

LIT2120 - World Literature: 17th Century to Modern



Spring 2022

Instructor	Cristovão Nwachukwu
Office and Office Hours	TUR 4343 F 12:50-p.m 2:50 p.m.
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Class	14042
Section	05DA
Location	MAT 0009
Time	MWF Period 8 (3:00 p.m. – 3:50 p.m.)
Course Website	Canvas

Course Description

Literature has the potential to give readers unique insights into different cultures, historical moments, and

worldviews, and allow them to experience realities that may or may not transcend national borders. In the field of world literature, this encompasses texts of varying genres written either in a native language or translated works that have been widely circulated across the globe. However, due to globalization and the role it has played in approximating several cultures, multiculturalism has taken the forefront as non-western literatures gain more international attention. This is one of the guiding principles that will inform how we will practice world literature in this course.

In this course, you will study short stories, plays, poems, and novels from Asian, African, and American literary cultures translated or originally written in English spanning from the 17th century until the 21st century. These texts are organized both chronologically and thematically, and they will prompt engaging discussions about gender, race, class, sexuality, and citizenship at a glocal (global + local) level. This course will be an opportunity for you to enhance your critical thinking skills through reading and writing and augment your contact with perspectives that you may have never considered before.

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

- Identify the characteristics of diverse literary cultures, movements, authors, and genres from the 17th century to the contemporary period
- Apply theoretical concepts and frameworks to analyze literary texts
- Discuss the ideological underpinnings of artistic depictions of different cultures and populations
- Evaluate how historical events and varying sociopolitical contexts impact writers' craft
- Conduct research in the humanities
- Develop cohesive and coherent written and oral arguments
- Situate works within academic and public discussions about race, sexuality, gender, and nationality using evidence from primary and secondary sources

COVID Statement:

This semester, the university has mandated a return to face-to-face (F2F) teaching. I am mindful, however, of the fact that we are still in the midst of a global pandemic and that a vaccine has not been made available to the general population. Thus, if you suspect you may have been exposed to COVID, you should report for testing immediately and observe an obligatory quarantine period.

<https://coronavirus.ufhealth.org/screen-test-protect-2/>. You should also report to me immediately so that I can work with you on how to accommodate you as a student.

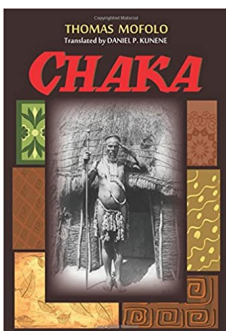
Likewise, if I suspect I have been exposed to the virus, I will immediately report and quarantine. During this time, I will continue to teach all my students remotely. I will give you clear instructions about joining online synchronous sessions.

I am aware of the fact that COVID-19 continues to impact our daily lives. Thus, if you are experiencing any hardships because of the virus, please contact me as soon as possible so that we may make any necessary arrangements contingent on your circumstances.

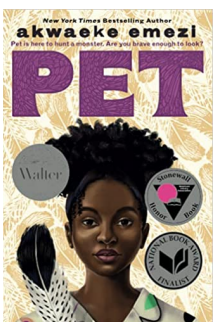
Required Texts

We will read these novels in the following order:

- ❖ *Chaka* (1931) by Thomas Mofolo – Publisher - Waveland Press, Inc.; 1st edition (May 20, 2013)
ISBN: 978-1478607151



- ❖ *Pet* (2019) by Akwaeke Emezi – Publisher - Random House Children's Books; Reprint edition (January 19, 2021). ISBN: 9780593175446



Shorter readings such as short stories, poems, plays, and scholarly texts will be assembled in the “Folders” section on Canvas. For the novels, try to purchase, borrow, or find online the same editions I listed above. This will prevent us from having different page numbers, which will hamper our discussions whenever we consult them in class. However, if you cannot find these editions for an affordable price, it is fine if you buy the cheapest one.

Suggestion for access to longer texts: You can find all the required texts for an affordable price on Abebooks or borrow them from UF’s library.

Grading & General Education Objectives

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.

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 (Y)	UNSATISFACTORY (N)
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 few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

General Assessment Rubric

A	<ul style="list-style-type: none"> Follows ALL instructions specific to the assignment description Generates and elaborates on original ideas relevant to the course content Assignment provides evidence to support claims Assignment incorporates source material appropriately and effectively Assignment displays clear organizational forethought Assignment is free of rhetorically unaware grammatical, stylistic, and/or technical errors
B	<ul style="list-style-type: none"> Follows most instructions specific to the assignment description Incorporates and elaborates ideas relevant to the course content Assignment provides evidence to support most of its claims Assignment incorporates source material appropriately Assignment has an identifiable organizational structure

	<ul style="list-style-type: none"> • Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors
C	<ul style="list-style-type: none"> • Follows some instructions specific to the assignment description • Incorporates ideas relevant to the course content • Assignment provides evidence to support some of its claims • Assignment incorporates source material • Assignment has an identifiable organizational structure • Assignment contains rhetorically unaware grammatical, stylistic, and/or technical errors
D	<ul style="list-style-type: none"> • Follows very few instructions specific to the assignment description • Incorporates ideas irrelevant to the course content • Assignment provides little to no evidence to support its claims • Assignment incorporates no (or very little) source material • Assignment has an unclear organizational structure • Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors
E	<ul style="list-style-type: none"> • Follows very few instructions specific to the assignment description • Incorporates ideas irrelevant to the course content • Assignment provides little to no evidence to support its claims • Assignment incorporates no (or very little) source material • Assignment has an unclear organizational structure • Assignment contains distracting and rhetorically unaware grammatical, stylistic, and/or technical errors

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.

Assignments (1000 points total)

Participation on Canvas Discussions (10 posts; 2,000 words; 120 points)

Before each discussion section, you will answer questions on Canvas discussion boards to reflect about the reading(s) of the week. The response should be at least 200 words long. Discussion posts will be due **Monday by 11:59 a.m.** The deadline might change due to holidays or the beginning/end of the unit, and I will indicate when they do in the schedule.

Close Reading Essay (1000 words, 100 points)

This assignment will evaluate your close reading skills in examining the works we discussed in the first unit. This close reading will answer a question I will post on Canvas, and you will answer it in the form of an essay as a means of exploring some of the topics we have addressed. You will be expected to analyze the work you chose for this assignment carefully in order to discuss this topic and develop an argument regarding the whole text through a close reading. **No secondary sources may be used for this assignment.**

Critical Analysis Paper (1000 words, 150 points)

You will write a paper combining your close reading skills with critical concepts or historical information we explored in the second unit. The goal is for you to produce a strong conceptual argument supported by textual and contextual evidence. **You will need 2-3 scholarly sources to support your analysis.**

Comparative Analysis (1000 words; 200 points)

You will write a paper comparing two primary sources: one of the primary sources we have studied so far to another primary source that is not part of our coursework. This primary source can range from other literary works such as short stories, plays, poems to films, music, or music videos. However, the artists that created the primary source you choose for the comparison have to share the same nationality/culture. Your paper should answer the following questions: *What are the similarities between these two works? Are these works making arguments about a specific country or culture? How are they doing that?* Bear in mind the goal of this assignment is to expand your knowledge about global cultures instead of relying solely on reductive generalizations. **You will need at least 2 scholarly sources to support your argument.**

Final Project (1000 words; 250 points)

For the final assignment, you will have the choice of writing a critical essay, recording a podcast, a video essay, or composing an artistic work such as a painting, a drawing, graphic novel, or any alternative media form analyzing one or more works we studied throughout the course. If you choose to write an essay, it must be at least 1,000 words long. If you choose to compose an artistic work, you should write a statement that clarifies how your production responds to one works we studied, and the statement has to be at least 1,000 words long. For video essays and podcasts, you should submit a transcription to Canvas of at least 1,000 words long along with your recording.

You should send me a two-paragraph proposal on Canvas by 11:59 a.m. on April 15th for me to approve your final project. All students must use at least 4 scholarly sources to support their interpretation or reaction to the work they chose to analyze.

The proposal will be worth 50 points and the final project 200. Bear in mind I might ask you to resubmit the proposal if it does not adhere to the requirements for the assignment or if it does not seem feasible.

Participation and Homework (180 points)

This grade accounts for your level of engagement during our classes, attendance, doing the readings, and assigned homework throughout the course. **The grades will be posted after our last class on April 18th, so please do not ask me for them earlier than that.**

Class Policies

1. You must complete all assignments to get credit for this course.
2. *Attendance:* In the beginning of every class, I will call the roll and attendance will be necessary to complete the course. **You are allowed to have at the most 6 unexcused absences. More than 6 unexcused absences will mean you failed the course. For me to excuse your absence, you will need to email me beforehand.**

However, bear in mind that:

2.1 After **3 unexcused absences**, your grade will be lowered by **one letter grade**.

2.2 Arriving 10 minutes late will count as half an absence. Arriving 20 minutes late will count as a full absence.

Excused absences are consistent with university policies in the undergraduate catalog and require appropriate documentation. For further information, please consult this link:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

3. *Concerning Issues that might affect your progress:* If you experience any kind of hardship that affects your progress during the class, which include financial or health-related issues, email me as soon as possible so I can ascertain how to proceed and offer alternative activities and deadlines to better accommodate your situation.
4. *Email responses and civility:* Please email me about class matters through Canvas, and whenever you send me an email during the week wait at least 24 hours for a reply. Emails received during the weekend will be answered on Monday. Furthermore, beware of the tone with which you address me in your emails. **I will not answer emails that do not include a salutation addressing me by my last name.**
5. *Classroom behavior:*
 - a. Participation will be required and will affect your grade. I expect all students to engage in our discussions to make them as fruitful as possible.
 - b. You are free to express your opinions about the topics we will discuss during our classes. However, you must be civil to me and your peers. Any racist, sexist, xenophobic, homophobic, transphobic, or generally prejudiced comments made during the class will not be tolerated. Respect will ensure our class runs smoothly and will keep the discussion focused.

UF's policy on 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/>

6. *Paper Format and Submission:* All assignments will be submitted on Canvas using MLA format.
7. ***Late Papers/Assignments:* Late work will not be graded unless you inform by email me at least 24 hours before the assignment the is due of any issue that might prevent you from complying with the deadline.**
8. *Paper Maintenance Responsibilities.* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
9. *Academic Honesty and Definition of 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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions.>

From 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.
10. 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.
 11. *Students who are in distress* or who are in need of counseling or urgent help: please contact <https://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/>
 12. 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 addressing appeals to administrative assistant Carla Blount at cblount@ufl.edu. Grade appeals may result in a higher, unchanged, or lower final grade.

14. *Course 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://gatorevals.aa.ufl.edu/>

Schedule of Classes and Assignments

1-*This schedule is only a guide and is subject to change.* Unless otherwise indicated, assignments and readings are due the day they are listed on the syllabus, not the following day. Generally, the arrows are listed in the order they will occur during the week. **The asterisk indicates the readings you can find on Canvas.**

2- Content Warning & Class Clime

At times, our course readings and discussions will focus on mature, difficult, and potentially challenging topics. This course covers topics that are both political and personal. Readings and discussions might trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, or even humor. Some of us will have emotional responses to the course material; some of us will have emotional responses to our peers’ understanding of the course material; all of us should feel responsible for creating a space that is both intellectually rigorous and respectful. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities might position us differently in the classroom, the university, and society more broadly. If you are struggling with the course materials, a good idea is to thoroughly read the syllabus so that you are prepared in advance. You can approach me ahead of time if you’d like more information about a topic or reading or to express anticipated discomfort.

	Readings and Classwork	Assignment Due
Week 1	Unit 1 – 1600-1850	
January 5 th – Wednesday	<u>Introductions</u> ➤ Course Syllabus and discussing assignments	
January 7 th – Friday	NO CLASS- I will be away at a conference	
Week 2		
January 10 th - Monday	<u>What is World Literature?</u> ➤ Discuss “What is World Literature?”* by David Damrosch	
January 12 th – Wednesday	<u>Tales of Love and Passion</u> ➤ Discuss “Yang Jiao’ai Lays Down His Life for the Sake of Friendship”* (1610) by Feng Menglong	Discussion Post 1 due by 11:59 a.m.
January 14 th – Friday	<u>Tales of Love and Passion</u> ➤ Discuss “The Lust of the White Serpent”* (1776) by Ueda Akinari p. 84-97 of the pdf	
Week 3		

January 17 th - Monday	NO CLASS – HOLIDAY	
January 19 th – Wednesday	<p style="text-align: center;"><u>Christianity and Race</u></p> <ul style="list-style-type: none"> ➤ Discuss “On Being Brought from Africa to America” (1773) and “On Virtue” (1773) by Phillis Wheatley 	Discussion Post 2 due by 11:59 a.m.
January 21 st – Friday	<ul style="list-style-type: none"> ➤ Discuss “An Address to Miss Wheatley” (1778) by Jupiter Hammon 	
Week 4		
January 24 th – Monday	<p style="text-align: center;"><u>Pedagogical Literature</u></p> <ul style="list-style-type: none"> ➤ Discuss “The Forsaken Brother A Chippewa Tale”* (1827) by Jane Johnston Schoolcraft 	Discussion Post 3 due by 11:59 a.m.
January 26 th – Wednesday	<ul style="list-style-type: none"> ➤ Discuss “The Journey”* (1774) by Nana Asma’u p. 131-154 	
January 28 th - Friday	<ul style="list-style-type: none"> ➤ Discuss “The Journey”* (1774) by Nana Asma’u p. 131-154 	
Week 5	Preparation Week	
January 31 st – Monday	<p style="text-align: center;"><u>Preparation for Close Reading Assignment</u></p> <ul style="list-style-type: none"> ➤ Analyze close readings examples ➤ Thesis workshop 	
February 2 nd – Wednesday	<p style="text-align: center;"><u>Preparation for Close Reading Assignment</u></p> <ul style="list-style-type: none"> ➤ How to Peer Review ➤ Peer Review 	
February 4 th – Friday	<ul style="list-style-type: none"> ➤ Optional Conferences ➤ Close reading assignment due by 11:59 p.m 	Close reading assignment due by 11:59 p.m
Week 6	Unit 2 – 1850-1950	
February 7 th - Monday	<p style="text-align: center;"><u>Social Allegories</u></p> <ul style="list-style-type: none"> ➤ Discuss <i>The Alienist</i>* (1882) by Machado de Assis until p.39 	Discussion Post 4 due by 11:59 a.m.
February 9 th – Wednesday	<ul style="list-style-type: none"> ➤ Discuss <i>The Alienist</i>* (1882) by Machado de Assis 	
February 11 th – Friday	<ul style="list-style-type: none"> ➤ Discuss “Brazilian Literature and Art: From Colonial to Modern” * by Celso Lemos de Oliveira 	
Week 7		
February 14 th – Monday	<p style="text-align: center;"><u>Feminist Indian Literature</u></p> <ul style="list-style-type: none"> ➤ Discuss <i>The Wedding Tangle</i>* (1904) by Swarnakumari Devi 	Discussion Post 5 due by 11:59 a.m.

February – 16 th – Wednesday	➤ Discuss <i>Woman</i> * (1937) by Rashid Jahan	
February 18 th - Friday	➤ Discuss “Prolegomenon to Women's Theatre” by Tutun Mukherjee	
Week 8		
February 21 st – Monday	<u>Historical Novel</u> ➤ <i>Chaka</i> (1931) by Thomas Molofo until p. 54 (Chapter 8)	Discussion Post 6 due by 11:59 a.m.
February 23 rd – Wednesday	➤ <i>Chaka</i> (1931) by Thomas Molofo until p. 104 (Chapter 16)	
February 25 th – Friday	➤ <i>Chaka</i> (1931) by Thomas Molofo	
Week 9	Preparation Week	
February 28 th – Monday	➤ Conducting research in the humanities ➤ Discuss chapters two <i>They Say/I Say</i> *	
March 2 nd – Wednesday	➤ Discuss chapter three of <i>They Say/I say</i> * ➤ Thesis Workshop	
March 4 th – Friday	➤ Peer Review	Critical Analysis Paper due by 11:59 pm
Week 10		
March 7 th – March 11 th	NO CLASS – SPRING BREAK	
Week 11		
March 14 th – Monday	<u>The Harlem Renaissance</u> ➤ Discuss “Smoke, Lilies, and Jade”* (1926) by Richard Bruce Nugent	Discussion Post 7 due by 11:59 a.m.
	Unit 3- 1950-Present	
March 16 th – Wednesday	<u>Colonial Africa</u> ➤ Discuss “We Killed Mangy-Dog”* (1969) by Luis Bernardo Honwana	
March 18 th Friday	➤ Discuss “The Green Leaves”* (1968) by Grace Ogot	

Week 12		
March 21 st – Monday	<u>Reflections on the Human Condition</u> ➤ Discuss “Death Constant Beyond Love” (1970) by Gabriel Garcia Marquez	Discussion Post 8 due by 11:59 a.m.
March 23 rd – Wednesday	➤ Discuss “The Third Resignation”* (1974) by Gabriel Garcia Marquez	
March 25 th – Friday	<u>Preparation for Comparative Analysis</u> ➤ Discuss “Comparative Literature?”* by Haun Saussy	
Week 13		
March 28 th – Monday	<u>Preparation for Comparative Analysis</u> ➤ Thesis Workshop	
March 30 th – Wednesday	➤ Peer Review	
April 1 st – Friday	<u>Politics and Poetry</u> ➤ Discuss “application for asylum” (2017) by Safia Elhillo	Comparative Analysis Paper due by 11:59 pm
Week 14		
April 4 th - Monday	<u>Fantasy or Reality?</u> ➤ Discuss <i>Pet</i> (2019) by Akwaeke Emezi until p. 51 (Chapter 3)	Discussion Post 9 due by 11:59 a.m.
April 6 th - Wednesday	➤ Discuss <i>Pet</i> (2019) by Akwaeke Emezi until p. 102 (Chapter 6)	
April 8 th - Friday	➤ Discuss <i>Pet</i> (2019) by Akwaeke Emezi until p. 154 (Chapter 9)	
Week 15		
April 11 th – Monday	➤ Discuss <i>Pet</i> (2019) by Akwaeke Emezi	Discussion Post 10 due by 11:59 a.m.
April 13 th – Wednesday	<u>Preparation for Final Project</u> ➤ Making podcasts, blogposts, and video essays ➤ Analyze examples in the genres	

April 15 th – Friday	<ul style="list-style-type: none">➤ Final project workshop➤ Course Evaluations	Final Project proposal due by 11:59 a.m.
Week 16		
April 25 th – Monday	Final Project Due	Final Project due by 11:59 p.m.