

San José State University
English 165
Topics in Ethnic Literature:
Asian American Literature
Spring 2015

Instructor:	Noelle Brada-Williams
Office Location:	FO 102 (just to the right in the main department office)
Telephone:	(408) 942-4439
Email:	Noelle.Brada-Williams@sjsu.edu
Office Hours:	FO 102 TR 2-4 and additional times by appointment
Class Days/Time:	Tuesdays & Thursdays 12-1:30
Classroom:	Sweeney Hall 238

Course Format:

This is an in-person course that uses CANVAS for key components. Please be sure that CANVAS and Mysjsu have your current/most used email address.

Course Description

This course examines major issues in Asian American literature. During the course of the semester, we will explore a variety of literary forms from a range of Asian American communities. We will discuss issues related to race, ethnicity, sexuality, belief, economic class, the environment, and other topics that can be difficult and controversial. Please read with an open, subtle, and critical mind. This semester we will briefly look at the history of Asian America and its literature but the vast majority of our reading will focus on contemporary literary expression. We will also take advantage of the fact that four Asian American writers are coming to campus this semester.

English Department Student Learning Objectives as they are evoked in the English 165 Course Goals this semester

1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of Asian American literature.
2. Show familiarity with major literary works, genres, periods, and critical approaches to Asian American Literature, gaining an awareness of the range of cultural experiences and productions that make up Asian American literary and cultural history, focusing on the self-representations of Asian Americans by Asian Americans.
3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and 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, strengthening their abilities to engage ethnic American literary text and to analyze both its form and content as well as its social and historical contexts.

Assignments and Grading Policy

Coursework includes reading assignments (see schedule below), seven one-page brief analyses, a review of a reading/performance by an Asian American writer, a proposal and annotated bibliography, an 8-12 page research paper, class participation, and a final exam. Class participation includes in-class discussion, reading quizzes, and brief written assignments either in class or on our class Canvas site. The final exam will be comprised of both essay and short identification questions. Late paper policy: keeping in mind the many emergencies and unforeseen events that can occur in the average SJSU student's life, I have a very generous extension policy. As long as you give me the request in writing—print or email— (complete with a new deadline) *before* the paper is due, most requests for an extension will be granted. If the original deadline is passed by a student who has not received an extension or an extended deadline has been passed, 10% of the total points possible will be taken off for lateness up to one week, NO PAPER WILL BE ACCEPTED ONCE AN ORIGINAL OR EXTENDED DEADLINE HAS PASSED BY MORE THAN A WEEK. Extended or late papers will be graded AFTER on-time student work. Note that *doing the reading and being able and willing to respond* to the comments and questions of both the professor and your fellow students on a daily basis is a requirement of the course. Reading quizzes and other in-class assignments will be given to ensure that students are indeed completing and understanding the readings. These cannot be made up. Due dates for all papers and the times for all exams are listed on the reading and assignment schedule at the end of the syllabus.

Proposal and annotated bibliography (SLO 2-5)	1-page proposal (300 words) of your research project plus annotated bibliography with at least 5 entries (Due April 28)	15%
Research Paper (SLO 1-5)	8-12 page analysis (Due May 12)	35%
One-page (SLO 1, 2, 3, & 5)	7 brief, focused one-page (300 word) analyses (Due throughout the semester, see schedule below)	20%
Final Exam (SLO 1, 2, 3, & 5)	5 short answers and a comparative essay (May 21)	15%
Performance/reading review (see CLA events listed in syllabus for suggestions) (SLO 2 & 3)	One-page review of reading or performance by an Asian American writer (can be turned in at any time but no later than 5/5)	5%
Reading Quizzes & other in-class or online assignments (SLO 1, 2, 3, & 5)	Class discussions/quizzes/etc. for 30 class meetings and sometimes brief assignments on Canvas	10%
Total		100%

The following statement has been adopted by the Department of English for inclusion in all syllabi:

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.

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 written assignments for English 165, this scale is based on the following criteria:

A [90-92=A-, 93-96=A, 97-100=A+] = Excellent: The "A" essay is articulate and well developed with fluid transitions and a clear and persuasive use of evidence, which is drawn from the literary text itself, lecture materials (when appropriate), and research materials. An "A" essay contains a fresh insight which teaches the reader something new about the subject matter.

B [80-82=B-, 83-86=B, 87-89=B+] Above average: The "B" essay demonstrates a good understanding of its subject, a clear and persuasive use of evidence, a certain level of ease of expression, and solid organization. However, it usually lacks the level of originality and creativity that characterizes the insight found in an "A" essay.

C [70-72=C-, 73-76=C, 77-79=C+] = Average: The "C" essay makes a good attempt at all the assignment's requirements. It has a reasonable understanding of its subject matter but its ideas are frequently simplistic or over-generalized. The writing style is also more bland and repetitive than the style shown by "A" and "B" essays and it often contains flaws in grammar, punctuation, spelling and/or word choice. It may also use textual evidence out of context.

D [60-62=D-, 63-66=D, 67-69=D+] = Below average: The "D" essay is poorly organized and generally unclear. It has inappropriate or inadequate examples, is noticeably superficial or simplistic, and/or contains some serious mechanical and grammatical problems. A "D" essay may also reveal some misunderstanding of the assignment requirements.

F = Failure: An "F" essay has not addressed the requirements of the assignment and is unacceptable work in terms of both form and content.

Classroom Protocol

You are required to be courteous and professional to both classmates and the professor. Most people take this as a requirement in their daily lives and this statement does not need to be reiterated here. However, people sometimes forget that the classroom is a professional setting and rules that govern a business meeting apply here. For example, devices such as cell phones need to be turned off; using laptops for email or social media instead of note-taking or coming to class late is unacceptable. If an emergency arises that requires your absence from class, please contact the professor. Simply prioritizing your education behind other time commitments does not constitute such an emergency. Participating in class discussions and listening to and taking notes on class lectures are absolutely necessary for the successful completion of this course. Protocol for written work requires that all quotations must be enclosed in quotation marks or, when more than three lines, put in an indented block. Full citation of the original author and source must also be included. For all papers, review a writing handbook for help with quote integration, formatting & proper citation (most of you will have purchased one for your Freshman comp. classes). Also see the University policy on "Academic Integrity" below for help defining and avoiding plagiarism of all kinds.

University Policies

SJSU classes are designed such that in order to be successful, it is expected that 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>.

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/. The [Late Drop Policy](http://www.sjsu.edu/aars/policies/latedrops/policy/) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. **February 3rd** is the last day to drop classes in Spring 2015. 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 to record course material. 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.

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 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.

Eight Required Texts:

Maxine Hong Kingston. *China Men*. New York: Vintage, 1980. ISBN: 0-679-72328-5

Jhumpa Lahiri. *Interpreter of Maladies*. New York: Houghton Mifflin, 1999. ISBN: 0-395-92720-X.

Andrew Lam, *Perfume Dreams: Reflections on the Vietnamese Diaspora*. Berkeley, CA: Heyday Books, 2005. ISBN: 1-59714-020-1.

Chang-rae Lee. *Native Speaker*. New York: Riverhead Books, 1996. ISBN: 1-5732-2531-2

Rajini Srikanth and Esther Y. Iwanaga, Eds. *Bold Words: A Century of Asian American Writing*. New Brunswick, NJ: Rutgers UP, 2001. ISBN: 0-8135-2966-2.

Lysley Tenorio, *Monstress: Stories*. New York: Harper Collins, 2011. ISBN: 1978-0-06-205956-7

Mitsuye Yamada. *Camp Notes and Other Writings*.

Karen Tei Yamashita. *Tropic of Orange*. Minneapolis: Coffee House P, 1997. ISBN: 1-56689-064-0.

Recommended reading for Californians:

Carlos Bulosan. *America is in the Heart*. 1943. Seattle: U of Washington P, 1993. ISBN: 0-295-95289-X.

English 165 Asian American Literature, Spring 2015 Course Schedule

Please note that this schedule is tentative and may be changed-- but if it is, you will be notified a week in advance in class and via email or Canvas.

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	January 22	Introduction: overview of historical events shaping Asian American communities and literature.
1	January 27	Begin reading Maxine Hong Kingston's <i>China Men</i> (to page 73/through "The Father from China") and read the questions on the Canvas discussion site for MHK.
2	January 29	Read Maxine Hong Kingston's <i>China Men</i> (74-162).
2	February 3	Read Maxine Hong Kingston's <i>China Men</i> (pp. 163-233)
3	February 5	Conclude Maxine Hong Kingston's <i>China Men</i> (237-308). Short written response #1 due.
3	February 10	Read Hisaye Yamamoto's "Seventeen Syllable," Bulosan's "Story of a Letter." and Chang-rae Lee's essay, "The Faintest Echo of Our Language" in <i>Bold Words</i> .
4	February 12	Read Chang-rae Lee's <i>Native Speaker</i> (to page 81).
4	February 17	Read Chang-rae Lee's <i>Native Speaker</i> (to page 171).
5	February 19	Read Chang-rae Lee's <i>Native Speaker</i> (to page 230).
5	February 24	Read Chang-rae Lee's <i>Native Speaker</i> (to page 292). Short written response #2 due.
	February 25	Bich Minh Nguyen reading at 7 PM at MLK 225/229
6	February 26	Jhumpa Lahiri, <i>Interpreter of Maladies</i> : "A Temporary Matter," "When Mr. Pirzada Came to Dine"
6	March 3	Jhumpa Lahiri, <i>Interpreter of Maladies</i> : "Interpreter of Maladies" and "A Real Durwan,"
7	March 5	Jhumpa Lahiri, <i>Interpreter of Maladies</i> : "Sexy," "Mrs. Sen's," and "This Blessed House."
7	March 10	Jhumpa Lahiri, <i>Interpreter of Maladies</i> : "The Treatment of Bibi Haldar" and "The Third and Final Continent." Short written response #3 due.
8	March 12	Read Lam's "Show and Tell" and Susan Choi's <i>Foreign Student</i> excerpt from <i>Bold Words</i> (285-298) and additional selections TBA.
8	March 17	Read Andrew Lam, <i>Perfume Dreams</i> (to page 88)
	March 18	Kazim Ali is reading at 7 PM at MLK 225/229
9	March 19	Finish reading Andrew Lam, <i>Perfume Dreams</i> . Written response #4 due.
9	March 23-29	Spring Break

Week	Date	Topics, Readings, Assignments, Deadlines
10	March 31	Cesar Chavez Day: Campus Closed
10	April 2	Read selections from <i>Bold Words</i> set in Hawaii: Eric Chock (95) Lois-Ann Yamanaka (106) Cathy Song (108) Gary Pak's short story "The Valley of the Dead Air" and R. Zamora Linmark's "Our Lady of Kalihi" Andrew Lam reading tonight at 7 PM at MLK 225/229
11	April 7	Read Mitsuye Yamada's <i>Camp Notes and Other Poems</i> (to page 56).
11	April 9	Read Mitsuye Yamada's <i>Desert Run Poems and Stories</i> (57-94). Written response #5 due.
12	April 14	Read Karen Tei Yamashita, <i>Tropic of Orange</i> (at least to page 70).
12	April 16	Read Karen Tei Yamashita, <i>Tropic of Orange</i> (at least to page 140).
13	April 21	Read Karen Tei Yamashita, <i>Tropic of Orange</i> (at least to page 210).
	April 22	Susan Choi reading tonight at 7 PM at MLK 225/229
13	April 23	Finish Karen Tei Yamashita, <i>Tropic of Orange</i> (280 pages). Written response #6 due.
14	April 28	Proposals and annotated bibliographies due. Read Lysley Tenorio's "Monstress" and "The Brothers"
14	April 30	Read "Felix Starro" and "The View From Culion"
15	May 5	Read "Superassassin" and "Help" Deadline for getting your review assignments in.
15	May 7	Read "Save the I-Hotel" and "L'amour, CA." Written response #7 due.
16	May 12	Review for Final. Final research paper due.
Final Exam	Thursday, May 21,	9:45-12 noon in our regular classroom