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online office hours by appointment

GINS 2020B: Global Literatures Carleton University, Winter 2021



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

COURSE DESCRIPTION:

What does contemporary literature reveal about the human consequences of globalization? How has globalization affected the production and consumption of literary texts? How does literary studies contribute to interdisciplinary discussions of the global?

In this core course in the BGINS program, we will explore both the impact of literature on our understanding of the global and the impact of globalization on literature and literary studies. We will read works of 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 is structured around a series of modes of engagement with the global that literature fosters: *resistance, memory, empathy, speculation, and self-articulation*. Alongside these five literary 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? In the tutorials, students will explore these questions in greater depth while developing their essay writing skills and techniques of literary analysis.

COURSE REQUIREMENTS AND EVALUATION

<p>attendance and active participation in tutorials</p> <ul style="list-style-type: none"> the success of the tutorials depends on your regular attendance, active participation, and willingness to express your diverse perspectives this is a valuable opportunity for you to exchange ideas with your peers, work on your writing skills, and ask your TA questions arising from the readings or lectures 	10%
<p>reading journal (weekly starting Jan. 19th; pass/fail; you may miss 2 without penalty*)</p> <ol style="list-style-type: none"> read the assigned text and write a brief response recording your reading experience, initial reactions, observations, and questions about the reading (1 paragraph—100 words) watch the lecture and write a response: which concepts stood out as particularly important? what kinds of questions were raised? (1 paragraph—100 words) submit your 2-paragraph journal entry on cuLearn by 10 pm the night before the tutorial →keeping the journal will help you become a more active reader and focus your reading process; your entries will provide raw material for the more formal written assignments 	20%
<p>analytical personal narrative (3 pages)</p> <ul style="list-style-type: none"> choose one of the autobiographical essays (Cisneros, Vuong, Aciman, or Kincaid) and write a brief response that incorporates personal or family history or other cultural evidence why did the essay resonate with you? how does the author characterize the function of reading and writing? how does the author's experience as a reader or writer correspond to or diverge from your own? →see guidelines for essay format and content under "Course Policies" below 	15% due Feb.9
<p>close reading exercise (4 pages)</p> <ul style="list-style-type: none"> choose a short passage from <i>The Moor's Account</i> or <i>The Yiddish Policeman's Union</i> that you find particularly striking or suggestive give a close reading of the passage: why is it significant? what are its formal qualities (imagery, tone, narrative perspective, etc.)? what does it reveal about the larger themes of the novel or about the novel's protagonists? develop a thesis-driven argument: put forward an interpretation and support it with textual evidence from the passage and the novel →see guidelines for essay format and content under "Course Policies" below 	20% due March 16
<p>final essay (7 pages)</p> <ul style="list-style-type: none"> develop a thesis-driven analysis of one of the assigned texts make use of close-reading skills developed in the previous assignment to provide and analyze textual evidence that supports your argument suggested topics building on concepts introduced in lectures will be distributed in early March; you may also propose your own topic but be sure to run it by me or your TA an outline and preliminary thesis statement will be due April 6 →see guidelines for essay format and content under "Course Policies" below 	35% due April 13

LEARNING OUTCOMES:

In this class you will

- be introduced to contemporary works of global literature in a variety of genres
- learn about the relationship between literature and globalization
- learn about modalities of literature that enable writers to offer unique insight into global processes
- learn key concepts in literary studies and techniques of literary analysis including close reading

- develop your essay writing skills including effective thesis statements, introductions, paragraphing, and the use of evidence to support your interpretation of the text

COURSE FORMAT AND IMPORTANT INFORMATION FOR WINTER 2021:

- We will be using a blended format. The lectures will be asynchronous and the tutorials will be synchronous.
- Your attendance at tutorials is required and your active participation is strongly encouraged. In literary studies, we tease out the multiple meanings of a text by engaging in a dialogue with the text and with each other. By approaching the text from different vantage points and by sharing with each other our diverse perspectives, we gain greater insight into the text. The TAs and 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.
- To complete the course, you will need access to a computer with word processing capabilities, a microphone, and internet access. If you have difficulties meeting these technological requirements or if you have accessibility needs related to the requirements please let me know as soon as possible.
- This course is reading intensive and writing intensive. Please allow sufficient time to complete all of the readings, especially the novels by Laila Lalami and Michael Chabon.

HOW TO SUCCEED IN THIS CLASS:

- Read the assigned readings.
- View the recorded lectures and any other materials assigned for viewing.
- Complete your weekly 2-paragraph reading and lecture journal entries.
- Attend and participate in tutorials, keeping the assigned readings at hand.
- Complete all of the written assignments, paying close attention to the instructions and grading rubric. Seek help from me, your TA, or Carleton's Writing Services if needed.
- Ask questions! If you are uncertain about a concept or assignment, pose questions in tutorial, come to my online office hours, or make an appointment to speak with me or your TA.

REQUIRED TEXTS AND READINGS:

- Jamaica Kincaid, *A Small Place* (978-0374527075)
- Laila Lalami, *The Moor's Account* (978-0804170628)
- Michael Chabon, *The Yiddish Policeman's Union* (978-0007149834)
- Tetsuro Shigematsu, *Empire of the Son* (978-1772011043)
- Marjane Satrapi, *Persepolis: The Story of a Childhood* (978-0375714573)

The course texts will be available for purchase at the Carleton University Bookstore

<https://www.bkstr.com/carletonstore/home>. Second-hand copies are fine but please if possible purchase the same edition as has been assigned. You may also buy an e-book from a vendor of your choosing.

Shorter readings marked * will be available in electronic format via cuLearn and the Ares Course Reserves system (<https://reserves.library.carleton.ca/ares/>). *If you find that a required reading is not available for a given week, please notify me immediately by email.*

RECOMMENDED RESOURCES FOR LITERARY STUDIES:

- The library's subject guide for Literary Studies is available here: <https://library.carleton.ca/research/subject-guides/english-language-and-literature-detailed-guide>
- Among the library's resources for literary studies, I recommend especially **Gale Literature**, which includes the Literature Resource Centre: <https://library.carleton.ca/find/databases/gale-literature>
This database provides access to full-text articles from scholarly journals as well as critical essays and biographies. It provides information on authors, their works, and literary movements.
- Another good resource included in the library's subject guide is the **Johns Hopkins Guide to Literary Theory and Criticism**.
- Finally, for quicker reference, the full text of *The Routledge Dictionary of Literary Terms* is available online through the library catalogue.

TA CONTACT INFORMATION:

- Marie-Catherine Allard: mariecatherineallard@cmail.carleton.ca
- Jessica Marino: jessicamarino@cmail.carleton.ca

TUTORIAL SECTIONS (will begin week of January 19):*

Section	Day	Time	TA
B2	Thursday	9:35-10:25	Marie-Catherine Allard
B3	Tuesday	12:35-13:25	Marie-Catherine Allard
B4	Wednesday	11:35-12:25	Jessica Marino
B5	Monday	9:35-10:25	Jessica Marino

*subject to change

COURSE POLICIES

Inclusivity Statement

- I am committed to fostering an environment for learning that is inclusive for everyone regardless of race, ethnicity, religion, sexual orientation, gender identity, gender expression, ability, age, and class. All students in the class, the instructor, TAs, and any guests should be treated with respect during all interactions. Please feel free to contact me if you have any concerns. I also welcome emails or other communication to let me know your preferred name or pronoun.

Student Wellbeing

- The COVID-19 pandemic and other recent events have made this academic year extraordinarily stressful and challenging for many students. While encouraging rigorous academic work in this class, I am mindful of your health and wellbeing and the need to balance academic commitments with other responsibilities. Please feel free to contact me or your TA if you are feeling overwhelmed by class assignments or if you would like help connecting with academic support or health resources.

Sensitive Course Content

- Some of the course materials we will be reading will address difficult and emotionally challenging topics such as colonial violence, racism, anti-semitism, misogyny, and poverty. The TAs and I will do our

best to make the classroom a space where we can engage bravely, empathetically, and thoughtfully with difficult content.

Office Hours:

- I encourage you to make an appointment with me to discuss any aspect of the course. Please don't be shy! Email is also a useful mode of communication for more focused questions. Your TA is also available to meet with you by appointment.

Email:

- Use your Carleton email account for all communications with me and your TA. No personal accounts please. Check your Carleton email regularly so that we can communicate with you and so that you will receive class communications.

cuLearn:

- On our class cuLearn page I will post the recorded lectures, course syllabus, essay topics, a grading rubric, and occasionally some reference or background materials.
- On our cuLearn page, you will also find a link to our electronic readings in Ares.
- Please use the designated section of our cuLearn page to upload your reading diary entries and your essay assignments.
- It is your responsibility to check our cuLearn course page regularly.

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 tutorials prepared to engage in discussion.

Essay Format:

- Use MLA format for all citations, bibliographies etc. Consult the *MLA Handbook* or the Purdue Online Writing Lab for details:
https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html
- Double space your essay and use a 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 lectures and tutorials.
- Ground your arguments in close readings of the texts and organize them around a central thesis.
- Additional guidelines will be provided for each assignment.
- I encourage you to consult me, your TA and/or Carleton's Writing Services when preparing your essays:
<https://carleton.ca/csas/writing-services/>

Grading of Essays:

- Essays are graded on logical coherence, grammar, spelling, adherence to MLA format and appropriate use of secondary sources.
- A grading rubric will be posted on cuLearn. Please consult the rubric while preparing your essays.
- Keep your rough drafts and notes for each assignment. I reserve the right to examine such materials if I deem it necessary.

- If you submit your essay late, 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.

BGIInS POLICIES

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 see the [Student Guide](#).

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 see the [Student Guide](#).

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).

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. Arrangements for late submission of term work is to be determined by your instructor. 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 LECTURE TOPICS, READINGS AND ASSIGNMENTS (SUBJECT TO REVISION)

DATE	LECTURE TOPIC/LITERARY MODALITY	READINGS AND ASSIGNMENTS
Jan. 12	introduction: why literature matters for global studies	Hosseini, "Sea Prayer" (video link on cuLearn)
Jan. 19	IMAGINATION + what is global literature?	Cisneros, "Ghosts and Voices"*; Vuong, "Surrendering"*; Aciman, "Literary Pilgrim"*; Jay, "Beyond Discipline?"*
Jan. 26	RESISTANCE	Kincaid, <i>A Small Place</i>
Feb. 2	MEMORY	Lalami, <i>Moor's Account</i> : ch. 1-11 (pp. 1-162)
Feb. 9		Lalami, <i>Moor's Account</i> : ch. 12-25 (pp. 163-319) →analytical personal narrative due
Feb. 16	no class – Reading Week	start reading <i>The Yiddish Policeman's Union</i>
Feb. 23	EMPATHY	Thammavongsa, "Picking Worms"*; Bezmozgis, "Immigrant City"*
March 2	SPECULATION	Chabon, <i>Yiddish Policeman's Union</i> ch. 1-23 (pp. 1-205)
March 9		Chabon, <i>Yiddish Policeman's Union</i> ch. 24-46 (pp. 206-411)
March 16	SELF-ARTICULATION	Shigematsu, <i>Empire of the Son</i> →close reading exercise due
March 23		Satrapi, <i>Persepolis</i> (pp. 1-102)
March 30		<i>Persepolis</i> continued; excerpt from Yang, <i>American Born Chinese</i> * guest lecture on Yang by Kevin Pat Fong
April 6	optional individual essay consultations with Prof. Casteel	→tentative thesis statement and outline of final essay due
April 13	conclusion	→final essay due