LITERATURES OF MIGRATION AND THE DREAM OF TRANSNATIONAL JUSTICE

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Texts:
Aravind Adiga, The White Tiger
Monica Ali, Brick Lane
J. M. Coetzee, Disgrace
Amitav Ghosh, In an Antique Land
N. Scott Momaday, House Made of Dawn

Secondary readings are available on D2L

Course Description:
In this course, students will engage in a cross-cultural examination of literary texts produced by migrant authors writing in English. Focusing particularly on novels published since the 1948 United Nations declaration on universal human rights, we will explore the ways in which authors have represented the experiences of migrant workers, from refugee and asylum issues to experiences of incorporation and exclusion. Particular attention will be paid to efforts to propose alternatives to systems of multiculturalism that have become the dominant mode of incorporating and/or concealing migrants within Western Europe and United States.

Learning Outcomes
The University refers to the knowledge and skills a student should ideally acquire by taking a course as "learning outcomes." This course fulfills the "diverse cultures" requirement for the core of common studies, and the learning outcomes for this course are designed to help students understand and participate in an increasingly diverse society. The generic learning outcomes established by the University are:

1. Identify differences and similarities in communication, values, practices, and beliefs between one's own culture and other cultures.
2. Explain how categories of human diversity (such as race, gender, ethnicity, and disability) influence personal identities and can create structural and institutional inequity.
3. Critically reflect upon one's personal and cultural presuppositions and how these affect one's values and relationships.

For this course, we have some more specific learning outcomes. By the end of the semester, depending on your level of commitment to and engagement with the course, you should be able to:
1. Discuss with broad familiarity some of the most significant literary texts and trends within Anglophone literature by authors born and/or raised outside of the United States and Britain.
2. Develop more sophisticated strategies for interpreting and discussing literary texts.
3. Discuss the ways in which literary texts historically promoted certain ideas of race and Empire, and how these ideas influence attitudes toward other cultures.
4. Discuss the ways in which some literary texts challenge and rewrite Western histories, questioning Western notions of universality and objectivity.
5. Apply knowledge gained from the literary texts to other contemporary texts and cultural phenomena, particularly with respect to current models of multiculturalism and race relations.
6. Compose formal essays that demonstrate a high degree of logical structure and argumentation, fluent prose, and original insights.
7. Perform formal presentations that demonstrate a high degree of organization, teamwork, clarity, and original insights.
8. Utilize university resources (including the library, faculty, the writing center, and other students) in ways that promote knowledge and establish peer networks that may be carried over into subsequent coursework.

Requirements:
1. Mathematical reasoning assignment (MRA) 20%
2. Critical introduction/encyclopedia entry (4-6 pages) 25%
3. Research essay (8-10 pages) 35%
4. Class participation 20%

MATHEMATICAL REASONING ASSIGNMENT: during the semester, students will be broken up into research groups of 3-5 students. Each research group will be assigned one of the five mathematical reasoning assignment problems. The group will be jointly responsible for fulfilling all of the requirements specified on their assignment. In addition, each group will give a 10-minute presentation on their findings to the rest of the class.

CRITICAL INTRODUCTION/ENCYCLOPEDIA ENTRY: each student will be responsible for writing a critical introduction or encyclopedia entry on one of the texts for this course. The goal is to produce a piece of original research designed for a general audience (i.e., an intelligent, though not expert, reader interested in reading one of the novels for this course). You may follow any one of the prominent models currently available (e.g., Penguin, Oxford, etc.), but you must provide the necessary framework for your readers to understand the significant issues of the text you're introducing. In other words, your job is to use secondary sources to help clarify for your readers what they need to know and why they should care about your novel. Critical introductions should be about 1500 words (4-6 pages), and they must explain how the following secondary materials illuminate the novel you're introducing:
   1) at least one book review;
   2) at least one biographical source (interview, nonfictional essay, etc.);
   3) at least one scholarly article on a significant issue related to the novel;
   4) at least one chart, graph, or other visual that employs mathematical reasoning.
Particularly with requirement 4) in mind, I would recommend writing on the novel associated with your MRA. You may feel free to use the results from your MRA in your critical introduction; if you use the results from another research group, be sure to cite them.

RESEARCH ESSAY: each student will write a critical research essay of approximately 8-10 pages on one of the texts read for this class. Unlike a critical introduction or encyclopedia essay, a research essay must argue a specific thesis that develops existing research in the field. You will be required to cite at least 10 secondary sources from literary studies and other disciplines, and you will be evaluated on the extent to which your research develops current, cutting-edge scholarship. Further guidelines will be provided later.

You will be given several intermediary assignments to help you to produce a research essay. These will include a research question (one page) and a research proposal/rough draft (1-3 pages). These intermediary assignments will not receive separate grades, but if they are all completed, the grade of the final essay will be raised one increment (e.g., a B will become an AB).

Please note: you are not permitted to write your research essay on the novel for which you wrote your critical introduction or encyclopedia entry.

CLASS PARTICIPATION: specifics can be found on a separate handout.

Course Policies:
ESSAYS: formal written work must be typed and double spaced. I will pass out more specific format specifications later.

LATE PAPERS: Not accepted except under extenuating circumstances. Extensions should be cleared with me beforehand.

PLAGIARISM: Using someone else’s thoughts, ideas, or language in an essay without citing the source. If in doubt, acknowledge your source—they deserve the credit for their hard work. Departmental policy states that students caught plagiarizing will fail the course and be brought before an academic hearing board.

The Marquette University statement on academic honesty can be accessed via: http://www.marquette.edu/mucentral/registrar/policy_honesty.shtml

ATTENDANCE: As we are members of a community, with responsibilities to each other, regular attendance is required. Your classmates have the right of your mind, just as you have the right of theirs. You will be expected to attend every session, to have read thoroughly the reading for the day, to participate regularly. In accordance with university policy, more than six absences will lower your grade.

Grading Policy
Most major assignments will have handouts discussing the methodology of evaluation. Final course grades will be calculated on a percentage system as follows:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>100-93%</td>
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<tr>
<td>AB</td>
<td>92-87</td>
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<td>B</td>
<td>86-83</td>
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<td>BC</td>
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<td>CD</td>
<td>72-67</td>
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<td>D</td>
<td>66-63</td>
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<td>E</td>
<td>&lt;63</td>
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Historically, the median grade for this course has been an AB/B; typically, 25-35% of students receive an A. Past performance, however, does not guarantee future results.
## Assignment Schedule

Please note: come to class prepared to discuss the material assigned for that day.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day/Date</th>
<th>Assigned reading</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>M 1/18</td>
<td>Martin Luther King, Jr. Day no class</td>
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<tr>
<td></td>
<td>W 1/20</td>
<td>introduction</td>
</tr>
</tbody>
</table>
|      | F 1/22   | *The White Tiger* (pages 1-36)  
Kate Zernike, "Making College Relevant"
http://www.nytimes.com/2010/01/03/education/edlife/03careerism-t.html?emc=eta1
|      |          |                  |
|      | W 1/20   | *The White Tiger* (pages 37-95)  |
|      | F 1/22   | *The White Tiger* (pages 128-45)  
Lane Wallace, "Multicultural Critical Theory, At B-School?"
http://www.nytimes.com/2010/01/10/business/10mba.html?emc=eta1
|      |          |                  |
| 2    | M 1/25   | *The White Tiger* (pages 146-247)  |
|      | W 2/3    | *The White Tiger* (finish)         |
MRA presentation by research group 1
|      |          |                  |
|      | W 2/10   | *Brick Lane* (pages 116-41)       |
|      | F 2/12   | *Brick Lane* (pages 142-69)       
MRA presentation by research group 2
|      |          |                  |
| 3    | M 2/15   | *Brick Lane* (pages 170-267)      |
|      | W 2/17   | *Brick Lane* (pages 268-94)       |
|      | F 2/19   | *Brick Lane* (pages 295-323)      |
|      | W 2/24   | *Brick Lane* (finish)             |
|      | F 2/26   | *Brick Lane*                     |
|      |          |                  |
| 4    | M 3/1    | *House Made of Dawn* (pages 1-86) |
|      | W 3/3    | *House Made of Dawn* (pages 87-126) |
|      | F 3/5    | *House Made of Dawn* (pages 126-36) 
MRA presentation by research group 3
|      |          |                  |
| 5    | M 3/8    | *House Made of Dawn* (finish)     |


W 3/10  House Made of Dawn
F 3/12  House Made of Dawn
critical introduction/encyclopedia entry due

9 M 3/15  spring break  no class
W 3/17  spring break  no class
F 3/19  spring break  no class

10 M 3/22  Disgrace  (pages 1-99)
W 3/24  Disgrace  (pages 100-22)
F 3/26  Disgrace  (pages 123-50)
MRA presentation by research group 4

11 M 3/29  Disgrace  (finish)
research question for critical essay due
W 3/31  Disgrace
Katharine Brooks, You Majored in What? Mapping Your Path from Chaos to Career (Selections)
F 4/2  Easter break  no class

12 M 4/5  Easter break  no class
W 4/7  Disgrace  will be
F 4/9  Disgrace

13 M 4/12  In an Antique Land  (pages 1-105)
W 4/14  In an Antique Land  (pages 106-42)
F 4/16  In an Antique Land  (pages 143-74)
MRA presentation by research group 5

14 M 4/19  In an Antique Land  (pages 175-237)
W 4/21  In an Antique Land  (pages 238-69)
F 4/23  In an Antique Land  (pages 270-88)
proposal/rough draft for critical essay due

15 M 4/26  In an Antique Land  (pages 289-342)
W 4/28  In an Antique Land
F 4/30  In an Antique Land

16 M 5/3  In an Antique Land
W 5/5  In an Antique Land
F 5/7  In an Antique Land
critical essay due
"Who Counts?" Mathematical Reasoning Assignment (MRA)

**Context:** Discussions about social justice issues are often hampered by unexamined assumptions. Debates over slave reparations, for example, often hinge less on conflicting moral claims than on anxieties that social justice will cost too much. One of the central skills we are hoping to develop in this course is the ability to examine are us assumptions, and to determine which of them may be quantitatively and/or qualitatively analyzed for their validity.

**The claim:** Illegal immigrants are stealing jobs from Americans, and dragging everyone's standard of living down.

**Separate:** the multiple assertions implicit in the central claim into individual assertions that may be evaluated in turn. So, for example, illegal immigration is rising faster than job creation; job-holding illegal immigrants are reducing everyone's wages; etc.

**Create:** graphs or charts with data relevant to each of the individual assertions over the period 1980-present (or as close to the present as you can find)

**Calculate:** the average rate of change on each graph.

**Compare:** the average rates of change of the graphs with each other. Is, for example, the rate of change for a legal immigration higher or lower than the rate of change in the number of jobs for the overall American workforce?

**Apply and report:** write a 300 word summary on your conclusions regarding the claim about illegal immigrants. What does your data suggest? Discuss the impact of your findings on society.

**Reevaluate:** Every research model depends on assumptions that may or may not be valid. What are the assumptions on which your comparison depends? Write a 300 word reflection about how valid your assumptions are, and what might be done to improve your model. Please note: there is at least one significant logical flaw in this assignment. It is often the case that after the fact we discover our research models are flawed. What research might be necessary to overcome the logical flaw here?
"Who Counts?" Mathematical Reasoning Assignment (MRA) #1

Context: Discussions about global politics frequently assume that China (and potentially India) will become the dominant economic, if not military, powers of the twenty-first century. According to this idea, Great Britain was the dominant power of the nineteenth century; the United States was the dominant power of the twentieth century; and China will become the dominant power of the twenty-first century.

One of the central skills we are hoping to develop in this course is the ability to examine our assumptions, and to determine which of them may be quantitatively and/or qualitatively analyzed for their validity.

The claim: "White men will be finished within my lifetime. [. . .] My humble prediction: in twenty years' time, it will be just us yellow men and the brown men at the top of the pyramid, and we'll rule the whole world." (The White Tiger 262)

Gather: data regarding the GDP's of the United States, Great Britain, India, and China since the 1800s.

Create: graphs or charts with data collected that shows relative proportion of the entire world economy of each of the four countries since 1800.

Predict: when the GDPs of India and China will overtake that of the United States.

Apply and report: write a 300 word summary on your conclusions regarding the claim about the looming dominance of Asia and India. What does your data suggest? Discuss the impact of your findings on society.

Scare us: statistical models do not provide an objective or neutral analysis. Create another graph that confirms Balram's prediction more unambiguously or more quickly (you might consider focusing on relative trade deficits, cash reserves, changes in pollution emission, etc.—whatever will confirm the prediction). Write a 150 word summary rationalizing why this scarier prediction is more "accurate" than using GDP.
"Who Counts?" Mathematical Reasoning Assignment (MRA) #2

Context: Declining birth rates in Europe, combined with increased migration from Islamic countries and decreasing affiliation with formal Christianity among Europeans, has led to widespread anxieties that various nations will become "Islamic states." Such anxieties have influenced a huge range of political and cultural issues, from Turkey's efforts to join the European Union to protests against immigration and calls for a "re-evangelization" of Europe by Christian clergy.

One of the central skills we are hoping to develop in this course is the ability to examine our assumptions, and to determine which of them may be quantitatively and/or qualitatively analyzed for their validity.

The claim: Britain is becoming an Islamic state.

Identify: how many Britons and resident aliens in Britain declared themselves to be Muslim, Christian, and other since 1948.

Create: graphs or charts with data collected demonstrating relative proportions of the population who are affiliated with each religious group, and the changes in these proportions over time since 1948

Predict: when the plurality of Britons will be Muslim based on the rates of change between 1948 and 2000.

Apply and report: write a 300 word summary on your conclusions regarding the claim about Britain's future. What does your data suggest? What other significant factors are not accounted for in this data (e.g., nativeborn versus immigrant Muslims, why fewer Britons are identifying themselves as Christian, etc.). Discuss the impact of your findings on Great Britain.

Reevaluate: Every research model depends on assumptions that may or may not be valid. Create another graph that makes Britain's future as an Islamic state appear more certain and imminent (e.g., relative percentages of London alone rather than the whole country). Right a 150 word argument rationalizing the use of your second graph over the first.
"Who Counts?" Mathematical Reasoning Assignment (MRA) #3

Context: In the wake of World War II, there was a concerted effort to move Native Americans and "integrate" them into cities, particularly on the West Coast. These relocations were simply one chapter in a long history of the United States federal government attempting to control the destinies of what had once been considered sovereign nations. As Momaday's novel indicates, many Native American activists, scholars, and artists considered forced relocations to have profoundly damaging effects on native American communities and individuals.

The claim: postwar relocation programs devastated Native American communities and individuals.

Collect: data that might support such a claim (focus on post-World War II). You might consider numbers of people leaving reservations or changes in average each of populations living on a reservation; alternatively, you might focus on data comparing alcoholism or suicide rates among Native Americans living on an off reservation.

Create: graphs or charts with data relevant to the claim.

Predict: what the situation will look like for the individuals or communities you are looking at in 2020.

Apply and report: write a 300 word summary on your conclusions regarding the claim about the effects of relocation programs. What does your data suggest? Discuss the impact of your findings on society.

Reevaluate: with a different data set. Create a graph that shows relative proportion by ethnic population of military service during World War II. It might be helpful to have a chart showing the number of Native Americans received commendations for their service. Given the programs that were offered to World War II veterans and that enabled so many white veterans to join the middle class, to what extent does the nation owe a debt to men like Abel? Write a 150 word reflection on the topic.
"Who Counts?" Mathematical Reasoning Assignment (MRA) #4

Context: Discussions about social justice issues are often hampered by unexamined assumptions. Debates over slave reparations, for example, often hinge less on conflicting moral claims than on anxieties that social justice will cost too much. One of the central skills we are hoping to develop in this course is the ability to examine are us assumptions, and to determine which of them may be quantitatively and/or qualitatively analyzed for their validity.

The claim: Illegal immigrants are stealing jobs from Americans, and dragging everyone's standard of living down.

Separate: the multiple assertions implicit in the central claim into individual assertions that may be evaluated in turn. So, for example, illegal immigration is rising faster than job creation; job-holding illegal immigrants are reducing everyone's wages; etc.

Create: graphs or charts with data relevant to each of the individual assertions over the period 1980-present (or as close to the present as you can find)

Calculate: the average rate of change on each graph.

Compare: the average rates of change of the graphs with each other. Is, for example, the rate of change for a legal immigration higher or lower than the rate of change in the number of jobs for the overall American workforce?

Apply and report: write a 300 word summary on your conclusions regarding the claim about illegal immigrants. What does your data suggest? Discuss the impact of your findings on society.

Reevaluate: Every research model depends on assumptions that may or may not be valid. What are the assumptions on which your comparison depends? Write a 300 word reflection about how valid your assumptions are, and what might be done to improve your model. Please note: there is at least one significant logical flaw in this assignment. It is often the case that after the fact we discover our research models are flawed. What research might be necessary to overcome the logical flaw here?
"Who Counts?" Mathematical Reasoning Assignment (MRA) #5

**Context:** anthropologist Arjun Appadurai, among others, argues that the two defining features of globalization are the proliferation of electronic media technologies and mass migrations. He writes: "The story of mass migrations (voluntary and forced) is hardly a new feature of human history. But one is juxtaposed with the rapid flow of mass-mediated images, scripts, and sensations, we have a new order of instability in the production of modern subjectivities" (*Modernity at Large* 4). Similar arguments can be found across the Anglophone-American Academy, and in popular works such as Ghosh's *In an Antique Land*.

One of the central skills we are hoping to develop in this course is the ability to examine our assumptions, and to determine which of them may be quantitatively and/or qualitatively analyzed for their validity.

**The claim:** migration is a more central feature of everyday life for everyone on the planet than in previous eras.

**Identify:** how you will measure the impact of migration since 1800 (e.g., numbers of immigrants; shift in population from rural to urban areas). Decide your scale: worldwide, continental, or migration to and from a single nation.

**Create:** graphs or charts with data collected demonstrating the increasing importance of migration flows since 1800.

**Predict:** whether the impact of migration will continue to increase, stabilize, or decrease by 2050 based on your data set.

**Apply and report:** write a 300 word summary on your conclusions regarding the claim about migration as the key to understanding globalization. What does your data suggest? What other significant factors are not accounted for in this data (e.g., nativeborn versus immigrant Muslims, why fewer Britons are identifying themselves as Christian, etc.). Discuss the impact of your findings on Great Britain.

**Reevaluate:** Every research model depends on assumptions that may or may not be valid. Create another graph or chart that accentuates the importance of migration. To do this, you might shift timescale (focus on a longer timeframe or shorter one), shift frame of reference (from worldwide to a specific nation). Right a 150 word argument rationalizing the use of your second graph over the first.