

532English 532: Literature and Place

Pakistani Women's Narratives of Belonging

Session: Fall 2013

Meeting Time: M 5:30 – 8:00 pm

Room: SI 027

Instructor: Dr. Shazia Rahman

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Office: Simpkins 224

Office hours: TT 9-10 am, M 3-5 pm, and by appt.

Course Objectives

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:

- *MLA Handbook for Writers of Research Papers*.

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.

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|-----------------------------|----------------------|-------------|-----|
| 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

Hai, Ambreen. "Border Work, Border Trouble." *MFS* 46.2 (2000): 379- 426. (library)

Luthra, Rashmi. "Unmasking Nation/Rewriting Home." *Communication, Culture & Critique* 5 (2012): 333-351. (library)

Summary/Evaluation: _____

Sidhwa, *Cracking India*

Paper: _____

Week 4: 16 September 2013

Toor, "Consolidating the Nation-State" pages 18-51

Beachler, Donald. "The Politics of genocide scholarship." *Patterns of Prejudice* 41.5 (2007): 467-492. (western online)

Summary/Evaluation: _____

Khan, *Noor*

Paper: _____

Week 5: **23 September 2013**

Toor, "Ayub Khan's Decade of Development" pages 80-116

Jackson, John Brinckerhoff. *Discovering the Vernacular Landscape*. New Haven: Yale UP, 1984. (western online)

Summary/Evaluation: _____

Khan, *Noor*

Paper: _____

Week 6: **30 September 2013**

Toor, "From Bhutto's Populism to Zia's Theocracy" pages 117-158

Khan, Shahnaz. "Floating on Silent Waters." *Meridians* 9.2 (2009): 130-152. (library)

Summary/Evaluation: _____

Sumar, *Silent Waters*

Paper: _____

Week 7: **7 October 2013**

Sundar, Pavitra. "Silence and the uncanny." *South Asian Popular Culture* 8.3 (2010): 277-290. (western online)

Rahman, Shazia. "Land, Water, and Food." *Environmental Communication* 5.2 (June 2011): 187-201. (library)

Summary/Evaluation: _____

Sumar, *Silent Waters*

Paper: _____

Week 8: **14 October 2013**

Cilano, Cara and DeLoughrey, Elizabeth. "Against Authenticity" *ISLE* 14.1 (2007): 71-87. (library)

Rahman, Shazia. "Karachi, Turtles, and the Materiality of Place." *Isle* 18.2 (Spring 2011): 261-282. (library)

Summary/Evaluation: _____

Khan, *Trespassing*

Paper: _____

Week 9: **21 October 2013**

Nixon, "Environmentalism, Postcolonialism, and American Studies" pages 233-262

Kabir, Ananya Jahanara. "Deep topographies in the fiction of Uzma Aslam Khan." *Journal of Postcolonial Writing* 47.2 (May 2011): 173-185. (western online)

Summary/Evaluation: _____

Khan, *Trespassing*

Paper: _____

Week 10: **28 October 2013**

Nixon, "Slow Violence" pages 45-67

Singh, Harleen. "Insurgent Metaphors." *Ariel* 43.1 (October 2012): 23-44. (western online)

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

Khan, Gohar Karim. "The Hideous Beauty of Bird-Shaped Burns." *Pakistaniat* 3.2 (2011): 53-68. (western online)

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

Saeed, Humaira. "Ramchand Pakistani, Khamosh Pani and the traumatic evocation of Partition." *Social Semiotics* 19.4 (December 2009): 483-498. (western online)

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.
- Ali, Tariq. *The Duel: Pakistan on the Flight Path of American Power*. New York: Scribner, 2008.
- Cohen, Stephen Philip. *The Idea of Pakistan*. Washington, DC: Brookings Institution Press, 2004.
- Haqqani, Husain. *Pakistan: Between Mosque and Military*. Washington, DC: Carnegie Endowment for International Peace, 2005.
- Iqtidar, H. *Secularizing Islamists*. Chicago: U of Chicago P, 2011.
- Jaffrelot, Christophe, ed. *A History of Pakistan and its Origins*. London: Anthem Press, 2002.
- Jalal, Ayesha. *The Oxford Companion to Pakistani History*. Oxford: Oxford UP, 2012.
- Khan, Naveeda. *Muslim Becoming: Aspiration and Skepticism in Pakistan*. Duke UP, 2012.
- Khan, Shahnaz. *Zina, transnational feminism, and the moral regulation of Pakistani women*. Vancouver: UBC Press, 2006.
- Khan, Yasmin. *The Great Partition: The Making of India and Pakistan*. Yale UP, 2007.
- Khan, Zulfqar. *Nuclear Pakistan: Strategic Dimensions*. Oxford: Oxford UP, 2012.
- Metcalf, Barbara. *Islam in South Asia in Practice*. Princeton: Princeton UP, 2012.
- Rashid, Ahmed. *Descent into Chaos: The US and the Disaster in Pakistan, Afghanistan, and Central Asia*. New York: Penguin, 2008.
- Ring, L. *Zenana: Everyday Peace in a Karachi Apartment Building*. Indiana UP, 2006.
- Shaikh, Farzana. *Making Sense of Pakistan*. New York: Columbia UP, 2009.
- Siddiq, Ayesha. *Military Inc.: Inside Pakistan's Military Economy*. Ann Arbor: Pluto Press, 2007.
- Suvorova, Anna. *Labore: Topophilia of Space and Place*. Oxford: Oxford UP, 2012.
- Verkaaik, Oskar. *Migrants and Militants: 'Fun' and Urban Violence in Pakistan*. Princeton: Princeton UP, 2004.
- Weiss, Anita M. *Moving forward with the legal empowerment of women in Pakistan*. Washington, DC: US Institute of Peace, 2012.

Yunus, Mohammed. *Bhutto and the Breakup of Pakistan*. Oxford: Oxford UP, 2012.

Further Reading in Ecocriticism

Adamson, J., M.M. Evans and R. Stein, eds. *The Environmental Justice Reader*. Tucson: U of Arizona P, 2002.

Bennett, Michael, and David W. Teague, eds. *The Nature of Cities: Ecocriticism and Urban Environments*. Tucson: University of Arizona Press, 1999.

Buell, Lawrence. *The Future of Environmental Criticism*. Oxford: Blackwell, 2004.

Coupe, Laurence, ed. *The Green Studies Reader*. London: Routledge, 2000.

Crosby, Alfred. *Ecological Imperialism*. Cambridge University Press, 2004.

DeLoughrey, Elizabeth, and George B. Handley, eds. *Postcolonial Ecologies: Literatures of the Environment*. Oxford: Oxford UP, 2011.

Garrard, Greg. *Ecocriticism*. Routledge, 2004.

Glotfelty, Cheryl, and Harold Fromm, eds. *The Ecocriticism Reader*. Athens: University of Georgia Press, 1996.

Guha, Ramachandra. *Environmentalism: A Global History*. New York: Longman, 2000.

Harvey, David. *Justice, Nature and the Geography of Difference*. Cambridge, MA: Blackwell, 1999.

Heise, Ursula. *Sense of Place and Sense of Planet: The Environmental Imagination of the Global*. Oxford: Oxford UP, 2008.

Karliner, Josh. *Corporate Planet: Ecology and Politics in the Age of Globalization*. San Francisco: Sierra Club, 1997.

Martinez-Alier, Joan. *The Environmentalism of the Poor: A Study of the Ecological Conflicts and Valuation*. Cheltenham: Edward Elgar Publishing, 2003.

Mukherjee, Upamanyu Pablo. *Postcolonial Environments: Nature, Culture and the Contemporary Indian Novel in English*. New York: Palgrave MacMillan, 2010.

Plumwood, Val. *Environmental Culture*. Routledge, 2001.

Shiva, V. *Earth Democracy: Justice, Sustainability, and Peace*. Cambridge: South End Press, 2005.

Sturgeon, Noël. *Environmentalism in Popular Culture*. Tucson: University of Arizona Press, 2009.

Tiffin, Helen, and Graham Huggan. *Postcolonial Ecocriticism*. Routledge, 2010.

Mortimer-Sandilands, C., and B. Erikson, eds. *Queer Ecologies*. Bloomington: Indiana UP, 2010.