

**DEPARTMENT OF MODERN LANGUAGES
AND CULTURAL STUDIES**

<https://uofa.ualberta.ca/modern-languages-and-cultural-studies>

2016-2017 Comparative Literature 102 B1: World Literature II (Optional CSL Component)
(Winter Term)

Instructor: Jay Friesen
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E-mail: jayf@ualberta.ca
Course Website: eClass

Time: T, Th 9:30am -10:50am
Place: Tory 3 65
Office Hours: Thursdays 12:00pm – 2:00pm,
or by appointment

Course Prerequisite: No prerequisites. Not open to students with C Lit100

Course-based Ethics Approval in place regarding all research projects that involve human testing, questionnaires, etc.?

Yes No, not needed, no such projects approved.

Community Service Learning component

Required Optional None

Past or Representative Evaluative Course Material Available

- Exam registry – Students' Union
<http://www.su.ualberta.ca/services/infolink/exam/>
- See explanations below
- Document distributed in class
- Other (please specify)
- NA

Additional mandatory Instructional fees (approved by Board of Governors)

Yes No

Course Description and Objectives:

This course weaves together the two related fields of Comparative and World Literature.

In the first case, students will encounter the analytical approaches used in Comparative Literature. Accordingly, students will consider the intersection of literature, history, theory, and culture, paying close attention to how Comparative Literature offers the capacity to make cultural insights that are not otherwise accessible via other disciplines. Moreover, as cultural forms and ideas move across borders at an ever-increasing pace, students will begin to understand the

importance of cultural literacy and sensitivity, both within singular societies as well as in the global context.

In the second case, World Literature, students will find the tangible material for study during their introduction to a selection of early modern and contemporary literary works, both in the Western and non-Western context. These works span various cultural, national and linguistic boundaries as well as various literary genres, including poetry, short stories, novels, plays, graphic novel, and film.

The learning outcomes for this 100-level class strive to lay the early foundation for fundamental skills required for upper-level course work. At the end of the course, successful students will demonstrate competencies in the following areas:

- **Understanding:** students will be able to *classify* different genres of Western and non-Western literature; *summarize* key ideas and themes; and, *compare and contrast* various texts by considering contexts such as culture, historical era, and genre, among others.
 - Students should also understand that all work exists within a critical dialogue, where ideas are developed in relation to other ideas.
- **Application:** students will have developed the tools of literary analysis through critical reasoning and reflection as well as through reading and writing. Students ought to be able to *apply* the analytical tools discussed in class to texts, as well as explain why these tools provide a unique, comparative perspective that is useful in contexts outside of the classroom.

Community Service-Learning Component (Optional):

In addition to the traditional course option, there is the *entirely optional* opportunity for students to participate in a Community Service-Learning (CSL) component. Participating in this program is a way of developing cultural sensitivities and competencies in an applied context.

Texts are important points for reflection in both socio-cultural and political contexts. With an appreciation for how reading texts from multiple perspectives allows for a reflective process, the CSL component allows students to use the skills learned in class in a contemporary and local context. While literature helps define communities and cultures, it is sometimes unclear how to use these skills in practical ways, especially as it relates to lived experiences in marginalized communities. Accordingly, CSL provides students the opportunity to learn how critical thinking skills are employed in real-world settings through literature, and how literature can be utilized as a tool to engage and help others, not simply learn about them after the fact.

As a project, students will attend The Learning Centre for Adult Literacy (TLC) for a project coordinated by course instructor Jay Friesen and TLC coordinator Alyssa McPhail. Jay and Alyssa have worked extensively with adult literacy students at TLC, and have developed a project that explores the relationships between adult literacy, comparative ideas of teaching/learning, and the expression of lived experiences.

University students who pursue this option would work with adult literacy students from The Learning Centre to help share their story about a teacher (either informal or formal) who has made a difference in their lives.

The goal is to share each adult literacy students' life experiences. The adult literacy students will be encouraged to write it in their native language or, if they only write in English, they can add an image or piece of artwork to accompany should they choose. *In all instances, Jay or Alyssa have relationships with the adult students and will be available for support should any issues arise.*

Through a grant already secured through CSL, the outcome will be a published book that tells these stories.

A basic outline of the commitment for CSL students follows below. Additionally, please refer to the explanatory notes on assignments for specific details on coursework adjustments unique to the CSL students. The rough schedule of the CSL commitment is as follows:

- Two (2) hours (each visit) x five (5) visits to The Learning Centre for work with learners = ten (10) hours. One (1) hour is dedicated to travel to the location and One (1) hour dedicated working with a learner; completed mid-January to the end of February).
- Five (5) hours editing/text clean-up. Location is flexible, student could work from home, or campus.
- Five (5) hours: meeting with Alyssa and Jay, taking feedback, revising text and/or preparing for final submission. Meetings can be done in person or via email/phone/skype; revising can be done from home or on campus.
- **Total project time = 20 hours.**

More information will be provided within the first two weeks of class, and background on TLC can be found at: <http://www.tlcla.org/>.

Texts:

Required Texts:

- Puchner, Martin. *The Norton Anthology of World Literature*. New York: W.W. Norton & Co, 2012. Print. ISBN: 9780393933666
- Hamid, Mohsin. *The Reluctant Fundamentalist*. Toronto: Anchor Canada, 2008. Print. ISBN: 9780385663458

Recommend Texts:

- Eagleton, Terry. *How to Read Literature*. New Haven: Yale UP, 2014. Print. ISBN: 9780300205305

- Gocsik, Karen M., and Robert Kirschen. *Writing about World Literature*. New York: W.W. Norton, 2012. Print. ISBN: 9780393918809

Grade Distribution (see “Explanatory Notes” for further assignment details):

- Class attendance, discussion, and engagement: 15%
- In-class quick-writes: 8%
- Short papers: 15% (February 16th for non-CSL students; or, February 9th and April 18th for CSL students)
- Presentations: 7%
- Term paper: 25% (April 11th)
- Final Exam: 30% (April 24th @ 9:00am)

Date of Deferred Final Exam (if applicable):

A student who has missed a final exam because of incapacitating mental and/or physical illness, severe domestic affliction or for circumstances as described in the University’s Discrimination, Harassment and Duty to Accommodate Policy (including religious belief) may apply for a deferred exam. Please consult the website for more information: <http://www.registrar.ualberta.ca/calendar/Regulations-and-Information/Academic-Regulation/23.5.html> - 23.5.6(3)

Explanatory Notes on Assignments:

Class attendance, discussion, and engagement (15%): This mark derives from in-class participation, including discussions, activities, and the “Minute Reviews” that we complete at the conclusion of each class.

In-class quick-writes (8%): For quick-writes (4 total quick-writes, 2% each), the instructor will provide you with a topic (related to one of the readings) on which you write for 5 minutes. This exercise is meant to get students in the habit of thinking and writing promptly. Make up quick-writes, without a valid reason, will not be granted and result in a loss of the grade for the day missed.

Short Paper (Non-CSL Students) (15%): This paper will be worth 15% and will be due, electronically on February 16th. Papers will be maximum 4-6 pages in length. Topics, and more detail, will also be distributed in class. Submission will be via eClass.

Short Papers (CSL Students) (15%): This assignment consists of 2 reflection papers (7.5% each), each 2-3 pages in length (4-6 pages, total). Both should explore the relationship between at most two topics discussed during class as they relate to your CSL placement project. The first reflection will be due February 9th, and the second will be due April 18th. More detail will be given in class. Submission will be on eClass.

Presentations (7%): Presentations will occur during the last week of class, and will consist of 5-minute-long presentations about the students' upcoming term papers. While not necessary, audio/visual techniques may be used, and more detail will be provided in class.

Non-CSL students will be expected to describe their paper thesis, possible conclusions, and a brief reflection on how their paper fits into the broader themes of the class.

CSL students will be expected to reflect on their experiences in their placement and how it related to the course content.

Term Paper (Non-CSL students) (25%): Due April 11th, students will be required to produce an essay 7-8 pages in length (not including a Works Cited page) using MLA citation and a minimum of 2 secondary sources. By mid-March students will receive an essay outline, which consists of specific guidelines for the paper and a series of essay topics.

Term Paper (CSL students) (25%): Due April 11th, CSL students will be required to produce a reflective essay 7-8 pages in length (not including a Works Cited page) using MLA citation and a minimum of 1 secondary sources. The paper will look to explore the themes and texts discussed in class in relation to their CSL placements. By mid-March students will receive an essay outline, which consists of specific guidelines for the paper and a series of essay topics.

Final Exam (30%) (Monday April 24th 2017 @ 9:00am): The final exam will cover readings from throughout the term and include short answers, passage identification and analysis, and/or definition of terms. By the end of March, students will receive exam outline, which consists of specific guidelines for the exam as well as strategies for preparation.

Required Notes:

“Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) of the University Calendar.”

Academic Integrity:

“The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at <http://www.governance.ualberta.ca/en/CodesofConductandResidenceCommunityStandards/CodeofStudentBehaviour.aspx>) and avoid any behaviour that could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in

suspension or expulsion from the University.”

Learning and Working Environment:

The Faculty of Arts is committed to ensuring all students; faculty and staff are able to study and work in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The Department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the [Office of the Student Ombuds](#). Information about the [University of Alberta Discrimination and Harassment Policy and Procedures](#) is described in [UAPPOL](#).

Academic Honesty:

All students should consult the information provided by the [Office of Judicial Affairs](#) regarding avoiding cheating and plagiarism in particular and academic dishonesty in general (see the [Academic Integrity Undergraduate Handbook](#) and [Information for Students](#)). If in doubt about what is permitted in this class, ask the instructor.

Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” **Students in languages courses** should be aware that, while seeking the advice of native or expert speakers is often helpful, **excessive editorial and creative help** in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

Recording of Lectures:

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the content author(s) or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the content author(s).

Attendance, Absences, and Missed Grade Components:

Regular attendance is essential for optimal performance in any course. In cases of

potentially excusable absences due to illness or domestic affliction, notify your instructor by e-mail within two days. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections [Attendance](#) and [Examinations](#) of the University Calendar. Be aware that unexcused absences will result in partial or total loss of the grade for the “attendance and participation” component(s) of a course, as well as for any assignments that are not handed-in or completed as a result.

In this course, the section above will be graded through the class discussion and engagement (15%). This mark is derived from in-class participation, including discussions, activities, and the “Minute Reviews” that we complete at the conclusion of each class, which also serves as class attendance.

Policy for Late Assignments:

Students who consult *in advance* with an instructor regarding contingencies preventing the timely completion of an assignment may, at the discretion of the instructor, be granted an extension just one time throughout the course with no penalty. However, if a second excuse will be granted for late assignments, the student will be penalized at 5% per day (including weekends), unless you requested an extension for a valid reason. Extensions will not be granted after the due date. After the period of 7 days (from the due date) no assignments will be accepted.

Student Accessibility Services:

If you have special needs that could affect your performance in this class, please let me know during the first week of the term so that appropriate arrangements can be made. If you are not already registered with [Student Accessibility Services](#), contact their office immediately (1-80 SUB; Email sasrec@ualberta.ca; Email; phone 780-492-3381).

Grading:

Assessment of the individual course components may be in the form of numerical marks or letter grades. The final letter grade will be based on "a combination of absolute achievement and relative performance in a class" (University Calendar, [Evaluation Procedures and Grading System](#)). The University Grading Procedure mandates that "a student's level of achievement of the goals/outcomes of a course, their grade, and the descriptor of that grade must be aligned" (<https://policiesonline.ualberta.ca/>). The following guidelines have been adopted by the Department of Modern Languages and Cultural Studies:

“MLCS Undergraduate Grading Scale”

Descriptor	Letter Grade	Grade Point Value	%
Excellent. A+, A or A- is earned by work which is superior in content and form and demonstrates an exceptional grasp of the subject matter. The grade of A+ designates work that far exceeds course expectations. Grades in the A range are normally achieved by a small number of students.	A+	4.0	97-100
	A	4.0	93-96
	A-	3.7	90-92
Good. B+, B or B- is earned by work that demonstrates a thorough comprehension of the course material and a good command of relevant skills. Grades in the B range are normally achieved by the largest number of students.	B+	3.3	87-89
	B	3.0	83-86
	B-	2.7	80-82
Satisfactory. C+, C or C- is earned by work that demonstrates an adequate grasp of the course material and relevant skills. Grades in the C range designate work that has met the basic requirements of the course.	C+	2.3	77-79
	C	2.0	73-76
	C-	1.7	70-72
Poor/Minimal Pass. D+ or D is earned by work that demonstrates minimal familiarity with the course material. Grades in the D range generally indicate insufficient preparation for subsequent courses in the subject matter.	D+	1.3	65-69
	D	1.0	60-64
Failure.	F	0.0	0-59