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LIT 3671: Global Issues in Literature

FALL - Sec U01 Monday, 6:25-9:05 PM. PC 438

Prof. Dan Bentley-Baker, Dept. of English Office: DM 460B Office hours, before and after class, or
Email: dbentleybaker@yahoo.com for appointment. Find me in the bookstore café in GC Wed. 4-6 PM

This course partially fulfills the requirement for Global Learning (GL) coursework at FIU and serves as one of four required Upper Division English Electives for English majors or minors.

Overview

Global issues are those aspects of culture that are affected by the interchange of people, ideas, materials, and information through a broad network of international contact. Not merely international, global issues involve a higher level of organization generated by the heightened degree of cultural interchange. Global issues in literature include aspects of story, author, character, and context whose individual identities are affected by migration, exile, global trade, or other transnational forces. Particular emphasis is placed on postcolonial literature and women's literature as global phenomena.

Method

Studying fictional texts from authors representing other nations and groups, students learn examples of specific cultural contexts and interactions. Students will participate in team learning activities and apply theories of global contact effects. Students will also submit a summative commentary based on short story readings and take objective final examination.

Objectives and Student Learning Outcomes (SLOs)

Objective 1 Global Awareness: Students will demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and events.

SLO 1

Students will demonstrate an understanding of unique cultural differences and broader intercultural similarities portrayed in and among several short literary works.

SLO 2

Students will demonstrate an understanding of trade, migration, exile, and transnational processes affecting several short literary works.

Objective 2 Global Perspective: Students will conduct a multi-perspective analysis of local, global, international, and intercultural problems.

SLO

Students will analyze varying character frames of reference or character voices within and between their cultural and sociopolitical contexts in selected literary works.

Objective 3 Global Engagement: Students will demonstrate willingness to engage in local, global, international, and intercultural problem solving.

Students will demonstrate willingness to work on a diverse team to carry out peer review response to literary analysis of content within literary works.

Required texts

Books available through FIU bookstore or other vendor. Read in order.

1. Didion, Joan. *Miami*. (1987) Vintage. ISBN 0-679-78180-3
2. Coetzee, J.M. *Waiting for the Barbarians*. (1980). Penguin. ISBN 0-14-006110-x
3. Min, Anchee. *Red Azalea*. (1994). Anchor Books ISBN: 978-1-4000-9698-5
4. Gibson, William. *Pattern Recognition*. (2010). Berkley. ISBN 10-0425192938.

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Reprints for study Articles available on *this page*

1. Todorov's Typology of Knowledge of the Other
2. Appiah, K.A. (2006). "Education and Global Citizenship" in *Cosmopolitanism: Ethics in a World of Strangers*. New York: W.W. Norton & Co. Chpt. 6
3. Case Study: "The Problem with Hoodia"
4. Pratt, Mary Louise. (1999) "Arts in the Contact Zone"

Topics for discussion

We will address four topics during the term based on the following list of readings and prompts:

1. Explorations, invasions, immigrations, diasporas, and assimilations
Read: "Todorov's Typology of Knowledge of the Other"
Reflect: Based on knowledge, values, and actions, what is your individual legacy of contact with the other?
2. Nationalism vs. cosmopolitanism
Read: "Education and Global Citizenship"
Reflect: What is the planetary equivalent of the melting pot and how do you intend to live in it?
3. Colonialism, free trade, and ecology
Read: "The Problem with Hoodia"
Reflect: What are your priorities in global consumption?
4. Progress vs. preservation; social networking and a sense of place
Read: "Arts in the Contact Zone"
Reflect: How will Global Citizens engage in the digital future?

Co-curricular Activities

Four activities outside of class may count for up to 20 points extra credit added to your Final Exam grade. Lectures, panel discussions, films (no more than 1), books (no more than 1), or other activity attended and completed by the student are considered co-curricular. Usually, each of four activities are given 5 points.

To claim co-curricular points for extra exam credit:

- 1.) A Report (1-2 pages) describing how the activity is pertinent to the Global Issues class
- 2.) Verification in the form of ticket stubs, brochure or handout, even photo that demonstrates that the student attended the event must be included.

The co-curricular points are not averaged; they are added after test score is taken. Thus, an exam of 80 points may gain up to 20 points for a total of 100.

GLOBAL LEARNING GRADUATION HONORS FIU's Excellence in Global Learning Graduation Medallion is awarded to students who complete at least four global learning courses, participate in a variety of global co-curricular activities, and complete a capstone consisting of one of the following: a substantial original research project and presentation on a global topic; extensive foreign language study; long- term study abroad; or, a globally-focused internship. The Peace Corps Gap certification is conferred upon students who complete at least four global learning courses, extensive language study, and a global problem-solving project. Registration and program acceptance required. For more information, visit <http://goglobal.fiu.edu>

Policies

Classroom environment. Classroom restrictions apply, including:

1. Water or other liquids allowed; food should be consumed out of class
2. Electronic devices should be used outside of class only, unless directed by instructor
3. Attendance taken for each class [attendance teams]
4. Students arriving before sixteen minutes after the scheduled start of class will be seated and counted present.

More than six (6) classroom contact hours missed will result in reduction of course grade by one letter; i.e., from A to B, etc. Students needing consideration for missed attendance may consult with instructor prior to or after absence. Religious or other observances exempted.

5. All written work submitted must be typed.

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Grading

Grades are calculated on a points-earned divided by points-possible method. Points are distributed as follows:

1. Participation & Written response to discussion topics; 4 @ 25 points each:	100 points
2. Midterm Exam	100 points
5. Final examination;	100 points.
<i>Final exam includes up to 20 points for Co-curricular activities</i>	
Total points possible	300

ALL WORK MUST BE SUBMITTED BY END OF CLASSES, Dec. 9, 2017

If your total score adds up to 220 points, then: 220 divided by 300 = 73.3, which results in the letter grade equivalent C. **NOTE: FIU Provost Office revised grade scheme to eliminate C-, D+, and D- grades.**

<u>Grade scale:</u>	90-100% = A		
	87-89 = A-	73-76 = C+	
	84-86 = B+	70-72 = C	
	80-83 = B	60-69 = D	
	77-79 = B-	<60 = F	

Plagiarism. Plagiarism is the use of ideas or words other than your own without proper attribution to source. Penalties for plagiarism include Student Honor Court, adjudication with English Dept. Chair, assignment of F grade for course, or remanding to University academic conduct authorities. *Students may be directed to submit papers via Turnitin.com.*

Unit progression

The development of Global Issues in Literature is a result of the in-class interactions of each class. Classroom activities and assignment dates are subject to change with notice. In any event, the order of things will conform to the following:

Unit 1

- Introduction to class and welcome to the topic. Viewing and discussion of graphic lecture on “Close Encounters of the Three Kinds.”
- World History Timeline exercise.
- Assignment: Read Didion, *Miami*, first half.
- Generate Student Teams

Unit 2

- Lecture and discussion of Tolstov: Epsitemic, Axiological, and Praxeological axes.
- Discuss *Miami*.
- In-class activity: cultural profile of your team. Teammates exchange and note national, ethnic, and travel histories of each other. Sharing discussion.
- Assignment: finish reading Didion, *Miami*. Prepare 5-10 test items.

Unit 3

- Topic of Discussion 1: Panel 1
- Assignment: Prepare Socratic seminar 1; Based on knowledge, values, and actions, what is your individual legacy of contact with the other?
- Assignment: Response/Reflect: (All students, 1-3 pages)

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- Assignment: “Todorov’s Typology of Knowledge of the Other”

Unit 4

- Response / Reflection Paper 1 due
- Discuss Coetzee, *Waiting for the Barbarians*
Assignment: Read “Education and Global Citizenship” by Appiah

Unit 5

- Discussion of responses above. Sharing written responses. Debriefing double-ring Socratic method.
- In-class activity: Reading Coetzee
- Assignment: Finish Coetzee. Prepare 5-10 test items

Unit 6

- Discuss readings; generate 5-10 test items
- Topic for Discussion 2: Panel 2
- What is the planetary equivalent of the melting pot and how do you intend to live in it?
- *Respond/Reflect* (All students, 1-3 pages)
- In-class activity: Teams generate vocabulary list for Todorov, and lectures. Share and post.

Unit 7

- Assignment: Compile vocabulary list for Appiah
- Checklist of Recent Chinese History

Unit 8

Midterm Examination

The test consists of 25 multiple choice, diagramming, matching, outlining, and fill in the blank items. 90 minutes; open notes, books. No network devices. 100 points.

Unit 9

- Topic for Discussion Panel 3 due
- Assignment: Read Min, *RA*. First half
- Discuss *RA*.
- Assignment: Read “The Problem with Hoodia”

Unit 10

- Finish Min. Prepare 5-10 test items
- Watch “To Live” (1994) Zhang Yimou film

Unit 11

- Discuss film
- Assignment: Read Pratt.

Unit 12

- Assignment: Respond/Reflect: (All students, 1-3 pages)
- Assignment: Read Gibson, *Pattern Recognition*. First half

Unit 13

- Respond/Reflect 4 due
- General Systems Theory
- Evolutionary Psychology
- Hegelian Dialectic

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Unit 14

- Discuss Gibson. Prepare 5-10 test items

Unit 15

- Team workshops: “What have we learned about the world, its literature, and ourselves? Outlining a Summative Response.”

Unit 16

- Review for final examination. In-class Q&A. Team test item construction
- Final examination
- **ALL WORK DUE SATURDAY, Dec. 2, 2017**

Final exam

Final exam is cumulative and may include questions from Midterm Exam in same or changed versions. You may use your books and notes, but no electronic devices or other person's help. Test is for 90 minutes. See FIU schedule for date, time, and place for final exam.

Revised. 11/16

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