

# English 347:A01

*Global Perspectives in English*

*Dr. Mindie Dieu*

*Language and Literature 407*

*Bouillon 204*

*405-618-0022 cell*

*Available by email, text or phone (fastest response time), or skype*

*Prerequisites: Eng 101 (C- or better) or its equivalent.*

\*Please note: This is a junior-level English literature course and as such requires a heavy reading load. This is also a writing class, and you will produce at least 8 pages of writing in work that you turn in; more on the weekly responses. Please plan to spend 15 hours per week on this class for optimum performance.



Required Text: Norton Anthology of World Literature Volume F

## Course Objectives

This course presents an introduction to the diversity of non-Western World cultures' literature in contemporary times. We will examine the representations of a variety of cultural, racial, and ethnic groups in "third world" countries through their fiction, drama, poetry, non-fiction, and film. We will explore concepts of selfhood and identity, the revolutionary experience, the clashing of cultures, all in literary and historical context. We will examine texts by authors from several parts of the world, including Ireland, Egypt, Africa, Asia and Central and South America. Through this course, we will, hopefully, begin to see the richness of the expanding canon of world literature in the late twentieth century. Through the literature in this course, we will listen to other voices and visit other cultures, not as tourists but as if we were fellow citizens. With authors as guides, we will travel into unfamiliar cities and villages, kitchens and work-places, and witness other cultures not through the distancing lenses of binoculars and cameras, but through the fiction, poetry, and drama of the people who live and work there.

## Course Outcomes

- Students should be able to represent in written and oral form an introductory knowledge of the cultures and histories of the national and cultural groups in the nonWestern and "third world" literature discussed.
- Demonstrate an ability to read, interpret, and analyze the literary works of "third world" countries in their historical and cultural contexts.
- Students should be able to identify major literary themes and concepts in selected culture such as the representations of individual and cultural identity, the concept of selfhood, gender relations, cultural difference/the clash of culture, revolution, colonialism, etc.
- Students should be able to demonstrate an ability to read, interpret, and analyze the literary works of these minority groups in their historical and cultural contexts.

- Students will submit at least eight pages of writing "that is assessed for content and mechanics (grammar, spelling, punctuation, and organization)," in accordance with the General Education Writing Requirement.

## Requirements and Assignments

There are several requirements and assignments in the class, including the following:

**Discussion posts:** Discussion posting means that you use the discussion board to talk to your fellow students, bounce ideas off of each other and figure out a good angle to address the week's response. I believe that literature and writing come alive when discussed intelligently between two or more people. You will post and reply to at least two other people. Supportive comments such as "I liked it" are nice, but they do not strike at the heart of the matter and you will receive no credit for doing so. You should feel free to **grapple** with the materials in this forum- to talk about the things that baffle you, that you are having a hard time understanding. It can be difficult to reconcile a comfortable point of view with one you have not encountered before. If you are having difficulty with the text, as I expect you to, someone else probably has the same problem as you do. Yes, I do expect you to have to reach for meaning. With this comes some frustration. Trust me though, this is worth the effort. Use the discussion forum to help formulate your weekly responses. Please note that while the discussion post **closes** on Wednesday every week, that is not when you post. **Post when it is open.** Post early and often and talk to one another, since that is the point of this exercise. If I discover that you have a habit of posting at 7:45 every Wednesday, your discussion points will go down as you are not behaving as part of the community.

There may be several threads to any discussion; *I encourage you to start your own discussion threads and act as moderator for those threads.* I will guide you, but my function here is limited to asking questions and offering ways to frame discussion rather than to referee or to tell you what to think.

Your discussion grades are based on: 1) Completeness: posting a response to the lecture or reading, and following up with at least 2 responses to other students' postings in a thread, and responding to any follow-up questions directed at you by the instructor or moderators; 2) Thoroughness: addressing the questions and proofreading your response before you post it; 3) Specificity: **citing specific passages and using examples and quotes as evidence for your points;** 4) Analysis: going beyond plot summary to analyze the characters, themes, symbols, and settings of the novel; and 5) Follow-Up Response: extending ideas, raising questions, and making connections. I suggest you compose your response in your word processing program, save it, and then cut and paste it into the Discussions so you don't accidentally lose your work.

**Responses:** Responses are required almost every week and will be in the form of a journal style entry. You will submit these as assignments in Canvas. To be clear, these are informal writings, 500-750 words, **and you should reference the text** (use correct MLA style), compare the text to others we have read in the class, historical events around the text, and/or discuss concepts and ideas that came up in the discussions (which is why we do discussion posts. You may not say "I liked it/I didn't get it/it's like my life because". *You must respond to all of the readings that week.* There are 9 responses required. In the responses, you may use first person.

**Quizzes:** There will be 7 quizzes, with true/false and multiple choice questions. They are open for one day, on Wednesdays, from 8:00 a.m. to 8:00 p.m. (sometimes later) and will cover materials from that week's readings.

**Papers:** You will be responsible for two formal papers, **at least four pages** (not including Works Cited) in MLA format, over selected materials. These papers are designed to help you think critically, read closely, make connections between texts, and write coherently on an assigned topic. You will select the topic for paper #1 from the readings in part one of the reading schedule. Paper #2 topics will be drawn from part two of the readings. **All papers should be in Microsoft Word or Apple Pages documents.** You may not cut and paste them into the program. A PDF is not acceptable, as I insert comments and

return them to you for reflection and discussion. You might want to try <http://www.easybib.com/> to help you with the works cited. Do not, under any circumstances, use first or second person pronouns in a formal paper.

I reserve the right to refuse your papers for the following reasons: a) poor grammar or writing skills, b) lateness for any reason, including internet problems and catastrophic computer failure.

**Peer Reviews:** A peer review is required for paper #2. I will open a discussion board and you'll post your essay, and respond thoughtfully, **with helpful criticism**, to at least **two other people's papers**. Failure to contribute peer-editing responses to your group will cause your grade for that paper to decline by a full grade point. Failure to submit a draft of your paper for peer editing will cause your grade for that paper to decline by 1/3 of a grade. Because you will be drafting and revising your critical paper before turning it in, there will be **no revisions** after the papers are graded.

### The Writing Center

Students who study on the Ellensburg campus may take their papers to the Learning Resource Commons for assistance. Those who are at one of the university centers or who are entirely online may use the Online Tutoring function. Online tutoring is set up like a class, and you are automatically enrolled in it if you are eligible. I set up this program and hired and trained the writing tutors for it. If you want help with your papers, the online tutors have taken classes directly from me. They know my expectations. If you are eligible to go to the campus, the tutors are just as excellent. They all can help you with framing questions, sussing out ideas, and helping you to edit your own work.

### Students with Disabilities

If you have a disability and require accommodations for this course, please speak with me privately as soon as possible so that your needs may be appropriately met. If you have not already done so, you will need to register with Disability Services (DS). DS is located in Hogue 126. Call (509) 963-1202 or email [ds@cwu.edu](mailto:ds@cwu.edu) for more information.

### A Few Points To Ponder

This is a good class to take if you have taken online courses before. This is a great class to take if you love literature and have a burning desire to challenge yourself in an online environment. There are a few other basic assumptions I will make about you, as this is a junior-level class and you are probably at least a junior if you are taking it. If I cannot decipher your writing, I will send it back to you with a chance to resubmit, and one letter grade subtracted from your total. This will only happen once.

**I assume you can write using MLA style**, successfully avoiding plagiarism and using adequate and credible source material. By adequate and credible, I mean using the CWU Online Library and avoiding junk news sources such as Fox, The Daily Mail, Salon, and their ilk. Credible news sources include BBC and Al-Jazeera America, as well as a few others. Please don't use Wikipedia for a source. Most authors have their own websites, and the Encyclopedia Britannica has reliable information on countries' geography and history. **I will not spend time in this class teaching you how to do research.** This is covered in English 101 and 102. If you are near the Ellensburg campus, you have access to the writing center. The tutors can help immensely, if not with specific content, then in the higher and lower order concerns of writing. If you are in an online program, you are enrolled in the online tutoring class for a reason. I trained those tutors; they have had face-to-face classes with me. You should make use of that boon and use it to your best advantage.

A note on civility: Face to face communication is usually 10 percent words and 90 percent body language, tone, and other means of discourse and rhetoric. In an online environment, words count for so much more. It may sound a little strange, but I encourage you to make your discussion board postings through video logs, addressing specific points that other people have made and referencing the text by page and line or paragraph, which you would also do if you were writing the post. If you record your discussion board postings, the audience will have a greater chance of getting your meaning because they can see you and hear you. This is not required and I know that lots of people would rather use a keyboard. That's fine. Remember though, that your words must then carry the weight of your meaning. Be civil, **do not use inflammatory rhetoric** lest I delete your post and fail your entries for the week, and engage in thoughtful critique and discourse with your fellow students. The anthem of this class is tolerance, which means we will respect one another's views whether we agree with them or not.

### Academic Dishonesty

Using another's words or ideas without giving credit to that person constitutes academic dishonesty. In this class, much of what you write will require both in-text citations and a works cited page. I use a combination of my own research methods and plagiarism detection software to monitor academic honesty. *A charge of academic dishonesty will earn you an "F" in this class and a meeting with the Students Rights and Responsibilities Office.*

### Formatting

I expect you to use MLA format in this class, with both the informal response papers and the formal essays you will write. I will set up a module in the online classroom on writing help. I expect you to use these resources.

### Grades

You must satisfactorily complete all the assignments in order to receive a passing grade for the course:

Requirement	% of Grade
Responses	20%
Reading Quizzes	20%
Discussion Posts	20%
Papers	30%
Peer Reviews	10%

Please note: I do not accept late work or submissions by email, nor do I offer extra credit.

Tentative Course Schedule- Subject to Change if Necessary

Week	Readings	Actions	Due Dates*
1 Part 1	Preface pgs. xv to xxiii	Introductions (Discussion Board)	Friday, Apr 1
	Modernity and Modernism pgs. 3-13	Response #1	Friday, Apr 1
2	Joyce "The Dead" pgs. 174-207	Quiz #1 Discussion Posting	Wednesday, Apr 6
	Lu Xun "Diary of a Madman" pgs. 242-253	Response #2	Thursday, Apr 7
3	Fusako "Memoirs of a Declining Ryukyuan Woman" pgs. 400-409	Quiz #2 Discussion Posting	Wednesday, Apr 13
	Brecht "The Good Woman of Setzuan" pgs. 430-487	Response #3	Thursday, Apr 14
4	Borges "Garden of Forking Paths" pgs. 487-497	Peer Review Paper #1 Discussion Posting	Wednesday, Apr 20
	Akhmatova "Requiem" pgs. 565-575	Response #4	Thursday, Apr 21
5 Part 2	Postwar and Colonial Literature pgs. 671-676	<b>Paper #1 Due Monday</b>	Monday, Apr 25
	Senghor, all poems pgs. 676-687	Quiz #3 Discussion Posting	Wednesday, Apr 27
	Borowski "This Way to the Gas, Ladies and Gentlemen" pgs. 693-708	Response #5	Thursday, Apr 28
6	Camus "The Guest" pgs. 751-763	Quiz #4 Discussion Posting	Wednesday, May 4
	Beckett "Endgame" pgs. 763-796	Response #6	Thursday, May 5
7	Achebe "Chike's School Days" pgs. 825-830	Quiz #5 Discussion Posting	Wednesday, May 11
	Mahfouz "Zaabalawi" pgs. 882-892	Response #7	Thursday, May 12

8 Part 3	Contemporary World Literature pgs. 925-933	Peer Review Paper #2	Wednesday, May 18
	Walcott "Omeros" pgs. 958-97	Quiz #6 Discussion Posting	Wednesday, May 18
	Marquez "Death Constant Beyond Love"	Response #8	Thursday, May 19
9	Kincaid "Girl" pgs. 1144-1147	<b>Paper #2 Due Monday</b> Quiz #7 Discussion Posting	Monday, May 23 Wednesday, May 25 Wednesday, May 25
	Al-Shaykh "The Women's Swimming Pool" pgs. 1165-1172	Response #9	Thursday, May 26
10	No Readings	Final Exam Due	Thursday, June 2

\*All due dates are at 8 p.m. unless otherwise noted.