General Education Course Inclusion Proposal

SOCIAL RESPONSIBILITY IN A DIVERSE WORLD

*This proposal form is intended for departments proposing a course for inclusion in the Northern Michigan University General Education Program. Courses in a component satisfy both the Critical Thinking and the component learning outcomes. Departments should complete this form and submit it electronically through the General Education SHARE site.*

Course Name and Number: EN 311 & EN 311Z: World Literature in Translation

Home Department: English

Department Chair Name and Contact Information (phone, email): Lynn Domina, [ldomina@nmu.edu](mailto:ldomina@nmu.edu), 227-2711

Expected frequency of Offering of the course (e.g. every semester, every fall): every semester

Official Course Status: Has this course been approved by CUP and Senate? YES

*Courses that have not yet been approved by CUP must be submitted to CUP prior to review by GEC. Note that GEC is able to review courses that are in the process of approval; however, inclusion in the General Education Program is dependent upon Senate and Academic Affairs approval of the course into the overall curriculum.*

Overview of course (please attach a current syllabus as well): *Please limit the overview to two pages (not including the syllabus)*

1. Overview of the course content:

A variable-format course with a general focus on literature, critical reading and comparative analysis including interdisciplinary approaches on a national literature, such as Indian, South African, Turkey and the Middle East, and other transnational/diasporic literature and culture. Special topics will introduce single national or transnational groupings of text, organized around such principles as genre, theme, canonicity, identity, theory and intellectual movements.

1. Explain why this course satisfies the Component specified and significantly addresses both learning outcomes:

Gaining knowledge of diverse world cultures further enhances students’ ability to act and think responsibly as a citizen of the world. Familiarity with literary and aesthetic histories beyond the Western tradition is a strategic priority for increasing students’ capacity to engage with diverse world cultures in an informed and intelligent manner. Through select targeted readings students also develop greater capacity for comparative analytical insight into the history and circumstance of prevailing paradigmatic viewpoints outside the region of study, including the West. Developing capacity for comparative analytical thinking is critical to the development of the individual’s sense of “social responsibility in a diverse world.”

*Critical Thinking*

Critical thinking undergirds all of the written and oral work students engage in for EN 311/311Z. This course requires students to read translated works of literature from one country (example: South Africa, China, Turkey, Native/Indigenous Canada).

Students will critically analyze texts from within various world perspectives, examining historical development and completing comparative analysis. Students will compose several written, oral, and multimodal assignments.

* In order to satisfy the *Evidence* learning outcome dimension, students will be required to recognize key literary elements in world literary texts and generate and support assertions.
* For the *Integration* learning outcome dimension, students will synthesize and integrate knowledge of genre and context.
* For the *Evaluate* learning outcome dimension, students will incorporate and explore multiple ideas about literary genres from a specific world culture and demonstrate knowledge of course texts.

Social Responsibility in a Diverse World

The major focus of EN 311/311Z is critical analysis of literary texts from diverse world cultures. To that end, students in EN 311/311Z will examine texts through careful close-reading and historical, social, and cultural contexts, engaging in textual and multimodal essays/projects that require that they synthesize and integrate knowledge of genre and context.

* In order to satisfy the *Knowledge of Cultural Worldview Frameworks* learning outcome dimension, students will recognize key literary elements in world literature and integrate that knowledge through a various written/oral/multimodal projects (argumentation, analysis, and research).
* To address the *Intercultural Awareness* learning outcome dimension, students will learn to find, evaluate, and integrate primary and secondary information in a minimum of one major assignment. They will trace specific themes through the genre and examine how authors explore particular subjects and meanings in different ways and analyze how authors complicate understandings of what literature looks like from a specific world culture (i.e., literature of Post-Apartheid South Africa).
* To address the *Intercultural Engagement* learning outcome dimension students will analyze and engage with literatures from within particular diverse cultural worldviews, examining historical development and comparative analysis of texts.This engagement will be reflected in artifacts such as presentations, analytical essays, and class discussion.
* To satisfy the *Ethical Issue Recognition* learning outcome dimension, students will analyze how particular historical and cultural contexts surrounding a text impact how we understand the text. Students will demonstrate knowledge through artifacts such as reading quizzes, short essays, discussions prompts, performance, exam, etc.

1. Describe the target audience (level, student groups, etc.):

EN 311/311Z is intended for upper-level undergraduate students who have satisfied the university writing requirement. It is open to all majors.

1. Give information on other roles this course may serve (e.g. University Requirement, required for a major(s), etc.)

The course currently applies towards the English major, the university division II liberal studies requirement, the university world cultures requirement, and the university upper division liberal studies requirement. EN 311/311Z may include a study abroad component relevant to the region or country featured in class.

1. Provide any other information that may be relevant to the review of the course by GEC:

Instructors of EN 311/311Z should meet a minimum requirement of the MFA or Ph.D. in literature or a related field. The instructor’s knowledge of the original language in which selected texts were written may also allow for students to read the texts in their original language.

PLAN FOR LEARNING OUTCOMES  
CRITICAL THINKING

*Attainment of the CRITICAL THINKING Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Critical Thinking Rubric for more information on student performance/proficiency in this area. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| DIMENSION | WHAT IS BEING ASSESSED | PLAN FOR ASSESSMENT |
| Evidence | Assesses quality of information that may be integrated into an argument | Task Type: Students will participate in discussions/online forums and/or provide analysis on assigned readings. *Evidence* dimension is assessed via assignment-specific rubrics.  Frequency: at least twice  Overall Grading Weight: 20 % -40%  Expected Proficiency Weight: The criterion weight level for *proficient* is at 75% because EN311/311Z is an upper division literature course |
| Integrate | Integrates insight and or reasoning with existing understanding to reach informed conclusions and/or understanding | Task Type: Students will submit analytical and interpretive responses and/or essays/projects on the assigned reading by applying critical theory. Integration dimension is assessed via assignment-specific rubrics.  Frequency: at least twice  Overall Grading Weight: 20%-40 %  Expected Proficiency Weight: The criterion weight level for *proficient* is at 75% because EN 311/311Z is an upper division literature course |
| Evaluate | Evaluates information, ideas, and activities according to established principles and guidelines | Task Type: Students will construct essays/projects and/or exams by integrating theory with critical analysis and interpretation. Evaluation dimension is assessed via assignment-specific rubrics.  Frequency: at least once  Overall Grading Weight: 20-40%  Expected Proficiency Weight:. The criterion weight level for *proficient* is at 75% because EN 311/311Z is an upper division literature course |

PLAN FOR LEARNING OUTCOMES  
SOCIAL RESPONSIBILITY IN A DIVERSE WORLD

*Attainment of the SOCIAL RESPONSIBILITY IN A DIVERSE WORLD Learning Outcome is required for courses in this component. There are several dimensions to this learning outcome. Please complete the following Plan for Assessment with information regarding course assignments (type, frequency, importance) that will be used by the department to assess the attainment of students in each of the dimensions of the learning outcome. Type refers to the types of assignments used for assessment such as written work, presentations, etc. Frequency refers to the number of assignments included such as a single paper or multiple papers. Importance refers to the relative emphasis or weight of the assignment to the entire course. For each dimension, please specify the expected success rate for students completing the course that meet the proficiency level and explain your reasoning. Please refer to the Rubric for more information on student performance/proficiency in this learning outcome. Note that courses are expected to meaningfully address all dimensions of the learning outcome.*

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| DIMENSION | WHAT IS BEING ASSESSED | PLAN FOR ASSESSMENT |
| Knowledge of cultural worldview frameworks | Knowledge of elements important to members of another culture | Task Type: Students will participate in discussions and/or online forums and/or write responses to reading literature of a world culture such as India, Africa, the Middle East, etc.  Frequency: at least twice  Overall Grading Weight: 20%-40%  Expected Proficiency Weight: The criterion weight level for *proficient* is at 75% because EN 311/311Z is an upper division literature course. |
| Intercultural Awareness | Awareness of multiple cultural perspectives | Task Type: Students submit written responses or postings on the assigned reading, employing theories such as postcolonialism, multiculturalism, or globalism  Frequency: at least twice  Overall Grading Weight: 20-40%  Expected Proficiency Weight: The criterion weight level for *proficient* is at 75% because EN 311/311Z is an upper division literature course. |
| Intercultural Engagement | Being willing to engage with cultures other than one’s own | Task Type: Students will complete essays/projects and or exams in which they explore, through critical and comparative cultural theories, cultures other than their own.  Frequency: at least twice  Overall Grading Weight: 20%-40%  Expected Proficiency Weight: The criterion weight level for *proficient* is at 75% because EN 311/311Z is an upper division literature course. |
| Ethical Issue Recognition | Awareness of ethical issues as they relate to cultures | Task Type: Students – through presentations, or essays, or class discussions – will explore topics such as construction of cultural identity, particularly for the formerly colonized, such as Indians, Africans, and so forth through critical theory that brings awareness of world cultures and how and why they were colonized and represented as “backward” or “savages,” etc.  Frequency: at least once  Overall Grading Weight: 20%-40%  Expected Proficiency Weight: The criterion weight level for *proficient* is at 75% because EN 311/311Z is an upper division literature course |

World Literature: Apartheid and Post-Apartheid South African Literature\*

Dr. Jaspal K. Singh

Course Description:

This course examines apartheid legacy in a number of South African texts as characters grapple with the very difficult task of sculpting national as well as personal identities in apartheid and post-apartheid South Africa.  Apartheid (or “separate development”), enacted in 1948, institutionalized racism.  Through literature, we will examine various Acts, such as the Population Registration Act, the Group Area Act, the Bantu Homelands Citizen Act, the Pass System, the Public Safety Act, the Criminal Law Amendment Act, among others, to discuss their impact on South African identity formation. The texts deal with resistance to apartheid policies, ranging from students’ movementsto collective action by women, from violence, strikes, demonstrations, to sabotage, which were met with severe penalties and imprisonment. This course is especially designed for students to tackle issues of oppression, resistance, forgiveness and reconciliation to colonial/apartheid ideological constructions of identity in South African literature.

Required Texts: Literature

           J.M. Coetzee, *Waiting for the Barbarians*

Alan Paton, *Cry, the Beloved Country*

Rajendra Chetty, Ed., *Vintage Book of South African Indian Writing*

Gobodo-Madikizela, *A Human Being Died That Night*

Zakes Mda, *Ways of Dying*

Theoretical Texts:

Albert Memmi, *The Colonizer and the Colonized.*

Ashcroft, et al., *Post-colonial Studies: The Key Concepts*

Strongly recommended Films (These are available at your local libraries or video stores)

*Cry, the Beloved Country*

*Cry, Freedom*

*Forgiveness*

*Sarafina*

*Amandla!*

*Long Night’s Journey Into Day*

*Drum*

*Place of Weeping*

*Disgrace*

Course Requirements:

* Mid-term (5 page) paper                                                                           (30%)
* Final Researched paper (5 page)                                                              (30%)
* When assigned, one Reading Presentation (two double-spaced pages)

Paper and Leading Discussion     (10%)

* Participation in Discussion Forum (10%)
* Weekly response paper (one double-spaced page) on

the assigned readings and Presentations      (10%)

* Individual Research Report/Critical Analysis on South Africa,

(one double-spaced pages)                                                                     (10%)

Assignments Descriptions: Midterm and Final Papers (Interpretive/Critical Analysis): You must write two five double-spaced page argumentative, persuasive, analytical and interpretive papers with a clear, argumentative and persuasive thesis on one of the fictional texts. If your audience agrees with your claim, then there is really no further need for persuasion. Therefore, have a claim/thesis that you are excited about which you will prove with textual examples and analysis. Remember, the narrower the claim, the stronger the paper. What one claim or thesis are you making about the fictional text (theory from *PCSR*, *The Colonizer and the Colonized*, and *A Human Being Died that Night* are for framing your argument) that you support with textual example and analysis? Is your thesis or claim a debatable one? Do you consider an opposing interpretation? Do your body paragraphs avoid mere plot summary by combining your analysis with textual examples and evidence? What images, actions, words, or contexts help clarify your stance or critical interpretations? Have you added quotations from the texts? Do you conclude your paper convincingly?

Most importantly, are you using postcolonial theory provided by *The Key Concepts,* Memmi’s *The Colonizer and the Colonized* and Gobodo-Madikizela’s *A Human Being Died That Night* for framing your thesis idea in your critical analysis of the novels? What does your discussion have to do with colonial/apartheid constructions and assumptions in the fictional representations? What changes occur in colonized psyches due to colonialism/apartheid educational policies and internalization? How do they resist Eurocentricism/colonialism? Examine ideas of European modernity—education, technology, language, and so forth—and their impact on traditional African cultural mores in order to discuss conflicts produced within modern subjects. How does the “mythical portrait” (Memmi) of the colonized impact ideas of race, gender, class, and sexuality? In order to conduct postcolonial analysis, you must try to uncover colonialist biases in the representations or lack of representations of Black South African characters in colonialists’ texts. How do those who belong to the colonizers’ group construct their own identities vis-à-vis the colonized? Are white writers able to “bracket the values and biases of imperialist culture” (JanMohammed) in their representations of “Self” and “Other”? How do Black South Africans tackle issues of reconciliation and reconstruction in the new nation (Mda)?

Your own critical ideas and informed analyses add persuasive power to your writing.  You may use one (fictional) text, or themes from various texts, but your thesis idea must be firmly grounded in course books.  Use your presentations, responses, research reports, and class discussions for generating thesis ideas. Each paper requires substantial direct and indirect quotations from course texts; however, these quotes, examined and further analyzed, must be properly cited.  Use MLA style for documentation.  Conduct outside research for credible (Wikipedia is not acceptable) secondary sources for stronger papers, but your research should not become your entire paper. It should simply inform your literary analysis of course novels. Out of context or a-historical, a-social, a-cultural, and a-political papers will be considered weak!  However, this doesn’t mean you write only on historical or social issues; you must use those contexts to inform your assertions and concerns about the FICTIONAL texts that you examine.

One Presentation Paper per term: Each student will be assigned a presentation paper on the assigned reading on specific days once a term. You will post a two double-spaced page paper on the assigned reading, along with two discussion questions, in the Discussion Forum. Read the assigned text and provide a critical analysis of the reading.  Research the author’s background and historical context of the text. Provide a critical framework for your analysis by using ideas from Memmi’s text and from *The Key Concepts*. A short summary followed by a longer analysis is required.  What are the main points of the argument? Explain each point and the reasoning behind it. Provide social and historical contexts. Support your ideas with textual example and analysis. At the end of the paper, write out two questions for class discussion on the assigned readings.  I will grade your presentation by evaluating how well you lead class discussion and ask pertinent questions and by the content of your paper.  Become a critical reader, and interpret and reinterpret the text.  I strongly urge you to not do an “either/or” type of reading where you agree or disagree with the author.  The selected texts are more complex than that.

Students will use your questions for discussion that week in the Discussion Forum. I will grade your presentation by evaluating the content of the papers and by how well you facilitate discussion in the Discussion Forum. Do also post a short response paper in the Response Paper Forum so you can get your point grade for that day.

Weekly Research Report/Critical Analysis: Research and analyze an aspect of South Africa history and culture (list provided each week) and present a one page double spaced report to class. I will grade the report on how well you have researched the topic, but more importantly, on how well you incorporate your own ideas for analysis. Use the research to add comments about course texts. How are some of the historical and cultural aspects represented in literature and the cultural media?  How do some of the apartheid laws impact identity formation of South Africans? How do characters in our texts resist some of colonial/apartheid impositions of certain unjust laws? Provide a short bibliography of your sources and write a few paragraphs about how you found them useful in understanding the texts or their themes. This report can include research links, short documentaries, clips, music, and so forth.

Weekly Class Discussion Forums: Having read your assigned literature for the week as well as the presentation papers, you will participate in class discussion by starting your own thread in the link provided.  The discussion must consist of at least two (three to four sentences) well-developed paragraphs.  Examine a particular passage, theme, or idea from the text(s) and provide specific textual examples for critical analysis.  Which passage did you find most compelling and why?  Create ideas for a response paper during this discussion period.  What do you find most compelling, confusing, exciting?  How are Memmi’s postcolonial theoretical ideas and the *Post-Colonial Key Concepts* definitions relevant to the literature?  How do postcolonial terms and their definitions shed light on the reading?  A “yes, I agree,” or “No, I do not agree” are not acceptable discussion format.  You are required to do only one discussion per week.  However, you are encouraged to have a dialogue by commenting on at least two students’ discussion links. This is the time to ask questions and probe the meaning of the text further.  Presenters are particularly required to push the discussion along.

Please stay within the colonial/apartheid and postcolonial/post-apartheid framework and address issues that pertain only to such matters.  Do have an energized discussion here, as it must simulate a class discussion. I will monitor discussions in order to ascertain that you are posting valuable and serious ideas and thoughts.

Weekly Response Paper: You must participate in the Discussion Forums by writing a one-page response paper on one of the Presentation questions or by creating one of your own. Start your own thread on the Response Paper Discussion Forum. What part of the assigned reading did you find most compelling and why? Remember to locate the purpose of the reading, the key points, the author’s assumptions and conclusion and so forth in your discussion. Only summaries are unacceptable.  In other words, do not re-tell the story; instead, discuss key points—the purpose, the main points, the main assumptions, the conclusion— in both the original text and your peers’ presentations by providing your critical interpretation of them. The discussion should imitate in-class discussion, so you will question, elaborate, comment on the assigned reading as well as the presentation paper. As each of you will conduct a presentation on the assigned reading and, as part of your grades are based on discussion, do have an energized discussion here in order to help your peers. You will receive a point each for all your response papers.  Remember to write the title of the assigned reading and the date on the papers. Summarize briefly and then provide critical and thoughtful responses to the readings.  The papers will be accessible to the class as a whole so that they can read and then comment on in their own posts. Write one discussion question at the end of your paper. I will check to see if you are doing these correctly, but will not post comments, unless you do them incorrectly, in which case you will hear from me. These imitate check/no check marks on in-class assignments.

Policies:

1. All assignments are due on the due date.  No late assignments are accepted.  If you do not participate in the assigned activities for a week, your grades will drop a letter grade.  If you do not participate for two weeks, you will receive an F for the class.
2. Papers are due on the due date.  No late papers will be accepted.  Extension requested on the due date will affect your grade.
3. All essays and assignments must be typed and double-spaced.
4. All work submitted for this course must be your own and written exclusively for it.  The use of sources such as ideas, quotations, or paraphrases must be properly documented in the MLA style.  Please consult your student handbook for a definition of plagiarism and information on documentation.  From the NMU Student Handbook, Student Code (section 2.2.3):  “No student shall submit as their own to an instructor any work which contains ideas or materials taken from another without full acknowledgement of the author and source.”

GRADE CONVERSION CHART:

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| --- | --- | --- | --- | --- | --- |
|  |  | 100 | 40 | 20 | 10 |
| A | 4.0 | 100 | 40 | 20 | 10 |
| A- | 3.7 | 92.5 | 37 | 18.5 | 9.25 |
| B+ | 3.3 | 82.5 | 33 | 16.5 | 8.25 |
| B | 3.0 | 75 | 30 | 15 | 7.5 |
| B- | 2.7 | 67.5 | 27 | 13.5 | 6.75 |
| C+ | 2.3 | 57.5 | 23 | 11.5 | 5.75 |
| C | 2.0 | 50 | 20 | 10 | 5 |
| C- | 1.7 | 42.5 | 17 | 8.5 | 4.25 |
| D+ | 1.3 | 32.5 | 13 | 6.5 | 3.25 |
| D | 1.0 | 25 | 10 | 5 | 2.5 |
| D- | .7 | 17.5 | 7 | 3.5 | 1.75 |
| F | 0 | 0 | 0 | 0 | 0 |

 Accommodations/Services

If you have a need for disability-related accommodations or services, please inform me or the Office of Student Support and Disability Services at 906-227-1700.

Tentative Course Schedule

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| Week One: Monday August 25  Introduction and course overview.  Print out the syllabus and read over it carefully.   Introduce yourself on the Discussion Forum, post questions and comments.  Familiarize yourself with EduCat functions | |
| Week One:  Wednesday August 27   |  | | --- | | Read the following and conduct Discussion on the Discussion Forum; No presentations on Week One | | *Post-Colonial Studies Key Concepts:* “Empire,” “Imperialism,” “Colonialism,” “Apartheid” | | Albert Memmi, *The Colonizer and the Colonized,* “Preface,” vii-xxix, “Does the Colonial Exist?” 3-18 | | Alan Paton, *Cry, The Beloved Country,* “Note on the 1948 Edition,” 13-15; “Foreword,” 17-18; “Introduction,” 19-30; Chapter 1-11, 33-105 |   Week Two: Monday September 1 (Labor Day, No class)  Week Two: Wednesday September 3   |  | | --- | | Write a response paper on Wednesday August 27 reading and discussion and drop your paper in the Assignment link. |   Week Three: Monday 8 September   |  | | --- | | Presenters will present and facilitate discussion.  Students who are not presenting must conduct discussion in the Presentation Forum by hitting reply; this is where participants in discussion forum will get their grades. Presenters will comment and push the discussion forward. This is where I conduct mini lectures and post questions along with the presenters. | | *Key Concepts:* “Colonial Desire,” “Colonial discourse,” “Binarism” | | Paton, *Cry, the Beloved Country,* Chapter 12-26, 106-224 | | Memmi, “The Colonizer Who Refuses,” 19-44 | | Presentations and Discussion on the above by: | | Research Report on one of the following topics: Apartheid vs. Jim Crow Laws; Pass Law; The Native Land Act 1913 |   Week Three: Wednesday 10 September  Write a response paper on Monday’s reading and discussion and drop your paper in the Assignment Forum. Presenters will drop their assignments in the Assignment Forum.  Week Four: Monday 15 September  Presenters will present and facilitate discussion.  Students who are not presenting must conduct discussion in the Presentation Forum. Start your own discussion topic after reading the presentation paper; this is where participants in discussion forum will get their grades. Presenters will comment and push the discussion forward. This is where I conduct mini lectures and post questions along with the presenters.  *Key Concepts:* “Orientalism,”“Ethnography,” and “Colonial Patronage”  *Cry, The Beloved Country,* Chapter 27-312  Reading Presentation and Discussion:   Research Report on one of the following topics: Immorality Act 1950; Group Area Act 1950; Bantu Education Act 1953 | | | |
| Week Four: Wednesday 17 September  Write a response paper on Monday’s reading and discussion and drop your paper in the Assignment Forum. Presenters will drop their assignments in the Assignment Forum.  Week Five: Monday 22 September   |  | | --- | | Presenters will present and facilitate discussion.  Students who are not presenting must conduct discussion in the Presentation Forum. Start your own discussion topic after reading the presentation paper; this is where participants in discussion forum will get their grades. Presenters will comment and push the discussion forward. This is where I conduct mini lectures and post questions along with the presenters.  Key Concepts, “Native,” “Class and Post-Colonialism,” and “Black Studies/black consciousness”  Memmi, The Colonizer and the Colonized, “The Colonizer who accepts,” 45-76 | | Coetzee, *Waiting for the Barbarians,* 1-76 | | Research Report on one of the following: Bantu Homelands Citizens Act 1970 | | Reading Presentation and Discussion: | |  |   Week Five: Wednesday 24 September  Write a response paper on Monday’s reading and discussion and drop your paper in the Assignment Forum. Presenters will drop their assignments in the Assignment Forum.  Week Six: Monday 29 September | |
| Presenters will present and facilitate discussion.  Students who are not presenting must conduct discussion in the Presentation Forum. Start your own discussion topic after reading the presentation paper; this is where participants in discussion forum will get their grades. Presenters will comment and push the discussion forward. This is where I conduct mini lectures and post questions along with the presenters.  *Key Concepts,* “Race,” “Slave/slavery,” and “savage/civilized,” “Contrapuntal Reading”  *Waiting for the Barbarians,* 76-end  Memmi, “Mythical Portrait of the Colonized,” 79-89  Reading Presentation and Discussion:  Research Report on one of the following topics: Prohibition of Mixed Marriage Act 1949; Separate Amenities Act 1953   Week Six: Wednesday 1 October   |  | | --- | | Write a response paper on Monday’s reading and discussion and drop your paper in the Assignment Forum. Presenters will drop their assignments in the Assignment Forum. |   Week Seven: Monday 6 October  Presenters will present and facilitate discussion.  Students who are not presenting must conduct discussion in the Presentation Forum. Start your own discussion topic after reading the presentation paper; this is where participants in discussion forum will get their grades. Presenters will comment and push the discussion forward. This is where I conduct mini lectures and post questions along with the presenters.  *Key Concepts,* “Post-colonialism/postcolonialism,” “Eurocentricism,” “Post-colonial reading”  Chetty, *Vintage Book*, “Introduction,” i-vi; Agnes Sam, “Jesus is Indian;” Sita Gandhi, “My Childhood at Phoenix Settlement,” 149-158; Ansuyah Singh, “Behold the Earth Mourns,” 135-138  Reading Presentation and Discussion:  Research Report on one of the following topics: Terrorism Act of 1967, Public Safety Act and the Criminal Law Amendment Act 1953, The Population Registration Act, 1950  Week Seven: Wednesday 8 October | | | |

Write a response paper on Monday’s reading and discussion and drop your paper in the Assignment Forum. Presenters will drop their assignments in the Assignment Forum.

Rough Draft of Midterm Paper due; drop your five page rough draft in your assigned group in the Discussion Forum and conduct a peer-review workshop

Week Eight: Monday 13 October

Midterm Paper Due

Week Eight: Wednesday 15 October

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| Presenters will present and facilitate discussion.  Students who are not presenting must conduct discussion in the Presentation Forum. Start your own discussion topic after reading the presentation paper; this is where participants in discussion forum will get their grades. Presenters will comment and push the discussion forward. This is where I conduct mini lectures and post questions along with the presenters.  *Key Concepts,* “Subject/subjectivity,” “Contact Zone,” “Orality,” and “Settler Colony”  Chetty, Vintage Book, Phyllis Naidoo, “Charlie and Jo,” 167-173; Ismail Meer, “A Fortunate Man,” 174-180; Ahmed Kathrada, “A Boy from Schweizer,” 181-191  Reading Presentation and Discussion:  Research Report on one of the following topics: http://my.nmu.edu/cps/images/misc/dot-blank.gif Suppression of Communism Act (1950)  Week Nine: Monday 20 October  Write a response paper on Wednesday’s reading and discussion and drop your paper in the Assignment Forum. Presenters will drop their assignments in the Assignment Forum.   Week Nine: Wednesday 21 October  Presenters will present and facilitate discussion.  Students who are not presenting must conduct discussion in the Presentation Forum. Start your own discussion topic after reading the presentation paper; this is where participants in discussion forum will get their grades. Presenters will comment and push the discussion forward. This is where I conduct mini lectures and post questions along with the presenters.  *Key Concepts,* “Dislocation,” “Decolonization,” “Binarism”  Memmi, “”Situation of the Colonized,” 90-118  Mda, *Ways of Dying,* 7-115  Reading Presentation and Discussion:  Research Report on one of the following topics: http://my.nmu.edu/cps/images/misc/dot-blank.gif The Reservations of Separate Amenities Act (1953) and The Bantu Education Act (1953) |

Week Ten: Monday 27 October

Write a response paper on Wednesday’s reading and discussion and drop your paper in the Assignment Forum. Presenters will drop their assignments in the Assignment Forum.

Week Ten: Wednesday 29 October

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| Presenters will present and facilitate discussion.  Students who are not presenting must conduct discussion in the Presentation Forum. Start your own discussion topic after reading the presentation paper; this is where participants in discussion forum will get their grades. Presenters will comment and push the discussion forward. This is where I conduct mini lectures and post questions along with the presenters.  *Key Concepts,* “Universalism/Universality,” and “Negritude”  *Ways of Dying,* 116-end  Memmi, “The Two Answers of the Colonized,” 119-end  Reading Presentation and Discussion:   Research Report on one of the following Topics: http://my.nmu.edu/cps/images/misc/dot-blank.gifhttp://my.nmu.edu/cps/images/misc/dot-blank.gifhttp://my.nmu.edu/cps/images/misc/dot-blank.gifBlack Homeland Citizenship Act (1971); Soweto Riots 1976; Steve Biko and the Black Consciousness Movement, 1977  Week Eleven: Monday 3 November   Write a response paper on Wednesday reading and discussion and drop your paper in the Assignment Forum. Presenters will drop their assignments in the Assignment Forum.  Week Eleven: Wednesday 5 November   Presenters will present and facilitate discussion.  Students who are not presenting must conduct discussion in the Presentation Forum. Start your own discussion topic after reading the presentation paper; this is where participants in discussion forum will get their grades. Presenters will comment and push the discussion forward. This is where I conduct mini lectures and post questions along with the presenters.  *Key Concepts,* “Post-colonial State,” “Othering,” “Other/other,” “Transculturation”  *A Human Being Died That Night*, 1-103   Reading Presentation and Discussion:  Research Report on one of the following topics: http://my.nmu.edu/cps/images/misc/dot-blank.gifhttp://my.nmu.edu/cps/images/misc/dot-blank.gifhttp://my.nmu.edu/cps/images/misc/dot-blank.gif Robben Island; Nelson Mandela |

Week Twelve: Monday 10 November

 Write a response paper on Wednesday reading and discussion and drop your paper in the Assignment Forum. Presenters will drop their assignments in the Assignment Forum.

Week Twelve: Wednesday 12 November

Presenters will present and facilitate discussion.  Students who are not presenting must conduct discussion in the Presentation Forum. Start your own discussion topic after reading the presentation paper; this is where participants in discussion forum will get their grades. Presenters will comment and push the discussion forward. This is where I conduct mini lectures and post questions along with the presenters.

*Key Concepts,* “hegemony,” and “Subaltern”

A Human Being Died That Night, 104-end

Reading Presentation and Discussion:

Research Report on one of the following topics: *Promotion of National Unity and Reconciliation Act*, No. 34 of 1995, Truth and Reconciliation Commission, Desmond Tutu

Week Thirteen: Monday 17 November

Write a response paper on Wednesday reading and discussion and drop your paper in the Assignment Forum. Presenters will drop their assignments in the Assignment Forum.

Week Thirteen: Wednesday 19 November

Rough Draft of Final Paper Due; drop your five page rough draft in your assigned group in the Discussion Forum and conduct a peer-review workshop

Week Fourteen: Wednesday November 24-Wednesday November 30

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| Thanksgiving Holiday Week |

Week Fifteen: Monday 1 December

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| Final Paper Due by 12:00 noon in the Assignment Forum |

Week Sixteen: Monday 8-Wednesday 10 December

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| No Class Assignments: Conference travel to India |