

E33D Postmodernism and Post-Colonial Theory

Course Outline

In E23G In E23G Twentieth Century Twentieth Century Literary Theory to Saussure, the focus is on what broadly be described as *modernist* developments in literary developments in (in most cases) early Twentieth Century schools of literary criticism (in most cases) early Twentieth Century Criticism, Criticism, Criticism, Marxism, Psychoanalysis, Reader-response theory, etc. These schools have in common the fact that they are all predicated upon language (i.e. the view that words merely language (i.e. the view that words of this course, E33D, is on the ongoing negotiation of this course, E33D, is on the ongoing negotiation of *political radicalism*, *anti-humanism* and *anti-essentialism* of Postmodernism, of Postmodernism, on one hand, and of Post-Colonialism, on the other. That is, one hand, and of Post-Colonialism, on the other will be drawn between recent developments in both philosophy and literary theory developments in both philosophy and literary theory called *Cartesian subject*, have considerably problematised how, have considerably extratextual or textual, for certain and, as a result, challenged so extratextual or textual, for precious assumptions [the so-called grand *legitimizing narratives*] concerning the absolute nature of truth, the fixity of absolute nature of truth, the fixity of perception on the one hand, and recent challenges to some of the legitimating narratives integral to *imperialist discourse* such as *subject*, on the other. This course is motivated upon those critical methodologies which have proven pertinent to the criticism of West Indian, African and a concerted effort will be made: a) to emphasise to students how Saussure's critique of referential theories of language (language, within his interpretation of reality, rather than the other way turn, of Saussure have led to the formation of an approach (Deconstruction) which, by emphasising the necessarily nature of all thought, has immensely radical implications thinking; b) to show how some Marxist thinking; b) to show how to reinstall the historical referent which the Structuralist legacy threatens (the Bakhtin Circle) or to rethink the relationship context (Post-Structuralist Marxism); c) to approaches (such as Foucauldian Discourse Analysis) have sought to extend the skeptical project of Postmodernism without succumbing to the ahistoricism of Structuralism or ahistoricism of Marxism; d) to situate at every turn Post-colonial thinkers to Helen Tiffin in a relationship that might be described as appropriation to these seminal metropolitan students to apply the various theoretical approaches addressed in the course to their own research and writing. To these ends, students will own research and writing. To of articles by seminal Structuralist and Post-Structuralist

Michel Foucault's *Truth and Power* () that will be paired by Post-Colonial theorists (for example, an extract from Edward Said's *Orientalism*) for purposes of comparison and contrast. While E23G is not a prerequisite in academic year 1996-7, it is **very highly recommended** for all students who would benefit immeasurably from the theoretical foundation provided by the former. I would strongly urge you to do both courses simultaneously for the light that the one would cast upon the other. It is also extremely useful.

AA Pedagogical Note: *Students are put on notice from the word go that Students are put on notice from the word go that like most other third year courses, will largely take the form of a seminar. Like most other degree courses, the degree to which seminars are productive is a function of the degree to which students prepare. I) their preparation of assignments and reports made to the class. Read, read, read and reread the assigned readings, read, read and reread the assigned readings, come to grips with anything is to make detailed notes for myself) and class in a vigorous exchange of ideas with their colleagues. A combination of careful preparation and dialogue that students will find for themselves the important information to be drawn from the assigned readings.*

*In this regard, students are also reminded that where the **primary readings** are absolutely essential and simply must be prepared ahead of class, and the suggestions for **further reading** are just that: they are **suggested** readings only designed to provide necessary background and much needed clarification. It is entirely up to you whether you choose to read them or not. You may, however, find them useful as explicatory tools and when it comes to writing the final exam. **NB:** one photo found in the E33D folder in the library.*

Meeting Times

We meet twice per week (**Tu 3-5** and **Fri 12-2** [the latter is negotiable]) for an hour and a half each time. I will spend the first hour or so outlining important points while the remainder of the time will be spent on presentations and discussion.

Method of Assessment

Seminar presentations and general class participation: 10%
 Term paper (suggested length 2,500 words): 30%
 Final Exam: 60%

NB: *Students are forewarned that a) essays must be written according to the guidelines set out in the Faculty pamphlet on essay writing (which is in the E33D folder in the library).*

**summary of the *MLA Handbook*):) : SLO): SLOPPY WORK WILL BE PENALISED;
b) regulations of the discipline of literatures in English now decree that students
must pass at least one question in the exam in order to pass the course.**

Some Useful Background Readings On Reserve in the Library:

- Terry Eagleton Literary Theory: an Introduction
 Raman Selden A Reader's Guide to Contemporary Literary Theory
 Ann Jefferson & David Robey Modern Literary Theory: a Comparative Introduction
 Peter Barry Beginning Theory: an Introduction to Literary and Cultural Theory
 Steven Lynn Texts and Contexts: Writing About Literature with Critical Theory
 Raman Selden Practising Theory and Reading Literature: an Introduction
 Bill Ashcroft, *et. al.* The Empire Writes Back: Theory and Practice in Post-colonial Literatures

Anthologies of Literary Theory on Reserve in the Library:

- Hazard Adams, ed. Critical Theory Since Plato
 Hazard Adams and Leroy Searle, eds. Critical Theory Since 1965
 Charles Kaplan, ed. Criticism: the Major Statements
 Raman Selden, ed. The Theory of Criticism: a Reader
 Philip Rice and Patricia Waugh, eds. Modern Literary Theory: a Reader
 Rick Rick Rylance, ed. Debating Texts: Readings in Twentieth Century Literary Theory Debating Text Method.
 K.M. Newton, ed. Twentieth Century Literary Theory: a Reader
 Richard Ellman and Charles Feidelson, eds. The Modern Tradition: Backgrounds of Modern Literature
 Peter Brooker Modernism/Postmodernism
 Mark Currie Metafiction
 Bill Ashcroft, *et. al.*, eds. The Post-colonial Studies Reader
 Patrick Williams and Laura Chrisman, eds. Colonial Discourse and Post-colonialism: a Reader

Reading Schedule

WEEK TWO

Introduction: Postmodernity, Postmodernism, Post-coloniality and Post-Colonialism

Session One *Postmodernity*: a philosophical movement that contests legitimating master narratives (i.e. the most important (i.e. the most important) which take the form of stories which a culture which take the form of stories which a culture
Premodern period (classicism) according to which the world is a reflection of an ideal world of essences beyond this and b) *modernity* (from about the Renaissance period on) concerning the fixedness of the Self, the sure possibility of knowledge and the absolute of Truth; *essentialism* versus *social constructionism*; absolute versus relative truth; Truth versus interpretation: the indispensability of language to the construction of human experience; the significance: ambiguity; the social *ideology* (Marxist) and *discourse* (a Foucauldian term); the origination of this thinking in (Post)Structuralism and the phallogocentric and Eurocentric nature of the master narratives of European civilisation; deconstructing the *binary opposites* central to these master narratives; the *decentering* of the *Cartesian/humanist subject*: the material *determination* of the self;

Postmodernism: the cultural period after *modernism* (c. 1900-45) link between Realism and the Cartesian subject: words as neutral window on reality on the part of a certain subject; *anti-realism*: the challenge to *mimetic* notions of representation; the Real is unknowable in and of itself, only in its representations: the indispensability of narrative in the re-presentation of reality; the challenge to orthodoxies: *de-naturalising* those things we unthinkingly assume to be natural: interrogating assumptions and showing them to be *human/socially constructed* which words and, thus, narrative play a crucial role; *author* (traditionally conceptualised in terms of the (traditionally conceived) whose outlook on reality is certain); *intertextuality* and *parody*; *pastiche*; *irony*; *ironic quotation*; *appropriation*, etc.; the blurring of accepted genres; *metafiction*: self-conscious, self-reflexive fiction that deliberately foregrounds the *conventional* ways of our ways of making sense of the Real; the appropriation of already existing modes of representation to different ends has the effect of foregrounding a) how all our representations of the Real are pre-determined, b) the absence of authorial determination of the subject and c) the determination of the subject and c) knowing in the wake of the elimination of the Cartesian subject *historiographical metafiction*: fiction that foregrounds the fact that the past cannot be re-presented as it really was--all ways in which the past has been ideologically and discursively constructed.

- Primary Readings:**
- 1) Jean-François Lyotard What is Postmodernism?
 - 2) Ihab Hassan Toward a Concept of Postmodernism
 - 3) Linda Hutcheon Representing the Postmodern
 - 4) ---. De-naturalizing the Natural
 - 5) ---. Telling Stories: Fiction and History
 - 6) ---. Parodic Postmodern Representation

- Secondary Readings:**
- 1) Peter Brooker Introduction to his Modernism/Postmodernism
 - 2) Mark Currie Introduction to Metafiction
 - 3) Linda Hutcheon The Politics of Postmodernism *passim*
 - 4) ---. The Poetics of Postmodernism *passim*

- Further Reading:**
- 1) Jean François Lyotard The Postmodern Condition
 - 2) Jürgen Habermas Modernity: an Incomplete Project (in Brooker ed. Modernism/Postmodernism)
 - 3) Ihab Hassan The Postmodern Turn *passim*
 - 4) Patricia Waugh What is Metafiction and Why are they Saying Such Awful Things About It? (in Currie, ed. Metafiction)
 - 5) Linda Hutcheon Historiographic Metafiction (in Currie, ed. Metafiction)

Session Two *PoPost-Coloniality*: the historical and socio-economic cont: the historical and socio-economic Post-Colonial; Post-Colonial; equal consciousness of thPost-Colonial; equal consciousness of truth, truth, the social construction of all knowledge and the particular importance of language in negotiating importance of language in negotiating human experience; th construconstruction construction of race and gender; the decentering of the *imperialist subject*; inter; interroga; interrogating the orthodoxies and commonplaces of Eurocentric Eurocentric *imperialist discourse*; deconst; deconstructing; deconstructing ; deconstructi Us/them, Us/them, White/black, Male/female binary oppositions cbinary oppositions centbinar *colonialiscolonialist* disc discourse and dispelling the Eurocentric, racist and/or misogynist misogynistic misogynistic stereotypes of the non-European, both strategies indispensable indispensable to the constitution indispensable to the constitution indispensable to versus versus *native* colonies; the claim that the pronouncem colonies; the claim that the pronou anti-colonial anti-colonial and Post-colonial thinkers anticipated much of the radical radical thinking radical thinking of the Post-Structuralists; radical thinking of the Post-Structu philosophy philosophy and, thus, philosophy and, thus, lit philosophy and, thus, literary theory is marked marked by a process of abrogation and appropriation marked by a process of abro borrow borrow and adapt borrow and adapt t borrow and adapt to different ends the thought of th Postmodernism Postmodernism and Post-Colonialism Postmodernism and Post-Colonialism as inte

Post-Colonialism: Post-Colonialism: Abrogation and appropriation : seizing : seizing language language o language of t language of the imperial centre and remoulding it to new *subversive* usages (turning the m usages (turning the master usages (turning the master s lang *mimicr mimicry mimicry* and its relationship to the Postmodernist term intertextuality : intertextuality : *doubled or split discourse* with the potential to subvert subvert from within subvert from within (i.e. working within subvert from within (i.e. working from from the imperial centre while conte from the imperial centre while conte in from the i undermining undermining the conventions of undermining the conventions of realism inherited from canon; canon; Lamming versus later West Ind canon; Lamming versus later West Indian writ cano

using parody, pastiche, etc. to a) using parody, pastiche, etc. to a) underscoring parody, reality (i.e. the illusion deliberately fostered by that words are merely a politically neutral window upon the subject of imperialism (both coloniser and colonised) emphasising the material determinant of author and characters alike and c) stress the relativity of all ways of knowing; strong sense of the fictive histories and the necessity of the rewriting of regional histories from the perspective of the native; the recent Post-Colonial challenge familiar genre distinctions.

Primary Readings: 1) Anthony Giddens From The Consequences of Modernity

2) Anne McClintock The Angel of Progress: Pitfalls of the colonialism

3) Vijay Mishra and Bob Hodge What is Post(-)colonialism?

4) Simon During Postmodernism or Post-colonialism Today

5) Linda Hutcheon Circling the Downspout of Empire

Secondary Readings: 1) Patrick Williams and Laura Chrisman Introduction to Colonial Discourse and Post-Colonial Theory
2) Bill Ashcroft, *et. al.* Introduction to The Empire Writes Back

Further Reading: 1) Stephen Slemon The Scramble for Post-colonialism (in Ashcroft *et. al.* The Post-Colonial Studies Reader)
2) Frantz Fanon On National Culture (in Chrisman and Williams, eds. Colonial Discourse and Post-colonial Theory)

WEEK THREE

Saussurean Linguistics

Session One *Mimesis*; Saussure's critique of theories of language and *expressivism*; *sign, referent, signifier, signified, signification*: language does not reflect reality or express pre-existing language shapes how we interpret the Real, construct understanding of the world in certain specifiable ways; *system or structure*; *difference* (distinction); *parole* and *langue*; the *paradigmatic* and *syntagmatic axes*.

Primary Readings: 1) Ferdinand de Saussure: From Course in General Linguistics

Secondary Readings: 1) David Robey Modern Linguistics and the Language of Literature (in Jefferson and Robey, eds. Modern Literary Theory)
2) Jonathan Culler The Linguistic Basis of Structuralism (in David Robey, ed. Structuralism: an Introduction)
3) ---. Structuralist Poetics *passim*
4) Terry Eagleton Structuralism and Semiotics (in his Literary Theory: an Introduction)
5) Terrence Hawkes Structuralism and Semiotics *passim*

Further Reading: 1) Plato The Republic (especially Book X)
2) Aristotle Poetics
3) Ferdinand de Saussure Course in General Linguistics
4) Roman Jakobson The Metaphoric and the Metonymic Poles (in Adams, ed. Critical Theory Since Plato)

Session Two Assimilating the significance of Saussure's theories; decentering the Cartesian subject: consciousness does not pre-Cartesian subject: consciousness does not

language neither expresses pre-existent ideas nor serves merely to label reality and b) if meaning is determined systemically, as Saussure claims, then subjects do not use or speak a language: rather, subjects use or speak the subject; our knowledge of the language we speak and write.

- Further Reading:**
- 1) Emile Benveniste Subjectivity in Language (in Adams and Searle, eds. Critical Theory Since 1965)
 - 2) ---. The Nature of the Linguistic Sign (in Adams and Searle, eds. Critical Theory Since 1965)
 - 3) ---. Problems in General Linguistics

WEEK FOUR

Deconstruction

Session One Derrida's critique, in turn, of the Saussurean critique of linguistic referentiality; *difference* versus *différance*; the *displacement* of meaning; *intertextuality* and its synonyms: *supplémentarité*; the *trace* of the other; the endless *play of signification*; the *perversion* rather than the subversion of the distinctions (*binary opposites*) assumed to exist between, for example, Male and female, White and black: it is not a question of merely turning these hierarchies upon their head and formerly unprivileged term--it is a question of one seemingly discrete category (such as *in*) the other; the privileged term (e.g. white)) the other; the privileged (e.g. black) for a sense of its own distinction.

Primary Readings: 1) Jacques Derrida Extract from *Différance*

- Secondary Readings:**
- 1) Ann Jefferson Structuralism and Post-Structuralism (in Jefferson and Robey, eds. Modern Literary Theory)
 - 2) Terry Eagleton Poststructuralism (in his Literary Theory: an Introduction)
 - 3) Jonathan Culler On Deconstruction
 - 4) Christopher Norris Deconstruction: Theory and Practice
 - 5) Mark C. Taylor Introduction to Deconstruction in Context
 - 6) Vincent Leitch Deconstructive Criticism: an Advanced Introduction

- Further Reading:**
- 1) Friedrich Nietzsche On Truth and Lies in a non-Moral Sense (in Daniel Breazeale, ed. Philosophy and Truth)
 - 2) Jacques Derrida Structure, Sign and Play in the Discourse of the Human Sciences 2) Jacques Derrida Structure, Sign and Play in the Discourse of the Human Sciences

Session Two Assimilating Derrida; a) all meaning of things, is predicated upon the existence of binary opposites: Good versus evil, White versus black, etc.; undermined by the process by which opposites in other: good depends upon evil for its very only mean as a function of their position along the signifying any statement ultimately founders upon its own figurative ends up mired in contradictions; if Saussure makes our knowledge exteriority wholly dependent upon language whole process even more tenuous by making only of polysemy and, thus, contradictions; b) Derrida confirms the

Textual Strategies in Post-colonial Writing
4) Gareth Griffiths) Gareth Griffiths) Gareth Griffiths) Gareth Griffiths Imitation,4) Gareth Griffiths
of the Post-colonial Text

Secondary Readings: 1) Bill Ashcroft *et. al.* The Empire Writes Back

Session Two Practical applications: the West Indian novel and the deconstructive relationship of supplementarity to the European novel; the intertextuality of African literature.

Primary Readings: 1) Glyne Griffith *Metaphysics and the Other: Contradictions*
2) André Lefèvere *The Historiography of African Literature Written in English*

Further Reading: 1) Chinua Achebe *The African Writer and the English Language*
2) Ngugi Wa Thiong'o *The Language of African Literature*

WEEK SEVEN

Marxism

Session One Hegel's *idealist* and *dialectical* view of History; the *materialist* inversion of Hegel's *Base/Superstructure* model; the *stages of history*, the *economic mode of production*; the *means or forces of production*; the *social relations of production*; the *contradiction* between the *means and the social relations*; the *(dominant) ideology*; *false consciousness*; *class conflict* and *revolution*; adapting the Base/superstructure model to context in order to take into account the race factor (Fanon).

Primary Readings: 1) G.W.F. Hegel *History as the Self-Realization of Spirit*
2) Karl Marx *The Economic Sources of Consciousness*
3) ---. From The German Ideology
4) ---. From the Preface to A Contribution to the Critique of Political Economy
5) ---. *Social Reality as Class Struggle*
6) Frantz Fanon *Extract from The Wretched of the Earth*

Secondary Readings: 1) Robert Tucker *Introduction to The Marx/Engels Reader*
2) Terry Eagleton Chapter 1 of his *Marxism and Literary Criticism*
3) Eric Williams *The Origin of Negro Slavery* (in his *Capitalism and Slavery*)
4) Samuel Yeboah *Ideology of Racism--the Origin of Racial Prejudice* (in his *The Ideology of Racism*)

Further Reading: 1) Karl Marx *The German Ideology* (in Tucker, ed. *The Marx/Engels Reader*)
2) ---. *The Communist Manifesto* (in Tucker, ed. *The Marx/Engels Reader*)
3) Friedrich Engels *Letters on Historical Materialism* (in Tucker, ed. *The Marx/Engels Reader*)
4) Aimé Césaire *From Discourse on Colonialism* (in Chrisman and Williams, eds. *Colonial Discourse and Post-colonial Theory*)
5) George Lamming *Politics and Culture* (in his *Conversations: Essays, Addresses and Interviews*)

Session Applying Marx's model of society to the *Marxism* and *Hegelian* *Hegelian* *Hegelian* *Hegelian* *Marxism*; Lukács' notion of *reflection*; re-presenting typical character; re-presenting typical character; the essence of the *contradiction* peculiar to a particular stage of history; the influence of the author's class consciousness; the capacity to faithfully reproduce the *real conditions* of existence; *Realism* versus non-Realism; Lukács' tradition of realist writers; practical application and the tradition; Lukács' hostility towards *Modernist* aesthetic.

- Primary Readings:** 1) Georg Lukács *Historical Truth in Fiction*
 2) ---. Extract from *The Historical Novel* on Shakespeare
 3) ---. *The Ideology of Modernism*

Secondary Readings: 1) Terry Eagleton Chapter 2 of his *Marxism and Literary Criticism*
 2) Tony Bennett *Formalism and Marxism*
 3) Frederic Jameson *Marxism and Form*

Further Reading: 1) Georg Lukács *Art and Objective Truth* (in his *Writer and Critic*)
 2) ---. *The Historical Novel*

Tutorial topics:

1.1. Discuss what a Marxist understands by the following: *stage of history*; *the dialectical development of production*; *social relations of production*; *ideology*; *the dominant ideology*; *literature*.

2. Give a brief account of the ways in which Marxist criticism of the *Base/superstructure model* to the criticism of literary texts.

3. What exactly does Lukács mean when he says that *realists who have sought to capture the typicality of the people who inhabit a particular stage of history*?

4. Give a brief account of Lukács' explanation of the phenomenon called *Modernism*.

WEEK EIGHT

The Dialogical Critique of Saussurean Linguistics

Session One *Monologism* versus *Dialogism*; the Bakhtinian notion of *discourse*; language is not an abstract system used in isolation from the lived contingencies of social life; language as necessarily *place and time* by specific individuals; language as necessarily *ideologically inflected*; *heteroglossia*; *hybridity*.

- Primary Readings:** 1) The Bakhtin Circle *Critique of Saussurian Linguistics*
 2) ---. *Language as Dialogic Interaction*

3) Mae Gwendolyn Henderson Speaking in Tongues: Dialogics, Dialectics and the Black Woman Writer's Literary Tradition

W E E K T E N

A Marxist Model of Postmodernism and Post-Colonialism

Session One The impact of Saussurean linguistics upon traditional approaches to literary criticism: rethinking the relationship between text and socio-historical context (Barthes); text and socio-historical context (Barthes); the three horizons of interpretation; Postmodernism as the cultural product of a particular stage of history: la Postmodernism qua the transcending of High Postmodernism qua the transhumanism of Postmodernism and the challenge to humanism of Postmodernism; legitimating narratives of Western civilisation; legitimating allegory; Post-Colonialism and multinational literary works as *national allegories*.

Primary Readings:

- 1) Roland Barthes Myth Today
- 2) Frederic Jameson On Literature as a Socially Symbolic Act
- 3) ---. The Second Horizon of Interpretation
- 4) ---. Postmodernism and Consumer Society
- 5) ---. Third World Literature in the Era of Multinational Capitalism

Secondary Readings: 1) William C. Dowling Jameson, Althusser and Marx: an Introduction to The Political Unconscious

Further Reading:

- 1) Frederic Jameson The Political Unconscious: Literature as a Socially Symbolic Act
- 2) ---. Postmodernism: or The Cultural Logic of Late Capitalism: Chapter One
- 2) Terry Eagleton Capitalism, Modernism and Postmodernism (in New Left Review 152 [1985])

Session Two Re-emphasising the referent of the Post-Colonial irreducible material basis of the Post-Colonial project: resistance against the lingering social effects of exploitation that was colonialism (Slemon); theorisation of Postmodernism and Post-Colonialism: is Postmodernism the same as the Postmodernism; postrealism; postnativist politics; postoptimism postrealism; postnativist postrealism; challenging the grand legitimating narratives of humanist perspective (Appiah humanist perspective (Appiah Otherness implicit in Jameson's Otherness implicit in Jameson's allegories (Ahmad); applying Jameson's allegories (Ahmad); reading African context: reading African literature in the (JanMohammed), Post-Colonial allegory (Slemon).

Primary Readings:

- 1) Stephen Slemon Modernism's Last Post
- 2) Kwame Anthony Appiah The Postcolonial and the Postmodern
- 3) Aijaz Ahmad Jameson's Rhetoric of Otherness 3) Aijaz Ahmad Jameson's

Allegory

4) Abdul JanMohammed Introduction and Conclusion to Manichean Aesthetics

5) Stephen Slemon Monuments of Empire Post-Colonial Writing

WEEK ELEVEN***Foucauldian Discourse Analysis***

Session One The similarities and the differences between Foucault's *discourse*, on the one hand, and Bakhtin's use of that, on the other hand, but important differences between Foucault's notion of discourse and the Marxist notion of ideology: a) there is no mystification of ideology (humans manufacture various subjects which then determine what is to be taken as truth), b) one must seek to understand inequity (as well as the ideological discourses which justify these) not as the consequence of a particular of affairs -- hierarchical social relations and a certain distribution of economic wealth are fostered by the circulation in society which paint such a situation as inevitable or the norm, and c) these discourses that dictate the truth are which is not the possession solely which is not the particular segment of society; the asymmetrical distribution of power is a much more complicated affair than a class-system would have us believe; the goal, in short, is not to understand the *origin* of discourses that purport to dictate the truth on any subject but, rather, their *function*; there is no truth on any subject: rather, *effects of truth* are secured by a certain *policing*; the way in which *discursive practices* discipline bodies in order to fashion subjects out of individuals (the process of *subjectification*); the importance of *surveillance* in this regard; the influence of Nietzsche's notion of the Will-to-Power and Truth on Foucault; *genealogical analysis*.

Primary Readings: 1) Michel Foucault Two Lectures

Session Two Assimilating Foucauldian Discourse Analysis.

Primary Readings: 1) Michel Foucault Truth and Power

Secondary Readings: 1) Alan Sheridan Michel Foucault: the Will to Truth
2) Paul Rabinow Introduction to The Foucault Reader

Further Reading: 1) Friedrich Nietzsche On the Genealogy of Morals
2) ---. The Will to Power
3) Michel Foucault The Order of Things

- 4) ---. The Archaeology of Knowledge
- 5) ---. Discipline and Punishment
- 6) ---. The History of Sexuality (vols. 1, 2, 3)
- 7) ---. Nietzsche, Genealogy, History (in Paul Rabinow, ed. The Foucault Reader)
- 8) ---. The Discourse on Language (in Adams, ed. Critical Theory Since 1965)
- 9) ---. What is an Author? (in Adams, ed. Critical Theory Since 1965)

WEEK TWELVE

Post-Colonial Theory meets Foucault

Session One Understanding how European discourse writings of all kinds, literary, scientific, even constructed the Oriental in a certain inscrutable, lazy, shifty, etc.); the primary function of Orientalist discourse: the validation of the Oriental (other); applying Said's thoughts on Orientalism to other geographic areas colonised by Europe.

Primary Readings: 1) Edward Said From Orientalism

Secondary Readings: 1) Denis Porter Orientalism and its Problems (in Chrisman and Williams, eds. Colonial Discourse and Post-colonial Theory)
2) Aijaz Ahmad Orientalism and After (in Chrisman and Williams, eds. Colonial Discourse and Post-colonial Theory)

Further Reading: 1) Edward Said Orientalism
2) ---. Culture and Imperialism
3) ---. The World, the Text and the Critic
4) V.Y. Mudimbe The Invention of Africa

Session Two Foucauldian discourse analysis as best applied to a wide body of writings that purport to dictate the truth of a particular individual text as best understood in wider political project; canonical literature as colonialist project (i.e. playing an indispensable role in aims of imperialist discourse and constructing a certain image of colonies and the colonial subject); applying Foucault to Post-Colonial (Said); applying Foucault to Post-Colonial counter-discourse in the Foucauldian (Tiffin);

Primary Readings: 1) Edward Said Jane Austen and Empire
2) Helen Tiffin Rites of Resistance: Counting
Biography

WEEK THIRTEEN

The Postmodernist and the Post-Colonial Critique of Historical Objectivity

Session One The subjective nature of historical inquiry; the literary nature of historical text; the indispensability of Northrop Frye's view of the circulation of certain forms which structure our interpretation of the past is

narrative form which we use (White); narrative form which we use (White); how the truly White's critique of traditional historiography taking into account Saussure's critique of Derrida's, in turn, of Saussure; the importance in this regard of Bakhtin's critique of Saussurean linguistics: language is always in use by specific people at a particular time (Clarke).

Primary Readings: 1) Hayden White *The Historical Text as Literary Artifact*
 2) Richard Clarke *Extract from The Literary Nature of the Historical Text: Some Implications of Postmodernism*

Session Two *The Post-Colonial Response to White et. al.: the worldliness of the text (Said); given the fictional nature of all histories, the of literary fictions to the process of rewriting Eurocentric histories.*

Primary Readings: 1) Edward Said *The World, the Text and the Critic*
 2) Helen Tiffin *Post-Colonialism, Po of Post-Colonial History*
 3) Evelyn O Callaghan *Historical Fiction and Fict Phillips Cambridge*

Further Reading: 1) Hayden White *Metahistory*
 2) ---, *The Content of the Form*
 3) ---, *The Question of Narrative in Contemporary Historical Theory* (in Mark Currie, ed. *Metafiction*)
 4) Louis Mink *Narrative Form as a Cognitive Instrument* (in Robert H. Canary and Henry Kozicki, *Form and Historical Understanding*)
