

LIT 2331: Introduction to World Literature

Spring 2023

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Section: 001	Office: JO5. 306
Monday & Wednesday 10.00am – 11.15am	Office Hours: Monday and Wednesday 11.20am – 12.20pm
Class room: FO 1.202	Modality: Face-to-Face

Note: All matters associated with this course are subject to change at the instructor's discretion. Any and all changes will be communicated to students in writing via UTD email and eLearning.

Course Description:

Since it's a survey course, we will read select works of contemporary World Literature, with special emphasis on Anglophone fiction published in the later 20th and 21st century, by some popular and renowned writers from all over the world. The course engages with the question: what constitutes contemporary World Literature? What are its premises- what concerns 21st century literatures that are being produced in different nations (from both the East and the West to put broadly), following diverse trends/movements? Additionally, this course traces the history and trajectory of Anglophone fiction, which comprises a considerable facet of world literature. We will read the chosen texts with a view to understand their context (history) and form (style). On the whole, in this course we will peruse literary works to challenge our perceptions of the world and society, and gain insights to broaden our critical knowledge and appreciation of multiple perspectives.

We will, however, for the purpose of streamlining our focus, zero in on the central figure from each text and observe their centrality to the text. How does the central

figure emerge as a text's hero? How does this hero contribute to the narrative arc of the said text? Is there a villain? What and who is a villain? What role does a villain play?

We will read two novels and a number of short stories and poetry (as primary texts).

Occasionally, we will also read excerpts from secondary sources to enhance our understanding of the texts.

This course encourages its students to take part in lively discussions and raise intellectually stimulating questions to make the weekly interactions and exchanges between peers and their professor meaningful and productive.

Required Texts: *Klara and the Sun* (hardcover); Kazuo Ishiguro; Knopf; 1st edition (March 2, 2021); ISBN-10: 059331817X

The White Tiger (hardcover); Aravind Adiga; Harper Collins; Fifth Impression edition (January 1, 2010); ISBN-10: 8172237456

The Norton Anthology of World Literature (Fourth Edition, volume F); W.W. Norton & Company; edited by Martin Puchner (2018). ISBN: 978-0393602883

“UFO in Kushiro” from *After the quake: stories*; Haruki Murakami; translated by Jay Rubin; 1st Vintage International ed., Vintage Books (2003).

Note: All these texts except for the last one listed above could be either rented or purchased from the UTD bookstore. All of the texts from the Norton anthology will be available in PDF files. They will be uploaded on eLearning course homepage.

Recommended Text: Levine, Caroline. *Forms: Whole, Rhythm, Hierarchy, Network*. Princeton University Press, 2015.

Note – critical essays, hand-outs, and other readings will be uploaded to eLearning.

Learning Outcomes/Objectives:

Throughout the course students will do the following-

- demonstrate knowledge of works produced by authors from different geographical, politico-historical, and cultural background in the backdrop of 21st century.
- develop an understanding of major trends and themes in contemporary world literature (emphasis on Anglophone fiction).
- interpret and analyze literary works through close reading by considering both the content and form of the chosen texts
- synthesize myriad ideas gleaned from the selected texts to form/develop their own arguments to articulate in the most concise manner scholarly responses.
- Work as a group to solve complex problems and collaborate to offer productive feedback and stimulating interpretations

Types of Activities (in-class and eLearning):

I will deliver lectures on the day's topic for **first 30 minutes designated solely for lectures** and note-taking. Afterwards, students will be required to participate in collaborative learning for the last **45 minutes**.

Collaborative Learning: (25%+10%)

- **Seminars:** The class will be divided into small groups so that each student gets to interact with their peers without any inhibition or fear. With the support of the group members students will openly engage in discussion and thought-sharing about the texts and issues pertaining to them.

One way to conduct the seminar will be to divide students into groups of **kick-starters** and **respondents**. The kick-starters will come up with several questions on the day's reading and pose them during the class. The respondents, then, will answer the questions by sharing their opinions. I encourage kick-starters to come up with open-ended questions so that respondents can form the most exciting answers. Later, the kick-starters for that class

will post their questions on eLearning **discussion board thread**. And the respondents will create a **wiki** on eLearning to record the **key concepts and key words** they come across during the discussion session.

The seminar requires that all students be present. Their presence will be accounted for.

Kick-starters' notes:

1. Identify and read aloud several passages (short) from the assigned reading. (points possible: 4)
2. Carefully unpack the language of those passages, and tell the class why they caught your attention. (points possible: 4)
3. Building on those passages, propose some overarching questions that you want the class to work on answering, questions that might help us figure out the text as a whole. (points possible: 4)
4. Call on classmates and facilitate the discussion that follows. (points possible: 3)

Points possible: 15

Respondents' Wiki:

1. Identify and summarize the key points of the discussion.
2. Identify some key insights/concepts that the discussion provoked for you.
3. Can you identify further questions that could follow up or extend the discussion?

While making the wiki entries, try to address at least two of the above.

Points possible: 5+ 5=10

- **Panel Groups:** There will be **seven/eight groups**, which will sign up for a 45-minutes presentation on a particular reading related to the course. The presentation aims to be a creative outlet for participants to explore in any form and showcase their interests in and awareness of a topic raised in the collaborative discussion.

The panel groups will be responsible for conducting thorough research before they present in front of the class. The goal of the presentations is to engage the entire class.

The research area could be as varied as an author's biography, a text's historical context, its thematic or stylistic features, or a critical review. The groups might also engage with a text's interpretation. For transparency and accountability, each member

of the group will share their contribution to the presentation. For example, what is the process involved in collating, annotating, synthesizing, and evaluating information for the said topic for the presentation.

Individual Learning: (15%+15%+5%+30%)

- **Analytical Reading Response & Reflection Paper:** This will take place **on eLearning**.

In the discussion board, new forums will be created each week. Each student is responsible for submitting a **250-words write-up**. Submissions will alternate every week (students will have a different writing task every other week).

In your analytical reading response you will examine a longer excerpt of a text to explain how its various parts work together to convey a particular idea. Thinking analytically helps you understand any literary texts in a logical manner without any concerns for your affective responses to them. It allows you to interpret or find the meaning(s) of them (more than your take on it).

Where to begin:

What do you think the author's argument is? Is it effective?

Two important questions you should ask about the text/argument: how and why/so what?

An easy way out: look for conflicts in the text (I am quoting Purdue OWL here: focus on the specific attributes of the text).

Ask what speaks strongly to you. Identify elements like the text's plot, setting, characters, point of view, literary devices, and style (for your assignment choose specific elements and examine their significance).

Reflection Paper: Carefully observe the formal properties of the chosen passage(s) from the selected text-

- **Literary devices like metaphor, symbolism, analogy, etc.**
- **Language (words/diction)**
- **Structure (organization/plot of the text)**

- **Style (genre, POV, placement of the individual passages)**

Do you see any patterns of repetitions, similarities, or contradictions?

Now, try saying in a concise manner what this decoding/decryption reveals about a particular issue/event/scene/character of the text.

Do not look for outside information (historical context, author biography, philosophy, and political ideology); instead, rely only on the textual references to cultural aspects.

Look for gaps- something that has been omitted!

No plot summary or paraphrases!

A total of ten weekly responses and reflection papers need to be submitted during the semester.

- **Peer Review:** Students will review the outlines/proposals of the final essay. Each student will be paired with a peer from the class and will provide feedback and comment on the outlines of the final essay. Peer review will help students refine and hone their arguments.
- **Final Term Paper:** This is an **academic essay five to six pages long**. Students will submit this essay as their final work in a typed document (font: Times New Roman, size: 12, double-spaced) through **Turnitin on eLearning**. This essay must be an original work of the student based on their overall appreciation and understanding of the text as they ask salient questions. **They must answer one such interpretive question in this essay**. The essay must have a thesis which they will expand on, analyze, and corroborate with evidence taken from the text. The essay should provide ample illustration of close reading of a few passages before it draws the conclusion.

Students will brainstorm ideas/topics for the essay and prepare a proposal or make an outline before working on the final version of the essay. A portion of the grading points (5%) allocated for the final essay will be allotted to essay outlines.

Course Schedule

Date	Topic/Text	Format	Readings/ In-class activities/ Assignments
Week 1 January 18	Introduction to World Literature; Course syllabus and expectations	Lecture:	The Birth of World Literature (Preface) from <i>(The Norton Anthology of World Literature)</i>
Week 2 January 23	Contemporary World Literature, Anglophone Fiction	Lecture and Seminar	Modernity and Modernism, Post-war and Postcolonial Literature <i>(The Norton Anthology of World Literature)</i> Novel: <i>The White Tiger</i> Close reading
January 25	<i>The White Tiger</i>	Lecture	Analytical Reading

		(Bildungsroman; picaresque novels) and Seminar	Response due by Friday 11.59 pm
Week 3 January 30	<i>The White Tiger</i>	Lecture and Seminar	Kick-starter's Notes (Group 1) And Respondent's Wiki
February 1	<i>The White Tiger</i>	Lecture and Seminar	Reflection due by Friday 11.59 pm
Week 4 February 6	Finishing <i>The White Tiger</i>	Lecture and Seminar	Presentation due Panel Group 1
February 8	Seamus Heaney (selected poems)	Lecture and Seminar	Kick-starter's Notes (Group 2) And Respondent's Wiki Analytical Reading Response due by Friday 11.59 pm
Week 5 February 13	"To Look Out the Window" by Orhan Pamuk	Lecture and Seminar	Presentation due Panel Group 2
February 15	Putting two contrary views into	Lecture and Seminar	Reflection due by

	perspective: Is the author dead? Is the text alive?		Friday 11.59 pm
Week 6 February 20	“On the Road at Eighteen” by Yu Hua	Lecture and Seminar	Kick-starter’s Notes (Group 3) And Respondent’s Wiki
February 22	“Drown” by Junot Diaz	Lecture and Seminar	Kick-starter’s Notes (Group 4) And Respondent’s Wiki Analytical Reading Response due by Friday 11.59 pm
Week 7 February 27	“The Headstrong Historian” by Chimamanda Ngozi Adichie	Lecture and Seminar	Kick-starter’s Notes (Group 5) And Respondent’s Wiki
March 1	“Two Sisters” by Ama Ata Aidoo	Lecture and Seminar	Presentation due Panel Group 3 Reflection due by Friday 11.59 pm
Week 8 March 6	Public sphere, policing, and politics:	Lecture and seminar	Presentation due Panel Group 4

	counterpublic and the subaltern hero		
March 8	“Yellow Woman” by Leslie Marmon Silko	Lecture and Seminar	Presentation due Panel Group 5 Analytical Reading Response due by Friday 11.59 pm
Spring Break: March 13-March 19 Midterm grades due March 11	No class	No class	Pending assignments or late assignments can be turned in before March 11
Week 10 March 20 (final term begins)	“The Women’s Swimming Pool” by Hanan Al-Shaykh	Lecture and Seminar	Kick-starter’s Notes (Group 6) And Respondent’s Wiki
March 22	“UFO in Kushiro” by Haruki Murakmi	Lecture and Seminar	Kick-starter’s Notes (Group 7) And Respondent’s Wiki Reflection due by Friday 11.59 pm
Week 11 March 27	Discussing Literary Forms	Lecture and Seminar	Presentation due Panel Group 6

March 29	Interpretations: Reading with the Grain & Reading against the Grain/ Suspicious Reading and Surface Reading	Lecture and Seminar	Presentation due Panel Group 7 Final Analytical Reading Response due by Friday 11.59 pm
Week 12 April 3	Derek Walcott (selected poems)	Lecture and Seminar	Kick-starter's Notes (Group 8) And Respondent's Wiki
April 5	Novel: <i>Klara and the Sun</i>	Lecture (Post humanism; dystopian fiction) and Seminar	Final Reflection due by Friday 11.59 pm
Week 13 April 10	<i>Klara and the Sun</i>	Lecture and Seminar	Presentation due Panel Group 8
April 12	<i>Klara and the Sun</i>	Lecture and Seminar	
Week 14 April 17	Exploring topics for the final essay	Lecture and Seminar	
April 19	Finishing <i>Klara and the Sun</i>	Lecture and Seminar	Drafts of the essay outline (upload on eLearning)
Week 15	<i>Girl</i> by Jamaica	Lecture and Seminar	

April 24	Kincaid		
April 26	“Death Constant beyond Love” by Gabriel Garcia Marquez	Lecture and Seminar	
Week 16 May 1	Peer Review	In-class peer review	
May 3	Revision & Final Paper		Final Essay due by May 4 through Turnitin

Assignment rubrics will be shared before each project starts.

Grading Criteria:

Class Participation and Attendance (Kick-starter’s notes and respondent’s wiki): 25%

Panel Group Presentations: 10%

Peer Review: 5%

Weekly Writing Assignments (a. Analytical Response Paper b. Reflection Paper): 30%

Final Essay (including outline): 30% (25%+5%)

Total 100%

Final Grade Levels

A+ 97-100

B+ 87-89.9

C+ 77-79.9

D+ 67-69.9

F 59.9 and under

A 93-96.9

B 83-86.9

C 73-76.9

D 63-66.9

A- 90-92.9

B- 80-82.9

C- 70-72.9

D- 60-62.9

Late Work: Three points (one letter grade) will be docked for each late work/no submission. However, students will be awarded one point for submitting late work/pending work if they meet the second deadline.

Extra credit: Three points for visiting the professor during office hours or a documented visit to the UTD Writing Center.

Attendance and Class Participation: Regular class participation is expected. Students who fail to participate in class regularly are inviting scholastic difficulty. A portion of the grade for this course is directly tied to your participation in this class. Your success in this course is a function of your level of engagement, your preparation for class, and your behavior in the classroom. Please use your analysis of the readings, your daily/weekly assignments, and prior research and/or study when responding orally in class, and please be prepared to back up any points you make. Participation also entails your interaction with your peers. You should engage in teamwork and collaborate effectively with peers to achieve a shared goal that fulfills the course objective.

Class participation is documented by faculty. Successful participation is defined as consistently adhering to University requirements, as presented in this syllabus. Failure to comply with these University requirements is a violation of the Student Code of Conduct.

Please come to class on time. Speak with your professor in advance if you are going to be absent due to some emergency or important appointments. In case you have illness and, therefore, have to miss out on classwork/presentations, show appropriate medical documents to your professor and reschedule to submit your late work.

Any absence after first four excused absences will cost you one letter grade.

Use of Personal Communication Devices: Turn off all cell phones, music players (including headphones), and other personal communication devices before the start of class. Do not use

such devices during class other than taking notes. If you disrupt/interrupt/distract class by using such devices, you will need to leave and will be marked absent.

Academic Integrity: Students in LIT 2331 are expected to maintain a high level of responsibility and academic honesty. It is critically important you produce original written work and document all sources accurately using MLA format.

Please consult the following web sites addressing academic integrity as well as what constitutes cheating at UTD:

<http://www.utdallas.edu/deanofstudents/integrity/>

<http://www.utdallas.edu/deanofstudents/dishonesty/>

<http://www.utdallas.edu/deanofstudents/bigfour/>

Ask your instructor should you become concerned that you are possibly committing an act of scholastic dishonesty. UTD will hold you accountable regardless of whether or not you intended to plagiarize your paper.

Students suspected of plagiarism or any other acts of scholastic dishonesty are subject to disciplinary proceedings. Should the Judicial Affairs Officer find a student responsible, then he or she will typically receive a “0” on the assignment in question.

University Policies

Please review the university policies at <http://go.utdallas.edu/syllabus-policies>.

Sharing Confidential Information: Students considering sharing personal information in email, in person, or within assignments or exams should be aware that faculty members and teaching/research assistants are required by UT Dallas policy to report information about sexual misconduct to the UT Dallas Title IX Coordinator. Per university policy, faculties have been informed that they must identify the student to the UT Dallas Title IX Coordinator. Students who wish to have confidential discussions of incidents related to sexual harassment or sexual misconduct should contact the Student Counseling Center (972-883-2527 or after hours 972-UTD-TALK or 972-883-8255), the Women's Center (972-883-8255), a health care provider in the Student Health Center (972-883-2747), a clergy person (or other legally recognized religious advisor) of their choice, or an off-campus resource (i.e., rape crisis center, doctor, psychologist). Students, who are sexually assaulted, harassed, or victims of sexual misconduct, domestic violence, or stalking, are encouraged to directly report these incidents to the UT Dallas Police Department at 972-883-2222 or to the Title IX Coordinator at 972-883-2218. Additional information and resources may be found at <http://www.utdallas.edu/oiec/title-ix/resources>.

Comet Creed: This creed was voted on by the UT Dallas student body in 2014. It is a standard that Comets choose to live by and encourage others to do the same:

“As a Comet, I pledge honesty, integrity, and service in all that I do.

The Writing Center: Located in the McDermott Library (MC 1.310), the UT Dallas Writing center is a free resource for students seeking help with a writing assignment. Tutors are available to work with you on your assignment during all stages of the writing process. All appointments will be hosted in person this fall. The UTD Writing Center philosophy stems from the peer-to-peer model of collaborative learning. Students and Peer Leaders engage in one-on-one conversations about their work and Peer Leaders will lead sessions by asking open-ended, engaging questions which allow the student to take ownership of their own

writing. The Writing Center aims to provide direct, honest feedback to students in each tutoring session. The main goal of the Writing center is to help the writer, not just the piece of writing. Visit the Student Success Center website for the most up-to-date information and to schedule appointments: <https://utdallas.edu/studentsuccess/writing-and-speaking/writing-center>.

I have read and understood the policies for LIT 2331: Introduction to World Literature. I agree to comply with the policies for the Spring 2023 semester. I realize that failure to comply with these policies will result in a reduced grade for the course.

Signature: _____ Date: _____

Name (print): _____

UTD e-mail address: _____