

ENGL 226 Non Western World Literature – Border Crossings

Professor Weihman

FALL 2019 T/Th 1:00 – 2:15 Clark Hall Room 101

Office: 313 Colson Hall; lgweihman@mail.wvu.edu

Office Hours by appointment and Tuesdays 2:30-3:45

CRN 81977 /GEF 6 Arts and Creativity; GEC Objective 5 and GEC Objective 9

Course Description

“Literature is where I go to explore the highest and lowest places in human society and in the human spirit, where I hope to find not absolute truth but the truth of the tale, of the imagination and of the heart.”

—Salman Rushdie (“Choice between Light and Dark,” *The Observer*, January 22, 1989, p.11.)

This course will feature literature about migration, relocation, and diasporic communities in a global context, through works of contemporary fiction by authors from Asia, Africa, the Middle East, India, and the Caribbean. Authors will include Chimamanda Ngozi Adichie, Salman Rushdie, Derek Walcott, Jamaica Kincaid and others. We will also discuss postcolonial literary theory as a way of thinking through how culture influences our reading practices and our understanding of the world. The first order of business will be to interrogate the idea of what it means to be “non-western” in a global context, and to consider how language, culture and location impact our understanding of literature and ourselves. This semester, we will embrace ambiguity and attempt to learn more about the world and our place within it. We will not be comprehensive or even representative, but rather selective in our choice of texts and topics, because it would be folly to attempt otherwise.

Required Texts: The two novels are available in the bookstore. There are also webpages, videos and pdf versions of other stories/poems/essays that we will be using this semester, which will be available in eCampus. Assume that all texts (written and visual) are required reading for the day they are assigned, and you should plan ahead to bring a hard copy of the PDF or an electronic device capable of accessing the text on the day we discuss it in class.

Walter D. Mignolo, “The North of the South and the West of the East: A Provocation to the Question”

<http://www.ibraaz.org/usr/library/documents/main/the-north-of-the-south.pdf>

Binyavanga Wainaina, <https://granta.com/how-to-write-about-africa/>; <https://www.bidoun.org/articles/how-to-write-about-africa-ii>

Chimamanda Ngozi Adichie, “The Danger of a Single Story” TED Talk <https://youtu.be/D9Ihs241zeg>

Marjane Satrapi, *The Complete Persepolis* (Graphic Novel)

“Beginnings” Marjane Satrapi Youtube <https://youtu.be/x9ux4j17o8U>

Salman Rushdie, “The Little King” <https://www.newyorker.com/magazine/2019/07/29/the-little-king>

Orhan Pamuk, <http://www.orhanpamuk.net/books.aspx> (author’s webpage)

“My Father’s Suitcase” Nobel Prize lecture

<http://www.newyorker.com/magazine/2006/12/25/my-fathers-suitcase>

“Distant Relations”, <http://www.newyorker.com/magazine/2006/12/25/my-fathers-suitcase>

Michelle Cliff, *If I Could Write This in Fire, I Would Write This in Fire* PDF

Edwige Danticat “Ghosts” PDF

<http://www.newyorker.com/magazine/2008/11/24/ghosts-fiction-edwidge-danticat>

Jamaica Kincaid, “Girl” PDF <http://www.newyorker.com/magazine/1978/06/26/girl>

Listen to Edwige Danticat read “Girl” by Jamaica Kincaid:

<http://www.newyorker.com/podcast/fiction/edwidge-danticat-reads-jamaica-kincaid>

“Putting Myself Together” <http://www.newyorker.com/magazine/1995/02/20/putting-myself-together>


Derek Walcott, *Selected Poems* PDF

Edward Hirsch “Derek Walcott: Either Nobody or a Nation” *Georgia Review*.

<http://garev.uga.edu/ArchiveFiles/hirschwalcott.pdf>

Derek Walcott interview <http://www.theparisreview.org/interviews/2719/derek-walcott-the-art-of-poetry-no-37-derek-walcott>

<p>WVU GEF Learning Goal 1</p> <p>Knowledge of Human Cultures and the Physical and Natural World</p>	<p>Measurable Learning Outcomes</p> <p>By the end of this course, students will</p> <ol style="list-style-type: none"> 1. Read and interpret texts within diverse literary, cultural, and historical contexts 2. Demonstrate effective written communication skills 3. Improve your writing and editing skills through written assignments; employ your oral communications skills through class discussion 4. Organize and compose a thesis-driven research project, using peer-reviewed, academic sources 5. Recognize and make appropriate use of library services in the research process, measured through the final research paper 	<p>Assessment</p> <ol style="list-style-type: none"> a) Exams b) Short writing assignments c) Participation d) A thesis-driven research paper using peer-reviewed, academic sources
--	---	--



*This class supports the Eberly College of Arts and Sciences's commitment to fostering students' effective communication skills. The **SpeakWrite Studio in Colson Hall** offers opportunities to work one-on-one with a trained peer consultant on writing and presentation techniques. Please visit SpeakWrite.wvu.edu for more information.*

Assignments (400 points total)

1. **Five Short Writing Assignments, 25 points each, 125 points total**
2. **Four Quizzes, 50 points each; 200 points total**
3. **Short Research Paper, 50 points**
4. **Participation, 25 points**

Short Writing Assignments (SW): these short 400-500 word assignments are designed to test your reading comprehension and to build the skills you need to be a good reader and writer of literature.

SW1: Chimamanda Ngozi Adichie – Choose one character in one story by Adichie. Find the most interesting/confusing/confounding quotation from or about this character, and **quote** it directly in your essay, using correct in text citation methods. **Explicate the quotation** you have selected. Explain the relevance of the quotation to the story as a whole. Give a **full citation** for the story you have selected.

Rubric for SW1 -- Adichie	Missing or Poor 0-2	Satisfactory 3	Good 4	Excellent 5
Introduction				
Analysis of prose				
Use of Quotation				
Synthesis of ideas				
Academic Writing Conventions				
	TOTAL POINTS: _____/25			

SW2: Marjane Satrapi, *Persepolis*

Choose a single page of the graphic novel that you find most compelling, and analyze both the prose and the design choices Satrapi has made. Make a claim about how the illustrations reflect the artist's narrative goals, and connect this page to the graphic novel as a whole.

Rubric for SW2 on <i>Persepolis</i>	Missing or Very Poor 0-2	Satisfactory 3	Good 4	Excellent 5
Thoughtful reading of the novel				
Analysis of prose/graphics				
Analysis of part to whole				
Synthesis of ideas				
Academic Writing Conventions				
TOTAL POINTS: _____				

SW3: Secondary Source Report #1 (400-500 words each) 25 points

- 1) Find and carefully read a **peer-reviewed secondary source** (an argument-driven book chapter or essay from a literary journal that is at least 12+ pages long) relating to any of the works or authors we are studying this semester. We will be going to the library to find this source the week before this assignment is due.
- 2) Full, correct **citation** for the source
- 3) A **summary** of the source that includes the following:
 - a. Introduction to the author of the essay
 - b. Clear identification and explication of the author’s primary thesis
 - c. Summary of key supporting points from the essay
 - d. Three significant direct quotations that illustrate the author’s thesis and supporting points

SW3: SSR#1	Missing or Poor 0-2	Satisfactory 3	Good 4	Excellent 5
Explication of Thesis				
Analysis of key supporting points				
Three Direct Quotations				
Full, correct citation				
Meets standard usage conventions				
TOTAL: _____/25				

SW4: Final Paper Proposal. This short writing assignment requires you to write a short proposal for your final paper. This should include the following:

- 1) A **150-word explication of your working thesis**. What are you investigating in this paper?
- 2) **Three direct quotations** from the primary text(s) you are writing about and a brief discussion of their relevance to your thesis.
- 3) A **Working Bibliography** of three peer-reviewed sources (essays, books, book chapters, interviews, etc.) that may be useful to you. You do not have to have read these sources yet, you just need to find three relevant, useful sources and cite them correctly.

Rubric SW#4 - The Research Proposal	Missing or Poor 0-2	Satisfactory 3	Good 4	Excellent 5
Explication of Working Thesis				
Three Direct Quotations				
Explication of the quotations				
Working Bibliography				
Meets standard usage conventions				
TOTAL: _____/25				

SW5: Secondary Source Report #2 (400-500 words each) 25 points

- 1) Find and carefully read a **peer-reviewed secondary source that you will be using in your research paper**
- 2) Full, correct **citation** for the source
- 3) A **summary** of the source that includes the following:
 - a. Introduction to the author of the essay
 - b. Clear identification and explication of the author’s primary thesis
 - c. Summary of key supporting points from the essay
 - d. Three significant direct quotations that illustrate the author’s thesis and supporting points

Rubric SW#5 SSR#2	Missing or Poor 0-2	Satisfactory 3	Good 4	Excellent 5
Explication of Thesis				
Analysis of key supporting points				
Three Direct Quotations				
Full, correct citation				
Meets standard usage conventions				
TOTAL: _____/25				

QUIZZES: 50 points each, 200 points total: There will be four quizzes that will include both objective (identification; short answer) and subjective (short essay) questions about the works we have read since the previous exam. These exams are spaced evenly throughout the semester. If you miss a quiz, you can take a makeup quiz on Friday, 12/13. There will be no other scheduled makeup quizzes. You cannot make up more than one missed quiz.

The Final Research Essay, 750-1,000 words; 50 points

Choose an author, a text or a cultural topic relating to the work we have been doing in class, and develop a research question that interests you.

You will need to include a thesis statement and use evidence from both primary texts and at least one peer-reviewed, academic sources to support your claims. This paper should demonstrate your ability to read, analyze, organize and synthesize primary and secondary sources in order to craft an argumentative essay about a subject we have been discussing throughout the semester.

Rubric for Final Paper	Poor 0-5	Satisfactory 6-7	Good 8	Excellent 9-10
Argumentative Thesis				
Close Reading of Text(s)				
Use of Secondary Sources				
Synthesis of Ideas				
Consideration of Audience/Conventions				
TOTAL: _____/ 50				

Participation: 25 points At approximately 3-4 week intervals (five total; 5 points each) students will earn participation grades based on a combination of attendance, preparation, meaningful contribution to classroom discussion and in-class activities, and absence of disruptive behavior. If you miss more than four classes for any reason during the semester, you will forfeit all participation points you have earned in the class.

Feedback: On informal assignments, I will often provide feedback to the class as a whole to note strengths to maintain and trouble spots to avoid as you continue to improve your abilities to explain and apply key course concepts. Knowledge is cumulative. Understanding your strengths and challenges will help you do better as you continue to articulate what you know. You are also welcome to meet during office hours or by appointment for additional feedback.

Classroom Policies:

1. All written assignments must be TYPED, double-spaced, with 1" margins, in a standard font (Times, Cambria, etc., in 12 pt type).
2. MLA citation methodology is our default method in English, **but you should use what is most common in your major**. Consistency and accuracy are necessary.
3. **SUBMIT ALL WORK as a WORD attachment to lisa.weihman@mail.wvu.edu; please do not send PDFs or link to google docs, since it can cause access issues.** All WVU students have free access to MS Word for PCs and for Macs. All work is due at the beginning of the class period on the day indicated on the class schedule, and you are responsible for delivery of the work.
4. **All work must be clearly labeled and identified. When sending an electronic document, please give it a name that uses your name in the title, such as "Sally Jones SW#3 ENGL 226 F19" rather than "first paper" or "final draft."**
5. Keep copies of all your work. The cloud is your friend; remember to hit save often, and keep copies of your work in multiple locations.
6. The length is a suggestion, not a mandate, but you should hit the minimum word requirements for each assignment. Research is required for your final paper. Your work should reflect careful reading and thinking about your subject. Do not summarize the plot of a work, or rephrase your class notes in your paper.
7. Hand in work on time. **Late submissions will lose 5 pts per day, including weekends. In other words, a 25 point assignment that is 5 days late will not receive any credit.** If you run into trouble and need an extension, **talk to me before the assignment is due.** All work is due at the beginning of our class period on the day it is due; if you hand it in during or after class, you will lose five points for being late. Most of our small writing assignments are very easy to complete, but they require keeping up with the assigned reading.
8. TAKE NOTES. I want conversation in this class, not just lecture, so I depend on you to keep up with the reading and to come prepared with good discussion questions.
9. If you are absent it is your responsibility to get the day's notes from a fellow classmate. If you want to discuss what you missed in detail, make an appointment to meet with me.
10. If you are getting a D or an F in the class by mid-semester, you will receive a midterm report. If this happens, you should talk with me about how to improve your performance and/or have a conversation with your advisor about whether it makes more sense for you to drop or to fail the class.
11. DO NOT PLAGIARIZE or otherwise cheat in this class. If you do not know proper citation methods, you need to learn them, and I will help you. I am very strict about this, and will flunk you for the semester if I catch you plagiarizing or cheating on an assignment.
12. Be kind to one another, and be respectful of opinions that differ from your own.

GRADES:

372 – 400: A

360 – 371: A-

352 – 359: B+

332 – 351: B

320 – 331: B-

312 – 319: C+

292 – 311: C

280 – 291: C-

272 – 279: D+

252 – 271: D

240 – 251: D-

0 – 239: F

A – Excellent Work. The assignments for this course have been completed in a professional and timely manner. The written assignments are clearly organized, choose compelling evidence to substantiate analysis, and engage with the subject at hand in a thoughtful and thought-provoking manner. Written work requires no substantive or stylistic revisions, whether it appears on an exam, quiz, or in an essay. Oral work is well-researched, and presented in an articulate, easy-to-follow manner, with clearly designed and relevant support materials.

B – Good Work. The assignments for the course have been completed in a professional and timely manner. The written assignments show substantial engagement with the subject at hand, but the analysis is either partially incomplete, invoking weak evidence, or manifests some difficulty with organization. Written work requires some substantive revisions, but few or no stylistic ones. Oral work is well-researched and presented in a reasonably organized, if not consistently articulate, fashion; the supporting materials are relevant, with minimal flaws in design.

C – Average Work. The assignments for this course have been completed, but not necessarily in a timely or professional manner. The written assignments show effort by the student, but the analysis is incomplete, evidence is inappropriate or there is a lack of evidence, or there is significant difficulty with organization. Written work, whether on a test, essay, or quiz, requires significant substantive or stylistic revisions. Oral work reflects some, but not thorough, research; the presentation is organized, but not presented in an articulate fashion; the supporting materials are relevant, but not complete.

D – Less than average work. The assignments for the course have not been completed in a professional or timely manner. The written assignments show a lack of effort on the part of the student, and a lack of engagement with the assignment. Written assignments lack analysis, evidence, and organization; extensive substantive and stylistic revisions are necessary. Oral work shows minimal effort at research, organization, and design, undermining the student's ability to explain the subject of his/her presentation to the class.

F – Inadequate work. The assignments for the course have not been completed. Written assignments, when submitted, show a significant lack of effort on the part of the student, and a lack of engagement with the assignment and the subject matter of the course. Such work is marked by the absence of analysis, evidence, and organization; engagement with the course materials is necessary before extensive revisions are even possible. Oral work demonstrates a lack of effort by the student to pursue or to organize the research necessary for oral presentation.

Grades of Incomplete will ONLY be given if you have completed at least 75% of our class work, and only at my discretion. You must give me an action plan for completing the work and file the necessary paperwork with the English Department.

Attendance Policy

I expect you to attend class regularly, and significant absences will negatively impact your final grade. **If you are contagious, STAY HOME.** Attendance will be taken at every class, usually via a sign in sheet. There is no such thing as an “excused” absence; you’re either here or you aren’t. I do not need a doctor’s note, an obituary, or other proof of the reason you are absent. You do not need to email or call if you are ill, but it is wise to do so if you are going to miss more than two classes in a row for any reason. **I reserve the right to give you an “F” for the semester if you miss a total of six classes (three weeks) over the course of the semester, and you forfeit all participation points (25 points total) if you miss more than four (two weeks).** You will also not pass the class if you are missing the final paper, regardless of your point total.

If a circumstance arises that drastically impacts your attendance, perhaps in all of your classes (serious illness, family tragedy, etc.), I strongly encourage you to contact Kim Mosby, Sr. Associate Dean of Student Life, at 293-5611 or Kim.Mosby@mail.wvu.edu.

Academic Integrity Syllabus Statement

The integrity of the classes offered by any academic institution solidifies the foundation of its mission and cannot be sacrificed to expediency, ignorance, or blatant fraud. Therefore, I will enforce rigorous standards of academic integrity in all aspects and assignments of this course. For the detailed policy of West Virginia University regarding the definitions of acts considered to fall under academic dishonesty and possible ensuing sanctions, please visit <https://provost.wvu.edu/governance/academic-standards-resources>

Should you have any questions about possibly improper research citations or references, or any other activity that may be interpreted as an attempt at academic dishonesty, please see me before the assignment is due to discuss the matter.

Inclusivity Statement

The West Virginia University community is committed to creating and fostering a positive learning and working environment based on open communication, mutual respect, and inclusion.

If you are a person with a disability and anticipate needing any type of accommodation in order to participate in this class, you must advise me of this fact during the first two weeks of the semester and make appropriate arrangements with the Office of Accessibility Services (293-6700). For more information on West Virginia University's Diversity, Equity, and Inclusion initiatives, please see <http://diversity.wvu.edu>.

Adverse Weather Commitment

In the event of inclement or threatening weather, everyone should use their best judgment regarding travel to and from campus. Safety should be the main concern. If you cannot get to class because of adverse weather conditions, you should contact me as soon as possible. Similarly, if I am unable to reach our class location, I will notify you of any cancellation or change as soon as possible (ideally by 9:00 am or earlier), using your official WVU email address, to

prevent you from embarking on any unnecessary travel. If you cannot get to class because of weather conditions, I will make allowances relative to required attendance policies, as well as any scheduled tests, quizzes, or other assessments.

Pledge of Support for Undocumented Students

As an educator, I fully support the rights of undocumented students to an education and to live free from the fear of deportation. I pledge confidentiality to any student who wishes to disclose their immigration status, and I will work with students who require immigration-related accommodations.

Weapons Policy: Possession or storage of a deadly weapon, destructive device, or fireworks in any form (as defined by West Virginia State Code) is prohibited on the West Virginia University campus in University-leased facilities and in University vehicles.

Any University faculty member, staff member, or student who has been found in violation of this policy shall be subject to disciplinary action for misconduct which may include termination or expulsion as well as criminal prosecution. Individuals not affiliated with the University shall be subject to criminal prosecution.

<https://strategicinitiatives.wvu.edu/policies/university-policies-policies/deadly-weapons-destructive-devices-policy>

ROCK THE VOTE! If you are eligible to vote in the United States, but haven't registered, check out this link for information on how to register at home or here in West Virginia: <https://www.rockthevote.org>

English Department Program Goals

Upon completing a B.A. in English, a student should be able to:

1. Interpret texts within diverse literary, cultural, and historical contexts.
2. Demonstrate a general knowledge of the social and structural aspects of the English language.
3. Demonstrate a range of contextually effective writing strategies.

Successful completion of this class with a "C" or better puts you one class closer to a major, double major, or minor in English. Learn more about our major here: <http://english.wvu.edu/under/major-requirements> and our minor here: <http://english.wvu.edu/under/minor-requirements>

In order to preserve your privacy, I do not use eCampus to tally grades; this is also why I have you submit work by email rather than to eCampus or Turnitin. Most of your graded assignments are returned to you individually via email, and you can confer with me at any time if you lose track of your points.

You can keep track of your final grade for the semester with this handy chart:

	Date Due	Points Possible	Points Earned	Total Points Possible	Total Points Earned	% Grade
SW#1	9/5	25		25		
Quiz#1	9/12	50		75		
SW#2	9/26	25		100		
Participation		5		105		
Quiz#2	10/3	50		155		
Participation		5		160		
SW#3	10/15	25		185		
Quiz#3	11/3	50		235		
SW#4	11/14	25		260		
Participation		5		265		
SW#5	11/21	25		290		
Participation		5		295		
Quiz#4	12/5	50		345		
Research Paper		50		395		
Participation		5		400		

Shaded area represents work graded in time for midterm reporting; approximately 40% of the class grade is determined before the midterm, with 60% remaining before the end of the semester.

WEEK	DATE	TOPIC/ASSIGNMENTS DUE IN CLASS	What it is & Where to Find It
1	Th 8/22	<i>Introductions</i>	Syllabus/Schedule
2	T 8/27	Introduction to Postcolonial Vocabulary Walter D. Mignolo, "The North of the South"	http://www.ibraaz.org/essays/108 PDF eCampus
	Th 8/29	Chimamanda Ngozi Adichie, "Danger..." Binyavanga Wainaina, "How to Write About Africa"; "How To Write About Africa II"	Ted Talk https://youtu.be/D9lhs241zeg PDF eCampus
3	T 9/3	Adichie, "The Thing Around Your Neck"; "Jumping Monkey Hill"	PDF eCampus
	Th 9/5	Adichie, "On Monday of Last Week"; "The American Embassy"	PDF eCampus SW1 DUE
4	T 9/10	Wainaina; "Discovering Home"	PDF eCampus
	Th 9/12	Quiz 1	
5	T 9/17	Marjane Satrapi, <i>Persepolis</i>	Graphic Novel
	Th 9/19	Satrapi, <i>Persepolis</i>	
6	T 9/24	Satrapi, <i>Persepolis</i>	
	Th 9/26	Satrapi, <i>Persepolis</i>	SW2 DUE
7	T 10/1	Satrapi, <i>Persepolis</i>	
	Th 10/3	Quiz 2	Room TBA
8	T 10/8	<i>Persepolis</i> (film)	
	Th 10/10	FALL BREAK	(midsemester grades due 10/10)
9	T 10/15	Library Instruction Day	Downtown Library Rm. 104
	Th 10/17	Mohsin Hamid, <i>Exit West</i>	Novel
10	T 10/22	Hamid, <i>Exit West</i>	SW3 Due
	Th 10/24	Hamid, <i>Exit West</i>	
11	T 10/29	Hamid, <i>Exit West</i>	
	Th 10/31	Warsan Shire, "Home" Oo-Docs "4.1 Miles"	https://www.nytimes.com/video/opinion/10000004674545/41-miles.html PDF eCampus
12	T 11/5	Quiz 3	
	Th 11/7	Salman Rushdie, "The Little King"	PDF eCampus
13	T 11/12	Orhan Pamuk, "My Father's Suitcase"; "Distant Relations"	PDF eCampus ; The Museum of Innocence website: http://en.masumiyetmuzesi.org
	Th 11/14	Michelle Cliff, "If I Could Write This in Fire..."	PDF eCampus SW4 Due
14	T 11/19	Edwidge Danticat, "Ghosts"	PDF eCampus
	Th 11/21	Jamaica Kincaid, "Girl"; "Putting... Together"	PDF eCampus SW5 DUE
15	T 11/26	THANKSGIVING BREAK	
	Th 11/28		
16	T 12/3	Derek Walcott interview; poems	PDF eCampus
	Th 12/5	Quiz 4	
17	T 12/10	NO CLASS - OFFICE HOURS	
	Th 12/12	Last Class - share research projects	
	F 12/13	MAKE UP QUIZ	Short Research Paper Due by 5:00pm