

Carleton University
Winter 2023
Bachelor of Global and International Studies

GINS 2020 B: Global Literatures
Prerequisites: second-year standing in B.G.In.S.
Preclusions: None

Mondays / 3:35 – 5:25 p.m.
Location: Tory Building 340
Format: In-person

Instructor: John Coleman, Ph.D.
Email: johncoleman3@cunet.carleton.ca
Office Hours: By appointment on Zoom

Course outline subject to changes before first day of class

I. Course description: This 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 by discourses from within literary culture. Students will also learn about the works that writers and artists are producing in response to the literary field becoming more inclusive. Each student will also be registered in a tutorial section which will have weekly meetings during scheduled times.

Tutorial Schedule:

Section	Day	Meeting Times and Room
B1	Tuesday	2:35 – 3:25 p.m. Residence commons 210
B2	Wednesday	4:35-5:25 p.m. Richcraft Hall 3112
B3	Thursday	1:35-2:25 p.m. Southam Hall 315

Tutorial leaders: Audrey Gauthier, audreygauthier@cmail.carleton.ca;
Rachel Woods, rachelwoods@cmail.carleton.ca

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:

- Andrea Levy, *Fruit of the Lemon*, Headline, 2000
- Marjane Satrapi, *Persepolis*, Pantheon, 2004
- David Park, *The Healing*, Bloomsbury, 2012

Levy's *Fruit of the Lemon* and Satrapi's *Persepolis* will be available through Octopus Books (located at 116 Third Avenue in Ottawa). Students are free to purchase these texts elsewhere, in either e-book or physical book format.

Students must purchase David Park's *The Healing* in e-book format from Google Play Books: https://play.google.com/store/books/details/The_Healing?id=BBYcpvIoPgC&hl=en_US&gl=US or Amazon Kindle: https://www.amazon.com/Healing-David-Park-ebook/dp/B008BJ3U7M/ref=tmm_kin_swatch_0?encoding=UTF8&qid=&sr=

All additional required texts will be available either on Ares (Carleton's online course reserve system), or as a link posted on Brightspace. The scheduled dates for all of our required readings and activities are listed on the course calendar below.

V. Course Calendar:

Date	Readings and Activities	Due
January 9	Introduction to the course <ul style="list-style-type: none"> • Course Outline 	
January 16	<ul style="list-style-type: none"> • Andrea Levy, <i>Fruit of the Lemon</i>: chapters 1-10 	
January 23	<ul style="list-style-type: none"> • Andrea Levy, <i>Fruit of the Lemon</i>: chapters 11-20 	<ul style="list-style-type: none"> • In-Class Assignment 1: Due January 27
January 30	<ul style="list-style-type: none"> • Andrea Levy, <i>Fruit of the Lemon</i>: chapters 21-23 (pp. -300) 	
February 6	<ul style="list-style-type: none"> • NoViolet Bulawayo, "Hitting Budapest" • Binyavanga Wainaina, "How to Write about Africa" 	<ul style="list-style-type: none"> • Reading Response 1: Due February 6

February 13	<ul style="list-style-type: none"> • Marjane Satrapi, <i>Persepolis</i>: pp. 1-71 	<ul style="list-style-type: none"> • Quiz 1 (Written during class on February 13)
Feb 20-24	Winter Break. No classes.	
February 27	<ul style="list-style-type: none"> • Marjane Satrapi, <i>Persepolis</i>: pp. 72-120 	
March 6	<ul style="list-style-type: none"> • Marjane Satrapi, <i>Persepolis</i>: pp 121-153 	
March 13	<ul style="list-style-type: none"> • David Park, <i>The Healing</i>: chapters 1-9 (pp. 1-88) 	<ul style="list-style-type: none"> • Reading Response 2: Due March 13
March 20	<ul style="list-style-type: none"> • David Park, <i>The Healing</i>: chapters 10-19 (pp. 89-178) 	<ul style="list-style-type: none"> • In-Class Assignment 2: Due March 24
Marc 27	<ul style="list-style-type: none"> • Conducting Effective Research – See Resources on Brightspace 	<ul style="list-style-type: none"> • Quiz 2 (Written during tutorial this week)
April 3	<ul style="list-style-type: none"> • Research Essay Workshop • Gerald Graff and Cathy Birkenstein, “‘As He Himself Puts It’: The Art of Quoting” 	
April 10	<ul style="list-style-type: none"> • Essay Drop-In Session – Held on Zoom (Attendance Optional) 	<ul style="list-style-type: none"> • Research Essay: Due April 12 • Prompt Journal: Due April 12

⇒ **Note:** The **Readings and Activities** section of our course calendar lists what you should read before each class meeting.

⇒ Additional reading materials, such as lecture slides, factsheets or review materials, may be posted on Brightspace 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:

- **2 Reading Responses, 15% each for a total of 30% of the final grade:**

Students will write 2 reading responses based on a text and topic assigned by the instructor. The assignment instructions will be provided in advance of the due date.

- Reading Response 1: Due February 6
- Reading Response 2: Due March 13

- **2 Quizzes, 5% each for a total of 10% of the final grade:**

Students will complete 2 quizzes consisting of multiple choice and/or short answer questions. Each quiz will be based on readings 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: February 13 (in class); Week of March 27 (in tutorial)

- **In-Class Assignments, 10% of the final grade:**

In 2 classes, students will be given in-class assignments. Each is worth 5%. These assignments will be designed to get students thinking about our texts and topics, and to brainstorm and draft ideas for our reading responses and research essay.

- In-Class Assignment 1: Due January 27
Early feedback assignment: the first in-class assignment will be graded and returned with feedback by the early feedback deadline.
- In-Class Assignment 2: Due March 24

- **Research Essay, due April 12, 25% of the 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.

- **Prompt Journal, due April 12, 20% of the final grade (pass/fail grading):**

In tutorials, students will be given prompts to complete. These will be brief, engaging discussion activities and responses designed to get students thinking about our texts, topics, and larger writing assignments. Further explanation will be provided in the assignment instructions during tutorials. Please stay up to date with the tutorial schedule (posted on Brightspace).

The Prompt Journal is designed to provide students with manageable exercises to be completed independently throughout the term. Written feedback will not be provided. To receive a passing grade, responses to 6 prompts must be adequately completed. Otherwise, the journal will receive a failing grade. Students must be in attendance on the day a prompt is given to be able to submit that prompt in their Prompt Journal. Otherwise, that prompt can not be submitted.

- **Class Attendance, 5% of the final grade**

To succeed in this course, regular attendance at our class and tutorial meetings is necessary. Attendance will be taken at each meeting. 5% of the final grade will be given for attending classes, (0.5% each, for up to 10 of our classes, to get full marks for attendance).

Policy on attendance: It is very strongly encouraged for students to strive to attend each meeting, when lectures, and in-class assignments and prompts, will be given, and when students will have the opportunity to participate in discussions and activities.

Policy on submitting assignments: All term work is due in digital format on Brightspace on the date and time noted on the course calendar. Submission portals where students can submit assignments will be made available on Brightspace. Assignment instructions will specify the method of submission for each assignment; this will include typing directly in an assignment portal on Brightspace, uploading an assignment as a Microsoft Word .docx or PDF file to an assignment portal on Brightspace, 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. Students are reminded to always keep a saved digital file as well as a hard copy (physical print out) of all assignments submitted.

Policy on returning graded assignments: Aside from the Prompt Journal and Research Essay, the instructor will strive to return all graded assignments within two weeks of the due date. The primary methods of returning graded assignments will be via the assignment portal on Brightspace with feedback and/or the grade.

Late Assignment Policy: Aside from the Prompt Journal and Research Essay, after an assignment's 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.

Late research essays and late prompt journals submitted after April 12, 2022 will not be accepted and will receive a grade of zero.

- **Late assignments may not receive written comments or feedback.**

Policy on Extensions: Aside from for the Prompt Journal and Research Essay, 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.

Absolutely no extensions will be provided for the Prompt Journal or Research Essay.

Statement on Diversity, Equity, Inclusion and Accessibility: Diversity is valued in this course. Students from a variety of different backgrounds and walks of life (ages, gender identities, sexual orientations, abilities, socioeconomic statuses, ethnicities, races, nationalities, religions, and cultures) are to feel included and welcome to share their thoughts and perspectives. Furthermore, students are encouraged to interpret their peers' perspectives and ideas with respect, and to see our course as a learning environment which values the input of people from diverse backgrounds and places of knowing.

A variety of measures will also be made to make our course materials accessible. To request additional measures or alternate assignment submission formats, please contact the instructor at johncolem3@cunet.carleton.ca

Carleton University is located on the ancestral, unceded land of the Algonquin Nation.

Content Advisory: The literary texts assigned in this course sometimes engage with and directly depict difficult issues, including prejudice, injustices, oppression, violence, and uses of racist or derogatory language. Our class discussions will consider, through a critical lens, the impacts of the kinds of oppression represented in these texts. We will also consider how the texts' forms of

representation can be understood as helping to highlight and critique oppression.

In particular, our scheduled reading includes Andrea Levy's *Fruit of the Lemon* in which there is direct representation of offensive racist language and perspectives which the narrator experiences – in particular, chapter 16 explicitly depicts hate-motivated violence. Furthermore, NoViolet Bulawayo's "Hitting Budapest" depicts a young female character who has experienced and is reeling from the effects of sexual abuse. We are also scheduled to read Marjane Satrapi's *Persepolis*, which represents the war, and gender-based and class-based violence and oppression, surrounding the Iranian Revolution.

Our discussions will focus on how these authors themselves do not as acts of oppression use derogatory terms or represent cruelty and abuse, but rather to reflect on and critique racism, sexism and other forms of oppression part of people's lives in the communities they represent in their writing. If you have concerns about reading any of our texts, please feel free to email the instructor about this at johncolemans3@cunet.carleton.ca

Policy on Racialized and Derogatory Language: As they may become the topic of discussions about our texts, the instructor will not vocalize racial epithets or other derogatory terms, and students are asked to comply with this policy. In class discussions and in written work, when quoting passages, simply omit racist or derogatory terms, or substitute a generic term such as "blank." If you have any questions about the best course of action to take in a given situation, please feel free to email the instructor.

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. Students are reminded to always keep a saved digital file as well as a hard copy (physical print out) of all assignments that are submitted.

Policy on communicating with the instructor: The instructor will be available by appointment for Office hours on Zoom. Outside of office hours, the instructor can 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 johncolemans3@cunet.carleton.ca.

Statement on Intellectual Property: The instructor is the copyright owner of all course materials and resources (aside from previously published texts). Aside from for educational purposes associated with this course, any use, reproduction or distribution of course materials or resources can only be done with the instructor's prior written consent.

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.” According to the Department examples of plagiarism include the following:

- any submission prepared in whole or in part, by someone else;
- 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;
- 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;
- submitting, in whole or in part, the same assignment for any course, including this course taken in the past.

Plagiarism is a form of intellectual theft. It is a serious offence that 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 can include failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>

VIII. Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>

- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

IX. Special Information Regarding Fall 2021 Pandemic Measures

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

X. Requests for 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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

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 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 will 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>

Students with special needs and deadlines for examination accommodation arrangements through the PMC must adhere to the deadlines: November 11, 2022 for fall and March 15, 2023 for winter.