



## **English 3935 WDE: Global Africa**

**Winter 2023 Jan 9 - Apr 11**

Course Location: Zoom

Class Times: MW 1:00PM - 2:30PM

Prerequisites: Two FCEs in English, including at least one half-course at the second- year level, or permission of the Chair of the Department

**To our Student:** Should you require information or documents from our office in another format, please let us know. We are happy to help you. Contact your instructor or our Department of English Administrative Assistant.

### **Instructor Information**

Instructor: TBD

Email: TBA

Office Hours: email for an appointment

### **Course Description/Overview**

A study of twentieth and twenty-first century English-language literature and cultural expression from Africa and the Black diaspora. Texts will include literature, film and/or music from throughout the Black world, including Africa, Europe, and the Americas.

Topics to be covered may include the cultural legacies of slavery and colonialism, the negritude movement, pan-Africanism, the Harlem renaissance, apartheid, civil rights, the Black Atlantic, the development and use of new versions of English language, and Black popular cultures.

### **Course Objectives and/or Learner Outcomes**

- ✧ read global African texts critically, and assess their rhetorical, ideological and aesthetic strategies.
- ✧ write well (grammatically correct, clear, effective prose).
- ✧ communicate ideas effectively and coherently, in both the persuasive essay, and a variety of other forms.
- ✧ identify the conventions of a variety of genres of global African literature, both general (such as poetry) and specific (such as the dub poem), and to identify ways in which individual texts work within, or expand the definitions of, that genre.
- ✧ analyse specific literary devices and explain how those devices contribute to the meaning of global African literary texts.



- ✧ explain the role of global African literature in articulating and creating categories of identity.
- ✧ explain how a global African text is produced by, and produces, its historical and cultural context.
- ✧ use library resources to research a topic in global African literature and use what they discover to illuminate a text.
- ✧ read global African texts critically in a variety of historical contexts.
- ✧ think independently and critically about literature and the issues raised by global African texts.
- ✧ identify and assess the social, environmental and other ethical themes presented in global African texts
- ✧ analyse global African texts from a variety of theoretical perspectives.

## Course Resources

### Required Course Texts (available from bookstore)

1. David Chariandy, *Brother*
2. Zora Neale Hurston, *Their Eyes Were Watching God*
3. Zoe Wicomb, *Playing in the Light*

### Course Websites

[Desire2Learn \(or myCourseLink\)<sup>i</sup>](#) .

[Course Wiki Dashboard<sup>ii</sup>](#)

### Other resources

1. *Postcolonial Plays*, ed. Helen Gilbert, available as an ebook via the university library
2. *Tsotsi*, dir. Gavin Hood, available to stream online via the criterion collection
3. Short readings on D2L

### Course Schedule

First Week: Introduction and Claude McKay, “My Native Land, My Home”  
Ama Ata Aidoo, Anowa

Second Week: Derek Walcott, “The Almond Trees,” “Ruins of a Great House” and “Landfall, Grenada”

Third Week: Zora Neale Hurston, *Their Eyes Were Watching God*  
Louise Bennett, ‘Pass Fe White,’ ‘Colonization in Reverse,’ ‘Jamaica Oman’



Fourth Week: Derek Walcott, Pantomime

Fifth Week: Ngugi wa Thiong’o, “Goodbye Africa”  
 Dionne Brand, “Return,” “...Seen”

Six Week: Reading Week

Seventh Week: Zoe Wicomb, Playing in the Light  
 Wikipedia presentations

Eighth Week: Wayde Compton, “Declaration of the Halffrican Nation,” “Translation Live on location” and “Blacklight Compensation Blues”  
 Toni Morrison, “Recitatif”

Ninth Week: Nalo Hopkinson, The Glass Bottle Trick  
 Linton Kwesi Johnson, “Street 66,”\* “Reggae fi dada”\* and Jean Binta Breeze, “Testament”

Tenth Week: David Chariandy, Brother

Eleventh Week: no class. View Tsotsi on your own time.  
 discuss Tsotsi

Twelfth Week: Mutabaruka, “dis poem”\* and review

**Assignments and Evaluation Table of Assignments**

<b>Assignment</b>	<b>Due date</b>	<b>Value</b>	<b>Length</b>
<i>Participation</i>	<i>Throughout term</i>	<i>10%</i>	<i>N/A</i>
<i>Wikipedia Entry</i>	<i>TBA</i>	<i>25%</i>	<i>1500-1800</i>
<i>Poetry Close Reading</i>	<i>TBA</i>	<i>10%</i>	<i>1000-1200</i>
<i>Major Paper</i>	<i>TBA</i>	<i>25%</i>	<i>2000 words</i>
<i>Final Exam</i>	<i>TBA</i>	<i>30%</i>	<i>N/A</i>

**Assignment Policies**

- ✧ All assignments must be submitted to the D2L Dropbox.
- ✧ Assignments are due by 4:30pm on the dates indicated.
- ✧ You are responsible for ensuring that assignments are uploaded in a timely fashion. Leave yourself adequate time to cope with computer-related delays.
- ✧ If you require an extension, you must ask for one BEFORE the due date.
- ✧ Unless you ask for (and receive) an extension, late essays will be penalized by 2% per day (to a maximum of 20%), and will not be accepted after 4:30pm on deadline date.



- ✧ The final exam must be written on the date scheduled, so do not make travel plans for the exam period until the exam schedule is posted.
- ✧ Exceptions to these policies are allowed only with a doctor's note or other appropriate documentation.

## Details of Assignments

### *Participation*

**A grade:** You regularly initiate discussion. You come to class thoroughly familiar with the required reading(s) and are prepared to raise questions, open discussion, identify topics of interest, and to actively engage other students in the discussion. Obviously, this does not mean monopolizing the discussion, shutting others down when they contribute, or talking for its own sake. You show respect for topic facilitation, your peers, and clear knowledge about the weeks' reading topics.

**B grade:** You participate regularly and productively. You come to class having done the readings, and willing to engage. You differ from an A-grade discussant in that the latter do not rely on the instructor's questions to set the agenda for discussion.

**C grade:** You participate on a regular basis, though less frequently than a B- grade student. C-grade discussants' participation may indicate that they are not well-prepared for class, or have not given thought to the assigned materials (e.g.: you speak of personal experience without making connections with the weeks' readings).

**D grade:** You contribute only infrequently to the discussion. D-grade discussants' contributions indicate that they are not well prepared for class, or have not given thought to the assigned materials.

**F grade:** You do not contribute to class discussion OR your participation throughout the term indicates that you have not done the readings or given thought to the topics. Participation is impossible if you are absent. 50% or more absences from the course will mandate an F-grade for participation.

### *Wikipedia Entry*

Many people turn to online encyclopedias such as Wikipedia to find out about authors and their work. But such sites only contain the information that its users upload – which may be incomplete, biased, or just plain wrong. Writers of colour, and those from smaller countries, are more likely than others to be ignored entirely, even if information about those writers is easily available elsewhere. Working in teams of four or five, students will write a Wikipedia entry on a Global African text that doesn't yet have its own page.



Students may form their own teams. Anyone not on a team after the first week of class will be assigned to one. Students should email me with the list of team members, and the topic the team has chosen.

The entry will be written according to Wikipedia guidelines; all students are required create their own Wikipedia account, and to complete training in editing, writing and peer reviewing in order to complete this assignment.

This assignment will be completed via a dedicated wiki course website, which you can find [here](#). Students will be working on one of the following five topics: Anowa; Brother; Pantomime; Playing in the Light; Wayde Compton and “Declaration of the Halffrican Nation”

All texts are available in the bookstore OR on D2L. Students are required to read the text assigned to their group, as well as to do the secondary reading necessary to produce a properly cited and well-written article.

This assignment has several subsections, each of which contribute to the overall grade:

1. *Completing Training Modules (10%)*
2. *Evaluating Existing Articles (5%)*
3. *Adding to an Existing Article (5%)*
4. *Delivering and Responding to Peer Review (10%)*
5. *Producing a Final Article (60%)*
6. *Presenting your work to the class (10%)*

Each student will be assigned an individual grade for steps 1, 2, 3 and 4. The grade for steps 5 and 6 will be common to all members of a given group, unless a student is absent for the group presentation. Final articles should be 1500-1800 words in length. The due date will be announced on D2L. All oral presentations will be delivered in class. Any student who is absent for oral presentations without a document reason will receive a zero on the presentation component of the assignment.

### ***Close Reading***

Do a close reading of any poem on the syllabus. This assignment may be handed it at any time up to and including April 11. A guide to close reading can be found [here](#). Students who work on “Declaration of the Halffrican Nation” as part of the Wikipedia



assignment must choose a different poem for the close reading. Students are encouraged to be strategic in picking their own due date for this assignment!

### ***Major Paper***

Write an essay addressing one of the following questions:

1. How is the legacy of colonial history reflected in personal history in one or more of the texts we have studied?
2. “the body has the last word” (Michael Dash). What is the significance of representations of the body in one or more of the texts we have studied?
3. According to Kamau Braithwaite, "We in the Caribbean have ...English,...what we call creole English...We have also what is called *nation language*, which is the kind of English spoken by the people who were brought to the Caribbean...the language of slaves and labourers, the servants who were brought in" (5-6). Discuss the use of language in one or more of the texts we have studied.
4. According to Susan Stanford Friedman, “modernity is often associated with the intensification of intercultural contact zones” (“Periodizing Modernism,” *Modernism/Modernity* 13.3(2006): 425-443). Analyze how and to what effect does one of the texts we have studied represent intercultural contact.
5. “Many works of modern fiction...subvert the basic conventions of earlier prose fiction by breaking up narrative continuity, departing from the standard way of representing characters, and violating the traditional syntax and coherence of narrative language” (M.H. Abrams). Analyze how and to what effect one of the prose fiction texts studied on the course engages in these subversions of convention.

Papers should use a minimum of three secondary sources.

### ***Final Exam***

The 3-hour final exam will be a take-home exam and will cover all material outlined on the syllabus. The due date will be announced on D2L.

### **Marking Standards**

All assignments will be marked in accordance with the [English Department Marking Standards](#)<sup>iii</sup>.

### **Collaboration/Plagiarism Rules**

Plagiarism is the unacknowledged use of someone else's words and/or ideas. Not acknowledging your debt to the ideas of a secondary source, failing to use quotation



marks when you are quoting directly, buying essays from essay banks, copying another student's work, or working together on an individual assignment, all constitute plagiarism. Resubmitting material you've submitted to another course is also academic dishonesty. All plagiarized work (in whole or in part) and other forms of academic dishonesty will be reported to the Dean, who is responsible for judging academic misconduct and imposing penalties. The minimum penalty for academic misconduct is a 0 on the assignment in question. It might also be subject to more severe academic penalties. See the [Student Code of Conduct iv](#).

### Course Policies

- ✓ Attendance is mandatory at all lectures. Attendance will be taken daily.
- ✓ Zoom breakout rooms will be used as part of this course.
- ✓ Cameras are to be turned on if at all possible.
- ✓ Collaborative work is a required element of this course.
- ✓ Laptops, tablets and e-readers are welcome as learning aids. Please do not use them to play games, email, text, browse, or access social media during class.

### University Policies

- ✓ Students in this course are expected to conform to the [Student Code of Conduct - Academic Integrity<sup>v</sup>](#).
- ✓ **Accommodations:** Lakehead University is committed to achieving full accessibility for persons with disabilities in accordance with the terms of the [Ontario Human Rights Code<sup>vi</sup>](#). This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the course. Part of this commitment includes arranging academic accommodations for students with disabilities to ensure they have an equitable opportunity to participate in all of their academic activities. If you think you may need accommodations, you are strongly encouraged to contact [Student Accessibility Services \(SAS\)<sup>vii</sup>](#) and register as early as possible.

This course outline is also available online through the [English Department homepage<sup>viii</sup>](#) —

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*i* <https://mycourselink.lakeheadu.ca/d2l/home>

*ii* [https://dashboard.wikiedu.org/courses/Lakehead\\_University/Global\\_Africa\\_\(Winter\)?enroll=ftsyzxod](https://dashboard.wikiedu.org/courses/Lakehead_University/Global_Africa_(Winter)?enroll=ftsyzxod)

*iii* <https://www.lakeheadu.ca/programs/departments/english/marking-standards>

*iv* <https://www.lakeheadu.ca/students/student-life/student-conduct>

*v* <https://www.lakeheadu.ca/students/student-life/student-conduct/academic-integrity/node/51239>

*vi* <http://www.ohrc.on.ca/en/ontario-human-rights-code>

*vii* <https://www.lakeheadu.ca/students/student-life/student-services/accessibility>

*viii* <https://www.lakeheadu.ca/programs/departments/english>