Migrant Literature: A Sense of Self in a Globalized World Spring 2014

EGL 301.S03

Professor Jeffrey Santa Ana Office: 1094 Humanities

Office hours: Thursdays 1:00 – 2:30, 4:00 – 5:30, and by appointment.

Email: jeffrey.santa.ana@stonybrook.edu

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The class meets in 3019 Humanities on Tuesdays and Thursdays at 2:30-3:50pm.

Course description:

This course examines recent novels, stories, and films by migrants or children of migrants that feature the experience of crossing national borders to find family and belonging in North America, South Asia, the Middle East, Europe, and the Caribbean. Drawing on some critical concerns about international migration, we will analyze postcolonial and non-Western perspectives of diaspora and immigration in contemporary literature and film. Material conditions and historical forces of war, imperialism,
environmental catastrophe, social persecution (based on religion, sexuality, gender, ethnicity, or class), poverty, and opportunity are some of the reasons why people leave their countries of origin and migrate. Some of the topics that we will consider as we examine the books and films are national identity, gender and sexuality, displacement, divided identity, multiple migrations, constructions of home, and a sense of self in a globalized world. This course requires demanding reading, active participation, and extensive writing with attention to specific strategies that will improve your writing and analytical skills.

Note on subject matter:

This course includes subject matter that some may consider discomforting. A primary objective is to have a classroom atmosphere that promotes full and free discussion, the aim of which is to provoke healthy intellectual discomfort and the critical inquiry that ought to be its consequence.

The aim of the course is consistent with the Undergraduate Bulletin. By enrolling in this course, you therefore understand and accept its requirements. You must submit every piece of written work to be eligible to pass the course. Moreover, academic policy and regulation at the university prohibit making any “special” arrangements with individual students who have problems with course materials (with the exception of a documented physical or learning disability). If any student in the course has a problem with any text or other course material, the student needs to drop the class before February 7, 2014, the last day to drop classes without a “W” (withdraw) on student records.

Required texts:
Unaccustomed Earth, Jhumpa Lahiri

Breath, Eyes, Memory, Edwidge Danticat
The Brief Wondrous Life of Oscar Wao, Junot Diaz

Funny Boy, Shyam Selvadurai
A Tale for the Time Being, Ruth Ozeki

American Born Chinese, Gene Yuen Lang

Persepolis, Marjane Sartrapi

The books are available at the Stony Brook University Bookstore.

Course website in Blackboard: :

I will post the syllabus and some reading materials (articles, essays, and book chapters) in our course website on Blackboard. On occasion, I may include in our course website any visual materials or images for discussion in class.

Work requirements

In this course, you will undertake a range of assignments that take several forms to bring course materials, media depictions, and everyday life into the class. This class provides you with a range of
learning tools—through reading written texts, critically engaging with films and literature, and working collaboratively on a group project.

Note about final course grades: all course grades are final. After I have determined and submitted your final course grade, you cannot request a grade change. Absolutely no exceptions will be made.

Regular attendance and active participation in class: 20%

This class is discussion focused. Although I will provide some brief lectures, our class will operate as a seminar in which you listen to others’ perspectives, ask productive questions, and articulate ideas with nuance and clarity. Your preparation and willingness to actively participate in discussion are central to the quality of the course. Come prepared to talk about the issues covered that day. If you are a shy or reserved person who does not speak in class, I may on occasion call on you to contribute to discussion. Class attendance and posting a question on Blackboard are mandatory.

More than five absences will lower your course grade. More than ten absences may result in an F for the course. Coming late to class repeatedly or leaving early will count toward absences.

Attendance is required during all group presentations; see below.

Leading class discussion with a posted question on Blackboard (included as participation)
We will begin discussion with questions presented by members of the class. On the evening before we begin the class, one or two members will formulate one question about the reading. We will use the question to initiate and lead discussion. Be sure that your question refers to specific passages in the text. In your question, you are required to comment on the reading in a way that expresses your analysis of it in relation to the topics in our class. You can pose a question that will lead us to examine closely the language in the reading or compare it to other readings in the course. Your question can also express what you find most intense, meaningful, or puzzling about the reading.

Students will take turns formulating and posting a question throughout the semester based on the alphabetical order of last names. If you are working with another class member to post a question, you must contact each other (by email, phone, or meeting outside of class) to plan your question that one of you will then post on Blackboard in advance of the class meeting. I will screen your question in class on the day you both are to present it. I will take into account the quality and effort you both put into your question when factoring your participation grade.

Quizzes: 10%

Occasionally, I will give a quiz based on the reading assigned for class that day. These quizzes are to make sure that everyone is keeping up with scheduled readings. They will include questions about plot developments, characters, and style. Quizzes may also include the posted questions in Blackboard. There will be four quizzes. I will drop your lowest quiz grade when I calculate your average. I will not give make-ups for quizzes; you need to be in class to take them.
Analytical essay (5-6 pages): 20-6 pages): 20%

Write an essay of close analysis on any one story in Jhumpa Lahiri’s Unaccustomed Earth. You are required to come up with your own argument (thesis) that you must demonstrate and support through close analysis of passages (block quotes) from the story or chapter. You may refer to your oral presentation and to the posted questions in Blackboard to come up with your argument (thesis).

I am glad to meet with you individually in my office hours to discuss your argument. I will not discuss your essay’s argument via email. You must schedule an appointment ahead of time to discuss your essay with me in person. You may email me to schedule an appointment.

In your essay, explain the meaning of selected passages by examining closely its language, literary devices, style, narrative and rhetorical forms, symbols and/or metaphors that help explain their meaning. Write close analysis of details, not plot summary.

Instructions for the prospectus:

The prospectus (a typed written plan of 1 – 2 pages) for your analytical essay is due in class on Week 4, Thursday (2/20). In your prospectus and under your name do the following: (1) Write the title of the story you’ve chosen from Unaccustomed Earth for your essay. (2) Write your essay’s provisional thesis statement (2-3 sentences). (3) Type a block quote from the book that you’ve chosen to analyze in your paper. (4) Under the typed block quote, write a brief paragraph of close analysis of some details (words, terms, or language) in the quote. In your analysis, be sure to put quotation marks around the details from the quote that you are analyzing closely. (4) Write an argument (i.e., a topic sentence) about the
block quote that you have generated through your analysis of the details. Write your argument (the topic sentence) above the block quote.

Essay format. All writing assignments must be typed and double-spaced on an 8-1/2” x 11” paper.

Use MLA style format. Number your pages and use 12-point Times New Roman font. For full credit, turn in all previous work (initial paper and editor’s comments) with the rewrite stapled or paper-clipped to the top. See the Style Guide for English Papers in Blackboard.

Rewriting your essay is required. You will rewrite both your analytical essay and your term paper.

Peer editing. You are required to have working copies of your paper for your editors in class.

While these papers are works in progress, they should be above passing quality. They must be typed and double-spaced. Missing or coming unprepared on editing days will result in a lowering of your grade. Students will read each other’s papers and write comments on them. Students will return edited papers in class in their editing group. A marked paper with the editor’s name must be turned in with the final copy. Your comments will be evaluated and taken into account for your own paper grades. Reading drafts of class members’ writing for the purposes of peer review is a requirement for this course. If you are averse to peer editing in class for any reason, then you should not take this course.

Late paper policy. All papers must be turned in by the due date. I’ll make exceptions in cases of medical or family emergency, but in general I’m going to hold fast to this rule. If you anticipate a problem, I need
to hear about potential lateness before the due date. Note: hand in a hard copy of your paper; I will not accept your paper through email.

Group presentation with annotated bibliography and written copy (5-6 pages): 20%

You will work with three or four other class members to give a presentation about a book. I will pass around a sign-up sheet for you to choose a text for the presentation.

For your presentation, you and the other presenters must each do the following:

1. Write an annotated bibliography entry on one scholarly article about your selected book. If there are four people in your group, then there will be four annotated bibliography entries of not more than 2-3 pages each. It is okay if two or more members select the same article for the annotated bibliography entry.

To find scholarly articles, use the MLA International Bibliography available under Databases in the Stony Brook Library online catalog. If you cannot find any or enough scholarly essays, then you may include reviews of your book or interviews with the author available on the Internet. By 4pm the day before your presentation, you must email your annotated bibliography entry to me. I will then email it to everyone in class and also put it in our course website in Blackboard. You will begin your presentation by discussing your bibliography. Be sure to explain briefly why you did or did not find the article helpful. Or,
you can explain what exactly you agree or disagree with in the article. Be sure to include at least one quote or passage from the article in your bibliography. For help with the annotated bibliography, see “Preparing an Annotated Bibliography” available in Blackboard. See also an online article available at:

http://olinuris.library.cornell.edu/ref/research/skill28.htm

2. After you discuss your bibliography, you must give a close reading of the book. Each person in your group will give a close reading of the book. Find one or two passages in the book that best demonstrates what you find most compelling or provocative about the book. Read the passage(s) out loud for the class. Then, give a close analysis of the passages(s). Your analysis must lead up to and support your own thesis about the text. It is important that you include in your thesis some focus on at least one topic or theme in our class (i.e., border crossing, immigration, displacement, home, divided loyalty to parents, labor, survival, etc.). As part of your analysis, you may provide any background elements that will enhance our understanding of the book (e.g., genre, author’s gender and sexuality, historical period, biographical information about the author; and where you situate and critique the book in social and historical context). Last but not least, ask one strong question for the class that will allow us to discuss the text in relation to your analysis and thesis as well as topics and issues we've discussed in previous seminar meetings.

Your group presentation will be approximately 40 minutes (at least 12 minutes each person). You can and should include digital media or visual materials and audio recordings available in the Internet and in Melville Library (e.g., PowerPoint slides, YouTube videos, music recordings, films, etc.) Use these materials and digital media to communicate your ideas and analysis of your chosen book.
Note: before your presentation, the class will not have discussed the ending of the book. Therefore, your group should include, as central to your presentation, attention and perhaps a question about the ending. Feel free to be imaginative with your presentation. Your group may, for instance, want to engage the class in an activity or a game as part of your presentation. Think of the presentation as an opportunity to do something creative with the entire class.

After your presentation, you will need to turn in a typed copy of your close reading (3 pages). This copy is in addition to your annotated bibliography entry. Your copy must be a coherent write-up (a narrative) of your close reading. Do not turn in an outline or handwritten notes as your write-up.

When you give your presentation in class do not just read it from your write-up. Instead, try to give it as a discussion while looking at and talking directly to everyone in the class.

The grade you receive will be based on the performance of your presentation as well as the quality of your annotated bibliography entry and typed write-up. You may use your presentation to help formulate your analytical essay or term paper (but not both).

Term paper (8-10 pages): 30%
Write a term paper on any book in the course, except for the book in your analytical essay. You are required to come up with your own argument (thesis) that you must demonstrate and support through close analysis of passages in the book. I am glad to meet with you individually in my office hours to discuss your argument. I will not discuss your paper’s argument via email.

Your paper must begin with the development and clear statement of your own original thesis, and then, in carefully organized body paragraphs, provide close analysis of the book that both demonstrates and supports your thesis. Also, in your paper you must include some reference to not more than three scholarly articles, interviews with author, or reviews of the book. You can and should include any of the published articles, interviews, or reviews that are in the annotated bibliographies. However, do not subordinate your own analysis to the articles or reviews. The bulk of your paper must be close analysis of your selected text. In total, your analysis will locate, evaluate, synthesize and incorporate relevant primary and secondary source materials in an 8-page paper that comprises a thesis-driven, interpretive essay.

The prospectus (a typed written plan of 2-3 pages) for your term paper is due in class on Week 12, Tuesday (4/15). See the instructions for the prospectus under Analytical Essay. For the term paper prospectus, you must provide a Works Cited (bibliography) that lists and cites all the secondary source materials that you plan to use in your paper.

Note about final course grades: all course grades are final. After I have determined and submitted your final course grade, you cannot request a grade change. Absolutely no exceptions will be made.
Academic integrity

Plagiarism on one assignment will result in an F for the entire course. University guidelines on dealing with plagiarism will be followed. Although I encourage you to read websites, articles, and books about the course material, you must be careful to avoid plagiarism in your papers and presentation. Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information.

Plagiarism, intentional or unintentional, is considered academic dishonesty and all instances will be reported to the Academic Judiciary. To avoid plagiarism, you must give credit whenever you use another person’s idea, opinion, or theory; any facts or any other pieces of information that are not common knowledge; quotations of another person’s actual spoken or written words; or paraphrase of another person’s spoken or written words. Citing all sources and putting direct quotations in quotation marks are required. For further information on the policies regarding academic dishonesty see http://ws.cc.stonybrook.edu/uaa/academicjudiciary/
DSS assistance:

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Disability Support Services at (631) 632-6748 or http://studentaffairs.stonybrook.edu/dss/. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: http://www.sunysb.edu/ehs/fire/disabilities.shtml

Course etiquette:

The use of laptop computers and cell phones is prohibited in our classroom. However, you may bring your laptop to class only if you are using it for your presentation. If you are reading the books on your Kindle or iPad, then you may bring it to class for this purpose only. Inattentiveness during class discussions will negatively affect your grade. The use of cell phones is strictly prohibited during class meetings. If you use your cell phone during class, you will be told to leave and your grade will be lowered.
Tentative class schedule

Be ready to discuss all readings on the days they are listed below. If we fall behind for any reason, I may cut some of the readings. I will let the class know ahead of time if we need to cut any of the readings.

* This reading is available in PDF format in Blackboard under Articles and Book Chapters.

(R) This reading is recommended only.

PQ One or two class members will post a question about the readings for discussion.

Week 1

T, 1/28

Course mechanics and orientation

Handout for discussion: excerpt from Jhumpa Lahiri’s The Namesake

Th, 1/30

PQ “Unaccustomed Earth” in Unaccustomed Earth

Week 2

T, 2/4

PQ “Hell-Heaven” and “A Choice of Accommodations” in Unaccustomed Earth


Th, 2/6

PQ “Only Goodness” and “Nobody’s Business” in Unaccustomed Earth
Week 3

T, 2/11

“Once in a Lifetime” in Unaccustomed Earth

Topic Sentence Discussion

Th, 2/13

PQ “Year’s End” in Unaccustomed Earth

Diagramming an argument I

Week 4

T, 2/18

PQ “Going Ashore” in Unaccustomed Earth

Diagramming an argument II (presentations)

Th, 2/20

Prospectus (written plan) for analytical essay due (1-2 pages)

PQ Breath, Eyes, Memory (up to p. 49)
Week 5

T, 2/25 PQ Breath, Eyes, Memory (up to p. 174)

Th, 2/27 Group presentation on Breath, Eyes, Memory (have finished the book)

Week 6

T, 3/4 Analytical essay due. Bring to class 3 copies of your essay.

Th, 3/6

PQ The Brief Wondrous Life of Oscar Wao (up to p. 50)

Week 7

T, 3/11

Rewrite of analytical essay due. Bring to class 1 copy of your rewrite, draft, and peer-editing materials.
PQ The Brief Wondrous Life of Oscar Wao (up to p. 165)

Th, 3/13 PQ The Brief Wondrous Life of Oscar Wao (up to p. 261)

Week 8

March 17-23 (Monday to Sunday): Spring Recess

Week 9

T, 3/25

Group presentation on The Brief Wondrous Life of Oscar Wao (have finished the book)

Th, 3/27

PQ Funny Boy (up to p. 97)

Week 10

T, 4/1 PQ Funny Boy (up to p. 203)

Th, 4/3 Group presentation on Funny Boy (have finished the book)
Week 11

T, 4/8

PQ A Tale for the Time Being (up to p. 108)
Week 12

T, 4/15 PQ A Tale for the Time Being (up to p. 355)

Prospectus (written plan) for term paper due (2-3 pages)

Th, 4/17 No class.

Week 13

T, 4/22 Group presentation on A Tale for the Time Being (have finished the book)

Wednesday, April 23 at The Charles B. Wang Center

Marvels & Monsters: Unmasking Asian Images in Comics and Graphic Novels Symposium

The symposium will examine visual images of Asians in a variety of cultural forms (manga, film, video, social media).

Th, 4/24 PQ American Born Chinese (up to p.160)
Week 14

T, 4/29 Group presentation on American Born Chinese (have finished the book)

Th, 5/1 Term paper due. Bring to class 2 copies of your term paper.

Persepolis (up to p. 53)

Week 15

T, 5/6 PQ Persepolis (up to p. 117)

Th, 5/8 Group presentation on Persepolis (have finished the book)

Monday, May 12: Rewrite of term paper due by 4pm in my mailbox in the English Department Mail Room (2095 Humanities).

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home, and a sense of self in a globalized world. This course requires demanding reading, active participation, and extensive writing with attention to specific strategies that will improve your writing and analytical skills.

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Note about final course grades: all course grades are final. After I have determined and submitted your final course grade, you cannot request a grade change. Absolutely no exceptions will be made.

Regular attendance and active participation in class: 20%

This class is discussion focused. Although I will provide some brief lectures, our class will operate as a seminar in which you listen to others’ perspectives, ask productive questions, and articulate ideas with nuance and clarity. Your preparation and willingness to actively participate in discussion are central to
the quality of the course. Come prepared to talk about the issues covered that day. If you are a shy or reserved person who does not speak in class, I may on occasion call on you to contribute to discussion.

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the day you both are to present it. I will take into account the quality and effort you both put into your question when factoring your participation grade.

Quizzes: 10%

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Analytical essay (5-6 pages): 20%

Write an essay of close analysis on any one story in Jhumpa Lahiri’s Unaccustomed Earth. You are required to come up with your own argument (thesis) that you must demonstrate and support through close analysis of passages (block quotes) from the story or chapter. You may refer to your oral presentation and to the posted questions in Blackboard to come up with your argument (thesis).

I am glad to meet with you individually in my office hours to discuss your argument. I will not discuss your essay’s argument via email. You must schedule an appointment ahead of time to discuss your essay with me in person. You may email me to schedule an appointment.
In your essay, explain the meaning of selected passages by examining closely its language, literary devices, style, narrative and rhetorical forms, symbols and/or metaphors that help explain their meaning. Write close analysis of details, not plot summary.

Instructions for the prospectus:

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Essay format. All writing assignments must be typed and double-spaced on an 8-1/2” x 11” paper.

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You will work with three or four other class members to give a presentation about a book. I will
pass around a sign-up sheet for you to choose a text for the presentation.

For your presentation, you and the other presenters must each do the following:

1. Write an annotated bibliography entry on one scholarly article about your selected book. If there are
   four people in your group, then there will be four annotated bibliography entries of not more
   than 2-3 pages each. It is okay if two or more members select the same article for the
   annotated bibliography entry.

To find scholarly articles, use the MLA International Bibliography available under Databases in the Stony
Brook Library online catalog. If you cannot find any or enough scholarly essays, then you
may include reviews of your book or interviews with the author available on the Internet. By 4pm
the day before your presentation, you must email your annotated bibliography entry to me. I will
then email it to everyone in class and also put it in our course website in Blackboard. You will begin your
presentation by discussing your bibliography. Be sure to explain briefly why you did or did not find the
article helpful. Or, you can explain what exactly you agree or disagree with in the
article. Be sure to include at least one quote or passage from the article in your bibliography. For
help with the annotated bibliography, see “Preparing an Annotated Bibliography” available in Blackboard. See also an online article available at:

http://olinuris.library.cornell.edu/ref/research/skill28.htm

2. After you discuss your bibliography, you must give a close reading of the book. Each person in your group will give a close reading of the book. Find one or two passages in the book that best demonstrates what you find most compelling or provocative about the book. Read the passage(s) out loud for the class. Then, give a close analysis of the passages(s). Your analysis must lead up to and support your own thesis about the text. It is important that you include in your thesis some focus on at least one topic or theme in our class (i.e., border crossing, immigration, displacement, home, divided loyalty to parents, labor, survival, etc.). As part of your analysis, you may provide any background elements that will enhance our understanding of the book (e.g., genre, author’s gender and sexuality, historical period, biographical information about the author; and where you situatuate and critique the book in social and historical context). Last but not least, ask one strong question for the class that will allow us to discuss the text in relation to your analysis and thesis as well as topics and issues we’ve discussed in previous seminar meetings.

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When you give your presentation in class do not just read it from your write-up. Instead, try to give it as a discussion while looking at and talking directly to everyone in the class.

The grade you receive will be based on the performance of your presentation as well as the quality of your annotated bibliography entry and typed write-up. You may use your presentation to help formulate your analytical essay or term paper (but not both).
Term paper (8-10 pages): 30%

Write a term paper on any book in the course, except for the book in your analytical essay. You are required to come up with your own argument (thesis) that you must demonstrate and support through close analysis of passages in the book. I am glad to meet with you individually in my office hours to discuss your argument. I will not discuss your paper’s argument via email.

Your paper must begin with the development and clear statement of your own original thesis, and then, in carefully organized body paragraphs, provide close analysis of the book that both demonstrates and supports your thesis. Also, in your paper you must include some reference to not more than three scholarly articles, interviews with author, or reviews of the book. You can and should include any of the published articles, interviews, or reviews that are in the annotated bibliographies. However, do not subordinate your own analysis to the articles or reviews. The bulk of your paper must be close analysis of your selected text. In total, your analysis will locate, evaluate, synthesize and incorporate relevant primary and secondary source materials in an 8-page paper that comprises a thesis-driven, interpretive essay.

The prospectus (a typed written plan of 2-3 pages) for your term paper is due in class on Week 12,
Tuesday (4/15). See the instructions for the prospectus under Analytical Essay. For the term paper prospectus, you must provide a Works Cited (bibliography) that lists and cites all the secondary source materials that you plan to use in your paper.

Note about final course grades: all course grades are final. After I have determined and submitted your final course grade, you cannot request a grade change. Absolutely no exceptions will be made.

Academic integrity

Plagiarism on one assignment will result in an F for the entire course. University guidelines on dealing with plagiarism will be followed. Although I encourage you to read websites, articles, and books about the course material, you must be careful to avoid plagiarism in your papers and presentation. Plagiarism is using others’ ideas and words without clearly acknowledging the source of that information. Plagiarism, intentional or unintentional, is considered academic dishonesty and all instances will be reported to the Academic Judiciary. To avoid plagiarism, you must give credit whenever you use another person’s idea, opinion, or theory; any facts or any other pieces of information that are not common knowledge; quotations of another person’s actual spoken or written words; or paraphrase of another person’s spoken or written words. Citing all sources and putting direct quotations in quotation marks are required. For further information on the policies
regarding academic dishonesty see http://ws.cc.stonybrook.edu/uaa/academicjudiciary/

DSS assistance: :

If you have a physical, psychological, medical, or learning disability that may impact your course work, please contact Disability Support Services at (631) 632-6748 or http://studentaffairs.stonybrook.edu/dss/. They will determine with you what accommodations are necessary and appropriate. All information and documentation is confidential.

Students who require assistance during emergency evacuation are encouraged to discuss their needs with their professors and Disability Support Services. For procedures and information go to the following website: http://www.sunysb.edu/ehs/fire/disabilities.shtml

Course etiquette:

The use of laptop computers and cell phones is prohibited in our classroom. However, you may bring your laptop to class only if you are using it for your presentation. If you are reading the books on your Kindle or iPad, then you may bring it to class for this purpose only. Inattentiveness during class discussions will negatively affect your grade. The use of cell phones is strictly prohibited
during class meetings. If you use your cell phone during class, you will be told to leave and your
grade will be lowered.

Tentative class schedule

Be ready to discuss all readings on the days they are listed below. If we fall behind for any reason, I
may cut some of the readings. I will let the class know ahead of time if we need to cut any of the
readings.

* This reading is available in PDF format in Blackboard under Articles and Book Chapters.

(R) This reading is recommended only.

PQ One or two class members will post a question about the readings for discussion.

Week 1

T, 1/28

Course mechanics and orientation

Handout for discussion: excerpt from Jhumpa Lahiri’s The Namesake
Th, 1/30

PQ “Unaccustomed Earth” in Unaccustomed Earth


Week 2

T, 2/4

PQ “Hell-Heaven” and “A Choice of Accommodations” in Unaccustomed Earth


Th, 2/6
PQ “Only Goodness” and “Nobody’s Business” in Unaccustomed Earth

Week 3

T, 2/11

“Once in a Lifetime” in Unaccustomed Earth

Topic Sentence Discussion

Th, 2/13

PQ “Year’s End” in Unaccustomed Earth

Diagramming an argument I

Week 4

T, 2/18

PQ “Going Ashore” in Unaccustomed Earth

Diagramming an argument II (presentations)

Th, 2/20

Prospectus (written plan) for analytical essay due (1-2 pages)
PQ Breath, Eyes, Memory (up to p. 49)

Week 5

T, 2/25 PQ Breath, Eyes, Memory (up to p. 174)

Th, 2/27 Group presentation on Breath, Eyes, Memory (have finished the book)

Week 6

T, 3/4 Analytical essay due. Bring to class 3 copies of your essay.

Th, 3/6

PQ The Brief Wondrous Life of Oscar Wao (up to p. 50)

Week 7

T, 3/11

Rewrite of analytical essay due. Bring to class 1 copy of your rewrite, draft, and
peer-editing materials.

PQ The Brief Wondrous Life of Oscar Wao (up to p. 165)

Th, 3/13 PQ The Brief Wondrous Life of Oscar Wao (up to p. 261)

Week 8

March 17-23 (Monday to Sunday): Spring Recess

Week 9

T, 3/25

Group presentation on The Brief Wondrous Life of Oscar Wao (have finished the book)

Th, 3/27

PQ Funny Boy (up to p. 97)

Week 10

T, 4/1 PQ Funny Boy (up to p. 203)

Th, 4/3 Group presentation on Funny Boy (have finished the book)
Week 11

T, 4/8

PQ A Tale for the Time Being (up to p. 108)
Th, 4/10 PQ A Tale for the Time Being (up to p. 258)

Week 12

T, 4/15 PQ A Tale for the Time Being (up to p. 355)

Prospectus (written plan) for term paper due (2-3 pages)

Th, 4/17 No class.

Week 13

T, 4/22 Group presentation on A Tale for the Time Being (have finished the book)

Wednesday, April 23 at The Charles B. Wang Center

Marvels & Monsters: Unmasking Asian Images in Comics and Graphic Novels Symposium

The symposium will examine visual images of Asians in a variety of cultural forms (manga, film, video, social media).

Th, 4/24 PQ American Born Chinese (up to p.160)
Week 14

T, 4/29 Group presentation on American Born Chinese (have finished the book)

Th, 5/1 Term paper due. Bring to class 2 copies of your term paper.

Persepolis (up to p. 53)

Week 15

T, 5/6 PQ Persepolis (up to p. 117)

Th, 5/8 Group presentation on Persepolis (have finished the book)

Monday, May 12: Rewrite of term paper due by 4pm in my mailbox in the English Department Mail Room (2095 Humanities).