

*The Federal state autonomous educational institution of higher education "Peoples'
Friendship University of Russia"*

Faculty of Philology

Recommended by ISSC

PROGRAM OF DISCIPLINE

Name of the discipline

Literary Discourse and Postcolonial Theory

Recommended for the direction of training / specialty

45.06.01 Linguistics and Literature Studies

Graduate's Degree

Researcher. Teacher-Researcher.

Program:

10.02.19 Theory of Language and Discourse analysis

**Moscow
2021**

1. Objective of the discipline (module):

The main purpose of the course is to introduce post-graduate students to the theory of postcolonialism through the prism of literary discourse. The discipline *Literary Discourse and Postcolonial Theory* involves an integrative approach to the studies of discourse both from postcolonial and postmodern perspectives. The discipline includes studies based on systemic principle.

The course focuses on the literary production of African writers in French, Portuguese and Spanish. Based mainly on the works by postcolonial authors, it uncovers the mechanisms and strategies behind the creation of ethno-specific narrative and makes a special emphasis on the functioning of Romance languages in the francophone and lusophone countries as well as Spanish-speaking Equatorial Guinea.

The course is designed to teach highly skilled specialists in linguistics and literary studies, capable of taking into account scientific and research expertise and apply their knowledge and skills in their future professional activities. The objective of the course is to produce original scientific research contributing to the generation, expansion and development of the scientific knowledge as well as the formation and development of the students' competences.

Course Aims:

- determine methodological background and concepts of the postcolonial theory and its interstices with postmodernism;
- study the evolution of Anglophone, Francophone, Lusophone and Hispanophone literary discourse formations in sub-Saharan Africa;
- analyze the discourse from the point of view of the main concepts of ethno-specific text analysis;
- identify the main linguistic strategies of producing a literary text in a European language spoken beyond its initial area;
- study the chronotope and intertextuality in the discourse produced by postcolonial authors and analyze the origin thereof.

2. The discipline (module) in the structure of EPHE:

The course is taught within the specification 10.02.19 Theory of Language. The course provides theoretical grounds to further training in courses about the linguistic science.

The course is taught in the first semester of the second year.

Table № 1 contains preceding and further courses aimed at forming competences in accordance with the competence matrix.

Table № 1

Preceding and further courses aimed at forming competences in accordance with the competence matrix

№	Competence Code	Preceding Courses	Further Courses
Universal Competences			
	UC-1	History and Philosophy of Science	Theory of Language
		Methodology of Scientific Research	Comparative, Historical and Typological Linguistics
		Scientific Research Seminar in Theory of Language and Discourse Analysis	Scientific Research Practice
			Scientific Research
Professional Competences			
	PC-3	Scientific Research Seminar in Theory of Language and Discourse Analysis	Theory of Language
			Comparative, Historical and Typological Linguistics

			Scientific Research Practice
			Scientific Research Work
	PC-5	Scientific Research Seminarin Theory of Language and Discourse Analysis	Theory of Language
			Comparative, Historical and Typological Linguistics
			Scientific Research Practice
			Scientific Research Work
	PC-6	Scientific Research Seminarin Theory of Language and Discourse Analysis	Theory of Language
			Comparative, Historical and Typological Linguistics
			Scientific Research Practice
			Scientific Research Work

3.Requirements to the results of mastering the discipline

PC -3 mastering of modern scientific paradigm in the fields of linguistics and literature studies and the ability to integrate and upgrade them within the self-research paradigm;

PC -5 ability to take part in teamwork of professional groups to carry out scientific experiments in the field of theory of language, Russian studies, languages of Russia and foreign languages;

PC -6 ability to demonstrate and apply profound knowledge in the certain sphere of linguistics considering modern principles to teach and learn languages (integration, anthropocentricity, textual centricity, and communication).

By the end of the course, students will acquire or increase the following skills:

Know: modern scientific paradigms in the domain of postcolonial theory and the dynamics of its development: as well as systems of methodological criteria and methods of linguistic research of ethno- specific texts.

Manage: demonstrating advanced knowledge in the one chosen linguistic domain.

Master: ability to perform critical analysis and apply theoretical and practical knowledge in linguistics.

4.The discipline content and kinds of training

The discipline accounts for 3 credits per semester

Forms of studies	Total number of periods	Semesters
		3
In-class lessons (total)		
Particularly:		
Lectures	10	10
Seminars (S)	10	10
Current self-studies (total)	68	68
Control	20	20
Total labour intensity (periods)	108	108
Total labour intensity (credits)	3	3

1.	Critical theory of literary discourse analysis.	1	1			10	12
2.	Main concepts of postcolonial discourse.	2	2			10	14
3.	Evolution of Europhone literary discourse in sub-Saharan Africa.	1	1			10	12
4.	Synergies of postcolonial literary discourse.	2	2			10	14
5.	Role of linguistic and stylistic means in the formation of postcolonial literary discourse.	1	1			10	12
6.	Theory of intertextuality in the light of literary synthesis.	1	1			9	11
7.	Chronotope in the ethnotext.	2	2			9	13
		10	10			68	108

6.Laboratory work

Not envisaged by the syllabus

7.Seminars (practical work)

Nº	Nº of discipline sector	Seminar Topics	Workhours
1.	1	Literary text and discourse. Literary text as a semiotic structure. Ethnotext.	2
2.	2	Inception and development of postcolonial theory (F. Fanon, A. Memmi). Postcolonial discourse and counter-discourse. Contemporary ideologists of postcolonial discourse (E. Said, G. Spivak, H. Bhabha). Concepts of cultural miscegenation and creolization.	2
3.	3	Anglophone literary discourse of sub-Saharan Africa. Francophone literary discourse of sub-Saharan Africa. Lusophone literary discourse of sub-Saharan Africa. Hispanophone literary	2

		discourse of sub-Saharan Africa.	
4.	4	Elements of oral tradition in postcolonial literary discourse. Folklorization as a narrative strategy.	1
5.	5	Linguistic strategies in postcolonial literary discourse. Strategies of indigenization. Strategies of rhetoric modus.	1
6.	6	Main types of intertextual connections. Intertextuality as reflection of literary discourse syncretism.	1
7	7	Temporal code of traditional culture. Literary space as a metaphor. Linguistic parametres of simulacrum aesthetics.	1

8. Technical Support Requirements

It is necessary to have a computer and a projector. PhD students may also e-mail the instructor to receive an inquiry response.

9. Informational Support

a) software: Microsoft Office, Internet Explorer

b) electronic resources and means:

<https://www.enotes.com/homework-help/topic/postcolonialism>

<http://almacosta.wordpress.com/2007/03/22/guinea-ecuatorial-el-pais-africano-que-habla-espanol>

<http://www.francophonie.org/Guinee-Equatoriale-113.html> http://www.tlfq.ulaval.ca/axl/afrique/guinee_equat-lois.htm#Décret-loi_1/2010 <http://www.cplp.org/id-50.aspx>

<http://www2.let.uu.nl> http://histlit.fas.harvard.edu/files/histlit/files/postcolonial_sample_orals.pdf
www.gutenberg.net

Internet Public Library - www.ipl.org, the University of Michigan www.theeuropeanlibrary.org; www.epoch-net.org

10. Teaching materials

A) Compulsory

1. Gee James Paul. An Introduction to Discourse Analysis: Theory and method / Gee James Paul. - 2nd ed. ; Книга на английском языке. - New York; London: Routledge, 2009. - 209 p. : il. - ISBN 978-0- 415-32860-9 : 948.20

5. Maingueneau, D. Le discours littéraire : Paratopie et scène d'énonciation / D. Maingueneau. – P. : Armand Colin, 2011. – 261 p.

6. Modrzinskaja, E. The future of society: A critique of modern bourgeois philosophical and socio-political conceptions : Transl. from Russian / E.Modrzinskaja. – Moscow : Progress, 1973. – 376 p. RUDN University Library Code: 1ГД - F996.

B) Optional:

1. Brown Gillian. Discourse analysis / Brown Gillian, Yule George. - Книга на английском языке. - Cambridge : Cambridge University Press, 1983. - 288 p. - (Cambridge Textbooks in Linguistics). - ISBN 978-0-521-28475-2 : 1045.00

2. Methods of Text and Discourse Analysis [Текст] / Titscher Stefan [и др.]; S.Titscher; Transl. by B. Jenner. - Книга на английском языке. - London : Sage Publications, 2003. - 278 p. : il. - ISBN 0-7619- 6483-5

3. Webb, V., Kembo-Sure. African Voices / V. Webb, Kembo-Sure. – Oxford : Oxford University Press South Africa, 2001. – 334 p.

11. Course Studies Recommendations

General outline

The course consists of lectures and discussion based seminars. PhD students are expected to be in class on time and it is crucial that they come prepared to talk about the readings. Participation includes active speaking as well as attentive listening. Students will be required to write a 5-10 pages course paper. Course papers must

contain original research and the PhD student's own position. An atmosphere of respect, openness and patience is expected in the classroom.

The above types of academic activities are aimed at training students' skills to solve professionally significant challenges.

The final assignment covers all course modules/units/content/topics/issues and thus helps consolidate students' learning activities.

Students are required to do the tasks/assignments at home and come to class ready to participate.

The teacher determines the overall process of learning activities, offers recommendations to make use of various resources with the view of developing and improving knowledge, skills and abilities that are crucial for understanding the material.

The student is expected to search for additional important material, use individually selected resources to perform independent work, taking into account the teacher's recommendations.

Involvement in all the course academic activities is compulsory. In order to get the most out of the recommended readings, the unique contributions of all members of the group are vital.

Academic integrity

Plagiarism and copyright violation are not permitted. It is necessary to provide all references for all quotations used in the course paper and presentation. This also includes all internet sources which should be cited.

Recommendations for students

The course includes the most important items that cover the major current issues within the field of Postcolonial Theory. The student is recommended to look through the contents at the course start to identify the overall learning prospective and goals.

Each item includes the lecture synopsis, references list, questions for revision, sources to prepare for classroom activities. Students are recommended to look through the lecture synopsis in advance and identify those matters that seem not to be clear enough, to address the questions at the lecture itself.

Additional activities comprise case studies and project work. The students are expected to accumulate their previous knowledge. The students should focus their attention on the reference list that covers the basic reading, and on the sources for further classroom activities. The students can be allowed to choose additional material for presentations and project work that go beyond the drafted limits of the module content scope. In this case the teacher will consult him or her on possible basic sources for further individual studying.

The students should understand that all kind of activities within the course studies require students' prior individual learning, including reading, analysis and synthesis through the information under study processing. The students are recommended to plan their participation in classroom discussions by arranging a list of possible questions or suggestions on each topic specified for classroom presentations and discussion. Presentation can be prepared by two or three students if the scope of the theme is should be covered from different angles. The students are recommended to follow their progress evaluation and should check how the teacher marks and grades students' activities after each session. The students are recommended to pay their attention to midterm and final assessment forms and contents in advance, thus preparing step by step to controlling new knowledge appropriation and enhancement.

12. Fund of assessment tools for intermediate certification of students in the discipline (module).

Materials for assessing the level of mastering the educational material of the discipline " (assessment materials), including a list of competencies indicating the stages of their formation, a description of indicators and criteria for assessing competencies at different stages of their formation, a description of the assessment scales , typical control tasks or other materials necessary for assessing knowledge, skills, skills and (or) experience of activity, characterizing the stages of the formation of competencies in the process of mastering the educational program, methodological materials that determine the procedures for assessing knowledge, skills, skills and (or) experience of activity, characterizing the stages of the formation of competencies, are developed in full and are available for students on the discipline page in the TUIS RUDN.

The program has been drawn up in accordance with the requirements of the ESHE of RUDN University.

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