

San José State University
Department of English & Comparative Literature
English 208: Seminar in Comparative Literature, Spring 2021

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| Instructor: | Revathi Krishnaswamy |
| Office Location: | Canvas Online |
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| Email: | Revathi.krishnaswamy@email.sjsu.edu |
| Office Hours: | Wed 6-7 pm and by appointment |
| Class Days/Time: | Wed 7.00-9.45 pm (synchronous meeting via zoom) |
| Classroom: | Canvas Online |

Messaging : You are responsible for regularly checking with the messaging system through MySJSU and Canvas.

Course Format: Seminar. Synchronous meeting via Zoom. This course satisfies SJSU's Graduation Writing Assessment Requirement (GWAR).

Course Description: Decolonize! Literature, History, Theory

What do we mean when we say Western Civilization, Classical Literature, British Literature, American Literature or English Literature? How were these areas of study constituted, their canons established, their literary history constructed, and their disciplinary practices institutionalized? What role did literary criticism/theory play in these processes? Taking a broad comparative approach to these questions, we will (i) examine the structures of power that shape literary production and consumption, (ii) consider the legacy of eurocentrism (and androcentrism), (iii) deconstruct established definitions, conventional narratives, dominant ideologies, and (iv) learn about world-wide efforts to “decolonize” literature and literary studies.

This course aims to be not only informational but also transformational. The questions we ask, the ideas we consider, and the materials we read are intended to defamiliarize and disorient established conceptions of literature, literary history and literary theory. I therefore expect you to bring along the knowledge you have accumulated from prior literary studies so you can test it against this course. Intellectual curiosity, academic rigor, openness of mind, commitment to work hard, tolerance for difficulty, ambiguity, and uncertainty are essential to succeed in the class. The course will be taught mostly synchronously, using

Canvas and Zoom. The course satisfies the 4-unit GWAR requirement for both MFA and MA students.

Course Materials:

1. Course Materials in Canvas and online
2. Norton Anthologies (Classical, British, American)

MA Program Learning Outcomes

1. Students will demonstrate an appropriate level of expertise in literary history, literary theory, and rhetoric.
2. Students will demonstrate high-level proficiency in literary research and in the synthesis of research.
3. Students will demonstrate critical and analytical skills in the interpretation and evaluation of literary texts.
4. Students will demonstrate a command of written academic English, including the abilities to a) organize and present material in a cogent fashion, b) formulate and defend original arguments, c) employ effectively the language of their discipline and d) write under time constraints.
5. Students will demonstrate a reading knowledge of at least one foreign language.
6. Students preparing for teaching careers will receive the appropriate instruction.
7. Students will be prepared for further graduate study.

Course Student Learning Objectives

- a. Demonstrate familiarity with materials and methods of literary research
- b. Demonstrate familiarity with major theorists/critics/texts associated with major schools
- c. Understand and use the key concepts and terms associated with major schools of literary criticism.
- d. Apply different critical theories to analyze various literary texts and cultural/artistic products.
- e. Communicate ideas/analysis in cogent, critical language, both orally and in writing.

One Unit Course Credit Enhancement:

Because this is a 4-unit course, students can expect to spend a minimum of twelve hours per week preparing for and attending classes and completing course assignments. Specifically, the following 1-unit enhancement is integrated into this course: **Increased course content and/or collateral readings** (10% of course grade). Students will read additional primary and secondary materials in order to give a formal conference presentation and write a publishable-quality research article. Following MLA guidelines and my guidance, students will peer review conference proposals and peer edit research papers. I will also conduct workshops to provide detailed comments on conference proposals and seminar paper drafts. Based on my feedback, students will revise and edit their conference and seminar papers.

Assignments: All assignments must be submitted in Canvas on dates indicated in the schedule. Unless you have received prior permission from me, late assignments will be automatically reduced one letter grade for each late day and no assignments will be accepted beyond a week after the due date.

1. Reader Response: 100 points (10 points each)

You will post a 250-300 word response to the week's assigned reading; you may choose to respond to the readings as a whole or focus on one in particular. Your RR should (i) critically engage to one or more key ideas/arguments, and (ii) raise one or two discussion questions. In addition to posting your own RR, you will respond briefly (2-3 sentences) to a discussion question posted by a classmate before class meeting. You will be expected to share your RR as part of class discussions.

Scoring: based on evidence of thoughtful engagement with course materials, proper organization, number of RRs submitted, and discussion questions answered. (PLO 1)

2. Critical Project Review: 300 points (150 points each)

You will critically review two projects -- one British and one American -- from the list below. You will informally share your reviews in class during scheduled discussions with guest speakers. Each written review must include three components: (i) a brief summary or description of the project, its goals and archival content (ii) a critical analysis and assessment of the project addressing the questions raised in the guidelines below, and (iii) one or two concrete suggestions with rationale for improving or advancing decolonization. Each review should be 750-1000 words (4-5 pages), double spaced, standard font and margins, and must reference at least three of our course readings.

Scoring: based on accuracy and clarity of description, quality and depth of critical analysis, thoughtfulness of suggestions offered.

Brit lit projects

- Global Shakespeare

[MIT Global Shakespeares](#)
[Shakespeare Performance in Asia](#)

Use the Macbeth collection as an example and sample 2-3 of the 35 or so Macbeths in the archive. Engage the following questions in your review: what is the purpose or goal of this project? what does the archive reveal about the project? how is this project decolonizing Shakespeare? To what extent do globalization, diversity, inclusion constitute or advance decolonizing?

- Romanticism: The Bigger 6 Collective

<https://bigger6romantix.squarespace.com/> is an internationally recognized group of scholars who began their work on Twitter under #bigger6. Here's a version of Bigger6 taught by Prof. Kathy Harris: Engl. 232, Bigger 6 (Spring 2019): <https://sjsu.instructure.com/courses/1316224> -- Engage the following questions in your review: Why do these scholars think Romanticism needs decolonizing? What is their understanding of or approach to decolonizing? What exactly are they doing and why? To what extent does the project in fact advance decolonization?

- Victorian Studies: "Undisciplining the Victorian Classroom," <https://undiscipliningvc.org/> is a project to provide pedagogical materials for teaching beyond the established literary canon of the 19th-century (crowd-sourced and ongoing). Engage the following questions in your review: Why do these scholars think Victorian studies need decolonizing? What is their understanding of or approach to decolonizing? What exactly are they doing and why? To what extent does the project in fact advance decolonization?

American history projects

- American History: The 1619 (vs 1620) project <https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html>
Engage the following questions in your review: What is the purpose of this project? What is its rationale? How does it achieve its goals? How does the project challenge or change the dominant narrative of American history? What are some of the objections raised by critics?
- The Settler Colonial City Project <https://settlercolonialcityproject.org/Decolonizing-U-S-Literature>
Engage the following questions in your review: What is the purpose of this project? What is its rationale? How does it achieve its goals? How does the project challenge or change the dominant narrative of American history? How does it complicate decolonization?

3. Glossary: 300 points (70+30; 70+30; 100 points each)

We will jointly create a glossary of key terms relevant to decolonizing. Each of you will be randomly assigned two terms from the list below. You will get a chance to revise these two glosses (70 points for first draft; 30 points for revision per gloss). In addition, you will all write your own gloss for "Decolonize/Decolonization" (100 points). Each gloss must do the following: define and analyze the term's meanings, implications, and applications for decolonizing, provide historical context, and include examples or illustrations; each gloss should be 500-750 words, and must reference at least three course readings. For sample entries, consult a standard literary glossary such as *The Bedford Glossary of Literary and Critical Terms* or https://mthoyibi.files.wordpress.com/2011/05/a-glossary-of-literary-terms-7th-ed_m-h-abrams-1999.pdf. Scoring: based on accuracy, depth, and clarity of definition, context, and examples.

- Decolonize/Decolonization
 - i. Greek Miracle,
 - ii. European Miracle,
 - iii. Rise of the West,
 - iv. Great Divergence,

- v. Columbian Exchange,
- vi. Classical-Medieval-Modern periods,
- vii. Anglo-Saxon,
- viii. Indo-European/Aryan,
- ix. Renaissance,
- x. Enlightenment,
- xi. Humanism,
- xii. Civilization,
- xiii. Nation/Nationalism,
- xiv. Eurocentrism,
- xv. Orientalism,
- xvi. Oriental despotism,
- xvii. Asiatic mode of production,
- xviii. Colonialism (External, Internal, Settler)
- xix. American Exceptionalism,
- xx. American Dream,
- xxi. Assimilation/Melting Pot,
- xxii. Modernity,
- xxiii. Modernization/Westernization,
- xxiv. Capitalism,
- xxv. Decoloniality
- xxvi. Liberation Philosophy,
- xxvii. Three-world theory/First-Second-Third World,
- xxviii. Development theory (ie developed/developing/underdeveloped countries),
- xxix. The Free World,
- xxx. The Dark Continent,
- xxxi. Black Power,
- xxxii. Afrocentrism

4. Seminar Paper: Critical Case Study of Norton Anthologies: 300 points (30% of course grade)

This project will culminate in an individual written report as well as a group presentation. We will form three groups; each group will work on one of the following anthologies:

- i. Norton Book of Classical Literature (not available online; used copy available on Amazon for under \$15)
- ii. Norton Anthology of English Literature
Vols A-F (<https://wnorton.com/books/9780393603026/overview>)
- iii. Norton Anthology of American Literature
(<https://wnorton.com/books/9780393264548/overview>)

Critically analyze the latest edition's Table of Contents (ToC) (if possible, check earlier editions to identify any significant changes). Remember: do not merely describe the ToC; critically analyze the ToC by examining what/who is included/excluded, how the material is organized, what the ToC reveals about the construction of literary history, the canon, national cultural identity etc and offer suggestions for how the field can be further decolonized. You will submit an individual written report (10,000 words) summarizing the findings and detailing the specific contributions you made to the project. Written in stages, this report will

involve outline, draft, and revisions, based on peer reviews and instructor feedback. In addition to the individual written report, you will give a group PowerPoint presentation summarizing the main findings of the group's research and analysis. Each group member will be expected to take responsibility for researching, preparing, and presenting specific parts of the project/ppt.

Scoring: based on rigor of analysis, relevance of findings, and clarity of presentation.

Grading: Total points 1000

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| Reader Response | 100 |
| Critical Project Review | 300 |
| Glossary | 300 |
| Critical Case Study (Norton) | 300 |

This course is letter graded

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| 980-1000 | = A+ |
| 930-970 | = A |
| 900-920 | = A- |
| 880-890 | = B+ |
| 830-870 | = B |
| 800-820 | = B- |
| 780-790 | = C+ |
| 730-770 | = C |
| 700-720 | = C- |
| >700 | = F |

The following statements have been adopted by the English department:

1. In English Department courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.
2. Grading Policy: The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure. Courses graded according to the A,B,C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A,B,C, No Credit courses NC shall also substitute for W (Withdrawal) because neither NC nor W affects students' grade point average.

Classroom Protocol

Zoom: All class meetings will be held synchronously via zoom. Not ideal. But we'll try to make the best of it. In order to simulate a face-to-face, in-person class environment, I

request you to join class meetings with your camera on and your face visible (unless you're having technical difficulties); feel free to use zoom virtual background setting.

Attendance & Participation: Regular attendance and active participation in class discussions are extremely important. You are responsible for all materials assigned, presented and discussed. You are encouraged to take notes in class, but you should have studied the materials before class begins. Poor attendance/participation will have negative effects on your final grade. Since most classes will be based on group discussions, presentations and workshops it is crucial for you to keep up with the readings and take an active as well as thoughtful role in all classroom activities. Your questions, comments, insights, and interpretations are valuable no matter how outlandish they may seem. So, do speak up!

Communicating: Good communication is key to class success, especially in an online environment. So please maintain regular communication with your classmates and with me. Seek timely advice and assistance on any difficulty you may be having with the materials, assignments, canvas, zoom or other aspects of the course. I am completely open to criticism and suggestions because the only way I can fix things is if I know what is wrong.

Submitting work: All work must be turned in exactly as and when indicated in the schedule. All readings are listed against dates they will be discussed in class; so, when you come to class you should have already read the materials and be prepared to discuss them

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. [Information on add/drops are available at http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html](http://info.sjsu.edu/web-dbgen/narr/soc-fall/rec-324.html) . [Information about late drop is available at http://www.sjsu.edu/sac/advising/latedrops/policy/](http://www.sjsu.edu/sac/advising/latedrops/policy/) . Students should be aware of the current deadlines and penalties for adding and dropping classes.

University Policies

Academic integrity

Students should know that the University's [Academic Integrity Policy is available at http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf](http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf). Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html](http://www.sa.sjsu.edu/judicial_affairs/index.html).

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted,

or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. [The LARC website is located at http://www.sjsu.edu/larc/](http://www.sjsu.edu/larc/).

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. [The Writing Center website is located at http://www.sjsu.edu/writingcenter/about/staff/](http://www.sjsu.edu/writingcenter/about/staff/).

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering "roadside assistance" to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop-in basis, no reservation required. The Peer Mentor Center website is located at <http://www.sjsu.edu/muse/peermentor/>.

Course Number / Title, Semester, Course Schedule

*This schedule is subject to change with fair notice made available via canvas or mysjsu.
All readings are in the Longman anthology, unless otherwise indicated.*

| Week | Date | Topics, Readings, Assignments, Deadlines |
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| 1 | 1/27 | <p>Overview of course/syllabus</p> <p>Introduction: What is decolonizing? Ending colonialism? Diversity and inclusion? Globalizing? Social justice? Are the categories of nation and language obstacles to decolonizing?</p> <p>Reading:</p> <ul style="list-style-type: none"> ☐ Tuck & Yang: Decolonizing is not a metaphor (Canvas) <p>Discussion: Eurocentric Historiography</p> <p>Readings:</p> <ul style="list-style-type: none"> ☐ N. Ferguson: Killer Apps Western Civilization (Canvas) ☐ Huntington: Clash of Civilizations? (Canvas) ☐ Jones: The European Miracle (Intro to the Second Edition) ☐ https://www-fulcrum-org.libaccess.sjlibrary.org/epubs/kh04dp86z?locale=en#/6/34[xhtml00000017]!/4/4/1:0 ☐ The Challenge of Eurocentrism (Canvas) <p>Homework</p> <ul style="list-style-type: none"> ☐ Reader Response 1 Due 2/1 by 11:59 pm ☐ Respond to Discussion Question before next class. |
| 2 | 2/3 | <p>Discussion: Decolonizing History</p> <p>Readings:</p> <ul style="list-style-type: none"> ☐ A.G. Frank: Introduction to ReOrient (Canvas) ☐ Subramanyam: Connected History (Canvas) ☐ MacNeil: Rise of the West Twenty-Five Years Later (Canvas) ☐ Douki & Minard: Global History, Connected Histories ☐ https://www.cairn-int.info/article-E_RHMC_545_0007--global-history-connected-histories.htm# ☐ M. Ferguson: Why the West? (Canvas) ☐ Pieterse: Many Renaissances, Many Modernities? (Canvas) <p>More Renaissance History</p> |

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| | | <p>https://yaleglobal.yale.edu/role-arab-islamic-world-rise-west-implications-contemporary-trans-cultural-relations</p> <p>https://mitpress.mit.edu/books/islamic-science-and-making-european-renaissance</p> <p>Homework:</p> <ul style="list-style-type: none"> □ Reader Response 2 Due 2/8 by 11:59 pm Respond to Discussion Question before next class |
| 3 | 2/10 | <p>Discussion: Decolonizing Classical/Medieval/Western Civ</p> <p>Guest Speaker: Dr. Nancy Stork</p> <ul style="list-style-type: none"> □ The Medieval period (Anglo-Saxon) □ How Gilgamesh became part of the western canon of great books <p>Discussion: Decolonizing Ancient Greece</p> <p>Reading</p> <ul style="list-style-type: none"> □ Martin Bernal's <i>Black Athena</i> vol 1 – Introduction & Conclusion Temporary Online Access on HathiTrust via SJSU library (but can be sporadic so don't wait till the last minute!) https://catalog.hathitrust.org/Record/002544636? (Links to an external site.) <p>Homework</p> <ul style="list-style-type: none"> □ Reader Response 3 Due 2/15 by 11:59 pm Respond to Discussion Question before next class. |
| 4 | 2/17 | <p>Discussion: Decolonizing Theory 1</p> <p>Readings</p> <ul style="list-style-type: none"> □ Said: Orientalism (Canvas) □ Decoloniality: Latin American Global Social Theory <ul style="list-style-type: none"> ▪ https://globalsocialtheory.org/topics/decoloniality/ ▪ https://www.e-ir.info/2017/01/21/interview-walter-mignolopart-2-key-concepts/ □ Dussel: Eurocentrism and Modernity (Canvas) □ Mignolo: Darker side of the Renaissance; The Geopolitics of Knowledge (Canvas) |

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| | | <p>☐ Bhabra: Postcolonial and Decolonial Reconstructions</p> <p>Homework:</p> <p>☐ Reader Response 4 Due 2/22 by 11:59 pm Respond to Discussion Question before next class.</p> |
| 5 | 2/24 | <p>Discussion: Decolonizing Theory 2</p> <p>Readings:</p> <p>☐ Krishnaswamy: Nineteenth-Century Language Ideology (or How Europe Discovered Sanskrit, Invented History, Linguistics and Other Fabulous Things)</p> <p>☐ Krishnaswamy: World Literary Knowledges</p> <p>Workshop: Drafting Glossary Entries</p> |
| 6 | 3/3 | <p>Workshop: Starting Critical Review of Norton Anthologies Reading: World Literature Anthologies (Canvas)</p> <p>Homework</p> <p>☐ Reader Response 5 Due 3/8 by 11:59 pm Respond to Discussion Question before next class</p> <p>☐ Glossary Entry #1 First Draft Due 3/8 by 11:59 pm</p> |
| 7 | 3/10 | <p>Discussion: Decolonizing Brit Lit</p> <p>Readings</p> <p>☐ Eagleton: The Rise of English</p> <p>☐ Viswanathan: Intro to Masks of Conquest (Canvas)</p> <p>☐ Loomba: Intro to Shakespeare, Race, and Colonialism (Canvas)</p> <p>Homework:</p> <p>☐ Reader Response 6 Due 3/15 by 11:59 pm Respond to Discussion Question before next class</p> |
| 8 | 3/17 | <p>Discussion: Global Shakespeare Guest Speaker: Dr. Adrienne Eastwood</p> <p>☐ Discussion of Kurasawa's film <i>Throne of Blood</i> – an adaptation of Macbeth (so please read/reread Macbeth as preparation); free streaming on Kanopy using SJSU library card https://www.kanopy.com/product/throne-blood-0</p> <p>☐ Discussion of MIT Global Shakespeares project</p> |

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| | | <p>Discussion: Shakespeare in India</p> <p>Readings: Srinivas Iyengar: Shakespeare in India (1964) (Canvas) Rabindranath Tagore (Nobel prize winning poet): https://www.scribd.com/document/476543161/Shakuntala-1902-By-Rabindranath-Thakur-and-translated-by-Sukanta-Chaudhuri comparison of Shakespeare’s The Tempest and Shakuntala, play by classical Indian Sanskrit playwright Kalidasa, dubbed “the Shakespeare of India” by the British!) focusing on the role of Nature. (1902) Ania Loomba: The Tempest</p> <p>Homework</p> <ul style="list-style-type: none"> ☐ Reader Response 7 Due 3/22 by 11:59 pm ☐ Respond to Discussion Question before next class |
| 9 | 3/24 | <p>Discussion: Decolonizing Romantic & Victorian studies</p> <p>Guest: Dr. Kathy Harris</p> <p>Readings</p> <ul style="list-style-type: none"> ☐ Raymond Schwab: Oriental Renaissance ☐ Chander: Brown Romantics (Canvas) ☐ Chatterjee et al.: Undisciplining Victorian Studies ☐ The Bigger 6 <p>Collective: https://bigger6romantix.squarespace.com/ is an internationally recognized group of scholars who began their work on Twitter under #bigger6. Their goal is to decolonize the field of Romanticism. Here’s a version of Bigger6 taught by Prof. Kathy Harris: Engl. 232, Bigger 6 (Spring 2019): https://sjsu.instructure.com/courses/1316224 --</p> <ul style="list-style-type: none"> ☐ "Undisciplining the Victorian Classroom," https://undiscipliningvc.org/ is a project that aims to provide pedagogical materials for teaching beyond the established literary canon of the 19th-century (crowd-sourced and ongoing). <p>Homework:</p> <ul style="list-style-type: none"> ☐ Critical Project Review #1 Due: 3/26 |
| 10 | 3/31 | <p>Spring Break</p> <p>Homework:</p> <ul style="list-style-type: none"> ☐ Reader Response 8 Due 4/5 by 11:59 ☐ Respond to Discussion Question before next class |

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| | | <p>☐ Glossary Entry #2 First Draft Due 4/5 by 11:59 pm</p> |
| 11 | 4/7 | <p>Discussion: Decolonizing American History & Lit</p> <p>Guest Speaker: Dr. Allison Johnson Topic: Canon Formation and African-American expat writers</p> <p>Readings:</p> <ul style="list-style-type: none"> ☐ https://www.latimes.com/books/la-et-jc-decolonize-syllabus-20181008-story.html ☐ The 1619 (vs 1620) project: https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html <p>Discussion: Ethnic American Literature</p> <p>Readings</p> <ul style="list-style-type: none"> ☐ Newman: Ethnic Scholar views American Literature (Canvas) ☐ Mehta: This Land is Our Land - Interview: https://www.c-span.org/video/?461865-1/this-land-land <p>Homework:</p> <ul style="list-style-type: none"> ☐ Reader Response 9 Due 4/12 by 11:59 pm <p>Respond to Discussion Question before next class</p> |
| 12 | 4/14 | <p>Discussion: Decolonizing Americas Lit</p> <p>Readings</p> <ul style="list-style-type: none"> ☐ Gilroy: Black Atlantic – Chapters 1 & 2 Temporary Access on HathiTrust via SJSU library: https://catalog.hathitrust.org/Record/002730400? ☐ “Cheek to Cheek” (pp 1-5): Intro to <i>Do the Americas have a common literature?</i> (on HathiTrust via SJSU library) https://catalog.hathitrust.org/Record/002235179? ☐ Allen: Why not Trans-Indigenous Studies? ☐ The Settler Colonial City Project https://settlercolonialcityproject.org/Decolonizing-U-S-Literature <p>Homework:</p> <ul style="list-style-type: none"> ☐ Reader Response 10 Due 4/19 by 11:59 pm |

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| | | <p>Respond to Discussion Question before next class</p> <ul style="list-style-type: none"> □ Critical Project Review #2 Due 4/19 by 11:59 pm |
| 13 | 4/21 | <p>Discussion: Decolonizing Here and Now</p> <p>Reading:</p> <ul style="list-style-type: none"> □ Morton: The Undercommons: ch 2 The University and the Undercommons |
| 14 | 4/28 | <p>Round Table on Glossary Entries</p> <p>Homework</p> <ul style="list-style-type: none"> □ Glossary Entry #3 & Revised Entries 1 & 2 Due 5/3 by 11:59 pm |
| 15 | 5/5 | <p>Workshop: Finalizing Norton Case Study Presentations</p> <p>Homework:</p> <p>Group PPT Due 5/12 by 11:59 pm Individual Written Report Due 5/12 by 11:59 pm</p> |
| 16 | 5/12 | <p>Group PPT Presentations: Norton Case Study</p> |