

English 373 – 20th & 21st Century Global Literatures in English
Fall 2009, Washington State University-Tri Cities
T/Th 1:25-2:40, TWST 231

Instructor: Julie Meloni

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Course Syllabus and Assignments:

<http://www.academicsandbox.com/F09/E373/>

Office Hours:

By appointment before or after class.

Contact me via e-mail, IM, or Facebook any time.

Google Talk or Yahoo! Chat: jcmeloni

COURSE DESCRIPTION

In a general sense, “globalization” refers to the ways in which individuals and their cultures merge into a single, “global,” society and attempt to function together. Although “globalization” sounds like a new term (and it is), the concept has been around for thousands of years: the development of the Silk Road in China is an example of early globalization, as is the rise of New World empires and corporations in the 16th and 17th centuries—the British East India Company, the Dutch East India Company, and the Portuguese East India Company. The 19th century saw enormous growth by these European powers, and American industry also burst onto the scene.

Technological advances in travel and communication during the 20th century have effectively caused the world to seem smaller and unique cultures more accessible and more easily influenced by outsiders. Many works of literature produced during this time are thus concerned with the effects of globalization and how aspects of globalization affect one's home culture. We will read several works of literature that reflect the experiences of (among others) African, Caribbean, Asian, and Irish authors—members of cultures typically affected by “colonizers” such as the British Empire. These works of literature will help us discern both the difficulties and potential benefits of “globalization.”

REQUIRED TEXTS

When available, I have requested the Norton Critical Editions of texts. These editions contain additional material besides the primary text, some of which will be assigned in this course, and all of which serves as a tremendous resource when working on things like research papers.

- Joseph Conrad, *Heart of Darkness* (Norton, 4th ed., ISBN: 0-393-92636-2)
- Chinua Achebe, *Things Fall Apart* (Norton, ISBN: 978-0-393-93219-5)
- Jean Rhys, *Wide Sargasso Sea* (Norton, ISBN: 978-0-393-96012-9)
- V. S. Naipaul, *The Mimic Men* (Vintage, ISBN: 978-0-375-70717-9)
- Ha Jin, *The Bridegroom: Stories* (Vintage, ISBN: 978-0-375-72493-0)
- Jhumpa Lahiri, *Interpreter of Maladies* (Mariner, ISBN: 978-0-395-92720-5)
- James Joyce, *Dubliners* (Norton, ISBN: 978-0-393-97851-3)
- Bernard MacLaverty, *Cal* (Norton, ISBN: 978-0-393-31332-1)
- Neal Stephenson, *The Diamond Age: Or, a Young Lady's Illustrated Primer* (Spectra, ISBN: 978-0-553-38096-5)

NOTE: Do not freak out when you see the size of some of these books—a lot of that is the secondary material. For example, the edition of *Heart of Darkness* is 514 pages but the story itself is only 77. Whew!

COURSE WEBSITE AND INSTRUCTOR CONTACT/EMAIL

You can access the website for this course at <<http://www.academiciansandbox.com/F09/E373/>>. The schedule will always be up to date, and any handouts will also be available here if you lose your hard copy.

Since I live in Pullman and commute to Tri-Cities for class, and because I don't have an office on campus, "office hours" are a little funky. If I know that you want to meet with me, I can be in the coffee shop before class. I'll always stick around if needed after class. I encourage you to use e-mail, IM, and/or Facebook to contact me with any questions. I am available on Google Talk and Yahoo! Chat (username: jcmeloni), you're free to friend me on Facebook, and my regular e-mail address is: julie_meloni@wsu.edu

PARTICIPATION AND ATTENDANCE

Attendance and participation in the classroom is expected. You should come to class prepared to engage in discussion with your instructor and classmates. Preparation includes having given full attention to the material we will be discussing, and having questions in mind when you come to class.

I do not have a policy regarding automatic failure of class for a certain number of absences. But be a reasonable human being and assume that if you miss a lot of class, you will lose a lot of participation points as well as generally missing out on actual course content, which is never good for your grade.

ASSIGNMENTS

Please note: all assignments will be explained in greater detail in class, and each assignment will have its own assignment sheet to which you can refer for additional instructions.

- **Readings/Class Participation (10%)**: You are responsible for completing the readings prior to the beginning of the class period for which they are assigned. Bring the reading(s) for the day to each class meeting and be ready to talk about them. It's always a good idea to have at least one thought-provoking question ready in your back pocket, so if you've done the reading and discussion isn't swinging your way you can *ask your own question*. Also, doing the readings on time will make it easier for you to keep up with your blog posts.
- **Blog Posts & Comments (15%)**: You are responsible for making substantial blog entries by the due date/time on the syllabus. "Substantial" blog entries are those at least 300 words in length, and the specific types of posts may include the following (among others): general thoughts on the reading, close readings of passages, discussions of critical articles you have found in your own research, annotated collections of links to other material, questions (and potential answers) that arose during your reading, extension of a discussion we had in class, and lengthy responses to other students' posts. Additionally, you must comment on your classmates' blogs, or at least engage with their material in your own posts (via quoting or linking). Blogging is kind of pointless if everyone is doing it in a vacuum, so remember that you're talking to your classmates and anyone else who might wander by, and engage with them as you would the other texts we read.
- **Short Essays (10% each)**: At the end of the Africa unit (week 5) and the Ireland unit (week 13) you will complete a 3-4 page essay that engages with/challenges some of the criticism we will have read along with the texts. The argument you make and the criticism you engage with is up to you; the essay assignment sheet will explain this in more detail, but here's a hint—if you keep up with your blog posts, these essays will be very easy to write.
- **Take-Home Mid-Term (20%)**: At the end of the Caribbean unit (week 9) you will complete a take-home midterm exam. This exam will contain a few short answer questions and a longer essay question. Your exam will be due via e-mail by the following Monday (10/26) by 9pm.
- **Research Paper (35%)**: This 6 to 8 page essay will be on a topic of your choosing that has to do in some way with 20th and/or 21st century global literature. The process of writing these papers will take place in several stages: a short proposal (a paragraph or two) with a tentative Works Cited page (at least three sources), a short (2-3 minute) presentation on the last day of class, a written abstract (this will be blog post #10), and the paper itself. All topics must be approved by me—this approval or extended conversation will happen in the feedback to your short proposal and tentative Works Cited page.

LATE WORK POLICIES

- In the case of the **two short essays and the take-home mid-term**, I will accept late work **within seven days of the item's original due date**. However, be it one day late or seven, you will automatically receive a **15%** deduction of the assignment grade. If you know of a serious conflict ahead of time, talk to me.
- In the case of the **blog posts**, graded on a check plus/check/check minus system, posts that appear **within seven days of the original due date** will be accepted but with the special "check minus minus" designation.
- **No late research papers** will be accepted.

GRADES

This course demands **student involvement**. If you do not take an active participation in your own learning process, the grade you earn will illustrate this. **Your instructor does not negotiate grades**. When letter grades are assigned, the following percentage ranges will yield the corresponding letter grade:

93-100 (A)	90-92 (A-)	
87-89 (B+)	83-86 (B)	80-82 (B-)
77-79 (C+)	73-76 (C)	70-72 (C-)
67-69 (D+)	60-66 (D)	0-59 (F)

ACADEMIC INTEGRITY

As an institution of higher education, WSU is committed to principles of truth and academic honesty. All members of the University community share the responsibility for maintaining and supporting these principles. When a student enrolls in WSU, the student assumes an obligation to pursue academic endeavors in a manner consistent with the standards of academic integrity adopted by the University. To maintain the academic integrity of the community, the University cannot tolerate acts of academic dishonesty including any forms of cheating, plagiarism, or fabrication. WSU reserves the right and the power to discipline or to exclude students who engage in academic dishonesty. **If I find strong evidence of academic dishonesty of any kind in your work, you will fail the course and I will report the offense to the board of student conduct.**

STATEMENT ON DISABILITIES

Reasonable accommodations are available for students who have a documented disability. Classroom accommodation forms are available through the Disability Services Office. If you have a documented disability, even temporary, make an appointment as soon as possible with the Disability Services Coordinator, Cherish Tijerina, Room 269D West Building. You will need to provide your instructor with the appropriate classroom accommodation form. The form should be completed and submitted during the first week of class. Late notification can delay your accommodations or cause them to be unavailable. All accommodations for disabilities must be approved through the Disability Services Coordinator.

CLASSROOM ENVIRONMENT

You are all adults, so please make every effort to act accordingly. Arrive on time to class and do not behave disruptively during class discussions and workshops. Be prepared to complete in-class assignments and engage in fruitful discussion with your classmates. While in class, turn off your cell phones or put them on silent mode. If you bring your laptop, use it only for purposes related to the class.

GENERAL CLASS SCHEDULE

The following pages detail the class schedule. All reading assignments and project due dates are listed here, but the instructor reserves the right to revise these requirements. The current syllabus can always be found on the course website <<http://www.academicandbox.com/F09/E373/>>.

NOTE: Always look ahead and get a feel for the actual length of the texts you have to read. Some pages are printed with larger margins and larger font, while other pages have considerably more text on the page. In other words, 50 pages in one book might take way less time to read than 50 pages in another, so plan accordingly.

WEEK ONE		
TUE	(08/25)	The mechanics of the class, syllabus overview, standard first-day stuff.
THU	(08/27)	Read for Today: packet of handouts on Edward Said and Frantz Fanon
WEEK TWO - AFRICA		
TUE	(09/01)	Read for Today: <i>Heart of Darkness</i> (all, pp 3-77) DUE by FRI 9:00am: blog post #1 (see assignment sheet)
THU	(09/03)	Read for Today: Hochschild, "Meeting Mr. Kurtz" (<i>HoD</i> 171-181); one of the six essays in the "Nineteenth-Century Attitudes toward Race" section of <i>HoD</i> (pp 208-241) [signup sheet will be passed around on Tuesday 09/01]
WEEK THREE - AFRICA		
TUE	(09/08)	Read for Today: Achebe, "An Image of Africa: Racism in Conrad's <i>Heart of Darkness</i> " (<i>HoD</i> 336-349); Hawkins, " <i>Heart of Darkness</i> and Racism" (<i>HoD</i> 365-275); Miller, "Should we Read 'Heart of Darkness'?" (<i>HoD</i> 463-474)
THU	(09/10)	Read for Today: Gikandi, "Chinua Achebe and the Invention of African Literature" (<i>TFA</i> 297-303); <i>Things Fall Apart</i> ch. 1-7 (pp 3-38) DUE by FRI 9:00am: blog post #2 (see assignment sheet)
WEEK FOUR - AFRICA		
TUE	(09/15)	Read for Today: <i>Things Fall Apart</i> ch. 8-13 (pp 38-74)
THU	(09/17)	Read for Today: <i>Things Fall Apart</i> ch. 14-end (pp 75-117) DUE by FRI 9:00am: blog post #3 (see assignment sheet)
WEEK FIVE - AFRICA		
TUE	(09/22)	Read for Today: Adekoya, "Criticising the Critic: Achebe on Conrad" (<i>TFA</i> 189-200); Phillips, "Was Joseph Conrad Really a Racist?" (<i>TFA</i> 200-208)
THU	(09/24)	*** NO CLASS MEETING *** DUE via e-mail by FRI 9:00am: SHORT ESSAY #1 (see assignment sheet)
WEEK SIX - CARIBBEAN		
TUE	(09/29)	Read for Today: Carson, "The Sargasso Sea" (<i>WSS</i> 117-119); Brontë, excerpts from <i>Jane Eyre</i> (<i>WSS</i> 119-132); Erwin, "History and Narrative In <i>Wide Sargasso Sea</i> " (<i>WSS</i> 207-216)
THU	(10/01)	Read for Today: <i>Wide Sargasso Sea</i> part 1 (pp 9-37) DUE by FRI 9:00am: blog post #4 (see assignment sheet)
WEEK SEVEN - CARIBBEAN		
TUE	(10/06)	Read for Today: <i>Wide Sargasso Sea</i> part 2 (pp 38-104), <i>Wide Sargasso Sea</i> part 3 (pp 105-112)
THU	(10/08)	Read for Today: Emery, "Modernist Crosscurrents" (<i>WSS</i> 161-172); Spivak, " <i>Wide Sargasso Sea</i> and a Critique of Imperialism" (<i>WSS</i> 240-250) DUE by FRI 9:00am: blog post #5 (see assignment sheet)

GENERAL CLASS SCHEDULE (continued)

WEEK EIGHT - CARIBBEAN		
TUE	(10/13)	Read for Today: <i>The Mimic Men</i> part 1 (pp 7-98)
THU	(10/15)	Read for Today: <i>The Mimic Men</i> part 2 (pp 101-215)
WEEK NINE - CARIBBEAN		
TUE	(10/20)	Read for Today: <i>The Mimic Men</i> part 3 (pp 219-301)
THU	(10/22)	Africa & Caribbean wrap-up discussion I will hand out the TAKE HOME MID-TERM (DUE via e-mail by MON 10/26 9:00am)
WEEK TEN - ASIA		
TUE	(10/27)	Read for Today: Ha Jin, "Saboteur" (pp 3-16); Ha Jin, "A Tiger-Fighter is Hard to Find" (pp 54-70)
THU	(10/29)	Read for Today: Ha Jin, "Alive" (pp 17-42); Ha Jin, "After Cowboy Chicken Came to Town" (pp 184-225) DUE by FRI 9:00am: blog post #6 (see assignment sheet)
WEEK ELEVEN - ASIA		
TUE	(11/03)	Read for Today: Lahiri, "A Temporary Matter" (pp 2-22); Lahiri, "Interpreter of Maladies" (pp 43-69)
THU	(11/05)	Read for Today: Lahiri, "The Treatment of Bibi Haldar" (pp 158-172); Lahiri, "The Third and Final Continent" (pp 173-198) DUE by FRI 9:00am: blog post #7 (see assignment sheet)
WEEK TWELVE - IRELAND		
TUE	(11/10)	Read for Today: From <i>Dubliners</i> , "Araby" (pp 20-26); "Eveline" (pp 26-32); Ehrlich, "'Araby' in Context: The 'Splendid Bazaar,' Irish Orientalism, and James Clarence Mangan" (<i>D</i> pp 261-283)
THU	(11/12)	Read for Today: From <i>Dubliners</i> , "A Painful Case" (pp 89-99); "The Dead" (pp 151-194) DUE by FRI 9:00am: blog post #8 (see assignment sheet)
WEEK THIRTEEN - IRELAND		
TUE	(11/17)	Read for Today: <i>Cal</i> ch 1-3 (pp 7-90)
THU	(11/19)	Read for Today: <i>Cal</i> ch 4-5 (pp 91-153) DUE via e-mail by FRI 9:00am: SHORT ESSAY #2 (see assignment sheet)
THANKSGIVING WEEK		
TUE	(11/24)	*** HOLIDAY: NO CLASS ***
THU	(11/26)	*** HOLIDAY: NO CLASS ***
WEEK FOURTEEN - CYBERSPACE & THE FUTURE		
TUE	(12/01)	Electronic literatures demonstrations and discussion in class. If you haven't already started <i>The Diamond Age</i> , do it now!!! (it's very long!)
THU	(12/03)	Read by Today: <i>The Diamond Age</i> part I
WEEK FIFTEEN - CYBERSPACE & THE FUTURE		
TUE	(12/08)	Read by Today: <i>The Diamond Age</i> part II
THU	(12/10)	Individual 2-3 minute research topic presentations; course wrap-up. DUE by FRI 9:00am: blog post #10 (see assignment sheet)

**** THERE IS NO FINAL EXAM IN THIS CLASS ****

However, your **research papers** will be due via e-mail on **Wednesday, December 16th**, by 9pm.