

**LIT 2120 World Literature 17th c. to Modern
13714/Section 05DA
Spring 2023**

INSTRUCTOR

Daun Fields dj.fields@ufl.edu

UF Department of English

CLASS MEETING TIME + LOCATION

Monday, Wednesday, and Friday 1:55-2:45pm

TURLINGTON B310

OFFICE HOURS

Wednesdays 11:30-1:30

TURLINGTON 4325 (mask required) or [Zoom Office Hours](#)

(and by appointment)

INSTRUCTOR CONTACT

Canvas Inbox or email dj.fields@ufl.edu. I respond to all inquiries within 24 working hours, M-F 9am-5pm.

COURSE DESCRIPTION

Our theme for this course is "Spiritualities & Transformations." We will focus on works that address, re-form, and engage with spiritualities and spiritual transformations--

experiences which commonly intersect with race, class, and gender. These narratives include experiences with organized religions as well as 19th and 20th c. spiritual philosophies such as nature-based spirituality. As opposed to debating validity of any given religion and/or spiritual movement, we will use a religious studies framework--that is, we will approach these texts with respect to the plurality of religions and spiritualities across the globe. In fact, we will explore a trend in human spirituality that is pertinent for us in the 21stc.: the growing "spiritual but not religious" philosophy. Through group discussion, presentations, and multi-modal projects, we will explore this theme and the transformations it brings in our texts, together.

This an invitation for us to think critically about canon formation and the qualities that unite various national and ethnic literatures into what we consider “world literature.” With these questions in mind, the primary texts in this course cluster around two main themes which intersect with one another: spiritualities and transformations. We will discuss the ways intersectional identities (race, sexual orientation, disability, class, religion, and gender identity) overlap and inform each text.

This course surveys a wide array of examples of literature that resonate with local and global audiences from Eastern, Western, Northern, and Southern hemispheres. Primary texts include poetry, films, essays, novels, and theoretical texts. Over the course of the semester students will present a historical/spiritual context presentation, create a series of short responses, close readings, participate in lively group discussions, and create a final multi-modal project.

GENERAL EDUCATION OBJECTIVES

- ***This course confers General Education credit for Composition (C), and 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 & VIEWINGS

- *Poems, Protests, and a Dream: Selected Writings* by Sor Juana Inez de la Cruz, translated by Margaret Sayer Peden. ISBN: 978-0140447033
- *Decolonising the Mind: The Politics of Language in African Literature* by Ngũgĩ wa Thiong'o. ISBN: 978-0852555019
- *Their Eyes Were Watching God* by Zora Neal Hurston (any edition)
- All other materials are free online or in Canvas Files, as indicated.
- Viewing: *Aye Ogunde*

Required viewings will be screened during class time. In the case of absence during a required viewing, it is the student's responsibility to obtain and view the assigned film/episode outside of class. All required episodes/films for this class are readily available online.

ASSIGNMENTS

200 (50*4) points - 4 Reading Response Discussion Board Posts (500 words each, 2,000 words total)

Throughout the semester, you will write and submit four responses analyzing the assigned reading. These responses on our Canvas discussion board can be completed on readings/meeting sessions of your choosing but cannot be submitted after the class in which the reading is assigned. These responses should employ close reading strategies and raise critical issues or observations concerned with textual meaning, such as a certain theme, motif, symbol, or character within the text. You may also use these response posts to pose questions about the text you wish to discuss in class. You must submit each response post **prior** to the day of class by **11:59pm** on the day before our discussion in class.

(100 points) – Historical Context Presentation (700 words)

In a group of two, you will present on a historical/spiritual era in order to contextualize our readings for the class. This is a 15-20 minute presentation and a 700 word handout for the class summarizing your points. You may choose to utilize PowerPoint, Prezi, or other presentation software; presentations like skits, an interactive installation, or otherwise creative choices are also welcome.

(200 points) - Essay 2: Close Reading Analysis with Research (1,200 words)

This essay will be a close reading of any one text on our syllabus that we have previously covered in class and supported by two peer-reviewed, critical articles.

(300 points) Final Project: (2,000 words) (2 parts)

The final project will be a multimodal project that incorporates a written paper and a digital adaptation or interpretation. This project is designed to continue to build research skills and develop digital literacy skills. This is a two-part project.

(Part 1, 250 points)- Critical Analysis Essay

This essay will be a sustained formally researched critical analysis in which you will make an original argument about one or two literary text(s) through a theoretical, historical, or critical lens. This essay must contain 2-4 critical academic sources that support your argument.

(Part 2, 50 points)-Digital Adaptation or Interpretation Component

You will create a digital project or presentation that accompanies and explains your research. Options for this include a video essay, a digital presentation, a digital mind map outlining your project, a creative rendition, such as memes, TikTok video, Twitter threads, or an art installation. You may take creative liberty with this project. For example, you may want to create an alternate ending for a text or envision certain textual scenes within a 21st-century society/context.

(50 points)-Proposal for the Critical Analysis Essay (100 words)

The prospectus will present your idea for the Researched Critical Essay. This should detail your tentative thesis and note at least one source with a description of the source and how you intend to use it in your paper.

(50 points)-Peer Review for the Proposal (100 words)

(100 points) - Active Participation + Attendance

Attendance and participation in discussions and group activities are vital to success in this course. Students will be required to work in small groups, participate in class discussions, conduct writing workshops, and complete peer reviews.

As a group, we will create our own definition and expectations of “participation” in this course—although as a general guideline, students should participate in each class session in some manner by offering points of view, raising questions, asking for clarification, participating in group activities, and/or writing when it is required.

Total Words: 6000

Total Points: 1000

COURSE POLICIES

Completion Policy: You must complete all assignments to receive credit for this course. Please familiarize yourself with the [University Writing Requirement](#). Assignments which do not meet the word count will result in automatic failure, and you must submit **all** required major assignments to receive University Writing Requirement credit for this course.

Attendance Policy: Attendance in this course is required. Like all lecture-discussion classes, this one needs you! You are allotted **four** class absences. More than four absences will result in a lowered course grade. Use your allotted absences wisely (for personal emergencies, illness) as you would for any job.

Late Policy: Attendance will be taken at the beginning of class; if you arrive late it is your responsibility to see me after class to ensure that I have marked you present for the day.

Classroom conduct: All interactions in this class, between students or with the instructor, are expected to be courteous and professional.

Late Papers/Assignments: Late assignments submitted *without an approved extension* will be penalized by **one letter grade for each day past the submission deadline**. Please reach out to me for any necessary extensions at least 48 hours before assignment deadlines. See the course Hurricane policy below for information on extensions.

Course “Hurricane” Policy: Here in Florida, we sometimes cancel classes or postpone assignment due dates during hurricane season in the event of severe weather. In these instances, the University and instructors recognize that personal health and safety comes first; meaning, before classwork. Likewise, I understand that sometimes you will experience extenuating circumstances that prevent you from submitting assignments on time—our own personal hurricanes. ***Students in this class may submit to me a “hurricane policy request” once during the semester. No documentation or personal details regarding the reason for the extension need be submitted as part of this request. In response to the request, I will grant a no-questions-asked assignment deadline extension.*** Additional extension requests will require documentation.

ACADEMIC HONESTY & UF POLICIES

Academic Honesty Policy and Definition of Plagiarism: UF students are bound by The Honor Pledge. The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.

Plagiarism is defined by the UF Student Honor Code: 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.

Evaluations: Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations. Toward the end of the semester, you will receive email messages requesting that you do this online: <https://ufl.bluera.com/ufl/>

UF's policy on Sexual Harassment: The University of Florida is committed to providing a safe educational, working, and residential environment that is free from sexual harassment or misconduct directed towards any and all members of the community:
<https://titleix.ufl.edu/about/title-ix-rights/>

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.)

DISABILITY & ACCOMMODATIONS

Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>), which will provide appropriate documentation to give your instructor early in the semester.

WELLNESS

Students who are in distress or who are in need of counseling or urgent help: please contact

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/>

FOOD RESOURCES

UF Field & Fork: free basic staples, bread, and frozen meats, as well as fresh seasonal produce from the Field & Fork Farm and Gardens. There is no proof-of-need required to shop at the Pantry, but please bring your physical Gator 1 Card when you visit! <https://pantry.fieldandfork.ufl.edu/>

Krishna Lunch: low-cost vegetarian and vegan lunches in the Plaza 11am-2pm M-F and at Krishna House <https://krishnalunch.com/>

COVID-19

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

COURSE SCHEDULE OVERVIEW

[Spring 2023 World Lit Schedule](#)

This schedule is subject to change. See our Canvas schedule for our most up-to-date weekly schedule.

WEEKLY WORKFLOW: Readings will take ~3 hours a week, depending on your reading speed. Plan to read for ~1 to 1.5 hours three times a week.

GRADING SCALE

The writing assignments for this course are designed to meet the minimum requirements of the University Writing Requirement credit. To satisfy this requirement, every assignment's word count must be fulfilled. Submitted assignments short of the minimum word count will receive zero credit.

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

A- to A: You did what the assignment asked for at a high-quality level, and your work shows originality and creativity. Work in this range demonstrates all the qualities listed

below for a B; but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a verbal style or visual design, without error and/or infelicities.

B- to B+: You did what the assignment asked of you at a high-quality level. Work in this range needs little revision, is complete in content, is organized well, and shows special attention to style and visual design. May contain a few errors and/or infelicities.

C- to C+: You did what the assignment asked of you. Work in this range tends to need some revision, but it is complete in content and the organization is logical. The style and visual design are straightforward but unremarkable.

D- to D+: You did what the assignment asked for at a low-quality level. Work in this range tends to need significant revision. The content is often incomplete and the organization is hard to discern. Verbal style and visual design are often non-existent or chaotic.

E: Failure means the assignment requirements were not met. If you gave an assignment an honest try and still received an 'E,' you may not be ready to succeed in this course.

For information on UF Grading policies, see:

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

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). Please contact Ms. Blount at cblount@ufl.edu Grade appeals may result in a higher, unchanged, or lower final grade.