

This syllabus has been provided as a reference tool for students considering this course. It has been modified to follow Senate regulations. Current students enrolled in any undergraduate course must obtain the most recent syllabus from their course instructor or from their course website. This is not the latest version.



Department of English & Writing Studies

Topics in Postcolonial Literature

Nostalgia in North America: Modern and Contemporary Diasporic Literature and Theory English 3882G (001)

Winter 2014

Instructor: Alicia Robinet

Date/Time: Tuesday 3:30pm-5:30pm
Thursday 4:30pm-5:30pm

Location: 3M 3250

Prerequisites

At least 60% in 1.0 of English 1020E or 1022E or 1024E or 1035E or 1036E or both English 1027F/G and 1028F/G, or permission of the Department.

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Course Description

This course will focus on North American diasporic literature. We will pair our readings of diasporic literature and diaspora theory in order to gain an historical understanding of this concept, and to enable students to probe how this concept has shifted over time. Focusing on the 20th and 21st centuries, we will explore what characterizes diasporic literature, and how theory enables us to rethink the possibilities for diasporic communities. We will also consider recent interventions that broaden and complicate the concept of diaspora, such as scholarly discussions about the Newfoundland diaspora or the queer diaspora. We will consider these questions, and more, in our course readings: What is useful about the concept of diaspora? How does it connect with understandings of globalization and cosmopolitanism? How does reading literature from the perspective of diaspora studies open up-or close off-possibilities for communities negotiating between home- and hostland?

Objectives:

Successful students who complete the course will be better able to:

- K Know, comprehend, and analyze diaspora literature; ory;
- G research, and presenting that will extend beyond the limits of this course.

Methods of Evaluation

Participation	10%
Response Paper and Presentation	25%
Term Paper	30%
Final Exam	35%

Assignments:

Students are fully responsible for submission of essays. Students should also keep backup copies. Essays not submitted in class should be deposited in one of the essay boxes outside the English Department General Office, University College, Room 173.

Late Assignments: All assignments are due at the beginning of class on the scheduled due date. Assignments handed in after the commencement of class on the scheduled due date will be assessed a late penalty of 1%. Any assignments submitted after the due date will be assessed a late penalty (2% per day, including weekends). Assignments must be submitted either directly to the Professor at the beginning of class or submitted as late and handed into the secure essay drop-off box outside the English Department office. No assignments will be accepted more than 10 days after the due date.

Extensions will only be granted with medical certification or under other extenuating circumstances and should, when possible, be arranged with the Professor in advance. For

Participation: Active participation is a key to an engaging and lively class. Students should come answering any questions or asking questions of their own. Attendance to a class at this level needs to be consistent. Your participation grade will take into account the quality and consistency of your contributions to discussion, active listening (eg. no texting and laptop use during presentations), your engagement with class presentations, and your thoughtful

Response Paper and Presentation: The group presentation (10%) will focus on the assigned date.

The presentation should provide some summary of the reading, but must extend beyond summary to analysis. This part of the presentation should last 10 to 15 minutes. Students should prepare at least one discussion question each to ask the class based on the presentation. These questions can be integrated during the presentation, or can be asked at the end. Each student will be responsible for one question and should submit it along with the completed response paper.

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