

CMPL/ENGL 267
World Literature: From 1700 A.D. to the Present

MWF, 4:30-5:20 pm, REC 112

Instructors:

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Joint office hour F 3:30-4:30 pm, TBA.

Course Description

This is a survey course on world literature from around 1700 to present. We will look at various novels, plays, short stories, and poems from all over the world, and ask why these works are important. In order to do that we must place each work in a global context, and attempt to define what makes a literary work transcend borders, languages, and cultures to become “world literature.”

Goals and Objectives

- 1) You will be acquainted with the intellectual and literary development in world history. Texts studied cover important intellectual movements: the Enlightenment, Romanticism, Realism, Modernism and Post-Modernism, to equip you with terms and frames for research. At the same time, we will also examine important themes in literature that transcend temporal and contextual restrictions.
- 2) Reading literary works in a global context develops the capability for comparative studies. You are encouraged to cross cultural boundaries, see several literatures together, and understand the value of both the differences and similarities. The inclusiveness of the texts not only expands your intellectual horizon, but promotes personal growth in generating cross-cultural understandings.
- 3) Class discussion and assignments are meant to foster appreciation and critical reading of literature. You are expected to read carefully and analytically, respond to the texts by sharing their thoughts in class, and develop their original ideas in writing. The reading questions aim to stimulate thinking rather than solicit a final answer, and help you to think and express yourself in a coherent and convincing manner.
- 4) You are also introduced to the basics of comparative and interdisciplinary research, and are expected to demonstrate your scholarly reflection and research through a comparative project by the end of semester.

Course Materials

The Norton Anthology of World Literature, 3rd Ed., Vols. D, E, F
Martin Puchner, Suzanne Conklin Akbari, Wiebke Denecke, et al.;
ISBN: 978-0393933666

Writing About World Literature
Karen Gocsik, Robert Kirschen;
ISBN: 978-0393918809

Online Resources

- Canvas (<https://canvas.instructure.com/courses/961057>)
- the Norton Student Studyspace (www.wwnorton.com/nawol) with its Glossary of Literary Terms (<http://www.wwnorton.com/college/english/nawol3shorter/literaryterms.aspx>)

Readings

We will have approximately 30 pages on average per session. Please allow at least six hours per week for class reading and homework, plus extra time for preparing a presentation, writing papers and study for exams.

Grading

10%	Participation & Attendance
10%	Homework
10%	Quizzes
15%	Midterm
10%	Short unit essays (5% each)
20%	Final Exam
25%	Final Project
	Abstract and bibliography (10%)
	Presentation (5%)
	Digital project (10%)

%	- 97	- 93	- 90	- 87	- 83	- 80	- 77	- 73	- 70	- 67	- 63	- 60
Grade	A+	A	A-	B+	B	B-	C+	C	C-	D+	D	D-

Participation

You are expected to attend all classes fully prepared to actively discuss the assigned reading(s). Active participation means raising your hand to ask or answer questions, volunteering to give examples or share your work, offering additional information or reflection when answering a question, etc. You must also bring the correct edition of the textbook and writing implements. You may bring a laptop computer, provided you use it to take notes and you refrain from emailing, gaming, online shopping, instant messaging, and so on. Respect your fellow classmates and your instructors by fully participating in class discussion and activity. Please see the “Participation Grading Criteria” on page 10 of this syllabus for further information.

Homework

You are required to complete a worksheet (see page 11 in syllabus) as your reading note for class, which includes a summary of the assigned reading, questions, and memorable quotes for you. You should submit your homework online **before** class on the due days. Late homework will **NOT** be accepted. You will receive full credit after finishing 20 out of 28 assignments satisfactorily.

Exams and Quizzes

You will have a midterm, a final exam, and periodic unannounced quizzes. Barring extenuating circumstances, you may **NOT** make up exams or quizzes. Two of your lowest quiz grades can be dropped at the end of semester.

Short Unit Essays

You will have to write two out of the four unit essays with a length of 2 pages (font 12, double spaced). The **first** unit essay is mandatory, and after that, you may choose to write one for any of the other three units. For all short essays, you are encouraged to use MLA style but it is not a requirement. These essays will be due one week after the end of each unit. You are always welcome to write more than two, and your instructors will count the two highest grades for your record.

Final Project

For your final project, you will contribute two webpages to a collaborative class website (webpages will not go online without your agreement). Both webpages will feature one or two of the works we read this semester.

The first webpage will provide a fact sheet, original synopsis, discussion questions, and bibliography. Your reading and class notes will help you tremendously. Three weeks before submitting the digital project, you will submit a written **prospectus/abstract** of 2-3 pages (font 12, double spaced, including your original arguments, your plans for your project, and justification for the creative decisions you make), and an **annotated bibliography** (at least one primary work, three secondary readings, with explanations why you are using them). Feel free to expand on or use the ideas from your short unit essays.

The second page will translate the literary work into or reinterpret it as a **digital medium**: computer game, online roleplaying game, short film, audio or video interview, song, comic book, news segment, movie storyboard or script, etc. PPT slides may be considered too basic for this purpose.

In the last week of class, you will give **presentations** on your digital projects. With your permission, all the materials will go online after they are graded and revised.

Attendance

You are permitted **four** absences with no explanation needed. We encourage you to use them wisely. If you miss more than four class sessions for whatever reason you will lose your participation credit. Frequent absences (which means anything beyond **five**) will prevent you from passing the class.

In other words, there are no ‘excused absences.’ You have four absences all together in this class, excused or not.

Being Late to Class

Arriving late to class is considered half an absence and frequent tardiness will influence your participation credit (see above). Furthermore, arriving any more than 15 minutes late is considered an absence.

Late Work

We do **NOT** accept late work. As instructors, we’ll grade in a timely manner, and expect you to submit on time. If at any time during the semester, you find yourself dealing with extraordinary circumstances that are interfering with your ability to complete your work, please come and talk to us *before* a deadline. We will almost always be able to work something out.

Grammar and Spelling

Please note that using grammar correctly is very important when composing any document. Please proofread before submitting or have others read your work as you move through the composing process. (There are a number of resources available to help you with such things, including our Writing Center). While we don’t “grade” your grammar, grammar and spelling errors will affect the *quality* (and thus grade) of your work.

Statement about Disabilities

Purdue University is required to respond to the needs of the students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student with a disability to fully access and participate in the programs, services, and activities at Purdue University.

Students with disabilities must be registered with Adaptive Programs in the Office of the Dean of Students before classroom accommodations can be provided. If you are eligible for academic accommodations because you have a documented disability that will impact your work in this class, please schedule an appointment with me as soon as possible to discuss your needs.

Respect in the Classroom

Every student has the right to a safe and comfortable learning environment. The issues raised during our class discussions will sometimes be complicated, emotionally charged issues that you may have strong feelings about. In fact, I hope you do. In order to create an intellectually safe space, we must each commit ourselves to being respectful in our disagreements and to turning these disagreements into productive conversations through which we might all gain a more complex understanding of the issues at hand.

Please no food in class. Legal beverages with spill-proof lids are fine.

Academic Integrity and Plagiarism

We take your academic integrity seriously, and so should you. As a writer and student at Purdue, you are cautioned against

- submitting someone else's work as your own, even if you have paid for it or obtained the author's permission
- using, without acknowledgment, word for word phrases, sentences, or paragraphs from the printed or electronic manuscript material of others
- using the materials of another after making only slight changes
- using a rewritten form of someone else's materials.

These guidelines apply to the work of fellow students as well as the published work of professional writers, information found on the Internet, and electronic compositions such as Web sites and PowerPoint presentations. Penalties for plagiarism are serious and are clearly stated on the Office of the Dean of Students Web Site (<http://www.purdue.edu/ODOS/osrr/integrity.htm>).

Statement on Nondiscrimination

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue University views, evaluates, and treats all persons in any University related activity or circumstance in which they may be involved, solely as individuals on the basis of their own personal abilities, qualifications, and other relevant characteristics.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Purdue's Equal Opportunity, Equal Access and Affirmative Action policy which provides specific contractual rights and remedies. Additionally, the University promotes the full realization of equal employment opportunity for women, minorities, persons with disabilities and veterans through its affirmative action program.

Emergencies

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor's control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

Tentative Schedule*

Unit One: The Enlightenment in Europe and Early Modern Chinese Literature

<p>Week 1 (Aug 24-28)</p> <p>M] Intro: What is World Literature? Preface (D ix-xvii) David Damrosch, <i>What Is World Literature</i></p> <p>W] Introduction to The Enlightenment in Europe and the Americas (D 91-104) Immanuel Kant (1724-1804), "What Is Enlightenment?" (1784) (105-109) Homework 1</p> <p>F] Mary Wollstonecraft (1759-1797), from <i>A Vindication of the Rights of Woman</i> (D 133-136) sign up for Digital Project Homework 2</p>
<p>Week 2 (Aug 31-Sept 4)</p> <p>M] Molière (Jean-Baptiste Poquelin) (1622-1673), <i>Tartuffe</i> (1664), Acts 1-2 (D 141-168)</p> <p>W] <i>Tartuffe</i> (cont.), Acts 3-5 (D 168-197) Homework 3</p> <p>F] Aphra Behn (1640?-1689), from <i>Oroonoko</i> (1688) (D 198-246) Homework 4</p>
<p>Week 3 (Sept 7-11)</p> <p>M] Alexander Pope (1688-1744) (D 321-325), "Essay on Man" (1733-1734), Epistle I (D 344-351) Homework 5</p> <p>W] Cao Xueqin (1715-1763), from <i>Story of the Stone</i> (1740-1750), intro (D 517-522), from Ch. 1-2 (D 523-540)</p> <p>F] <i>Story of the Stone</i> (cont.), from Ch. 3 (D 540-553), from Ch. 119 & 120 (D 575-583) Homework 6</p>

Unit Two: Romanticism and Realism

<p>Week 4 (Sept 14-18) [An Age of Revolutions]</p> <p>M] Introduction (E 3-15) "Declaration of Independence" (1776) (E 17-21) Edmund Burke, from <i>Reflections on the Revolution in France</i> (1790) (D 29-35) "Declaration of Sentiments" (The Seneca Falls Women's Rights Convention of 1848) (E 50-52) Homework 7</p> <p>W] Jean-Jacques Rousseau (1712-1778), from <i>Confessions</i> (1769, 1782) (E 52-72) Homework 8</p> <p>F] William Blake (1757-1827) "The Lamb," "The Little Black Boy," "The Chimney Sweeper," "The Tyger," "The Chimney Sweeper" (E 330-334, 335-336, 337, 339, 340) Short Unit Essay (1) Due</p>

* Please note that the schedule is tentative and subject to change as the semester evolves.

Week 5 (Sept 21-25) [The Romantic poets and their successors]

M] William Wordsworth (1770-1850) (E 345-348), "We Are Seven" (E 349-350), "Lines Composed a Few Miles Above Tintern Abbey" (E 351-354)

Samuel Taylor Coleridge (1772-1834) (E 360-362), "The Rime of the Ancient Mariner" (E 363-379), "Kubla Khan" (E 379-381)

Percy Bysshe Shelley (1792-1822) (E 395-397) "Stanzas Written in Dejection" (E 398), "Ode to the West Wind" (E 399-401)

John Keats (1795-1821) (E 403-406), "Ode to a Grecian Urn" (E 410-411), "Ode to a Nightingale" (E 411-413)

[Homework 9](#)

W] Elizabeth Barrett Browning (1806-1861) (E 421-422), "The Cry of the Children" (E 422-426)

Robert Browning (1812-1889) (E 437-438), "My Last Duchess" (E 442-443)

Alfred Tennyson (1809-1892) (E 427-429), "The Lady of Shalott" (E 431-435)

Christina Rossetti (1830-1894) (E 490-491), "Goblin Market" (E 493-504)

F] Walt Whitman (1819-1892) (E 446-447), from *Song of Myself* (E 448-453), "O Captain! My Captain!" (E 465)

Charles Baudelaire (1821-1867) (E 466-468), from *The Flower of Evil* (E 468-475)

Emily Dickinson (1830-1886) (E 480-482), No. 449, 465, 712, 754 (you are welcome to read more)

[Homework 10](#)**Week 6** (Sept 28-Oct 2) [Realism]

M] Introduction: Realism (E 625-630)

Leo Tolstoy (1828-1910) (E 735-740), "The Death of Iván Ilyich" (E 740-778)

W] "The Death of Iván Ilyich" (cont.)

[Homework 11](#)

F] Higuchi Ichiyō 樋口一葉 (1872-1896), "Separate Ways" (E 905-913)

[Homework 12](#)**Week 7** (Oct 5-9)

M] Henrik Ibsen (1828-1906), *A Doll's House* (1879), Act I & II [PDF 29-95]

W] *A Doll's House*, Act III [PDF 96-124]

[Homework 13](#)

F] Joaquim Maria Machado de Assis (1839-1908), "The Rod of Justice" (E 838-844)

[Homework 14](#)**Unit Three: Modernity and Modernism, 1900-1945****Week 8** (October break; Oct 14-16)

M] No class

W] Introduction [F 3-13];

Thomas Mann (1875-1955), *Death in Venice* (1912) (F 84-138)

F] *Death in Venice* (cont.)

[Homework 15](#)

Short Unit Essay (2) Due

<p>Week 9 (Oct 19-23)</p> <p>M] Franz Kafka (1883-1924), <i>The Metamorphosis</i> (1915) (F 207-241)</p> <p>W] <i>The Metamorphosis</i> (cont.); Review</p> <p>Homework 16</p> <p>F] Midterm Exam</p>
<p>Week 10 (Oct 26-30)</p> <p>M] Lu Xun (1881-1936), "Diary of a Madman" (1918) (F 242-253); Lao She (1899-1966), "An Old and Established Name" (1936) (F 409-417)</p> <p>Homework 17</p> <p>Ideas for final digital project</p> <p>W] James Joyce (1882-1941), "The Dead" (1914) (F 174-207)</p> <p>F] Virginia Woolf (1882-1941), "A Room of One's Own" (1929) (F 336-371)</p> <p>Homework 18</p>
<p>Week 11 (Nov 2-6)</p> <p>M] William Faulkner (1897-1962) (F 371-374), "Spotted Horses" (F 387-400)</p> <p>Homework 19</p> <p>Topics for final project due</p> <p>W] Jorge Luis Borges (1899-1986), "The Garden of Forking Paths" (1941) (F 487-496)</p> <p>F] Modern Poetry, Intro (E 507-508); William Butler Yeats (1865-1939) (E 518-522), "Leda and the Swan" (1924) (F 525); Pablo Neruda (1904-1973), "Tonight I Can Write," "Walking Around" (F 583-587); T. S. Eliot (1888-1965) (E 537-541), "The Waste Land" (1922) (F 545-558)</p> <p>Homework 20</p>

<p>Unit Four: Postwar and Postcolonial Literature, 1945-1968, and the Contemporary</p>
<p>Week 12 (Nov 9-13)</p> <p>M] Intro. Postwar and Postcolonial Literature (F 671-675)</p> <p>Homework 21</p> <p>W] Doris Lessing (b. 1919), "The Old Chief Mshlanga" (1951) (F 716-726)</p> <p>Homework 22</p> <p>F] Workshop on bibliography</p> <p>Short Unit Essay (3) Due</p>
<p>Week 13 (Nov 16-20)</p> <p>M] Samuel Beckett (1906-1989), <i>Endgame</i> (1957) (F 763-795)</p> <p>Homework 23</p> <p>W] Clarice Lispector (1920-1977), "The Daydreams of a Drunk Woman" (1960) (F 808-814)</p> <p>F] Chinua Achebe (1930-2013), "Chike's School Days" (F 825-830)</p> <p>Homework 24</p> <p>Abstract and bibliography for final project due</p>

Week 14 (Nov 23; Thanksgiving vacation)**M]** Contemporary literature, Intro (F 925-932);

Leslie Marmon Silko (b. 1948), "Yellow Woman" (1974) (F 1029-1036)

[Homework 25](#)

W] & F] No Class

Week 15 (Nov 30-Dec 4)**M]** Salman Rushdie (b. 1947), "The Perforated Sheet" (1980) (F 1129-1143)[Homework 26](#)**W]** Toni Morrison (b. 1931), "Recitatif" (1983) (F 1172-1187)[Homework 27](#)**F]** Nguyen Huy Thiep (b. 1950), "The General Retires" (F 1208-1222)[Homework 28](#)**Week 16** (Dec 7-11)

Presentations

Final Exam (TBA)

Final Digital Project Due**Short Unit Essay (4) Due**

Participation Grading Criteria

An **A** student:

- ◆ is on time and has all their materials with them
- ◆ is attentive to what is going on in class
- ◆ always prepared for class
- ◆ displays a positive attitude and enthusiasm for the subject
- ◆ works well with other students in groups
- ◆ stays on-task when working in groups or alone
- ◆ asks questions when they do not understand something
- ◆ almost always volunteers to answer open questions
- ◆ almost always volunteers/answers when going over assigned work

A **B** student:

- ◆ is almost always on-time and has their materials with them
- ◆ is attentive to what is going on in class
- ◆ mostly prepared for class
- ◆ displays a positive attitude and shows interest in the subject
- ◆ works well with other students in groups
- ◆ stays on-task when working in groups or alone
- ◆ asks questions when they do not understand something
- ◆ sometimes volunteers to answer open questions
- ◆ sometimes volunteers/answers when going over assigned work

A **C** student:

- ◆ is generally on time and has their materials with them
- ◆ is attentive to what is going on in class most of the time
- ◆ usually or sometimes prepared for class
- ◆ works ok with other students in groups
- ◆ sometimes gets off-task when working in groups
- ◆ does the bare minimum when working alone
- ◆ does not ask questions when they do not understand something
- ◆ rarely volunteers to answer open questions
- ◆ displays an indifferent attitude

A **D/F** student:

- ◆ is often late to class and often forgets to bring the necessary materials
- ◆ does not pay attention to what is going on in class
- ◆ usually does not prepare for class
- ◆ chats with other students when they are supposed to be doing group work
- ◆ does little or nothing when they are supposed to be working alone
- ◆ never volunteers to answer open questions
- ◆ never volunteers when going over assigned work
- ◆ is uncooperative in group work
- ◆ is disruptive to instructor and/or other students in the class
- ◆ displays an attitude that indicates that they would rather be anywhere else

Reading Response Homework

(200-250 words)

Name: _____ Due Date: _____

Author and Work: _____

Describe/summarize what you read:

What did you think (like/dislike, agree/disagree, questions, doubts, etc.)?

Particular passage or passages of interest: