E33D CONTEMPORARY CULTURAL AND CRITICAL THEORY:

POST-STRUCTURALISMS AND POST-COLONIALISMS 2001-2002

Lecturer: R. Clarke; Room A30; Tel. No. 417-4411; <u>clarker@uwichill.edu.bb</u>

Prerequisite: B+ or above in E23G Twentieth Century Literary Theory (or equivalent)

Contact hours: Two 1.5-hour seminars per week

Tuesday 10.30 AM - 12.00 PM in Room A27 Thursday 10.30 AM - 12.00 PM in Room A27

Office Hours: Tuesday 5 PM - 6 PM

Thursday 5 PM - 6 PM

Building upon the introduction to the five *modern* schools of criticism (Marxism, Freudian Psychoanalysis / Jungian Archetypal Theory, Phenomenology / Existentialism / Reader-Response and Reception Theory, Feminism, and Anti-colonial Theory) provided in E23G <u>Twentieth</u> <u>Century Literary Theory</u>, this course seeks to introduce students to five *contemporary* schools of cultural and critical theory inspired by Saussurean and post-Saussurean notion of difference.

To this end, we will begin by exploring the implications of Saussure's critique of traditional models of signification for traditional concepts of subjectivity, linguistic representation and self-expression. We will then read and discuss seminal essays drawn from the following three Post-Structuralist schools:

Semiotics.

Dialogical criticism, and

Discursive criticism.

The goal in so doing is to explore the ways in which each school of thought has mounted a radical challenge to both traditional liberal humanist and modern dialectical conceptions of:

subjectivity,

knowledge,

the structure of the social formation,

the discursive construction of gender,

the discursive construction of race,

the structure of the text,

the nature of the relationship between the text and reality (representation / realism)

realism),

the nature of the relationship between the text and the author (authorship / self-expression),

the nature of the relationship between the text and other texts (literary history / intertextuality), and

the role of the reader.

In each module, we will compare Post-Structuralist essays with related seminal essays by

Feminist, Post-colonial, and African American theorists such as:

Monique Wittig, Hélène Cixous, Dale Bauer, Judith Butler, Helen Tiffin, Trinh Minh-ha,

Henry Louis Gates, Jr.

Bill Ashcroft, Edward Said, and Sara Mills.

The goal in so doing is to explore how each of these thinkers has engaged with post-Saussurean concepts of difference in an effort to rethink the dominant ways in which patriarchal, colonial and post-colonial cultural phenomena and practices have come to be conceptualised.

Assessment:

Regular seminar participation / presentations 40% 1 research paper (c. 20 p.) 60%

Required Texts:

Critical Theory Since 1965	R
Colonial Discourse and Post-Colonia	1
Theory	R
<u>Mythologies</u>	R
The Bakhtin Reader	R
The Archaeology of Knowledge	R
The Foucault Reader	R
<u>Orientalism</u>	R
The Signifying Monkey	R
Figures in Black	R
	Theory Mythologies The Bakhtin Reader The Archaeology of Knowledge The Foucault Reader Orientalism The Signifying Monkey

SelectedSelected essays by Stuart Hall, Cornel West, Gwendolyn Mae Henderson, and Selected essays by E33D folder in the library to be photocopied.

Recommended:

Terry Eagleton	Literary Theory: an Introduction	R
Ania Loomba	Colonialism / Post-colonialism	R
Bart Moore-Gilbert	Post-colonial Theory	R

R indicates that the book in question is on reserve in the library. Students should note that they are not required to purchase required to purchase any / all these texts, although if they wish to do so, they might consi particular particular the ones marked by an asterisk. particular the ones marked by an asterisk. The texts listed here lecturers have no control over whether or not the bookstore orders what we request.

StudentsStudents are cautioned that the **Required Readings** listed below listed below are *absolutely essential* and a bebe read in the suggested order. Copies of the Required Readings for students to photocopy in turn maymay bemay be found in the E33D folder in the library. Wherever possible, students are. Wherever possible, smakemake use of the required anthologies (on reserve) as wellmake use of the required anthologies (on reserve) a library. (The sources of particular essays are listed in brackets after each entry.)

YouYou will also be provided with a list oYou will also be provided with a list of **RecommendedReco**

StudentsStudents should note that this couStudents should note that this course will IStudents should note that seminarsseminars are productive is a function of the effort which studseminars are productive is a function of assigned assigned materials and b) the effectiveness of the presentations a StudentsStudents must be prepared to Students must be prepared to read, reread and re-reread the assigned readings thethe best way to come to grips with difficult readings is the best way to come to grips with difficult readings in a vigorous exchange of They must also be prepared to engage in class in a vigorous exchange of They must also be prepared to glean for themselves the important information to be drawn from the assigned readings.

TheThe term paper should preferably be *typed* on a computer on a computer and on a computer and must be guidelinesguidelines set out in the <u>MLA HandbooMLA Handbook</u> or or the Faculty of Humanities Essay Writin *carelessly documecarelessly documented or presence work will be* essay submitted in case it gets lost.

READING SCHEDULE

MODULE ONE: SAUSSUREAN LINGUISTICS / SEMIOTICS

Week 1: Introduction / Saussurean Linguistics

Required Readings:

Sem. 1: General discussion of the aims of the course, requirements, etc.

Terry Eagleton <u>Literary Theory: an Introduction;</u>

Structuralism and Semiotics

Post-Structuralism

Ania Loomba <u>Colonialism / Postcolonialism:</u>

Situating Colonial and Postcolonial Studies

Bart Moore-Gilbert Postcolonial Theory:

Postcolonial Criticism or Postcolonial Theory

Sem. 2: Saussure s Model of Signification

Saussure, Ferdinand From Course in General Linguistics (in Adams and Searle)

Recommended Readings:

Terry Eagleton David Robey <u>Literary Theory: an Introduction;</u> <u>Mode m Lite rary Theory:</u> Structuralism and Semiotics (section on Saussure)

Modern Modern L Modern Linguistics and the Modern Linguistics and the Languag
on Saussure)

Seminar Presentations:

- 1. HowHow did Plato conceive of the nature of reality? Did heHow did Plato conceive of the nature of reality as it really is?
- 2. PlatoPlato held what linguists refer to as a refPlato held what linguists refer to as a referentPlate correspondence) correspondence) model of language correspondence degree has this become a widely shared view of language?
- 3. PlatoPlato also hePlato also held whaPlato also held what linguists refer to as an instrumental or language.language. What do you understalanguage. What do you understand by language. What do you widely shared view of language?
- 4. HowHow exactly, according to Saussure, do signs signifyHow exactly, according to Saussure, do sign WouldWould you agree that this representsWould you agree that this represents a radicalWould you agree the linguistic models discussed above?
- 5. DefineDefine the Define the followingDefine the following key Saussurean terms: sign, referent, signifier, systemsystem or structure, différence, binary oppositions, diachrony, synchrony, langue, parole, system or st paradigmatic axis, the syntagmatic axis.
- 6. DoesDoes Saussure s model of the sign explain why human beings have a Does Saussure s mo comprehend reality (i.e. to think) in terms of binary oppositions? If so, how?
- 7. WhatWhat do you understand by whatWhat do you understand by what philosophers term theWhat do you CompareCompare DescaCompare Descartes model of human subjectivity with Plato's and Johnspectively.
- 8. InIn what ways does SaussurIn what ways does SaussureIn what ways does Saussure s model of lan Cartesian subject?
- 9. Explain, Explain, in the light of Saussure s essay, the following statement: The mExplain, in the ligh utterance occurs at the intersection of the paradigmatic and syntagmatic axes.

Week 2: The Saussurean Critique of a) Realism and b) Self-expression Required Readings:

Sem. 1: Literature and Historiography / Representation

Roland Barthes The The Discourse of History (in Keit The Discourse of History (in Keith Je

History Reader)

Hayden White MetahMetahistory:: Introduction: The Theory: Introduction: The T

WWork, Work, ExplanatioWork, Explanation by Er

Explanation by Formal Argument (pp. 5-21)

Roland Barthes The Reality Effect (in Lillian First, ed. <u>Realism</u>)

Roland Barthes <u>Mythologies</u>:

Myth Today

Sem. 2: Subjectivity and Language / Authorship

Emile Benveniste The The Nature of Pronouns (in The Nature of Pronouns (in his <u>ProProblem</u> also in Paul Cobley, ed. <u>The Communication Reader</u>)

Recommended Readings:

Richard Clarke

T h The The Literary Nature of the Historical Text: Some Implications of the Post The Literary Nature of the Historical Realism for Caribbean Historic graphy Journal of Caribbean History 32 (1998)

Seminar Presentations

- 1. OnOn what grounds does Barthes ask us to rethinkOn what grounds does Barthes ask us to rethink the parad
- 2. WhatWhat do you understand by WWhat do you understand by White What do you understand argumentation? How are these concepts related to Saussure's notion of the syntargum axis?
- 3. HowHow does White s argument that historicalHow does White s argument that historical works, like thei undermineundermine the view widely shared by historians that historical works merely re-present the past as it really occurred?
- 4. I f If meaning If meaning in language arises not from the If meaning in language arises not from the ref butbut from differential relations among thebut from differential relations among the signs themselves, then reflects reflects reality can no longer be taken for granted. Use reflects reality can no longer be taken toto explore, in the light of this statement, the cto explore, in the light of this statement, the chall signification signification to the concept of literary Realismsignification to the concept of literary Realismsignification to the concept of literary Realisms.
- 5. Benveniste s Benveniste s poi Benveniste s poin Benveniste s point is that words are not vehicles themselves. Rather, it may be the other way around: given the themselves. Rather, it may be the cinin language, people are in fact assigned in language, people are in fact assign think they use. Explain.
- 6. The The claim has typically been made for literary genres. The claim has typically been made for retrospectively retrospectively puts into words the thoughts and feelings inspireretrospectively puts experiences. Erom this point of view, the writer uses words to experiences. From this point of view, the writer uses words to experience and the view of view and the view of view and the view and the view a

Week 3: Feminism: Semiotic Emphases

Required Readings:

Sem. 1:

Monique Wittig

The The Mark of Gender The Mark of Gender (in her The Mark of Gender (in Hélène Cixous

Sorties (in Elaine Marks, et al., eds. New French Feminisms)

Sem. 2:

Hélène Cixous The Laugh of the Medusa (in Adams and Searle)

Week 4: Post-colonial / African American Theory: Semiotic Emphases Required Readings:

Sem. 1: Post-colonial Historiography / Post-colonial Literature and Historiography

 $Richard Richard Clarke\ The\ Literary\ Nature\ The\ Literary\ Nature\ of\ the\ Historical\ Text:\ Some\ Implications$

PostmodernistPostmodernist Critique of Realism for CarPostmodernistPostmodernist Critique of Realism for CarPostmodernistPostmodernistPostmodernist Critique of Realism for CarPostmodernistPostmodernis

Historiography Historiography <u>Journal of Caribbean History</u> 32.1 32.1 &2: Helen Tiffin Post-Colonialism, Post-Colonialism, Postmodernism and Rehabili Post-

ColonialColonial History Journal of CommonwealthJournal of Commonw

(1988): 169-181

Sem. 2: Representation / Authorship

Henry Louis Gates, Jr. Binary Binary Opposite Binary Opposites in Chapter One of Binary Opposites in Chapter Opposites in Chapte

Trinh T. Minh-ha Difference: a Special Third World Wo Difference: a Special Third Cameron, ed. The Feminist Critique The Feminist Critique of Language: The

Seminar Presentations

1. DoesDoes Gates conceptualiseDoes Gates conceptualise Frederick Douglass Does Gates conceptualise Fre expression? If not, how does he conceptualise it?

MODULE TWO: DIALOGICAL CRITICISM

Week 5: The Dialogical Model of the Sign

Required Readings:

Sem. 1:

The The Bakhtin Circle Critique Critique of Saussurian Critique of Saussurian Linguistics (in <u>The Bakhti</u> Morris)

The Bakhtin Circle Language as Dialogic Interaction (in Morris)

Sem. 2:

The Bakhtin Circle Reported Speech as Index of Social Change (in Morris)

The Bakhtin Circle Social Heteroglossia (in Morris)

Recommended Readings: Simon Dentith <u>Bakhtinian Thought: an Introductory Reader</u>. Volosinov and Bakhtin on Language

- 1. Where Where Saussure emphasised langue and synchrony, the Bakht Where Saussure emphasised landiachrony. Why does the Bakhtin Circle think it vital to emphasise the latter?
- 2. The The Bakhtin Circle accused, implicitly The Bakhtin Circle accused, implicitly or explicitly, Saussurear HowHow did they restore How did they restore the connection between the sign and How did they restore the resorting resorting to the traditional mimetic model of the si criticised?
- 3. IsIs subjectivity, for the Bakhtin Circle, something pre-given? If not,Is subjectivity, for the Bakhtin Circle, the Bakhtin Circle adhere to an expressivist model of signification?
- 4. Is signification, for the Bakhtin Circle, ever a solipsistic affair?
- 5. In what sense may the sign be described as hybrid or double-voiced?

- 6. Discourse Discourse and dialogism are Discourse and dialogism are key Discourse and dialogism of of signification. What do you understand by each of of signification. What do you understand by each of the signification.
- 7. InIn what ways is the Bakhtin Circle sIn what ways is the Bakhtin Circle s philosophy of language differe to by conventional Marxist thinking?
- 8. Epistemologically-Epistemologically-speaking, Epistemologically-speaking, would it be fair to define this different from the point of view of conventional Marxism?
- 9. Where Where conventional Marxists Where conventional Marxists (eg Lukács) stress the dialectic, the Circle is on the dialogic. What do you understand by this claim?
- 10. If If the Bakhtin Circle used Marxism to If the Bakhtin Circle used Marxism to critique Saussure, they als thethe conventional Marxist notion of the nature of ideology. How, given Bakhtin's premises, wouldwould you conceptualise the relationship between Marxism and Saussurean linguistics in Bakhtinian thought?
- 11. Compare the Saussurean/Derridean view of language with the Bakhtinian.

Week 6: Dialogism and Literature

Required Readings:

Sem. 1: Carnival

Mikhail Bakhtin Folk Humour and Carnival Laughter (in Morris)

Sem. 2: Literature and Ideology / The Heterglot Novel

Mikhail Bakhtin Literature as Ideological Form (in Morris)
Mikhail Bakhtin Genres as Ideological Forms (in Morris)

Mikhail Bakhtin The Heteroglot Novel (in Morris)

Recommended Readings:

Simon Dentith Bakhtinian Thought: an Introductory Reader.

---. Bakhtinian Thought: an Introductory Reader.

Bakhtin s Carnival
Bakhtin on the Novel

- 1. For For the poor, the festivities associated with carnival during the Middle Ages served to temporarily suspend or displace the structures oftemporarily were parodied in thewere parodied in the process of being inverted. Similarly, there was nowere parodied in the the truth or a single, unified verbal-ideological centre. There truth or a single, unified verbal-ideological centre offofficial ficial languages and versions of reality in order to show that none of them could lay claim to authenticity authenticity or absolute fidelity to the truth. Is this an accurate summation this an accurate summon the Carnivalesque?
- 2. WhatWhat links does Bakhtin perceiveWhat links does Bakhtin perceive between the rise toWhat links din eighteenth century Europe and carnival in Medieval Europe?
- 3. Why, according to Bakhtin, is there no simple, unmediated relationship between the novel and that which it purports to re-present?
- 4. WhatWhat exactly does Bakhtin mean when he describes the novel as heteroglWhat exactly polyphonic? polyphonic? What link does Bakhtin perceive b polyphonic? What link does Bakhtin perceive and the heteroglot nature of language?
- 5. WhatWhat are the implications of BakhtiWhat are the implications of Bakhtin's critiqueWhat are the authorship authorship (to be authorship (to be precise, the view that the authorship (to be precise, the

- that it is this view alone which his/her novel privileges)?
- WhatWhat do you understand by the termWhat do you understand by the term intertextWhat do you 6. pphenomenon? phenomenon? Is intertextuality another way of thinking about what other theorists term literary history?
- ToTo what literary genre doesTo what literary genre does Bakhtin expresslyTo what literary genre does Ba 7. werewere critical methods appropriate to thiswere critical methods appropriate to this genre mistakenly appropriate to the second of the critical methods appropriate to the critical methods appropriate to the second of the critical methods appropriate to the critical method of the critical methods appropriate to the critical methods a ofof the novel? Are both geof the novel? Are both genres suof the novel? Are both genres susc analysis?
- Compare Compare Derridean and Bakhtinian views on A) Realism; Compare Derridean and Bakhtinian vie 8.

Feminism: Dialogic Emphases

Required Readings:

Sem. 1:

Bauer, Dale Gender in Bakhtin's Carnival (in Warhol and Hemdl)

Female Female Grotesques: Carnival and Theo Female Grotesques Russo, Mary

Grotesque; also in Teresa; also in Teresa de Lauretis, ed.; also in Teresa de

Critical Studies)

Sem. 2:

O Callaghan, Evelyn Woman Version:

Introduction

Mae Gwendolyn Henderson

Speaking Speaking in Speaking in Tongues Speaking in Tongues: Dialogics, I Writer s Tradition (in Williams and Chrisman)

Post-colonial / African American Theory: Dialogical Emphases Week 8: **Required Readings:**

Abrogation and Appropriation / Post-colonial Literary History **Sem. 1:**

Bill Ashcroft

Constitutive Constitutive Graphonomy Constitutive Graphonomy EEurope: Europe: Critical Theory and Post-colonial Writing; als; also i; a

Ashcroft, et al., eds. The Post-colonial Studies Reader)

Helen Tiffin and Joanne Tompkins

Carnival and Carnival Logics (in their Post-Colonial Drama)

Signifyin(g) / African American Literary History **Sem. 2:**

Henry Louis Gates, Jr. The Signifying Monkey:

The The Signifying Monkey and the Language of Signifyin(g): section I

Figures Of Signification

Recommended Readings: Houston Baker, Jr. Blues, Ideology, and Afro-American Literature:

Discovering Discovering America: Generational Shifts, Afro-Ameri Discovering America: Generational Shifts,

Study of Expressive Culture

Brad Bucknell Henry Louis Gates, Jr. and the Theory of Signifyin(g) Ariel 21 (1990): 65-83 Bakht in in A frica n American Literary Theory ELH 61 (1994): 445-471 Dorothy Hale

Seminar Presentations

- Explain Gates concept of Signifyin(g). 1.
- ToTo what degree is Gates s conceptTo what degree is Gates s concept of Signifyin(g) To what degree is 2. of double-voiced discourse?
- CompareCompare the concept of Signifyin(g), on theCompare the concept of Signifyin(g), on the one h 3. language, on the other. Are they informed by the same problematic?
- HowHow does the concept of Signifyin(g) reqHow does the concept of Signifyin(g) require the 4. symbolic resistance and counter-discourse?
- Gates Gates uses the term Signifyin(Gates uses the term Signifyin(g Gates uses the term characterisescharacterises the relationship between, firstly, the earliest African American litcharacterises 5. theirtheir Anglo-Americantheir Anglo-American precursors and, secondly, between the authors themselve come to constitute the emergingcome to constitute the emerging African American canon. Is this ancon of Gates notion of Signifyin(g)?
- ToTo what degree is Gates s understanding of the process of literary revision indebtedTo what degree is Bakhtin Circle s concept of literary history?
- Is Gates concept of Signifyin(g) applicable to emergent Post-colonial literatures? 7.

MODULE THREE: DISCURSIVE CRITICISM

Foucault s Model of Discourse Week 9:

Required Readings:

6.

Sem. 1: Archaeology / Genealogy

The The Formation of Objects The Formation of Objects (chapter 3 of The I Michel Foucault Knowledge also in Rivkin and Ryan)

MichelMichel FoucaultNietzsche, Nietzsche, Genealogy, Nietzsche, Genealogy, History Nietzsche, Ge Reader)

Disciplining the Subject Sem. 2:

Michel Foucault Panopticism (in Rabinow)

David Shumway Recommended Readings: Michel Foucault passim

- What What precisely does Foucault mean when he speaks of the for What precisely does Foucault mean 1. exactly are the three rules of formation to which he alludes?
- WhatWhat do you understand by Foucault's terms discourse? How is his use of the term 2. different from the Bakhtin Circle s?
- What does Foucault mean by the terms discursive formation and discursive practice? 3.
- Compare Foucault s notion of discourse with the Marxist concept of ideology. 4.
- What What does Foucault mean when he speaks of undertaking an What does Foucault mean when 5. example, an archaeology of knowledge)?
- What What exactly is involved in tracing What exactly is involved in tracing the genealogy What exactly examples of concepts and the genealogies thereof that may be traced? 6.

- 7. Compare the terms archaeology and genealogy as used by Foucault.
- 8. DoesDoes Does the following comment by Benveniste shed any light on Foucault's project in wDoes the likelike <u>DisciplineDiscipline and Punishment</u>: [c]onsciousness of self is: [c]onsciousness of self is only public byby contrast. I use I onlyby contrast. I use I only when I am speaking to someone who will beby contrast.
- 9. For For Foucault, For Foucault, the exclusion of lepers from mainstream European For Foucault, the exclusion paradigmatic of a whole host of other exchanges a whole host paradigmatic of a whole host of other exchanges and thus excluded from the mainstream of and thus excluded from the mainstream of society. What exthis serve?
- 10. What does Foucault mean by the term discipline?
- 11. Foucauldians Foucauldians claim that normalisation and the compulsionFoucauldians claim that normalisation are compulsionFoucauldians.

Week 10: Discursive Criticism and Literature

Required Readings:

Sem. 1: Authorship

Michel Foucault What Is an Author? (in Rabinow; also in Adams and Searle)

Sem. 2: Representation / The Role of the Reader

Edward Said Secular Criticism (in Adams and Searle)

StanleyStanley Fish What What Makes an Interpretation Acceptable (in his <u>IsIs ThereIs There a TextIs</u>

this Class?)

Seminar Presentations

- 1. Given Given that the original title of this essay is Given that the original title of this essay is What Given that essay is Foucault writing back here? What is his thesis here?
- 2. Why does Foucault speak of an author-function rather than author per se?
- 3. What What are the three main What are the three main functions which What are the three main functions whi
- 4. What are the four main characteristics of authored dicourses, according to Foucault?
- 5. Discuss Discuss some of the implications of FDiscuss some of the implications of FoucaDiscuss so questions of literary and theoretical history.
- 6. HowHow does How does SaidHow does Said envisage the process of literary criticism? To what extent is he regard indebted to Foucault?
- 7. In what ways may literature In what ways may literature be said to be complicit, according to Said, In what processes of which Foucault writes?
- 8. What, What, according to Fish, are the main in What, according to Fish, are the main in SWhat, according to Fish, accor

Week 11: Feminism: Discursive Emphases

Required Readings:

Sem. 1: The Discursive of Construction of Gender

Butler, Judith Gender Trouble, Feminist Theory, and Psyc Gender Trouble, Feminist

(in(in Linda Nicholson, (in Linda Nicholson, ed. <u>Feminism/Postmodemism;</u> her <u>Gender Trouble</u>)

Sem. 2: Linguistics and Criticism

Maria Black and Rosalind Coward

Linguistic, Linguistic, Social and Sexual Relations: a Linguistic, Social and Sexual ManMan Made Language (in Deborah (in Deborah Came (in

Feminist Critique of Language: a Reader)

Martin, Biddy Feminism, Feminism, Cri Feminism, Criticism and Foucault (in Irene Diam Quinby, Quinby, eds. Feminism and Foucault: Reflections on

Resistance)

Week 12: Post-colonial Post-colonial / African Post-colonial / African American Theory: CoPost-co Discourse

Required Readings:

Sem. 1: Colonial Discourse / Gender and Colonial Discourse

Edward Said From Orientalism (in Chrisman and Williams)

Sara Mills Knowledge, Knowledge, Ge Knowledge, Gender, and Empire (in Alison Blunt, et a Women and Space; see also her Discourses of Difference)

Sem. 2: Counter-Discourse

Helen Tiffin Post-Colonial Post-Colonial L Post-Colonial Literatures and Counter- Post-Colonial Literatures and Counter- Post-Colonial L Post-

(1987): 17-34

HelenHelen Tiffin Rites of Resistance: Counter-Discourse and West India Rites of Resistance: Counter-Discourse and Rites of Resistance: Counter-Di

Journal of West Indian Literature 3.1: 28-46

GayatriGayatri Spivak Three Women's Texts and a Critique of Imperialism (in Three Women's Texts a

Belsey, et al., eds. The Feminist Reader)

 Recommended Readings:
 Bart Moore-Gilbert
 Post-colonial Theory:
 chapter on Said

 Robert Young
 White Mythologies:
 chapter on Said

- 1. According According to According to Said, the greatest oversight in Foucault's work is According to Sofof race. Orientalism repre represents an erepresents an effort to fill this gap by treating the process Europeans Europeans gained Europeans gained a sense of their own identity Easterners. Discuss.
- 2. IsIs the process described by Said in <u>Orientalism</u> applicable to applicable to Europe's relationship with other regions of the world? If so, which?
- 3. He He shows us no He shows us not only ho He shows us not only how we were constructed knowledge knowledge but also, more importantly knowledge but also, more importantly perhaps, how we we to our own detriment. Is this an apt description of Said s <u>Orientalism</u>?
- 4. WhatWhat do you understand by the term abrogation and appropriation popularisWhat do you under Empire Writes Back? Compare this notion with Gates s notion of Signifyin(g).

RESEARCH PAPER

Word Limits: One (1) approx. 20-page paper

(The (The paper should be double-spaced.; (The paper should be double-spaced.; please(The

Deadline: Friday of the week following our last class

Answer one of the following questions:

1. Analyse 1. Analyse a (Post-)colonial text of your choice from the point 1. Analyse a (Post-)colonial text of your choice fr

Semiotics

Dialogical criticism

Discursive criticism

Your essay should include a clear outline of the methodological principles which you employ.

2.Drawing2.Drawing upon the arguments advanced by a relevant Post-colonial theorist(s), discuss **ONE** (**ONE** of the following topics:

The discursive construction of the Other;

Counter-Discourse;

Post-colonial linguistic signification;

Rethinking Post-colonial authorship;

Rethinking Post-colonial realism;

Rethinking Post-colonial literary histories;

The Post-colonial reader;

Post-colonial literature and historiography..

YouYou should aim to ground your argument through You should aim to ground your argument through concrete ryour choice.

WARNING

EssaysEssays must be writteEssays must be written according to the guidelines laid out in summarisedsummarised in the pamphletsummarised in the pamphlet <u>FaFaculty of Human ties Guideline</u> from the Faculty Office). Poorly presented and documented essays will be penalised.

Students should keep a copy of their term paper in case it gets lost.