

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2018
Discipline:	English
Course Number and Title:	E 332 Modern Women Writers
Division:	Upper
Faculty Name:	Joonok Huh
Semester Credit Hours:	3

Prerequisites: None

COURSE DESCRIPTION

This course will read 20th- and 21st-century women's literature, with the focus on traveling—both literally and metaphorically. The traditional space for women was static, without much mobility, because of biological and sociopolitical factors in society: she had limited physical freedoms due to social expectations, no financial independence, and no cultural authority. Brave women, however, broke away from their status prescribed by patriarchal social norms, which the writers in this class exemplify in a wide spectrum. We will read an American woman writer's presentation of Chinese women in China and America during the Chinese Cultural Revolution, Asian American women writers' traveling back to their parents countries, a French woman born and raised in Vietnam during the first half of the 20th century, a black woman returning to her own town as a pariah in her townsfolk's eyes, a Zimbabwean young girl caught between the Western school and her parents' farm, and an Indian-American woman character in a cosmopolitan setting. We will delve into meanings of travel for women writers and characters, from breaking away to returning. How does travel shape or transform these women's lives? What is the impact on their economic status, political voices, or cultural expectations? What is the outcome of their travel? Writing is overall the ultimate self-preservation and presentation. We will examine the link between the artistic quality (text) and their sociopolitical, cultural conditions (context). Toward the end of semester, students will assess their own SAS voyage in relation to the readings from the course.

LEARNING OBJECTIVES

- To read and think critically and insightfully about women's traveling, diaspora, and globalization.
- To study travel as displacement accommodation, relocation, reconciliation in women's literature.
- To experience narratives of identity in personal, social, and national terms in women's literature.
- To appreciate the complexity of theme of travel in women's literature.
- To enhance women's experience of community.

- To explore critical and theoretical approaches to modern women's literature.
- To encourage personal reflection through writing both during the after the SAS voyage.

REQUIRED TEXTBOOKS

AUTHOR: Toni Morrison
TITLE: Sula
PUBLISHER: Doubleday
ISBN #: 13-9781400033430 pb
DATE/EDITION: Any

AUTHOR: Monica Sone
TITLE: Nisei Daughter
PUBLISHER: Little, Brown and Company
ISBN #: 0-295-95688-7 pb
DATE/EDITION: Any

AUTHOR: Maxine Hong Kingston
TITLE: The Woman Warrior
PUBLISHER: Perfection
ISBN #: 9780780736849
DATE/EDITION: Any

AUTHOR: Pearl S. Buck
TITLE: Three Daughters of Madame Liang
PUBLISHER: Beaufort Books
ISBN #: 978-155921-040-9 pb
DATE/EDITION: Any

AUTHOR: Marguerite Duras
TITLE: The Lover
PUBLISHER: Pantheon Books
ISBN #: 0-06-097521-0 pb
DATE/EDITION: Any

AUTHOR: Anita Desai
TITLE: Clear Light of Day
PUBLISHER: Mariner Books
ISBN #: 9780618074518
DATE/EDITION: Any

AUTHOR: Tsitsi Dangarembga
TITLE: The Nervous Conditions
PUBLISHER: Lynne Rienner Publishers
ISBN #: 978-0-9547023-3-5
DATE/EDITION: Any

TOPICAL OUTLINE OF COURSE

Depart Ensenada, Mexico – January 5

A1–January 7: Introduction and poems

A2–January 9: Sula

A3–January 11: Sula

Honolulu, Hawaii – January 12

A4–January 14: Sula

January 16–International Date Line crossing (Lost Day)

A5–January 17: Nisei Daughter

No Class – January 19

A6–January 20: Nisei Daughter

A7–January 22: Nisei Daughter

Kobe, Japan – January 24-28

A8–January 29: Three Daughters of Madame Liang

Shanghai, China – January 31 - February 1

In-Transit – February 2-3

Hong Kong, SAR – February 4-5

A9–February 6: Three Daughters of Madame Liang

Ho Chi Minh City, Vietnam – February 8-13

A10–February 14: Three Daughters of Madame Liang

Study Day –February 16

A11–February 17: The Lover

Yangon, Myanmar – February 19-23

A12–February 24: The Lover

A13– February 26: The Lover

Cochin, India – February 28 - March 5

A14—March 6: Clear Light of Day
Study Day — March 7

A15—March 9: Clear Light of Day
*Field Project Presentations

Port Louis, Mauritius — March 11

A16—March 12: Clear Light of Day
*Field Project Presentations

A17—March 14: Clear Light of Day
*Field Project Paper Due

A18—March 16: The Nervous Conditions
Cape Town, South Africa — March 18-23

A19—March 24: The Nervous Conditions

A20—March 26: The Nervous Conditions

A21—March 28: The Woman Warrior
Tema, Ghana — March 30 - April 1

Takoradi, Ghana — April 2-3

A22—April 4: The Woman Warrior

A23—April 6: The Woman Warrior
Study Day — April 8

A24— April 9: The Woman Warrior
*Final Paper Due

Casablanca, Morocco — April 11-14

A25—April 15: Review and Final Thoughts
*Independent Field Assignment Due

Arrive Bremerhaven, Germany — April 19

*Reading Response Assignments Due Dates: See Assignments

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the

course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course.

The Field Class for this course will take place on **Thursday, 1 March, in Cochin, India.**

Field Class Title: Women in India

Field Class Description:

Our field class will take place in Cochin, India. With its long rich history and rapid economic growth, the present India shows a fascinating blend of the past and the present. Cochin, an international port and the hub of the Kerala area, has transformed into a metropolis. Women tend to get caught between the past and the present in fast changing societies, having to negotiate between traditional cultural norms, Western-influenced norms, and present-day values. We will spend half of the day visiting a university so that we can converse with and interview young women students about their views of being a woman in India of today. The other half of the day, we will walk around the city and interview women outside the campus. We will take pictures and write down observations about this multi-tiered society, and perhaps to see the multiplicity of women's roles in India. We will analyze and see whether there is any consensus, and examine the sense of their identity or their position in the present India. Are there differences among women because of education, class ethnicity, age, etc? What is their view of the country vis-à-vis the rest of the world? Anita Desai's Clear Light of Day ends on a promising note for two sister characters—liberating from the social, cultural burdens imposed upon them. It will be interesting to compare the book with women in India in 2017.

Field Class Learning Objectives:

- What did you learn from your interviews?
- Do your observations reinforce your perception of Indian women? Why or why not?
- Relate what you observed and witnessed to Anita Desai's book. Any common quality between the women characters in the book and the women you met? Is it a tangible or an intangible quality?
- Identify, if you can, changing views on gender roles, tradition, family, religion, or national identity.
- What did the people you met value most, and how did they express it?
- What did you learn about yourself?
- Feel free to add your own questions.

Evaluation: This field class will be evaluated in two ways, a field project presentation and a two-page paper.

Independent Field Assignments

You will write about your experience in each port/country about the theme of this course—women’s changing roles and learning about others and about yourself. In each port, get engaged in conversations with local members, take pictures or film videos, share common interests, etc. After you return to the ship, write a one-page summary/report. After the final port, Casablanca, you will read all reports and write an analysis of your experience throughout all voyages, three pages.

- From all the reports, has anything emerged? If so, what is it?
 - What has been your most memorable experience and why?
 - What have you learned about “the other”? Has this journey changed your perspective of “the other”?
 - Has this helped you understand who you are or who we are in America? If so, how?
- (Those are some questions for the last comprehensive analysis.)

METHODS OF EVALUATION / GRADING SCALE GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

Assignments

Your final grade will be from the following assignments and corresponding percentages:

1. Two Reading Response Papers (3 pages): 20% (10% each)

The response papers may focus on any aspect of the text that interests you. They should be well-focused and developed, almost “mini-papers.” Good response papers raise questions for you to think through. Try to answer the questions you raise in your paper.

Choose two books from the semester. The response paper is due on the last class discussion day assigned to the book you choose. For instance, if you were to write a response paper on The Lover, it is due on Feb 26.

2. Final Paper (8-9 pages): 30%

Your final paper will be based on a particular feminist struggle in a text or texts, whatever the source of the struggle might be—race, class, the postcolonial condition, sexuality, and so forth. You can choose your own specific topic and approach; however, I do encourage you to discuss your topic with me.

3. Field Project Presentation: 10%

A five-minute presentation on observations and insights from the field trip.

4. Field Project Paper: 10% (See Field Project Assignments)

5. Independent Field Assignment: 10% (See Independent Field Assignments)

6. Class Attendance and Participation: 20%

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking

credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None at present

FILM REQUEST:

None at present

ELECTRONIC COURSE MATERIALS

None at present

ADDITIONAL RESOURCES

None at present