

**LIT 2120: Survey of World Literature, 1750-Present  
(Class #15087; Section #05DA)**

**Instructor Name:** Min Ji Kang

**Course meeting time:** MWF Period 8 (3:00 PM-3:50 PM)

**Location:** MAT 115

**Office:** TUR 4339

**Office Hours:** TBD

**Instructor Email:** mkang6@ufl.edu

### **COURSE DESCRIPTION**

How much do we really know about the world around us, and how do we usually obtain this information? This course provides an overview of literature from various parts of the world to broaden our insight and knowledge of the world around us. As literature and culture play a major role in globalization, students will be asked to think critically about literature from various time periods and the relationship between how we remember places and history in the present.

Historical events are constantly going on in the background of these texts, whether the main characters are aware of it or not. Paying attention to the covert and overt ways that history plays out in these texts provides a new way of seeing history through the lens of literature and culture. This course touches on broader topics of: imperialism, globalization, memory, race, and gender as we discuss an array of novels, poetry, and film. The texts are not arranged in chronological order, but rather, we move through the various works featuring main characters that seem oblivious to the surrounding history, gradually moving to texts that are more self-aware and overt in dealing with history. Literary and cultural works include: Grimms' Fairy Tales (1812), *The Rules of the Game* (1939) by Jean Renoir, *The Stranger* by Albert Camus (1988), *White Chrysanthemum* by Mary Lynn Bracht (2018), and poetry spanning from 1750-2013 by Mary Jones, William Wordsworth, Aimé Césaire and Philip Metres. Assignments will prompt students to keep a journal of current events (tracking history in their own lives), in-class presentations, short response papers, and a longer final project that focuses on applying ideas from the works of literature to engage with history in one's own life.

### **GENERAL EDUCATION OBJECTIVES:**

- This course confers General Education credit for either Composition (C) or Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).

- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

### **COURSE LEARNING OUTCOMES:**

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

- Read literary, cultural, and theoretical texts carefully and methodically, focusing on major issues of the time period and of the literary form.
- Make connections between texts, historical information, and theoretical concepts and issues during class discussion and in analytic writing.
- Think critically about ideas and analyze the text using support from the text
- Show proficiency in writing and research skills, following MLA format for all style and citations

### **REQUIRED TEXTS**

- *The Stranger*, Albert Camus (1988)
- *Persepolis 1*, Marjane Satrapi (2000)
- *M. Butterfly*, David Henry Hwang (1988)
- *White Chrysanthemum* Mary Lynn Bracht (2018)

**\*ALL OTHER TEXTS WILL BE AVAILABLE ON CANVAS**

## ASSIGNMENTS

Assignment	Points (Percentage)	Due Date
Participation (including attendance & other in-class activities)	200 (20% of final grade)	N/A
Current Events Journal	20 points each, 100-point total (10% of final grade)	Various
Brief Responses (2) (500-words each)	50 points each, 100-point total (10% of final grade)	Various
Presentations	50 (5% of final grade)	Various
Critical Analysis Paper (1000 word minimum)	100 (10% of final grade)	1/27
Comparative Analysis Paper (1800-word minimum)	200 (20% of final grade)	2/28
Final Research Paper (2200-word minimum)	250 (25% of final grade)	4/22

### ASSIGNMENT DESCRIPTIONS:

#### Current Events Journal

You will be keeping a journal (paper or word document) of current events throughout the semester. You are responsible for recording current events occurring internationally to encourage engagement with the larger world around you. Feel free to consult newspapers, online magazines, academic journals, TV, and radio sources. I will be checking the journals periodically at which point you must have at least one new entry each check point to receive credit. The journal entries must include: a URL to the original event (or publication info if it is not found online), your summary of the event in your own words, and the connection you make to ideas raised in class discussion or texts we covered.

#### Brief Responses (500 words each)

You will write *two* response papers in response to our readings. Response papers are designed to ready you for class discussion and to explore ideas you could develop further in your longer paper. The response paper *must always address the reading for that day* and will be due before class begins. In your response paper, you

should not repeat previous class discussions or provide a summary of the reading. Instead, your response should begin to analyze the reading assigned for that class session, selecting an issue or theme or question you feel to be significant and analyzing how it functions in the text. Use close reading to support the analysis you do in your response. Because these papers are relatively short, you won't be able to look at the *entire* text, and your focus should be relatively narrow. I recommend that you select a word, phrase, image, two-page spread (if a comic), or short quotation from the reading to initiate your response. If you would like help narrowing down appropriate topics for a response paper, feel free to come to my office hours or send me an e-mail running an idea by me. I do not accept late response papers.

### **In Class Presentation (10 minutes)**

Throughout the semester you will be responsible for giving a short 10-minute presentation on a historical event that occurred between 1750-present. You should focus on one event (could be an event recorded in your current events journal) and consult scholarly sources to provide an overview, as well as your thoughts on the impact of the event on the world today. This presentation is designed to encourage thinking about history more deeply as you prepare to write your longer final paper and to sharpen public speaking skills.

### **Critical Analysis Paper (1000 word minimum)**

For this essay, you will be expected to analyze a text carefully and develop an original argument regarding the whole of the text through close reading and critical thinking. You must have a clear thesis (main idea) that shows critical engagement with the text and must use evidence from the text to support your thesis.

### **Comparative Analysis Paper (1800 word minimum)**

This analysis paper is aimed at analyzing two texts together to create a cohesive, critical argument that encompasses both texts. You should discuss the similarities and differences, but go beyond that to say *why* those are important to consider in discussing the main ideas of the two texts together. You must have a clear thesis (main idea) that shows critical engagement with the text and must use evidence from the text to support your thesis. This essay also requires you to have at least one credible, academic source to support your ideas and/or provide background. Remember to have in-text citations as well as a work-cited page in MLA format.

### **Final Paper (2200 word minimum)**

In this essay, you will use the skills we have developed throughout the course and in our previous essays. Choose a text from the second half of the semester (starting from *M Butterfly* on 3/9) to discuss a key thesis about a text of your choice. Then, apply the thesis idea to your own awareness and sense of history currently. How does the thesis idea apply to your life today, considering the different social, economic political climate? You may bring in your engagement with current events to help prove your point. This should not be a regurgitation of the issues, ideas, and themes we have discussed in class, but should instead be a result of your own critical thinking and understanding of the texts and ideas. You are required to use at

least 2 outside sources (could use the essays we read in class). Remember to have in-text citations as well as a work-cited page in MLA format.

## GRADING SCALE

A	4.0	93-100	930-1000		C	2.0	73-76	730-769
A-	3.67	90-92	900-929		C-	1.67	70-72	700-729
B+	3.33	87-89	870-899		D+	1.33	67-69	670-699
B	3.0	83-86	830-869		D	1.0	63-66	630-669
B-	2.67	80-82	800-829		D-	0.67	60-62	600-629
C+	2.33	77-79	770-799		E	0.00	0-59	0-599

## ASSESSMENT RUBRIC

	SATISFACTORY	UNSATISFACTORY
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or

	few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	severely undermine the writer's credibility.
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## COURSE POLICIES:

**You must complete *all assignments* to receive credit for this course.**

### 1. Attendance

Attendance is mandatory and will be taken daily. I allot 3 absences for the semester before your grade will be affected. After 3 absences, your grade will be lowered a third of a grade for every missed class. This means that an A would be reduced to an A-, a B+ to a B, and so on. If you are going to be absent, please email me, so I'm aware you will not be attending class that day.

Absences will be excused only in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and those absences covered by UF's twelve-day rule

(<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). This policy is exempt only for those absences involving severe illness, which will require a signed doctor's note or university-sponsored events, such as athletics, band, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor *prior* to the date that will be missed. If you are an athlete, please come to my office hours with your athletic schedule, so we can be pro-active in planning your assignment due dates. Athletes are subject to the 12-Day Rule in which they are permitted to be absent 12 scholastic days without penalty. A 'scholastic day' is any day regular class work is scheduled.

Please Note:

- If you are absent, it is your responsibility to make yourself aware of all due dates and turn in assigned work on the assigned due date. If absent due to a scheduled event, students are still responsible for turning assignments in on time.
- If you are absent, any graded daily activities or quizzes may not be made up. These will be assigned a zero in the grade book unless your absence is one of the exempted absences outlined above. Again, for any issues concerning assignments, please see me beforehand.
- *This one is extremely important!* It is also your responsibility to check Canvas for any new announcements or assignment details/rubrics.

If you still have questions, please contact me by email, see me in office hours, or ask another student. I highly suggest having contact information for at least one other person in the class to help stay updated on any new information.

### 2. Tardiness

Students who enter class after roll not only disrupt the class, but also will be marked late. *Three instances of tardiness count as one (1) absence.*

### **3. Class 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. Students should bring computers, the texts, paper, and writing utensils to each class meeting. If during classroom discussion it becomes evident that students have not completed the reading assignment for that day, I will introduce an in-class activity on the readings or classroom discussion.

### **4. Paper Format & Submission**

Final drafts should be polished and presented in a professional manner. All papers must be in 12-point Times New Roman font and double-spaced. Be sure to staple papers before submitting hard copies. Your final drafts should be polished and presented in a professional manner. I will be discussing the format all your papers should be in, and you should follow that format for all your papers. *All drafts should conform to MLA style* and will be submitted as an MS Word (.doc or .docx) to Canvas.

### **5. Late Papers/ Assignments**

No late papers or assignments will be accepted. Failure of technology is not an excuse.

### **6. Assignment Maintenance**

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 students' responsibility to have and to make available this material.

### **7. Plagiarism**

UF students are bound by The Honor Pledge: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: 'On my honor, I have neither given nor received unauthorized aid in doing this assignment.'" The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

A Student must 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. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.

b. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.

c. Submitting materials from any source without proper attribution.

d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

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

## **8. Classroom Behavior**

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and 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.

## **9. Course Evaluations**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

## **10. Writing Studio**

The University Writing Studio is located in Turlington (2<sup>nd</sup> Floor) and is available to all UF students.

## **11. Students with Disabilities**

Students with disabilities who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)), which will provide appropriate documentation to give your instructor early in the semester.

## **12. UF Grading Policies**

For information on UF Grading policies, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## **13. Grade Appeals**

In 1000- and 2000- level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade. For

more information on UF Grading policies, see:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

#### 14. Course Evaluations

Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>.

#### 15. Mental Health and Wellness

*Students who are in distress* or who are in need of counseling or urgent help: please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352-392-1575 so that a team member can reach out to you. UF’s Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu/>

#### 16. UF’s policy on Harassment

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty:  
<http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>

#### 17. Policy on environmental sustainability

Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)

#### Course Schedule:

This is only a guide to the expected course of the semester. Changes can be made at any time, so it is up to you to check Canvas often and attend all classes.

Week 1	Unit 1: Why Study History and Literature?	Assignments
1/6	Syllabus and course overview	
1/8	How Well Do You Know World History? <a href="https://www.studyinternational.com/news/quiz-how-well-do-you-know-your-world-history/">https://www.studyinternational.com/news/quiz-how-well-do-you-know-your-world-history/</a> “The Interplay of History and Literature: An Essay” by Werner T. Angress (Canvas Files)	
1/10	“Soliloquy on an Empty Purse” by Mary Jones (1750) <a href="https://www.poetryfoundation.org/poems/52297/soliloquy-on-an-empty-purse">https://www.poetryfoundation.org/poems/52297/soliloquy-on-an-empty-purse</a> “Lines Written in Early Spring” by William Wordsworth (1797): <a href="https://poets.org/poem/lines-written-early-spring">https://poets.org/poem/lines-written-early-spring</a>	

<b>Week 2</b>	<b>Unit 2: History When We Are Unaware</b>	
1/13	"In a Grove" (1922) by Ryūnosuke Akutagawa (Canvas Files)	
1/15	Albert Camus, <i>The Stranger</i> Part 1 Ch 1-5	Brief response 1 due 3:00 PM
1/17	Albert Camus, <i>The Stranger</i> Part 1 Ch 6- Part 2 Ch 2	
<b>Week 3</b>		
1/20	Holiday- No Class	
1/22	Albert Camus, <i>The Stranger</i> Part 2 Ch 3-end Thesis Building Exercise	Journal Check #1
1/24	Excerpt from Kamel Daoud <i>The Meursault Investigation</i> [Canvas Files]	
<b>Week 4</b>	<b>Unit 3: Emerging Awareness</b>	
1/27	"Deep Inside the Rock" by Aase Berg (1997) (Canvas Files) "Dawn" by Octavio Paz (1961) (Canvas Files)	Critical Analysis Paper Due 11:59PM
1/29	Poem from <i>A Concordance of Leaves</i> by Philip Metres (2013) (Canvas Files)	
1/31	James Joyce, "The Dead" (Beginning-p399) (1914) (Canvas Files)	
<b>Week 5</b>		
2/3	James Joyce, "The Dead" (p399-end) (1914) (Canvas Files)	
2/5	Salman Rushdie, <i>East, West: Stories</i> "Good Advice is Rarer Than Rubies" (1987)[Canvas Files]	
2/7	Salman Rushdie, <i>East, West: Stories</i> "At the Auction of the Ruby Slippers"(1987)[Canvas Files]	Journal Check #2
<b>Week 6</b>	<b>Unit 4: Forms of Awareness</b>	
2/10	"On the State of the Union" by Aimé Césaire (1960) (Canvas Files)	
2/12	Grimms' Fairy Tales (1812): <a href="https://www.worldoftales.com/fairy_tales/Grimm_fairy_tales.html">https://www.worldoftales.com/fairy_tales/Grimm_fairy_tales.html</a>	
2/14	"Cultural Nationalism: The Grimm Brothers' Fairy Tales" by Louis L. Snyder (Canvas Files)	
<b>Week 7</b>		
2/17	Library Activity: Looking at Fairy Tales From Around the World *Meet at Smathers Library 2 <sup>nd</sup> Floor Special Collections	

2/19	Writing Exercise: Effective Body Paragraphs	
2/21	Read McCloud <i>Understanding Comics</i> Chapter One [Canvas]	Journal Check #3
<b>Week 8</b>		
2/24	<i>Marjane Satrapi, Persepolis 1 (2000) Beginning-The Party</i>	
2/26	<i>Marjane Satrapi, Persepolis 1 (2000) The Heroes-The Trip</i>	
2/28	<i>Marjane Satrapi, Persepolis 1 (2000) The F.14s-End</i>	Comparative Analysis Paper Due 11:59 PM
<b>Week 9</b>		
3/2	Spring Break	
3/4	Spring Break	
3/6	Spring Break	
<b>Week 10</b>		
3/9	"Madame Butterfly" (1898) –John Luther Long (Canvas Files)	
3/11	<i>M. Butterfly</i> (1988)-David Henry Hwang	
3/13	<i>M. Butterfly</i> (1988)-David Henry Hwang	Journal Check #4
<b>Week 11</b>		
3/16	<i>M. Butterfly</i> (1988)-David Henry Hwang	
3/18	"Who's to Say: Making Space for Gender and Ethnicity in <i>M Butterfly</i> " by Karen Shimakawa (Canvas Files)	
3/20	"Changing Labor Processes of Women's Work: The Haenyo of Jeju Island" by Gwi-Sook Gwon (Canvas Files)	
<b>Week 12</b>		
3/23	<i>White Chrysanthemum</i> (2018) by Mary Lynn Bracht	
3/25	<i>White Chrysanthemum</i> (2018) by Mary Lynn Bracht	
3/27	<i>White Chrysanthemum</i> (2018) by Mary Lynn Bracht	
<b>Week 13</b>		
3/30	<i>White Chrysanthemum</i> (2018) by Mary Lynn Bracht	
4/1	<i>White Chrysanthemum</i> (2018) by Mary Lynn Bracht	Brief response 2 due 3:00 PM
4/3	Library Research Day	

	*Meet in front of Library West	
<b>Week 14</b>		
4/6	<i>White Chrysanthemum</i> (2018) by Mary Lynn Bracht	
4/8	<i>The Rules of the Game</i> (1939)-Jean Renoir (Kanopy database- Access via the UF Library Database)	
4/10	<i>The Rules of the Game</i> (1939)-Jean Renoir (Kanopy database- Access via the UF Library Database)	Journal Check #5
<b>Week 15</b>		
4/13	Final Paper workshop *Bring outline of final paper and one outside source	
4/15	Read Chapter 1: The Soviet Famine in <i>Bloodlands</i> by Timothy Snyder (Canvas Files)	
4/17	"The Market at Myrhorod" (1953) –Olena Zvychnayna (Canvas Files)	
<b>Week 16</b>		
4/20	Final paper editing workshop	
4/22	Course Wrap Up and Discussion: How do we engage with history? Netflix Documentary: <i>Street Food</i>	Final Paper due 11:59 PM