Postgraduate Certificate of Educational Enquiry

TEACHING CARIBBEAN POETRY

Summer Term 2011
TEACHING CARIBBEAN POETRY COURSE 2011

Attendance
Saturday 11 June (10 am – 5 pm)
Tuesday 5 July (10 am – 5 pm)

Venue
Mary Allen Building
Faculty of Education
184 Hills Road
Cambridge
CB2 8PQ
For map and travel, see: http://www.educ.cam.ac.uk/about

Tutors
Morag Styles
David Whitley
Georgie Horrell

The programme
Saturday (10 – 5pm), to include a poetry performance – 11 June 1 x 6 hours
Professional day (10 – 5pm), to include a poetry performance – 5 July 1 x 6 hours
Follow-up activities 12 hours
Distance learning element 12 hours
Self-study and enquiry 24 hours
Total 60 hours

Cost
£350 (this reduced price includes a small subsidy from CPP)

Aims
The course will:

- enable students/teachers to engage with a wide range of Caribbean poetry
- enable students/teachers to understand how histories of the Caribbean underpin the poetry and relate to its interpretation
- examine some key issues surrounding Caribbean poetry, including choices of texts and poets
- explore how Caribbean poetry connects with environmental issues and sustainability
- consider the place of Caribbean poetry on the GCSE/CSEC and CAPE syllabi
- make links with Caribbean poetry on the online Poetry Archive
- combat the widespread ‘fear’ of teaching poetry, enabling teachers to teach it with confidence and enthusiasm and their students to experience the rewards of listening to, reading, performing and writing poetry.
Learning outcomes

- A better knowledge and understanding of Caribbean poetry and its contexts
- Familiarity with the richness and variety of language usage in Caribbean poetry
- The ability to respond analytically to Caribbean poetry
- An understanding of the ways Caribbean poetry engages powerfully with key environmental perspectives
- An appreciation of crucial themes within Caribbean poetry such as inequality, injustice, racism, diaspora and migration, ‘othering’, hybridity…
- Confident and knowledgeable teachers of Caribbean poetry likely to inspire enthusiastic responses in their pupils
- Familiarity with the online Poetry Archive
- Appreciation of Caribbean poetry’s potential as a resource for empowerment and changing lives

Applications
If you would like an application form for this course please contact the CPD Office (01223 767732) or download the form from our website [http://www.educ.cam.ac.uk/ppd/qualifications/pcps](http://www.educ.cam.ac.uk/ppd/qualifications/pcps)

The tuition fee of £350 will be payable prior to commencement of the course (this excludes the cost of meals and refreshments). An invoice will be issued on acceptance to the course and applicants are therefore asked to indicate who will be responsible for the payment of fees. If you wish to pay by cheque, these should be made payable to the University of Cambridge.
Saturday 11 June

10:00–11:00
Introduction to the role and scope of Caribbean poetry

11:00–11:30 COFFEE

11:30–1:00
Roots, Africa, Slavery: Poetry of Resistance and Oppression – postcolonial theory and approaches
  • Examining recurrent themes of resistance and oppression in Caribbean poetry through particular poems
  • Exploring the connection between the literary and the historical by using context in interpretation of poems
  • Introduction to postcolonial theory

1:00–2:00 LUNCH

2:00–3:00
Caribbean Poetry and its Links with Music
  • Bringing Caribbean poetry alive in the classroom
  • Teaching Caribbean ‘forms’ of music and their connection with the poetry, e.g. reggae, dub, rap, calypso
  • Focusing on some of the following poets whose work is linked with music: Edward Kamau Brathwaite, Jean Binta Breeze, Linton Kwesi Johnson, Bob Marley, Mutabaraka
  • Engaging with these ‘forms’ connecting words to rhythms
  • Availability, awareness and use of resource materials (e.g. CDs, DVDs, audiotapes, The Poetry Archive)

3:00–3:30 TEA

3:30 – 4:00
Practicalities of the TCP Course
  • Follow-up activities
  • Distance learning
  • Assignment
  • Setting up the pupil anthology
  • Information about the Poet Laureate anthology competition

4:00–5:00
Performance by a visiting poet
Tuesday 5 July

10:00–11:15
Contemporary Caribbean Poetry: Odysseys / ‘Islands in the sun’
- Focus on poetry by one of the following poets: Edward Baugh, Kwame Dawes, Lorna Goodison, Mervyn Morris, Jennifer Rahim, Dennis Scott, Olive Senior
- Focus on the poetry of Derek Walcott, often seen as very difficult and profound
- Finding ways of unlocking apparently dense poetry by considering Walcott’s use of language, themes, style, historical premises, etc

Follow-up activities
- Further reading of Walcott and one other poet discussed in the seminar
- Critical reading on Walcott’s poetry
- Working on anthology with pupils with specific reference to the poets discussed in the seminar

11:15–11:45 COFFEE

11:45–1:15
Views of the Caribbean from Inglan – Caribbean / British Poetry
- Issues arising from teaching Caribbean poetry in the UK
- Focus on the poetry of some of the following poets: John Agard, Fred D’Aguiar, James Berry, Valerie Bloom, Jean Binta Breeze, Linton Kwesi Johnson, Archie Markham, Grace Nichols, Benjamin Zephaniah
- Brief history of the development of British Caribbean Poetry
- Themes of exile / longing for home, memories of the Caribbean, life in Inglan

Follow-up activities
- Further reading of some of the poets discussed in the seminar
- Critical reading on some of the poets / ideas / debates discussed in the seminar
- Working on anthology with pupils with specific reference to Caribbean / British poetry

1:15–2:00 – LUNCH

2:00–3:30
‘Nation Language’ and Caribbean Poetry
Teaching students to appreciate languages of the Caribbean, including Creole and its impact on the poetry:
- Discussion of the way Creole languages are viewed in the classroom and students’ reception of the poetry
- Authentic readings of poems using Nation Language
- Exploring the importance of voice in the poetry
- Focus on poets: Louise Bennett, Edward Kamau Brathwaite, Lorna Goodison, Paul Keens Douglas, Mervyn Morris

Follow-up activities
- Further reading of some of the poets discussed in the seminar
- Critical reading on issues relating to the language of Caribbean poetry discussed in the seminar
- Working on anthology with pupils with specific reference to poetry in Creole

3:30–4:00 TEA

4:00–5:00
Performance by a visiting poet
**Assessment**

**Assignment**
The 4,000-word assignment should normally include [i] your own response to the poetry you encounter on the course and/or [ii] the creative work on Caribbean poetry carried out by your pupils as a result of this course, and your evaluation of it. Participants will be expected to show evidence of some primary (the poetry itself) and critical reading.

The submission date for the assignment is December 31, 2011.

**Criteria for assessment**
- insightful analysis of creative work on Caribbean poetry produced by your pupils and/or
- thoughtful reflection on your own learning during the course
- evidence of primary and critical reading on Caribbean poetry

**Accreditation**
The course may be taken on a free-standing basis leading to the award of the **Postgraduate Certificate of Professional Study (PCPS)**. (This is worth 25 credits at M level, which may be used towards a masters in some universities.) Alternatively, if you are currently studying or wish to enrol for a Postgraduate Diploma in Educational Studies (PDES) at Cambridge Faculty of Education you may count this as one of your units.

Morag Styles, October 2010
Updated March 2011