



Ain Shams University

**The Real and the Symbolic in Selections of Performance Poetry  
from John Agard's *Alternative Anthem* (2009) and Jean 'Binta'  
Breeze's *Third World Girl* (2011): A Psycho-Cultural Approach**

An MA Thesis

by

Dina AbdulRaouf Hassan Mahmoud

Under the Supervision of:

*Prof. Fadwa Kamal AbdelRahman*

Professor of English Literature

Faculty of Al-Asun, Ain Shams University

*Dr. Hend Hamed Mahmoud*

Lecturer of English Literature

Faculty of Al-Asun, Ain Shams University

**Cairo, 2018**



Faculty of Al-Ahsan  
Department of English



Ain Shams University

**The Real and the Symbolic in Selections of Performance Poetry  
from John Agard's *Alternative Anthem* (2009) and Jean 'Binta'  
Breeze's *Third World Girl* (2011): A Psycho-Cultural Approach**

by

Dina AbdulRaouf Hassan Mahmoud

A Thesis Submitted to the Department of English,  
in Partial Fulfilment of the Requirements  
for the Degree of Master of Arts

Under the Supervision of:

*Prof. Fadwa Kamal AbdelRahman*

Professor of English Literature

Faculty of Al-Ahsan, Ain Shams University

*Dr. Hend Hamed Mahmoud*

Lecturer of English Literature

Faculty of Al-Ahsan, Ain Shams University

**Cairo, 2018**



Faculty of Al-Asun  
Department of English



Ain Shams University

**The Real and the Symbolic in Selections of Performance Poetry  
from John Agard's *Alternative Anthem* (2009) and Jean 'Binta'  
Breeze's *Third World Girl* (2011): A Psycho-Cultural Approach**

An MA Dissertation

**Name:** Dina AbdulRaouf Hassan Mahmoud

**Degree:** Master's, MA.

**Department:** English

**Faculty:** Al-Asun (Languages)

**University:** Ain Shams

**Year of Graduation:** 2012

**Year of Approval:** 2018



Faculty of Al-Ahsan  
Department of English



Ain Shams University

## Approval Sheet

**Name:** Dina AbdulRaouf Hassan Mahmoud

**Title of Dissertation:** The Real and the Symbolic in Selections of Performance Poetry from John Agard's *Alternative Anthem* (2009) and Jean 'Binta' Breeze's *Third World Girl* (2011): A Psycho-Cultural Approach

### Examination Board:

*Professor Salwa Rashad Amin*, Professor of English Literature, and Vice Dean for Graduate Studies and Research, Faculty of Al-Ahsan, Ain Shams University

*Professor Fadwa Kamal AbdelRahman*, Professor of English Literature and Department Head, Faculty of Al-Ahsan, Ain Shams University

*Professor Sherine Fouad Mazloum*, Professor of English Literature, Faculty of Arts, Ain Shams University

**Date of Viva:** June 11<sup>th</sup>, 2018

**Grade:** A      **GPA:** 4.0

## **Acknowledgments**

In the Name of Allah, the Most Gracious, the Most Merciful

All praise and thanks are due to Allah for giving me the strength, patience and knowledge to overcome any challenges and difficulties while undertaking this research project.

First and foremost, I cannot thank Professor Fadwa Kamal AbdelRahman enough for her guidance, support and patience throughout this lengthy process. I was very fortunate to have had the opportunity to be Professor AbdelRahman's student during my preliminary courses and MA thesis preparation. All throughout, I have found in her a teacher, a role model and, most importantly, a mentor. No words can honestly do her justice; it's been both a pleasure and an honour to work so closely with Professor AbdelRahman.

I would also like to express my sincere gratitude to Professor Rasha Tamoum, Professor and Chair in the Theory and Composition Department in the Faculty of Musical Education, Helwan University, for her keenness to help and guide me in my pursuit of a talented musician to conduct the musical analysis needed for the completion of this thesis. I must therefore acknowledge my indebtedness to Ms. Hala Fouad, an Assistant Lecturer in the same department, for her persistence and patience while working on the musical analysis of the performed poems in order to provide the most accurate renditions possible.

It gives me great pleasure to also express my warmest appreciation to my dearest friend, Iman Anas, who has pushed me on, kept me focused and supported me throughout this journey. Her support was not only emotional and intellectual, for she took it upon herself to weigh in her valuable opinion when needed and to even proofread parts of my work.

I would also like to give necessary thanks to Professor Corinna S. Campbell, Professor Rashida K. Braggs and Professor

Christopher Pye, in Williams College, whose courses and one-on-one discussions during their office hours have broadened my horizons and expanded my knowledge of critical theory and music.

## Abstract

Performance poetry designates the revival of oral poetry. Orality, however, has long been deemed inferior to literacy. Oral cultures have been disparaged for elevating the spoken word at the expense of the more civilized written word, the word that was brought by the West to civilize and educate the purportedly uncivilizable colonial subjects. The resurgence of performance poetry in the West thus entails literary and ideological resistance to Western hegemony and assimilation. The marginalized minority groups and immigrants reawakened the need to reconnect with their oral cultures and traditions. It also prompted the members of the dominant culture to re-evaluate their knowledge about the ostracized other and his/her culture.

Knowledge about the other is often imposed by the prevailing political, social, and economic power. Therefore, knowledge, about the other and the world as well, only has the *appearance* of truth; it is not the real truth. This thesis adopts Slavoj Žižek's premise that social reality is virtual in that it is made up of fantasies about the established hegemonic power, i.e. the big Other, the subjects, the others and the social relations between them. The subjects are members of the dominant social, racial and religious groups that are made to believe in the superiority and unassailability of the big Other, while the others are those who diverge from the norm. The relationship between them is influenced by "phantasms" fabricated by the big Other about the other's identity, culture, and traditions. Meanwhile, the big Other is perceived by the subjects as omnipotent, omniscient and omnipresent; they believe he is always watching them to ensure that his laws and rules are upheld.

The thesis thus examines performance poetry as a means for subjects to traverse the British symbolic's fantasies about the Caribbean other through the performance of selected poems from John Agard's *Alternative Anthem* (2009) and Jean Binta Breeze's

*Third World Girl* (2011). While most of the theses on performance poetry approach performed poems as primarily textualized poems, paying little or no heed to the visual and aural qualities of the performance, this thesis examines all the technical features of the selected poems, both written and performed, with great emphasis on Žižek's theory of the three Orders. The analysis of the poems is particularly mindful of the Žižek's adopted Lacanian concepts of the symbolic, the real, the *objet petit a*, the symptom, the gaze, the voice and the act. Accordingly, the thesis explores how the textualized and performed poems enable the audience to free themselves from the ideological straitjacket of the symbolic and find in this multimedia genre a free and unimpeded access to the real.

**Keywords:** performance poetry – Anglo-Caribbean poetry – subjectivity – the real – the symbolic – textualized orature – the voice – the real



## Table of Contents

<b>Acknowledgments .....</b>	<b>i</b>
<b>Abstract .....</b>	<b>iii</b>
<b>List of Figures .....</b>	<b>vii</b>
<b>Preface.....</b>	<b>1</b>
<b>Chapter One: Subjectivity and Orature .....</b>	<b>4</b>
<b>Chapter Two: Textualized Orature Giving Voice to the Real ...</b>	<b>35</b>
The Colonial Big Other .....	37
The Racially Discriminatory Big Other .....	48
The Patriarchal Big Other .....	71
<b>Chapter Three: The Voice as a Real Object .....</b>	<b>89</b>
Musicality through Creolization .....	91
Musicality through Prosody .....	102
The Use of Music .....	113
<b>Chapter Four: The Gaze as a Real Object .....</b>	<b>124</b>
Complementing or Contradicting Verbal Messages .....	126
Influencing Others .....	139
Regulating Conversational Flow .....	140
Communicating Emotions and Establishing Social Bonds .....	143
Expressing Identities .....	151
<b>Chapter Five: The Audience and Poet as Subject and Object .....</b>	<b>161</b>
The Poet as Neighbour .....	165
<i>Abolishing Distance</i> .....	<i>165</i>
<i>Disavowing the Event's Fictionality</i> .....	<i>172</i>
<i>Acting as Subject Supposed to Know</i> .....	<i>174</i>
The Spectators as Subjects .....	183
<i>Overcoming the Mirror Stage</i> .....	<i>183</i>
<i>Identification with the Symptom</i> .....	<i>189</i>
Perlocutionary Effects of Performer-Audience Communication .....	193
<b>Conclusion .....</b>	<b>204</b>

<b>Notes .....</b>	<b>212</b>
<b>Works Cited .....</b>	<b>215</b>
<b>Summary .....</b>	<b>228</b>

## **List of Figures**

### **Figures in Chapter Three:**

Fig. 1. Pitch and intensity contours of a word from Breeze's "Red Rebel Song."

Fig. 2. Pitch and intensity contours of a word from Breeze's "Red Rebel Song."

Fig. 3. Pitch and intensity contours of a word from Breeze's "Red Rebel Song."

Fig. 4. Pitch and intensity contours of a phrase from Agard's "Palm Tree King."

Fig. 5. Pitch and intensity contours of a few lines from Breeze's "Third World Girl."

Fig. 6. Pitch and intensity contours of a few lines from Agard's "Heart Transplant."

Fig. 7. Pitch contour of Breeze's "ordinary mawning."

Fig. 8. Pitch contour of Agard's "Half-Caste."

Fig. 9. Pitch contour of Agard's "Bridge Builder."

Fig. 10. Musical notation of the intro/outro of Breeze's "caribbean woman."

Fig. 11. Musical notation of the intro/outro of Breeze's "A Song to Heal."

Fig. 12. Musical notations of the refrain in Breeze's "A Song to Heal."

Fig. 13. Musical notations of the refrain in Breeze's "soun de abeng fi nanny."

### **Figures in Chapter Four:**

Fig. 1. Screenshot from Breeze's "warner" on DVD.

Fig. 2. Screenshot from Breeze's "warner" on DVD.

Fig. 3. Screenshot from Breeze's "warner" on DVD.

Fig. 4. Screenshot from Breeze's "warner" on DVD.

Fig. 5. Screenshot from Breeze's "warner" on DVD.

Fig. 6. Screenshot from Breeze's "soun de abeng fi nanny" on DVD.

Fig. 7. Screenshot from Breeze's "soun de abeng fi nanny" on DVD.

Fig. 8. Screenshot from Breeze's "The Wife of Bath speaks" on DVD.

Fig. 9. Screenshot from Breeze's "The Wife of Bath speaks" on DVD.

Fig. 10. Screenshot from Breeze's "The arrival of Brighteye" on DVD.

Fig. 11. Screenshot from Breeze's "The arrival of Brighteye" on DVD.

Fig. 12. Screenshot from Breeze's "The arrival of Brighteye" on DVD.

Fig. 13. Screenshot from Breeze's "The arrival of Brighteye" on DVD.

Fig. 14. Screenshot from Breeze's "The arrival of Brighteye" on DVD.

Fig. 15. Screenshot from Agard's "Rat Race" on DVD.

Fig. 16. Screenshot from Agard's "Rat Race" on DVD.

Fig. 17. Screenshot from Agard's "Applecocalypse" on DVD.

Fig. 18. Screenshot from Agard's "On First Name Terms" on DVD.

Fig. 19. Screenshot from Agard's "Coffee in Heaven" on DVD.

Fig. 20. Screenshot from Breeze's "Love Song" on DVD.

Fig. 21. Screenshot from Breeze's "Love Song" on DVD.

Fig. 22. Screenshot from Breeze's "Love Song" on DVD.

Fig. 23. Screenshot from Agard's "Listen Mr. Oxford don" on DVD.

Fig. 24. Screenshot from Agard's "Listen Mr. Oxford don" on DVD.

Fig. 25. Screenshot from Agard's "Half-Caste" on DVD.

Fig. 26. Screenshot from Agard's "Half-Caste" on DVD.

Fig. 27. Screenshot from Agard's "Limbo Dancer at Immigration" on DVD.

Fig. 28. Screenshot from Breeze's "ordinary mawning" on DVD.

Fig. 29. Screenshot from Agard's "Newton's Amazing Grace" on DVD.

Fig. 30. Screenshot from Agard's "Newton's Amazing Grace" on DVD.

Fig. 31. Screenshot from Agard's "Newton's Amazing Grace" on DVD.

Fig. 32. Screenshot from Agard's paratext of "English Girl Eats her First Mango" on DVD.

Fig. 33. Screenshot from Breeze's paratext of "warner" on DVD.

Fig. 34. Screenshot from Breeze's "Spring Cleaning" on DVD.

Fig. 35. Screenshot from Agard's "Alternative Anthem" on DVD.

Fig. 36. Screenshot from Agard's "Havant" on DVD.

- Fig. 37. Screenshot from Breeze's "Red Rebel Song" on DVD.
- Fig. 38. Screenshot from Breeze's "Red Rebel Song" on DVD.
- Fig. 39. Screenshot from Breeze's "Aid Travels with a Bomb" on DVD.
- Fig. 40. Screenshot from Breeze's "Aid Travels with a Bomb" on DVD.
- Fig. 41. Screenshot from Breeze's "Third World Girl" at London Liming on YouTube Video.
- Fig. 42. Screenshot from Breeze's "Could it be" on DVD.
- Fig. 43. Screenshot from Breeze's "soun de abeng fi nanny" on DVD.
- Fig. 44. Screenshot from Breeze's "simple tings" on DVD.
- Fig. 45. Screenshot from Breeze's "caribbean woman" on DVD.
- Fig. 46. Screenshot from Breeze's "caribbean woman" on DVD.
- Fig. 47. Screenshot from Agard's "Question Time with the Devil" on DVD.
- Fig. 48. Screenshot from Agard's "Limbo Dancer at Immigration" on DVD.
- Fig. 49. Screenshot from Agard's "The Ascent of John Edmonstone" on DVD.
- Fig. 50. Screenshot from Agard's "Half-Caste" on DVD.
- Fig. 51. Screenshot from Agard's "Palm Tree King" on DVD.

# Preface

“A photograph is always invisible, it is not it that we see.”

Roland Barthes, *Camera Lucida*, 1980

Truth as such is invisible if the world is nothing but a picture reflected in the eye of its beholder. This is how Lacan explains the development of the subject. When a child first sees himself/herself through a mirror, s/he formulates an image of himself/herself that does not accurately reflect his/her real self. This ideal image to which s/he will aspire for the rest of his/her symbolic life will be backed up by a screen through which s/he will see the world around him/her, that screen being language. Truth is thus shielded from him/her one layer at a time, the truth about himself/herself, the truth about those around him/her, and the truth about the symbolic world s/he lives in. This is the premise of this thesis; that is, subjects construe a virtual reality out of their mirrored perception of the world. Accordingly, their symbolic universe is misrecognized as real, when, in fact, it is merely an image of the invisible real world.

Shattering the mirror through which the subjects see themselves and the world around them is not impossible, though. The political, economic and social ideologies limiting the subjects' field of vision can be exposed if and when they notice the tiny crack in the mirror, a crack that is always there, menacing the destruction of their perceived reality. This thesis posits that attending performance poetry events, by othered poets, can prod the spectators to get a close enough peek at that crack. Performance poetry is, in a few words, poetry performed to an audience; it marks a resurgence of oral poetry especially by marginalized individuals from originally oral cultures (Abrams and Harpham 271). Performance poetry is an interactive encounter between the poet and the audience, unlike traditional poetry readings, where an audience listens passively to a poet's recitation (Somers-Willet 20). The performative dynamics of the performance poetry event can thus foster an interaction between the