Course Description

In this course you will learn about global literature arising out of the process of migration and movement. The course will also introduce various methods to critically analyze global literature including historical, feminist, cultural studies, and diaspora studies, among others. We will be reading a selection of contemporary British Caribbean literature including fiction by Caryl Phillips and Samuel Selvon, Zadie Smith, drama by Kwesi Kwei-Armah, and poetry by Louise Bennett, Bob Marley, and others.

The SS Empire Windrush brought the first wave of Caribbean migrants to Britain in 1948 at a time when the country was not prepared for their arrival. Successive waves of migrations over the next decade effectively led to “coloring” the British isles. Though deemed British citizens as residents of Britain’s overseas colonies in the Caribbean, these migrants were denied equal once they reached the mother country. Experiences of alienation, racism, nostalgia for home combined with a realization that going back was difficult, and often impossible, made many immigrants turn to literary forms to explain their presence in this country. Second-generation migrants asserted a Black British identity through an adaptation of their cultural inheritance to the British context. Music, fashion, festivals, and literature were the primary forms of expression of this generation that defiantly refused to be relegated to second-class citizenship. The creative and critical discourse emerging out of this experience is the subject of this course.

Required Reading:

Learning Outcomes and Assessments:

- To write about global fiction, drama, and poetry clearly and cogently using the methods of analysis discussed in class: Class presentation (10%), participation (10%), weekly discussion questions (10%), and mid-term exam (10%)
- To develop familiarity with various theoretical approaches and to identify these approaches in additional research sources: Research assignment (20%)
- To effectively analyze writing as well as revise assignments in the light of feedback: Paper 1 (20%) and Paper 2 (20%)

Requirements:

Attendance policy: Since you will be making presentations on the readings, sharing your viewpoints during onsite and online discussions, and working on writing assignments, attendance is mandatory. **You may miss a maximum of 1 class without the prior permission of the instructor.** For every subsequent class missed you will be required to submit a 2-page response on the reading assigned for the day. In the absence of this submission you will be marked down half a letter grade on the overall grade for the course for each class you miss. **Missing more than 2 classes without adequate documentation will lead to a fail grade for the course.** Documented absences (illness, emergencies etc.) will be excused. However, prolonged absences, for whatever reason, will not be excused.

Regarding the observance of a religious holy day: a student will be excused from attending classes or other required activities, including examinations, for the observance of a religious holy day and the time necessary to travel for this observance. The student will not be penalized for the absence and will be permitted to take an exam or complete an assignment missed during the excused absence. No prior notification is required.

Class Participation: All students are required to show evidence of familiarity with the assigned readings for the day, to participate in weekly chats, and to make constructive contributions to them. The films are part of the course material. You may not miss or excuse yourself from a film discussion. Because we are in a formal learning environment, courtesy demands that you may not take any calls during class. In addition, you are expected to show respect for diverse opinions during class discussions. Also expected is respect for gender, racial, ethnic, religious, and sexual differences. Expression of racism, sexism, and homophobia will not be tolerated. Students who do not follow norms of polite discussion may be asked to leave the online classroom. Class participation requires **at least five substantive comments** related to the course material during the time the class meets. Class participation in the form of chat will be graded every week on a scale of 0-2 with 0 indicating no participation, 1 indicating some participation, and 2 indicating substantive participation.

Class Presentations: Each student is required to sign up for one 10-minute class presentation on any aspect of the required reading related to the course and to work in pairs on a 5-7 minute presentation at the end of the semester. **These presentations should be in the form of Power**
**Point with at least 4-5 slides** and should be uploaded on Blackboard. The presentations may be reworked as papers to be submitted during the semester in consultation with the instructor. In addition, students are required to submit drafts of their first and final paper submissions in the “Discussion” function of Blackboard. Class presentations will be graded on a scale of 0-2 with 0 indicating a below average or no presentation, 1 indicating an average presentation, and 2 indicating an excellent presentation.

**Discussion:** Discussion posts are meant to be responses to the readings we are doing in class in an online chat environment (http://richrice.com/chat/chat.htm). **By noon Thursday, each week, in no less than 500 words, answer questions related to the week's readings on the discussion function in Blackboard.** Prompts will be provided and then shared and underlined as needed here in the syllabus. Comment on at least two peers' discussion posts each week as well to reinforce your critical thinking, sometime during the week as soon as possible. Please feel free to bring in additional information about other texts, which may relate to the reading. In addition, you may include photographs, film clips, and links to other material available on websites that may be pertinent to your discussion entry. I will read through the discussion every week, and occasionally comment on them as an indication of your class participation. Discussion posts will be graded every week on a scale of 0-2 with 0 indicating no discussion, 1 indicating some discussion, and 2 indicating substantive discussion in relation to the weekly questions.

**Mid-term exam:** I will expect you to keep up with the reading to answer the questions asked in the mid-term exam. These questions will be based on the readings and our discussions and do not require additional research. You may use the book to answer the questions. The mid-term is a timed exam to be taken online.

**Research assignment:** This assignment will enable you to gather 4 additional sources for supporting your argument in Paper #2 through independent research. We will discuss how to use databases for research. Only one of these four may be a visual source. 3 print sources (whether book or online) are mandatory.

**Papers:** All papers demonstrating a clear thesis, introduction, and conclusion, and adequate use of research sources, must be completed and submitted at the beginning of class on the day assigned in the proper format. **Paper #1 and Paper #2 have drafts due before submission, no paper will be graded unless a draft has been submitted online.** Late submissions are unacceptable except in the case of documented medical emergencies. A late submission will be marked down one letter grade for each day after the due date. Each paper should be typed in Times New Roman, 12 font, double-spaced with one-inch margins with your name, course number, the name of the instructor and the date on the top left hand corner of the first page. You should keep a copy (xeroxed, printed or saved to disk) of each paper turned in.

Please remember that papers test your critical and analytical skills. Extensive use of block quotes with minimal analysis does not fulfill the paper requirements for this course. **Evidence of plagiarism (use of another's ideas, data, and/or statements without acknowledgment or with only minimal acknowledgement) will lead to an “F” for the course.**
We are committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement. Cheating on papers, tests, or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior. Please review Department of English "Ethics in English: A Guide for Students." Further, you are expected to follow "netiquette." Related to this, if you see spam in your blog, you might use word verification.

Disability Policy: Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as possible to make necessary arrangements. Students must present appropriate verification from Student Disability Services during the instructor’s office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services office in 335 West Hall or call 806-742-2405. (OP10.08).

See also the TTU Department of English Emergency Action Plan in case of fire, bomb threat, flood, tornado, or active shooter/armed subject emergency.

Academic Integrity Statement: Academic integrity is taking responsibility for one’s own work, being individually accountable, and demonstrating intellectual honesty and ethical behavior. Academic integrity is a personal choice to abide by the standards of intellectual honesty and responsibility. Because education is a shared effort to achieve learning through the exchange of ideas, students, faculty, and staff have the collective responsibility to build mutual trust and respect. Ethical behavior and independent thought are essential for the highest level of academic achievement, which then must be measured. Academic achievement includes scholarship, teaching and learning, all of which are shared endeavors. Grades are a device used to quantify the successful accumulation of knowledge through learning. Adhering to the standards of academic integrity ensures that grades are earned honestly and gives added value to the entire educational process. Academic integrity is the foundation upon which students, faculty, and staff build their educational and professional careers.

Statement about observance of religious holidays: A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent for the observance of a religious holy day will be allowed to take an exam or complete an assignment scheduled for that day within a reasonable time after the absence. The student will not be penalized for such an absence.
Assignment Expectations

The following is a general description of expectations for assignments:

- **A.** Your project is of impeccable (or almost impeccable) quality in both content and format design, with no major weaknesses in any area. It provides adequate information that users need and effectively fulfills the intended purposes. Presentation is of professional quality. There are few if any mechanical errors.

- **B.** Your project is of high quality in most of the major areas. It fulfills the user's needs and your intended purposes quite effectively. Presentation is quite professional. There are only a few mechanical errors.

- **C.** Your project is of reasonable quality in most areas. It fulfills the user's needs and your intended purposes to a large extent, although major deficiencies are observable. Presentation is of semi-professional quality. There are some mechanical errors, but not to the extent of seriously affecting readers' comprehension.

- **D.** Your project is of acceptable quality in most areas. It fulfills the user's needs and your intended purposes to some extent, but major deficiencies exist in several areas. Presentation quality is acceptable but low. There are a significant number of mechanical errors.

- **F.** Your project is unacceptable in quality. It does not fulfill the user's needs or your intended purposes. Major deficiencies are observed in most areas. Presentation quality is poor, and there are too many mechanical errors.

Grading Criteria:

Class participation (comments in class, discussion posts, presentations): 30% (10%+10%+10%)
Mid-term exam: 10%
Research assignment: 20%
Paper 1 (6 pages): 20%
Paper 2 (9-10 pages): 20%

Weekly reading schedule:

Week 1 (January 17)
Introduction to the course and discussion on “Enoch Powell, Stuart Hall, and Post-Windrush Caribbean Identity in Britain.” And “Windrush Notes to my Younger Self” (Links will be posted on Blackboard)

Week 2 (January 24)
Claudia Jones “The Caribbean Community in Britain” (Owusu 49-57); Paula Burnett “Introduction” (xxiii-lxiv); Louise Bennett “Back to Africa,” “Colonization in Reverse”

Week 3 (January 31)
Caryl Phillips Cambridge (1-130); Maya Jaggi, “The Final Passage: An Interview with Writer Caryl Phillips.” (Owusu 157-168); Discussion on analyzing fiction.
**Week 4 (February 7)**
Caryl Phillips *Cambridge* (130- 84); Fred D’Aguiar “Home is Always Elsewhere” (Owusu 195-206)

**Week 5 (February 14)**
Class does not meet
Opening paragraphs of Paper 1 (approximately 500 words) due on Blackboard by noon on Thursday, Feb. 14

**Week 6 (February 21)**
Kobena Mercer “Black Hair/Style Politics” (Owusu 111-121) and Carol Tulloch “That Little Magic Touch” (Owusu 207-219); Una Marson “Kinky Hair Blues,” “To Wed or not to Wed” (Burnett 158-61);

**Week 7 (February 28)**
Claire Alexander, “Black Masculinity” (Owusu 373-384); Bola Agbaje’s “Detaining Justice” (*Not Black & White* 189-269); discussion on analyzing drama.; Paper 1 due on Blackboard

**Week 8 (March 7)**
Mid-Term exam online on Blackboard

Spring Break is March 9-16

**Week 9 (March 21)**

**Week 10 (March 28)**
Kwame Kwei Armah’s *Sieze the Day* (*Not Black & White* 103-184).

**Week 11 (April 4)**
Rastafarianism and the Reality of Dread” by Paget Henry (I will provide the PDF); Beth Sarah-White, “Dub Poet Lekka Me” (Owusu 271-288); Bob Marley “Trenchtown Rock” (Burnett 65); Valerie Bloom “Trenchtown Shock” (Burnett 94)

Research assignment is to find four sources (books/essays/interviews/news articles/films) related to the course material, provide their bibliographic details, and annotate them in 150 words each, please submit the assignment on the Discussion tab on Blackboard.

**Week 12 (April 11)**
Zadie Smith, *White Teeth* (pages 1-100); Ferdinand Dennis “Birmingham: Blades of Frustration” (Owusu 181-194);

**Week 13 (April 18)**
Zadie Smith, *White Teeth* (pages 100-200); Drafts of Paper #2 (600 words) due on Blackboard by 9 pm.

**Week 14 (April 25)**
Zadie Smith, *White Teeth* (pages 200-350 or till the end of the book if your page numbers are different)

**Week 15 (May 2)**
“We getting the Kaiso that we deserve”: Calypso and the World Music Market by Gordon Roehler (I will provide the PDF); The Mighty Sparrow “The Yankees Back,” The Mighty Chalkdust “Brain Drain” (Burnett 43-45)

Paper #2 due May 7 on Blackboard by noon!