

# Literature for Global Understanding-Asia Section 01

## ENGL 123D

Spring 2023 3 Unit(s) 01/25/2023 to 05/15/2023 Modified 01/16/2023

### Contact Information

Instructor: Dr. Meghan Gorman-DaRif

Contact email: [meghan.gorman-darif@sjsu.edu](mailto:meghan.gorman-darif@sjsu.edu)

Office hours: Tuesdays 9:30-11:30 on Zoom and by appointment

Office hours link: <https://sjsu.zoom.us/j/85837404052?pwd=RzRpQk1PNzcxemVHZ2JkRVJkWXJpQT09>  
(<https://sjsu.zoom.us/j/85837404052?pwd=RzRpQk1PNzcxemVHZ2JkRVJkWXJpQT09>)

Passcode: 600260

### Course Description and Requisites

Course promotes global understanding by examining the cultures and literary arts of Asia, and covers representative texts and authors.

GE Area(s): V. Cultures and Global Understanding

Prerequisite(s): 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(s): All of SJSU Studies courses require completion of the WST and upper division standing.

Letter Graded

### Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

**Goal 1:** To develop students' core competencies for academic, personal, creative, and professional pursuits.

**Goal 2:** To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

**Goal 3:** To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website](#).

### English Program Information

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.

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

### Program Learning Outcomes (PLO)

Upon successful completion of an undergraduate degree program in the Department of English and Comparative Literature, students will be able 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, 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 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, including structures of power.

### Department Information:

**Department Name:** English and Comparative Literature

**Department Office:** FO 102

**Department Website:** [www.sjsu.edu/english](http://www.sjsu.edu/english) (<https://www.sjsu.edu/english>)

**Department email:** [english@sjsu.edu](mailto:english@sjsu.edu) (<mailto:english@sjsu.edu>)

**Department phone number:** 408-924-4425

## Course Learning Outcomes (CLOs)

---

### GE Area V Learning Outcomes

Upon successful completion of an Area V course, students should be able to:

1. Analyze historical, social, and/or cultural significance of creative works of human expression (examples include, but are not limited to, written works, images, media, music, dance, technologies, designs), from at least one cultural tradition outside the United States;
2. Examine how creative works of human expression [as defined in #1] outside the United States have influenced the United States' cultures;
3. Explain how a culture outside the U.S. has changed in response to internal and external influences;
4. Appraise how the study of creative works of human expression from outside the United States shapes one's own understanding

of cultural experiences and practices.

**Writing Practice:** Students will write a minimum of 3000 words in a language and style appropriate to the discipline.

There will be a series short writing assignments and critical analysis 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.

|                           |     |                              |
|---------------------------|-----|------------------------------|
| Short Writing Assignments | 15% | GELO 1, CLO 1, 3             |
| Essay 1:                  | 25% | GELO 1, 3, CLO 1, 2, 3, 4, 5 |
| Essay 2                   | 30% | GELO 1, 3, CLO 1, 2, 3, 4, 5 |
| Weekly Blog Posts         | 15% | GELO 1, 2, 4 CLO 1, 2, 3     |
| Quizzes                   | 10% | CLO 1, 2                     |
| Participation             | 5%  |                              |

|                |                |                |
|----------------|----------------|----------------|
| 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 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.

### Close Reading Exercises and Research Summaries

Over the course of the semester you will be asked to complete structured close reading exercises to practice and fine-tune this skill leading up to essay assignments. In addition, you will also be asked to complete several research summaries in preparation for the research component of the critical analysis essays. These summaries will include an MLA citation of the summarized source, a brief review of the venue of the text, and a concise summary of the text's argument. These assignments are intended to provide support for developing ideas for essays, as well as to provide frequent opportunities for feedback on close reading and research skills necessary for successful completion of the larger writing assignments.

## Quizzes

You will be quizzed periodically on reading and lecture materials 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 and to ensure our class conversations are engaging.

## Participation

As you may have discovered, active participation is key to success and learning. Active participation will help us develop a community to discuss ideas, collaborate, and discover new insights into the texts and topics through the perspectives of others. Participation includes more than merely attending class, as I expect each of you to arrive prepared by having carefully read assigned readings, and to actively participate in full class discussions and smaller group discussions and in class projects and activities.

## Contextual Analysis Papers

**Length:** 1000-1,500 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 a text responds to one specific historical issue at the time of writing. 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.

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 close reading exercises: 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:** This assignment requires you to gather evidence from outside of your main literary text. You are required to incorporate at least 2 (1<sup>st</sup> paper)-3 (2<sup>nd</sup> paper) **credible scholarly sources**: these could include sources that provide background information on your historical topic, critical essays that make an argument related to your historical topic, or other sources as appropriate such as a relevant primary text. Cite all of your sources within the paper using parenthetical citations (Author #), and include a Works Cited page citing all 2/3 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 2/3 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?

## Course Materials

---

*Untouchable* (1935) Mulk Raj Anand ISBN: 978-0143027805

*Shadow Lines* (1988) Amitav Ghosh ISBN: 978-0618329960

*The God of Small Things* (1997) Arundhati Roy ISBN: 978-0812979657

*White Tiger* (2008) Aravind Adiga ISBN: 978-1416562733

## 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 \(https://www.sjsu.edu/curriculum/courses/syllabus-info.php\)](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## Course Schedule

---

### ENG 123D: Literature for Global Understanding, Asia, Spring 2022 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.

|          |                       |  |  |
|----------|-----------------------|--|--|
| Week One | Jan. 25 <sup>th</sup> | HW: Read about the <a href="#">Education Act of 1835</a> , Review Indian History timeline on Canvas and research one event for summary and response in Blog Post 1 | <b>Wednesday:</b> Introductions, syllabus, etc.<br><br><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 Four | Feb. 13 <sup>th</sup> | HW: <i>Shadow Lines</i> (pp. 3-41); Read "Writing Partition" chapter from <i>The Indian English Novel</i>  | <b>Monday Class:</b> Discussion of <i>Untouchable</i> ; Introduction to <i>Shadow Lines</i>   |
|           | Feb. 14 <sup>th</sup> | HW: <i>Shadow Lines</i> (pp. 41-110)<br><br>Suggested reading: " <a href="#">Separation Anxiety: Growing Up Inter/National in Amitav Ghosh's <i>The Shadow Lines</i></a> " by Suvir Kaul | <b>Wednesday Class:</b> Close reading practice/exercise review and tips<br><br><b>On Canvas:</b><br>· Blog Post 3 (Due Sunday by midnight)  |
| Week Five | Feb. 20 <sup>th</sup> | HW: <i>Shadow Lines</i> (pp. 113-143)  | <b>Monday Class:</b> <i>Shadow Lines</i> discussion; close reading practice   |
|           | Feb. 22 <sup>nd</sup> | HW: Close Reading 2<br><br>Suggested reading: "Parting, Partition, and Purloined Stories in <i>The Shadow Lines</i> " (available on Canvas)  | <b>Wednesday Class:</b> Selection of topic/research question/quotations for close reading<br><br><b>On Canvas:</b><br>· Close reading exercise 2 due Monday by class meeting time |
| Week Six  | Feb. 27 <sup>th</sup> | HW: <i>Shadow Lines</i> (pp. 143-186); <i>The Ghosts of Mrs. Gandhi</i>  | <b>Monday Class:</b> National identity and class in <i>Shadow Lines</i>   |
|           | Mar. 1 <sup>st</sup>  | HW: <i>Shadow Lines</i> (pp. 186-246)<br><br>Suggested viewing: <a href="#">Earth</a> , film by Deepa Mehta  | <b>Wednesday Class:</b> Communal violence in <i>The Shadow Lines</i> and "The Ghosts of Mrs. Gandhi"<br><br><b>On Canvas:</b><br>· Research Summary 1 due Sunday, midnight        |



|             |                       |   |   |
|-------------|-----------------------|---|---|
|             |                       | <b>**Spring Break**</b>   |   |
| Week Ten    | Apr. 3 <sup>rd</sup>  | HW: <i>The God of Small Things</i><br>Chapters 9-10 (pp. 178-204)   | <b>Monday Class:</b> Paper 1<br>review/revision recommendations   |
|             | Apr. 5 <sup>th</sup>  | HW: <i>The God of Small Things</i><br>Chapters 11-13 (205-253)<br><br>Suggested reading: "Of Small Things" pp. 155-159 in <a href="#">The Indian Novel in English</a> by Priyamvada Gopal   | <b>Wednesday Class:</b> Comrade Pillai<br><br>On Canvas:<br>· Research summary #2<br>Sunday, midnight                                     |
| Week Eleven | Apr. 10 <sup>th</sup> | HW: <i>The God of Small Things</i><br>Chapter 14 (254-272)  | <b>Monday Class:</b> topics and patterns<br>in the novel, discussion  |
|             | Apr. 12 <sup>th</sup> | HW: <i>The God of Small Things</i><br>Chapters 15 - end (pp. 273--321)<br><br>Suggested reading: "Beyond "Anticommunism": The Progressive Politics of The God of Small Things" by Pranav Jani (Chapter 4 of <a href="#">Globalizing Dissent</a> ) | <b>Wednesday Class</b> Timeline review<br>and discussion of Police/Party<br><br>On Canvas:<br>· Blog Post 6 (Due Sunday by<br>midnight)   |
| Week Twelve | Apr. 17 <sup>th</sup> | HW: <i>White Tiger</i> Read "The First Night" (1-36)  | <b>Monday Class:</b> Final discussion of<br><i>The God of Small Things</i>  |
|             | Apr. 19 <sup>th</sup> | HW: <i>White Tiger</i> Read "The Second Night" and "The Fourth Morning (37-95)  | <b>Wednesday Class:</b> Discussion of<br>novel as Neoliberal Bildungsroman<br><br>On Canvas:<br>· Blog Post 7 (Due Sunday by<br>midnight) |

