

LIT2120, Sect. 05DA: Survey of World Literature (Representations and Responses to American Culture)

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Office: Turlington 4307

Office Hours: F (10:45 – 12:45) / By appt.

Class Time/Place:
MAT 0118

MWF / Period 3 (9:35 – 10:25 AM)

English Dept Phone: (352) 392-6650

Course Description

This 2000-level survey course will introduce you to 20th- and 21st-century novels (and one play) by American Indian, Caribbean, Southeast Asian, African, and Middle-Eastern writers. The purpose of this course is to examine how authors from the postcolonial world have represented, imagined, and addressed the United States in a global cultural and economic context. Each of the works selected for this course directly comments upon the U.S. and its culture, whether by examining the immigrant experience in the United States, the global influence of U.S. culture, or the impact of U.S. wars and empire. Ultimately, this course will challenge you to consider the U.S. from a perspective that is not your own and to understand what this perspective tells us about the U.S. as a global entity.

Historical and cultural context will be crucial for this course, not only to facilitate your analysis of the various texts we will read and discuss this semester, but also to provide a thorough understanding of the role history and culture play in the development of literature this course will also provide. As such, this course will provide a firm grounding in the theoretical and historical discourse surrounding the influence of the U.S. in various historical periods, including the American Empire in the 19th- and early-20th-centuries, the Second World War and the U.S. Occupation of Japan, the Vietnam War and U.S. anti-Communist and imperial rhetoric, the immigration process and U.S. cultural influence in postcolonial Africa, and U.S.-Middle East relations after 9/11.

The bulk of this course will focus on reading, class discussion, and lecture. Reading the assigned texts and participation are, as such, required to succeed in this course. You are also expected to spend considerable time working on essays and reading responses in order to meet the 6,000-word writing requirement set by the university.

The university's General Education student learning outcomes for this course are detailed in the Undergraduate Catalog at <http://www.registrar.ufl.edu/catalog/policies/advisinggened.html> - requirements

Required Texts

(All books are available at the UF Bookstore. Additional texts will be marked on the schedule and/or made available on Canvas. All assigned texts are required reading for this course. You must bring them to class.)

Alexie, Sherman. *Flight: A Novel*. New York: Black Cat, 2007. Print. ISBN: 0802170374.
Díaz, Junot. *The Brief Wondrous Life of Oscar Wao*. New York: Riverhead, 2007. Print. ISBN: 1594483299.
García, Cristina. *Dreaming in Cuban: A Novel*. New York: Ballantine, 1993. Print. ISBN: 0345381432.
Hagedorn, Jessica Tarahata. *Dogeaters: A Play about the Philippines*. New York: Theatre Communications Group, 2003. Print. ISBN: 1559362154.
Kojima, Nobuo. *Embracing Family*. Normal: Dalkey Archive, 2005. Print. ISBN: 1564784053.
Ninh, Bảo, and Frank Palmos. *The Sorrow of War: A Novel of North Vietnam*. New York: Pantheon, 1995. Print. ISBN: 1573225436.
Olukotun, Deji Bryce. *Nigerians in Space: A Novel*. N.p.: Unnamed, 2014. Print. ISBN: 1939419018.
Sidhwa, Bapsi. *An American Brat*. Minneapolis: Milkweed Editions, 2006. Print. ISBN: 1571310053.
Tidhar, Lavie. *Osama: A Novel*. Oxford, U.K.: Solaris, 2012. Print. ISBN: 9781781080757.

Note: specific editions are not required.

Tentative Course Schedule

NOTE: This schedule is subject to change with advance notification. The page numbers are inexact and will change as we become aware of the various editions being used for the course.

Week 1: Jan. 4 - 8

M: No Class
W: Introductions
F: Literary Analysis Crash Course
Assign: Diagnostic Essay

Note: PowerPoints & example essays will be available in the Files section of Canvas.

Week 2: Jan. 11 - 15

M: Alexie, *Flight* (Ch. 1-8)
LACC Refresher
W: Alexie (Ch. 9-17)
F: Alexie (FIN)

Week 3: Jan. 18 - 22

M: No Class; MLK Day

Due: Diagnostic Essay

W: Diaz, *The Brief Wondrous Life of Oscar Wao* (1-119)

F: Diaz (119-167)

Assign: Short Literary Analysis #1

Week 4: Jan. 25 - 29

M: Diaz (167-251)

W: Diaz (251-301)

F: Diaz (FIN)

Due: Revised Diagnostic

Week 5 – Feb. 1 - 5

M: Garcia, *Dreaming in Cuban* (1-75)

W: Garcia (75-127)

F: Garcia (127-167)

Week 6: Feb. 8 - 12

M: Garcia (FIN)

Assign: Midterm Essay

W: Hagedorn, *Dogeaters* (Act One)

F: Hagedorn (Act Two)

Week 7: Feb. 15 - 19

M: Kojima, *Embracing Family* (Ch. 1-2)

Due: Short Literary Analysis #1

W: Kojima (Ch. 3)

F: Kojima (Ch. 4)

Week 8: Feb. 22 - 26

M: Screening: *Godzilla*

W: Screening: Cont.

F: Screening: Fin
Discussion!

Week 9: Feb. 29 - Mar 4

M: **Due: Midterm Essay**

NO CLASS: SPRING BREAK

Week 10: Mar. 7 - 11

M: Ninh, *The Sorrow of War* (1-108)

Assign: Short Literary Analysis #2

W: Ninh (108-165)

F: Ninh (FIN)

Week 11: Mar. 14 - 18

M: Screening: *Rambo: First Blood II*

W: Screening: Cont.

F: Screening: Fin

Discussion!

Week 12: Mar. 21 - 25

M: Olukotun, *Nigerians in Space* (1-111)

W: Olukotun (111-171)

F: Olukotun (171-221)

Due: Short Literary Analysis #2

Assign: Final Essay

Week 13: Mar. 28 - April 1

M: Olukotun (FIN)

W: Sidhwa, *An American Brat* (Ch. 1-4)

F: Sidhwa (Ch. 5-9)

Week 14: April 4 - 8

M: Sidhwa (Ch. 10-18)

W: Sidhwa (Ch. 19-23)

F: Sidhwa (FIN)

Week 15: April 11 - 15

M: Lavie Tidhar, *Osama* (1-103)

W: Tidhar (103-145)

F: Tidhar (145-215)

Week 16: April 18 - 22

M: Tidhar (215-263)

W: Tidhar (FIN)

F: Conferences; No Class

Week 17: April 25 - April 29

M: **Due: Final Essay**

Course Policies

Attendance

This course is heavily oriented towards discussion and lecture. Therefore, attendance is crucial. Unexcused absences exceeding **six periods** may result in a failing grade for the course.

It is also expected that you will arrive on time for class. If you are five minutes late, you are absent. This is non-negotiable. Arriving late for class disrupts the learning process.

Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed (at least a week before), or they will not be counted. Other absence-related issues should be discussed with your professor in advance where reasonable.

You can see additional attendance policy information on [UF's website](#).

PLEASE NOTE: If you are absent, it is still your responsibility to make yourself aware of all due dates. You are still responsible for turning assignments in on time. In class assignments and so on cannot be made up.

Participation

Participation is a crucial part of your success in this class. You will be expected to work in small groups, participate in group discussions, and complete various other activities. Writing workshops require that you provide constructive feedback about your peers' writing. In general, you are expected to contribute constructively to each class session.

Preparation

It is required that you complete and bring all readings to class; electronic texts are acceptable where available, but it is strongly recommended that you use a device which allows you to take notes. You must also be prepared to discuss the readings in class. If you cannot complete the readings, then do not take this course. You should take notes and you should read every text closely. It is okay if you are confused; you are encouraged to ask questions, no matter how simple.

Papers and drafts are due at the beginning of class on the day listed on the syllabus (unless specified otherwise). Late papers **will not be accepted** (they will receive an automatic zero). Acquire a Dropbox account or some other online, automated file-backup system to prevent loss of materials. Failure of technology is **not an excuse** for failing to turn in a paper.

Classroom Behavior

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Likewise, some of the texts we will discuss and write about engage controversial topics and present controversial opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal and accordingly, absence, from the class. You may criticize an idea in this course (indeed, you are encouraged to debate interpretations), as literary analysis is often about subjective interpretation, but you must remain civil and respectful.

Additionally, use of cell phones and other electronic devices for any purpose other than contributing to the class will not be tolerated. You may use laptops and you may do brief searches on the Internet to look for something we are discussing in class, but you may not text, take phone calls, hold separate discussions with your neighbors, surf the Internet, check your email, or any other activity which is not related to the course. Doing so is disruptive and may result in dismissal from the class, which will be counted as an absence.

If such devices become a problem in the course, I will require all devices to be turned off or placed in silent mode.

Paper Format

Your papers must conform to basic MLA format. This means your paper must meet the basic formatting guidelines:

- Double-spaced
- 12 point Times New Roman
- 1 inch margins
- MLA style headers w/ page numbers
- MLA-style citations (in-text and end-text)
- Your name and other relevant heading information

If you are not familiar with MLA format, find a copy of the *MLA Handbook* in the library or use Purdue's OWL website. Final drafts should be polished and presented in a professional manner.

All papers must be submitted in paper and electronic form by the beginning of class on the due date. You will be docked half a letter grade for each day your electronic copy is late; you will receive no credit whatsoever if your hard copy is not turned in at the start of class.

All papers submitted online must be in .doc (MS Word) or .rtf (Rich Text Format) and must be submitted via Sakai. Please do not send .docx files; while I do have the conversion pack for the older version of MS Word, .doc and .rtf are less buggy and quicker for my computer.

Plagiarism

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to):

- a) Quoting oral or written materials, whether published or unpublished, without proper attribution.
- b) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student. (University of Florida, Student Honor Code, 15 Aug. 2007
<<http://www.dso.ufl.edu/judicial/honorcode.php>>)

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code.

Important Tip: You should never copy and paste something from the internet without providing the exact location from which it came.

This class has a **zero tolerance policy** for plagiarism. If you plagiarize, you will fail the assignment; you will also be reported to the University, depending on the severity of the theft. It is better to cite something incorrectly than to not cite at all.

Paper Maintenance Responsibilities

Students are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material. *Do not throw away papers.*

General Education Requirement

Composition

This course can satisfy the UF General Education requirement for Composition or Humanities. For more information, see:

<http://www.registrar.ufl.edu/catalog/policies/advisinggened.html>

Writing Requirement (formerly Gordon Rule)

This course can satisfy the UF requirement for Writing. For more information, see:

<http://www.registrar.ufl.edu/catalog/policies/advisinggordon.html>

University Policies

Disability Services

The Disability Resource Center in the Dean of Students Office provides students and faculty with information and support regarding accommodations for students with disabilities in the classroom.

It is your responsibility to contact the school administration regarding any disability you may have, and to inform me so we can make any necessary arrangements.

For more information, see:

<http://www.dso.ufl.edu/drc/>

Academic Honesty

All students are required to abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see:

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Harassment

UF provides an educational and working environment for its students, faculty, and staff free from sex discrimination and sexual harassment. For more about UF policies regarding harassment, see:

<http://www.dso.ufl.edu/studentguide/studentconductcode.php#s4041>

Assignment Descriptions

Participation (200 pts)

Participation includes speaking in class, group activities, quizzes, peer review, attendance, and all assignments assigned for the course.

Diagnostic Essay (1 x 500 words; 50 pts)

You will write one literary analysis which will be used to determine your weaknesses and strengths. You will have the opportunity to rewrite this essay for full credit. The objective is to learn how to write better arguments about literature, and how to re-work your writing before submission, thereby teaching you good editorial skills which will be useful to you later in the semester.

Discussion Starters (100 pts total)

Each week, you will be required to submit 1-2 short analytical points OR questions. These should take the form either of an analytical reading of a specific text or section or a question about a reading that you'd like the class to discuss. These may be submitted on any day during the week and must be submitted via Canvas the evening prior to that day's class. You may be called upon to further explain your idea or question in class; other students are encouraged to offer their input or ask their own questions.

Discussion Starter Responses (100 pts total)

At the end of each week, you will be required to respond to 2-3 of your fellow classmate's Discussion Starters. Your responses should be substantial contributions to a conversation and should be a minimum of 5-6 sentences in length. The purpose of this assignment is to facilitate a continued engagement with the course content outside of the restrictions of a 50-minute class period.

Short Literary Analysis (2 x 750 words; 100 pts each)

You will write two short literary analyses of a single short story, novel, or play. These papers must be specific, argumentative, and focused. More details will be made available in the first weeks of class.

Midterm Essay (1,000 words; 150 pts)

The midterm essay will require you to write an extensive analysis of any text we have read in the first half of the semester. You may include secondary sources to bolster your claim.

Final Paper (1,500 words; 200 pts)

The final paper will require you to write an extensive analysis of any text we have read in the second half of the semester. You are required to research your topic and chosen text and use at least three *academic* sources in your analysis.

Grading Scale

A	930-1000	C	740-769
A-	900-929	C-	700-739
B+	870-899	D+	670-699
B	840-869	D	630-669
B-	800-839	D-	600-629
C+	770-799	E	0-599

Points Breakdown

Assignments	Word Count	Points	Percentage
Participation	N/A	150	15%
Diagnostic Essay	500	50	5%
SLAs (x2)	1,000 (total)	150	15%
Midterm Essay	1,000	100	10%
Discussions/Responses	2,700 (total)	200	20%
Final Exam	N/A	150	15%
Final Paper	1,500	200	20%

Grade Meanings

The following is a basic rubric which will be used to grade your papers:

- A An A paper is well-argued, well-supported, well-organized, and demonstrates thorough engagement with the text and its relation to the themes and/or concepts discussed in the course (if relevant). Papers at this level contain strong prose and are generally free of typos and mechanical errors.
- B A B paper falls noticeably short in **one** of the above areas, but still demonstrates a thorough engagement with the text and its relation to the themes and/or concepts discussed in the course (if relevant). Work in this range needs minor revision, but is otherwise stylistically and mechanically sound, with few errors.
- C A C paper falls noticeably short in **two or more** of the areas listed above. Work in this range needs significant revision in terms of its content and organization and may contain several spelling and/or mechanical errors. A C paper, however, shows potential.
- D A D paper is generally disorganized, poorly-argued, lacking in support, and simplistic in terms of its argument. Work in this range is in need of significant rewriting and contains numerous spelling and/or mechanical errors that disrupt reading.
- E An E paper falls short in **almost all** of the areas listed above OR may be incomplete/late/missing. Work in this range is full of spelling and mechanical errors, unclear, and usually close to unreadable. An E paper may also fail to follow the guidelines set up by your instructor.

Please note that the above rubric is not exact. Other factors, such as assignment requirements, obvious inaccurate textual references, and so on, will influence your grade.