

Course Syllabus

English 2630-401 / Contemporary World Literature

Instructor and contact info:

Email: Please use Canvas to email me

Class Location:

Please use MODULES to find your homework.

Course Overview

Catalog: Survey of literature from all parts of the world. The goal of the course is to promote an understanding of the literary works in their cultural/historical contexts and of the enduring human values that unite the different literary traditions. Special attention is given to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.

Our Class: We will draw on global and postcolonial studies to gain perspective on the relationship between language and culture as a lens into the human condition through multiple genres of literary works. Discussions and analysis will be contextualized around the concepts that include translation, exoticization of less familiar cultures, post-colonialism, and the marketing of global literatures. We will read a variety of texts including novels, poetry, and short stories with an eye to how culture and literature inform each other and also move across borders.

Course Outcomes

By the end of English 2630, students should be able to...

- Analyze literary texts, make arguments about meaning, cite evidence to support analysis.
- Recognize and read various literary genres, including novels, short stories, and essays.
- Compare and explain divergent, culturally specific, critical interpretations of a text.
- Recognize and discuss similarities in literature and the human condition across the globe.
- Recognize and examine the interconnectedness, interdependence, and/or complexity of international and global systems.
- Describe the integration of world economic, political, and cultural systems and the way they impact and are reflected in literature.
- Explore the complexities of identity, including how deeply rooted identity is in culture, language, religion, race, ethnicity, geography and/or relationship to power.
- Investigate and discuss topics extending beyond the borders of the United States, or about the United States in a comparative and/or interpretive framework.

Required Texts

Chinua Achebe, *Things Fall Apart* (novel)

Jamaica Kincaid, *A Small Place* (novella)

Marjane Satrapi, *Persepolis* (graphic novel)

Bohumil Hrabal, *Too Loud a Solitude* (novella)

Gabriel Garcia Marquez, *Leaf Storm* (very short novella)

Various short stories, poems and critical theory readings – on Canvas

****Note:** I have made every effort to reduce the cost of texts by providing links and other items on Canvas for your access. You may be required to print. Having the texts, reading them, and bringing them to class are the minimum expectation. Not having the text will affect your grade.

Course Requirements

You must complete all major (formal) writing assignments and exams to pass the course. Each assignment will be worth a portion of the course grade and will be discussed in detail in class. Your final grade is determined according to the following weighting:

| | |
|---|-------------|
| Project 1: Literary Analysis (2 parts) | 20% |
| Reading Quizzes | 10% |
| Project 2: Virtual Gallery Group Project | 20% |
| Project 3: Final Project with choice (Signature Assign) | 25% |
| Participation and Informal Writing (in-class work and discussion, Canvas discussions and posts, helping others learn) | 20% |
| ePortfolio and Reflection | 5% |
| <i>Total</i> | <i>100%</i> |

Final grades will be given based on the following percentages:

| | | | |
|----|---------|----|--------|
| A | 93-100% | C+ | 77-79% |
| A- | 90-92% | C | 73-76% |
| B+ | 87-89% | C- | 70-72% |
| B | 83-86% | D+ | 67-69% |
| B- | 80-82% | D | 60-66% |
| | | F | 0-59% |

Important Dates

- Last day to add a class: [date depends on semester]
- Last day to drop a course with 100% refund: [date depends on semester]
- Last day to withdraw without refunds: [date depends on semester]

- Dates/holidays when classes are not held: [various dates, e.g., Spring Break, Labor Day, Holiday breaks etc.]
- Last day of class: [date depends on semester]
- Reading Day: [date of the Friday before finals week depending on semester]
- Final Exam Period: [Varies by semester, day-schedule, and time.]
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General Education

General Education is the part of SLCC's curriculum shared by all students seeking a degree. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants. It provides broad exposure to multiple disciplines and forms the basis for developing important intellectual and civic capacities. Regardless of your major, General Education courses build a foundation of broad knowledge and skills that help you in your further career and life. For more information, see <http://www.slcc.edu/gened/>

Humanities (from General Education Handbook)

HUMANITIES (HU) Humanities courses focus on the study of how people understand and express human experience, and how human experience shapes our understandings of ourselves and the world. Focusing on the literary, philosophical, artistic, religious and/or linguistic expressions of individuals, past and present, the Humanities explore the underlying quality of cultural products, and what that quality tells us about the values, ideas, and meaning-making practices of individuals and their culture, as well as our own. Courses in the Humanities primarily use the tools of interpretation, critical analysis and evaluation of primary sources: texts, performances, art symbols, cultural and historical systems, and/or other forms of expression. Their methods employ historical interpretation, rhetorical, literary, aesthetic and philosophical analysis, as well as the cultivation of style, creativity and imagination as part of an analytical framework.

LEARNING OUTCOMES: Upon completing an HU course, students will be able to:

- Derive evidence from primary sources regarding the complexities and changes in human experience and understandings through analytical reading and critical reasoning and evaluation.

- Describe and critically analyze how human experience, values and understandings, and conceptual frameworks regarding self and world are shaped by human agency along with social, cultural, linguistic, technological, and/or historical circumstances; and vice versa.
- Demonstrate attentiveness to the ways language, images, or acoustic media communicate meaning.
- Demonstrate appropriate use of verbal, perceptual, or imaginative skills when organizing meanings, developing a sense of self, and balancing potentially disparate values.

The study of world literature gives us an opportunity to recognize the interconnectedness of global cultures and phenomena.

ePortfolio

Each student in General Education courses at SLCC maintains a **General Education ePortfolio**. Instructors in every Gen Ed course will ask you to put at least one assignment from the course (known as the “Signature Assignment”) into your ePortfolio and accompany it with reflective writing. See “Assignments” above.

It is a requirement in this class (5% of course grade) for you to add a Signature Assignment and reflection to your ePortfolio. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit <https://www.slcc.edu/eportfolio/>

After creating your ePortfolio:

1. Copy the URL in the web address bar for your “Welcome page” (e.g. “slcc.digication.com/john-smiths-eportfolio”)
2. Log into “my.slcc.edu”
3. Click on “Academics & Records”
4. Locate the ePortfolio section on the bottom right-side of the page
5. Click “Submit ePortfolio”
6. On the left side of the page under “General Education ePortfolio”, click “Submit”
7. Paste the URL for your ePortfolio’s “Welcome page” into the blank box
8. underneath “Enter ePortfolio URL”
9. Click “Save”

If you would like in-person help with your ePortfolio please visit an ePortfolio Lab on the Taylorsville-Redwood, Jordan, or South City Campus during business hours, and staff will help you. No appointment necessary. You can also make an online or phone appointment with a lab specialist. For lab hours, locations, and appointments please look at the following site:

<https://www.slcc.edu/eportfolio/remote.aspx>

Questions regarding the ePortfolio can be directed to
<https://www.slcc.edu/eportfolio/contact.aspx>

Inclusivity and Etiquette

Class discussion is a major element of this course, and your willingness to participate in discussion is crucial. Therefore, you should come to class prepared and ready to engage with the professor and your classmates in conversation about the reading and our class ideas. Every student is expected to participate in class discussion regularly. (Note: If you feel unable to participate in discussion but would still like to take the course, you should message me and we can create an alternate assignment to earn your participation grade).

It is our goal to foster an open and inclusive community of engaged learners, exhibiting respect for each other and encouraging each other's participation. Class topics will sometimes address controversial issues, and it is crucial to remain respectful, tolerant, and courteous of your classmates during all discussions. It is productive to express your ideas, question ideas, and disagree on ideas. It is not productive or acceptable to attack a person or their identity.

Technology

We will rely on Canvas during this course. This means you should expect to use a computer with internet access pretty frequently and plan ahead. Because this course utilizes OER instead of a textbook, you will need access all course material via Canvas, and you may be required to print out articles for class.

Conferences

When you have questions about an assignment, when you would like to talk about your ideas for an assignment before it is due, or when you have questions about other issues, these are all excellent times to drop by my office at the posted office hours above; no need to schedule in advance. If you can't attend my regular office hours, you can contact me to arrange an appointment at another time that is convenient to us both.

Formal Project Expectations

This course has formal essays and/or exams. These constitute a significant portion of your grade. The grading criteria for each will be discussed when we go over that section of the course. You will have opportunities to discuss your ideas and develop your analysis in class through discussions and peer review sessions. Any possible exceptions to any deadlines must be negotiated with me ahead of the rough draft due date.

Final drafts of your formal projects are due at the beginning of the class specified on the course schedule. All formal assignments must be completed to pass the course.

MAJOR PROJECT 1: Literary Analysis Essay

You will write a formal essay that includes analysis (with a thesis) and reflection on something specific you would like to analyze in one of the many works covered thus far in the semester. For this project you are to take on an interpretively difficult or problematic poem, short story or

theme/section of a novel and write a brief paper presenting the interpretive problem and exploring possible solutions/analysis with citations. Ideally, in the course of working on this paper, you will offer analyses in a way that is satisfying for you and convincing to your reader. Instructions and grading criteria are outlined on the assignment sheet and will be covered in class.

MAJOR PROJECT 2: GROUP PROJECT—VIRTUAL GALLERY OF LITERATURE AND A COMMON HUMANITY FOCUS

Your purpose as a group is to develop a virtual exhibit that introduces online visitors to a particular social justice concept in world literature studies and diverse cultures and problems. Categories could include anything from ageism, class, gender or race/nationality. See the PEOPLE tab to identify which category you would like to explore. The exhibit will include visuals, sound, film clips, new articles, artwork, and other media you can think of, along with accompanying short texts to clarify the relationships among elements of the exhibit. Your exhibit must connect literary works that address the focus or topic you are considering and how those works identified, addressed and/or contributed to change in the way humans identify with and address certain topics through literary or journalistic practices.

MAJOR PROJECT 3: Comparative Literary Analysis with multi-modal options for analysis—SIGNATURE ASSIGNMENT

This final project offers you various options that allow you to demonstrate your cumulative knowledge about world literature and practices in analysis and critical thinking. You will write creatively and analytically by comparing two literary texts along thematic lines or by creating and analyzing your own literary text.

Participation

Because this class relies on your contributions in discussions, workshops, and other class activities, your participation is also important. Participation means taking responsibility for your learning. This means attendance is also important on broadcast days. Please email me if you will have a problem attending a class.

The following rubric explains participation expectations:

- A-B = you are prepared and contribute readily to the class discussion; make thoughtful contributions to the conversation that reflect an analysis and synthesis of readings and/or prior discussions; respect the views of fellow students; actively engage in small group activities and learning assignments
- B-C = you participate in discussions, but the content of contributions reflects a lack of preparedness and/or reflects primarily your opinion without supportive rationale from readings and/or prior discussions; you may demonstrate attentive listening and note taking; however, you sit on the sidelines during large group discussions and/or small group learning activities and assignments
- C-D = you participate minimally but demonstrate a clear lack of preparedness; demonstrate occasional attentive listening; occasionally participate in group activities

- E= you are absent, or if you are in class you do not participate; demonstrate a clear lack of preparedness; appear disinterested in the course material; may be disruptive to small group activities as evidenced by bored body language, disruption, and/or non-participation

In addition to the expectations outlined above, you are expected to do all online work; complete all reading assignments on time; help your classmates learn by your responses; spend adequate time out of class for writing and class preparation; and ensure your respectful engagement in discussion.

Informal Writing Projects

Informal writing projects are designed to help you grasp course concepts and extend your learning; they will be assigned throughout the semester and will include Canvas posts, drafting, and peer-review. Informal writing projects are interwoven with the readings and discussions we will have.

RESOURCES

Publication Center

The English Department administers the Publication Center (<http://slccpublicationcenter.com>) (AAB 137), a space dedicated to helping students develop multimedia projects (as well as many other types of projects). Please consider this resource as you undertake your projects in this course.

POLICIES

Late Work: I do not generally accept late work after seven days because it often distracts from important work for the next assignment. If turning in late work, you'll be penalized 5% points each day and with no exceptions after seven class days. I may make accommodation for unforeseen circumstances on an individual basis.

Communication: Please let me know what's going on. If you are having trouble making it to class, completing work, etc., I may or may not be able to make accommodations, but I will try.

Plagiarism: Students commit plagiarism when they submit another author's work as their own. Plagiarism also includes the failure to attribute unique phrases, passages, or ideas to their original source. Plagiarism is a violation of the student code of conduct. If you're ever unsure about whether you are or might be plagiarizing, ask me and I'll help you figure it out. Please see the **Institutional Syllabus** on Canvas for links to learning and health support resources available to you.

Course Schedule:

- Orientation Module
- Introduction/Theoretical Perspectives. Week 1: Aug. 20-25, 2024
 - See Canvas for schedule of activities and readings including weekly discussion and reading quiz

- Literature African Continent: Weeks 2, 3 & 4, Aug. 26-Sept. 15, 2024
 - See Canvas for schedule of activities and readings including weekly discussion and reading quiz
- Caribbean Literature: Week 5 & 6: Sept. 16-29, 2024
 - See Canvas for schedule of activities and readings including weekly discussion and reading quiz
- Literature of India: Week 7 & 8:
 - See Canvas for schedule of activities and readings including weekly discussion and reading quiz
 - MAJOR PROJECT 1 DRAFT/PEER REVIEW OF LITERARY ANALYSIS
- Week 9: Oct. 14-20 (Fall Break, Oct. 17-18)
 - See Canvas for schedule of activities and readings including weekly discussion and reading quiz
 - MAJOR PROJECT 1 SECOND DRAFT OF LITERARY ANALYSIS
- Middle Eastern Literature: Weeks 10 & 11: Oct. 21-No.-3, 2024
 - See Canvas for schedule of activities and readings including weekly discussion and reading quiz
- Asia & Pacific Island Literature: Weeks 12-13: Nov. 4-17, 2024
 - See Canvas for schedule of activities and readings including weekly discussion and reading quiz
 - MAJOR PROJECT 2: VIRTUAL GALLERY GROUP PROJECT: LITERATURE, HUMANITIES AND/OR SOCIAL JUSTICE
- Central & Eastern European Literature: Week 14: Nov. 18-24, 2024
 - See Canvas for schedule of activities and readings including weekly discussion and reading quiz
- Latin American Literature: Weeks 15-16: Nov. 25-Dec. 6, 2024
 - See Canvas for schedule of activities and readings including weekly discussion and reading quiz
 - MAJOR PROJECT 3: CHOICE OF NARRATIVE/CRITICAL LITERARY ANALYSIS/ FILM STUDY
 - ePORTFOLIO WITH FINAL REFLECTION AND SIGNATURE ASSIGNMENT