

ENG 389W-004  
**TRANSNATIONALISM IN ASIAN-AMERICAN LITERATURE**  
FALL 2015

Tu/Th 10:00am-11:15am

Instructor: Dr. Anthony Carlton Cooke

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**Course Description**

This course explores the theme of transnationalism in Asian American literature. Our primary goal will consist of envisioning “Asian” and “American” as modes of selfhood containing multiple definitions not necessarily limited by geographical boundaries. We will pay particular attention to representations and theories of transnationalism as an aesthetic, cultural, individual, political, and social form of expression. Most importantly, we will engage with the inevitable intersection of these seemingly disparate categories and even contribute our own methods of approaching and interpreting Asian American transnationalism.

**Required Texts**

David Henry Hwang, *M. Butterfly*\*

Maxine Hong Kingston, *Tripmaster Monkey: His Fake Book*\*

John Okada, *No-No Boy*

Monique Truong, *The Book of Salt*\*

\*Denotes material available at the Woodruff Library Course Reserves for three-hour loan. Supplementary material will be provided by the instructor or will be made available on Course Reserves.

**Office Hours and Contact Information**

Email is the best way to contact me with your questions or concerns. I check my email regularly until 10:00pm, Monday through Friday; any messages sent after 10:00pm will be answered the next day. My office hours and location are written on the first page of this syllabus.

**Assignments**

Attendance and class participation (15%)

Two presentations (5%)

Two research papers (30% x 2=60%)

Final project (25%)

\* Assignment sheets outlining the particulars of course requirements will be distributed by the instructor in advance of any due dates.

## **Attendance and Participation**

Attendance is essential. Aside from documented absences for school-related activities, you may miss three classes without incident. For every class you miss after the third absence, I will lower your final grade by one-third of a letter (for example, a final grade of “B” becomes a “B-” and so on). Similarly, you are granted three excused incidents of tardiness. However, any incident of tardiness after three will count as an unexcused absence. Please meet with me at the beginning of the semester if you feel your situation warrants an exception to this rule. Keep in mind that only exceptions accompanied by proper documentation (for example, documentation from Student Health, the Emory Counseling Center, the Department of Athletics, or the Department of Access, Disability Services and Resources) will be considered.

Congruent with attendance is class participation, for which you are graded. “Participation” means being prepared to respond to the day’s assigned readings, having the appropriate texts on hand, being attentive and respectful during class discussions, and participating in peer review sessions. If you fail to abide by class participation policies, you will be given an unexcused absence for the day (see above).

## **Presentations**

The required presentation involves perusing the website for the magazine *Hyphen* and selecting an article that personally resonates with you. After thoughtfully engaging with the article, you will write a 500-word response paper in which you discuss why you chose the article, how it affected you, and its relevance to our work during the course as a whole. On presentation day, you will have five minutes to present your findings to the class and attend to any questions your peers may have for you.

## **Research Papers**

The paper assignments for this class are fairly straightforward. You may choose to write about any text we have read and discussed and you may write on any topic you feel inspired to explore. The papers should be six to eight pages in length, with the second paper leaning more towards the eight-page range. Please feel free to speak with me at any time during your writing process if you have questions or concerns.

One week before a paper is due, we will devote a class to peer review. You are required to bring a draft of your paper to class. I do not expect you to have a completed paper with resources, but you must at least have solidified your topic, done some initial research, and have some ideas about your work. Most importantly, you must arrive prepared to give honest, constructive feedback to your peers regarding their drafts. Peer review performance is a component of your Attendance and Participation grade and so falls under the same policy guidelines (see above).

## **Final Project**

For the final project, you can explore any text through any medium of your choice. You can write a song, make some food, dress up like a character, write a poem, paint a picture, perform a

character monologue, compose music, make a website... whatever you want, as long as it relates to the text you have chosen. However, this assignment also contains written and oral presentation components.

For the written component, you will write a five page narrative essay reflecting on your experience reading your chosen text. For example: Did it prompt any memories or plans for the future? How did it strike you on an emotional and intellectual level? Did where and when you read the text have any bearing on your reactions? Were you moved to explore other texts or mediums beyond class assignments? Your essay should begin with your first reading and follow the trajectory of the text; in other words, you will reflect on your experience with the text on an intimate chronological level (the text itself) and on a meta-level (the text's influence on you in the world).

For the oral presentation component, you will present your creative work to your peers and briefly discuss how your project connects to the themes, issues, or aesthetics addressed by your chosen text. Your peers may have questions for you, so come prepared to critically discuss the text.

### Grading Scale and Rubric

Scale	Description
A (93.00-100) A- (90.00-92.99)	Demonstrates sophisticated critical analysis and sentence-level writing skills well beyond assignment expectations. Adheres to formatting, citation, and academic language protocols. Engages with peers readily and willingly participates in discussions.
B+ (86.00-89.00) B (83.00-85.99) B- (80.00-82.99)	Demonstrates effective critical analysis and sentence-level writing skills with room for improvement. Adheres to formatting, citation, and academic language protocols only in part. Engages with peers and participates in discussions.
C+ (76.00-79.99) C (73.00-75.99) C- (70.00-72.99)	Demonstrates acceptable critical analysis and sentence-level writing skills but needs considerable improvement. Does not adhere to formatting, citation, and academic language protocols. Engages with peers only when prompted and rarely participates in discussions.
D+ (66.69.99) D (60.00-65.99)	Demonstrates lack of critical analysis and sentence-level writing skills and shows little to no improvement over time. Does not adhere to formatting, citation, and academic language protocols. Does not engage with peers and does not participate in discussions.
F (0-59.99)	A failure to respond to the requirements of the assignment.

### Late Work

Assignments turned in late will have their highest possible grade reduced by one-third of a letter.

### **Revision Policy**

Assignments that allow for revision will have revision policies clearly stated on the assignment sheet. Only assignments that have revision policies included on the assignment sheet may be revised for a new grade.

### **Academic Integrity**

All students are expected to abide by the Emory College Honor Code. Adhering to its standards is part of each student's condition of acceptance to Emory College. I encourage you to read the full version at [http://catalog.college.emory.edu/academic/policy/honor\\_code.html](http://catalog.college.emory.edu/academic/policy/honor_code.html). I take plagiarism and other forms of academic dishonesty seriously. Any student who violates this policy will receive an "F" on the assignment in question and will be referred to Emory's Honor Council.

### **Technology in the Classroom**

I encourage you to bring your laptops and pads for note taking and for reading e-books and articles. Bear in mind that attendance and class participation policies still apply: using technological devices for anything other than school-related activities (e.g., Facebook, Twitter, Instagram, gaming, texting, playing music, and the like) during class time will result in an unexcused absence for the day and for each infraction thereafter (see "Attendance and Participation").

### **Student Success Resources**

I am committed to creating an inclusive learning environment for all. I am invested in student success not only in my own courses, but also in the broader Emory community. Please let me know if anything is standing in the way of your doing your best work. This can include your own learning strengths, any classroom dynamics that you find uncomfortable, ESL issues, disability or chronic illness, and/or personal issues that impact your work. I will hold such conversations in strict confidence.

Students with medical/health conditions that might impact academic success should visit **Access, Disability Services and Resources** (110 Administration Building, Phone: 404-727-9877, TDD: 404-712-2049) to determine eligibility for appropriate accommodations. Students who receive accommodations must present the Accommodation Letter from ADSR to me at the beginning of the semester or when he or she receives a letter.

If English is your second language and you need additional help with assignments in this or other college classes, you may benefit from working with specially trained ESL tutors. The **ESL Lab** is located in Callaway S108 and other designated locations and they will help you at any stage of the process of developing your essay or presentation. Visit <http://college.emory.edu/oue/student-support/esl-program/> to view the policies and offerings of the ESL Program.

**The Emory Writing Center** offers 45-minute individual conferences to students and is located in Callaway N-212. Please schedule appointments in advance as they can take walk-ins on a limited basis only. They require hard copies of traditional paper drafts. Please bring a copy of your assignment instructions, too. In addition to regular conferences in Callaway, the EWC hosts Studio Hours every Tuesday from 7-9 pm in Woodruff Library 214.

**The Emory Counseling Center** provides free and confidential services for a variety of student needs such as stress, grief, relationships, homesickness, and many others. To schedule an appointment, call (404) 727-7450. Other free and confidential resources, such as the Emory Helpline (404-727-HELP (4357)) are also available.

**Emory Student Health Services** provides outpatient medical care for enrolled Emory students with a valid Emory ID card. Spouses, qualified Domestic Partners and unmarried children over 18 years of age are also eligible for primary medical care by appointment on a fee-for-service basis. For an appointment, call (404) 727-7551.

### Schedule

Th 8/27	Introduction to the course
Tu 9/01	Alexander, “Manhattan Music”; Mehta, “When the Fragmented Self Remembers and Recovers”
Th 9/03	Lahiri, “The Third and Final Continent”; Murkherjee, “A Father”; Shankar, “The Limits of (South Asian) Names and Labels”
Tu 9/08	Chin, et al. “Preface and Introduction to <i>Aiiieeee!</i> ”; “Preface to <i>Asian American Literature: An Introduction to the Writings and Their Social Context</i> ; Paper 1 assignment sheet distributed
Th 9/10	Okada, <i>No-No Boy</i> , “Preface” and Chapters 1-3
Tu 9/15	<i>No-No Boy</i> , Chapters 4-7
Th 9/17	<i>No-No Boy</i> , Chapters 8-11 and “Afterward”; Yoon, “No Place in Particular”
Tu 9/22	Peer Review for paper 1
Th 9/24	Wu, <i>Monkey</i> , Chapters 1-7
Tu 9/29	<i>Monkey</i> , Chapters 12-13; Hong Kingston, <i>Tripmaster Monkey</i> , Chapters 1-2; Paper 1 due
Th 10/01	Hong Kingston, <i>Tripmaster Monkey</i> , Chapters 3-4
Tu 10/06	<i>Tripmaster Monkey</i> , Chapter 5; Assignment sheet for paper 2 distributed

Th 10/08	<i>Tripmaster Monkey</i> , Chapters 6-7
Tu 10/13	Fall Break
Th 10/15	<i>Tripmaster Monkey</i> , Chapter 8
Tu 10/20	<i>Tripmaster Monkey</i> , Chapter 9; Chu, “ <i>Tripmaster Monkey</i> , Frank Chin, and the Chinese Heroic Tradition”; Wong, “Denationalization Reconsidered”
Th 10/22	Peer Review for paper 2
Th 10/27	Hwang, <i>M. Butterfly</i> , Acts I-II; Assignment sheet for <i>Hyphen</i> presentation distributed
Tu 10/29	<i>M. Butterfly</i> , Act III
Th 11/03	Skloot, “Breaking the Butterfly”; Paper 2 due; Assignment sheet for Final Project distributed
Tu 11/05	Troung, <i>The Book of Salt</i> , Chapters 1-7
Th 11/10	<i>The Book of Salt</i> , Chapters 8-13
Tu 11/12	<i>The Book of Salt</i> , Chapters 14-19
Th 11/17	<i>The Book of Salt</i> , Chapters 20-24; Troeung, “A Gift or a Theft Depends on Who’s Holding the Pen”
Tu 11/22	<i>Hyphen</i> presentation: <a href="http://hyphenmagazine.com/">http://hyphenmagazine.com/</a> ; ALL response papers due (even if you do not present today).
Th 11/24	Thanksgiving Break
Tu 12/01	<i>Hyphen</i> presentation
Th 12/03	Paper 3 Project (presentation and creative component) due
Tu 12/08	Paper 3 Project (presentation and creative component) due; Paper 3 (written component) due IN CLASS