**OUTLINE**

**GINS 2020B Global Literatures: “Making Sense of the Agenda 2030 Sustainable Development Goals through Literature”**

**Winter term** (January 8 - April 8, 2024)

**Honours Seminar** (0.5 credit)

Bachelor of Global and International Studies, Arthur Kroeger College of Public Affairs

**Class time:** Mondays, 15:35-17:25

**Instructor**: Ioanna Sahas Martin, Fellow in Residence 2023-24

**Office Hours**: Mondays 2:00 - 3:00 (in person - office #2127 Dunton Tower) or other by appointment (virtual)

**Email**: IoannaSahasMartin@cunet.carleton.ca

**TA**: Leila Mahmoudi

**TA email:** LEILAMAHMOUDI@cmail.carleton.ca

**Tutorials:**

Monday 09:35 to 10:25

Monday 13:35 to 14:25

**TA office hours**: Thursdays from 9:30 to 10:00 a.m.

**Course description**: The United Nations’ Agenda 2030 Sustainable Development Goals (SDGs) is an internationally-agreed framework to promote global development progress. In 2015 the global community agreed to the SDGs and their targets, with a view to achieving them by 2030. While progress is stalled, the international community recommitted to the SDGs in September 2023, including the principle of universality and the ultimate goal to “leave no one behind”. How can literature shed light on the SDGs and challenges associated with achieving them? How can different literary forms inspire greater awareness of and action on the SDGs? Through this course, students will deepen their knowledge of global sustainable development challenges and the Agenda 2030 SDG framework, and further develop their critical thinking and communications skills, by exploring a variety of literary genres (e.g., memoir/personal essay, short story, poetry/spoken word, novel/graphic novel and digital storytelling).

**Learning Outcomes:** By the end of the course, students should be able to:

* Provide informed analysis of the Agenda 2030 global development framework
* Compare and articulate positions on the relevance of the SDGs from diverse perspectives
* Develop critical interpretations of literary texts and stories in various genres
* Develop and practice academic and professional research, writing and communication skills

**(See full course weekly breakdown below).**

**Evaluation:**

* **Participation (15%):**
	+ **Tutorial attendance** (10%) - attend at least 10 out of 13 tutorials
	+ **Participation activities** (5%) - complete **5** out of 8 participation activities (in class or tutorials):
		- Bio - one paragraph, max 150-200 words
		- Flash story or blog post based on a prompt - max 150-250 words (x2)
		- Online discussion posts - max 150-200 words (x2)
* **Reflection Journal (10%):** Students will prepare a reflection journal with 10 reflections on the readings, class/tutorial discussions or writing prompts (to be completed and submitted in class)
* **Assignment 1:**
	+ **Personal Essay, Short Story or Poetry (20%) -** Students will write or draw a personal essay, short story or selection of poetry - 1000-1200 words / or 18-24 drawn panels, with a connection to at least two of the SDGs
	+ **Query letter and submission to publisher (10%)**: Students will write a query letter (up to 250 words) and submit their personal essay, short story OR poetry to a literary magazine or writing contest (to be completed in tutorial session)
* **Assignment 2: “GINS Reads” (20%):** Students will defend their long read in small groups in class, and conduct a peer review
* **Assignment 3: Long read study (25%):** Based on their long read and drawing from course material, students will complete **one** of the following:
	+ - Prepare a review/analysis of a novel (1500-1800 words)
		- Write a first chapter of a novel (1500-1800 words)
		- Produce a podcast or video (12-15 minutes)

**Checklist for submission of assignments:**

* Name, student number and course number on title page
* Title on title page and at the top of page 1
* Page numbers starting after title page
* 1 inch margin on the sides and 12 point font, Times New Roman
* Spell check and grammar check completed
* Electronic submissions in word or PDF format
* Word count is within requested limit
* Appropriate citations and bibliography included when required
* Submission is on time (no later than 11:59 PM EST on due date\*)

***\*Please contact me by email as soon as possible (and preferably at least 24 hours in advance) if you require an extension.***

**Course syllabus (Class topics, readings/viewings and assignment schedule)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date** | **Topic**  | **In-class Readings / Viewings** | **Participation activities / Course Assignments** |
| **Week 1 -** Jan 8 | **Introductions*** Instructor
* Participants

**Course overview*** Objectives
* Syllabus
* Assignments
* Expectations

**Background / Context*** What are the [Agenda 2030 Sustainable Development Goals](https://www.un.org/sustainabledevelopment/)?
* Global literature and the SDGs
 | **Read**: [Instructor bio](https://carleton.ca/bgins/people/ioanna-sahas-martin/) (0.5 page)**Watch**: We the People for the Global Goals (2:58 minutes)<https://www.youtube.com/watch?v=RpqVmvMCmp0> **Read:** [Sustainable Literature: Fiction and the Mind](https://www.sum.uio.no/english/sdg/blog/guest/sustainable-literature-fiction-and-the-mind.html), by Mats Haraldsen, University of Oslo (article)**Website**: [SDG Book Club](https://www.un.org/sustainabledevelopment/sdgbookclub/) | In-class activity: reflection journalTUTORIAL: participation activity - Bio (1%)\*Choose Memoir and Short Story Collection (see selections in Assignment Reading List below) |
| **Week 2 - Jan 15** | **No poverty/ SDG 1*** Agenda 2030: progress and gaps
* Multidimensional poverty
 | **Read**: [Global Sustainable Development Report 2023](https://sdgs.un.org/gsdr/gsdr2023?_gl=1*b6dwed*_ga*MjExMDM0NzIwNC4xNzAwODYwNjE1*_ga_TK9BQL5X7Z*MTcwMDg2MDcwOC4xLjEuMTcwMDg2MTA3Mi4wLjAuMA) - Executive summary (12 pages)**Read**: Preamble and Introduction of [Transforming our World: the 2030 Agenda for Sustainable Development](https://sdgs.un.org/2030agenda), United Nations, 2015 (**paras 1-13**, 5 pages)**Watch:** The SDG Report 2023: Special Edition (6:02 minutes)<https://www.youtube.com/watch?v=zF361a019zA>  | In-class activity: reflection journal\*ASSIGN ASSIGNMENT 1 (DUE FEB 16): - Personal Essay **OR** - Short Story **OR** - PoetryTUTORIAL: participation activity - (1%) |
| **Week 3 -** Jan 22 | **Agenda 2030: “Leave no one behind”****Writing about people*** People of Colour
* LGBTQ2I+
* Persons with (dis)abilities
* Indigenous Peoples
 | **Watch (in class)**: [Esi Edugyan - Out of the Sun](https://gem.cbc.ca/esi-edugyan-out-of-the-sun?autoplay=1), Massey Lecture (30:00 minutes)**Read**: [Toward Diversity in Texts: Using Global Literature to Cultivate Critical Perspectives](https://digitalcommons.unomaha.edu/cgi/viewcontent.cgi?article=1045&context=ctlle) (4 pages) | In-class activity: reflection journalTUTORIAL: participation activity - (1%) |
| **Week 4 - Jan 29** | **Health/ SDG 3 and Education/ SDG 4 through****Memoir**  | **MEMOIR - READ ONE OF THE FOLLOWING**:* Born a Crime, Trevor Noah (Memoir)
* A Mind Spread out on the Ground, by Alicia Elliott (Memoir)
* Life on the Ground Floor: Letters from the Edge of Emergency Medicine, James Maskalyk (Memoir)
* I am Malala, Malala Yousafzai (Memoir)
* The Boy Who Harnessed the Wind, William Kamkwamba (Memoir/YA)
 | In-class activity: reflection journalTUTORIAL: participation activity - (1%) |
| **Week 5 - Feb 5** | **Gender equality/ SDG 5 through Short Story** | **SHORT STORY - READ 3 STORIES FROM ONE OF THE FOLLOWING**:* The Thing Around Your Neck, by Chimamanda Ngozi Adichie
* How to Pronounce Knife, by Souvankham Thammavongsa
* The Islands, by Dionne Irving
 | In-class activity: reflection journalTUTORIAL: Query letter |
| **Week 6 - Feb 12** | **Climate Action/ SDG 13 through Poetry and Spoken Word***Guest speaker: Manahil Bandukwala, author of Monument (poems)* | **Read**: [Where is the fiction about climate change?](https://www.theguardian.com/books/2016/oct/28/amitav-ghosh-where-is-the-fiction-about-climate-change-) (article by Amitav Ghosh)**POETRY****Read**: * Poem: [Earth Cries](https://amp-theguardian-com.cdn.ampproject.org/c/s/amp.theguardian.com/commentisfree/2023/aug/05/earth-cries-ben-okri), by Ben Okri
* Poem: [Skywater](https://www.manahilbandukwala.com/), by Manahil Bandukwala

**Listen:*** Poem: [Monsoon Poem](https://www.poetryfoundation.org/poetrymagazine/poems/142857/monsoon-poem), by [Tishani Doshi](https://www.poetryfoundation.org/play/143520) (04:16 minutes)
* Spoken word: [George the Poet on Climate Change](https://www.youtube.com/watch?v=kfEF_P73RE0) (02:37 minutes)

**Watch:*** [A Poet’s Plea to Save the Planet](https://www.youtube.com/watch?v=s3toNen_H6Y), by IN-Q (04:57 minutes)
 | In-class activity: reflection journalTUTORIAL: participation activity - (1%)**ASSIGNMENT 1 DUE FRIDAY, FEB 16**:- Personal Essay **OR****-** Short Story **OR****-** Poetry**AND** Query letterASSIGN NOVEL/LONG READ STUDY (see selections in Assignment Reading List below):* “GINS READS” (present on March 25 or April 1) **AND**
* Final assignment (Due April 12)
 |
| Feb 19 | READING WEEK / NO CLASS |  |  |
| **Week 7 - Feb 26** | **Migration/ SDG 10/target 7 through Digital storytelling** | **Watch:**[The power of digital storytelling](https://www.youtube.com/watch?v=jA2cTZK9hzw), Emily Bailin Wells, Ed.D.**Read:** [*Digital Storytelling and Reconciliation*](https://faculty.educ.ubc.ca/norton/Hare_etal_c150%2B.pdf), by Jan Hare, Ron Darvin, Liam Doherty, Margaret Early, Margot Filipenko, Bonny Norton, Darshan Soni, and Espen Stranger- Johannessen | In-class activity: reflection journalTUTORIAL: participation activity - (1%) - AR/VR EXPERIENCE |
| **Week 8 -** March 4 | **Sustainable Cities and Communities/ SDG 11 through Digital storytelling** |  | In-class activity: reflection journalTUTORIAL: participation activity - (1%) - AR/VR EXPERIENCE |
| **Week 9 - March 11** | **Reduce inequalities/ SDG10 through** **Novel** * **Global perspectives**
 | **NOVEL - READ ONE OF THE FOLLOWING**:* Homegoing, by Yaa Gyasi (Novel)
* Island Beneath the Sea, by Isabel Allende (Novel)
* Slumdog Millionaire, by Vikas Swarup (Novel)
* The Illegal, by Lawrence Hill (Novel/YA)
* American Dirt, by Jeanine Cummins (Novel)
* What Strange Paradise, by Omar El Akkad (Novel)
* The Ministry for the Future, by Kim Stanley Robinson (Novel)
* Scarborough, Catherine Hernandez (Novel)
* Ducks: Two Years in the Oil Sands, by Kate Beaton (Graphic novel)
* The Marrow Thieves, by Cherie Dimaline (YA)
 | In-class activity: reflection journalTUTORIAL:participation activity - (1%) |
| **Week 10** - March 18 | **Reduce inequalities/ SDG10** **through** **Novel (cont'd)*** **Canadian perspectives**
 | Long read (as per selection listed in /week 9) should be completed by this week. | In-class activity: reflection journalTUTORIAL:Prep for “GINS Reads” |
| **Week 11** - March 25 | “GINS Reads” | Students will defend their long read in small groups and conduct a peer review | TUTORIAL: participation activity - (1%) |
| **Week 12 - April 1** | “GINS Reads” | Students will defend their long read in small groups and conduct a peer review | TUTORIAL: peer review  |
| **Week 13 - April 8** | Wrap-up“Ask me anything” |  | ASSIGNMENT 3: DUE APRIL 12* Essay **OR**
* First chapter novel **OR**
* Podcast / Video
 |

**ASSIGNMENT READING LIST**

**MEMOIR - READ ONE OF THE FOLLOWING**:

* Born a Crime, Trevor Noah (Memoir)
* A Mind Spread out on the Ground, by Alicia Elliott (Memoir)
* Life on the Ground Floor: Letters from the Edge of Emergency Medicine, James Maskalyk (Memoir)
* I am Malala, Malala Yousafzai (Memoir)
* The Boy Who Harnessed the Wind, William Kamkwamba (Memoir/YA)

**SHORT STORY - READ 3 STORIES FROM ONE OF THE FOLLOWING**:

* The Thing Around Your Neck, by Chimamanda Ngozi Adichie
* How to Pronounce Knife, by Souvankham Thammavongsa
* The Islands, by Dionne Irving

**READ ONE OF THE FOLLOWING NOVELS**:

* Homegoing, by Yaa Gyasi (Novel)
* Island Beneath the Sea, by Isabel Allende (Novel)
* Slumdog Millionaire, by Vikas Swarup (Novel)
* The Illegal, by Lawrence Hill (Novel/YA)
* American Dirt, by Jeanine Cummins (Novel)
* What Strange Paradise, by Omar El Akkad (Novel)
* The Ministry for the Future, by Kim Stanley Robinson (Novel)
* Scarborough, Catherine Hernandez (Novel)
* Ducks: Two Years in the Oil Sands, by Kate Beaton (Graphic novel)
* The Marrow Thieves, by Cherie Dimaline (YA)

**Standing in a course:** 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.

**Course Copyright:** Please note that my lectures and course materials (including all PowerPoint presentations, outlines, and similar materials) are protected by copyright. I am the exclusive owner of copyright and intellectual property of all course materials. You may take notes and make copies of course materials for your own educational use. You may not reproduce or distribute lecture notes and course materials publicly or for commercial purposes without my express written consent.

**PLAGIARISM**

The University Academic Integrity Policy defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.”* This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

* any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
* using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
* using another’s data or research findings without appropriate acknowledgement;
* submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
* failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

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.

**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. A variety of resources are available:<https://carleton.ca/wellness/>.

**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](https://walkincounselling.com/)

**ACADEMIC ACCOMMODATION**

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

**Informal accommodation due to short-term incapacitation**: please contact me by email as soon as possible for any short-term incapacitation. (Note: you may be asked to provide a Self-Declaration for Academic Considerations form<https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>).

**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 ([click here](https://carleton.ca/equity/accommodation/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](https://carleton.ca/equity/accommodation/religious-observances/).

**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, please request your accommodations for this course through the [Ventus Student Portal](https://ventus.carleton.ca/student/) 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*). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made.

**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>