

Spring 2003
FYSP 146
TuTh, 9:35-10:50

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Office Hours: MW 1:30-2:30
TuTh 12:30-1:30 & by appt

Pedagogies of Empire

This course will analyze the pedagogies through which (British) colonialism (re)-made colonial subjects and subjectivities. Simultaneously, it will examine the responses, oppositional and otherwise, these pedagogies called forth. The course will focus on the scenes of instruction in canonical texts of empire and in a variety of anglophone texts from the so-called Third World.

Texts:

Ama Ata Aidoo, *Our Sister Killjoy*
Michelle Cliff, *Abeng*
Joseph Conrad, *Heart of Darkness*
Tsi Tsi Dangarembga, *Nervous Conditions*
Daniel Defoe, *Robinson Crusoe*
Frantz Fanon, *Black Skin, White Masks*
Merle Hodge, *Crick Crack Monkey*
Rudyard Kipling, *Kim*
Tayeb Salih, *Season of Migration to the North*

In addition to the texts above, I have assigned some essays that are available on ERES; you can access these by using the password FYSP146.

Tentative Class Schedule:

Feb. 4:	Introduction: Discussion of readings, and requirements and procedures
Feb. 6:	"Currying Favor," "Minute," "Abolition." (all on ERES)
Feb. 11, 13:	<i>Crick Crack Monkey</i>
Feb. 18:	"Introduction," <i>Orientalism</i> (on ERES)
Feb. 20, 25:	Selections from <i>Black Skin, White Masks</i>
Feb. 27:	Viewing of Isaac Julien's film on Fanon
Mar. 4, 6:	<i>Nervous Conditions</i>
Mar. 10, 12:	Individual conferences for Paper 1
Mar. 11:	In-class workshop for Paper 1
Mar. 13:	Paper 1 due; no class
Mar. 18, 20:	<i>Heart of Darkness</i>
Mar. 22-30:	Spring Break
Ap. 1, 3:	<i>Season of Migration</i>
Ap. 8, 10:	<i>Our Sister Killjoy</i>

Ap. 11, 14:	Individual conferences for Paper 2
Ap. 15:	In class workshop for Paper 2
Ap. 17:	Paper 2 due; no class
Ap. 22, 24:	<i>Abeng</i>
Ap. 29, May 1:	<i>Robinson Crusoe</i>
May 6, 8:	<i>Kim</i>
May 8, 9:	Individual conferences for Paper 3
May 12:	Paper 3 due

Requirements and Procedures:

You will write three 5-6 page papers for this course. For each paper, you will have to explicitly identify a specific issue/problematic that engages you in a given text or texts, justify why it's worth talking about, clarify the assumptions that undergird your interest in it. Your paper should be organized coherently around this specific issue/problematic and function as a well-developed argument with supporting evidence from examples from the text(s) you choose for analysis. For the first two papers you will discuss drafts in individual conferences with me and in in-class workshops. For the third paper, you may discuss your rough drafts with me in individual conferences. You may revise papers for a better grade/improved argument; revisions are due within a week of my returning graded papers to you. Each paper should cover one, or two, or all of the readings from the immediately preceding section. Thus, paper 1 will focus on the readings, or *Nervous Conditions*, or *Black Skin*, or *Crick Crack Monkey*, or a combination or all of them; paper 2 on *Heart of Darkness*, or *Season*, or *Our Sister Killjoy*, or two, or all of them, and so on.

Late submission of papers is not encouraged, although, in an emergency, I do grant extensions. Extensions **must** be cleared with me prior to the date on which papers are due. Otherwise late papers are penalized a letter grade for each day they are late.

Due dates for papers are as follows:

March 13:	Paper 1
April 17:	Paper 2
May 12:	Paper 3

My classes are organized around discussions; it is imperative, therefore, that you read and come prepared to discuss all the work assigned for the date on which it is specified. I do not hesitate to call upon specific students whether or not they have indicated their wish to participate. Class participation counts for 25% of the final grade, with papers 1, 2, and 3 counting for 25% each.

You cannot pass this course unless you have completed **all** the written work.

Attendance:

It should go without saying that you are expected to do all the reading for the course on time. You are allowed 3 unexcused absences for this class. For every day you miss beyond that, your final grade will be reduced by 1/3 of a grade (e.g., if you have 4 absences your grade will go from B+ to B; if you have 5 absences, it will go from B+ to a B-, etc.)