

## University of Alaska Fairbanks

# ENGL 380 – Topics in Colonial and Postcolonial Literature: “Banned Books, Fundamentalism, and Literature”

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| <b>Term:</b> Spring 2011                   | <b>Professor:</b> Dr. Alla Ivanchikova   |
| <b>Time:</b> T/R 11.30 am -1.00 pm         | <b>Office:</b> 814 Gruening  |
| <b>Room:</b> G203                          | <b>Phone:</b> 907-474-5996   |
| <b>Office hours:</b> Tue/Thur 1.30-2.30 pm | <b>Email:</b> <a href="mailto:aivanchikova@alaska.edu">aivanchikova@alaska.edu</a> |

### Course description and goals

While fundamentalism insists on the literal reading of *the Supreme Book* (the Bible, the Quran), it frequently finds itself threatened by various *books* and literary texts. When Salman Rushdie published his novel titled *Satanic Verses*, he found himself in danger as he became subject to *fatwa* (the Supreme Leader of Iran, Ayatollah Ruhollah Khomeini, issued a “death penalty” against the author for the book’s supposed blasphemy). Banned in India, the book was burned in demonstrations in the United Kingdom, and was the subject of a violent riot in Pakistan. The “Rushdie Affair” exposed the vulnerability of arts and the authors in the face of religious censorship and persecution; at the same time, it revealed the vulnerability of religious movements in the face of literature. Why is fundamentalism threatened by literature? Does this mean that books, not just the Book, are seen to have great power over people? Join us in this discussion based course and learn about the clashes and turf wars between fundamentalism and literature in today’s world.

The course is an excellent opportunity to broaden your horizons, and learn new facts about various cultures worldwide. It is also an opportunity to acquire valuable critical thinking skills through an encounter with complex literary texts.

### Student learning outcomes

After this course, students should be able to:

- Provide a definition of the term “fundamentalism” and explain the difference between fundamentalism and closely related concepts, such as “orthodoxy,” “tradition,” “extremism.”
- Provide examples of at least 5 literary texts that engage with the issues of fundamentalism.
- Discuss the controversy surrounding Salman Rushdie’s novel *Satanic Verses*.
- Explain how globalization and the rise of fundamentalist movements worldwide are interrelated.
- Demonstrate sensitivity to the biases and limitations of their own point of view regarding fundamentalism.

### Prerequisites

- ENGL 111X
- ENGL 211X or ENGL 213X (recommended)

### Instructional methods

This is a discussion-based course: although I will offer mini-lectures to introduce the basics, the emphasis will be on class discussions and small group activities. See below for detailed explanations of all assignments.

### Required texts

- Rushdie, Salman. Satanic Verses Ed. Beth Newman. New York: Random House, 1998. ISBN-13: 978-0-8129-7671-7
- Kureishi, Hanif. The Black Album with My Son the Fanatic: A Novel and a Short Story. New York: Scribner, 2009. ISBN 978-1439131091
- Ali, Monica. Brick Lane. New York: Oxford UP, 2003. ISBN 978-0743243315
- LaHaye, Tim, and Jerry B. Jenkins. Left Behind: A Novel of the Earth's Last Days. Wheaton: Tyndale House Publishers, 1997. ISBN: 978-0-8423-2911-8
- Articles posted on E-Reserve. The password for all these readings is "worldlit". Students are responsible for printing these materials out before the class and bringing them to class.

#### *A Note about the Texts:*

- All texts listed above are required texts and will be used extensively.
- E-Reserve reading should be printed out and brought to class. Since laptop computers are not allowed during regular classes, you will not be able to read off a screen.

### Communication

**Blackboard:** If I need to contact a particular student or if I have to reach the whole class, I will use Blackboard e-mail system. Establish or maintain an e-mail account and check your e-mail messages on a regular basis. Make sure you are able to receive messages I send through Blackboard. I will send out a TEST message during the first two weeks of the semester. You are required to notify me if you were unable to receive my e-mails.

**Contacting me:** The best way to reach me is via email. I have a lot of students and sometimes you have to wait for my response. Usually, I respond to all email requests within 24 hours. Feel free to e-mail me again if you do not hear back from me within this time frame.

**Phone:** If you choose to contact me via the phone, please do so during my office hours only. Please do not leave messages asking me to call you back as **I normally do not call students back on their home or mobile phones.**

## Evaluation and grading criteria

Overall, both the success of this course and your final mark will depend on each your individual contribution to class discussions and on your willingness to work on improving your writing and analytical thinking skills. This is a discussion-based course in which class discussions and group activities will be essential to your success. It is therefore extremely important to come prepared and to do your readings at home. Though there will be lectures to introduce the basics, the course will stress student participation in group discussions.

In order to earn credit for ENGL 380, you **must** complete the following components of the course: two response papers, the individual project, and the final examination. This course will **not** be graded on a curve. Missing assignments will receive a 0 mark. Late assignments are subject to penalty (see details below).

| Categories   | Dates          | Value             |
|--|----------------|-------------------|
| Paper 1 (an analytical essay)  | Week 7         | 15 points         |
| Paper 2 (a research paper)   | Week 13        | 20 points         |
| Individual project presentations   | Week 15        | 10 points         |
| Final examination  | Week 17        | 30 points         |
| <b>Participation *</b>   | Daily in class | 25 points         |
| <b>Total</b>   |                | <b>100 points</b> |
| * Participation will consist of two parts: regular class participation (10%) and serving as a discussion leader (15%). Each time you serve as a discussion leader, you will earn 7.5 points. You will be required to lead a discussion 2 times during the semester. Do not worry: I will provide detailed guidelines and will guide you through the process of facilitating discussions. |                |                   |

**REMEMBER:** You are responsible for your success in this course. If at any point in the year you have questions or concerns, it is up to you to consult the professor. You are always welcome to visit during office hours or to make an appointment to discuss any aspect of the course.

### Attendance

Your attendance and participation are central to your success of this course. Students are required to attend the classes they signed up for. Attendance will be taken BEFORE each class begins. You are allowed 4 non-penalized absences (2 weeks of classes). Every absence over 2 weeks of classes will cause your final grade to be lowered by a minimum of 4 points.

Your 2 weeks of non-penalized absences should be used for personal illness, family illness, travel, automobile problems, etc. **Please do not use all your absences early in the semester, as I do not distinguish between excused and unexcused absences.**

If you miss a class, it is your responsibility to contact someone in the class to find out what you missed.

**Lateness:** Students are expected to be in class on time. Lateness of 10 minutes or more will be counted as half an absence (the same policy applies to leaving early). Please allow extra time for road delay and/ or parking problems. If you have to arrive late or to leave early due to a legitimate reason, please arrange this with me before the class: no 1/2 unexcused absence note will be added.

## Participation

**Regular participation (up to 10% in total):** Regular participation is required for this course. Students are expected to participate every time (or close to that). While participating, all students are expected to show evidence of time spent studying the material at home, and an ability to demonstrate understanding of all concepts discussed in the assigned readings. Regular participation will be worth 10% of the final grade.

Some students like to participate in discussions without having read the assigned materials. While participating when unprepared is not going to hurt you, it is not going to help you earn a better grade.

To earn the full participation points you will need to produce work that far exceeds my normal expectations. Students who earn the full participation grade usually prepare notes at home and are not only prepared to respond to my questions, but are eager to start their own discussion topics. Preparedness to respond to my questions about the text is my normal expectation in this course.

**NOTE:** Attendance and participation are two different things. There is no grade for attendance; therefore, impeccable attendance alone does not improve your grade. Poor attendance will lower your overall grade significantly. Participation grade is earned not through attendance but through active participation in class discussions. **What is considered “active participation”?** I consider students to be “active participants” if they come fully prepared to discuss the readings every single time and speak out at least 3 times during each class discussion.

Participation will not be graded on a curve. It is your sole responsibility to take initiative during discussion times, even if everyone else is quiet. In a quiet class, everyone might get a 0 for participation; in an active class, everyone might get a full score.

**Serving as discussion leader (up to 15% in total):** In addition to regular participation, each student will be expected to serve as a discussion leader at least 2 times in this course. Additional guidelines will be provided to assist you in doing this. These guidelines should be treated as the extension of this syllabus. Serving as a discussion leader will be worth up to 15% of the final grade (up to 7.5% for each time you lead).

## Assignments

There will be two 4-6 page essays that you will write for this course. The first paper is an analytical essay (up to 15% of the final grade). The second paper is a research paper (up to 20% of the final grade). Please note that a 4 page essay is the **minimum** requirement. Essays under 4 pages will be subject to penalties. You will be required to conduct library or internet research for the research paper.

Essays will be evaluated based on their content, structure, technical aspects and improvement.

- Content component includes originality, clarity, arguments, and the use of sources.
- Essay structure component includes the overall design of the essay (intro, thesis statement, body paragraphs, conclusion, etc), stylistic components (such as connections between the paragraphs or individual sentences), and a sense of audience.
- Technical aspects include grammar, style, typos, bibliography and referencing, formatting.
- Improvement aspect – overall development as compared to earlier efforts (e.g. drafts shared with me during my office hours).

Submission: Essays will be due in class on the date marked in the outline. Electronic submissions will not be accepted; it is your responsibility to print out your work and submit it on time! Handwritten papers will not be accepted. Please use Microsoft Word or a comparable word processing program and submit clearly printed, proofread essays. All essays will require a title page with your name, student number, the course number, the date, and the essay title clearly printed. Use Times New Roman font (12 pt.), double-spaced formatting, with 1 inch margins. Each page should be numbered. Handwritten essays will not be accepted. Improperly formatted assignments will result in penalties.

Both in-text citing and the Works Cited page should be done according to MLA style (Rasmuson Library and the Writing Center both have copies of the *MLA Handbook*, which explains MLA Style.)

Late Assignment Penalties: Submitting an essay late will result in marks being deducted (normally, half letter grade for each day the paper is late, including weekends). To avoid penalties, you must speak with me in advance if you anticipate handing an assignment in late due to special circumstances, such as illness or a personal/family emergency. **Remember that having a lot of work to do for your other courses is not a reasonable excuse for a late assignment in this course.** Unless prior arrangements have been made or you present a medical/legal note explaining why your assignment has been handed in late, points will be deducted. **No unexplained late assignments will be accepted after they are 7 days late.** All requests for extensions should be made in person or, if you are unable to attend class or office hours, by phone. Email requests for extensions will not be acknowledged. No late assignments will be accepted after the last day of classes. Late assignments will receive a grade only (no written comments).

### *Essay Guidelines:*

For both essays, I will distribute detailed Essay Guidelines containing essay topics and instructions at least 3 weeks before each essay is due. You should consider Essay Guidelines to be extensions of this syllabus.

*A Note on Writing a Research Paper*

**Research paper: What does it mean?** A research paper is similar to a response paper in many ways. Just like your response paper, it should also have a thesis statement and an argument. It should have a title, an intro, a conclusion. Just like your response paper, it has to engage with the primary source (the book). A research paper, however, will present your reading of the primary source as a result of your engagement with and your evaluation of secondary sources (commentaries, articles, reviews). Your major secondary source will be a scholarly commentary. Your research paper **MUST** contain at least two references to scholarly commentaries. To locate scholarly resources, you will have to perform an online search or a library search. Library catalogue keyword searches are usually most effective.

**Preparing a bibliography page.** Your essay should contain a research bibliography (your “Works Cited” page). It should list at least three scholarly publications closely related to the topic and at least two other (non-scholarly) publications. All materials, including the novel itself and all the non-scholarly materials should be cited according to MLA standards. This is your chance to really learn how to do it: marks will be deducted for incorrect referencing. You will need to indicate which sources are scholarly. Your “Works Cited” page will look like this:

Works Cited:

The novel (full reference)

Scholarly publications: (list)

Other Materials: (list)

**NOTE:** An online resource is, most likely, not a scholarly publication! Some exceptions to this rule include: Online versions of scholarly articles that also available in print format; Articles published in online academic journals associated with major universities. Remember that many online sources (Wikipedia, for example) may resemble scholarly sources because they sound serious. Don’t be misled: they aren’t.

**A scholarly source** is usually 1) a book published by a university press, 2) an article published in a scholarly magazine, 3) a textbook. **Non-scholarly** secondary sources are numerous and can include book reviews, newspaper articles, novels, non-scholarly online publications, web pages, blog entries, Wikipedia entries and so forth. Use such sources with caution and verify the information they contain: remember that online sources are not verified by experts and are often unreliable. They are useful, however, as a pool of ideas, interpretations, etc providing a multiplicity of ways of reading. Use them as inspiration and engage them in a dialogue. Select and save the most interesting ones. Make sure you have all necessary exit data to properly quote all the electronic sources you are going to use in your essay..

## Final examination

The cumulative final exam will be based on the material covered both in the readings and in class discussions. The exam will contain short and long answer questions; there will be one short essay question. No textbooks, notes, or electronic devices will be allowed during the exam.

Please note that registering in this course commits you to the date and time of the course final examination. If you are aware of possible conflicts with that date, please see me immediately during the first week of the course, in case you need to register in another course to accommodate the conflict. For appeals for deferred exams, please see the Calendar. Students may be asked for identification when writing a test or examination.

## Grading scale

Each of you begin as an “average” student, i.e. with a C grade and proceed to work from there. To obtain an “A” grade you will need to produce work that far exceeds my normal expectations. My normal expectations are regular attendance, hard work, evidence of time spent with the material, and an ability to demonstrate understanding of all concepts.

This course will **not** be graded on a curve.

*Grade definitions as suggested by the University of Alaska Fairbanks*

|   | UAF definition   |
|---|--|
| A | An honor grade, indicates originality and independent work, a thorough mastery of the subject, and the satisfactory completion of more work than is regularly required |
| B | Indicates outstanding ability above the average level of performance   |
| C | Indicates a satisfactory or average level of performance   |
| D | The lowest passing grade, indicates work of below average quality and performance  |
| F | Indicates failure to meet lowest standards   |

Grades will be assigned according to the following table:

| Grade | %              | GPA |
|-------|----------------|-----|
| A     | 95-100%        | 4.0 |
| A-    | 90-94 %        | 3.7 |
| B+    | 87-89 %        | 3.3 |
| B     | 83-86 %        | 3   |
| B-    | 80-82 %        | 2.7 |
| C+    | 77-79 %        | 2.3 |
| C     | 73-76 %        | 2   |
| C-    | 70-72 %        | 1.7 |
| D+    | 67-69 %        | 1.3 |
| D     | 63-66 %        | 1   |
| D-    | 60-62 %        | 0.7 |
| F     | 59 % and below | 0   |

### Plagiarism

**Plagiarism** is a serious offence and will not be tolerated in this course. Students are encouraged to familiarize themselves with the **UAF standards** and policies concerning plagiarism. In general, plagiarism involves borrowing someone else's ideas, sentences, phrases, or terms without referencing them in the text. Improper referencing, quoting or paraphrasing can result in plagiarism. In this class, we will discuss the basic differences between quoting, paraphrasing, and plagiarizing and learn how to avoid plagiarism. Word for word plagiarizing will always result in a 0 mark for an assignment. Any student who will submit a paper not written by him or herself (such as a paper purchased or downloaded from the web) will fail the entire course, even if parts of the downloaded paper were modified. If unsure what constitutes plagiarism, take a look at a short PowerPoint on our class website:

<http://www.lectureguru.net/courses/worldlit11/service/plagiarism.html>

Students are advised to consult the **UAF Student Code of Conduct** for the rules regarding Registration, Voluntary Withdrawals, Academic Misconduct including **plagiarism**, and appeals.

### Sharing your work with the class

**Let me know if you're unwilling to share your work.** I assume that most students are willing to share their work and thus assist other students. To help clarify standards, I'll usually select one or two strong examples of "A" work and will have copies available in my office. I will cover the names of the students whose work I've selected. If you're unwilling to share your work with others, please let me know early in the semester and I will exclude your assignments from consideration



### Classroom courtesies

- All students are expected to maintain a courteous atmosphere in the classroom treating each other with respect.
- Cell phones and pagers must be turned off before the class starts.
- Laptops will not be allowed and must be turned off and stored away before the class starts. Exception: laptops will be allowed during group project preparation only.

### Support services

Students with documented disabilities requiring academic accommodations for tests/exams (e.g., private space) or during lectures/laboratories (e.g., access to volunteer note-takers) are encouraged to contact the Coordinator of Disability Services, 208 Whitaker, at 474-5655 or 474-1827 (TTY) to discuss appropriate options. All information about disability is confidential.

I encourage you to make use of **the Writing Center (8th floor, Gruening Building)** where you can take a draft of any writing which provides excellent advice, tutoring and assistance. **The Speaking Center (507 Gruening Building)** can assist you with preparing your project presentations.

### Tentative Schedule:

Fine print: I reserve the right to change this schedule.

**1/20 (Th):** Introduction

Week 1

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**1/25 (T):** Introduction to the course

**1/27 (Th):** Read: Huntington, “The Clash of Civilizations” (available online).

[http://academics.eckerd.edu/moodle\\_support/ecUser/EPFiles.php/moodle\\_20101/649/Huntington\\_\\_The\\_Clash\\_of\\_Civilizations.pdf](http://academics.eckerd.edu/moodle_support/ecUser/EPFiles.php/moodle_20101/649/Huntington__The_Clash_of_Civilizations.pdf)

It is a long URL to type in, so, alternatively, you can just google it by typing in the following string: “Huntington the clash of civilizations pdf”.

Week 2

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**2/1 (T):** Jane Jacobs, “The Hazard” from Dark Ages Ahead (pages 3-26);

Malise Ruthven, “Ch. 1: Family Resemblances” from Fundamentalism: A Very Short Introduction (pages 1.24)  
(Both texts available from instructor”)

**Discussion leader Jacobs:** \_\_\_\_\_

**Discussion leader Ruthven:** \_\_\_\_\_

**2/3 (Th):** Karen Armstrong, “The New Preface,” “Introduction,” and “The Offensive” From The Battle for God (pick up the text from the instructor)

**Discussion leader “Preface” and “Intro”:** \_\_\_\_\_

**Discussion leader “The Offensive”:** \_\_\_\_\_

### Week 3

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**2/ 8 (T):** Karen Armstrong, “Defeat?” and “Afterword” From The Battle for God (pages 278-373) (E-Reserve)

**Discussion leader:** \_\_\_\_\_

**2/10 (Th):** Da Vinci Code – the movie

### Week 4

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**2/15 (T):** Da Vinci Code – the movie

**2/17 (Th):** Da Vinci Code – various materials from the following website:

<http://www.thetruthaboutdavinci.com/>:

- [Christian Analysis of Da Vinci Code](#) by Darrell L. Bock, Ph.D.
- [Christian Response to Da Vinci Code](#) by George Barna
- [Why Jews Should Worry About ‘The Da Vinci Code’](#) by David Klinghoffer
- [Questions and Answers From Our Experts](#)
- [The Da Vinci Code Claims Hit Home](#)

**Discussion leader:** \_\_\_\_\_

### Week 5

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**2/22 (T):** Read: Rushdie, The Satanic Verses, Ch. 1&2

**Discussion leader:** \_\_\_\_\_

**Discussion leader:** \_\_\_\_\_

**2/24 (Th):** Read: Rushdie, The Satanic Verses, Ch. 3&4

**Discussion leader:** \_\_\_\_\_

Week 6

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**3/1 (T):** Read: Rushdie, The Satanic Verses, Ch. 5&6

**Discussion leader:** \_\_\_\_\_

**3/3 (Th):** Read: Rushdie, The Satanic Verses, Ch. 7-9

**Discussion leader:** \_\_\_\_\_

Week 7

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**3/8 (T):** Salman Rushdie, “In Good Faith” (pages 393-415) (E-Reserve)  
Salman Rushdie, “Is Nothing Sacred?”(415-430) (E-Reserve)  
Catherine Pessoa-Miquel’s “Salman Rushdie’s Confrontation with Fundamentalism” (E-Reserve)

**Discussion leader:** \_\_\_\_\_

**3/10 (Th):** No class – library research day. You can use this day for finishing your essays.

\*\*\* Essay 1 is due Friday 3/11 by 4 pm\*\*\*

Essay submission: Bring your printed essays to the English Department (8<sup>th</sup> floor Gruening) and leave it with the secretary Friday, March 11, by 4.00 pm. If no secretary is present, leave it in my mailbox or slide it under my office door. I will come by after 4 pm to collect them. If you are leaving for the spring break early, you can submit your essays any time before the deadline.

Week 8 – SPRING BREAK – have a great time!

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**3/15 (T):** Spring break (while you are on vacation, start reading The Black Album.)  
**3/17 (Th):** Spring break

Week 9

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**3/22 (T):** Read: Kureishi, The Black Album, pages 1-140

**Discussion leader:** \_\_\_\_\_

**3/24 (Th):** Read: Kureishi, The Black Album, pages 141-285

**Discussion leader:** \_\_\_\_\_

Week 10

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**3/29 (T):** Read: Helga Ramsey-Kurz, “Literature as the ‘Schismatic Other of the Sacred Text’ or Itself Sacred? *The Black Album* by Hanif Kureishi” (Pages 161-181) (E-Reserve)  
Read: Kureishi, “My Son, the Fanatic”; “Interview with Hanif Kureishi” in Black Album

**Discussion leader:** \_\_\_\_\_

**3/31 (Th):** Paradise Now! – film screening

Week 11

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**4/5 (T):** Film discussion

**Discussion leader:** \_\_\_\_\_

**4/7 (Th):** Film screening: *Kadosh* (“*The Holy*”)

Week 12

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**4/12 (T):** Reading: Malise Ruthven, “Controlling Women” (Pages 51-80). Film discussion

**Discussion leader:** \_\_\_\_\_

**4/19 (Th):** Read: Monica Ali, *Brick Lane*. Pages 91-200

**Discussion leader:** \_\_\_\_\_

Week 13

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**4/19 (T):** Read: Monica Ali, *Brick Lane*. Pages 201-310

**Discussion leader:** \_\_\_\_\_

**4/21 (Th):** Read: Monica Ali, *Brick Lane*. Pages 311-417

**Discussion leader:** \_\_\_\_\_

\*\*\* Essay 2 is due \*\*\*

Week 14

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**4/26 (T):** Read LaHaye, Left Behind

**Discussion leader:** \_\_\_\_\_

**4/28 (Th):** Read LaHaye, Left Behind

Read: Dirk Vanderbeke, "Oh one fine day, and it won't be long" (E-Reserve: Pages 181-205). Class discussion of Left Behind; drawing connections with other texts discussed in the course; final definitions and clarifications.

**Discussion leader:** \_\_\_\_\_

Week 15

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**5/3 (T)** Final Presentations

**5/5 (Th)** Final Presentations

Week 16

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**5/10 (T)** Final exam Q & A

Week 17

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Final exam.