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 seminal theoretical work of geography as well as a 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:
- *For Space* by Doreen Massey
- *The Struggle for Pakistan: A Muslim Homeland and Global Politics* by Ayesha Jalal
- *Cracking India* by Bapsi Sidhwa
- *Noor* by Sorraya Khan
- *Khamosh Pani* directed by Sabiha Sumar
- *Ramayand Pakistani* directed by Mehreen Jabbar
- *Burnt Shadows* by Kamila Shamsie
- *Trespassing* by Uzma Aslam Khan
- 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:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Pages</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary/Evaluation</td>
<td>4-5 pages</td>
<td>10%</td>
</tr>
<tr>
<td>Conference Paper</td>
<td>6-8 pages</td>
<td>30%</td>
</tr>
<tr>
<td>Final Research Essay</td>
<td>12-15 pages</td>
<td>40%</td>
</tr>
<tr>
<td>Class Participation</td>
<td></td>
<td>20%</td>
</tr>
</tbody>
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**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. David Banash, 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 in my office 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**

- **Students with disabilities:** In accordance with University values and disability law, students with disabilities may request academic accommodations where there are aspects of a course that result in barriers to inclusion or accurate assessment of achievement. To file an official request for disability-related accommodations, please contact the Disability Resource Center at 309-298-2512, disability@wiu.edu or in 143 Memorial Hall. Please notify the instructor as soon as possible to ensure that this course is accessible to you in a timely manner.
- **Student Rights and Responsibilities:** [http://www.wiu.edu/provost/students.php](http://www.wiu.edu/provost/students.php)
- **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)
- **Disruptive Student in Class Procedure:** [http://www.wiu.edu/policies/disrupst.php](http://www.wiu.edu/policies/disrupst.php)

**Tentative Schedule**

**Week 1: 19 January 2016**
- Introduction to the course
- Jalal “From Minority to Nation” Struggle pages 10-39

**Week 2: 26 January 2016**
Massey, “Part One” pages 1-15
Jalal, “Truncated State, Divided Nation” Struggle pages 40-60
Summary/Evaluation: ____________________________

Sidhwa, Cracking India

Paper: _Winton__________________________

Week 3: 2 February 2016

Summary/Evaluation: __Tuhy__________________________________________

Sidhwa, Cracking India

Paper: _Abbas__________________________

Week 4: 9 February 2016
Jalal, “Toward the Watershed of 1971” Struggle pages 142-176

Summary/Evaluation: __Strickland____________________________________

Khan, Noor

Paper: __Holst__________________________

Week 5: 16 February 2016
Massey, “Part Two” pages 36-59

Summary/Evaluation: __Gaskell_____________________________________

Khan, Noor

Paper: _Al Musawi____________________________________

19 February 2016
Film screening: Silent Waters SI 214 2-4 pm

Week 6: 23 February 2016
Jalal, “Martial Rule in Islamic Garb” pages 216-258
Summary/Evaluation: ___Appell______________________________

Sumar, *Silent Waters*

Paper: ___Hoover_____________________________________

Week 7: 1 March 2016

Summary/Evaluation: _____________________________

Sumar, *Silent Waters*

Paper: ___Knight_____________________________________

Week 8: 8 March 2016
Massey, “Part Three” pages 81-103

Summary/Evaluation: __Winton____________________________

Khan, *Trespassing*

Paper: ___Appell_____________________________________

Spring Break

Week 9: 22 March 2016
Massey, “Part Four” pages 130-14

Summary/Evaluation: ___Hoover____________________________

Khan, *Trespassing*

Paper: ___Gaskell____________________________

Week 10: 29 March 2016

Summary/Evaluation: ___Abbas____________________________________
Shamsie, *Burnt Shadows*

Paper: __Strickland__________________________

Week 11: 5 April 2016

Summary/Evaluation: __Al Musawi__________________________

Shamsie, *Burnt Shadows*

Paper: __Tuhy__________________________

Week 12: 12 April 2016
Film Screening: *Ramchand Pakistani*

Week 13: 19 April 2016: Peer Review bring completed rough draft and 2-page proposal

Week 14: 26 April 2016: Final Research Paper and Reader's Report Due
Purewal, “The Indo-Pak Border.” *Contemporary South Asia* 12.4 (December 2003): 539-556 (library)

Summary/Evaluation: __Holst__________________________

Jabbar, *Ramchand Pakistani*

Paper: ________________________________

Week 15: 3 May 2016
Massey, “Part Five” pages 149-162
Jalal “Epilogue: Overcoming Terror” *Struggle* pages 384-396

Summary/Evaluation: __Knight__________________________

Jabbar, *Ramchand Pakistani*

Paper: ________________________________

Further Reading in Pakistan Studies


**Further Reading in Ecocriticism**


