

**Carleton University
Fall 2020
Department of English**

**ENGL 3940A: Studies in Diaspora Literature
Wednesdays
2:35 pm-5:25 pm
Format: Blended**

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Office Hours: Tuesdays 1:00 -2:00 pm or by appointment*

(*on Big Blue Button; details and link provided on the CuLearn course-page)

I. Course description:

Writers in the diaspora have produced some of the most powerful texts dealing with the questions of identity, home, and belonging as well as the processes of assimilation, acculturation, and exclusion. Focusing on the writings of authors living in the West (specifically North America and Britain), this course will explore representative texts that record the experiences of transnational mobility including exile and migration (forced and voluntary). Some of the issues that we shall focus on include indigeneity, belonging, and the politics of home and homelessness. We shall also analyze the relationship of territory to creative imagination and the formation of complex identities problematized by the nostalgic tension between the home and the world. The course will engage with the categories of religion, ethnicity, caste, and gender, and their implications in the everyday life of the diaspora. The course will also introduce the students to the broad theoretical co-ordinates within diaspora studies.

II. Course Format/Mode of Delivery

The course will be offered in the blended format, i.e. it will be taught as a blend or combination of synchronous live meetings and asynchronous activities. For the synchronous part of the

course, the students will require reliable high-speed internet access and a computer with microphone (and ideally a webcam). A headset would be very useful too.

The asynchronous activities will take place on the course page on CuLearn, which would be the figurative home for this course

(<https://culearn.carleton.ca/moodle/course/view.php?id=156126>) and you will be able to access it a few days before the first week of classes. This page will contain course lectures, videos, announcements, links to shorter readings, as well as platforms to submit your assignments, post discussion entries, take quizzes etc. So, it is absolutely imperative that you access the course page regularly to succeed in this course!

What is a Blended Course?

An online course where there is a mixture of synchronous meetings and asynchronous activities. This means students need to be prepared to meet some of the time online via web conferencing tools at scheduled days and times. The specific dates will be communicated by the instructor in the course outline. The asynchronous activities are intended to provide flexibility to students when the class is not meeting synchronously. Students are expected to remain up to date with the deadlines and due dates provided by the instructor. These courses require reliable high-speed Internet access and a computer (ideally with a webcam), and a headset with a microphone.

III. Learning Outcomes:

After completing this course, the students will be able to:

- a) Engage with and discuss concepts and issues like migrancy, indigeneity, home, and belonging in a variety of cultural contexts.
- b) Analyze the relationship of territory to creative imagination and the formation of complex identities problematized by the nostalgic tension between the home and the world.
- c) Investigate the categories of religion, ethnicity, caste, and gender, and their implications in the everyday life of the diaspora.
- d) Identify and discuss broad theoretical co-ordinates within diaspora studies that address the ideologies of the home and the nation, politics of identity, and the affective dimensions of migration and diaspora.

IV. Texts/Readings:

- Caryl Phillips, *Crossing the River*
- Monica Ali, *Brick Lane*
- Gene Luen Yang, *American Born Chinese*
- Michael Ondaatje, *In the Skin of a Lion*

The readings would also include a selection of contemporary poetry and excerpts from memoirs written by authors in the diaspora. In addition, we shall watch and discuss the film *Dirty Pretty Things* (Stephen Frears; 2002).

We shall also read the following essays:

- James Clifford, "Diasporas"
- Stuart Hall, "Cultural Identity and the Diaspora"
- David Chariandy, "Postcolonial Diasporas."
- Salman Rushdie, "Imaginary Homelands"

The shorter readings (essays, poems, and excerpts from memoirs) will be available on ARES (through CuLearn).

Hard copies of the books have been ordered through Octopus Books (116 Third Ave; www.octopusbooks.ca; 613.233.2589). **You will be able to order the books directly from the course page for ENGL 3940 on their website: <http://shop.octopusbooks.ca/ENGL3940>.**

The books will be available for curbside pick-up or shipping.

E-copies of the books are also available through Kindle, Google Books and other platforms. It is very important to procure the books well in advance to keep up with the course schedule.

V. Evaluation

Discussion Forum Posts (8): 40%

The students will write discussion posts on the weekly readings, on CuLearn discussion forums. Prompts or guiding questions, along with instructions, expectations, and rubric of evaluation will be provided. There will be eight discussion forums throughout the term (the weeks are identified in the schedule below). The posts will be due by Friday, 10 pm.

Reflective Blog Entries (2): 15%

Each entry should be about 500 words long and should reflect critical and analytical engagement with a specific aspect of the text (a theme, character, context etc.). They are not research papers and will not require secondary research. A blog entry may be developed into a research question for the final essay. Detailed instructions and a rubric of evaluation will be provided on CuLearn. **Due on September 30 and October 21.**

Virtual Engagement: 10%

Throughout the term, the students are expected to actively participate in the guided discussions and other activities on CuLearn and during the live synchronous sessions. In addition, there will be feedback forms, self-assessment exercises, as well as optional activities on CuLearn. A rubric will be provided with criteria for evaluation of these components.

Proposal + Annotated Bibliography 10%

The proposal of the final essay should be about one page long (Times New Roman, Font size 12) and the Annotated Bibliography should follow MLA guidelines. Instructions and samples will be provided on CuLearn. **Due on November 11.**

Final Essay: 25%

The final essay (10-12 pages, font size 12, double spaced) would require in-depth research and analysis. You must have a substantial thesis statement/argument and demonstrate the use of secondary material. Detailed instructions and a rubric of evaluation will be provided on CuLearn. **Due on December 9.**

Please note that the standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Grading System			
In accordance with the Carleton University Undergraduate Calendar Rules and Regulations, the letter grades assigned in this course will have the following percentage equivalents:			
A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 56-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Failure. No academic credit. WDN = Withdrawn from the course			

VI. Course calendar/Reading schedule:

Week 1: Introduction

September 9: Introduction (live synchronous meeting)

Week 2: Migrant in the global city

September 16: Dirty Pretty Things (live synchronous meeting)

Discussion posts due this week (by 5 pm, Fri, Sep 18)

Week 3: Legacies of Forced Migration

September 23: Crossing the River

Discussion posts due this week (by 5 pm, Fri, Sep 25)

Week 4: Legacies of Forced Migration

September 30: Crossing the River (live synchronous meeting) **Blog Post 1 Due**

Week 5: Conceptualising Diaspora

October 7: Stuart Hall + James Clifford (optional quiz)

Discussion posts due this week (by 5 pm, Fri, Oct 9)

Week 6: Feminization of the Diaspora

October 14: Brick Lane + “Imaginary Homelands” (live synchronous meeting)

Discussion posts due this week (by 5 pm, Fri, Oct 16)

Week 7: Feminization of the Diaspora

October 21: Brick Lane **Blog Post 2 due**

Week 8: Fall Break!

Week 9: Coming of age in the diaspora

November 4: Selected poetry/memoirs (live synchronous meeting)

+ “Postcolonial Diasporas” (optional quiz)

Discussion posts due this week (by 5 pm, Fri, Nov 6)

Week 10: Coming of age in the diaspora

November 11: American-Born Chinese **Proposal + Bibliography due**

Week 11: Coming of age in the diaspora

November 18: American-Born Chinese (live synchronous meeting)

Discussion posts due this week (by 5 pm, Fri, Nov 20)

Week 12: Migrants and the Making of a Global City

November 25: In the Skin of a Lion

Discussion posts due this week (by 5 pm, Fri, Nov 27)

Week 13: Migrants and the Making of a Global City

December 2: In the Skin of a Lion (live synchronous meeting)

Discussion posts due this week (by 5 pm, Fri, Dec 4)

Week 14: Review

December 9: Review (Live synchronous meeting) **Final Essay Due**

VII. Course Policies

Attendance: The schedule of the live synchronous meetings is provided above. The link to join the meetings will be sent over the e.mail.

Assignments: All assignments are mandatory and must be submitted by the due date specified. The assignments must be submitted on CULearn.

Late Submission Policy: In the case of late submission of an assignment, there will be a penalty of 5% of the total mark per day. Deadline extensions will be considered when there is a legitimate, well-documented reason and must be requested in advance of the deadline. Relevant documentation may be required.

Communication: If you have a question that is not of a private nature, and that would benefit everyone, you are encouraged to post your questions in the Ask Your Instructor discussion forum on the course webpage, so that everyone can benefit from the answer. To communicate with me directly, please send an e. mail from your Carleton e.mail address. I am committed to responding to student e-mails within 2 working days (not including weekends). If you do not receive a response within that time frame, then there is a strong possibility of a technical error. So please re-send the e-mail.

Live Synchronous Meetings: Live sessions in this course may be recorded and made available to students, if needed. Please note that recordings are protected by copyright. The recordings are for your own educational use, but you are not permitted to publish to 3rd party sites, such as social media sites and sites with course materials. You would be expected to use the video/audio and/or chat during web conferencing sessions for participation and collaboration. If you have concerns about being recorded, please email me directly so that we can discuss your concerns.

Course Outline: There may be changes to this course outline, including to the course schedule to facilitate optimum learning. Students will be notified in class and through e.mail about the changes if necessary.

Course Material Copyright: Lectures and course material (including all recordings, PowerPoint presentations, handouts, and similar materials) are protected by copyright and the course instructor is the exclusive owner of copyright and intellectual property of all course materials.

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without the express written consent of the instructor.

Fair and Respectful Participation: Students are encouraged to connect with their peers as much as possible. Although it is expected that we shall discuss a wide variety of perspectives on the topics discussed in this class, we are also required to do so in a respectful manner. Racist, sexist, homophobic, or ableist comments are unacceptable. To this end, students must familiarize themselves with the regulations concerning conduct and academic standing as outlined in the Undergraduate Calendar. To this end, students must familiarize themselves with the regulations concerning conduct and academic standing as outlined in the Undergraduate Calendar.

The Carleton University Human Rights Policies and Procedures affirm that all members of the University community share a responsibility to:

- promote equity and fairness,
- respect and value diversity,
- prevent discrimination and harassment, and
- preserve the freedom of its members to carry out responsibly their scholarly work without threat of interference.

Carleton University Equity Services states that “every member of the University community has a right to study, work and live in a safe environment free of discrimination or harassment.”

VIII. Statement on Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;

- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

IX. Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520- 6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

X. Student Support

There is a robust network of student support at Carleton University. You are strongly encouraged to utilize these services if you find yourself in need.

Here is a list of support services:

- [Student Support Services](#)
- [CuLearn Support](#)
- [CuLearn 10 Tips and Tricks](#) (useful suggestions for how students can get the most out of cuLearn)
- [Information Technology Services](#) (contact information)
- [BigBlueButton Support](#)
- [Library Support](#)
- [Health and Counselling Services](#)

You may also explore Carleton's [Student Services Directory](https://students.carleton.ca/) (https://students.carleton.ca/)