

**San José State University**  
**English Department**  
**Engl 123C: South Pacific Lit, Section 1, Fall 2014**

**Course and Contact Information**

<b>Instructor:</b>	D. Mesher
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<b>Office Hours:</b>	Tuesdays and Thursdays, 8:00-8:30, 4:30-5:30
<b>Class Days/Time:</b>	Tuesdays and Thursdays, 9:00 – 10:15
<b>Classroom:</b>	BBC 128
<b>Prerequisite:</b>	Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), and completion of Core General Education are prerequisite to all SJSU Studies courses. Completion of, or co-registration in, 100W is strongly recommended.
<b>GE/SJSU Studies Category:</b>	Area V

**Faculty Web Page and MYSJSU Messaging**

Course materials such as the syllabus, handouts, notes, assignment instructions, etc. can be found on my faculty web page at <http://www.sjsu.edu/people/d.mesher> . Written assignments for this class will be submitted on the Canvas learning management system course website (<http://sjsu.instructure.com> ). You are responsible for regularly checking with the messaging system through MySJSU to learn of any updates.

**Course Description**

This course focuses on works written in English by writers originating in the South Pacific, including Australia, New Zealand, and Samoa, and how they use the history and culture of those areas in their fiction. We will be interested in the linguistic and thematic differences in the writings of these “other Englishes,” as well as in their artistic similarities to British, American, and other literatures. Earning a grade of C or better in Engl 123C satisfies Area V of the General Education (SJSU Studies) requirement.

**Learning Outcomes**

**GE Learning Outcomes (GELO)**

Students are strongly encouraged to take courses to satisfy GE Areas R, S, and V from departments other than their major department. The GE writing requirement of 3000 words for this course will be met by the final drafts of the two assigned essays, both 1500 words in

length. Students will also submit other written work, in the form of outlines and early drafts, short in-class and out-of-class assignments, and short-answer and essay responses on examination.

Upon successful completion of this course, students will be able to:

1. Compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, and/or attitudes of people from more than one culture outside the U.S. We will be reading four novels from Australia, two from New Zealand, and one from Samoa. Class discussions and student essays will focus primarily on the literary achievements of these writings, but will also deal with European, Aboriginal and Polynesian traditions, with colonialism and its aftermath, and with problems of gender, ethnicity, and race in modern South Pacific societies. With the exceptions of *My Brilliant Career* and *Eucalyptus*, race plays an important role in these novels, and students will be asked to discuss that role in class, as well as on the essays and the exam.
2. Identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture. In the middle of the semester, we will pause between works from Australia and New Zealand to consider the impact of Polynesian, Aboriginal, and South Pacific cultures on America, and students will present group discussions on topics ranging from the Polynesian influence on Native American culture, the Mead-Freeman controversy, American "tiki culture," and other ways in which the South Pacific has been interpreted – and misinterpreted – by Americans.
3. Explain how a culture outside the U.S. has changed in response to internal and external pressures. Racial attitudes are just one example of the changing cultural values in the South Pacific; attitudes about gender are another example; and one or the other comes up in each of the works we will be reading. Students will have an opportunity to discuss those changes in class, as well as to research and explore them in their essays.

### **Student Learning Objectives (SLO)**

In the Department of English and Comparative Literature, students will demonstrate the ability to:

1. read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, and/or rhetoric;
2. show familiarity with major literary works, genres, periods, and critical approaches to British, American and World Literature;
3. write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject;
4. develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively;
5. articulate the relations among culture, history, and texts.

Assignments in this course are based on the expectation that students will spend 4-5 hours per week preparing for a 3-unit course.

## Required Texts/Readings

### Textbooks

Miles Franklin, *My Brilliant Career* (Penguin, 978-0143105053)  
David Malouf, *Remembering Babylon* (Vintage, 978-0679749516)  
Kate Grenville, *The Secret River* (Canongate/Grove, 978-1841959146)  
Murray Bail, *Eucalyptus* (Picador, 978-0312427313)  
Witi Ihimaera, *The Whale Rider* (Harcourt, 978-0152050160)  
Keri Hulme, *The Bone People* (Penguin, 978-0140089226)  
Sia Figiel, *Where We Once Belonged* (Kaya, 978-1885030276)

Most of these books are available at the bookstore or from online sellers. Two exceptions may be *The Secret River* and *The Whale Rider*, both of which are temporarily out of print according to the bookstore (though *The Secret River* shows as in stock at Amazon). There are electronic and used copies of both for purchase at online sites such as Amazon.com, and multiple copies of both on the shelf in the San Jose Public Library system; just be sure you secure a copy of each well before we are due to read it. In addition, in case your copy of the first text, *My Brilliant Career*, does not arrive on time, I have a link on the class web page to the non-profit Gutenberg Project, where you can download the novel in various electronic formats (including epub, kindle, HTML, and plain txt).

### Other Readings

In addition to the required texts, students should have access to a dictionary, thesaurus, and composition handbook (from English 1A or 100W, for example). That dictionary, incidentally, should not be reserved for essays alone. Students are expected to look up any unfamiliar words encountered in the texts that are not explained in the notes, and to be able to define them when called upon to do so in class. Obviously, this is particularly important in a class covering works originally written at quite a distance from us in time and space, since many of the places, concepts, items, and expressions may be unfamiliar. **Please note: While it will probably be easier to follow the discussion in class using the editions listed above, you are not required to buy those editions.**

### Library Liaison

Toby Matoush, [toby.matoush@sjsu.edu](mailto:toby.matoush@sjsu.edu), 408-808-2096

### Course Requirements and Assignments

SJSU classes are designed such that, in order to be successful, students will spend a minimum of forty-five hours for each unit of credit (normally three hours per unit per week), including preparing for class, participating in course activities, completing assignments, and so on. More details about student workload can be found in [University Policy S12-3](http://www.sjsu.edu/senate/docs/S12-3.pdf) at <http://www.sjsu.edu/senate/docs/S12-3.pdf>.

**Preparation and Participation:** Students should come to class having read the day's assignment and prepared to discuss it. Opportunities for such contributions may take the form of small-group or full-class discussions; in either situation, individual students may be called upon by the instructor to answer a question, interpret a passage, or express an opinion.

**Quizzes:** In order to ensure that you get credit for the hard work you do in reading and reflecting on the works assigned for this course, there will be frequent quizzes (on average, one every two or

three class meetings). I think of quizzes as one of the best ways for you to measure how carefully you are reading the texts, and how much of that reading you retain (at least for a day or so). The quizzes will cover significant information from that day's reading assignment, though that information may not be the sort readily accessible to you in plot summaries, outlines, or synopses, but only through personally experiencing the text for yourself. If you read well ahead of the assigned schedule, be sure to review your notes and come to class with a fresh and detailed impression of the works. A pattern of doing poorly on these quizzes should be taken as an indication that you are not doing the reading, or not reading attentively enough, or not reading with the care and analysis necessary to be successful as an English major and devotee of literature.

**Written Work:** There will be two essays, both about 1500 words and counting 25% of the final mark each, and a final examination counting 25%. There will also be frequent quizzes, which will help determine the remaining 25%, along with participation in class discussions, the timely completion of readings and written work, and the mid-semester group presentations. Those presentations will focus on ways in which the cultures of the South Pacific have influenced that of the United States, from a possible Polynesian component in Native American societies to the American "tiki culture" fads of the twentieth century. In addition to those presentations, that issue of influence (related to GELO #2) will also be covered on the final exam. GELO #1 and #3 will be covered in both essays, but particularly the first one, which will deal with the fictional presentations of the historical clash between Australia's Aboriginal and colonial (and later) cultures, as well as the way in which Australian society has changed as a result. Both essays will require research beyond the class texts themselves; students will have the option of revising and resubmitting the first essay, and the final grade on that essay will be an average of the grades received on the original and revised submissions. Grading will be on a 100-point scale for each assignment. For the course mark, 100-97 will be an A+, 96-94 an A, 93-90 an A-, 89-87 a B+, 86-84 a B, 83-80 a B-, 79-77 a C+, 76-74 a C, 73-70 a C-, and so on.

**Submission of written work:** The two essays must be double-spaced (and without a cover page), otherwise follow standard MLA format (except that your name should not appear anywhere), and be submitted online only, through the course Canvas page (at <http://sjsu.instructure.com>), by the beginning of class on the days they are due. Work should be submitted in RTF (Rich Text Format), though Microsoft Word files are also acceptable. Other formats should not be submitted, including PDF and, in particular, Apple's iWork Pages format. Work submitted via Canvas is automatically sent to Turnitin.com, as well, to check for plagiarism. Late work will only be accepted by prior arrangement. Do not email or leave at my office any work for this class, unless I specifically ask you to do so; and please do not leave email or other messages for me on Canvas. Corrected work will be returned online (in your Canvas account) in PDF format. Please keep a copy of all work submitted on disk, and retain all graded work returned until the end of the semester; English majors should save the graded copies of their essays in all department classes, since these will be required for the portfolio in their senior seminar. Students should anticipate a significant delay in the return of late work. Please note that many people find it harder to proofread work on a computer screen than in printed form and, if that is true in your case, you may want to print out your final draft and make corrections to that, before submitting the finished file online. Also remember that I will also be keeping a copy of your marked work during the semester so that, when you submit your second essay, I will begin by reviewing the technical mistakes you made in the first one, and looking to see if you have made any progress in those areas on the second. You, too, should take the time to review those errors, and use that review to improve your writing.

## **English Department Statements on Grading**

In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

The “**A**” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “**B**” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some descriptably slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of expression, or contain some minor grammatical, mechanical, or usage flaws.

The “**C**” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

The “**D**” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “**F**” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog (“The Grading System”). Grades issued must represent a full range of student performance: A= excellent; B= above average; C= average; D= below average; F= failure. In this course, as in all English Department courses, the instructor will comment on and grade the quality of writing (grammar, organization, clarity, specificity, etc.) as well as the quality of the ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

### **Assignments and Grading Policy**

1. Class participation, quizzes, group presentation, and timely completion of work: 25%
2. First essay (1500 words): 25%
3. Second essay (1500 words): 25%
4. Final exam: 25%

Grading will be on a 100-point scale for each assignment. For the final mark, 100-97 will be an A+, 96-94 an A, 93-90 an A-, 89-87 a B+, 86-84 a B, 83-80 a B-, 79-77 a C+, 76-74 a C, 73-70 a C-, and so on.

NOTE that [University policy F69-24](http://www.sjsu.edu/senate/docs/F69-24.pdf) at <http://www.sjsu.edu/senate/docs/F69-24.pdf> states that “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

## **Classroom Protocol**

Please treat everyone – classmates, guests, and even the instructor – with respect and courtesy at all times, and comport yourself accordingly, in the classroom, and while entering or leaving it. During class, electronic devices, including phones, tablets, and laptops, may only be used for purposes related to classwork at that moment, such as note-taking; please remember that University policy recognizes any unauthorized use of a cell phone or other technological device during an examination as grounds for failing the examination. Even during breaks, please refrain from eating in the classroom, and avoid other activities and behavior that might distract or upset others.

## **University Policies**

### **Dropping and Adding**

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html> . Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](http://www.sjsu.edu/provost/services/academic_calendars/) at [http://www.sjsu.edu/provost/services/academic\\_calendars/](http://www.sjsu.edu/provost/services/academic_calendars/) . The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/> . Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](http://www.sjsu.edu/advising/) at <http://www.sjsu.edu/advising/> .

### **Consent for Recording of Class and Public Sharing of Instructor Material**

[University Policy S12-7](http://www.sjsu.edu/senate/docs/S12-7.pdf), <http://www.sjsu.edu/senate/docs/S12-7.pdf> , requires students to obtain instructor's permission to record the course and the following items to be included in the syllabus:

- “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.”
  - It is suggested that the greensheet include the instructor's process for granting permission, whether in writing or orally and whether for the whole semester or on a class by class basis.
  - In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well.
- “Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.”

In this course, prior consent by the instructor and other students must be obtained before any audio or video is made, and use of that recording must be limited by whatever restrictions are requested by those recorded.

## **Academic integrity**

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

## **Campus Policy in Compliance with the American Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at [http://www.sjsu.edu/president/docs/directives/PD\\_1997-03.pdf](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

## **Accommodation to Students' Religious Holidays**

San José State University shall provide accommodation on any graded class work or activities for students wishing to observe religious holidays when such observances require students to be absent from class. It is the responsibility of the student to inform the instructor, in writing, about such holidays before the add deadline at the start of each semester. If such holidays occur before the add deadline, the student must notify the instructor, in writing, at least three days before the date that he/she will be absent. It is the responsibility of the instructor to make every reasonable effort to honor the student request without penalty, and of the student to make up the work missed. See [University Policy S14-7](http://www.sjsu.edu/senate/docs/S14-7.pdf) at <http://www.sjsu.edu/senate/docs/S14-7.pdf>.

## **Student Technology Resources**

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

## **SJSU Peer Connections**

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills

Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10<sup>th</sup> and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

### **SJSU Writing Center**

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter> . For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU



Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)

### **SJSU Counseling Services**

The SJSU Counseling Services is located on the corner of 7<sup>th</sup> Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling> .

## Engl 123C: South Pacific Lit, Fall 2014, Course Schedule

*This schedule is subject to modification. If you miss class, please check for changes to the syllabus on the class web page at [www.sjsu.edu/people/d.mesher](http://www.sjsu.edu/people/d.mesher). The first essay will be due on October 21st, the second essay on December 4th, and the final exam will take place on December 17th. There will also be group presentations on October 28<sup>th</sup>.*

August	26	Tuesday	Introduction
	28	Thursday	<i>My Brilliant Career</i> , Intro-ch. 10
September	2	Tuesday	<i>My Brilliant Career</i> , ch. 11-19
	4	Thursday	<i>My Brilliant Career</i> , ch. 20-28
	9	Tuesday	<i>My Brilliant Career</i> , ch. 29-38
	11	Thursday	<i>Remembering Babylon</i> , ch. 1-4
	16	Tuesday	<i>Remembering Babylon</i> , ch. 5-9
	18	Thursday	<i>Remembering Babylon</i> , ch. 10-16
	23	Tuesday	<i>Remembering Babylon</i> , ch. 17-20
	25	Thursday	<b>No class; <i>The Secret River</i>, "Strangers" &amp; Part I</b>
	30	Tuesday	<i>The Secret River</i> , Part II
October	2	Thursday	<i>The Secret River</i> , Part III
	7	Tuesday	<i>The Secret River</i> , Parts IV-V
	9	Thursday	<i>The Secret River</i> , Part VI
	14	Tuesday	<i>Eucalyptus</i> , ch. 1-4
	16	Thursday	<i>Eucalyptus</i> , ch. 5-9
	21	Tuesday	<b>First essay due; <i>Eucalyptus</i>, ch. 10-26</b>
	23	Thursday	<i>Eucalyptus</i> , ch. 27-39
	28	Tuesday	"Encounters with Polynesia"
	30	Thursday	<i>The Whale Rider</i> , Prologue-ch.11
November	4	Tuesday	<i>The Whale Rider</i> , ch. 12-21
	6	Thursday	<i>The Bone People</i> , pp. 3-92
	11	Tuesday	<b>No class: Veterans Day</b>
	13	Thursday	<i>The Bone People</i> , pp. 93-153
	18	Tuesday	<i>The Bone People</i> , pp. 157-261
	20	Thursday	<i>The Bone People</i> , pp. 261-331
	25	Tuesday	<i>The Bone People</i> , pp. 335-445
	27	Thursday	<b>No class: Thanksgiving</b>
December	2	Tuesday	<i>Where We Once Belonged</i> , pp. 1-91
	4	Thursday	<b>Second Essay Due; <i>Where We Once Belonged</i>, pp. 92-164</b>
	9	Tuesday	<i>Where We Once Belonged</i> , pp. 165-239
	17	Wednesday	<b>Final Exam, 7:15-9:30</b>