

LIT 2120 – Survey of World Literature, 1750 – Present (05DA), Spring 2018

Instructor Name: Rafael Hernandez

Course meeting times & locations: MWF period 7, Matherly 102

Office Location and Hours: Turlington 4216, MW period 8 and by appointment

Course website: Canvas

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Course Description:

This course surveys world literature from the beginning of the Eighteenth Century to the very end of the Twentieth. It focuses chiefly on the Atlantic as a site of exchange between Europe, Africa, and the Americas. Through our readings, we will study these historical relations and trace how “exchange”—in all of its forms, from intellectual exchanges to more forcible methods of exchange like the trans-Atlantic slave trade and colonialism across multiple continents—in the hemisphere also took literary form. In covering a long time period, we will ask: where and how do we see echoes of the past take shape in the present? We will study literature and, when possible, history from the British Isles, North America, the Caribbean, and Africa. Though the course centers on six novels, we will read selections of poetry, essays, and drama to help broaden our understandings of historical and literary developments throughout the period.

The primary aims of the course are 1) to study critically a wide range of authors and their work, 2) to outline the historical events, cultural productions, political climates, and literary forces from which they emerge, and 3) to sharpen how we read and critically respond to literary texts. We will practice close readings of texts and, when possible, investigate their historical contexts. Students will develop critical reading skills of both literary texts and literary criticism. In clear, academic-level prose, students will make substantiated arguments about the texts they have read, their place in literary history, their broader historical contexts, and the critical scholarship written about literary texts. They will conduct formal research on literature, using secondary sources to support their arguments.

General Education Objectives:

- This course confers General Education credit for either Composition (C) or Humanities (H). This course also fulfills 6,000 of the university’s 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes:

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Required Texts:

1. *Robinson Crusoe*. Daniel Defoe. 978-0141439822.
2. *A Tempest*. Aime Cesaire. ISBN: 978-1559362108.
3. *Wide Sargasso Sea*. Jean Rhys. ISBN: 978-0393352566.
4. *Foe*. J. M. Coetzee. ISBN: 978-8420424965.
5. *Kiss of the Fur Queen*. Tomson Highway. 978-0806139333.

Assignments:

Close Reading Paper (1,000 words, 100 points)

This essay will be a short, close reading of a passage or passages of a text of students' choice.

Historical Research Paper (1,500 words, 100 points)

In this essay, students will research one facet of historical, social, or political context for a given novel, short story, or work of art and present their research to the class. Students may select from a set of materials provided by the instructor, and papers will be due intermittently throughout the course to parallel units in the course.

Term Paper (2,000 words, 150 points)

This essay will be a sustained, formally researched critical analysis in which students will make an original argument about one or more texts using scholarly, peer-reviewed sources.

In-Class Writing and Online Responses (1,500 words total, 100 points)

Over the course of the semester, students will be expected to submit analytical and argumentative in-class written work as well as responses to readings online.

Attendance and Participation (50 points)

Daily and engaged participation is a priority in this course. All students should participate every day in some fashion by offering points of view, raising questions, asking for clarification, attending office hours, and/or writing when it is required.

Course Policies:

1. You must complete all *assignments* to receive credit for this course.

2. *Attendance*: Students are allotted 3 absences without penalty. Each subsequent absence lowers the student's attendance and participation grade by one half letter grade. After 6 absences, the student fails the course. In addition, 3 tardy arrivals to class will equal 1 absence. Students should therefore make promptness a priority. Absences involving court-mandated events, such as jury duty or court testimony, military service, and university-sponsored events, such as athletics and band, and religious holidays are excused, but you must notify me of your absence prior to the date you will miss and provide relevant documentation.
3. *Paper Format & Submission*: Students will submit assignments online via Canvas in MLA format. **Assignments that do not fulfill these requirements will not be graded.** For an up-to-date reference on MLA style, visit the Purdue Online Writing Lab or see me in office hours. I will accept late work under my discretion and apply a full-letter grade deduction for every day the assignment is late.
4. *Late Papers/Assignments*: Late work will be accepted at the instructor's discretion.
5. *Paper Maintenance Responsibilities*. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
6. *Academic Honesty and Definition of Plagiarism*. Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
7. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor.
8. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
9. *Grade Appeals*. In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.
10. *Course Evaluations*. Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>
11. Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>
12. Students at the university level are expected to understand and follow basic principles of classroom behavior. Unruly and/or disrespectful behavior in class will not be tolerated, nor will cell phone use, web-browsing, sleeping, talking above others, etc. Be considerate of diverse identities within and outside of the classroom and treat your colleagues with respect.
13. *UF's policy on Harassment*: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty: <http://hr.ufl.edu/manager-resources/recruitment-staffing/institutional-equity-diversity/resources/harassment/>
14. *Policy on environmental sustainability*. Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County [Friends of the Library](#) annual book sale.)

Schedule of Classes and Assignment

Complete all readings prior to the day they are listed. Historical papers will be due at different times for different students. Keep track of when your historical paper is due.

Week	Day	Material	Due
1	1/8	Course Introduction, Syllabus Review, Q&A, In-class Assignment	
	1/10	Daniel Defoe, <i>Robinson Crusoe</i> ; "Declaration of the Rights of Man"	
	1/12	Daniel Defoe, <i>Robinson Crusoe</i>	
2	1/15	Holiday – No Class	
	1/17	Daniel Defoe, <i>Robinson Crusoe</i> ; Michel de Montaigne, "On Cannibals"	
	1/19	Daniel Defoe, <i>Robinson Crusoe</i>	
3	1/22	Daniel Defoe, <i>Robinson Crusoe</i> ; Domingo Sarmiento, from "Civilization and Barbarism"	
	1/24	Daniel Defoe, <i>Robinson Crusoe</i>	
	1/26	Daniel Defoe, <i>Robinson Crusoe</i>	
4	1/29	Olaudah Equiano, from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>	
	1/31	Olaudah Equiano, from <i>The Interesting Narrative of the Life of Olaudah Equiano</i>	
	2/2	Olaudah Equiano, from <i>The Interesting Narrative of the Life of Olaudah Equiano</i> ; Arthur Rimbaud, "Barbarian"	
5	2/5	Charlotte Brontë, from <i>Jane Eyre</i>	
	2/7	Charlotte Brontë, from <i>Jane Eyre</i>	
	2/9	Charlotte Brontë, from <i>Jane Eyre</i>	
6	2/12	Virginia Woolf, from <i>A Room of One's Own</i> ; "Vindication of the Rights of Women"	Close Reading
	2/14	Gilbert and Gubar, from <i>The Madwoman in the Attic</i>	
	2/16	Gilbert and Gubar, from <i>The Madwoman in the Attic</i>	
7	2/19	Shakespeare's <i>The Tempest</i>	
	2/21	Shakespeare's <i>The Tempest</i>	

	2/23	Aime Cesare, <i>Une Tempete</i>	
8	2/26	Aime Cesare, <i>Une Tempete</i>	
	2/28	Aime Cesare, <i>Une Tempete</i>	
	3/2	Aime Cesare, <i>Une Tempete</i> ; Safiya Sinclair, "Cannibal"	
9	3/5	Spring Break – No Class	
	3/7	Spring Break – No Class	
	3/9	Spring Break – No Class	
10	3/12	Marcus Garvey, "Declaration of the Rights of the Negro Peoples of the World"	
	3/14	James Baldwin, "Everybody's Protest Novel," "Encounters on the Seine: Black Meets Brown"	
	3/16	James Baldwin, "The Negro at Home and Abroad"	
11	3/19	Missy Dehn Kubitschek, "Charting the Empty Spaces of Jean Rhys's <i>Wide Sargasso Sea</i> "	
	3/21	<i>Wide Sargasso Sea</i>	
	3/23	<i>Wide Sargasso Sea</i>	
12	3/26	<i>Wide Sargasso Sea</i>	
	3/28	<i>Wide Sargasso Sea</i>	
	3/30	<i>Wide Sargasso Sea</i>	
13	4/2	J. M. Coetzee, <i>Foe</i> ; J. M. Coetzee, Nobel Prize Acceptance Speech	
	4/4	J. M. Coetzee, <i>Foe</i>	
	4/6	J. M. Coetzee, <i>Foe</i>	
14	4/9	J. M. Coetzee, <i>Foe</i>	
	4/11	J. M. Coetzee, <i>Foe</i>	
	4/13	Tomson Highway, <i>Kiss of the Fur Queen</i> ; James Joyce, selections from <i>A Portrait of the Artist as a Young Man</i>	
15	4/16	Tomson Highway, <i>Kiss of the Fur Queen</i>	

	4/18	Tomson Highway, <i>Kiss of the Fur Queen</i>	
	4/20	Tomson Highway, <i>Kiss of the Fur Queen</i>	
16	4/23	Tomson Highway, <i>Kiss of the Fur Queen</i> ; “United Nations Declaration of the Rights of Indigenous Peoples”	Term Paper
	4/25	Course Wrap-Up	