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Please note that the information in this brief is tentative as faculty could still be in the process of developing or refining their module details.



Module Code and Title	Literatures of the Islamic World
Module Description	<p>What does it mean to speak about literature of the Islamic world? Can the Islamic be a salient category for the literary? With these broad questions in mind, this class will introduce students to the diverse literary traditions of the Islamic world, primarily from the post-classical (1350-1850) to the modern period (1850-current day). Considering works from a diverse group of literary traditions such as Persian, Turkish, Urdu, and Malay next to Arabic, we will consider the transformative role Arabic-Islamic literary culture has played in regions where Islam is the dominant religion. Within the modern period, we will ask not only how colonialism and the nationalisms that followed changed these literary landscapes, but also what critical aesthetic categories have nevertheless remained.</p> <p>This class is a general introduction to the literary traditions of the Islamic world. Noted scholar of Islamic literary culture in Southeast Asia, Ronit Ricci, coined the term “Arabic Cosmopolis” to describe the way the Arabic language and script were deployed in the regions where Islam took hold. Arabicization proved fundamentally transformative to the literary cultures affected by shifts in both writing system (the move to a variant of Arabic script) and normative discursive traditions (the importation of traditional Arabic literary forms). In this course, we will think about how Arabic genres were integrated into other literary traditions such as Persian, Turkish, Urdu, and Malay to see both the unity and diversity of the literary production in the regions that comprise</p>

	<p>“Islamic civilization” (a term we also want to unpack). How did the spread of Arabic-Islamic culture affect literary discourse throughout the non-Arabic speaking countries that adopted Islam? How did these literatures incorporate elements of their own traditions while nevertheless adapting to a dominant Arabic discursive tradition?</p> <p>The second half of the semester will shift to the modern period. How did the encounter with Western modernity affect the literary landscapes of these regions? At some moments, the literary traditions of the Islamic world can be seen to move further in the direction of Arabization, taking refuge in “Islamic tradition” in the face of the encroachment of European modernity. At other moments, they move toward a vernacular literary identity tied to emerging independent nation-states. We will consider the push and pull of these two tendencies, interrogating what continues to unify these literatures in the face of their fragmentation into so many discreet national entities.</p>
Learning Objectives	<p>To gain a thorough grounding in the central literary features and genres of the Islamic world from the post-classical to modern period</p> <p>Understand an alternative way to think about transnational literary circulation and influence</p> <p>Understand the necessity of reading non-Western literatures on their own terms as opposed to applying Western aesthetic criteria</p> <p>Understand the role of an alternative canon (i.e. Arabic) and its transformative power in the literary/cultural sphere</p> <p>Through essay assignments, develop a more fine-tuned ability to undertake literary analysis grounded in context (in contrast to the skills learned in LH, where historical context is secondary)</p>
Modes of Learning & Teaching <i>Please provide details of the learning activities learners will participate in etc.</i>	<p>Frequent short lectures by instructor paired with seminar discussion questions. Students will also do short presentations.</p>
Assessment Criteria <i>Please provide details of the assessment methods or what proportion of the overall grade is composed by each component of assessment</i>	<p>Assessment will be based on class participation (20%), short assignments like presentations & occasional blog posts (30%), and graded written assignments (50%).</p>
Required Reading List	<p>Required Reading List will be enabled at the following site during module registration: http://courses.yale-nus.edu.sg/required-reading-list/</p>
Reading List (additional/supplementary)	<p>Works may include but are not limited to:</p> <p>Primary Texts:</p>

	<p> <i>The Portrait of Abu i-Qasim al-Baghdadi al-Tamimi</i> (on being a party-crasher in medieval Iraq) <i>The Book of the Marvels of India</i> <i>An Ottoman Traveler: Selections from the Book of Travels</i>, Evliya Çelebi <i>Muslim Saints and Mystics: Episodes from the Tadhkirat al-Auliya'</i>, Farid al-Din Attar <i>Layli and Majnun</i>, Nizami <i>Kalila and Dimna</i>, Nusrallah Munshi The Urdu Poet Ghalib, selections Orhan Pamuk, specific novel TBA <i>The Earthquake</i>, Taher Wattar <i>Ambiguous Adventure</i>, Cheikh Hamidou Kane </p> <p>Secondary Texts will include but are not limited to:</p> <p> Selection, <i>Grammatology and Literary Modernity in Turkey</i>, Nergis Erturk Selection, <i>Islam Translated: Literature, Conversion, and the Arabic Cosmopolis of Southeast Asia</i>, Ronit Ricci Selection, <i>Arabic Poetics: Aesthetic Experience in Classical Arabic Literature</i>, Lara Harb </p>
Any other Information	