

**San José State University**  
**Department of English & Comparative Literature**  
**ENG 123B, Literature for Global Understanding: Africa, Section 01, Fall, 2019**

**Course and Contact Information**

Instructor:	Prof. Meghan Gorman-DaRif
Office Location:	FOB 216
Email:	meghan.gorman-darif@sjsu.edu
Office Hours:	Thursday 3-5, and by appointment
Class Days/Time:	MW, 3:00-4:15
Prerequisites:	WST, Core GE, Upper Division Standing, completion of (or co-registration in) 100W
GE/SJSU Studies Category:	Area V, "Culture, Civilization, and Global Understanding"

**Faculty Web Page and MYSJSU Messaging**

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) <http://one.sjsu>. to learn of any updates.*

**Required Books**

*Weep Not, Child* (1964) Ngũgĩ wa Thiong'o ISBN: 978-0143106692  
*Nervous Conditions* (1988) Tsitsi Dangarembga ISBN: 978-0954702335  
*The Joys of Motherhood* (1979) Buchi Emecheta ISBN: 978-0807616239  
*Oil on Water* (2010) Helon Habila ISBN: 978-0393339642  
*Homegoing* (2016) Yaa Gyasi ISBN: 978-1101971062

**Course Description**

Course promotes global understanding by examining the cultures and literary arts of a selected region of the world, Africa, and covers representative texts and authors from North Africa and Sub-Saharan Africa. GE Area: V Prerequisite: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended. Note: All SJSU Studies courses require completion of the WST and upper division standing.

“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.

This section, 123B: Africa, examines literature in English produced during the postcolonial period from a variety of countries and cultures in Africa, with special attention to how authors engage in their texts with the contexts of colonialism, systems of education, and the English language itself as a medium for self-expression. Specifically, in the first unit we will consider the Bildungsroman in Africa, focusing on how authors engage with and subvert traditional Western literary forms, and how colonial legacies and educational systems alter and complicate the coming of age story. The second unit considers how other generic forms are experimented with and developed in African contexts, and how authors use generic experimentation and creativity to respond to historical and political events through their literary texts. The course ends with two novels from the contemporary moment, and emerging debates on the sufficiency and status of the term “postcolonial” in light of current global political issues of neoliberal economic practices, immigration, displacement, and transnationalism. This course is not meant to be a complete survey in African literature, but instead aims to introduce students to some of the themes that have emerged in postcolonial African fiction over the last fifty years, and the historical, political, and social contexts from which such writing emerges.

**Course Goals and Student Learning Objectives**

Area V Student Learning Objectives/General Education Learning Outcomes:

I. The GE writing requirement will be met in this class by means of weekly blog posts and a series of 3 written assignments with an aggregate word count of 5,000+ words, as follows:

- Blog Posts: 300 words/week
- Paper 1: Textual Analysis 850-1000 words
- Paper 2: Contextual Analysis 1000-1250 words
- Paper 3: Research Paper 2,000-2500 words

II. The General Education Learning Outcomes for this course and the coursework that link to those outcomes are described below:

<p>GELO 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.</p>	<p>Close reading, analysis, critique, and discussion of course texts and outside research as measured by weekly blog posts focused on comparisons between texts, and the final research paper which synthesizes both primary and secondary texts as well as outside research.</p>
<p>GELO 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.</p>	<p>Course lectures, particularly those focused on recommended secondary texts, as well as second major paper assignment on contextual analysis.</p>
<p>GELO 3: Students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.</p>	<p>Course lectures, readings, blog posts, and discussions, as well as contextual analysis and research essays.</p>

### III. Course Learning Outcomes (CLO)

Consistent with the goals of courses approved for Advanced GE in Area V, “English 123B: Literature for Global Understanding--Africa” focuses on the literary expressions of Africa 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;
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.

With reference to the artistic texts and literatures of Africa 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 local and global historical events and cultural, political, and economic forces. Students taking the course are expected to:

1. Gain a knowledge and understanding of Africa through the literatures and artistic texts produced by its various cultures and peoples;
2. Learn to contextualize the knowledge and understanding of Africa in terms of its interrelationships and interactions with local and global historical events and cultural, political, and economic forces;
3. Acquire, through individual as well as collaborative efforts, skills of reading, explicating, discussing, analyzing, interpreting, debating, and writing about texts pertaining to literatures produced by cultures and peoples of Africa;
4. Learn to develop, as a habit of mind, a keen interest in the global and local histories, and cultural, political, and economic forces that have come to shape the affairs in Africa 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 Africa;
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.

Upon successful completion of this course, students will be able to achieve the following Course Learning Outcomes (CLO):

1. *Becoming knowledgeable in the subject* by means of exposure to a diverse and representative variety of significant texts of literature and, where appropriate, the other arts, that support an understanding of Africa, and by means of familiarization with prominent writers, key texts, and essential materials in Africa;
2. *Developing expertise in the subject* as evidenced by careful examinations of course / subject materials in both local and global contexts, especially with regard to larger historical, cultural, political, and economic forces that come into play in shaping Africa in relation to the rest of the world, and through in-depth analysis of key issues affecting Africa in the local and global contexts described above;
3. *Mastering advanced skills* in reading, analysis, critique, research, and writing at levels suited to the study of the course materials as well as the issues implied, and in articulating considered arguments in verbal discussions, writing and/or other appropriate formats.

IV: BA Program Learning Outcomes of the Department of English & Comparative Literature

This course also helps students in the major to achieve the BA Program Learning Outcomes 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.

**Requirements & 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.

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. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

There will be a series of 3 essays that make up the majority of the grade for this class. Should you choose to revise essays, the deadline for revisions is one week from the date you receive your paper back with comments (essays comprise 70% of the final grade). There will also be weekly blog posts and quizzes (30% of the final grade)

Essay 1	20%	CLO 1, 3
Essay 2:	25%	GELO 2, 3, CLO 1, 2
Essay 3 Prospectus	5%	CLO 3
Essay 3 Final	25%	GELO 1, 3, CLO 1, 2, 3
Weekly Blog Posts	15%	GELO 1, CLO 1, 2, 3
Quizzes.	10%	CLO 1, 2

A (93%-100%)	B- (80%-82.9%)	D+ (67%-69.9%)
A- (90%-92.9%)	C+ (77%-79.9%)	D (63%-66.9%)
B+ (87%-89.9%)	C (73%-76.9%)	D- (60%-62.9%)
B (83%-86.9%)	C- (70%-72.9%)	F (0%-59.9%)

## Blog Posts

You will be asked to contribute to the course blog at least once a week. Your contributions will include both an original post (300 words) and a response to a classmate's post (50-100 words). **Original posts are due Sunday at midnight; responses are due Wednesday by the time class meets.** Blogs should center on the course readings for that upcoming week, focusing on critical analysis and deploying close reading skills and addressing texts' social, political, and historical contexts to produce analytical readings as discussed in class. Blog posts should make an argument about some element of the text, as well as providing support for the argument with textual evidence and your own interpretation and analysis of the evidence to support your point or idea. The audience for this will be your peers - educated readers familiar with the text - therefore, the goal is to produce a value-added piece of writing for the class that hinges on persuading your readers that your interpretation is valid (though debatable). Examples might include: a pattern or theme you have noticed developing in the text, and what you think the author is trying to reveal through it; a close reading of a particular scene in an attempt to get at its possible meaning or implications; the use of outside research to contextualize the text and make an argument about it; a consideration of how the text's conditions of production may relate to or influence its meaning, etc. These posts are designed for you to be able to practice your analytical skills, and receive substantive weekly feedback on your writing and critical thinking in preparation for our longer writing assignments, and to encourage attentive reading practices to facilitate class discussion.

## Quizzes

You will be quizzed periodically on reading and lecture materials as well as conventions and mechanics of writing and research covered in readings or during class time. If you are regularly attending class and keeping up with readings, these should be an easy way to keep your grade up – I see them as built-in accountability to encourage you to stay on top of materials.

## Paper 1: Textual Analysis

Length: 850-1000 words double-spaced. Use standard margins and 12-point Times New Roman.

**Essay Guidelines:** This essay focuses on close reading skills to develop a textual analysis of one of the texts from the first unit of the course, *Weep Not, Child* or *Nervous Conditions*. First, you will select a short passage, or set of passages, totaling around a paragraph that you find significant to the overall meaning of the text. Your paper will make an argument about why this passage is significant: what does it show us about a larger theme or message in the text? How might it contribute to determining meaning in relation to larger text-wide questions? In addition to stating *what* you think the passage means, your thesis should explain *how* the author creates that meaning. This means that your thesis should address which features of the text you'll be discussing in your paper and note their function in developing the larger meaning.

**Prewriting:** for this essay I highly recommend completing a number of prewriting exercises. You may want to start with several choices of passages, and for each, complete the following steps in order to determine which close reading is the strongest for developing into a paper.

- 1) *Summarize/Paraphrase:* State the basic content of the passage/set of quotes in your own words. It is important to begin with a literal understanding of what is occurring, especially in complex texts.

- 2) *Observe*: Look closely at the formal features of your passage, listing every one you notice. “Formal features” are choices that the author made when composing the passage. Identify the author’s use of literary devices, such as allusion, repetition, and metaphor. In addition, note words that seem unusual or surprising and consider variations in syntax. What word or form would you expect instead? What is the effect created by the unusual word/structure that the expected would not convey? What details are included for emphasis, or which reveal implicit meanings about the characters or events?
- 3) *Analyze*: Select 4-5 of the features you observed in step 2. For each literary device, image, or unusual word/structure, write a detailed analysis of why it is significant. Why do you think the author chose to include these particular images? What do the details you’ve observed reveal about the ideas and themes that the author explores? Be as specific as possible at this stage.
- 4) *Argue*: Based on your observations and analysis in Steps 2 and 3, make a claim about the significance of this passage to the work as a whole. What do the author’s decisions in this specific passage/set of quotations help us to understand about the larger themes and concerns of their work, such as individual vs group identity, the intersections of class, race, gender, and religion, the impact of education, etc?

**Grading Criteria:** For a C or above, your paper must be at least 1000 words long, focus on one passage or a series of related quotes that make up a short passage, include a thesis statement, and analyze (rather than merely summarize) least three specific features of the text (literary devices, words, or images). If your paper meets these basic requirements, I will consider the following factors when assessing your grade:

- Argument*: Does the paper consistently and effectively build an argument, rather than just summarizing the passage, articulating both what the author is doing with language, and how?
- Organization*: Does the essay logically develop the argument articulated in the thesis statement? Does the paper effectively use between paragraphs and ideas? Does the paper introduce the topic and conclude effectively and logically?
- Critical thought*: Does the essay include original ideas, venturing beyond the material we’ve covered in class? Does the paper acknowledge ambiguity and complexity in the text, rather implying the interpretation is obvious?
- Presentation*: Is the paper free of grammatical errors and edited for style?

## Paper 2: Contextual Analysis

**Length:** 1000-1250 words double-spaced plus a separate Works Cited list. Use standard margins and 12-point Times New Roman font.

**Essay Guidelines:** The purpose of this essay is to analyze how *The Joys of Motherhood* responds to one specific historical issue at the time of writing (1979). The goal is not to write a comprehensive explanation of the whole book, but to focus closely on a set of passages, verbal patterns, or recurring images that can help readers understand one specific aspect of the text’s relationship to its particular time and place.

Your **introduction** should briefly introduce the context you’re focusing on and state your **thesis**: your central argument about how you think the author represents or implicitly responds to a specific cultural/historical/political issue. For example, do the sections you’re analyzing suggest that *The Joys of Motherhood* affirms or subverts debates about tradition and modernity in the colonial context? Do your passages indicate a challenge in the text to a common understanding or stereotype? As you

develop your thesis, consider these questions: what does the specific historical or cultural context you are analyzing help readers to understand about the text you are working on? Conversely, what does the text under consideration help us understand about the social/political/historical contexts of 1970s Nigeria?

In your **body paragraphs**, provide background information to orient readers to your historical issue, and use textual analysis to explain how you think the author is representing or responding to this issue. You might choose to focus closely on one or two passages or gather a range of quotations from across the book. Your Contextual Analysis Paper will develop the same skills you've practiced in the Textual Analysis paper: analyzing the significance of the author's formal choices, such as their word choice, tone, selection of detail, and use of metaphors. For this paper, you'll be focusing on **how those formal details reveal the author's response to a specific cultural/political/social conflict**.

**Research:** Unlike your first paper, this assignment requires you to gather evidence from outside of your main literary text. You are required to incorporate **at least 3 credible scholarly sources**: one source that provides background information on your historical topic; one critical essay that makes an argument related to your historical topic; and one additional source. This third source could be another critical or historical text, or another kind of source, such as a primary text that is contemporaneous with the text you are writing on. Cite all of your sources within the paper using parenthetical citations (Author #), and include a Works Cited page citing all 3 sources in MLA style.

To locate sources in the SJSU library system, visit the MLK Library's English and Comparative Literature research guide: <https://libguides.sjsu.edu/english>. The research guide includes contact information for the English and Comparative Literature librarian, who can help with research questions. For more guidance, please visit my office hours, the Writing Center, or the MLK Library's Research help desk.

### **Grading Criteria:**

For a C or above, your paper must be at least 1000 words long, incorporate 3 sources, and include a debatable thesis statement about your selected text's relation to one specific historical context. If your paper meets these basic requirements, I will assess your grade based on the following criteria, listed in order of importance.

- *Argument*: Does the paper develop a compelling argument about how the author represents and responds to a specific historical context, rather than just summarizing the book and listing contextual information? Does the evidence in your body paragraphs support your argument?
- *Historical specificity*: Do you ground claims about the author's historical and cultural context in your research, rather than making assumptions? For example, do you describe specific ways in which people were constrained at particular moments or in particular circumstances under colonialism, rather than vaguely stating that people were oppressed?
- *Organization*: Does the essay develop logically? Do you use transitions and topic sentences to link your paragraphs?
- *Integrating research*: Do you effectively incorporate your three sources? Do you frame each quotation or paraphrase with an explanation of its significance? Do you attribute ideas and phrases to their sources using in-text citations?
- *Presentation*: Is your paper free of grammatical errors and edited for style?

### Final Paper: Research Paper

**Length:** 2,000-2500 words, plus a separate Works Cited page. Use standard 1-inch margins and 12-point Times New Roman font.

In your final paper, you will use the close reading, contextual analysis, and research skills you've practiced in earlier papers to develop an original interpretation of either *Oil on Water* or *Homegoing*. You may decide to write on only one of these texts, both of the texts, or one of the texts and another from the course. You have three broad goals in this paper: (1) to develop an argument about a specific topic in one or two texts; (2) to support this argument with textual evidence; (3) to respond to other scholars' arguments about your topic.

In your **introduction**, introduce the topic and texts your paper will focus on, and concisely explain why this topic matters: why is it central to the text you're analyzing? Next, briefly summarize what other scholars have argued about your topic. You don't need to use specific quotations here; just give readers a general sense of the controversy that surrounds your topic. (Ex. "Critiques of slavery narratives, including those of X and Y argue that reproducing the violence of slavery carries with it its own harm and violence") This summary of a scholarly controversy should set the stage for your own argument. ("However, in *Homegoing*, Yaa Gyasi is able to represent the unfreedoms of slavery in the US without falling into the aforementioned pitfalls by focusing on Y rather than Z as was the case in B.) Conclude your introduction with a **thesis statement** that identifies your main argument and previews the evidence you will use to support it.

Each of your **body paragraphs** should provide support for your argument. Be sure to include a detailed analysis of the specifics of the author's language, using close reading techniques to demonstrate *what* they do, and further, *how* each passage or phrase you analyze supports your argument. The body of your paper should include an in-depth analysis of literary passages. As you present your analysis, cite the arguments that other scholars have made about your topic, and indicate which parts of their arguments you agree and disagree with. Be selective and precise when incorporating other critics' positions; the majority of each paragraph should consist of your own analysis.

### Choosing a topic

You can write about any one of the texts we've studied in this class, but **you cannot write about a topic you've already addressed in your first two papers**. You're welcome to develop the work you've done in your blog posts, but you're required to generate at least 2000 words of entirely new writing in addition to any revised material you include from an earlier project.

Begin by brainstorming themes, issues, ideas, and questions that are personally interesting and important to you from the class overall. To get started, review your class notes and writing exercises; browse library databases to see what other scholars have written about; and talk to me in office hours. As you pre-write, think of a few **critical questions**: questions that could generate multiple possible answers from different readers. How are the various authors we've read responding to various contexts related to colonialism and post-independence politics? What do the novels we've read accomplish that is different from other similar genres or texts from different contexts or locations? What kinds of complexity are the authors we've read able to grapple with and explore in their writing? **How does literature create a way to look beyond borders and across time periods to better understand different cultures, histories, and experiences?**

**Prospectus:** In this brief summary you will write up two paragraphs (or so) in response to these questions and indicating the tentative direction and focus of argument for your final paper. One good way to do this is to form a specific research question. While we will not yet be finished with *Homegoing*, the first sections of the book provide many potential avenues for analysis in terms of: narrative form and genre; continuities between colonial and postcolonial history; the atlantic slave trade; diaspora and return; race across national contexts; intersections between race, nationality, class, and gender; etc. My hope is that if you establish a topic or two to focus on early on, you'll be able to note significant passages throughout *Homegoing* for the final paper and be well prepared for writing on either of the final texts when the time comes.

In addition to the summary of your research direction, please also include two annotations of secondary sources you may include in your paper. Annotations should include 1) MLA citation of article/text, 2) Summary of text's argument, 3) How you plan to use the text within your paper or argument, for example, as background information, or as an argument you will be suggesting is wrong, or as an argument you will be agreeing with and supplementing through your own analysis.

## Research

Your essay should incorporate at least four scholarly sources: book chapters or articles from peer-reviewed academic publications. (These will be the background on the literary debates into which you are entering – you may also need some contextual, historical, or biographical texts to supplement your research depending on your topic). To get started on research, visit the library's English research guide. For more research guidance, visit my office hours, the Writing Center, or the MLK Library's Research Help desk.

## Grading Criteria

For a C or above, your paper must be at least 2000 words long, develop an argument, include original analysis of specific passages from your literary text, and incorporate at least three scholarly sources. If your paper meets these basic requirements, I will assess your grade based on the following factors in order of importance:

- *Argument:* Does your paper make an interesting and debatable claim about the text or texts you're analyzing? Does the analysis in your body paragraphs support your thesis? When responding to other critics, do you clearly indicate how their arguments relate to yours?
- *Organization:* Are your paragraphs divided by topic? Do you use topic sentences to signal how each paragraph relates to your central argument? Does the argument of the paper develop logically, and have an effective introduction and conclusion?
- *Integrating research:* Do you frame each quotation/paraphrase with an explanation of its significance? Have you attributed ideas to their sources using in-text citations?
- *Presentation:* Is your paper free of grammatical errors and edited for style?

## SJSU's Credit Hour Requirement

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

## Classroom Protocol

**Accessibility:** Universal design is an accessibility principle by which expanding access to a space (like a classroom) or a conversation (like a curriculum) benefits everyone. I aim for universal design in my courses, and at the same time, I assume that each student learns differently. If you are facing a barrier to access in my class, I invite (and encourage!) you to talk with me about it in my office hours or by e-mail. In addition, the university and San Jose community offer many kinds of support services

- **Accessible Education Center** is online at <http://www.sjsu.edu/aec/> and on Facebook. You can also reach them at 408-924-6000 (voice) or by email at [aec-info@sjsu.edu](mailto:aec-info@sjsu.edu). AEC is the office that handles requests for accommodations (<http://www.sjsu.edu/aec/current-students/accommodation-information/index.html>). Their office is in the Administration Building (110), and they offer a variety of services to facilitate access for students at SJSU:
  - **Accessible Software and Training** (<http://www.sjsu.edu/aec/current-students/center-for-accessible-technology/accessible-software-and-training/index.html>)
  - **Deaf and Hard of Hearing Services** (<http://www.sjsu.edu/aec/current-students/deaf-and-hard-of-hearing-services/index.html>)
- **Gender Equity Center** is online at <http://www.sjsu.edu/genec/> and provides a variety of spaces and services including drop-in social spaces, free condoms, pads, and tampons, a lactation room, as well as events throughout the year. They are located in the Student Union, First Level, Room 1650. You can also reach them at 408-924-6500 or via email at [sjsugenec@gmail.com](mailto:sjsugenec@gmail.com)
- **MOSAIC Cross Cultural Center** is online at <http://www.sjsu.edu/mosaic/> and on Facebook. They provide support and services for students from historically underrepresented groups, including educational and leadership opportunities through programming and training, a resource library and database of speakers, funding opportunities, and a space to study or connect. You can find them on the 1<sup>st</sup> floor of the Student Union Main Building. You can also reach them at 408-924-6255 or via email at [mosaic@sjsu.edu](mailto:mosaic@sjsu.edu)
- **Pride Center** is online at <http://www.sjsu.edu/pride/> and provides support on campus to LGBTIQQA students. Their library has a variety of resources and the space is also available for meeting, studying, or socializing. They are located in the Student Union in the Main Section on the 1<sup>st</sup> Level.
- **Student Counseling and Psychological Services** is online at <http://www.sjsu.edu/counseling/> and are located in the Student Wellness Center, Third Floor (300B). You can schedule an appointment by calling 408-924-5910 or email them at [counseling.services@sjsu.edu](mailto:counseling.services@sjsu.edu). You can also access their after hours crisis service by calling their main number, and pressing 4. If you are experiencing an emergency you can also reach the police at 911, campus police at 408-924-2222, the County Suicide and Crisis Line at 855-278-4204, or text ANSWER to 839863 to get a response from the Crisis Call Center.
  - **SCPS** has also compiled a list of local and community resources including resources for mental health, addiction issues, legal aid, and community and cultural groups, including veterans etc., which

you can find at: [http://www.sjsu.edu/counseling/students/Off-Campus\\_Assistance/Community\\_Resources/index.html](http://www.sjsu.edu/counseling/students/Off-Campus_Assistance/Community_Resources/index.html) - alcohol

- **The Office of Student and Faculty Success** is online at <http://www.sjsu.edu/sfs/> and they have a wide range of services to provide support for the campus community, including:
  - **#FinishIn4** (<http://www.sjsu.edu/californiapromise/>)
  - **Project Succeed** (<http://www.sjsu.edu/projectsucceed/>)
  - **Academic Advising and Retention Services** (<http://www.sjsu.edu/aars/>)
  - **CommUniverCity** (<http://cucs.org/>)
  - **E-Campus** (<http://www.sjsu.edu/ecampus/>)
  - **Peer Connections** (<http://peerconnections.sjsu.edu/>) offers peer mentoring and tutoring services
  - **Student-Athlete Success Services** (<https://sjsuspartans.com/sports/2018/8/3/ot-sjsu-academic-services-html.aspx>) offers academic and study skills services for student athletes
  - **Office of Supported Instruction** (<http://www.sjsu.edu/supportedinstruction/index.html>) offers courses in Math and Writing to first year students for college success.
  - **TRIO ASPIRE Program** (<http://www.sjsu.edu/aspire/index.html>) offers support services to students from underrepresented groups.
- **Student Health Center** is online at <http://www.sjsu.edu/studenthealth/>. In addition to general medicine, they also have a Wellness and Health Promotion Unit which provides support relating to nutrition, substance abuse, body image, sleep, sexual health, and violence prevention. Appointments can be made online, or you can call them at 408-924-6122.
- **YWCA Silicon Valley** (<https://ywca-sv.org/>) is a community center providing shelter and resources for survivors of domestic violence, sexual assault, and dating violence. Their 24-hour # is: 800-572-2782
- **San José State Writing Center** is online at <http://www.sjsu.edu/writingcenter/> and offers free consultations about student writing. They're not line editors, they're way better: trained writing instructors who can help you at any point in your writing process. You can schedule an appointment online, or contact them at 408-924-2308. They are located on the second floor of the MLK library, as well as offering drop-in tutoring in Clark Hall 126.

**Late Work:** Unless arrangements have been made well ahead of time (at least 2 days prior to due date), late work will be penalized by a grade reduction of 10% per day and will not be accepted after a week.

**Attendance and Participation:** Your success in this class will largely be dependent on your attendance and active participation in our zoom lectures and discussions, as well as your keeping closely up to date with our reading schedule. Staying on top of lecture attendance and reading will result in a better understanding of the material, which will translate into higher grades on assignments and quizzes and generally a better connection to the course, your classmates, and the literature we are engaging. Please plan accordingly and develop a schedule to manage the variety of assignments for this course, including readings, blog posts, and major essays.

**Scholastic Honesty:** Turning in work that is not your own, or any other form of scholastic dishonesty, will result in a major course penalty, possibly failure of the course. This standard applies to all drafts and assignments, and a report of the incident will be submitted to the appropriate Dean's office on campus.

## University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.



## ENG 123B: Literature for Global Understanding: Africa, Fall 2020, Course Schedule

Below is a table with the proposed weekly agenda for the semester. This is subject to change with fair notice. Notification of changes will be made via Canvas Announcements, or in class. Please make sure that your email on Canvas is your preferred email.

### Course Schedule

Note: **readings should be done for the day they are assigned**, please bring hard copies of the texts with you to class for discussion.

Week One	Aug. 19 <sup>th</sup>	<b>HW:</b> Read Chinua Achebe “An Image of Africa: Racism in Conrad’s <i>Heart of Darkness</i> ”; Ngũgĩ wa Thiong’o, “The Language of African Literature” from <i>Decolonizing the Mind</i> links under Modules section on Canvas	<b>Wednesday Zoom:</b> Introductions/Syllabus TedTalk: The Danger of a Single Story  <b>On Canvas:</b> <ul style="list-style-type: none"> <li>• First Day Survey</li> <li>• Blog Post 1 (Due Sunday by midnight)</li> </ul>
Week Two	Aug. 24 <sup>th</sup>  Aug. 26 <sup>th</sup>	<b>HW:</b> Read Simon Gikandi: Introduction: “East African Literature in English From 1945 to the Present” and Simon Gikandi <i>Ngũgĩ wa Thiong’o</i> Preface, Chronology, and section in Introduction “Ngũgĩ and the drama of (post)colonialism” (3-12) canvas  <b>HW:</b> Read <i>Weep Not, Child</i> Part One  <b>Suggested Reading:</b> “Ngũgĩ wa Thiong’o’s visions of Africa” Loflin, Christine <i>Research in African Literatures</i> 1995; 26.4	<b>Monday Zoom:</b> Review of Ngũgĩ wa Thiong’o in the context of African literature and colonialism  <b>Wednesday Zoom:</b> Discussion of introductory and contextual readings; close reading steps and practice  <b>On Canvas:</b> <ul style="list-style-type: none"> <li>• Response to classmates’ post (Due Wednesday by class time)</li> <li>• Blog Post 2 (Due Sunday by midnight) Close Reading exercise on <i>Weep Not, Child</i></li> <li>• Quiz #1 (Due Aug 31<sup>st</sup> by class meeting time)</li> </ul>
Week Three	Aug. 31 <sup>st</sup>  Sept. 2 <sup>nd</sup>	<b>HW:</b> <i>Weep Not, Child</i> , Part Two, chapters 8-13  <b>HW:</b> <i>Weep Not, Child</i> , Part Two, chapters 14-end  <b>Suggested Reading:</b> Gikandi <i>Ngũgĩ wa Thiong’o</i> , Chapter 3: Educating Colonial subjects: The “emergency stories” and <i>Weep Not, Child</i>	<b>Monday Zoom:</b> Lecture on and discussion of readings  <b>Wednesday Zoom:</b> Discussion of <i>Weep Not, Child</i>  <b>On Canvas:</b> <ul style="list-style-type: none"> <li>• Response to classmates’ post (Due Wednesday by class time)</li> <li>• Quiz #2 (Due by Wednesday, class time)</li> <li>• Blog Post 3 (Due Sunday by midnight) Close reading exercise on <i>Weep Not, Child</i></li> </ul>
Week Four	<i>Labor Day</i>		<b>No Monday Zoom: Holiday</b>

	Sept. 9 <sup>th</sup>	<p><b>HW:</b> Read <i>Nervous Conditions</i>, Intro through Chapter Three (pp. vii-57)</p> <p><b>Suggested reading:</b> Susan Andrade, Introduction from the book <i>The Nation Writ Small</i></p>	<p><b>Wednesday Zoom:</b> Paper One review; discussion of <i>Weep Not, Child</i></p> <p>On Canvas:</p> <ul style="list-style-type: none"> <li>• Response to classmates' post (Due Wednesday by class time)</li> <li>• Blog Post 4 (Due Sunday by midnight)</li> </ul>
Week Five	Sept. 14 <sup>th</sup>  Sept. 16 <sup>th</sup>	<p><b>HW:</b> <i>Nervous Conditions</i>, Chapter Four through Chapter Five (pp. 58-104)</p> <p><b>HW:</b> <i>Nervous Conditions</i>, Chapter Six through half of Chapter 8 (pp. 105-161)</p> <p><b>Suggested reading:</b> "Peripheral Realism and the Bildungsroman in Tsitsi Dangarembga's <i>Nervous Conditions</i>" Gabriele Lazzari, <i>Research in African Literatures</i> 49.2, 2018</p>	<p><b>Monday Zoom:</b> Introduction to <i>Nervous Conditions</i>, discussion of gender in African literature</p> <p><b>Wednesday Zoom:</b> Discussion of <i>Nervous Conditions</i></p> <p>On Canvas:</p> <ul style="list-style-type: none"> <li>• Response to classmates' post (Due Wednesday by class time)</li> <li>• Quiz #3 (Due Sept. 16<sup>th</sup> by class meeting time)</li> <li>• Blog Post 5 (Due Sunday by midnight)</li> </ul>
Week Six	Sept. 21 <sup>st</sup>  Sept. 23 <sup>rd</sup>	<p><b>HW:</b> <i>Nervous Conditions</i>, second half of Chapter 8 through end (pp. 162-208).</p> <p><b>HW:</b> Complete first draft of Essay 1 in class for peer review Monday</p> <p><b>Suggested Reading:</b> "You Had a Daughter, but I Am Becoming a Woman": Sexuality, Feminism and Postcoloniality in Tsitsi Dangarembga's "Nervous Conditions" and "She No Longer Weeps"</p>	<p><b>Monday Zoom:</b> Review of Model essays for Essay 1</p> <p><b>Wednesday Zoom:</b> Discussion of <i>Nervous Conditions</i></p> <p>On Canvas:</p> <ul style="list-style-type: none"> <li>• Response to classmates' post (Due Wednesday by class time)</li> <li>• Blog Post 6 (Due Sunday by midnight)</li> </ul>
Week Seven	Sept. 28 <sup>th</sup>  Sept. 30 <sup>th</sup>	<p><b>HW:</b> Read <i>The Joys of Motherhood</i> Introduction, and chapters 1-3 (pp. 1-39)</p> <p><b>HW:</b> <i>The Joys of Motherhood</i> Chapters 4-9 (pp. 40-110)</p> <p><b>Suggested Reading:</b> <i>Down Girl: The Logic of Misogyny</i>, by Kate Manne, Chapter 1: Threatening Women (Canvas)</p>	<p><b>Monday Zoom:</b> Peer Review of paper 1</p> <p><b>Wednesday Zoom:</b> Discussion of <i>The Joys of Motherhood</i></p> <p>On Canvas:</p> <ul style="list-style-type: none"> <li>• Response to classmates' post (Due Wednesday by class time)</li> <li>• Quiz #4 (Due Sept. 30<sup>th</sup> by class meeting time)</li> <li>• Blog Post 7 (Due Sunday by midnight)</li> </ul>
Week Eight	Oct. 5 <sup>th</sup>  Oct. 7 <sup>th</sup>	<p><b>HW:</b> Read <i>The Joys of Motherhood</i> chapters 10-12 (pp. 111-150)</p>	<p><b>Monday Zoom:</b> Introduction to Kate Manne's definition of misogyny; discussion of <i>The Joys of Motherhood</i></p>

		<p><b>HW:</b> Read <i>The Joys of Motherhood</i> chapters 13-18 (pp. 151-224)</p> <p><b>Suggested Reading:</b> From <i>The Cambridge Companion to the African Novel</i>, Chapter 11: “The African novel and the feminine condition” by Nana Wilson-Tageo</p>	<p><b>Wednesday Zoom:</b> Discussion of <i>The Joys of Motherhood</i></p> <p>On Canvas:</p> <ul style="list-style-type: none"> <li>• Response to classmates’ post (Due Wednesday by class time)</li> <li>• Blog Post 8 (Due Sunday by midnight)</li> </ul>
Week Nine	Oct. 12 <sup>th</sup>  Oct. 14 <sup>th</sup>	<p><b>HW:</b> Paper 2 Draft for Peer Review</p> <p><b>HW:</b> Read <i>Oil on Water</i> Ch. 1-5 (pp. 1-64)</p> <p><b>Suggested Reading:</b> Interview with Helon Habila <a href="http://ayibamagazine.com/fiction-and-the-city-an-interview-with-helon-habila/">http://ayibamagazine.com/fiction-and-the-city-an-interview-with-helon-habila/</a></p>	<p><b>Monday Zoom:</b> Review of Essay 2; Introduction to <i>Oil on Water</i></p> <p><b>Wednesday Zoom:</b> Peer Review of Essay 2</p> <p>On Canvas:</p> <ul style="list-style-type: none"> <li>• Response to classmates’ post (Due Wednesday by class time)</li> <li>• Quiz #5 (Due Oct. 14<sup>th</sup> by class meeting time)</li> <li>• Blog Post 9 (Due Sunday by midnight)</li> </ul>
Week Ten	Oct. 19 <sup>th</sup>  Oct. 21 <sup>st</sup>	<p><b>HW:</b> Read <i>Oil on Water</i> Ch. 6-9 (pp. 65-111) and final review for Essay #2</p> <p><b>HW:</b> Read <i>Oil on Water</i> Ch. 10-13 (pp. 112-159)</p> <p><b>Suggested Reading:</b> <a href="#">Representing the neocolonial destruction of the Niger Delta: Helon Habila’s <i>Oil on Water</i></a>, by Maximillian Feldner</p>	<p><b>Monday Zoom:</b> Review of Niger Delta historical and political context</p> <p><b>Wednesday Zoom:</b> Discussion <i>Oil on Water</i></p> <p>On Canvas:</p> <ul style="list-style-type: none"> <li>• Response to classmates’ post (Due Wednesday by class time)</li> <li>• Essay 2 due Friday by midnight</li> <li>• Blog Post 10 (Due Sunday by midnight)</li> </ul>
Week Eleven	Oct. 26 <sup>th</sup>  Oct. 28 <sup>th</sup>	<p><b>HW:</b> Read <i>Oil on Water</i> Ch. 14-16 (pp. 159-185)</p> <p><b>HW:</b> <i>Oil on Water</i> (Ch. 17-end) (185-end)</p> <p><b>Suggested reading:</b> <a href="#">Africa: Dead Aid and the return of neoliberalism</a>, by John Hilary</p>	<p><b>Monday Zoom:</b> <i>Oil on Water</i></p> <p><b>Wednesday Zoom:</b> Discussion of <i>Oil on Water</i></p> <p>On Canvas:</p> <ul style="list-style-type: none"> <li>• Response to classmates’ post (Due Wednesday by class time)</li> <li>• Quiz #6 (Due Oct. 28<sup>th</sup> by class meeting time)</li> <li>• Blog Post 11 (Due Sunday by midnight)</li> </ul>
Week Twelve	Nov. 2 <sup>nd</sup>  Nov. 4 <sup>th</sup>	<p><b>HW:</b> <i>Homegoing</i>, Effia, Esi (pp. 3-49)</p> <p><b>HW:</b> <i>Homegoing</i>, Quey, Ness, James (pp. 50-110)</p> <p><b>Suggested viewing:</b> Roots remake (2016) by the History Channel</p>	<p><b>Monday Zoom:</b> Introduction to <i>Homegoing</i></p> <p><b>Wednesday Zoom:</b> Discussion of <i>Homegoing</i></p> <p>On Canvas:</p> <ul style="list-style-type: none"> <li>• Response to classmates’ post (Due Wednesday by class time)</li> <li>• Blog Post 12 (Due Sunday by midnight)</li> </ul>

		(available on hulu and for purchase through Amazon)	
Week Thirteen	Nov. 9 <sup>th</sup>  <i>Veterans' Day</i>	<b>HW:</b> <i>Homegoing</i> , Kojo, Abena (110-153)  <b>Suggested Reading:</b> Introduction and Chapter One of <i>Scenes of Subjection</i> , by Saidiya Hartman (Canvas)	<b>Monday Zoom:</b> Saidiya Hartman; discussion of <i>Homegoing</i>  <b>No Wednesday Zoom: holiday</b>  On Canvas: <ul style="list-style-type: none"> <li>• Response to classmates' post (Due Wednesday by class time)</li> <li>• Blog Post 13 (Due Sunday by midnight)</li> </ul>
Week Fourteen	Nov. 16 <sup>th</sup>  Nov. 18 <sup>th</sup>	<b>HW:</b> <i>Homegoing</i> , H, Akua, Willie (157-221)  <b>HW:</b> <i>Homegoing</i> , Yaw (222-242)  <b>Suggested Reading:</b> Introduction and Chapter 1 of <a href="#">The New Jim Crow</a> , by Michelle Alexander	<b>Monday Zoom:</b> The New Jim Crow and H; Final Paper review  <b>Wednesday Zoom:</b> Discussion of <i>Homegoing</i>  On Canvas: <ul style="list-style-type: none"> <li>• Response to classmates' post (Due Wednesday by class time)</li> <li>• Quiz #7 (Due Nov. 18<sup>th</sup> by class meeting time)</li> <li>• Blog Post 14 (Due Sunday by midnight)</li> </ul>
Week Fifteen	Nov. 23 <sup>rd</sup>  <i>Thanksgiving</i>	<b>HW:</b> <i>Homegoing</i> , Sonny, Marjorie (242-283); Final Paper Prospectus  <b>Suggested viewing:</b> <a href="#">Reading and Interview with Yaa Gyasi</a>	<b>Monday Zoom:</b> Interview with Yaa Gyasi  <b>Wednesday Zoom:</b> Discussion of <i>Homegoing</i>  On Canvas: <ul style="list-style-type: none"> <li>• Response to classmates' post (Due Wednesday by class time)</li> <li>• Quiz #2 (Due Sept. 16<sup>th</sup> by class meeting time)</li> <li>• Blog Post 15 (Due Sunday by midnight)</li> </ul>
Week Sixteen	Nov. 30 <sup>th</sup>  Dec. 2 <sup>nd</sup>	<b>HW:</b> <i>Homegoing</i> , Marcus (284-end)  <b>HW:</b> Final Blog Post; work on Final Paper	<b>Monday Zoom:</b> Review of Ngũgĩ wa Thiong'o in the context of African literature and colonialism  <b>Wednesday Zoom:</b> Discussion of introductory and contextual readings; close reading steps and practice  On Canvas: <ul style="list-style-type: none"> <li>• Final Paper Prospectus due Dec. 2<sup>nd</sup> by midnight</li> <li>• Response to classmates' post (Due Wednesday by class time)</li> <li>• Final Blog Post (Due Sunday by midnight)</li> </ul>
Week Seventeen	Dec. 7 <sup>th</sup>	Final Paper Due Dec. 11 <sup>th</sup> by midnight	Extended Office hours

