



NATIONAL ENDOWMENT FOR THE HUMANITIES

DIVISION OF EDUCATION PROGRAMS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously-funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the current Institutes guidelines, which reflect the most recent information and instructions, at <https://www.neh.gov/grants/education/humanities-initiatives-historically-black-colleges-and-universities>

Applicants are also strongly encouraged to consult with the NEH Division of Education Programs staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: *Classical and Contemporary Literature from South Asia*

Institution: Claflin University

Project Director: Mitali Wong

Grant Program: Humanities Initiatives at Historically Black Colleges and Universities

Project Title: *Reading Classical and Contemporary Literature from South Asia through an Interdisciplinary Literary Lens*

Institution: Claflin University, 400 Magnolia St., Orangeburg, South Carolina 29115

Project Director: Dr. Mitali Wong

Grant Program: NEH Humanities Initiatives at Historically Black Colleges and Universities
CFDA Number: 45.162

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Summary

With a Humanities Initiatives at Historically Black Colleges and Universities award, the School of Humanities and Social Sciences at Claflin University, an HBCU, will organize collaborative faculty workshops on classical and contemporary literature from South Asia composed by diverse writers. This project will enhance the humanities content of existing programs by infusing texts from an area that is still underrepresented in most American textbooks on world literature. The main goal of this initiative is to build upon Claflin University's nine (9) existing faculty and student exchange programs with nine universities in the Indian subcontinent. The reading of literature from South Asia in humanities courses will (i) contribute to a richer understanding of the very diverse literary heritage of this region, (ii) encourage inquiry into the current geopolitical significance of this region, as well as (iii) increase interest in exchange programs among students and faculty. However, most students may not be able to travel to Asia. Hence, reading the literature will broaden the horizons of those who may not have the opportunity to travel as well as of those who do.

Claflin's strengths in African American literature and studies will be complemented by interdisciplinary introduction to classical and contemporary literature from South Asia using a comparative approach. The selected texts for the workshops are representative of almost one thousand years of literary heritage from the medieval period to the present and come from Pakistan, India, Bangladesh, and Afghanistan. Texts presenting themes and concerns that can be compared with dominant themes and concerns in the canon of African American literature have been selected to make the readings more relevant to Claflin University's students. Collectively, Humanities faculty in English, foreign languages, history, and social sciences will come together and study with four consultants as well as in groups to infuse some of the content into their courses. The project will have four parts: (1) **monthly workshops** (with stipends) for faculty. Four workshops per semester for four semesters for ten participants are planned from January 2012 to December 2013. Faculty members who choose to participate will make a commitment to infusing materials from the workshops into their courses, and to assess the results. (2) **Lecture series** by scholars open to the university and public; (3) **An interdisciplinary special topics course on "South Asia: Texts and Contexts"** will be developed for delivery in two formats: one, on campus, and the other, in a compact format with a study abroad component in which a Claflin University professor will travel for a short period of time with a class to one of the institutions in South Asia; (4) The **results** of teaching and learning from this project will be **disseminated in the form of faculty-student panels/presentations** at Claflin University's Annual Regional English and Language Arts Pedagogy Conference in October 2012 and October 2013. Panels will also be submitted to the Annual British Commonwealth and Postcolonial Studies Conference.

The **budget** includes funds for a public lecture series, for reading materials for the faculty workshops, faculty stipends for ten workshop participants, summer stipends for project director and two program specialists, stipend and travel for an external evaluator, and a stipend for one student assistant (with exceptional academic ability in the humanities) per semester. Claflin University will share approximately 43% of the entire project costs in the form of time and effort put in by the project director and the program specialists during the two academic years.

Intellectual Rationale

Founded in 1869, primarily to educate freed slaves, Claflin University was the first university in South Carolina open to all regardless of race, class, or gender, making the understanding of diversity part of the university's venerable tradition. Currently, Claflin University has several faculty and student exchange program agreements of which nine (9) agreements are with institutions in South Asia (Appendices 4 and 5). In keeping with Claflin University's history, vision, and the goals of the School of Humanities and Social Sciences, this project plans for a multifaceted, interdisciplinary, literature-based humanities program that will open up a new area of collaborative study for faculty with a commitment to infusing new content into undergraduate humanities courses for students. The project *Reading Classical and Contemporary Literature from South Asia through an Interdisciplinary Literary Lens* will organize collaborative faculty workshops on classical and contemporary literature from South Asia composed by diverse writers. The primary objective is to enhance the humanities content of existing programs by infusing texts from an area that is underrepresented in commonly used American textbooks on world literature such as *The Norton Anthology of World Masterpieces*, *The Longman Anthology of World Literature*, and *One World of Literature (Wadsworth)*.

The selected texts for the workshops represent almost one thousand years of literary heritage and come from Afghanistan, Pakistan, India, and Bangladesh. The main goal of this initiative is to build upon Claflin University's existing faculty and student exchange programs with nine universities in the Indian subcontinent. The reading of literature from South Asia will (i) contribute to a richer understanding of the very diverse literary heritage of this region, (ii) encourage inquiry into the current geopolitical significance of this region, as well as (iii) increase

interest in exchange programs among students and faculty. (However, most students may not be able to travel to Asia. Hence, reading the literature will broaden the horizons of those who may not have the opportunity to travel as well as of those who do.) (Appendices 9,10,11)

Clafin's strengths in African American literature and studies will be complemented by interdisciplinary introduction to literature from South Asia. To make the content relevant to faculty and students at Clafin University, the workshops introduce selected classical and contemporary literary texts from South Asia that contain themes that compare with themes in the canon of African American literature. Our program will reach students, faculty, and members of the public, providing access to speakers with expertise in their disciplines. Humanities faculty from disciplines such as English, foreign languages, history, and social sciences will collectively study a neglected area of world literature developing strategies for infusing some of this content into their courses.

The selection of countries and literature is based upon the common literary, linguistic, and cultural heritages of this region. These countries share a common history from the middle ages to the nineteenth century and literary traditions that reveal a strong Persian influence. Reading this literature enhances our understanding of literary history, literary traditions, literary genres, and the philosophical messages of the selected texts from the perspective of **comparative literature** studies. The selection of texts is based upon a balanced historical perspective that recognizes that this region was under Muslim rule from the middle ages to the middle of the nineteenth century when Britain officially colonized most of South Asia. About a third of the world's Muslims currently live in this region, hence the workshops will include an understanding of Islamic literary heritage.

Content and Design

This two-year program (January 2012-December 2013) will be implemented in four overlapping sets of activities:

1. The first set of activities will develop faculty expertise in the selected works of literature through monthly collaborative workshops in which faculty will study in groups consulting with experts in the field. These activities will be designed and organized by the project administrators. Applications to participate will be solicited from faculty in the humanities and social sciences. The participating faculty will come from among those in humanities and social sciences who are committed to using literary texts from the proposed geographic areas in their undergraduate teaching. Each participant will receive a set of **primary texts** for each semester (Appendices 2A-2B). Selected **secondary sources** will be acquired and placed on reserve in Claflin University's H.V. Manning Library (Appendix 3). The training sessions will span four semesters (Spring and Fall 2012, and Spring and Fall 2013). There will be a preliminary meeting in which participants will sign agreements, and receive the texts for the semester as well as the schedule of workshops and the public lecture. They will commit to using selected content from the proposed works in their courses in at least one of the two subsequent semesters.
2. The second set of activities will entail infusing some of these works of literature or excerpts from them into units within specific course syllabi. Faculty will infuse curriculum after training during the first phase as they become well-versed with the selected texts. The curricular changes during the grant period will be implemented during

Fall 2012, Spring and Fall 2013. The curriculum infusion is expected to continue in subsequent semesters.

3. There will be one public lecture by an expert each semester and a discussion forum with faculty workshop participants. Four public lectures are planned. Letters of commitment and vitae are attached in Appendices 7 and 8.
4. Dr. Gaynell Gavin and Dr. Mohammed Yousuf will design a new interdisciplinary special topics class in two formats focusing on South Asian texts and contexts that can be modified to study different geographical regions and time periods. One format will be for on-campus delivery, and the other format will be a study abroad compact course where a Claflin professor will travel with students for a mini semester to a South Asian institution that has an agreement with Claflin.

The **detailed list of workshops, themes, readings, and authors is provided in the work plan in Appendix 2.** In the spring semester of 2012, the major themes are “The influence of Persian classics (leadership and spirituality)”. The classics of Persian, Urdu and Hindi read in translation include *The Shahnameh: The Persian Book of Kings* by Abolqasem Ferdowsi (940-1020) a Persian poet, *The Garden of Heaven: Poems of Hafiz* written by Hafiz (1324-1391) who was a master of the genre of the “ghazal”, *Ghalib: Life, Letters and Ghazals* by classic Urdu poet Mirza Ghalib (1797-1869), *Khusro, the Indian Orpheus: A Hundred Odes* by Amir Khusro (1259-1325) Hindi and Persian poet , excerpts from *The Rámáyana of Tulsi Dás* by Indian Hindu philosopher and poet Tulsi Das (1532-1623), excerpts from *Couplets from Kabir; Kabir Dohe* and *Kabir: Ecstatic Poems* by classical Indian mystic poet Kabir Das (1440-1518), *The Baburnama: Memoirs of Babur, Prince and Emperor* by the founder of the Mughal dynasty in

India Zaheeruddin Babur (1483-1530), and *The History of Humayun: Humayun Nama* by Gulbadan Begum (1523-1603), the daughter of first Mughal emperor Babur and sister of second emperor Humayun.

In the fall semester of 2012, the major themes are “Spirituality, nationalism, liberation from injustice, marginalization and oppression”. The classics of colonial literature translated from Bengali and Urdu as well as Indian English writing include excerpts from *Gitanjali* by Indian Nobel laureate Rabindranath Tagore (1861-1941), selected poems from *Rebel and Other Poems* by the national poet of Bangladesh Kazi Nazrul Islam (1899-1976), selected poems from *Allama Iqbal: Selected Poetry* by Pakistan’s national poet Sir Muhammad Iqbal (1877-1938), *The Essential Gandhi: An Anthology of his Writings on His Life, Work, and Ideas* by Mahatma Gandhi, edited by Louis Fischer, and Mulk Raj Anand’s novel *Untouchable* (1935) that presents parallels with stories of slavery era. Also included are Dhan Gopal Mukerji’s *Caste and Outcast*, an early South Asian American memoir of marginalization with African-American parallels, and Raja Rao’s novel *Kanthapura* of a village in South India joining Gandhi's movement, presenting parallels with the Civil Rights era.

In the spring semester of 2013, themes include “the quest for identity and liberation”, and readings from postcolonial and contemporary literature include selected poems from *Poems by Faiz* composed by leading Urdu poet Faiz Ahmed Faiz (1911-1984), selected poems from *Collected Poems* of Nissim Ezekiel (1924-2004) , Indian Jewish poet who influenced many postcolonial Indian poets, and *Encountering Kamala* by Kamala Das (1934-2009) , an Indian woman poet known for daring erotic imagery who wrote in two languages (Das was a Hindu who converted to Islam late in life). Contemporary works include *Fault Lines: A Memoir* by Indian

American poet Meena Alexander, *The Pakistani Bride* a novel about a woman's quest for liberation by Pakistani American novelist Bapsi Sidhwa, and Selections from *Words without Borders* (Online literary magazine) Special issue (September 2010) on Urdu Fiction from India (ed. by M. Umar Memon). Literature from Afghanistan includes selections from *Words without Borders* (Online literary magazine) Special issue (May 2011) on Contemporary Literature from Afghanistan, contemporary Afghan novelist Khaled Hosseini's *The Kite Runner* (2004), and contemporary Afghan novelist Atiq Rahimi's *Earth and Ashes* (2003).

In the fall semester of 2013, themes include “national identity, rags to riches in the era of globalization”, and readings in postcolonial and contemporary literature include British Indian Sir Salman Rushdie's novel *Midnight's Children* (2006) with its historical allegory and magical realism, Pakistani novelist Mohsin Hamid 's allegorical *Moth Smoke* (2001) , and Indian journalist Arvind Adiga's epistolary novel *The White Tiger* (2008), winner of Britain's Booker Prize, which shows the influence of African American novelist Ralph Ellison's *The Invisible Man*.

Project Staff, Guest Lecturers, and Participants

The **project's** three primary **staff** are Drs. Mitali P. Wong, Gaynell Gavin, and Mohammed Yousuf. Dr. Wong, Professor of English, will serve as the Project Director. She is fluent in Hindi and Bengali and well-versed in the literary canon of literature in these languages. Her book publications include *The Fiction of South Asians in North America and the Caribbean* (co-authored with Dr. Zia Hasan). She will coordinate the workshop schedule and the lecture series also providing necessary expertise for the workshops in the areas of colonial and postcolonial South Asian literature. Dr. Gavin, Assistant Professor of English, will serve as

Project Specialist working with understanding and comparing literary genres in the faculty workshops. She is the author of critical and creative works, published in multiple genres (literary nonfiction, fiction, and poetry), including *Intersections* (a chapbook). Drs. Wong and Gavin have extensive experience teaching writing and literature classes. Dr. Yousuf, Assistant Professor of Political Science, will also serve as Project Specialist coordinating curriculum infusion in this project, understanding the philosophy of Muslim writers, and the history of the selected region. For several years, he provided leadership with staff development activities at Claflin University and has administrative experience in this area. He researches South Asian international relations, he reads Urdu and basic Farsi , and is familiar with the literary canon of these languages. Drs. Gavin and Yousuf will collaboratively develop and team teach the upper division interdisciplinary special topics course, South Asia Texts and Contexts. Short CVs for Drs. Gavin, Wong, and Yousuf are attached in Appendix 6.

Each semester, **one part-time student assistant** will be selected on the basis of special aptitude in the humanities to work with the faculty members and to conduct research.

Guest lecturers who will also serve as expert consultants (Appendices 7 and 8) are Dr. Muhammad Umar Memon, Professor Emeritus of Islamic Studies, Persian, Urdu, University of Wisconsin-Madison, Dr. Thibaut d'Hubert, Assistant Professor of South Asian Languages and Civilizations, University of Chicago, Dr. Waqas Khwaja, Associate Professor of English, Agnes Scott College, and Dr. Deepika Bahri, Associate Professor of English and Director of Asian Studies, Emory University.

The workshop **participants** will be faculty members at Claflin University.

Institutional Context

Clafin University is a Methodist-affiliated historically black university founded in 1869, primarily for the education of freed slaves. It was the first institution of higher education in South Carolina to practice non-discrimination on the basis of race, gender, or class. This project conforms to Clafin University's history and vision to be "recognized as one of the premier undergraduate teaching and research universities in the world that prepares effective and visionary leaders with global perspectives." The university's mission includes development of "skills and character needed for engaged citizenship and visionary and effective leadership," as well as "critical and analytic thinking, independent research, oral and written communication skills," skill which our humanities general studies courses are specifically designed to develop through "disciplined study to explore and confront higher education in South Carolina to practice non-discrimination on the basis of race, gender, or class". Although nearly 1,800 students from 45 South Carolina counties, 23 States, and 18 countries attend the university, approximately 80% of these students are from the rural South and in particular need of education that broadens horizons. Nonetheless, graduates of the school's programs have achieved careers via graduate and professional schools, seminaries, and direct entry into the work force.

The School of Humanities and Social Sciences is a hub of social, cultural, historical, artistic, musical, theatrical, civic, and linguistic events offered to the public. The School of Humanities and Social Sciences consists of six departments: Art, English and Foreign Languages, History and Sociology, Mass Communications, Music, and Philosophy and Religion; and offers 14 major programs including three Teacher Education programs. With 65 full-time faculty members (of 115 full-time faculty), it is Clafin University's largest school, academic

home to approximately 550 students, producing about one-half of the university's graduates annually, and providing a core education for every student through 30 credit hours of Humanities courses required by the general education curriculum. The Claflin University Catalog 2010-2011 includes **one course on South Asian History, one course on World Literature, and one course on Postcolonial Literature. There are approximately 600 books in the university library on South Asian literature, history, philosophy, and politics.** The H.V. Manning Library Humanities Collection contains 37,609 books: 3,068 in Art/Art Education, 1096 in African American Studies, 3, 846 in American Studies/History, 1514 in Broadcast Journalism/Mass Communications, 10,955 in English/Literature, 1080 in Law/Criminal Justice, 2672 in Music/Music Education, 8527 in Philosophy and Religion, 3,544 in Political Science, 259 in Public Relations, 862 in Sociology, 163 in Sound Recordings, and 23 in Humanities generally. There are also 146 periodicals and 35 INFOTRAC-based databases.

Follow-up and Dissemination

Follow-up and dissemination will include the following: (1) Evidence such as reader response journals and curriculum infusion plans will be collected each semester from workshop participants. (2) Faculty members will submit a panel proposal in 2012 for the British Commonwealth and Postcolonial Studies Conference 2013 held annually in Savannah, Georgia. (3) Teaching and learning experiences from this project will be disseminated in the form of faculty-student panels/presentations at Claflin University's Annual Regional English and Language Arts Pedagogy Conference in October 2012 and October 2013. (4) Reports based on the results of evaluations, teaching, and learning in courses that include South Asian literature

and the interdisciplinary special topics course on South Asia: Texts and Contexts will be presented at Claflin University faculty meetings.

Evaluation

Evaluation instruments will be developed by the three project administrators. Dr. Wong will write a mid-project report at the end of Year 1 and a final project report at the end of Year 2 on meeting **the following outcomes**: (1) curriculum infusion, (2) the implementation of the special topics course in two formats, (3) faculty-student research presentations at two conferences. Internal evaluation will be supported by Claflin University's Office of Assessment (Appendix 10) as follows: (i) participant surveys for public lectures, (ii) participant surveys for all workshops, (iii) student surveys for all courses infused with South Asian literature and the special topics course. Collaborating faculty members teaching units on South Asian literature, and/or the interdisciplinary special topics course will evaluate results of surveys, exams, and assignments each semester to determine success and/or need to modify teaching strategies and curricula in these classes as needed. A report from **an external consultant**, Dr. Farhat Iftekaruddin, Professor of English, University of Texas-Brownsville (CV and letter in Appendices 7 and 8) who is experienced in program evaluation and has considerable knowledge of South Asian literature, will be included at the end of each year.

Budget Narrative (optional)

Funding requested from NEH is \$99,922 for two years. Although cost-sharing is not required, Claflin University will share costs in-kind via the time and effort of the project director and two program specialists in the amount of \$74,840 over two academic years. Only summer stipends are requested from NEH by the project director and program specialists.

APPENDIX 2A

WORK PLAN, PRIMARY SOURCES, INFORMATION ON AUTHORS: Workshops schedule and the list of readings

READING CLASSICAL AND CONTEMPORARY LITERATURE FROM SOUTH ASIA THROUGH AN INTERDISCIPLINARY LITERARY LENS:

=====
Spring 2012 Semester:
Classics
=====

Workshop 1: Influence of Persian Classics (leadership and spirituality)

Abolqasem Firdousi (940-1020)

Persian poet well-known for his epic poem *Shahnameh* (“Book of Kings”), which is considered his masterpiece and Iran’s national poem.

The Shahnameh: The Persian Book of Kings
Abolqasem Ferdowsi (Author), Dick Davis (Translator), Azar Nafisi (Foreword)

Theme: Leadership

Shamsuddin Hafiz (1324-1391)

Persian poet, a master of *ghazal* genre, sometimes referred to as one of the three greatest world poets, along with Dante and Shakespeare.

The Garden of Heaven: Poems of Hafiz
Trans. Gertrude Bell

Theme: Spirituality

Workshop 2: Classics of Urdu and Hindi poetry (Love, Sufi spirituality, coping with adversity)

Mirza Ghalib (1797-1869)

Generally considered the greatest Urdu poet.

Ghalib: Life, Letters and Ghazals
Mirza Asadullah Khan Ghalib (Author), Ralph Russell (Editor)

Amir Khusro (1259-1325)

Indian poet who was “the earliest exponent of the *ghazal*.” His poetry contains, “the two streams of Persian and Hindi flowing side by side, waiting to be merged.”

Khusro, the Indian Orpheus: A Hundred Odes
Trans. Khalid Hameed Shaida, MD

Tulsi Das (1532-1623)

Indian philosopher; authored works devoted to Hindu god Rama

Excerpts from Tulsi Das’s *Ramayana* (leadership and sacrifice)

The Rámáyana of Tulsi Dás
Trans. Frederic Salmon Growse

Kabir Das (1440-1518)

One of the most prominent classical Indian mystic poets.

Excerpts from Kabir Das’s poetry (synthesis of Islam and Hinduism, spirituality)

Couplets from Kabir; Kabir Dohe, ed. by G.N Das
Kabir: Ecstatic Poems by Kabir and Robert Bly

Workshop 3: Medieval Nonfiction (Leadership)

Zaheeruddin Babur (1483-1530)

Founder of the Mughal dynasty in India. His autobiography, one of the earliest autobiographical writings in the Islamic world, is considered a literary classic.

The Baburnama: Memoirs of Babur, Prince and Emperor
Trans. W.M. Thackston, Jr.

Gulbadan Begum (1523-1603)

Daughter of first Mughal emperor Babur and sister of second emperor Humayun, known for her memoir/biography of Humayun (the *Humayun Nama*).

The History of Humayun: Humayun Nama by Gulbadan Begum. Trans. A. Beveridge

Workshop 4: Curriculum infusion and development

Planning for Fall semester 2012

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**Fall 2012 Semester:
Classics of the Colonial Period**

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Workshop 1: Classics of Bengali and Urdu poetry (spirituality, nationalism)

Rabindranath Tagore (1861-19410)

Indian poet and writer from Bengal; awarded Nobel Prize in Literature in 1913.

Excerpts from *Gitanjali*

Gitanjali by Rabindranath Tagore
BookSurge Classics, 2004. Price: \$10.99

Kazi Nazrul Islam (1899-1976)

National poet of Bangladesh.

Selected poems.

Rebel and Other Poems
Trans. Basudha Chakravarthy

Sir Muhammad Iqbal (1877-1938)

Philosopher and Pakistan's national poet; proposed the idea that later developed into the demand for the creation of Pakistan.

Selected poems

Allama Iqbal: Selected Poetry
Trans. K.C. Kanda

Workshop 2: Prose Classics (Liberation from oppression and injustice)

M.K. Gandhi

The Essential Gandhi: An Anthology of his Writings on His Life, Work, and Ideas
By Mahatma Gandhi, edited by Louis Fischer

Mulk Raj Anand

His novel *Untouchable* parallels with stories of slavery era.

Untouchable
Mulk Raj Anand(Author), E. M. Forster (Introduction)

Workshop 3: Early Indian English writing (liberation, marginalization)

Dhan Gopal Mukerji

An American memoir; marginalization; African-American parallels

Caste and Outcast
Dhan Gopal Mukerji (Author), Edited by Chang, Gupta, and Mankekar

Raja Rao

Kanthapura (novel): an entire village in South India joins Gandhian movement; parallels with Civil Rights era

Kanthapura
Publisher: Oxford University Press, USA; 2nd ed. (2011)

Workshop 4: Curriculum infusion

New course on South Asia Texts and Context developed in two formats

=====
Spring 2013 Semester:
Postcolonial and Contemporary Literature
=====

Workshop 1: Modern Poetry (Quest for self-identity)

Faiz Ahmed Faiz (1911-1984)

Leading Urdu poet in the second half of the twentieth century. He was a Pakistani “but because of the universality of his thought and a sympathetic vision, and because of his consummate art, his poetry is read and admired in both parts of the Indian subcontinent.”

Selected poems.

Poems by Faiz,
Trans. Victor Kiernan

Nissim Ezekiel

Jewish Indian poet who influenced many postcolonial Indian poets.

Collected Poems
Preface by Leela Gandhi
Introduction by John Thieme

Kamala Das

Woman poet known for daring erotic imagery, wrote in two languages; a Hindu who converted to Islam late in life.

Encountering Kamala
Kamala Das (Author, Illustrator), Andrew Arkin (Editor)

Workshop 2: Postcolonial Fiction and Prose

Meena Alexander

A woman poet’s memoir.

Fault Lines: A Memoir

Bapsi Sidhwa

A woman's quest for liberation

The Pakistani Bride (novel)

Various writers

Selections from *Words without Borders* (Online literary magazine)

Special issue (September 2010) on Urdu Fiction from India (ed. by M. Umar Memon)

Workshop 3: Fiction from Afghanistan (Quest for liberation, self-identity)

Various writers

Selections from *Words without Borders* (Online literary magazine)

Special issue (May 2011) on Contemporary Literature from Afghanistan

Khaled Hosseini

Contemporary Afghan novelist.

The Kite Runner (novel), 2004

Atiq Rahimi

Contemporary Afghan novelist.

Earth and Ashes (novel), 2003

Atiq Rahimi (Author), Erdag Goknar (Translator)

Workshop 4: Curriculum implementation and results of students' research

=====

**Fall 2013 Semester:
Postcolonial and Contemporary Literature**

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Workshop 1: National identities

Salman Rushdie

Allegory; magic realism

Midnight's Children (novel)

Publisher: Random House (2006)

Workshop 2: National identities

Mohsin Hamid

Allegory

Moth Smoke (novel)

Publisher: Picador; (2001)

Workshop 3: Rags to riches in the era of globalization

Arvind Adiga:

The White Tiger: a novel influenced by Ralph Ellison's *The Invisible Man*, depicts crime and corruption.

The White Tiger

Publisher: Free Press (2008)

Workshop 4: Results of curriculum implementation

Long term planning

APPENDIX 3

Books for Secondary Reference

READING CLASSICAL AND CONTEMPORARY LITERATURE FROM SOUTH ASIA THROUGH AN INTERDISCIPLINARY LITERARY LENS:

These and additional books will be purchased as supporting materials for workshops.
The books will be placed in the Claflin University library.

Spring 2013 Semester: Classics	
Author	Work
Avery, Peter	<i>Hafiz of Shiraz</i> Publisher: Other Press; 2 edition (2003) ISBN: 978-1590510704
Brend, Barbara	<i>Epic of the Persian Kings: The Shahnameh of Ferdowsi</i> Publisher: I.B.Tauris (2010) ISBN: 978-1848856561
De Bruijn, J.T.P.	<i>Persian Sufi Poetry: An Introduction to the Mystical Use of Classical Persian Poems</i> Publisher: Routledge (1997) ISBN: 978-0700703128

Das, Kabir	<i>The Bijak of Kabi.</i> Trans. Linda Hess and Shukdev Singh Oxford University Press (2002)
Faruqi, Shamsur Rahman	<i>Early Urdu Literary Culture and History</i> Publisher: Oxford University Press (2001) ISBN: 978-0195652017
Jindal, K.B.	<i>History of Hindi Literature</i> Publisher: Munshiram; 2nd Rev. and Enlarged Ed edition (June 1993) ISBN-13: 978-8121504546
Kanda, K.C.	<i>Masterpieces of Urdu Ghazal: From the 17th to the 20th Century</i> Publisher: Sterling Pub. (1992) ISBN-13: 978-8120711952
Kanda, K.C.	<i>Masterpieces of Urdu Nazm</i> Publisher: Sterling Publishers (2007) ISBN-13: 978-8120719521
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Pritchett, Frances	<i>Nets of Awareness: Urdu Poetry and Its Critics</i> Publisher: University of California Press (1994)

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Rai, Amrit	<i>A House Divided: The Origin and Development of Hindi-Urdu</i> Publisher: Oxford University Press (1992) ISBN: 978-0195628111
Singh, Khushwant, et al	<i>Celebrating the Best of Urdu Poetry</i> Publisher: Penguin India (2007) ISBN: 978-0670999057
Tagore, Rabindranath	<i>The Essential Tagore</i> Fakrul Alam, ed. Amit Chaudhuri (Foreword) Belknap press (2011)
Tagore	<i>Selected Short Stories</i> (Penguin Classics) William Radice (Translator, Contributor) Penguin, 2005
Tagore	<i>Selected Poems</i> Translations by Tagore, Sukanta Chaudhuri and Sankha Ghosh Publisher: Oxford University Press (2011) ISBN: 978-0198069645
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Classics of the Colonial Period	
Author	Work
Bailey, T. Graham	<p><i>A History of Urdu Literature</i> Publisher: Oxford University Press (2008) ISBN-13: 978-0195475180</p>
Faiz, Faiz Ahmed	<p><i>The Rebel's Silhouette: Selected Poems</i>, trans. Agha Shahid Ali University of Massachusetts Press (1995).</p>
Iqbal, Dr. Muhammad	<p><i>Shikwa and Jawab-i-Shikwa (Complaint and Answer): Iqbal's Dialogue with 'Allah'</i> Trans. Khushwant Singh, et al Oxford University Press, India (2010)</p>
Iqbal, Muhammad,	<p><i>Poems from Iqbal: Renderings in English Verse with Comparative Urdu Text</i> Trans. by V.G. Kiernan Publisher: Oxford University Press (2005) ISBN: 978-0195799743</p>
Iqbal, Muhammad	<p><i>The Secrets of the Self: A Philosophical Poem</i> Trans. Reynold Nicholson Publisher: CreateSpace (2011) ISBN: 978-1463524074</p>

Majeed, Javed	<i>Muhammad Iqbal: Islam, Aesthetics and Postcolonialism</i> Publisher: Routledge India (2009) ISBN: 978-0415445788
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Author	Work
Azfar, Amina	<i>The Oxford Book of Urdu Short Stories</i> Oxford University Press (2010)
Farooqi, Meher Afshan, editor	<i>The Oxford Anthology of Modern Urdu Literature:</i> Volume 1 --Poetry and Prose Miscellany Oxford University Press (2008)
Farooqi, Meher Afshan, editor	<i>The Oxford Anthology of Modern Urdu Literature:</i> Volume 2: <i>Fiction</i> Oxford University Press
	<i>An Evening of Caged Beasts: Seven Postmodernist Urdu Poets</i>

Farrukhi, Asif (Compiler, translator)	Publisher: Oxford University Press (1999) ISBN: 978-0195790207
Hussein, Abdullah	<i>Stories of Exile and Alienation</i> Trans. Muhammad Umar Memon Publisher: Oxford University Press (1998) ISBN: 978-0195778984
Ikramullah, Shaista Shurawardy	<i>A Critical Survey of the Development of the Urdu Novel and Short Story</i> Publisher: Oxford University Press (2006) ISBN: 978-0195472509
Memon, Muhammed Umar (Editor)	<i>The Colour of Nothingness: Modern Urdu Short Stories</i> Publisher: Oxford University Press (2007)
Malik, Hafeez, ed.	<i>Iqbal: Poet-Philosopher of Pakistan</i> Columbia University Press; 1971 ISBN: 978-0231033206

APPENDIX 4

List of universities with whom Claflin University has exchange agreements:

1. Kansai Gaidai, Osaka, Japan
2. United States International University, Kenya
3. Amity University, New Delhi, India
4. School of Management Sciences, Varanasi, India
5. Stamford University, Dhaka, Bangladesh
6. Southeast University, Dhaka, Bangladesh
7. Victoria University, Dhaka, Bangladesh
8. Northern University, Dhaka, Bangladesh
9. Asanullah University of Science and Technology, Dhaka, Bangladesh
10. Atish Dipankar University, Dhaka, Bangladesh
11. BRAC University, Dhaka, Bangladesh