

# San José State University

Spring 2014

## Department of English & Comparative Literature

### English 123C-1: Literature for Global Understanding—Oceania

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<b>Office Hours:</b>	M/W 12:00 – 1:00 PM; F 8:30-9:15 & by Appointment
<b>Class Days/Time:</b>	M/W 3:00 – 4:15 PM
<b>Classroom:</b>	DMH 208

### Course Description

“Literature for Global Understanding,” which carries 3 units, is an upper-division course designed, adopted, implemented, and administered by the Department of English and Comparative Literature at San Jose State University in accordance with the University’s General Education Program Guidelines (effective Fall 2005) to fulfill SJSU Studies (formerly Advanced General Education) requirements in Area V, “Culture, Civilization, and Global Understanding.”

Students are reminded that **“Courses to meet Areas R, S, and V of SJSU Studies [usually] must be taken from three different departments, or distinct academic units.”**

**Prerequisites: WST, Core GE, Upper Division Standing, completion of (or co-registration in) 100W.**

**Amount of writing required: 5000+ words** (research paper + two essays)

“Literature for Global Understanding” focuses on the study of literature as a form of human expression in different cultures or regions of the world, and how that literary expression has developed in historical, geographical, cultural, political, international, and global contexts. In general, this course will concentrate on a particular region of the world where a body of literature and the cultures expressed by this literature can be studied coherently. The basic principle in the design of this course is the promotion of

global understanding among students in relation to how other literary traditions have developed distinctive features and identities, and how a knowledge and appreciation of other cultural traditions should have an important place in American culture and society.

Four variations of the course are offered in rotation from semester to semester:

English 123A: Literature for Global Understanding—Americas

English 123B: Literature for Global Understanding—Africa

English 123C: Literature for Global Understanding—Oceania

English 123D: Literature for Global Understanding—Asia

As one of these variations, English 123C examines the literary production and cultural heritage of the region known as Oceania, which consists of the major Pacific Island groups of Polynesia, Melanesia, and Micronesia; Australia and New Zealand (and if appropriate Indonesia and the Philippines as well as other entities of the region) are also included for examination due to historical, cultural, socio-economic, and geo-political reasons and contexts. Topics and issues exemplified by the oral and written literatures of the region include: anthropology, mythology, ecology, and diversity; migration, navigation, exploration, and tourism; conquest, settlement, colonialism, decolonization, modernity, and globalization; warfare, genocide, racism, ethnic relations, language, class, gender, religion, cultural hybridity, modernity, environmentalism, human rights, and indigenous movements will be exemplified in the writings of significant writers selected from Oceania. Knowledge of French, Spanish, Portuguese, Dutch, or any indigenous language will be most welcome.

Students will be required to play an active role in this course by means of presentations, debates, discussions, and research. Quizzes and participation in-class activities will be part of your course grade.

## **Course Goals and Student Learning Objectives**

### SJSU Studies / Advanced GE—Area V Student Learning Objectives (SLOs)

SLO 1: Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.

***This objective will be met by means of close analysis of the texts throughout the semester; student success in achieving this objective will be assessed by means of appropriate questions in the final exam.***

SLO 2: Students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

***This objective will be met by means of lectures, presentations, discussions, and other class interactions throughout the semester; student success in achieving this objective will be assessed by means of appropriate writing assignments.***

SLO 3: Students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.

***This objective will be met by means of in-depth study of the texts and their contexts as students conduct library research beyond the lectures and other in-class activities. Student success in achieving this objective will be assessed by means of a research paper.***

## Course Goals

Consistent with the goals of courses approved for Advanced GE in Area V, “English 123C: Literature for Global Understanding” focuses on the literary expressions of Oceania in order to (1) help students appreciate literature as a form of human expression and understand how that expression has developed over time in different cultures; and (2) increase students’ understanding of how other cultural traditions have influenced American culture and society, and how cultures in general both develop distinctive features and interact with other cultures.

Students are expected to:

- (1) Gain a knowledge and understanding of Oceania through the literatures and artistic texts produced by its various cultures and peoples;
- (2) Learn to contextualize the knowledge and understanding of Oceania in terms of its interrelationships and interactions with global processes, mechanisms, and forces beyond the Americas;
- (3) Acquire, through individual as well as collaborative efforts, skills of reading, explicating, discussing, analyzing, interpreting, debating, and writing about texts pertaining to literatures and the other arts produced by cultures and peoples of Oceania;
- (4) Learn to develop, as a habit of mind, a keen interest in the global processes, mechanisms, and forces that have come to shape the affairs in Oceania and in the world;
- (5) Acquire and maintain a personal tolerance and/or appreciation of the different perspectives and values offered in the literatures and artistic texts produced by cultures and peoples of Oceania;

(6) Develop a sense of commitment to the well-being of the world by sharing cultural tolerance and appreciation with one's own immediate community.

### STUDENT LEARNING TO BE ACCOMPLISHED:

With reference to the artistic texts and literatures of Oceania included in this course, students will examine and understand how cultures and peoples of this region interact and interrelate to the rest of the world as a result of the global processes, mechanisms, and forces at work.

The specific learning objectives for students are:

- (1) Exposure to a diverse and representative variety of significant texts of literature and, where appropriate, the other arts, that support an understanding of Oceania;
- (2) Familiarity with significant writers, key texts and materials in Oceania;
- (3) Examination of the above materials in both local and global contexts, especially with regard to larger processes, mechanisms, and forces that come into play in shaping Oceania and / or the world;
- (4) Firm grasp of key issues affecting Oceania in the local and global contexts described above;
- (5) Development and mastery of reading, analytical, critical, research, and writing skills suited to the study of the course materials;
- (6) Demonstrated articulation of the understanding and mastery of the materials as well as the issues, in verbal discussions, oral presentations, writing and or appropriate formats.

### Student Learning Goals of the Dept. of English & Comparative Literature

This course also helps students in the major to achieve the Student Learning Goals set forth by the Department of English and Comparative Literature in so far as they are required to develop and 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.

## Required Texts / Readings

[1] William Bligh, *A Voyage to the South Sea* (1792). Available as electronic text here (please choose HTML or PDF version): <http://www.gutenberg.org/ebooks/15411>

[2] Herman Melville, *Typee: A Romance of the South Seas*. (1842)

[3] Kate Grenville, *The Secret River*. (2007)

[4] Witi Ihimaera, *Whale Rider*. (2003)

Buy online if not available from bookstore. Amazon Kindle version also available.

[5] Sia Figiel, *Where We Once Belonged*. (1999)

[6] Epeli Hau'ofa, *Kisses in the Netherlands*. (1995)

[7] Robert Barclay, *Melal: A Novel of the Pacific* (2002)

## Recommended Resources

*Oceanic Mythology* & other sacred texts of the Pacific from

<http://www.sacred-texts.com/pac/om/>

Charles Nordhoff & James Norman Hall, *Mutiny on the Bounty [of 1789]*. (1932)

Buy online, OR read/print electronic text here:

<http://gutenberg.net.au/ebooks08/0800401h.html>

Pierre Loti, *The Marriage of Loti*. (1872);

Electronic text available here (PDF version):

<http://www.ebooksread.com/authors-eng/pierre-loti/the-marriage-of-loti-rarahu-ito.shtml>

Paul Gauguin, *Noa Noa*. (1919); Electronic text available here:

<http://www.sacred-texts.com/pac/noa/noa01.htm>

See also the following films:

On Easter Island *Rapa Nui*

*Mutiny on the Bounty* (different versions)

On Tahiti *Paradise Found*

On Australia *Walkabout; Rabbit-Proof Fence*

On New Zealand *Once Were Warriors; Bride Flight; The Piano; Whale-Rider*

On Hawaii *Princess Kaiulani*

Contact instructor for access to electronic materials if needed.

## Assignments and Grading Policy\*

### Course Grading Guidelines\*\*

Students are graded on the following matrix of credits involving their critical thinking, reading, writing, research, discussions and presentations, quizzes/tests and exams, group projects, and overall performance:

Exams	2 X 100 points	= 200 points
Essays	2 Reading Analyses X 150 points	= 300 points
Presentation Project	1 X 100 points	= 100 points
Research Paper	1 X 200 points	= 200 points
Overall Performance (Quizzes, Participation, Effort, etc.)		= 200 points

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TOTAL = 1000 points

\* For numerical score and grade equivalents see the following tables:

#### Table One: Essays

A- = 90 – 93; A = 94 – 96; A+ = 97 – 99

B- = 80 – 83; B = 84 – 86; B+ = 87 - 89

C- = 70 – 73; C = 74 – 76; C+ = 77 – 79

D- = 60 – 63; D = 64 – 66; D+ = 67 – 69

F or below = 0 for essays.

#### Table Two: Course Grade

A- = 900 – 933; A = 934 – 966; A+ = 967 – 999

B- = 800 – 833; B = 834 – 866; B+ = 867 - 899

C- = 700 – 733; C = 734 – 766; C+ = 767 – 799

D- = 600 – 633; D = 634 – 666; D+ = 667 – 669

F = 559 or below.

\*\* Students are advised to take note of the following policy statement mandated by the Department of English with regard to grading (effective May 17, 1994):

“The Department of English reaffirms its commitment to the differential grading scale as defined in the official 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.

Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A, B, C, No Credit courses NC shall also substitute for W (for Withdrawal) because neither NC nor W affects students' grade point averages. This statement shall be included in all Department of English syllabi or greensheets.”

In addition, 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.”

### **Departmental Policy on Grading Written Assignments**

“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 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.

## **Class Policy on Late Assignments and Incompletes**

1. Assignments shall be turned in when due. Penalty applies to late take-home assignments at the rate of –10%/day overdue of the actual grade earned; maximum penalty up to 100% deduction of grade earned for the work assigned. There will be no make-up for in-class assignments and quizzes. Exams must be taken at the times and dates scheduled, unless an alternative arrangement is granted by the professor.
2. Essay assignments and research papers must be printed to receive credit.
3. Incomplete course work will result in actual grade earned based on points accumulated; an "I" course grade will not be given without signing a contract with the instructor at least two weeks prior to the last instruction day.

## **Class Policy on Record Keeping**

Keep a record of all assignments you have completed. In particular, save backup copies of your essays/papers. For future portfolio purposes, students—ESPECIALLY MAJORS in English & Comparative Literature--are advised to preserve essays/papers graded and returned to them until graduation.

## **Student Oral Presentations**

To enrich their learning experience, students taking this class are required to make an oral presentation on an appropriate topic of their choice. Examples of possible topics include the following:

Countries in Oceania / the Pacific Ocean  
Oceania in Ancient & Modern Times; Current Trends & Future Projections  
Peoples in Oceania; The Oceanic Diaspora  
Emigrants, Immigrants, Migrants, Tourists, Scientists (esp. Anthropologists), Military  
Cultures, Languages, Religions, Beliefs, Practices, Customs  
Relationships between Oceania and the rest of the world, esp. the West  
Myths, folklore, storytelling, and the oral tradition  
Politics in individual countries or states; Geopolitics  
Ethnic relations; colonialism; impact of capitalism & globalization; migrations  
Authoritarianism; Indigenous Rights Activism; Environmental Movements  
Protest literature; dissident writings  
Ethno-poetics; Postcolonial cultural identities  
Individual authors and literary texts  
Films, musicians/singers; artists  
Notable individuals from/of/in Oceania

Please consult with the instructor to select a topic. Each presentation will be about 10 minutes; you may use multimedia / powerpoint presentation tools. It is a good idea to provide handout materials for other students to take home to study further.

## **Classroom Protocol**

1. Participation is understood to be an essential aspect of learning in this class. Absence without leave, late arrival, unauthorized breaks, early departure, and inattentiveness will be considered in my evaluation of the your participation.
2. The use of cell phones is prohibited.
3. The use of laptops for purposes inconsistent with class activities is prohibited.
4. Ingestion of food inside the classroom is prohibited.

## **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 calendar](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/) web page located at [http://www.sjsu.edu/academic\\_programs/calendars/academic\\_calendar/](http://www.sjsu.edu/academic_programs/calendars/academic_calendar/). 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/>.

## **University Policies**

### **Academic integrity**

Students should know that the University's [Academic Integrity Policy](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html) is available at [http://sa.sjsu.edu/judicial\\_affairs/faculty\\_and\\_staff/academic\\_integrity/index.html](http://sa.sjsu.edu/judicial_affairs/faculty_and_staff/academic_integrity/index.html). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require 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.sa.sjsu.edu/judicial_affairs/index.html) is available at [http://www.sa.sjsu.edu/judicial\\_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **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 requires that students with disabilities requesting accommodations must register with the [Disability Resource Center](http://www.drc.sjsu.edu/) (DRC) at <http://www.drc.sjsu.edu/> to establish a record of their disability.

## **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> 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 digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

## **Learning Assistance Resource Center**

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The [LARC website](http://www.sjsu.edu/larc/) is located at <http://www.sjsu.edu/larc/>.

## **SJSU Writing Center**

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The [Writing Center website](http://www.sjsu.edu/writingcenter/about/staff/) is located at <http://www.sjsu.edu/writingcenter/about/staff/>.

## **Peer Mentor Center**

The Peer Mentor Center is located on the 1<sup>st</sup> floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering “roadside assistance” to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The [Peer Mentor Center website](http://www.sjsu.edu/muse/peermentor/) is located at <http://www.sjsu.edu/muse/peermentor/>

**The instructor reserves the right to revise this greensheet.  
Updates will be provided in class or by email in a timely  
manner or as soon as possible.**

## Spring 2014, Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/27  1/29	Introduction to the course; Defining and Covering SLOs Student Presentations [SLO 1] Research Project [SLO 1, 3] Mutiny on the Bounty (Film) [SLO 2, 3] Weekend: See film, <u>Rapa Nui</u> [SLO 2]
2	2/3 2/5	William Bligh's narrative & Mutiny on the Bounty [SLO 1,2,3] Typee [SLO1]
3	2/10 2/12	Typee [SLO 2] Typee [SLO 2, 3]
4	2/17 2/19	Typee [SLO 1, 2, 3] <u>Paradise Found</u> (film; see also the text by Paul Gauguin, <i>Noa Noa</i> )
5	2/24 2/26	Secret River [SLO1] Secret River [SLO 2]
6	3/3 3/5	Secret River [SLO 3,2] Secret River [SLO 1, 2, 3] Weekend: See film, <u>Walkabout</u> and/or <u>Rabbit-Proof Fence</u> [SLO3,2]
7	3/10 3/12	Review; <b>Essay 1 Due</b> <b>Midterm Exam</b> Weekend: See film, <u>Whale Rider</u>
8	3/17 3/19	Whale Rider [SLO 1] Whale Rider [SLO 2, 3]
9	3/24 -3/28	<b>SPRING BREAK, NO CLASS</b> ; see one or more of the films below: Bride Flight / Once Were Warriors / The Piano
10	3/31 4/2	<b>Cesar Chavez Day, Campus Closed, No Class</b> Where We Once Belonged [SLO 1]
11	4/7 4/9	Where We Once Belonged [SLO 2] Where We Once Belonged [SLO 3]
12	4/14 4/16	Kisses in the Nederends [SLO 1] Kisses in the Nederends [SLO 2]

<b>Week</b>	<b>Date</b>	<b>Topics, Readings, Assignments, Deadlines</b>
13	4/21 4/23	Kisses in the Nederends [SLO 3] Kisses in the Nederends [SLO 3, 2]
14	4/28 4/30	Melal [SLO 1] Melal [SLO 1, 3] <b>Research Paper Due</b>
15	5/5 5/7	Melal [SLO 3, 2] Melal [SLO 2, 3]
16	5/12  5/20	Review; Conclusion to the Course <b>Essay 2 Due</b>  <b>Final Exam -- May 20 (Tuesday) 12:15 - 2:30 PM</b>