Prerequisites: Nine semester hours of coursework in English or rhetoric and writing.

Description: In the last twenty-five years, global interest in Pakistani writing has flourished. Partly because of Pakistan’s important role as a frontline state in the war in Afghanistan and partly because of an increase in the number and quality of writers from Pakistan, international publishers have found willing audiences for new Pakistani products. Alternatively, though, this writing still finds itself having to contend with western biases about Pakistan. This course will chart the major themes and directions of Pakistani writing to understand both how Pakistan is represented and how it is consumed/marketed: why are certain kinds of fiction necessary to represent the Pakistani nation? Can the nation ultimately be represented? We will also be interested in major themes: history, Islam, gender, nationality, migration, and class. We will read writers from Pakistan as well as Pakistanis in the diaspora. Students are not expected to have a historical background in South Asia, but are expected to be curious and inquisitive.

Texts:
- Ahmad, The Wandering Falcon
- Ali, The Leopard and The Fox
- Aslam, The Blind Man’s Garden
- Hamid, How to Get Filthy Rich in Rising Asia
- Hanif, Our Lady of Alice Bhatti
- Khan, Trespassing
- Rushdie, Shame
- Toor, State of Islam (recommended)

Requirements & Grading:
(a) Weekly blog posts, 500 words (30%): You will be asked to contribute to the course blog on blackboard at least once a week. Your contributions will include both an original post (300 words) and a response to a classmate’s post (200 words). Blog posts are due Friday by midnight; responses are due by start of class on Monday. (I will check the time stamp on Canvas – late posts will not be accepted). Topics for posts can be: issues not raised by class, alternative directions that a question raised in class could have gone, passages from texts (with commentary) that are intriguing but not raised in class, and disagreements born out of class discussion. The course blog should be seen as a way to continue the discussion in class, especially those ideas and issues that are left underdeveloped in classroom conversations.
(b) Midterm (20%): Take-home exam, 2 essay questions, cumulative up to the midterm.
(c) Final (20%): Take-home exam, 3 essay questions – cumulative since the midterm.
(d) Paper, 6-7 pages (20%): students can select from a few prompts that I will provide or come up with a topic of their own. This should be a demonstration of literary analysis that engages with one of the main themes of this course. Papers should be in polished collegiate prose, MLA style, double-spaced, one-inch margins, in 11 or 12 point Times or Times New Roman font ONLY.
(e) Participation (10%): students are expected to be able to engage with one another in classroom settings. This requires at a minimum having read the necessary material and having thought about how it relates to the course. To receive full credit, students should have germane, insightful and engaging things to say either in response to lecture or to one another.

Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Assignment/Event</th>
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<tbody>
<tr>
<td>1 W</td>
<td>8/27</td>
<td></td>
<td>Introductions</td>
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<td></td>
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<td></td>
<td>Recommended Reading: “How to write about Pakistan”</td>
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<tr>
<td></td>
<td>F</td>
<td>8/29</td>
<td>The Bhuttos and Zia’s coup</td>
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<td></td>
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<td>Required Reading: Ali (Preface-58)</td>
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<td>2 M</td>
<td>9/1</td>
<td></td>
<td>Labor Day Holiday</td>
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<tr>
<td>W</td>
<td>9/3</td>
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<td>Required Reading: Ali (59-117)</td>
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<td>Recommended Reading: Mary Anne Weaver, Pakistan: In the Shadow of Jihad and Afghanistan (New York: Farrar, Straus and Giroux, 2002): 45-85.</td>
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<tr>
<td>Day</td>
<td>Date</td>
<td>Reading</td>
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| M   | 9/8    | **Magical Realism does the Bhuttos and Zia's coup**  
Required Reading: Rushdie (3-52)  
| W   | 9/10   | Required Reading: Rushdie (55-113)  
| F   | 9/12   | Required Reading: Rushdie (117-58)  
| M   | 9/15   | Required Reading: Rushdie (185-232)  
| W   | 9/17   | Required Reading: Rushdie (233-79)  
| F   | 9/19   | Required Reading: Rushdie (283-305)  
| M   | 9/22   | **The Condition of Minorities in Pakistan**  
Recommended Reading: Hanif (3-39)  
| W   | 9/24   | Required Reading: Hanif (40-87)  
Recommended Reading: Iman Qureshi, “Interview,” *Journal of Postcolonial Writing* 47.2 (May 2011): 189-91 |
| F   | 9/26   | Required Reading: Hanif (88-127)  
| M   | 9/29   | Required Reading: Hanif (128-68)  
Recommended Reading: The Terra Project:  
Recommended Reading: Mohammed Hanif On Secrets And Lies In Pakistan  
http://www.npr.org/2012/05/24/153303834/mohammed-hanif-on-secrets-and-lies-in-pakistan  
Recommended Reading: Iman Qureshi, “Interview,” *Journal of Postcolonial Writing* 47.2 (May 2011): 189-91 |
| W   | 10/1   | Required Reading: Hanif (169-210)  
Recommended Reading: Mohammed Hanif On Secrets And Lies In Pakistan  
http://www.npr.org/2012/05/24/153303834/mohammed-hanif-on-secrets-and-lies-in-pakistan  
Recommended Reading: Iman Qureshi, “Interview,” *Journal of Postcolonial Writing* 47.2 (May 2011): 189-91 |
| F   | 10/3   | Required Reading: Hanif (211-39)  
Recommended Reading: Jonathan Swift in Karachi  
Recommended Reading: Iman Qureshi, “Interview,” *Journal of Postcolonial Writing* 47.2 (May 2011): 189-91 |
| M   | 10/6   | **Ethnography and Colonialism in the Frontier**  
Recommended Reading: Ahmad (1-48)  
| W   | 10/8   | Required Reading: Ahmad (49-88)  
| F   | 10/10  | Required Reading: Ahmad (89-114)  
| M   | 10/13  | Required Reading: Ahmad (115-188)  
Recommended Reading: Ahmad (186-243)  
| W   | 10/15  | Required Reading: Khan (9-77)  
Recommended Reading: Iman Qureshi, “Interview,” *Journal of Postcolonial Writing* 47.2 (May 2011): 189-91 |
| F   | 10/17  | No Class – Midterms due |
| M   | 10/20  | **Pakistanian Feminism**  
Recommended Reading: Khan (9-77)  
Recommended Reading: Iman Qureshi, “Interview,” *Journal of Postcolonial Writing* 47.2 (May 2011): 189-91 |

W 10/22 Required Reading: Khan (78-138)

F 10/24 Required Reading: Khan (141-218)

10 M 10/27 Required Reading: Khan (223-269)

W 10/29 Required Reading: Khan (273-348)

F 10/31 Required Reading: Khan (349-428)
Recommended Reading: Mary Anne Weaver, Pakistan: In the Shadow of Jihad and Afghanistan (New York: Farrar, Straus and Giroux, 2002): 165-213.

11 M 11/3 Pakistani Self-Help
Required Reading: Hamid (3-34)

W 11/5 Required Reading: Hamid (37-74)

F 11/7 Required Reading: Hamid (77-115)

12 M 11/10 Required Reading: Hamid (119-56)
Recommended Reading: John Paul Riquelme, “Modernist Transformations of Life Narrative,” mfs Modern Fiction Studies 59.3 (Fall 2013): 461-79.

W 11/12 Required Reading: Hamid (159-97)
Recommended Reading: Laurent Gayer, “Guns, Slums, and ‘Yellow Devils,’” Modern Asian Studies 41.3 (2007): 515-44.

F 11/14 Required Reading: Hamid (201-228)

13 M 11/17 Pakistan and the War on Terror
Required Reading: Aslam
Recommended Reading: Mary Anne Weaver, Pakistan: In the Shadow of Jihad and Afghanistan (New York: Farrar, Straus and Giroux, 2002): 11-45.

W 11/19 Required Reading: Aslam

F 11/21 Required Reading: Aslam

14 M 11/24 Required Reading: Aslam

W 11/26 Required Reading: Aslam

F 11/28 Thanksgiving Holiday

15 M 12/1 Required Reading: Aslam

W 12/3 Required Reading: Aslam

F 12/5 Review

**Final Papers are due by midnight, 11/26, electronically to my inbox**

Final Exams will be due electronically to my inbox on December 12th by 5 PM

**Policies:** *Documented Disability Statement:* The University of Texas at Austin provides upon request appropriate academic accommodations for qualified students with disabilities. For more information, contact Services for Students with Disabilities at 471-6259 (voice) or 232-2937 (video phone), or visit http://www.utexas.edu/diversity/ddce/ssd.
Honor Code: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Academic Integrity: Any work submitted by a student in this course for academic credit will be the student’s own work. For additional information on Academic Integrity, see http://deanofstudents.utexas.edu/sjs/acadint.php.

Religious Holy Days: By UT Austin policy, you must notify me of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, I will give you an opportunity to complete the missed work within a reasonable time after the absence.

Web Site: Canvas