

## LIT 2120 - Survey of World Literature: 17th Century to Modern, (sec. 2504), Fall 2017

**Instructor Name:** Romy Rajan

**Course meeting times & locations:** MWF, Period 3; Matherly Hall, Room 12

**Office Location and Hours:** TUR 4343, Mondays and Wednesdays, Period 2

**Course website:** Canvas

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### Course Description:

#### Love and Marriage in World Literature

Conflicts produced by gender roles and sexual relations form an important part of much of world literature. This course examines literary representations of such conflicts, in selected works produced since the seventeenth century. While it is impossible to identify a single common feature within such a diverse body of literature, students will be encouraged to appreciate the differences in manifestations of love in different centuries and continents. Such differences will often resist unifying definitions offered by the institution of marriage.

Texts included in the syllabus seek to introduce students to a wide range of literary cultures, and have been arranged chronologically. Despite their differences, the texts were produced during periods in history when global networks were being consolidated. As a result, they often reveal similarities born out of the interactions of different cultures. The course shall thus, introduce students to the texts not merely as literary works from different parts of the world but also as constituents of a body of World Literature that is constituted not merely through differences but also through contact amongst its constituents.

### Course Objectives

By the end of the course, students will be able to

1. Construct clear and coherent arguments using textual evidence, supported by secondary sources.
2. Closely read works from diverse historical backgrounds and identify differences in genres and form.
3. Acquire familiarity with authors from different parts of the world, writing at different points in modern history.
4. Understand how one's sexual identity is a product of one's historical location, through an analysis of texts produced in varied locations.
5. Problematize the relationship between love and marriage in the texts under discussion.

### 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.

### General Education Learning Outcomes:

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

### Required Texts:

The following texts will need to be purchased:

Aphra Behn, *The Rover*. (ISBN: 978-1551112145)

Gustave Flaubert, *Madame Bovary*. (ISBN: 978-0553213416)

Zora Neale Hurston, *Their Eyes were Watching God*. (ISBN: 978-0061120060)

Wole Soyinka, *The Lion and the Jewel*. (ISBN: 978-0199110834)

E.M. Forster, *Maurice*. (ISBN: 978-0393310320)

PDFs of the remaining texts will be made available on Canvas

### Assignments (see below for Grading Rubric):

Assignment Description	Word Count	Points	Due Date
Critical Responses (2) Students will need to submit two responses that will critically examine a text and its central subject. These will raise questions regarding textual elements such as the narrative, plot, symbolism, as well as the historical context of the work. A prompt to facilitate a response will be provided on Canvas.	500 each	75 each	September 6, September 22
Mid-term Exam (Take-home) Students will need to answer three questions as part of this exam. Answers will need to be submitted the day after the questions are circulated on Canvas.	1500	200	October 27

<p>Wiki</p> <p>This assignment will consist of the creation of a wiki regarding a text that is a part of the syllabus. Students will need to identify different aspects of the text and construct an argument centered on how the text engages with the theme of the course. Students will need to provide a list of references for this assignment.</p>	1000	200	October 16
<p>Prospectus</p> <p>This assignment requires students to compile a list of 4 sources and describe their relevance to the topic of the final paper. Students will also need to provide an abstract of the final paper alongside the list of sources.</p>	500	100	November 17
<p>Final Paper</p> <p>Students will be expected to synthesize the skills they learnt over the course of the semester for this assignment. Students will need to produce a strong conceptual argument supported by textual and contextual evidence.</p>	2000	250	December 4
<p>Attendance and participation</p> <p>Active and consistent participation in classroom discussions is necessary for this course. Students will need to have read the assigned reading before class.</p>	NA	100	NA

### Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. *Attendance*: Attendance is compulsory and will be taken on a daily basis. Every absence after the third one will result in a deduction of 10 points each. **Six absences over the course of the semester will lead to automatic failure of the course.** 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>

Students are expected to arrive to class on time. Late arrivals will be counted as half an absence. Attendance will require not merely the physical presence of the student but also the maintenance of classroom decorum, failing which you will be marked absent.

3. *Paper Format & Submission*: Papers will need to be submitted online on Canvas in the form of word files (doc. and docx.). Links for the same will be activated well before the submission deadline.
4. *Late Papers/Assignments*: Late submissions will be accepted only if the student has informed the instructor of her/his inability to submit the assignment on time. The student will be allowed a window of two days following the deadline to make the submission, during which period, the student will incur a penalty of 10 points per day. Failure of technology will not be accepted as an excuse.
5. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
6. *Academic Honesty and Definition of Plagiarism*. Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

7. 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 the instructor.
8. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
9. *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.
10. *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>
11. Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>
12. *Classroom behavior and netiquette*: Students are expected to maintain decorum and be attentive while in class. Since discussions will include topics that are socially and politically relevant, there may be occasions when there is a diversity of perspectives in the class. Students will be expected to be tolerant of such views and not make comments that disparage any community based on race, class, gender, ability or sexual orientation.  
Electronic devices can be used only to access the texts which are a part of the syllabus. The use of mobile phones is not allowed in the class. If any student is found to use such devices for purposes unrelated to the course, they will be penalized for the same.
13. *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/>
14. *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.)

## SYLLABUS

*Note: you will be expected to have read the texts listed on each day prior to that day's discussion.*

	Monday	Wednesday	Friday
Week One (8/21)	Syllabus and Course Overview	Student Introductions Jorge Luis Borges, "The Thousand and One Nights"	Aphra Behn, <i>The Rover</i> Act I & II
Week Two (8/28)	Aphra Behn, <i>The Rover</i> Act III & IV	Aphra Behn, <i>The Rover</i> Act V	Cervantes, <i>Don Quixote</i> , Chapters 1-6
Week Three (9/04)	Labor Day	Cervantes, <i>Don Quixote</i> , Chapters 6-14 First Critical Response Due	Li Yu, <i>The Carnal Prayer Mat</i> , Chapters 1,2
Week Four (9/11)	Li Yu, <i>The Carnal Prayer Mat</i> , Chapters 3,4	Li Yu, <i>The Carnal Prayer Mat</i> , Chapters 5,6	Michel de Certeau, "Reading as Poaching" Writing Discussion

Week Five (9/18)	Matsuo Basho and Kobayashi Issa, Poems	Christina Rossetti, "The Goblin Market"	Rabindranath Tagore, "Wife's Letter" <b>Second Critical Response Due</b>
Week Six (9/25)	Mirza Ghalib, Poems	Alexander Pushkin, <i>The Stone Guest</i>	Kathleen Fitzpatrick. "The Humanities, Done Digitally" <b>Wiki Workshop</b>
Week Seven (10/02)	Gustave Flaubert, <i>Madame Bovary</i>	Gustave Flaubert, <i>Madame Bovary</i>	Gustave Flaubert, <i>Madame Bovary</i>
Week Eight (10/09)	Gustave Flaubert, <i>Madame Bovary</i>	Gustave Flaubert, <i>Madame Bovary</i>	<b>Homecoming, No Class</b>
Week Nine (10/16)	<b>Wiki Due</b> "The Potato in the Materialist Imagination"	E.M. Forster, <i>Maurice</i>	E.M. Forster, <i>Maurice</i>
Week Ten (10/23)	E.M. Forster, <i>Maurice</i>	Zora Neale Hurston, <i>Their Eyes were Watching God</i>	Zora Neale Hurston, <i>Their Eyes were Watching God</i> <b>Take home Midterm Exam</b>
Week Eleven (10/30)	Zora Neale Hurston, <i>Their Eyes were Watching God</i>	Zora Neale Hurston, <i>Their Eyes were Watching God</i>	Zora Neale Hurston, <i>Their Eyes were Watching God</i>
Week Twelve (11/06)	Gabriel Garcia Marquez, "Death Constant Beyond Love"	Gabriel Garcia Marquez, Nobel Prize Acceptance Speech	<b>Veteran's Day-No Class</b>
Week Thirteen (11/13)	Lu Xun, "Regret for the Past"	Wole Soyinka, <i>Lion and the Jewel</i>	Wole Soyinka, <i>Lion and the Jewel</i> <b>Prospectus Due</b>
Week Fourteen (11/20)	Wole Soyinka, <i>Lion and the Jewel</i>	<b>Thanksgiving - No Class</b>	<b>Thanksgiving - No Class</b>
Week Fifteen (11/27)	<b>Critical Analysis Workshop</b>	Edwidge Danticat, "Night Women"	Sandra Cisneros, "Never Marry a Mexican"
Week Sixteen (12/4)	Pablo Neruda, Poems	<b>Critical Analysis Due</b> , Discussion of Findings <b>Course Evaluations</b>	<b>Reading Day-No Class</b>

**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

### Grading Rubric

- A- The paper displays conceptual clarity and is familiar with the historical context of the work in question. Textual evidence is skillfully used in order to substantiate the claims made. There are few grammatical or syntactical errors in the paper.
- B- The paper attempts to construct an argument using evidence from the text and is reasonably successful. It is aware of the context of the work but is not familiar with details of the era. There are grammatical and syntactical errors that disrupt the flow of the essay.
- C- The paper is confused regarding its argument and is unable to synthesize textual and contextual material well. There are grammatical and syntactical mistakes that affect the accessibility of the argument.
- D- The paper displays little knowledge of the text or the period during which it was produced. It is unable to construct a coherent argument and is replete with grammatical and syntactical errors.