English 357-01: Nation and Literature
Pakistani Fictions

Session: Spring 2015
MWF 1:00-1:50 pm
Room: SI 120
Instructor: Dr. Rahman

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Office: Simpkins 224
Office hours: MF 9-10 am, W 8-10 am

Course Objectives

“Women are both of and not of the nation.” -- Norma Alarcon, Caren Kaplan, and Minoo Moallem

In this course, we will study the nation of Pakistan by considering a number of Pakistani stories, both historical and fictional. Since the story of the nation is not always the story of women, we will begin by reading Pakistani women’s fiction in English alongside Pakistani national history. While the national histories will inform us of major political events such as Partition, Civil War, and ethnic violence, the women’s fiction will provide a more personal look at these same events. As we read through, think about and analyze these stories, we will ask, how and why do these stories overlap? In what ways are these narratives different from each other and why? To what extent are histories fictions and fictions histories? What are the purposes of presenting stories from a nationalist perspective or from a feminist perspective? What is gained and what is lost in the telling of such stories? Throughout this course, you will learn the ways in which Pakistan, India and Bangladesh are interconnected. You will also understand that the consequences of U.S. foreign policy in Pakistan have led to diverse responses from Pakistanis. In addition, you will be able to trace the impact of Islamist political parties on the lives of ethnic and religious minorities and women.

Prerequisites
ENG 299 with a grade of C or better, or permission of the instructor.

Texts
- The Struggle for Pakistan: A Muslim Homeland and Global Politics by Ayesha Jalal
- Cracking India by Bapsi Sidhwa
- Noor by Sorayya Khan
- Hoops of Fire: Fifty Years of Fiction by Pakistani Women edited by Aamer Hussein
- Trespassing by Uzma Aslam Khan
- Burnt Shadows by Kamila Shamsie
- Ramchand Pakistani directed by Mehreen Jabbar
- Various materials from the library and WesternOnline
Methods of Teaching and Learning
Our class will function primarily on the basis of discussion rather than lectures. While I may at times lecture, this is not a lecture class. This means that it will be very important for you to come to class prepared by having read the material carefully. The success and quality of this course is in your hands. I will expect you to raise questions, make comments, agree and disagree with each other in a respectful manner. Our discussions will help you think more deeply about the texts and eventually write better papers.

- 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.
- 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.)*
- Your 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 that can be answered with yes, no, or some other simple sentence.

Required Work
This course will require regular attendance and active engagement with the issues under discussion and writing (10% of your final grade). The major writing requirement of this course will be 3 formal essays of varying lengths (60% of your final grade). I expect you to bring the rough drafts of each of your formal essays to class for peer review (10% of your final grade). I also expect you to hand in your rough draft and your peer’s comments along with your final draft so that I can track your improvement as well as your peer’s editing. **I will not accept the three formal essays without a rough draft and peer’s comments. As a result, you must attend all peer review classes if you want to hand in your paper.** Your final copy of each of the three formal papers should be examples of good writing.

Your class participation grade will comprise not only in-class discussion but also the quality of the editing that you perform for your peers. Your final exam will cover all the material discussed in class since the beginning of the semester (20% of your final grade). I do not provide study guides. Note taking is your responsibility.

<table>
<thead>
<tr>
<th>Breakdown of grades:</th>
<th>Essay #1</th>
<th>3 pages or 750 words</th>
<th>10%</th>
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<tbody>
<tr>
<td>Essay #2</td>
<td></td>
<td>4 pages or 1000 words</td>
<td>20%</td>
</tr>
<tr>
<td>Essay #3</td>
<td></td>
<td>5 pages or 1250 words</td>
<td>30%</td>
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<tr>
<td>Final Exam</td>
<td></td>
<td>covering 15 weeks</td>
<td>20%</td>
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<tr>
<td>Class Participation</td>
<td>Peer review</td>
<td>Discussion; presentations</td>
<td>10%</td>
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</tbody>
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Grading Scale

- **A** = 93-100%
- **A-** = 90-92%
- **B+** = 87-89%
- **B** = 83-86%
- **B-** = 80-82%
- **C+** = 77-79%
- **C** = 73-76%
- **C-** = 70-72%
- **D+** = 67-69%
- **D** = 63-66%
- **D-** = 60-62%
- **F** = 59% and below

Class Policies

- Please contact me as soon as possible if you need any kind of special learning accommodations.
- Attendance and active participation are required. If you are absent more than twice or if you do not take part in class discussion in a way that shows me that you have done the reading, your class participation grade will suffer.
- Under-prepared students may be asked to leave class. Reading and bringing course texts is part of preparation.
- Ethical and professional conduct is required. I expect academic honesty and collegiality in class.
- Feedback from you regarding the course is welcome at any time. Contact me, put a note in my mailbox, or speak to Prof. Mark Mossmann, chair of English and Journalism.
- Keep all graded assignments. Keep track of grades.
- Late work is not accepted unless you have prior permission from me.

WIU Policies

- **ADA:** 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.
• **Academic Integrity Policy**: 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](http://www.wiu.edu/policies/acintegrity.php)

• **Student Rights and Responsibilities**: [http://www.wiu.edu/provost/students.php](http://www.wiu.edu/provost/students.php)

• **Disruptive Student in Class Procedure**: [http://www.wiu.edu/policies/disrupst.php](http://www.wiu.edu/policies/disrupst.php)

**Grading Criteria for Formal Papers**
The final copy of your formal papers should be well structured around a thesis, provide textual evidence for the argument and be written in standard English relatively free of mechanical errors.

An **A** paper is a tightly structured, well-written, nuanced argument which provides plenty of textual evidence to back up its claims. The first paragraph contains a clearly-articulated thesis with a roadmap briefly stating the points which will be elaborated later.

A **B** paper might provide a thesis in the first paragraph but the paper itself may not be as well-organized around that thesis. For instance, sometimes these papers do not clarify how each paragraph relates to the thesis. As a result, these papers may contain material that seems irrelevant. B papers are thus not as convincing as A papers.

A **C** paper might provide an argument that only reveals itself at the end of the paper. This kind of paper usually lacks a thesis in the first paragraph because the writer has not rewritten the introductory paragraph to match the final version of the paper.

A **U** paper is unacceptable. One reason for this might be that there is no thesis let alone an argument. Random thoughts are not a paper. Another reason might be that the thesis is completely negated by the paper itself. Or, sometimes too many mechanical errors will make it impossible for the paper to argue a thesis because the reader can’t follow the writer’s thoughts. If you do not follow the directions in the assignment sheet, you will earn a U.

**The U paper and the University Writing Center**
The University Writing Center is available to assist you with general and specific questions on writing assigned in any discipline and at any academic level. The one-on-one assistance available at the Writing Center is valuable for generating ideas, talking about global-level issues such as organization, and even working through grammatical problems. The University Writing Center is located in Simpkins Hall 025 and Malpass Library 3rd floor. Call for an appointment (298-2815) and be sure to bring a copy of your assignment.

If you earn a U on either the first or second formal paper, **you must meet with me** to discuss how to improve. I will recommend that you go to the writing center for help in rewriting the paper which will be due in a week. This will help you bring your grade up to a C. If you do not meet with me and rewrite within a week, you will receive the original F for that paper.
Tentative Schedule

I. **Partition/Independence: 1947**

Week 1: Introduction
21 January 2015: Historical Overview
23 January 2015: “From Minority to Nation” *Struggle* pages 10-39

Week 2: A Religious Minority
26 January 2015: *Cracking India* Chapters 1-6 pages 11-56
28 January 2015: *Cracking India* Chapters 7-11 pages 57-102
30 January 2015: *Cracking India* Chapters 11-16 pages 102-149

Week 3: Memories of Violence
2 February 2015: *Cracking India* Chapters 17-23 pages 150-195
4 February 2015: *Cracking India* Chapters 24-27 pages 196-240
6 February 2015: *Cracking India* Chapters 28-32 pages 241-289

Week 4: Truncated State, Divided Nation
9 February 2015: Didur, Jill. “Cracking the nation.” *Unsettling Partition* (on reserve at Malpass Library)
11 February 2015: “Truncated State, Divided Nation” *Struggle* pages 40-60
13 February 2015: Peer Review Essay #1 Rough Draft Due

Week 5: Pitfalls of Martial Rule
16 February 2015: *Hoops* pages 7-23 Essay #1 Final Draft Due
18 February 2015: *Struggle* pages 98-141
20 February 2015: “Exile” *Hoops* pages 109-122

II. **Civil War/War of Independence: 1971**

Week 6: Another Partition
23 February 2015: “Toward the Watershed of 1971” *Struggle* pages 142-176
25 February 2015: *Noor* “Introduction” and Chapters 1-2 pages 1-30
27 February 2015: *Noor* Chapters 3-4 pages 31-71

Week 7: Bangladesh
2 March 2015: *Noor* Chapters 5-7 pages 72-111
4 March 2015: *Noor* Chapters 8-10 pages 112-159
6 March 2015: *Noor* Chapters 11-13 pages 160-204

Week 8: Ethnic Tensions
11 March 2015: Peer Review Rough Draft of Essay #2 Due

16-20 March 2015: Spring Break, no classes
III. Non-National Belongings

Week 9: Attachments to Place
23 March 2015: *Trespassing* pages 1-77 **Essay #2 Final Draft Due**
25 March 2015: *Trespassing* pages 78-151
27 March 2015: *Trespassing* pages 152-218

Week 10: Turtles, Seashells, and Silkworms
30 March 2015: *Trespassing* pages 223-292
1 April 2015: *Trespassing* pages 293-363
3 April 2015: *Trespassing* pages 364-428

Week 11: Belonging to a City
8 April 2015: *Burnt Shadows* Prologue and Chapters 1-4 pages 1-71
10 April 2015: *Burnt Shadows* Chapters 5-14 pages 72-149

Week 12: Migrant birds
13 April 2015: *Burnt Shadows* Chapters 15-22 pages 150-220
15 April 2015: *Burnt Shadows* Chapters 23-32 pages 221-300
17 April 2015: *Burnt Shadows* Chapters 33-42 pages 301-370

Week 13: Wars
22 April 2015: Peer Review **Essay #3 Rough Draft Due**
24 April 2015: “Parbati” *Hoops* pages 123-143

Week 14: People of the Desert
27 April 2012: *Ramchand Pakistani* (film screening) **Essay #3 Final Draft Due**
29 April 2015: *Ramchand Pakistani* (film screening)
1 May 2015: film discussion

Week 15: Wrap-Up and concluding discussion
6 May 2015: “Epilogue: Overcoming Terror” *Struggle* pages 384-396
8 May 2015: Review class

**Final Exam Schedule**
13 May 2015: **Wednesday, 1 pm**