Catalog Description: Examination of literature written in English that de-center the nation-state as the central way to organize cultural comparison; topics might include colonialism, economics, empire, globalization, migration, race, and refugees.

Learning Objectives:
- To develop a working knowledge of the varied ways contemporary literature and culture represent the transnational human condition.
- To particularly consider the way that cultural texts take place in, and contribute to, larger and interdisciplinary social debates about various issues (particularly colonialism, identity, and economics). We will therefore consider both the social contexts of the texts we examine, and the way they comment upon them.
- To determine a viable, appropriate, and original research question.
- To establish a practice of close reading and regular written critical work, emphasizing the ongoing nature of a research project.
- To develop research skills, particularly the following: finding appropriate academic sources; judging the usefulness of sources; determining how a source can be used to develop/strengthen an argument.

Core Curriculum Objectives:
- Critical Thinking Skills (CTS): This course will enhance critical thinking skills by consistent reading and analysis of key ideas and concepts that will enable students to synthesize information across the semester.
- Communication Skills (CS): The course will enhance communication skills through small and large group discussion, individual-led discussion sessions, and writing about ideas, issues, and questions central to course readings, including novels, films, and images.
- Personal Responsibility (PR): The course will teach personal responsibility by enhancing students’ understanding of how to ethically use sources to craft a persuasive argument,
and by exploring the ways in which personal responsibility is redefined in a transnational context.

- **Social Responsibility (SR):** The course will enhance social responsibility by providing students with a deeper understanding of how transnational connections (both in the present and historically) have shaped contemporary writing and culture.

**Core Curriculum Evaluation:**

- **CTS:** The evaluation of critical thinking skills will be based on class discussions and evaluation of written work. Short essay assignments will be designed to foster careful and attentive analysis of texts, while the final research essay will allow students to synthesize ideas from across the semester. Class room discussion will focus on helping students better understand the nuances and complexities of the assigned readings/viewings.

- **CS:** The evaluation of communication skills will be based on class participation in discussions, student-led discussion questions, and evaluation of written work. Students will demonstrate an understanding of transnational literature and culture through their essays where they will be expected to effectively convey their ability to analyze texts, and synthesize ideas. During class discussions and in their individually-led discussion questions, students will learn how to express questions and thoughts about the details of novels, films, articles, and images under examination.

- **PR:** The evaluation of personal responsibility will be based upon the annotated bibliography assignment and final research paper where students will be expected to ethically cite another person’s work in drafting research proposal and research essay.

- **SR:** The evaluation of social responsibility will come through discussion, which will address the way transnational literature and culture emphasizes changing and expansive notions of global interconnection and the resulting impact on regional, national, and global communities. The final essay assignment will require students to demonstrate how differing experiences, cultures, and philosophical outlooks shape the development of literary and cultural texts.

**Prerequisites:** 3 credits of literature at 200-level or above.

**Required Texts:**
Adichie, Chimamanda Ngozi: *Americanah*
Cole, Teju: *Open City*
Kunzru, Hari: *Transmission*
Le Carré, John: *The Constant Gardener*
Mootoo, Shani: *Cereus Blooms at Night*

Shorter texts will be available on eCampus; films will be available on Mediamatrix.

**Assignments:**
- Participation: 10%
- Discussion Questions: 10%
- Response Papers: 30% (3 @ 10% each)
Proposal & Annotated Bibliography: 15%
Final Paper: 35%

Grading Scale:
A (Excellent) = 90-100
B (Good) = 80-89
C (Satisfactory) = 70-79
D (Poor) = 60-69
F (Unsatisfactory) = <60

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<tr>
<th>&quot;A&quot; papers:</th>
<th>&quot;A&quot; papers are signalled, overall, by their originality of thought, and clearly articulated argumentation. &quot;A&quot; papers go considerably beyond surface interpretations to offer a unique interpretation of the text (or texts) under examination, providing exhaustive textual support. Where required, they make effective use of secondary sources to support and develop their own argument. Sentences will be clear and varied in their construction. The paper will be clearly organized with a clearly stated thesis statement.</th>
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<tr>
<td>&quot;B&quot; papers:</td>
<td>&quot;B&quot; papers offer a thorough examination of a topic. They show some of the beginnings of originality of thought that characterizes an &quot;A&quot; paper. They go beyond a surface interpretation of the text (or texts) under examination, using significant textual support. They make generally effective use of secondary sources. Writing is generally good, with only minor grammatical problems.</td>
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<td>&quot;C&quot; papers:</td>
<td>&quot;C&quot; papers meet the basic expectations for the assignment. &quot;C&quot; papers rarely go beyond a surface interpretation of the text (or texts) under examination, or repeat lecture material, and rely heavily on generalizations, rather than specific textual evidence. Where required to use secondary material, &quot;C&quot; papers often do not clearly integrate this material with their own ideas—giving the paper a &quot;choppy&quot; feel. Writing is adequate but occasionally awkward or unclear.</td>
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<td>&quot;D&quot; papers:</td>
<td>&quot;D&quot; papers do not meet the expectations of the assignment. Content is typically basic, unclear, and unsupported by sufficient textual evidence. Where required, the incorporation of secondary sources is ineffective. Sources are often neither closely relevant, nor appropriate to the assignment. Writing is frequently awkward and unclear with frequent grammatical and stylistic problems.</td>
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<td>&quot;F&quot; papers:</td>
<td>&quot;F&quot; papers significantly fail to meet the expectations of the assignment. Examples would include (but are not limited to) papers that are less than half the assigned length, that don't address the appropriate number of texts, or that fail to provide secondary sources (when required). The writing is unclear. Overall, the paper is far below what is acceptable for college-level writing.</td>
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Participation:
I approach this class as a collaborative experience, meaning that we (including me) all have much to learn from one another. As a result, I take participation seriously. The discussions we have in class greatly contribute to our learning and are central to the class itself. In other
words, we will generate ideas as a group. Your classmates' ideas will help develop your own and vice versa.

Therefore, you are asked to do five things:
1) Attend class regularly. More than 3 unexcused absences will bring your grade down a letter grade (i.e. From an A to a B).
2) Make regular and thoughtful contributions to class discussion,
3) Prepare for each class (i.e. the text is read for the assigned class and is brought with you to class),
4) Contribute to (occasional) group work,
5) Be an active and respectful listener to both lectures and class discussions.

Attendance and Make-up Policies: Please see student rule 7: http://student-rules.tamu.edu/rule07. There are firm due dates for all assignments and tests. There will be a 10% reduction in the grade of any late writing assignments, except in the case of any university excused absences. You will not be allowed to make up an exam or quiz without a university excused absence.

Discussion Questions:
Each student will be required to prepare (for a date students will sign up for in the first week of classes) TWO discussion questions that will act as a kick off to that class’s discussion. These questions must be analytical in nature and require the class to think critically about the text under discussion. Therefore, neither personal response nor yes or no questions are acceptable.

Students will email their questions to me by 4 pm. the day before the assigned class and I will circulate them via email. The student will then lead our discussion of these questions the following day. While you are not required to have a definitive answer to your questions, you must demonstrate that you have given some thought to possible answers or ways of approaching the questions. Similarly, it is the responsibility of the rest of the class to have read & thought about these questions before class. This is not just a matter of being prepared for the class but of courtesy and respect for your fellow classmates.

Response Papers (2-3 pages):
Student will perform a close reading of a key quotation or scene from the text with a clear argument about the passage’s significance. Students can expect to draw from these response papers in class discussion about the text. These response papers must be analytical, not simply personal responses to the novel.

Essay Proposal & Annotated Bibliography:
Students will be expected to hand in a 300 word proposal for their final essay before the essay is due. The proposal will offer a description of the essay’s argument and an overview of its main points. In addition to the 300 word proposal, students will hand in an annotated bibliography of 4-6 academic sources. For the annotated bibliography, students will need to offer a 1-2 sentence summary and a 1-2 sentence justification for the usefulness of their
sources.

Essay:
Students will write an 8-10 page final research essay, focused on 1 or 2 texts read during the term. While I will offer some possible topics, students are encouraged to develop their own topics in consultation with me.

Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Student Disability Services at the White Creek complex on West Campus, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

Academic Dishonesty: “An Aggie does not lie, cheat or steal, or tolerate those who do.”
It is your responsibility to make yourself familiar with what constitutes academic dishonesty and to avoid it at all costs. You must know the Aggie Honor Code and violations of this code will be reported to the Aggie Honor System Office. For further information, you can read the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu.

You will be required to write and sign the following on all exams & papers: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Reading Schedule
NB: For texts scheduled over multiple class periods, students will be expected to have the text completed in advance of the first scheduled class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Text</th>
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| 1    | Introductions  
       Benedict Anderson, “Cultural Roots” and “The Origins of National Consciousness”  
| 2    | Global Identity  
       Simidele Osekun, ““For Western Girls Only? Post-feminism as Transnational Culture.””  
       Chimamanda Ngozi Adichie, *Americanah* |
| 3    | *Americanah*  
       Response Paper #1 Due |
| 4    | Gayatri Gopinath, “Impossible Desires: An Introduction”  
       Shani Mootoo, *Cereus Blooms at Night* |
<p>| 5    | <em>Cereus Blooms at Night</em> |</p>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignments</th>
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</table>
| 6    | Global Risk | Priscilla Wald, “Introduction,” (from *Contagious*)  
Hari Kunzru, *Transmission* |
| 7    | Transmission |  
**Response Paper #3 Due** |
| 8    |  | Andrew Simms, “Ecological Debt”  
Climate change photography |
| 9    |  | *World War Z* (film) |
| 10   | Global Economies | Annie McClanahan, “Dead Pledges”  
John Le Carré, *The Constant Gardener*  
**Proposal and Annotated Bibliography Due** |
| 11   |  | *The Constant Gardener* |
| 12   |  | Jodi Melamed, “The Spirit of Neoliberalism: From Racial Liberalism to Neoliberal Multiculturalism”  
Teju Cole, *Open City* |
| 13   |  | *Open City* |
| 14   |  | **Paper Conferences** |
| 15   |  | Conclusion  
**Final Paper Due** |