



# Course Specification

## (Postgraduate)

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<b>Course Title:</b>	Postcolonial Literature
<b>Course Code:</b>	LITR6066
<b>Program:</b>	M.A. in English Literature
<b>Department:</b>	Department of Languages and Translation
<b>College:</b>	College of Humanities and Social Sciences
<b>Institution:</b>	Northern Border University
<b>Version:</b>	2023
<b>Last Revision Date:</b>	12/10/2024

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## A. General information about the course:

### 1. Course Identification:

1. Credit hours: ( 3hrs )

#### 2. Course type

A. ☐ University ☐ College ☒ Department ☐ Track

B. ☒ Required ☐ Elective

3. Level/Year at which this course is offered: (First Semester – Second Year)

#### 4. Course General Description:

This course studies postcolonial literature in English by authors of the postcolonial world, including Africa, South Asia, Caribbean Islands, Australia, Canada and Ireland. It also examines postcolonial theories, themes and techniques in a historical context, and discusses themes such as migrancy, hybridity, borders, identity, race, religion, politics and gender.

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

None

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

None

#### 7. Course Main Objective(s):

This course aims:

1. To foster an understanding the impact of colonialism on postcolonial literature and postcolonial societies.
2. To give students a coherent knowledge and critical understanding of postcolonial literature with its historical, cultural and theoretical developments.
3. To enable them to critically evaluate and compare post-colonial literary works.
4. To develop skills for analyzing postcolonial texts, their narrative techniques and themes.
5. To situate postcolonial literature within global context, understanding its impact on world literature and society.

### 2. Teaching Mode: (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	39	86.7%
2	E-learning	6	13.3
3	Hybrid <ul style="list-style-type: none"> <li>• Traditional classroom</li> <li>• E-learning</li> </ul>		
4	Distance learning		



### 3. Contact Hours: (based on the academic semester)

No	Activity	Contact Hours
1.	<b>Lectures</b>	33
2.	<b>Laboratory/Studio</b>	6
3.	<b>Field</b>	
4.	<b>Tutorial</b>	
5.	<b>Others (Exams).....</b>	6
	<b>Total</b>	<b>45</b>

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

Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
<b>1.0</b>	<b>Knowledge and understanding</b>			
1.1	Define postcolonial literature and the factors that led to its emergence.	<b>K1</b>	Lectures Class discussions Close reading Text analysis Collaborative learning	Quiz Midterm exam, Research papers Presentations Final exam
1.2 ...	Students will gain familiarity with postcolonial theories and apply them to their analysis of literature.	<b>K2</b>	Lectures Class discussions Close reading Text analysis Collaborative learning	Quiz Midterm exam, Research papers Presentations Final exam
<b>2.0</b>	<b>Skills</b>			



Code	Course Learning Outcomes	Code of CLOs aligned with program	Teaching Strategies	Assessment Methods
2.1	Students will develop research skills to write critically about postcolonial literature using postcolonial theories.	<b>S1</b>	Guiding students for critically analyze and write research projects.	Examining research projects Oral presentations
2.2	Will enable students to do authentic research using culturally divided postcolonial societies and their impact on literature.	<b>S2</b>	Will teach students to do factual analysis to make their research authentic and real.	Observing the authenticity of the research works Oral presentations
2.3	Will be able to compare and contrast postcolonial literature from regional variations and common themes.	<b>S3</b>	Will develop the skill of seeing the literature in different perspectives.	Observing the perspectives used in comparing the texts. Oral presentations
<b>s3.0</b>	<b>Values, autonomy, and responsibility</b>			
3.1	Demonstrate integrity while conducting academic research.	<b>V1</b>	Presentation Team/pair work Class Discussion Seminars Research Projects	Observation Interview
3.2	Demonstrate the ability to work independently and in teams.	<b>V2</b>	Presentation Team/pair work Class Discussion Seminars Research Projects	Observation Interview
3.3	Contribute to fostering community quality life.	<b>V3</b>	Presentation Team/pair work Class Discussion Seminars Research Projects	Observation Interview



## C. Course Contents:

No	List of Topics	Contact Hours
1.	Introduction to the course	3
2	Introduction: What is postcolonialism?	3
3	Achebe, Chinua. <i>Things Fall Apart</i> (Novel)	6
4	Toni Morrison. <i>Beloved</i> (Novel)	6
5	V.S. Naipaul. <i>A House for Mr. Biswas</i> (Novel)	6
6	Midterm Exam	3
7	Michael Ondaatje, <i>The English Patient</i> (Novel)	6
8	Wole Soyinka. <i>Death and the King's Horseman</i> (Play)	3
9	Brian Friel, <i>Translations</i> (Play)	3
10	Derek Walcott (Selected poems)	3
8	Final Exam	3
Total		45

## D. Students Assessment Activities:

E. F.	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Project 1	Week 5	15%
2.	Assignment with presentation 1	Week 7	15%
3.	Project 2	Week 10	15%
4.	Assignment with presentation 2	Week 12	15%
5.	Final exam	Week 15	40%

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

## G. Learning Resources and Facilities:

### 1. References and Learning Resources:

Essential References	Rabey, David Ian. <i>British and Irish Political Drama of the Twentieth Century</i> . London: Macmillan 1986
	MacNicholas, John. (Ed.). <i>Twentieth Century American Dramatists</i> , Detroit: Gale Research Co., 1981
	Magill, Frank N. <i>Critical Survey of Drama: English Language Series</i> . Englewood Cliffs, N.J.: Salem Press, c1985
	<b>Weintraub, Stanley. (Ed.). <i>British dramatists since World War II</i>. Detroit, Mich.: Gale Research Co., 1982.</b>
Supportive References	Routledge Companion to Postcolonial Studies, ed. John McLeod



	<p>Cambridge Introduction to Postcolonial Literatures in English, by C. L. Innes</p> <p>Ania Loomba, Colonialism/Postcolonialism. Routledge, 2005 Peter Childs and Patrick Williams, An Introduction to Post-Colonial Theory. Harvester, 1997</p> <p>Any more updated or more relevant textbooks can be chosen by the instructor.</p>
<b>Electronic Materials</b>	
<b>Other Learning Materials</b>	Other learning material such as computer-based programs/CD, professional standards or regulations and software.-----

## 2. Educational and Research Facilities and Equipment Required:

Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms and demonstration rooms
<b>Technology equipment</b> (Projector, smart board, software)	Smart Board and Wi-Fi connectivity
<b>Other equipment</b> (Depending on the nature of the specialty)	

## H. Assessment of Course Quality:

Assessment Areas/Issues	Assessor	Assessment Methods
<b>Effectiveness of teaching</b>	Students/Faculty	Questionnaires
<b>Effectiveness of students assessment</b>	Alumni/Faculty	Questionnaires
<b>Quality of learning resources</b>	Students/Faculty	Questionnaires
<b>The extent to which CLOs have been achieved</b>		
<b>Other</b>		

**Assessor** (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

**Assessment Methods** (Direct, Indirect)

## I. Specification Approval Data:

<b>COUNCIL /COMMITTEE</b>	Department Council
<b>REFERENCE NO.</b>	Session
<b>DATE</b>	



