

Carleton University  
Fall 2020

**GINS 2020 A: *Global Literatures***

**Prerequisites:** second-year standing in B.G.In.S.

**Thursdays / 12:35 – 2:25 p.m.**

**Format: Blended**

**Instructor: John Coleman**

**Email:** [johncoleman3@cunet.carleton.ca](mailto:johncoleman3@cunet.carleton.ca)

**Office Hours: Thursdays, 11:30 a.m. – 12:30 p.m.**

**I. Course description:** This online course will introduce students to postwar literary and cultural production from a variety of global and historical contexts. We will query the politics of race, class, gender and the body in texts by postcolonial and diasporic writers and artists. Students will also be introduced to the dynamics of globalized literary production, including how texts by minoritized writers are shaped and often constrained by industry practices. Students will also learn about the works that writers and artists are producing in response to the literary field becoming more inclusive.

This [online blended course](#) includes both asynchronous and synchronous activities. Our asynchronous activities will include participating in discussion forums on cuLearn, completing assignments, and watching pre-recorded lecture videos that will be posted on cuLearn by the beginning of each class (see course calendar); students are expected to watch the videos during or after class time on those days. Our synchronous activities will include **optional** class meetings on Zoom during scheduled times noted on the course calendar. Each student will also be registered in a tutorial section which will have **optional** synchronous Zoom Tutorial Meetings during scheduled times. **Please note that all Zoom Class Meetings and Zoom Tutorial Meetings will be recorded and posted on cuLearn.**

**Tutorial Schedule:**

Section	Day	Zoom Tutorial Meeting Times:	TA
A1	Fridays	8:55 – 9:25 a.m.	Jessica Marino
A3	Wednesday	1:45 – 2:15 p.m.	Alexander Milton
A4	Tuesdays	1:35 – 2:05 p.m.	Jessica Marino
A5	Thursdays	4:45 – 5:15 p.m.	Alexander Milton

- **Technological requirements:**
  - Internet and capability to access readings and course materials on cuLearn
  - Microsoft Word (available free here: <https://carleton.ca/its/ms-offer-students/>)

- Zoom software and account (available free here: <https://zoom.us/freesignup>)
- **Suggested technological materials:**
  - It is highly suggested that you have a computer or laptop on which you can access course materials and complete assignments.

**II. Preclusions:** None.

**III. Learning Outcomes:**

The purpose of this course is for students to:

- Be introduced to postwar literary and cultural texts from a variety of global and historical contexts
- Be introduced to relevant foundational ideas in postcolonial and critical race studies
- Learn about the dynamics of globalized literary and cultural production
- Develop critical interpretations of literary and cultural texts
- Practice and develop academic research, writing and communication skills

**IV. Texts:**

**Required texts to purchase:**

- NoViolet Bulawayo, *We Need New Names*, Little Brown & Company, ISBN: 978-0-316-23084-1
- Warsan Shire, *Teaching My Mother How To Give Birth*, Ingram, ISBN: 978-1905233298

These texts will be available for order and delivery through the Carleton bookstore. Students are also free to purchase these texts elsewhere, in either physical book or e-book format.

**Other readings:** All additional readings will be made available on Ares. Scheduled readings are listed on the course calendar below.

**V. Course Calendar:**

<b>Date</b>	<b>Readings and Activities</b>	<b>Due</b>
September 10	<b>Introduction to the course</b> <ul style="list-style-type: none"> <li>● <u>Read:</u> Course Outline</li> <li>● <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	
September 17	<ul style="list-style-type: none"> <li>● Sam Selvon, “Finding Piccadilly Circus”</li> <li>● <b>Watch:</b> Lecture Video(s)</li> <li>● <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Discussion Post 1 due one hour before tutorial</b></li> </ul>
September 24	<ul style="list-style-type: none"> <li>● <u>Read:</u> Menaka Raman, “Immigrant”</li> <li>● <u>Read:</u> Salman Rushdie, “Imaginary Homelands” (pp. 9-13)</li> <li>● <b>Watch:</b> Lecture Video(s)</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Reply 1 due one hour before tutorial</b></li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	
October 1	<ul style="list-style-type: none"> <li>• <u>Read</u>: Margaret Atwood, “Death by Landscape”</li> <li>• <u>Read</u>: Cristina Garcia, “Cuba’s King of Batteries”</li> <li>• <b>Watch</b>: Lecture Video(s)</li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Response 1 due at 12:35 p.m.</b></li> <li>• <b>Quiz 1</b></li> </ul>
October 8	<ul style="list-style-type: none"> <li>• <u>Read</u>: NoViolet Bulawayo, <i>We Need New Names</i> (first half)</li> <li>• <b>Watch</b>: Lecture Video(s)</li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Post 2 due one hour before tutorial</b></li> </ul>
October 15	<ul style="list-style-type: none"> <li>• <u>Read</u>: NoViolet Bulawayo, <i>We Need New Names</i> (second half)</li> <li>• <u>Read</u>: Binyavanga Wainaina, “How to Write about Africa”</li> <li>• <b>Watch</b>: Lecture Video(s)</li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reply 2 due one hour before tutorial</b></li> </ul>
October 22	<ul style="list-style-type: none"> <li>• <u>Read</u>: Graham Huggan, Introduction to <i>The Postcolonial Exotic</i></li> <li>• <b>Watch</b>: Lecture Video(s)</li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Response 2 due at 12:35 p.m.</b></li> <li>• <b>Quiz 2</b></li> </ul>
<b>October 26-30</b>	<b>Fall Break. Classes are suspended.</b>	
November 5	<ul style="list-style-type: none"> <li>• <u>Read</u>: Warsan Shire, <i>Teaching My Mother How To Give Birth</i> (first half)</li> <li>• <b>Watch</b>: Lecture Video(s)</li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Post 3 due one hour before tutorial</b></li> </ul>
November 12	<ul style="list-style-type: none"> <li>• <u>Read</u>: Warsan Shire, <i>Teaching My Mother How To Give Birth</i> (second half)</li> <li>• <u>Read</u>: Sandeep Parmar, “Not a British Subject: Race and Poetry in the UK”: <a href="http://lareviewofbooks.org/article/not-a-british-subject-race-and-poetry-in-the-uk/#!">lareviewofbooks.org/article/not-a-british-subject-race-and-poetry-in-the-uk/#!</a></li> <li>• <b>Watch</b>: Lecture Video</li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reply 3 due one hour before tutorial</b></li> </ul>
November 19	<ul style="list-style-type: none"> <li>• <b>Watch</b>: MIA, two music videos: <ul style="list-style-type: none"> <li>○ “Jimmy,” <a href="https://www.youtube.com/watch?v=HBEcISkAu4">https://www.youtube.com/watch?v=HBEcISkAu4</a></li> <li>○ “Borders,” <a href="https://www.youtube.com/watch?v=r-Nw7HbaeWY">https://www.youtube.com/watch?v=r-Nw7HbaeWY</a></li> </ul> </li> <li>• <b>Watch</b>: Lecture Video(s)</li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reading Response 3 due at 12:35 p.m.</b></li> <li>• <b>Quiz 3</b></li> </ul>

November 26	<b>Research Essay Workshop</b> <ul style="list-style-type: none"> <li>• <b>Instructor available over email or Zoom from 1:30 – 2:25 p.m.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Workshop Assignment due at 11:59 p.m.</b></li> <li>• <b>Discussion Post 4 due one hour before tutorial</b></li> </ul>
December 3	<ul style="list-style-type: none"> <li>• <u>Read</u>: David Park, “Oranges from Spain”</li> <li>• <u>Read</u>: Michael L. Storey, “Sectarian Violence: The Story of Terrorism” <i>**pages: 150-155, 164-166**</i></li> <li>• <b>Watch</b>: Lecture Video(s)</li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Reply 4 due one hour before tutorial</b></li> </ul>
December 10	<ul style="list-style-type: none"> <li>• <u>Read</u>: Ciaran Carson, selected poems</li> <li>• <b>Watch</b>: Lecture Video(s)</li> <li>• <b>Zoom Class Meeting: 1:45 – 2:25 p.m.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Research Essay due at 12:35 p.m.</b></li> <li>• <b>Quiz 4</b></li> </ul>

⇒ **Note:** The **Readings and Activities** section of our course calendar lists what you should read or watch for each class:

- Read indicates a reading to complete **before class**.
- **Watch** indicates one or more pre-recorded lecture video(s) to watch during or after class. Videos will be available by 12:35 p.m. under the relative date on cuLearn.
- Our **Zoom Class Meetings** and **Research Essay Workshop** are live synchronous meeting times when you will be able to connect with the instructor. The link to attend each synchronous meeting will be posted on cuLearn under the date of the scheduled meeting.

⇒ Please note that attendance at our Zoom Class Meetings and Research Essay Workshop is **optional**. **All Zoom Class Meetings will be recorded and posted on cuLearn**. The Research Essay Workshop on November 26 will not be recorded or posted.

- Additional reading materials, such as lecture slides, factsheets or review materials, may be posted on cuLearn throughout the course.

## VI. Evaluation:

### General criteria that influence grading:

*All work completed for this course will receive a numerical grade that corresponds to the guidelines set out by the Faculty of Public Affairs:*

90-100 – A+  
85-89 – A  
80-84 – A-  
77-79 – B+  
73-76 – B  
70-72 – B-  
67-69 – C+  
63-66 – C  
60-62 – C-  
57-59 – D+  
53-56 – D  
50-52 – D-  
Below 50 – F

All term work will be subject to the following general evaluation criteria:

Each student is encouraged to critically engage with course material by expressing clear ideas about assigned readings, lecture material and class discussions.

Furthermore, it is paramount for students to display a genuine attempt at:

- (a) developing academic reading, writing and communication skills
- (b) formulating nuanced arguments based on critical engagement with course material

*Aside from the discussion posts and replies, all written assignments designated under “Term Work” will be subject to the following evaluative criteria in addition to any particular criteria stated in each assignment’s outline:*

- 1) Written assignments are to be presented in MLA citation style and format. All references must be cited parenthetically in your prose. Written assignments should be formatted following MLA style (typed, double-spaced, 12 point Times New Roman Font, numbered pages, identification info at top left-hand corner of page one). Students are encouraged to consult the Eighth Edition of the *MLA Handbook*.
- 2) Where applicable, significant consideration will be paid to:
  - (a) accuracy in identifying texts, authors and context
  - (b) effective expression and communication of ideas through proper grammar, spelling, punctuation and sentence and paragraph structure

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

### **Term work:**

- **3 Reading Responses, 7.5% each for a total of 22.5% of final grade:**

Students will write a total of three reading responses, each 1 to 1.5 typed, double-spaced pages, or about 250-400 words. These are formal writing assignments, expected to be guided by a thesis statement and to be academic in tone. Further explanation will be provided in each reading response's assignment instructions, which will be provided in advance of each due date.

⇒ Due dates (also noted on the course calendar):

- Reading Response 1: October 1
- Reading Response 2: October 22
- Reading Response 3: November 19

- **4 Quizzes, 4.375% each for a total of 17.5% of final grade:**

Students will complete 4 quizzes on cuLearn consisting of multiple choice and/or short answer questions. Each quiz will be based on readings and lecture videos that have been assigned up to and including that day, aside from anything covered on a previous quiz. Students will be expected to display accurate and extensive knowledge of, and genuine engagement with, course material.

⇒ Quiz dates (also noted on the course calendar):

- Quiz 1: October 1
- Quiz 2: October 22
- Quiz 3: November 19
- Quiz 4: December 10

- **4 Discussion Posts and 4 Replies, 25% of the final grade:**

- Posts: On four occasions, students will post on a discussion forum on cuLearn at least one hour before the beginning of their tutorial. Students have the option of writing or recording their posts. If written, a post should be 75-100 words in length. If recorded, a post should be about 1 minute in length.
- Replies: On four occasions, students will reply to one other person's discussion post from the previous week. Students have the option of writing or recording their replies. If written, a reply should be 30-40 words in length. If recorded, a reply should be about 20-25 seconds in length.

⇒ Due dates (also noted on the course calendar):

- Discussion Post 1: Week of September 17 / Reply 1: Week of September 24
- Discussion Post 2: Week of October 8 / Reply 2: Week of October 15
- Discussion Post 3: Week of November 5 / Reply 3: Week of November 12
- Discussion Post 4: Week of November 26 / Reply 4: Week of December 3

- **Research Essay Workshop Assignment, due November 26 at 11:59 p.m., 10% of final grade:**

On November 26, we will hold an **optional** workshop in which students can get feedback on ideas they are working on for their research essays. Students will be assessed on a **required** written workshop assignment due at 11:59 p.m. that day. Further explanation will be provided in the assignment instructions in advance of the workshop.

- **Research Essay, due December 10 at 12:35 p.m., 25% of final grade:**

Students will write a formal research essay in response to one of a few writing prompts which the instructor will provide. Further explanation will be provided in the assignment instructions in advance of the due date.

**Policy on submitting assignments:** All term work is due in digital format on cuLearn on the date and time noted on the course calendar. Submission portals where students can submit assignments will be made available on cuLearn. Assignment instructions will specify the method of submission for each assignment; this will include typing or recording directly in an assignment portal on cuLearn, uploading an assignment as a Microsoft Word .docx file to an assignment portal on cuLearn, or another method to be specified by the instructor. Submission of an assignment outside of these specifications will not be accepted unless prior arrangements have been made with the instructor.

**Late Assignment Policy:** After its due date, each late assignment will be docked 2% per day up until one week after the due date, after which it will receive a grade of zero.

**Policy on Extensions:** Extensions for term work will be considered on a case-by-case basis. If a student is aware in advance that an extension will be needed, they must provide the instructor with a valid reason at least one week before the due date, and a new due date may be negotiated.

In emergency circumstances within one week of the due date, the instructor must be made aware of the situation and valid reasons necessitating an extension immediately, and a new due date may be negotiated.

For late assignments to be accepted without being docked late marks, official documentation noting the student's inability to attend class and/or complete school work, such as a doctor's note or documentation of a personal emergency, may be necessary.

**Policy on lost assignments:** If a student claims to have submitted an assignment and the instructor has not received the assignment, the student must email the instructor an electronic version of the assignment within two hours of email request by the instructor.

**Policy on returning graded assignments:** The instructor and teaching assistants will strive to return all graded assignments within two weeks of submission. The primary methods of returning graded assignments will be: via the assignment portal on cuLearn with edits and comments; the submitted Microsoft Word .docx file with the Track Changes function used to show edits and comments; or a PDF version of the submitted Microsoft Word .docx file with the Track Changes function used to show edits and comments.

**Policy on communicating with the instructor:** The instructor will be available during office hours (Thursdays, 11:30 a.m. – 12:30 p.m.) over email and Zoom, when students can email the instructor and get a quick response, or connect to the Zoom office hours portal on cuLearn. Outside of office hours, the instructor can only be contacted by email; from Monday to Friday, the instructor will strive to reply to emails within 24 hours; emails received on weekends or holidays will be replied to on the following weekday that the university is open.

**Statement on Accessibility:** A variety of measures will be made to make our course materials accessible. To request additional measures or alternate assignment submission formats, please contact the instructor at [johncoleman3@cunet.carleton.ca](mailto:johncoleman3@cunet.carleton.ca).

## **VII. Statement on Plagiarism:**

### **PLAGIARISM**

The University Senate defines plagiarism as “*presenting, whether intentionally 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 that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts 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 can include a final grade of "F" for the course.

## **VII. Requests for Academic Accommodation:**

### **Academic Accommodation**

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. For more details [click here](#).

**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. For more details [click here](#).

**Academic Accommodations for Students with Disabilities:** 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](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-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).

### **Survivors of Sexual Violence**

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience.

Reasonable accommodation must be provided to students who compete or perform at the national or international level. 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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>