

Fall 2018
GINS 2020: Global Literatures
Course Prerequisite: Second-year standing in BGIInS
Tuesdays 10:30-12:30
Loeb Building C164
(Please confirm on Carleton Central)
Instructor: Dr. Mayurika Chakravorty
Office: Dunton Tower 1907
Office Hours: Tuesdays 1:00 – 2:00 (or by appointment)
E.mail: mayurika.chakravorty@carleton.ca
Tel.: 613-520-2600 (extn. 2117)

“National literature is now a rather unmeaning term; the epoch of world literature is at hand, and everyone must strive to hasten its approach.” – Johann Wolfgang von Goethe

“[The] conception of worlded literatures and how they come into being entails the transformation of not only texts but also readers.” – Valerie Henitiuk

Course Description

Welcome to GINS 2020!

This course approaches literature from a transnational global perspective, and situates literary studies as an interdisciplinary and intersectional field of inquiry. It explores how literature has engaged with globalization, and how the forces of globalization have in turn shaped the production and consumption of literature. It focuses on the multiple strategies – rhetorical, aesthetic, and ideological, that literature employs to address and represent the global while also raising questions about the political and ethical implications of globalization.

We shall study multiple genres including fiction, creative non-fiction, graphic narrative, and memoir from across cultures, and discuss the theoretical frameworks through which literature and cultural studies have approached globalization. Some of the dominant themes and concepts would include migration and dispersal, politics of language, cultural encounters, construction of interstitial identities, de/re-construction of gender and race categories, cosmopolitanism, and post-humanism.

Required Texts

Amitav Ghosh, *Sea of Poppies*

Marjane Satrapi, *Persepolis*

Jamaica Kincaid, *A Small Place*

NoViolet Bulawayo, *We Need New Names*

M. G. Vassanji, *Nostalgia*

[**Note: The texts listed will be available at Octopus Books (116 Third Ave; www.octopusbooks.ca; 613.233.2589).**]

We shall also read short pieces (fictional and non-fictional) by Haruki Murakami, Junot Diaz, Gloria Anzaldua, Jamaica Kincaid, Andre Aciman, Valerie Henitiuk, and Ocean Vuong. These will be made available through ARES on the CuLearn course page or the library catalogue.

Course Format

There will be a two-hour lecture and a one-hour tutorial every week. The schedule for the tutorials is as follows:

Section	Day	Time	Location	TA
A01	Thursdays	15:35-16:25PM	3356 ME	Marie Catherine Allard
A03	Tuesdays	13:35-14:35PM	118 LE	Marie Catherine Allard
A04	Mondays	13:35-14:35PM	505 SA	Jessica Marino
A05	Mondays	11:35AM-12:25PM	111 PA	Jessica Marino
A06	Thursdays	9:35-10:25AM	374 UC	Jamee Thibault

Evaluation

i) Attendance and active participation in tutorials: 15%

You are expected to attend all classes (and tutorials), having read and reflected upon the material according the syllabus. Please come with a copy of the assigned text.

You will be graded in terms of preparedness for the class, as well as the level of active participation in the tutorials.

Tutorials are a great opportunity for you to ask questions, clarify doubts, engage in group discussions, and improve your writing skills. Please make the best use of them.

ii) Reading Journal: 10%

Throughout the term, you will maintain a portfolio of your journal entries in order to improve your active reading skills. While reading an assigned text, you need to note down your initial thoughts, observations, and questions. Bring each journal entry to the tutorial and hand it to your TA. The portfolio will also help you formulate your ideas and arguments for the longer written assignments.

iii) Reading Responses (2): 10+10 = 20%

You will write two (2) reading responses, each 2.5 pages long, doubled spaced and typed in font size 12. Please follow MLA formatting and citation guidelines.

For the first response paper (**due on October 9**), choose a short passage from *Sea of Poppies* and submit a close reading and interpretation of the passage. You need to put forward a thesis -- an interpretation or argument, and support it with textual references from the passage.

The second response paper (**due on November 6**) should be on one of the autobiographical essays (Anzaldua, Kincaid, Diaz, Vuong, or Aciman). Write a personal response on any of the essays and address the questions: Why did the essay resonate with you? How did the essay engage with the themes of reading, writing, migrating, or construction of identities? You may include (though it is not mandatory) your own experiences, family/communal narratives, or other cultural evidence.

iv) Essay: 25%

Your essay (**due on December 4**) should be 5-6 pages long, doubled spaced, and typed in font size 12. Please follow MLA formatting and citation guidelines.

The essay should have a thesis-driven analytical framework. It should demonstrate close-reading skills as practised in the response papers, and your thesis/argument needs to be supported with textual references. Suggested topics will be handed out in October; however, you can also choose your own topic. You need to submit a tentative title and brief outline to the TA in the tutorials during the week of November 20.

v) Final Exam: 30%

The final exam will take place during the formal examination period at the end of the term. It will evaluate the students' understanding and retention of the course material including class lectures and discussions in tutorials. The format will be a combination of short and long answer

type questions. The students will be able to choose from a list of questions within each of the two sections (short and long).

Course Policies

Assignments

-- All assignments are mandatory. In the case of late submission of an assignment, there will be a penalty of 5% of the total mark per day unless there is a pressing and well-documented reason and you have informed me beforehand. Late papers may be graded without comments.

-- All assignments (take-home, essays and term papers) need to be handed in class or in tutorials as specified. If one of your assignments is lost, misplaced, or not received by the instructor, you are responsible for having a backup copy that can be submitted immediately upon request.

Communication

-- Please use your Carleton e. mail to communicate with me, and check the CuLearn course page regularly. I shall upload the course outline, assignment guidelines, and other important information about the course on CuLearn.

Classroom Etiquette

-- Please come to class on time and be prepared to stay for the entire class. Coming late or leaving early is highly disruptive and disrespectful towards your professor and fellow students. If you come late or leave early, you will be marked absent for the day even if you have signed the attendance sheet (unless there is a valid reason *and* you have informed me in advance, e.g. doctor's appointment).

-- Please do not chat/whisper during a lecture, screening, or class discussions. It is unacceptable in a university setting.

-- You may type your notes on the computer using a word-processing software (e.g. MS Word). But absolutely no internet browsing/e. mail checking/social-networking in class. Cell-phones need to be put away in silent mode during class hours.

-- Although I encourage you to discuss a wide variety of perspectives on the topics discussed in this class, we are also required to do so in a respectful manner. Racist, sexist, homophobic, or ableist comments are unacceptable. To this end, students must familiarize themselves with the regulations concerning conduct and academic standing as outlined in the Undergraduate Calendar: The Undergraduate Calendar can be accessed online at: <http://www.carleton.ca/cuuc/>

Reading Schedule

September 11	Introduction
September 18	<i>Sea of Poppies</i> + Henitiuk, “The Single, Shared Text” (available through Library Catalogue)
September 25	<i>Sea of Poppies</i>
October 2	<i>Sea of Poppies</i>
October 9	<i>A Small Place</i> + Kincaid, “Islander Once, Now Voyager” (available via ARES on CuLearn) + film clip from <i>Life and Debt</i>
[First Response Paper due in class]	
October 16	Selections from Anzaldua’s <i>Borderlands</i> + Diaz, “Watching Spiderman in Santo Domingo” + Aciman, “Literary Pilgrim” (All three readings available via ARES on CuLearn)
October 23	Fall Break
October 30	<i>We Need New Names</i> + Vuong, “Surrendering” (available via ARES on CuLearn)
November 6	<i>We Need New Names</i> [Second Response Paper due in class]
November 13	<i>Persepolis</i>
November 20	<i>Persepolis</i>
November 27	<i>Nostalgia</i> + Murakami short story (available via ARES on CuLearn course page)
December 4	<i>Nostalgia</i> + Review [Essay due in class]

BGInS Policies

Academic Accommodations: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or 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-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

Accommodation for Religious Observance: Students requesting accommodation for religious observances should apply in writing to their instructor for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student. Instructors and students may contact an Equity Services Advisor for assistance (www.carleton.ca/equity).

Accommodation for Pregnancy: Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a *letter of accommodation*. Then, make an appointment to discuss your needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Plagiarism: The University Senate defines plagiarism as “presenting, whether intentional or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- 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;

- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a serious offence which cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They may include a mark of zero for the plagiarized work or a final grade of "F" for the course.

Intellectual Property: Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Submission and Return of Term Work: Papers must be submitted directly to the instructor according to the instructions in the course outline. Late assignments may be submitted to the BGINs office in 2404R, River Building. For essays not returned in class please attach a **stamped, self-addressed envelope** if you wish to have your assignment returned by mail. Final exams are intended solely for the purpose of evaluation and will not be returned.

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
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Approval of final grades: Standing in a course is determined by the course instructor 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.

Carleton E-mail Accounts: All email communication to students from BGIInS will be via official Carleton university e-mail accounts and/or cuLearn. As important course and University information is distributed this way, it is the student's responsibility to monitor their Carleton and cuLearn accounts.

Official Course Outline: The course outline posted to the BGIInS website is the official course outline.