Literary and cultural production in Pakistan is shaped by global Muslim religious discourses because of Pakistan’s history at its inception. In 1947, at the moment of its creation, Pakistan was supposed to be a homeland for Indian Muslims. Many became convinced that Muslims (or at least Indian Muslims) were a nation and therefore should have their own country. However, this focus on religious identity ignored other identifications such as those with place. The purpose of this course is to ask how women writers and filmmakers in Pakistan explore alternative, environmental ways of belonging in order to counter dominant discourses of religious nationalism. As we read Pakistani narratives of belonging, we will ask how they emphasize place-based identifications in an arena of struggle with the dominant establishment. Alongside our imaginative fiction and film, we will read a major ecocritic as well as a leftist history of Pakistan. These will help us formulate our own answers to the questions: In what ways are these filmic and fictional texts grounded in the environment? How do attachments to place or place-based identities counter transnational state-supported discourses in Pakistan?

Required Texts:

- *The State of Islam: Culture and Cold War Politics in Pakistan* by Saadia Toor
- *Slow Violence and the Environmentalism of the Poor* by Rob Nixon
- *Cracking India* by Bapsi Sidhwa
- *Noor* by Sorayya Khan
- *Trespassing* by Uzma Aslam Khan
- *Burnt Shadows* by Kamila Shamsie
- *Khamosh Pani* directed by Sabiha Sumar
- *Ramchand Pakistani* directed by Mehreen Jabbar
- Various materials from the library and western online

Recommended Text:


Methods of Teaching and Learning
The primary method of teaching and learning in this course will be class discussion. Student
presentations will frame and produce these discussions, which will require careful reading in advance by all members of the class.

- Take readings notes, marking areas to help you understand and engage the material.
- Consider not only the texts but also the larger issues they raise.
- Interrogate the concepts and assumptions made by the reading.
- Connect relevant experiences, especially if they provide practical articulation of theories from our texts.
- **Bring 2-3 critical comments/discussion questions to class every class meeting.** *(Though I will not regularly collect these, I will spot check depending on class discussion.)*
- Good discussion questions should be open-ended, have multiple answers, and provoke discussion that helps us understand not only the work in question but also how the work shapes our understanding of the topic at hand. Avoid questions based on one’s personal “opinion,” explanatory questions, questions about like or dislike, and questions that can be answered with yes, no, or some other simple sentence. These are good starting points but not where we want to end up in a graduate-level discussion.

**Required Work**

The major writing requirement of this course will be a 12-15-page final essay. This longer essay can come out of a conference paper, 6-8 pages, if you prefer. Both the shorter and longer papers will grapple with at least one of the theoretical texts in relation to one of the imaginative texts.

Your final paper should advance a sustained critical argument drawing comprehensively on available scholarship and theory relevant to your topic. This paper will require you to engage in and contribute to the ongoing scholarly conversation surrounding your topic. This seminar paper will also require:

- a 2 page proposal that sketches the scholarly conversation and your contribution to it,
- a rough draft (12 page minimum), and
- a 1 page reader’s report for one peer essay.

The rough draft for your final essay will be peer reviewed before it is due. I will expect you to hand in your rough draft and your peer’s one page reader’s report along with your final draft so that I can track your improvement as well as grade your peer’s report. **I will not accept an essay without a rough draft and peer’s report.** Your class participation grade will comprise not only in-class discussion but also the quality of your reader’s report.

Your conference paper should offer a contribution to and be grounded in relevant scholarship. For this paper, you will need to identify a conference (either past or present but excluding EGO), write a 250-word abstract as if applying to said conference, and then write an argumentative essay that is situated critically and tailored to the conference. The abstract is due the day you present the paper to the class. You will not actually have to submit the essay to the conference. Though, you are certainly encouraged to do so.

In addition, you will teach two of the chapters or articles to the class by summarizing them, comparing them, and evaluating them. For that day, you will be the class expert responsible for leading class discussion (4-5 pages) in a way that enables everyone to learn. Organize this presentation by keeping in mind that your peers will have read the works you are discussing and will
want to know their major theoretical contributions and the effectiveness of those contributions. Include 3 discussion questions in this assignment.

You will also be graded on class participation. I expect you to consider yourself a part of an intellectual community that requires thoughtful advance reading, regular and punctual attendance, and your active and engaged involvement in class discussion.

**Breakdown of grades:**
- Summary/Evaluation: 4-5 pages, 10%
- Conference Paper: 6-8 pages, 30%
- Final Research Essay: 12-15 pages, 40%
- Class Participation: 20%

**Course Policies**
- Please contact me about accommodations for special learning needs.
- Attendance and active participation are required. You are allowed one absence but under-prepared students may be asked to leave class and will be marked absent. Reading carefully and bringing course texts is part of preparation.
- Feedback from you regarding the course is welcome at any time. Contact me or speak to Dr. Christopher Morrow, the Director of Graduate Studies in English.
- Keep all graded assignments. Keep track of grades.
- Late work is not accepted unless you have prior permission from me.
- A U grade means that you have not handed in graduate level work. If you earn a U grade, you must meet with me to discuss how to improve and resubmit your work for regrading within one week. If you do not do so, your original grade will stand.

**WIU Policies**
- In accordance with University policy and the Americans with Disabilities Act (ADA), academic accommodations may be made for any student who notifies the instructor of the need for an accommodation. For the instructor to provide the proper accommodation(s) you must obtain documentation of the need for an accommodation through Disability Support Services and provide it to the instructor. It is imperative that you take the initiative to bring such needs to the instructor’s attention, as he/she is not legally permitted to inquire about such particular needs of students. Students who may require special assistance in emergency evacuations (i.e. fire, tornado, etc.) should contact the instructor as to the most appropriate procedures to follow in such an emergency. Contact Disability Support Services at 309-298-2512 for additional services.
- Ethical and professional conduct is required. I expect academic honesty and collegiality in class. Scholastic dishonesty of any kind will result in an F in the course and will be reported to CAGAS. It is your responsibility to understand what constitutes scholastic dishonesty. I will also be happy to answer any questions you may have. You should also consult the University policy at http://www.wiu.edu/policies/acintegrity.php.
- For information on Students’ Rights and Responsibilities, visit www.wiu.edu/provost/student/
Tentative Schedule

Week 1: 19 August 2013
Introduction to the course
Read Cheah, “Universal Areas” http://cgirs.ucsc.edu/publications/cpapers/cheah.pdf
Rahman, “possibleintro” (western online)

Week 2: 26 August 2013
Nixon, “Introduction” pages 1-44
Toor, “Introduction” pages 1-17

Summary/Evaluation: ______________________________________

Sidhwa, Cracking India

Paper: __________________________

Week 3: 9 September 2013

Summary/Evaluation: ______________________________________

Sidhwa, Cracking India

Paper: __________________________

Week 4: 16 September 2013
Toor, “Consolidating the Nation-State” pages 18-51

Summary/Evaluation: ______________________________________

Khan, Noor

Paper: __________________________
Week 5: **23 September 2013**
Toor, “Ayub Khan’s Decade of Development” pages 80-116

Summary/Evaluation: __________________________________________________________

Khan, *Noor*

Paper: ________________________________________________________________

Week 6: **30 September 2013**
Toor, “From Bhutto’s Populism to Zia’s Theocracy” pages 117-158

Summary/Evaluation: ______________________________________________________

Sumar, *Silent Waters*

Paper: ________________________________________________________________

Week 7: **7 October 2013**

Summary/Evaluation: ______________________________________________________

Sumar, *Silent Waters*

Paper: ________________________________________________________________

Week 8: **14 October 2013**

Summary/Evaluation: ______________________________________________________

Khan, *Trespassing*

Paper: ________________________________________________________________
Week 9: 21 October 2013
Nixon, “Environmentalism, Postcolonialism, and American Studies” pages 233-262

Summary/Evaluation: _____________________________________________

Khan, Trespassing

Paper: _______________________

Week 10: 28 October 2013
Nixon, “Slow Violence” pages 45-67

Summary/Evaluation: _____________________________________________

Shamsie, Burnt Shadows

Paper: _______________________

Week 11: 4 November 2013
No class

Week 12: 11 November 2013
Nixon, “Ecologies of the Aftermath” pages 199-232

Summary/Evaluation: _____________________________________________

Shamsie, Burnt Shadows

Paper: _______________________

Week 13: 18 November 2013: Peer Review bring completed rough draft and 2 page proposal

Thanksgiving Break
Week 14: 2 December 2013: Final Research Paper and Reader’s Report Due
Nixon, “Unimagined Communities” pages 150-174

Summary/Evaluation: _________________________________________

Jabbar, Ramchand Pakistani
Presenter: ________________________________

Week 15: 9 December 2013
Nixon, “Epilogue” pages 263-280
Toor, “Epilogue” pages 185-202

Summary/Evaluation: _________________________________________

Jabbar, Ramchand Pakistani
Paper: ________________________________________________
Further Reading in Pakistan Studies

Abbas, Hassan. _Pakistan’s Drift into Extremism: Allah, the Army, and America’s War on Terror_. New York: ME Sharpe, Inc., 2005.


**Further Reading in Ecocriticism**


