

**Course description**

**Descriptif du cours**

**Department: English**

**Instructor (s): Adel Sliti**

**Academic year: 2021-2022**

**Level: First-Year Master's Anglophone Literature Course**

**Course title: Derek Walcott's Poetics of Identity**

**Course outline:**

\*\* Introduction:

Week 1-2:

“The Antilles: Fragments of Epic Memory”

\*\* Addressing the identitarian vein

Week 3: “A far cry from Africa” (*CP* 18)

Week 4: “codicil” (*CP* 97)

Week 5: “What the Twilight Says: an Overture:” “A mulatto of style”

Week 6: "The Muse of History": Beyond recrimination/revenge dichotomy

\*\* Geography voiced

Week 7: “The Caribbean: Culture or Mimicry?”

Week 8: "Origins" (C P 14)

Week 9: "The ruins of a great house" (C P 19)

Week 10: "This is how, one sunrise, we cut down them canoes" (*Omeros* 3)

\*\* Liquid Cartographies:

Week 11: *Omeros*: "'...mer was/both mother and sea in our Antillean patois': Creole Grammars of the Sea"

Week 12: "The Sea is History" (C P 365)

Week 13: "Koenig of the River" (C P 379-82)

\*\* Revisiting Western Locales of Culture

Week 14: Excerpts from *Tiepolo's Hound* and *Omeros*

**Course objectives:**

This course aims at introducing the first-year Master's students of English literature to a selection of poems, plays, and essays by Derek Walcott. The guiding principle is to foster familiarity with Walcott's poetics of identity and survival. The more detailed consideration will focus on the correlation between poems, essays, plays, and history, memory, identity, politics and cultural geography, as well as on writing/reading strategies.

On successful completion of the course, students should be able to:

\*\* Demonstrate a full grasp of the manifestations of the identitarian vein in Walcott's poetics and worldview.

\*\* Master or show command over the theoretical and cultural concepts they study and use them properly.

\*\* Analyse the language and imagery used in the poems, plays, and essays to come to terms with Walcott's poetic stance.

\*\* Work in terms of project and be able to conduct close readings, identify the main themes, and read into the poet's method of fictionalization.

#### **Method of evaluation:**

The evaluation will consist in a four-hour written exam. Students will be assigned an essay-question. Credit is given for:

- a) perceptive reading and thoughtful observance of methodology and composition (rules and mechanics of writing)
- b) carefully considering things relating to cohesion, structure, relevance, and approach.
- c) intellectual maturity and critical thinking: Students should demonstrate that they have a good grasp of the issues, themes, literary and cultural theory (and showing awareness of context, history, cultural geography, mythology, race, diaspora, orality, the Middle Passage, etc.)

#### **References:**

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