

SJSU – Summer 2019
Department of English & Comparative Literature
English 123D: Literature for Global Understanding—Asia

Contact Information

Instructor:	Prof. Nick Taylor
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Office Hours:	Tues/Thurs 1:30pm – 2:30pm
Class Days/Time:	Tues/Thurs 9:00am – 1:10pm
Classroom:	Duncan Hall 250
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”

Course Description

“Literature for Global Understanding,” is an upper-division 3-unit 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 to fulfill SJSU Studies requirements in Area V, “Culture, Civilization, and Global Understanding.”

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

Amount of writing required: 5000 words (final paper + two shorter 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 123D, as a course in the “Literature for Global Understanding” series, examines the extremely diverse literary production and cultural heritage of various regions of the land mass generally known as “Asia.” In the interest of having a distinct focus, instructors of English 123D are encouraged to concentrate on a clearly defined area of interest, e.g., East Asia, South Asia, Southeast Asia, West Asia (The Middle East), and Central Asia. **South Asia (India/Pakistan/Bangladesh/Sri Lanka) has been designated as the focus of the course this summer.** Whichever the focus, this course will provide due attention to the diverse civilizations and cultural traditions of the peoples in any of the regions of Asia, especially with regard to the dynamic nature of their interactions including their influences on and conflicts with one another, as well as their contributions and impact in world history.

Students will be required to play an active role in this course by means of 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 Area V Student Learning Objectives (SLO)/GE Learning Outcomes (GELO)

A. The GE writing requirement will be met in this class by means of 3 written assignments with an aggregate word count of 5,000 words, as follows:

1. Short Essay #1 —1500 words
2. Short Essay #2 —1500 words
3. Final Essay —2000 words

B. The General Education Learning Outcomes that are fulfilled by the course and the class activities/assignments/experiences linked to those outcomes are described below:

SLO/GELO 1: Upon successful completion of this program, 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 GELO/GELO will be met through analysis & critique of the texts throughout the semester. Student success in achieving this objective will be assessed through

reading quizzes and three essays.

SLO/GELO 2: Upon successful completion of this program, 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 GELO/GELO will be met by means of extensive cultural activities and involved learning experiences embedded in 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 focusing on

- (1) the historical context of ideas and cultural traditions outside the U.S.A., and on*
- (2) how American culture has been influenced, affected, or impacted by such cultural traditions.*

SLO /GELO 3: Upon successful completion of the course, 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 final paper with a focus on questions of cultural change in a culture outside the U.S.A.

Course Learning Outcomes (CLO)

Consistent with the goals of courses approved for Advanced GE in Area V, “English 123D: Literature for Global Understanding--Asia” focuses on the literary expressions of Asia 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 Asia 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. Students taking the course are expected to:

1. Gain a knowledge and understanding of Asia through the literatures and artistic texts produced by its various cultures and peoples;
2. Learn to contextualize the knowledge and understanding of Asia in terms of its interrelationships and interactions with global processes, mechanisms, and forces beyond Asia;
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 Asia;
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 Asia 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 Asia;
 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 Asia, and by means of familiarization with prominent writers, key texts, and essential materials in Asia;
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 processes, mechanisms, and forces that come into play in shaping Asia in relation to the rest of the world, and through in-depth analysis of key issues affecting Asia 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, oral presentations, writing and/or other appropriate formats.

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.

Required Texts/Readings

1. Chaudhuri, Amit, ed. *The Vintage Book of Modern Indian Literature*. Vintage, 2004.
2. Handouts supplied by instructor (via Canvas)

Library Liaison

Peggy Cabrera. Phone: (408) 808-2096, Email: peggy.cabrera@sjsu.edu

Course Requirements and Assignments

Participation	200 points	CLO 1, 2
Reading Quizzes	150 points	GELO 1; CLO 1
Creative Essay #1 (1500 words)	200 points	GELO 1,2; CLO 2,3
Creative Essay #2 (1500 words)	200 points	GELO 1,2; CLO 2,3
Final Paper (2000 words)	250 points	GELO 1,2,3; CLO 2,3
TOTAL:		1,000 points

Determination of Grades

The Department of English reaffirms its commitment to the differential grading scale as defined by the SJSU Catalog (Grades-Letter Grading). Grades issued must represent a full range of student performance:

A+/A/A- = excellent; B+/B/B- = above average; C+/C/C- = average; D+/D/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.

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

Students must turn in all assignments when due, unless they have made prior arrangements with the professor.

University Policies

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs’ [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo/) at <http://www.sjsu.edu/gup/syllabusinfo/>.

Course Schedule – ENGL 123D

Note: This schedule is subject to change. Announcements will be made in class.

Tues, June 4

Topics

Introduction to the course: review greensheet, India pre-quiz partner exercise; video on history of India; India timeline

Readings

Greensheet; India timeline

Thurs, June 6

Topics

The “Bengal Renaissance”; film of “The Postmaster” by Satyajit Ray

Readings

Rabindranath Tagore, *Gitanjali*, Introduction by Yeats and poems 1-30 (Canvas)

Rabindranath Tagore, “Jana Gana Mana” (Canvas)

Rabindranath Tagore, “The Postmaster” (29-34)

Nirad C. Chaudhuri, from *The Autobiography of an Unknown Indian*, section “The Sons of Calcutta” (331-335)

Tues, June 11

Topics

British rule & Indian resistance; Gandhi bio documentary

Readings

Fakir Mohan Senapati, from *Story of My Life* (310-329)

Gandhi on satyagraha (Canvas)

Premchand (Dhanpat Rai), “The Chess Players” (134-144)

Thurs, June 13

Topics

Culture clash

Readings

Aubrey Menen, from *Dead Man in the Silver Market* (347-354)

Sunetra Gupta, from *Memories of Rain* (583-594)

Upamanyu Chatterjee, from *English, August: An Indian Story* (548-562)

Writing Due

Creative Essay #1

Tues, June 18

Topics

Castes, Dalits (“untouchables”), and tribals

Readings

B.R. Ambedkar, “Castes in India” (Canvas)

Mahasweta Devi, “Arjun” (122-130)

Thurs, June 20

Topics

Stories of Ordinary People

Readings

Ruskin Bond, "The Night Train at Deoli" (415-418)

Ambai (C.S. Lakshmi), "Gifts" (298-305)

Sadat Hasan Manto, "Peerun" (188-193)

Sadat Hasan Manto, "The Black Shalwar" (193-204)

Daniyal Muenuddin, "Nawabdin Electrician" (Canvas)

Tues, June 25

Topics

Indian Diaspora

Readings

V.S. Naipaul, "Bogart" (Canvas)

Jhumpa Lahiri, "A Temporary Matter" (Canvas)

Vikram Seth, from *The Golden Gate* (509-537)

Writing Due

Creative Essay #2

Thurs, June 27

Topics

"India lives in her villages"; English film version of Narayan's *The Guide*

Readings

R.K. Narayan, from *The English Teacher* (376-396)

Rohit Manchanda, from *In the Light of the Black Sun*, "Swamiji" (618-631)

Tues, July 2

Topics

Detective Fiction

Postmodernism and Magical Realism

Readings

Parashuram (Rajshekhar Basu), "Blue Star" (89-96)

Salman Rushdie, from *Midnight's Children* (486-507)

Writing Due

Final Essay