

CARLETON UNIVERSITY  
GLOBAL AND INTERNATIONAL STUDIES  
Winter 2025  
GINS 2020 A

# Global Literature: Our World through Memoir

Lecture Day and Time: Thursday 15:35-17:25

## General Contact Information

**Professor:** Sandra Fahy, Ph.D.

**Drop in Office Hours:** Tuesday from 2pm – 4:00pm Dunton Tower 21<sup>st</sup> floor room 2121

**Email:** [sandra.fahy@carleton.ca](mailto:sandra.fahy@carleton.ca) Use the phrase “BGInS 2020A” in the subject line of email and address your email to Professor Fahy and your TA

## Lecture Dates:

January 9, January 16, January 23, January 30, February 6, February 13, February 20, **NO Lecture or Tutorial during Reading week from 17 until the 21,** February 27, March 6, March 13, March 20, March 27, April 3 (last class)

## Teaching Assistants and Section:

When E-mailing your TA use “GINS 2020 TA A\_” (fill in the \_ with your section). Ensure that your email has your full name and student number in the signature line.

## General Important Dates for Carleton Students:

<https://calendar.carleton.ca/academicyear/#winter2025>

## Carleton University Freedom of Speech Policy

“As an institution of higher learning anchored in the ideals of open inquiry and debate, the University’s students, staff, and faculty have the freedom of speech to articulate their views. Pursuant to the Carleton University Act, the essential purpose of the University is to engage in the pursuit of the advancement of learning, the dissemination of knowledge, and the intellectual development and betterment of its community. To achieve this purpose, members of the University have freedom of speech, which is defined as the right to examine, question, investigate, speculate, comment and criticize except insofar as limitations are necessary by law or the functioning of the University. The purpose of the University also depends upon an environment of respect and tolerance. Every member needs to be able to learn, teach, live and work free from harassment and discrimination... Disagreements and dissenting views make for a vibrant academic culture. The University strives to find a balance between allowing for critical views to be expressed civilly on campus and not obstructing the freedom of others to communicate their views. In exercising free speech, staff, students and faculty are encouraged to consider the value of mutual respect. Informed, thoughtful and respectful argument, even

when disagreement is profound, benefits the University community and fosters its essential purpose.”

The full document can be accessed here: <https://carleton.ca/equity/policies-procedures/>

### **Preparing for our Course**

All reading materials are available online at Brightspace, via hyperlinks within this syllabus, or at the library. **It is your responsibility to find and read the materials before each lecture and tutorial.**

## **Introduction to Our Course**

How should one go about creating a twelve-week course that covers the subject of Global Literature? Where should we begin in time and place? Empires have risen and fallen, languages have evolved and some have died; countries that once existed exist no longer. And we only have twelve weeks! I must teach you in English. Your time is limited. Perhaps you are not yet familiar with reading lengthy books. Top this all off with the fact that this is a required course for your degree! All these questions and issues come to mind even before we ask: how should one *define* “global literature?” How can one be sure we capture enough of Global Literature, however we define it, to ensure that you gain a thorough education on the topic?

In the process of creating the course, I asked our new unusual friend Chat GPT to create a twelve-week course on global literature. The platform populated a screed that was obvious and unimaginative. Luckily, the human mind is not an algorithm. And that is what I used to build this course, rather than Chat GPT. For fun, I’ll ask you to do that too, then compare our syllabus with it.

After much deliberation, and considering my audience of predominantly young university students, I have decided to approach the topic of Global Literatures through *memoir*. What this means is that I have selected several powerful memoirs (some very short, others very long, and one is technically not a memoir but a documentary made by the Chinese Communist Party, some are famous, others are unknown, some out of print) which tell us about their time and place. They also offer different points of view, showing the value of “viewpoint diversity.” Recall that not all value is the same; some things are valuable because of how starkly they divert from the norm, or the majority. Some of these memoirs tell us an unusual *version* of their time and place that further expand our understanding of history.

It is my hope that these memoirs will open up more of your world to you. This is a world that predated you, but nevertheless is yours. These are memoirs of people you do not know, and yet in the process of reading it is my hope that you find resonance with the authors, that you are a fellow human traveller, bound up with all of the emotions and struggles of being alive in a world that is so varied, in countries and places and politics that ask different things of you. This is a core feature of Global and International Studies.

And, memoir is a great genre because it is what the mechanical engineers might call a time travel machine, and what psychologists might call a personality dissociation – we get to dip into the body and mind of another! Magic! Yet, we must recall that the “I” is an unreliable narrator. After all, memory is fallible. And humans have ego, a deep desire to avoid public embarrassment. Will these authors really share their thoughts with us, even those that make them look bad?

These memoirs reach back more than one hundred years and lead to the present day. They touch on the personal struggle amidst the broader political, economic, and geographic movements of the era.

### **Learning Outcomes**

- Learn to think and write clearly
- Learn to articulate your thoughts with reference to the readings
- Learn how different points of view shape the record of historical events
- Learn to assess what influences different the points of view

### **Our Course Objectives**

- To read memoirs from around the world
- To understand the strengths and weaknesses of memoir as a genre of world literature
- To write in a manner that is clear, professional, and sophisticated

### **Assessment**

There are four areas of assessment in the course. The first concerns attendance. All students are expected to attend all lectures and tutorials on time and in person. Physical attendance forms a portion of your grade. This is a foundational course in the Bachelor of Global and International Studies degree. As such you **must** attend at least 75% of the course lectures and tutorial sections, in addition to completing the assignments, to pass. Where students fall just short of this expectation, exceptions will be considered.

Can I Get Bonus Points? YES! There will be a chance to earn bonus points for this class by attending lectures for invited speakers on Carleton University campus. One caveat is that you must STAY for the entire lecture to earn the bonus points. An announcement will be sent to your email regarding this via our Brightspace page.

Late Submission/ Missing the assignment in class:

Only under exceptional circumstances will this be tolerated. All dates are indicated with enough notice. However, if illness is the case a doctor’s note will be required. Unapproved late submissions will incur a 1% per day penalty. No unapproved late assignments will be accepted 7 days after the original deadline.

### **Etiquette:**

Students are expected to:

- + Arrive before lecture and tutorials start.
- + Complete the class reading before the lecture and tutorial.

- + Refrain from talking while the professor is delivering lecture, or when the Teaching Assistant is leading.
- + Address your professors, TAs and peers in a professional manner.
- + Engage with the course materials in a professional manner, endeavouring to be professional and articulate, regardless of agreement/ disagreement.
- + Our course is about learning the content, but it is also about developing cognitive flexibility – challenge yourself, your assumptions, your settled conclusions.
- + You are encouraged to challenge your Professor, TA and peers in a respectful manner.

#### Grade Appeals:

If you wish to appeal your grade, do so in a timely fashion. Prior to requesting your appeal, please ensure that you have checked your assignment against the rubric. If you determine that an error of assessment has been made, please detail where and how in your email to the TA. If a mistake has been made, we will correct it asap.

#### Approval of final grades:

The instructor determines your grade in the course which is subject to the approval of the Faculty Dean. This means that grades submitted by an instructor may be subject to revision. No grades are final until they have been approved by the Dean.

## Lecture Schedule

*Students are expected to read all the short readings provided and watch full length videos (documentaries); where long books are indicated, students are asked to skim read passages – or preferably – read all of the book. Take notes, and record your thoughts, as you work through the course materials.*

### **Class One: January 9**

How should a professor create a Global Literatures Course? How should one assess students in a Global Literature Course? What kind of learning environment should we create? Let's explore the process together! Group tasks assigned and discussion heard. Introduction to the syllabus and assignments.

### **Class Two: January 16 (short memoir)**

Points of View: Atomic Bomb. Short memoirs.

Yoshie Oka, "First to report the atomic bombing" in Hiroshima and Nagasaki: That we Never Forget, Soka Gakki 2017 (on Brightspace)

Paul Olum, "Hiroshima: Memoir of a Bomb Maker ... "The

Gadget"" <https://www.hnn.us/article/hiroshima-memoir-of-a-bomb-maker-the-gadget>

### **Class Three: January 23**

(video documentary and short memoir)

Points of View: What is happening in Xinjiang?

- The War in the Shadows: Challenges of Fighting Terrorism in Xinjiang on YouTube at CGTN <https://www.youtube.com/watch?v=pqlzunwilGM> last accessed August 28 2024
- Tahir Hamut Izgil, “One by One, my friends were sent to the camps” <https://www.theatlantic.com/the-uyghur-chronicles/>

**Class Four: January 30 (full book)**

Points of View & Viewpoint Diversity: How many North Koreas?  
Black Girl from Pyongyang (on brightspace)

**Class Five: February 6 (full book)**

How many North Koreas?  
Tears of My Soul (on brightspace)

**Class Six: February 13 (full book)**

In Order to Live (on brightspace)

February 20, No Lecture or Tutorial during Reading week is from 17 until the 21

**Class Seven: February 27 (full book)**

Points of View: Political systems Communism  
Black On Red: 44 Years in The USSR as a Black Engineer (on brightspace)

**Class Eight: March 6 (full book)**

Points of View: Political systems Communism  
Charles Robert Jenkins, The Reluctant Communist: My Desertion, Court-Martial, and Forty-Year Imprisonment in North Korea (reading sections to be added)

**Class Nine: March 13**

Ireland, China, Ukraine: Surviving Famine  
Famine Diary: Journey to a New World, by James Mangan (on brightspace)  
Grass Soup, Zhang, Xianliang (full book) (on brightspace)  
Ivan Brynza “I Was Dying of Hunger near Fields of Grain” (on brightspace)

**Class Ten: March 20**

USA: Great Depression  
A Childhood: The Biography of a Place, Harry Crews (reading sections to be added)  
Let Us No Praise Famous Men, James Agee (photograph book)

**Class Eleven: March 27**

From Golden Age to Destroyed: Afghanistan  
A Fort of Nine Towers: An Afghan Family Story, by Omar Qais Akbar  
Under a Sickle Moon: A Journey Through Afghanistan, by Peregrine Hodson

**Class Twelve:** April 3 (last class)

The Vanishing Places of the USA (reading sections to be added)

Hillbilly Elegy: A Memoir of a Family and Culture in Crisis by JD Vance

Another Appalachia: Coming Up Queer and Indian in a Mountain Place, Neema Avashia

## Assignments

Task	Percentage	Due Date	Details
Weekly attendance in lectures and tutorial sections	20% (1 per lecture and 1 point per tutorial to a maximum of 20)	Ongoing	Attendance taken at the <b>end</b> of lectures tutorials
Assignment 1: Short Essay on “Different Points of View on the same place”	30%	Friday January 24 2025	Approximately 1800 +/- 200 words
Assignment 2: Annotated Bibliography	25%	Friday February 28 2025	500 words
Assignment 3: Autobiography: you in our world	25%	April 4 2025	2500 +/- 200 words

### Details for Assignments

All assignments must have a bibliography and use in-text citations. Chicago, MLA, and APA are acceptable citation styles. For academic reference (bibliographic) styles please see:

<https://www.americananthro.org/StayInformed/Content.aspx?ItemNumber=2044> <https://www.unl.edu/rhames/courses/current/readings/AAA%20Style.pdf>

<https://www.stmarys-ca.edu/sites/default/files/attachments/files/aaa.pdf>

Use the GRADING RUBRIC in this syllabus to ensure you obtain the highest points. The rubric ensures transparency and thus equality in grading.

Strategies for essay writing can be found here: <https://writingcenter.fas.harvard.edu/strategies-essay-writing-downloadable-pdfs>

### Attendance and Participation in Lecture & Tutorial:

Because this is a first-year course, the ability to follow instructions will be part of the assessment. All assignments are written in class in booklets given to you by the professor/ TA. Please write your name, student number, TA name and section, Professors Name, course title on

the first page, the assignment should be paginated and double spaced. You are encouraged to use “I” in your essay. For example:

*After reading Jung Chang’s Wild Swans, I think that her use of multigenerational experiences of Mao’s China offers insights that ....*

All assignments must have a bibliography and use in-text citations. Chicago, MLA, and APA are acceptable citation styles. Our library also has information on how to do this. For academic reference (bibliographic) styles please see:

<https://www.americananthro.org/StayInformed/Content.aspx?ItemNumber=2044> <https://www.unl.edu/rhames/courses/current/readings/AAA%20Style.pdf>  
<https://www.stmarys-ca.edu/sites/default/files/attachments/files/aaa.pdf>

Use the GRADING RUBRIC attached to this syllabus to ensure you obtain the highest marks on your assignments. The rubric ensures transparency and equality in grading.

Strategies for essay writing can be found here: <https://writingcenter.fas.harvard.edu/strategies-essay-writing-downloadable-pdfs>

### **Attendance and Participation in Lecture & Tutorial: Ongoing assessment (20%)**

Attending tutorials and lectures is mandatory for students. Your attendance will be taken at the start of each lecture and tutorial. You will earn 1 point per lecture and 1 point per tutorial to a maximum of 20. Arrive before class starts.

**Attendance at lectures and tutorials is positively correlated with success in this course.** You can participate in class through group work, questions, and discussion. Please share your thoughts on the readings, on the lecture, and on the insights of your fellow students.

### **Assignment One**

“Different Points of View on the Same Place” for this assignment you will write a short essay that argues in support or against of different points of view when reading about a country/ issue, such as is demonstrated by our course readings.

An excellent guide on writing a short argument paper is provided here: <https://www.unr.edu/writing-speaking-center/writing-speaking-resources/drafting-an-argument-essay> The grading rubric is taken from this guide.

Students who require computer support for typing, due to handwriting accommodation, or another type of accommodation will get help for this via the Paul Menton Center and it is their responsibility to do so. You will **not** be permitted to use your phone or any electronic device, unless identified through a disability accommodation, for this assignment.

### **Assignment Two: Annotated Bibliography**

As you are aware, our course can only cover so many topics in so many countries. When we consider the length of time human beings have been writing about their lives, the gaps in our study grow bigger. Therefore, this assignment gives you a chance to fill one small part of that big gap. The aim is for you to learn how challenging, and fun, it is to discover these stories. (And you may possibly improve this syllabus for future students!) For this assignment I am asking you to pick some place/ topic/ issue in the world NOT already covered in this syllabus. You are asked to find two (possibly three) autobiographies, memoirs, diaries written on/ from/ about that place. I am NOT looking for literature/ fiction here. I am limiting you to the genre of autobiography, memoir, diary. Yes, this makes it harder. The books must be published in English (this does cause limitation, but that is our language of instruction and assessment). This research must be completed PRIOR to writing your assignment in class. Preparation is essential.

An example of a “filled gap” would be the following: Intolerable: A memoir of Extremes by Kamal Al-Solaylee. This is the memoir of Al-Solaylee, a gay man who left Yemen and lived in Beirut and Cairo. You could find another book or two related to Yemen from another perspective entirely such as The Fox Hunt: A Memoir of Yemen and My Odyssey to America by Mohammed Al Samawi; alternatively, you could include Mirrored Loss: A Yemeni Woman's Life Story, by Gabriele vom Bruck. As much as possible you are encouraged to find works that take different points of view on the issues discussed in the books you find (of for e.g. terrorism, insurgency, colonialism(s), and so on). Students should find texts which are not common or well known, the purpose of this assignment is to discover something new, from typically overlooked areas. By way of another example, our course has not covered anything from the African continent, from South America.

Your task is to find two or three (maximum) books and provide an annotated bibliography for them. An annotated bibliography consists of two components: the citation and the annotation. You will have TWO of these (or a maximum of three) for this assignment. The citation can take the form of MLA or Chicago style. The annotation should contain the following elements:

#### Annotation

Generally, an annotation of about 200-300 words in length (one paragraph).

A brief summary of the source

The source's strengths and weaknesses

Its conclusions

Why the source is suited to our course (what gap it fills, and why this is valuable)

Each book you find must be either: autobiography, memoir. Both of the books must be on the same part of the world (i.e. Yemen, Argentina, former Yugoslavia), each book should provide different points of view on the same topic/ country/ issue.

For this assignment you are asked to write an annotated bibliography. Instructions on how to do this are located here: <https://advice.writing.utoronto.ca/types-of-writing/annotated-bibliography/>



### Assignment Three: Autobiography: You in our World

The books we have been reading in this course have been chosen because they demonstrate how the author is connect to our world’s history and events. These books demonstrate that none of us sits outside of history or place. For this assignment you are asked to write an autobiographical paper. Your task is to situate yourself in our world. Although you may be young and possibly have not experienced the types of things covered in our course readings, you are nonetheless human – like our authors – and thus live subjected to our world – and your emotional response to our world, to the choices of your parents, your ancestors, and so on. Identify one key hook or feature of your autobiographical narrative to focus on. This is the hook or narrative arc (note that all of our books have an arc or structure. Those are long, so you will need to be clear and brief when identifying the arc). Introduce your life in our world, and situate it historically to the best of your ability (remember, autobiography is messy, memory is imperfect, humans don’t know everything). Elaborate, as our authors have, how you have responded to your life’s circumstances: practically, emotionally, or otherwise. Connect/ contrast your feelings, thoughts, and experiences with the books we have read in our course.

You will be assessed on the following features:

Situate yourself in our world (in time and place(s))

Identify one key hook or feature or arc of the narrative to focus on

Elaborate on how you have responded to your life’s circumstances: practically, emotionally, or otherwise

Connect/ contrast your feelings, thoughts, and experiences with the books we have read in our course.

#### Grading:

Standing in a course is determined by the course instructor, subject to the approval of the faculty Dean. Final standing in courses will be shown by alphabetical grades. The system of grades used, with corresponding grade points is:

Percentage	Letter grade	12-point scale	Percentage	Letter grade	12-point scale
90-100	A+	12	67-69	C+	6
85-89	A	11	63-66	C	5
80-84	A-	10	60-62	C-	4
77-79	B+	9	57-59	D+	3
73-76	B	8	53-56	D	2
70-72	B-	7	50-52	D-	1

# Assignment Grading Rubric

## Assignment 1 Grading Rubric: 30%

Basic Professional layout: name of prof, TA, student name and student number, assignment name and date / 2

### Introduction

The introduction sets the context (background information), gives a roadmap of the paper, states the importance of the topic, state the thesis (argument/ claim). [Note: the – the thesis is the author’s argument or stance and, in general, it doesn’t matter where in the introduction the thesis is placed as long as it is clear]. Student takes a specific stance on a topic and attempts to sway the reader. /10

### Thesis

The thesis is unified and concise, even if expressed in multiple sentences, it is clear and focused. The thesis is as specific as possible. /5

### Body

Paper is organized in a way that makes sense; may employ the Toulmin Method [Claim, or thesis. Data, or supporting evidence. Connecting and explaining the data and claim. Backing or foundation, more information and reasoning to support warrants. Counterclaim, the opposition to the claim. Rebuttal, disputes or negates the counterclaim. /10

### Conclusion

The conclusion is very similar to the introduction in that it gives a general overview of what has been discussed. This section also ties up any loose ends not confronted in the body of the paper. Many times, the thesis is restated in the conclusion for reinforcement. /3

## Assignment 2 Grading Rubric: 25%

Professional layout of Assignment: name, student number, professor’s name spelled correctly, TA’s name spelled correctly /5

Correct citation style /5

Summary of source /5

Identification of strengths and weaknesses /5

Why the source is suited to our course /5

### **Assignment 3 Grading Rubric: 25%**

Professional layout of Assignment: name, student number, professor's name spelled correctly, TA's name spelled correctly /2

Situate yourself in our world (in time and place(s)) /3

Identifies one key hook/ feature/ cluster of issues for the narrative to focus on /5

Elaborate on how you have responded to your life's circumstances: practically, emotionally, or otherwise – and how these have changed / not changed /5

Connect/ contrast your feelings, thoughts, and experiences with the books we have read in our course. /10

### **Plagiarism**

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

### **Examples of plagiarism include, but are not limited to:**

- any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own
- failing to acknowledge sources with proper citations when using another’s work and/or failing to use quotations marks.”

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty follows a rigorous process for academic integrity allegations, including reviewing documents and interviewing the student, when an instructor suspects a

violation has been committed. Penalties for violations may include a final grade of “F” for the course.

### **Course Copyright**

“My lectures and course materials (including all PowerPoint presentations, outlines, and similar materials) are protected by copyright. I am the exclusive owner of copyright and intellectual property of all course materials. You may take notes and make copies of course materials for your own educational use. You may not allow others to reproduce or distribute lecture notes and course materials publicly for commercial purposes without my express written consent. You may not make recordings of lectures without my written consent.”

### **Helpful Information**

#### **Plagiarism**

Please ensure that you do not intentionally or unintentionally use the ideas or writing of others without referencing this writing. Be sure to read Carleton University’s statement on plagiarism and how to avoid it: <https://carleton.ca/economics/courses/writing-preliminaries/pammatt-on-plagiarism-and-paraphrasing/> There are significant consequences for plagiarism. Remember, your ideas and writing are valuable. You can reference others while building your thoughts in writing.

### **Course Copyright**

“My lectures and course materials (including all PowerPoint presentations, outlines, and similar materials) are protected by copyright. I am the exclusive owner of copyright and intellectual property of all course materials. You may take notes and make copies of course materials for your own educational use. You may not allow others to reproduce or distribute lecture notes and course materials publicly for commercial purposes without my express written consent. You may not make recordings of lectures without my written consent.”

Carleton University has a duty to accommodate students with institutional needs. Please see information on the following page. <https://carleton.ca/pmc/faculty-and-instructors/institutional-obligations/> Their website states, “Students with disabilities are responsible for identifying their needs for disability-related accommodation to the Paul Menton Centre by booking an intake appointment with a PMC Coordinator, and bringing appropriate documentation to the first meeting.” Please ensure that you do this, so that you can have the best experience of accommodation at Carleton.

**There are deadlines for this process.** See Carleton dates and deadlines for specific dates.” (<https://carleton.ca/registrar/registration/dates/> )

Carleton University is your intellectual home, and for you to make the most of your experience here be sure to reach out and utilize all the services this wonderful university has to offer. You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

**Religious obligation:** write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

**Academic Accommodations for Students with Disabilities:**

If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.

**Links for helpful resources.**

Mental Health: <https://carleton.ca/studentaffairs/student-mental-health/>

Substance Use: <https://carleton.ca/studentaffairs/safe-substance-use/>

Care and Support: <https://carleton.ca/studentaffairs/student-care-and-support/>

Rights & Responsibilities: <https://carleton.ca/studentaffairs/student-rights-and-responsibilities/>

Emergency Fund: <https://carleton.ca/studentaffairs/student-emergency-fund/>