

English 219/220: World Literature

“Decolonizing the World Literary Canon”



Winter 2015, Section A, Line#s- 1222/1223

- 10:30-11:20am Daily, R-201

Instructor Natalie A. Martínez, PhD.

Email natalie.martinez@bellevuecollege.edu

Office Location R230-D

Office Hours M-TH 11:30am-1pm and by appointment

Phone 425-564-2156

Required Texts & Materials

None. But students must have regular access and use of Canvas course site where required assignments and readings are made available.

Reader's Journal/Blog (students will be asked to type and submit these weekly to Canvas)

Other Course Readings and Texts: provided day 2 as Schedule Handout and on Canvas weekly in modules.

Course Theme

Decolonizing the World Literary Canon

Maori scholar, Linda Tuhiwai Smith, keenly observes in *Decolonizing Methodologies*:

“Representation is important as a concept because it gives the impression of truth...[thus] reading and interpretation present problems when we do not see ourselves in the text” (35). This course attempts to make its literary world center that outside of and at the periphery and margins of the usual canonized texts of Western culture and empire. Instead, it attempts to problematize

the way literature has imagined “culture” at large and who has typically been the voice of its expressive epicenters.

This course, while not a complete offering of global or world literature, will provide a broad scope and range of literature both contemporary and of antiquity time frames as well as geographical regions (keeping in mind, even the way we have imagined or mapped these spaces or places is in and of itself a work of imperialism). This course will make its priority to represent those voices that have gone under-represented in world literature. It will cover a wide variety of genres including poetry, plays/drama, fiction, and non-fiction.

Every 1-2 weeks we will cover one of the following specific geographical region of writers: Asia/South Pacific, Middle East, Africa, Europe, Caribbean, and the Americas. At times we will examine writers of diaspora or of multiple belongings and identities. We will also examine in some of our readings how the “Other” is represented by certain voices. We will do so by critical readings or literary theory from time to time as a way to frame our discussions and readings of such issues.

Central questions and themes for our course are: 1) How has colonization, globalization, or empire impacted writing, language, identities and representation of the colonized or dispossessed in our readings? 2) What is the “reception culture” of the text? In other words, how was it received in its time? 3) What themes or issues are represented in the text? 4) What constitutes “world” or “global” literature?

All students (even those who don’t or haven’t ever read global literature) can be successful in this course. Part of my job is to make you better and more engaged readers and writers and this course is a wonderful way to do so.

Course Description

Course explores major themes and ideas found in the literature of a specific culture, region or ethnic group. Selected literature promotes historical, cultural and philosophical understanding of the material on its own terms and in relation to a larger body of literature. Prerequisite: ENGL& 101 and any 100 level literature course recommended.

Course Outcomes for English 219/220

By the completion of this course, the student will be able to

After completing this class, students should be able to:

- Demonstrate an awareness of a selected region, culture or ethnic group's history, philosophy, and culture as reflected in the literature.
- Demonstrate an awareness of varying points of view within this culture, including women and other minority voices whenever possible
- Identify major themes and ideas
- Recognize how style relates to content in various writers’ works
- Apply the analytical process to literary works
- Apply writing skills to analyzing literature

Public Nature of Writing in English 219/220

Part of becoming an effective writer is learning to respect the ideas and criticisms of others. In this course we will come together as a community of writers. At times you will often be expected to share your writing with others. If you are not prepared to subject your writing to public scrutiny or if you feel so strongly about that you are unwilling to listen to perspectives other than your own then I discourage you from writing about it. This does not mean that you are not entitled to an opinion but hopefully you will adopt positions responsibly, contemplating the effects on others, that you take responsibility for your words and for engagement with the words of others.

Course Rituals

Provocations — Provocation is an opportunity to try out your ideas, questions with others in the class, with the goal of engaging them in issues and themes of genuine and significant interest to you in relation to our readings. These should be seen as offerings, gifts of insight and alternative perspectives into underlying frames, themes, historical, geopolitical, or ideological contexts of the readings and authors. Twice a quarter, I will ask each student to present a ten-minute oral/multi-media presentation providing us with at least a 1 page single spaced in full handout with central questions, notes, quotations, pictures, themes, key concepts, background, etc. Some (4-5 students) will be scheduled by the luck of the draw the 2nd or 3rd day of class to present in the first few weeks. After that, students will be asked to schedule their provocations as the quarter progresses based on their interests. Class discussion will come after all of the day's presentations. Students will be asked to draw connections between provocations or previous ones, and provocateurs should be prepared to field questions. Students should thoughtfully and genuinely reflect and examine any resistance to the provocations, readings, ideas, questions offered. The hope is that we will continue making connections to our work as the quarter progresses and that each provocation is an addition to a larger conversation about how we define "world literature." Last, I encourage being innovative in format (handouts, visuals, movie clips/videos, music, Prezi) and daring of thought while staying within the boundaries of discussing the text selected.

Bloggng/Journaling — Each student will be asked to create a blog that will be submitted as a URL weekly with two 300-500 word responses to our readings key terms or themes and other course content like the provocations. I will provide a tutorial of how to create your blog using Tumblr or Wordpress. I will also provide the prompts each week in Canvas.

Conferences —I will hold meetings with you in individual and group consultations during the quarter to discuss the readings and provocations you are working on. At least one conference meeting is recommended for the quarter. I can hold office hours online via phone, Skype, Google+Hangout, or on campus.

Grading & Evaluation

What you learn at the end of 219/220 is most often a direct result of what you do on a daily basis. Assignments in the class require consistent, active engagement with the course.

- Reader's Blog/Journaling - 30%
- Provocations- 40% (these sessions cannot be made up if missed by provocateur or its discussion participants).

- Quarter End Book Review on World Literature of Choice (booklist provided or can propose)-10%
- World Literature Archive Collaborative Project (graded on completion only)- 10%
- Final Creative Reflection (multi-media/modal)- 10%

Attendance and Participation is integral to your success in this class. Please see these policies below in the next section.

COURSE POLICIES

*It can't simply be learned;
It must be participated in. -- Barry Lopez*

Because we'll be trying to do too much in too little time, we'll need to divide the workload equally over the twelve weeks; every student will be responsible for more than simply his or her own success or failure. If you, for whatever reason, aren't prepared or able to be an active, responsible member of this learning community, another class may more suit your expectations. What follows are our course policies. These policies serve to keep all involved on task, on schedule.

Late Assignments

All assignments are due on the specified date provided on both the Syllabus Schedule and the Assignment Handouts given for any major assignment. **Please do not email me your work**, as I will not accept it. All work must be printed and collated at the beginning of a class to be completed on time. We will begin using Canvas when our class site becomes available to us. At that time, submissions requirements and format will be designated. I'll provide an orientation of how to do this when we review the rubric for each major project. I'll accept nothing after that time unless specific arrangements are made with me *before* the class in which it is due. I'll permit such an arrangement only once. In the rare instance you become very ill before class, but completed the work, you may email me before the beginning of our class to confirm you completed the work on time, but you must print a copy and bring it to the next class you attend. I will only permit this one time in the quarter. Each day a major assignment is late, it drops a full letter grade from the grade that was earned (A=B, etc.). **Remember you must complete all major course writing assignments in order to pass the course.**

The guidelines for each major assignment will be provided in each assignment handout and will always be reviewed in class before homework is assigned.

Tardiness

You're tardy if you're more than ten (10) minutes late for class where we meet face to face. I will allow you to be tardy three (3) times before your grade will be affected by a full letter grade. If the

pattern continues I will ask to speak to you individually and we will address the issue. Leaving in the middle of class and not returning for more than 10 minutes will also be counted as a tardy and will follow the same protocol above.

If in some rare instance, I am more than 20 minutes late, assume our class has been cancelled, and please check the announcements on Canvas or email for details.

Absences

Because quarters are only 12 weeks and intensive your attendance is imperative. Those with greater than (5) ABSENCES, receive NO CREDIT for the course. For hybrid sections, this includes not completing an assignment online, as participating online is part of your attendance. After (3) ABSENCES, a student's final overall grade will be lowered half a letter grade. Because I cannot adjudicate what absence can be excused over another between students, all absences, regardless of reason count equally. There are no excused absences, so please plan accordingly. The only instance where this varies is the case of Running Start Students. Students are then responsible for contacting me and making arrangements regarding their absences ahead of time.

Grading and Evaluation

To figure out your grade at any time, simply divide the total points you have earned by the total points you have submitted to that point. I use standard percentage markings: **94-100% = A, 90-93% = A-, 87-89% = B+, 84-86% = B, 80-83% = B-, C+, 79-77%, C, 76-74%, C-, 73-70, D+, 69-67, below 67 is an F.**

At the end of our first week, all assignments and their accompanying rubrics with what constitutes the above grades or quality of work will be provided on Canvas.

Always allow me at least a week to grade, comment and return major assignments. I will not comment on every single piece of writing you do for this course. I'd like students to be motivated to write beyond being evaluated by their instructor or getting a certain GPA.

Plagiarism

Should you use another's words **or ideas** and represent them as your own, you are plagiarizing. Should you get help with your writing to such a degree that it, in any part, is no longer your own; then, too, you are you plagiarizing. If you resubmit a past work of yours and pass it off as new work, this is called collusion, also another form of academic dishonesty and plagiarism. Plagiarism is grounds for failing the course, and possibly for dismissal from school. Please consult your BC handbooks for suggestions on how to avoid these rather dire consequences. Please note that our Canvas site will use "Turn It In" which is an anti-plagiarism technology that helps both instructors and students be aware that there may be issues of citation in submitted work. The BC Writing Lab has a helpful link to regarding how to avoid plagiarism and best practices as researchers: <http://bellevuecollege.edu/asc/writing/essays-guides/documents/plagiarism.pdf>

Student Code

“Cheating, stealing and plagiarizing (using the ideas or words of another as one’s own without crediting the source) and inappropriate/disruptive classroom behavior are violations of the Student Code of Conduct at Bellevue College. Examples of unacceptable behavior include, but are not limited to: talking out of turn, arriving late or leaving early without a valid reason, allowing cell phones/pagers to ring, and inappropriate behavior toward the instructor or classmates. The instructor can refer any violation of the Student Code of Conduct to the Vice President of Student Services for possible probation or suspension from Bellevue College. Specific student rights, responsibilities and appeal procedures are listed in the Student Code of Conduct, available in the office of the Vice President of Student Services.” The Student Code, Policy 2050, in its entirety is located at: http://bellevuecollege.edu/policies/2/2050_Student_Code.asp

Additional Items of Concern

Accommodation and DRC resources- If you require accommodation based on a documented disability, have emergency medical information to share, or need special arrangements in case of an emergency evacuation please make an appointment with me as soon as possible. If you like to inquire about becoming a DRC student you may call 425-564-2498, check their website (<http://bellevuecollege.edu/drc/> or go in person to the DRC (Disability Resource Center) reception area in B-132. The Disability Resource Center serves students with a wide array of learning challenges and disabilities. If you are a student who has a disability or learning challenge for which you have documentation or have seen someone for treatment and if you feel you may need accommodations in order to be successful in college, please contact us as soon as possible. Deaf students can reach us by videophone at 425-440-2025 or by TTY at 425-564-4110.

If you are a person who requires assistance in case of an emergency situation, such as a fire, earthquake, etc., please meet with your individual instructors to develop a safety plan within the first week of the quarter.

Time Commitment- College work is difficult and time-consuming. For college-level work, you should expect two hours of homework for each hour spent in the classroom. So, for a 5-credit course, that’s 5 hours a week in class plus ten hours of homework for a total of fifteen hours of work a week. Keep in mind with a literature or reading class, this can be more. If you feel other obligations (family, employment, sports, performance arts, etc.) will cut into your attendance and/or performance in class, consider taking ENGL 219/220 when you can devote the necessary time.

FERPA and Confidentiality- Students are expected to take an active responsibility in their own education and assessment process. Under federal law, I cannot discuss your academic progress, attendance, or even your enrollment in my class with anyone other than you. If you are a Running Start students, I cannot communicate with parents until I’ve confirmed you’ve given written consent to High School Programs. Instead of a hindrance, I see these guidelines as a means of fostering a professional academic relationship with students, a relationship necessary for true education. For further reading on the Family Educational Rights and Privacy Act (FERPA), go to <http://www.ed.gov/policy/gen/guid/fpco/ferpa/index.html>.

Public Nature of the Course & Civility Statement- We are in a college setting, students should expect to encounter opinions or beliefs that may be different than their own. While, I won't encourage avoiding any difficult topic or situation, I will not allow students to be excluded or made to feel they are in a hostile learning environment because of their race or ethnicity, religion, class status, or gender. Whether online or face-to-face, I require in this course we cultivate and practice a community of mutual respect. This begins by address one another by their first names in person, online or by email, keeping with a respectful tone in public or private communication despite any frustrations you may feel, and listening to one another. Any student who creates an hostile environment online or in class will be asked to leave the class.

Affirmation of Inclusion Statement-

Bellevue College is committed to maintaining an environment in which every member of the campus community feels welcome to participate in the life of the college, free from harassment and discrimination. We value our different backgrounds at Bellevue College, and students, faculty, staff members, and administrators are to treat one another with dignity and respect.

<http://bellevuecollege.edu/about/goals/inclusion.asp>

Cell phone or texting- All cell phones or electronic devices need to be put away during our class time unless specified otherwise. Please make any necessary texts or phone before class. Please do not text or use electronic devices in class. You get one warning before you will be counted as absent and asked to leave.

How to communicate with me, your instructor- I am interested in helping you do as well as you want in this class. If you're having difficulty, speak to me about it. If life interferes with school, as it has a habit of doing, let me know. If you show me that you're concerned with doing good work in this class, I'll do what I can to help you around those obstacles.

While, I always prefer meetings in person with students when you have questions or concerns, I will make myself available by email and phone as well to be flexible. While, I do have a mailbox in R230, I may not always get a note before class. I'd prefer you simply email me if you missed a class. In the most urgent cases, you may call and leave a message that will go straight to my BC email.

I encourage you to email a concern before class the next day or simply address it the next day in person if it can wait.

Please note, **I answer emails Mondays-Friday 9am-5pm.** Always allow 24 hours during the weekdays and 48 hours for a reply over the weekend.

When sending emails please be "rhetorical." Consider your audience. Use a formal greeting. Use a closing salutation and signature. Be sure that there is a subject for the email. Please no text language or informal abbreviations.

Public Safety

The Bellevue College (BC) Public Safety Department's well trained and courteous non-commissioned staff provides personal safety, security, crime prevention, preliminary investigations, and other services to the campus community, 24 hours per day, 7 days per week. Their phone number is 425.564.2400. The Public Safety website is your one-stop resource for campus emergency preparedness information, campus closure announcements and critical information in the event of an emergency. Public Safety is located in K100 and on the web at: <http://bellevuecollege.edu/publicsafety/>

Other Helpful Websites:

- Academic Success Center
 - Reading Lab- <http://bellevuecollege.edu/asc/reading/>
 - Writing Lab- <http://bellevuecollege.edu/asc/writing/>
- Technology Help Desk- <http://depts.bellevuecollege.edu/helpdesk/students/>
- Canvas Help website- <http://bellevuecollege.edu/canvas/>

Final Exam Schedule

- Last regularly scheduled day of class. Wed. 3/25/15 from 9:30am-11:20am.

For more info consult: <http://bellevuecollege.edu/courses/exams/>

Academic Calendar

The Bellevue College Academic Calendar is separated into two calendars. They provide information about holidays, closures and important enrollment dates such as the finals schedule.

- **Enrollment Calendar** – <http://bellevuecollege.edu/enrollment/calendar/deadlines/>.

On this calendar you will find admissions and registration dates and important dates for withdrawing and receiving tuition refunds.

- **College Calendar** - <http://bellevuecollege.edu/enrollment/calendar/holidays/0910.asp>.

This calendar gives you the year at a glance and includes college holidays, scheduled closures, quarter end and start dates, and final exam dates.

Our Syllabus Schedule is available under our Canvas site on day two. Our quarter-long Reading and Writing due dates will be listed in both locations. Please note, the course schedule like all things in process and may be open to revision, if I feel we have and need more time with a particular activity or project. If this occurs, an updated syllabus schedule will be provided.