



**WORLD LITERATURE
ENGLISH 2110
SECTIONS 8, 9 & 12
FALL 2013
TUESDAYS AND THURSDAYS 12:30-1:45, 2:00-3:15 and 3:30-4:45**

**Dr. CLAUDIA YAGHOOBI
OFFICE: A&S 3-08
OFFICE HOURS: Tuesdays and Thursdays 5:00-6:00 pm
Wednesdays 12:30-2:00
Fridays 12:30-2:00 or by appt.
EMAIL: Claudia.yaghoobi@gcsu.edu**

COURSE DESCRIPTION

This course introduces students to world literature from South America and the Caribbean, Africa, The Middle East and Asia. Although it emphasizes the study of the literary significance of the selected works, one of its main goals is to understand these works in their cultural and historical contexts. These works promote an appreciation of the enduring human values and a desire to define the human condition. Since forms of expression change over time and across cultures due to beliefs, values and experience, which both unite and divide cultures, we need to understand the social, political, economic and historical background of each work. In addition, because all of these societies have also been impacted by the Western world—whether through slavery, colonialism, or through the spread of industrialization and global economy – we will also explore the ways through which these societies have expressed acceptance of, resistance to, or adaptation to these social changes. And we will examine how writers in these societies have expressed the concerns, problems and divisions within their own cultures.

DEPARTMENTAL GOALS AND OUTCOMES

1. To learn to appreciate literature in its aesthetic, social, and historical dimensions.
2. To develop a responsiveness to, and an appreciation of, the literatures of the world, and an awareness of the diversity of the social and cultural backgrounds that produced them.
3. To develop an awareness of the variety of literary genres, and an understanding of their aesthetic and cultural components.
4. To develop a sense of literary traditions, and how they help form and determine a range of social and cultural expressions.
5. To refine the ability to discuss literary works, orally and in writing, and more generally to learn strategies for approaching texts analytically.

COURSE MATERIALS

South America and The Caribbean:

Danticat, Edwidge. *Brother, I'm Dying*. New York: Vintage Books, 2007.
ISBN 978-1-4000-3430-7

Diaz, Junot. *This is How You Lose Her*. New York: Penguin Group Inc., 2012.
ISBN 978-0-571-29419-0

Africa:

Achebe, Chinua. *Things Fall Apart*. New York: Anchor Books, 1994.
ISBN 978-0385-47454-2

Ba, Mariama. *So Long a Letter*. Trans. Modupe Bode-Thomas. Intro. Kenneth W. Harrow. Long Grove, Illinois: Waveland Press Inc., 2008.
ISBN 978-1-57766-806-0

Asia:

Chang, Eileen. *Love in a Fallen City*. Trans. Karen S. Kingsbury. New York: NYRB, 2007.
ISBN 978-1-59017-178-3

The Middle East:

Amir and Khalil. *Zahra's Paradise*. New York and London: First Second, 2011.
ISBN 978-1-59643-642-8

El Saadawi, Nawal. *Woman at Point Zero*. Trans. Sherif Hetata. London, NY: Zed Books, 2007.
ISBN 978-1-84277-872-2

CLASS POLICIES AND EXPECTATIONS

- **Class Participation and attendance (10 points):** class discussions and activities will give you the opportunity to discuss the material. Bring your books and any additional assignment to each class. Keep up with the readings and be ready to discuss the material. Class participation means more than physical attendance.

- **Discussion Leading – (10 points each: 20 points):** during the semester, each student will be assigned twice to prepare a discussion question and a response paragraph on the readings of the day and we will discuss those questions in class. For this assignment, while reading, jot down questions or underline quotes that jump out at you. Write down a discussion question that you are most interested in asking your classmates. Make this question broad enough to cover some of the topics/issues explored in the class. Type this discussion question in bold at the top of your homework. In one-paragraph (7-8 sentences), write your initial response to the question. This response is free form, and could be experiential, opinion-driven or contemplative. Bring it to class and upload it online on GeorgiaVIEW D2L at the end of the day.

- **Close-reading – (10 points each: 20 points):** during the semester, each student will be assigned twice to close-read a passage/quote which they find interesting, inspiring, shocking, etc. from the readings of the day and in groups we will discuss this quote/passage. To do a close reading of a quote or passage, you choose a specific passage and analyze it in fine detail, as if with a magnifying glass. You then comment on your reactions as a reader. Close reading is important because it is the building block for larger analysis. Your thoughts evolve not from someone else’s truth about the reading, but from your own observations. The more closely you can observe, the more original and exact your ideas will be. To begin your close reading, ask yourself several specific questions about the passage such as “What is the first thing you notice about the passage?”, “Why is the passage significant?” or “How is this passage related to the larger topics of the class?” Type the passage and your close reading of it. Bring it to class and upload it online on GeorgiaVIEW D2L at the end of the day.

- **Group Presentations (10 points):** You will be provided with a worksheet for this assignment; with your group members, you will choose one of the books, pick a role, and meet with your group and with me. You may have power point presentation, show video clips, etc. Upload your presentation online on GeorgiaVIEW D2L at the end of the day you present it.

- **Participation in GeorgiaVIEW D2L forums (4 commentaries + 4 responses: 40 points)**
 For each of the four world regions, you should post the following to the GeorgiaVIEW D2L forum:
 - 1) A 200-word commentary about the book(s). Your posts do not need to be masterpieces, but you should try to offer some original observations rather than simply restating something mentioned in lecture or discussion. Think of this as an opportunity to begin working out ideas for your papers.
 - 2) A 150-word response to one of your classmates’ comments. Do not simply say you agree or disagree: explain yourself and elaborate.**The dates to post your commentary and response:**
 - **September 22nd by 11:55pm: South America and the Caribbean**
 - **October 13th by 11:55pm: Africa**
 - **November 3rd by 11:55pm: Asia**
 - **December 1st by 11:55pm: The Middle East**

- **10 Pop-up Quizzes – 100 points** – fill in the blanks, multiple choice, ID questions, short answers

- **Midterm exam – 100 points -- October 3, 2013** --- take-home essay questions to be uploaded online on GeorgiaVIEW D2L on the day of exam.

- **Cumulative in-class Final exam – 100 points -- December 10, 2013** -- ID questions, short answers and essay questions

- **Final paper 1800-1850 words—100 points -- due on November 26 ---** we will have workshops on brainstorming, writing a thesis statement, an outline, and introduction and will peer-review first drafts. I will read and give feedback on second drafts. Upload it online on GeorgiaVIEW D2L.
- **Extra-credit opportunities are available; just ask:** if you feel that you need an extra credit opportunity to make up for a missed quiz, class participation, an absence or simply for improving your grade, discuss it with me in class and I will guide you.

Policies:

- Attendance is mandatory, as is punctuality. More than three absences will lower your total grade by half a grade; excused absence allowed in case of serious medical condition if verified by note from physician. More than six absences will result in a failing grade for the semester.
- Late papers or e-mailed assignments will not be accepted. However, let me know in advance if you have an extenuating circumstance that prevents you from completing an assignment.
- If you wish to discuss your grades, please meet with me during my office hours. Grades will not be discussed in class or through e-mail. Feel free to utilize my office hours to discuss papers.
- Respect others, do not talk when someone else is talking, do not offend others by your language (be mindful that others may be of a different class, gender, religion, race, or ability set than you).
- Homework assignments should be typed, 12 point, Times New Roman font; 1-inch margins; double-spaced; no late assignments.
- Please turn your cellphones off.

Class Schedule and Activities

Week One

August 20, 2013: Introductions

August 22, 2013: What is World Literature?

- Jameson, Frederic. “Third World Literature in the Era of Multinational Capitalism.” Social Text 15 (Autumn, 1986): 65-88.
- Ahmad, Aijaz. “Jameson's Rhetoric of Otherness and the ‘National Allegory’.” Social Text 17 (Autumn, 1987): 3-25.
- Chinua Achebe: “The African Writer and the English Language”
- Edward Said: “Reflections on Exile” (137-149)

South America and the Caribbean

Week Two

August 27, 2013

- Edwidge Danticat, *Brother, I'm Dying* (Part One: 3-48)

August 29, 2013

- Edwidge Danticat, *Brother, I'm Dying* (Part One: 49-123)

Week Three

September 3, 2013

- Edwidge Danticat, *Brother, I'm Dying* (Part Two: 127-269)

September 5, 2013

- **Group Presentation:** *Brother, I'm Dying*

Week Four

September 10, 2013

- Junot Diaz, *This is How You Lose Her* (3-76)

September 12, 2013

- Junot Diaz, *This is How You Lose Her* (77-145)

Week Five

September 17, 2013

- Junot Diaz, *This is How You Lose Her* (147-213)

September 19, 2013

- **Group Presentation:** *This is How You Lose Her*

Africa

Week Six

September 24, 2013

- Achebe, *Things Fall Apart* (3-109)

September 26, 2013

- Achebe, *Things Fall Apart* (110-209)

Week Seven

October 1, 2013

- **Group Presentation:** *Things Fall Apart*

October 3, 2013

- **Midterm:** upload your papers on GeorgiaVIEW D2L

Week Eight

October 8, 2013

- Ba, *So Long a Letter* (1-95)

October 10, 2013

Group Presentation: *So Long a Letter*

Asia

Week Nine

October 15, 2013 Fall Break

October 17, 2013

- Chang, *Love in a Fallen City*, “Aloeswood Incense: The First Brazier” (5-76)

Week Ten

October 22, 2013

- Chang, *Love in a Fallen City*, “Love in a Fallen City” (109-167)
- **Bring in your paper topic and we will brainstorm and work on your thesis statements**

October 24, 2013

- Chang, *Love in a Fallen City*, “Red Rose, White Rose” (255-312)

Week Eleven

October 29, 2013

- **Group Presentation:** *Love in a Fallen City*

October 31, 2013

- **Bring in the outline of your paper and we will work on it and your introduction**

The Middle East

Week Twelve

November 5, 2013

- Introductory lecture on Iran

***** November 6, 2013 at 7pm:** Amir, *Zahra's Paradise*, Skype talk by the author

November 7, 2013

- Amir, *Zahra's Paradise* (6-115)

Week Thirteen

November 12, 2013

- Amir, *Zahra's Paradise* (175-225)

November 14, 2013

- **Group Presentation:** *Zahra's Paradise*

Week Fourteen

November 19, 2013

- **Bring in the first draft of your paper and we will peer-review in class**

November 21, 2013

- El Saadawi, *Woman at Point Zero* (1-58)

Week Fifteen

November 26, 2013

- El Saadawi, *Woman at Point Zero* (58-114)
- **Papers due: upload your papers on GeorgiaView D2L**

November 28, 2013 Thanksgiving

Week Sixteen

December 3, 2013

- **Group Presentation:** *Woman at Point Zero*

December 5, 2013

- Course Review

Week Seventeen – Final Exams

Class time 12:30-1:45 – final exam day and time, Thu, Dec. 12, 2013 – 10:30am-12:45pm

Class time 2:00-3:15 – final exam day and time, Tue, Dec. 10, 2013 – 1:00pm-3:15pm

Class time 3:30-4:45 – final exam day and time, Thu, Dec. 12, 2013 – 1:00pm-3:15pm

UNIVERSITY POLICIES

Student Opinion Surveys

Given the technological sophistication of Georgia College students, the student opinion survey is being delivered through an online process. Your constructive feedback plays an indispensable role in shaping quality education at Georgia College. All responses are completely confidential and your name is not stored with your responses in any way. In addition, instructors will not see any results of the opinion survey until after final grades are submitted to the University. An invitation to complete the online opinion survey is distributed to students near the end of the semester. Your participation in this very important process is greatly appreciated.

Religious Observance Policy

Students are permitted to miss class in observance of religious holidays and other activities observed by a religious group of which the student is a member without academic penalty. Exercising of one's rights under this policy is subject to the GC Honor Code. Students who miss class in observance of a religious holiday or event are required to make up the coursework missed as a result from the absence. The nature of the make-up assignments and the deadline for completion of such assignments are at the sole discretion of the instructor. Failure to follow the prescribed procedures voids all student rights under this policy.

Assistance for Student Needs Related to Disability

If you have a disability as described by the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973, Section 504, you may be eligible to receive accommodations to assist in programmatic and physical accessibility. Disability Services, a unit of the GCSU Office of Institutional Equity and Diversity, can assist you in formulating a reasonable accommodation plan and in providing support in developing appropriate accommodations to ensure equal access to all GCSU programs and facilities. Course requirements will not be waived, but accommodations may assist you in meeting the requirements. For documentation requirements and for additional information, we recommend that you contact Disability Services located in Maxwell Student Union at 478-445-5931 or 478-445-4233.

Academic Honesty

The integrity of students and their written and oral work is a critical component of the academic process. The submission of another's work as one's own is plagiarism and will be dealt with using the procedures outlined in the GC Catalog. Remember that allowing another student to copy one's own work violates standards of academic integrity.

Fire Drills

Fire drills will be conducted annually. In the event of a fire alarm, students will exit the building in a quick and orderly manner through the nearest hallway exit. Learn the floor plan and exits of the building. Do not use elevators. If you encounter heavy smoke, crawl on the floor so as to gain fresh air. Assist disabled persons and others if possible without endangering your own life. Assemble for a head count on the front lawn of main campus or other designated assembly area.

Software Creation

The intellectual property of class assignments and other materials developed using university resources that are commercialized are reviewed under the USG and GC policies to determine ownership and/or payment rights. USG policies can be found

at http://www.usg.edu/policymanual/section6/policy/6.3_intellectual_properties/ and GC policies can be found at <http://www2.gcsu.edu/policies/overall/intellectual-property-polic.htm>