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office hours: Tuesdays 12:15-2:15 or by appt.

**GINS 2020A: Global Literatures**  
**Carleton University, Fall 2016**  
**Tuesdays 2:35-4:25**  
**University Centre 182 (please confirm location on Carleton Central)**

**TAs (office hours by appt.):**

Lale Eskicioglu, [laleeskicioglu@cmail.carleton.ca](mailto:laleeskicioglu@cmail.carleton.ca)  
Marie-Catherine Allard, [mariecatherineallard@cmail.carleton.ca](mailto:mariecatherineallard@cmail.carleton.ca)

"I was to dream myself over again in several books, to re-invent my world according to my own vision."

Sandra Cisneros

"The liberation of the imagination is a precondition of revolution."

Kobena Mercer

**Course Description:**

What are "global literatures"? Why do they matter? What do literature and the arts more broadly contribute to interdisciplinary discussions of the global? What does literature reveal about the human consequences of globalization? How has globalization affected the production and consumption of literary texts?

In this course, we will explore the impact of literature on our understanding of the global as well as the impact of globalization on literature and literary studies. We will read works of contemporary fiction, memoir, drama and graphic narrative that are *world-making*: that make visible existing worlds and imagine alternative ones. These literary narratives of migration and global connectivity both shape and challenge our understanding of world events, past and present.

Our syllabus will be structured around a series of modes of engagement with the global that literature enables: *resistance, empathy, memory, speculation, and self-articulation*. Alongside these modalities, we will consider how the study of literature is changing in a globalized age: How can we situate literature in a transnational and global context? What does it mean to think about English as a global literary language? Enhancing the interdisciplinarity of this course, brief guest presentations will introduce students to the global dimensions of other artforms including film, art, and music. The tutorials will help students to develop techniques of literary analysis as well as essay writing skills.

### Course Requirements and Evaluation

<p><b>lecture attendance</b></p> <ul style="list-style-type: none"> <li>• because we only meet once a week, it is critical that you attend <i>every</i> class; if you miss a class, you are responsible for obtaining notes from a classmate</li> <li>• you are expected to come to class prepared, having completed the assigned reading and with the assigned text in hand</li> <li>• you are invited to pose questions in the lectures; I encourage discussion during lectures as well as in tutorials</li> </ul>	
<p><b>attendance and active participation in tutorials</b></p> <ul style="list-style-type: none"> <li>• the success of the tutorials depends on your active participation and willingness to express your diverse perspectives</li> <li>• this is a valuable opportunity for you to discuss ideas with your peers, work on your writing skills, and ask the TA questions arising from the readings or lectures</li> </ul>	15%
<p><b>reading journal (pass/fail)</b></p> <ul style="list-style-type: none"> <li>• while doing the assigned reading, make notes about your reading experience, initial reactions, observations and questions about the text</li> <li>• bring each journal entry with you to tutorial and hand it in to your TA</li> <li>• keeping the journal will help to make you a more active reader and to focus your reading process; it will provide raw material for your written assignments</li> </ul>	5%
<p><b>analytical personal narrative (3 pages)</b></p> <ul style="list-style-type: none"> <li>• choose one of the autobiographical essays (Cisneros, Vuong, Matar, Aciman or Kincaid) and write a brief response to it that incorporates personal or family history or other cultural evidence</li> <li>• why did the essay resonate with you? how does the author's account of the impact of books, reading, and writing on his or her formation correspond to or diverge from your own experience?</li> <li>• see guidelines for essay format and content under "Course Policies" below</li> </ul>	10%  <b>Oct 11</b>
<p><b>close reading exercise (3 pages)</b></p> <ul style="list-style-type: none"> <li>• choose a short passage from <i>Open City</i> or <i>The Moor's Account</i> that you find particularly striking or suggestive</li> <li>• give a close reading and interpretation of the passage</li> <li>• thesis-driven argument: put forward an interpretation and support it with textual evidence</li> <li>• see guidelines for essay format and content under "Course Policies" below</li> </ul>	15%  <b>Nov 8</b>
<p><b>essay (6 pages)</b></p> <ul style="list-style-type: none"> <li>• thesis-driven analysis of an assigned text</li> <li>• make use of close-reading skills developed in the previous assignment to provide textual evidence that supports your argument</li> <li>• suggested topics will be distributed in early November and an outline will be due in tutorials the week of Nov. 29; you may also propose your own topic but be sure to run it by me or your TA</li> <li>• see guidelines for essay format and content under "Course Policies" below</li> </ul>	25%  <b>Dec 6</b>
<p><b>final exam</b></p> <ul style="list-style-type: none"> <li>• one scheduled examination in December consisting of identifications and essay questions and covering the course texts, lectures and tutorial discussion</li> <li>• the exam will address the central ideas, terms and skills presented in class</li> <li>• details about the exam format and expectations will be discussed in class</li> </ul>	30%  <b>during exam period</b>

**Required Texts:**

Jamaica Kincaid, *A Small Place* (978-0-374-5207-5)  
 Teju Cole, *Open City* (978-0-8129-8009-7)  
 Laila Lalami, *The Moor's Account* (978-1476794129)  
 Michael Chabon, *The Yiddish Policeman's Union* (978-0007149834)  
 Guillermo Verdecchia, *Fronteras Americanas* (978-0-88922-705-7)  
 Marianne Satrapi, *Persepolis* (978-0375714573)

All texts will be available at Haven Books (43 Seneca St. at Sunnyside, 613-730-9888). In addition, readings marked \* will be available in electronic format via cuLearn and the Ares Course Reserves system (<http://libares01.carleton.ca/>) or the library catalogue. *If you find that a required reading is not available for a given week, please notify me immediately by email.*

**Recommended Texts and Resources:**

I strongly recommend M.H. Abrams, *A Glossary of Literary Terms* (ITP Nelson/ Harcourt Brace), available at bookstores or in the reference section of the library (PN44.5.A2 1999). In addition, you may wish to consult the *MLA Style Manual* (PN147.A28) as well as the Purdue Online Writing Lab (<https://owl.english.purdue.edu>). Another valuable resource is the *Literature Resource Centre* available through the Library Web under "Online Resources": "Journal Articles and Databases": <https://library.carleton.ca/find/databases/title/>

**Course Format:**

This course will be taught in one two-hour lecture and a one-hour discussion group each week. Although the tutorial group will be the primary venue for discussion, I will also invite you to share your responses to the texts during the lecture. In literary studies, we tease out the multiple meanings of a text by engaging in a dialogue with it and with each other. By approaching the text from different vantage points and sharing with each other our diverse perspectives, we gain greater insight into the text. I encourage you to propose alternative interpretations and to remain open to unexpected insights into our contemporary world that the text may yield. Unlike in some disciplines, there is no single correct answer or interpretation that we are seeking.

**Tutorial Sections:\***

Section	Day	Time	Location	TA
A02	Monday	11:35-12:25	111 PA	Lale Eskicioglu
A03	Tuesday	10:35-11:25	3110 RB	Marie-Catherine Allard
A05	Tuesday	16:35-17:25	3202 RB	Marie-Catherine Allard
A06	Tuesday	13:35-14:25	315 SA	Lale Eskicioglu

\*subject to change

## Course Policies

### Office Hours:

- I encourage you to come to my office hours to discuss any aspect of the course. Don't be shy! Email is also a useful mode of communication for more focused questions. If you have a conflict with my scheduled office hours, I am available by appointment.

### Email:

- Please use your Carleton email account and check it regularly so that I can communicate with you and so that you will receive class emails.

### cuLearn:

- On our class cuLearn page I will post the syllabus, essays topics, and occasionally some reference or background materials. You will also find a link to our electronic readings in Ares.

### Etiquette:

Students are expected to:

- arrive at each class on time and having read that day's reading
- refrain from talking during class or any other behaviour that is distracting to the instructor and your fellow students, including carrying on side conversations and leaving the classroom during lecture or discussion
- address peers in a respectful manner during all class discussions; be respectful of each other's perspectives and strive to make sure that every student feels comfortable expressing his or her views
- turn off all cell phones in class, as well as any other electronic devices (except for the purposes of note-taking)

### Completion of Assignments:

- In order to pass the course, **you must complete all** of the course requirements. This includes keeping up with the assigned reading and coming to class prepared and with the assigned text in hand.

### Essay Format:

- Use **MLA format** for all citations, bibliographies etc. (consult the *MLA Handbook* or the Purdue Online Writing Lab at <https://owl.english.purdue.edu> for details).
- Staple your essay, double space the text, and type it in 12-point font.
- Include a title, word count, your name, my name, your TA's name, your student number, and the course number.

### Essay Content:

- Offer fully developed arguments, employing the vocabulary and analytical frameworks introduced in class.
- Ground your arguments in close readings of the texts and organize them around a central thesis.
- I encourage you to consult me, your TA and/or Carleton's Writing Services (4<sup>th</sup> floor of the MacOdrum Library, 520-2600 x.1125, <http://carleton.ca/csas/writingservices/>) when preparing your essays.

**Grading of Essays:**

- Essays are graded on logical coherence, grammar, spelling, adherence to MLA format and appropriate use of secondary sources.
- Keep your rough drafts and notes for each assignment. I reserve the right to examine such materials if I deem it necessary.
- Essays are due at the beginning of class on the date specified in the syllabus. **I will deduct a third of a letter grade per day late including weekends** (ie. a B would become a B-) and extensions will be granted only in cases of serious illness (with doctor's note), bereavement, or religious observance.
- Late papers may be graded without comments.

**Exam:**

- The exam will be held during the exam period. Make sure that you do not schedule any holidays until the exam schedule becomes available.

## 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](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*).
- 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](http://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 BGIInS 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

**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.

**Schedule of Readings and Assignments (Subject to Revision)**

<b>date</b>	<b>modality</b>	<b>readings and screenings</b>
Sept. 13	<b>introduction: why literature matters for the study of the global</b>	
Sept. 20	<b>what is global literature?</b>  <i>imagination</i>	Cisneros, "Ghosts and Voices";* Vuong, "Surrendering";* Matar, "The Book";* Aciman, "A Literary Pilgrim";* Jay, "Beyond Discipline?"* <i>recommended: Hayot, "Literary Worlds"*</i>
Sept. 27	<i>resistance</i>	Kincaid, <i>A Small Place</i>  film clip: <i>Life and Debt</i>
Oct. 4	<i>empathy</i>	Cole, <i>Open City</i> : Part 1 (pp.1-146)
Oct. 11		Cole, <i>Open City</i> : Part 2 (pp.149-259)
Oct. 18	<b>+guest mini-lecture: global film</b> <i>memory</i>	<b>analytical personal narrative due in lecture</b> Lalami, <i>Moor's Account</i> : ch. 1-11 (pp. 1-162)
Oct. 25	<i>Fall Break: finish reading Lalami and start reading Chabon</i>	
Nov. 1		Lalami, <i>Moor's Account</i> : ch. 12-25 (pp. 163-319)
Nov. 8	<b>+guest mini-lecture: global music</b> <i>speculation</i>	Chabon, <i>Yiddish Policeman's Union</i> : ch. 1-23  <b>close reading exercise due in lecture</b>
Nov. 15		Chabon, <i>Yiddish Policeman's Union</i> : ch. 24-46
Nov. 22	<b>+guest mini lecture: global art</b> <i>self-articulation</i>	Verdecchia, <i>Fronteras Americanas</i>  film clip: <i>Crucero/Crossroads</i>
Nov. 29		Satrapi, <i>Persepolis</i> film clip: <i>Persepolis</i> <b>essay outline due in tutorial</b>
Dec. 6	<b>conclusion</b>	Yang, <i>American Born Chinese</i> (excerpt)*  <b>essay due in lecture</b>