. (1997). *Dangerous Liaisons: Gender, Nation, and Postcolonial Perspectives*. Minneapolis, Minnesota: University of Minnesota Press.

McClintock, Anne (1995). *Imperial Leather: Race, gender and Sexuality in the Colonial Context*. London: Routledge.

McLeod, John (2010). *Beginning Postcolonialism*. Manchester, UK: Manchester University Press.

Said, Edward (1979). *Orientalism*. New York: Vintage Books.

Suleri, Sara (1993). *The Rhetoric of English India*. Chicago: University of Chicago Press.

Williams, Patrick and Laura Chrisman, eds. (1994). *Colonial Discourse and Post-Colonial Theory: A Reader*. New York: Columbia University Press.

Young, Robert J.C. (2001). *Postcolonialism: An Historical Introduction*. London: Wiley-Blackwell Press.

9. Related Web Resources

Contemporary Postcolonial and Postimperial Literature in English:

<http://www.postcolonialweb.org/>:

Postcolonial Studies at Emory University:

<http://www.emory.edu/ENGLISH/Bahri/Home.html>

The Institute for Postcolonial Studies:

<http://www.ipcs.org.au>

Virtual Library for Postcolonial Literature:

<https://www.virtuallibrary.info/post-colonial-literature.html>

10. Related Journals

ARIEL: A Review of International English Literature

Interventions: Journal of Postcolonial Studies

Journal of Commonwealth Literature

Journal of Postcolonial Writing

Postcolonial Studies

Postcolonial Text

South Asian Review

Database:

EdUHK database in the library on South and Southeast Asian Literature: Classic and Postcolonial Writers in English, 1825 to the Present

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

12. Others

Nil

14 August 2025