LIT 3671: Global Issues in Literature
Fall 2013 Sec U01 Wednesdays, 6:25-9:05 PM. College of Business Complex 254

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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 derive 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 (SLO)

Objective 1  Global Awareness: Students will be able to demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems

  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 be able to 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 of selected literary works.

Objectives and Student Learning Outcomes

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

  SLO

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

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


Reprints for study Articles available on electronic reserve through FIU Library.

1. Todorov’s Typology of Knowledge of the Other
3. Case Study: “The Problem with Hoodia”
4. Pratt, Mary Louise. (1999) “Arts in the Contact Zone”

Topics for discussion

We will conduct four Socratic seminars during the term based on the following list of topics, readings, and prompts:

1. Explorations, 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?
   *Respond:* What do you observe in the discussion group’s dialogue and how does it compare with your own attitudes?

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?
   *Respond:* What do you observe in the discussion group’s dialogue and how does it compare with your own attitudes?

3. Colonialism, free trade, and ecology
   *Read:* “The Problem with Hoodia”
   *Reflect:* What are your priorities in global consumption?
   *Respond:* What do you observe in the discussion group’s dialogue and how does it compare with your own attitudes.
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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?
   Respond: What do you observe in the discussion group’s dialogue and how does it compare with your own attitudes?

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,
3. Attendance taken for each class,
4. Students arriving before sixteen minutes after the scheduled start of class will be seated and counted present.
5. More than six (6) classroom contact hours missed will result in a 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. Duly documented medical or other health absences exempted.
6. All written work submitted must follow MLA style guidelines.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation in four (4) Socratic seminars</td>
<td>100</td>
</tr>
<tr>
<td>2. Written responses to Socratic discussion topics</td>
<td>25 points each</td>
</tr>
<tr>
<td>Subtotal</td>
<td>125</td>
</tr>
<tr>
<td>3. Participation</td>
<td>25 points</td>
</tr>
<tr>
<td>4. Final examination</td>
<td>100 points</td>
</tr>
<tr>
<td>Total points possible</td>
<td>225</td>
</tr>
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If your total score adds up to 199 points, then: 199 divided by 225 = 199/225 = .88, which results in the letter grade equivalent A-.

Grade scale:  
92-100% = A  
88-91 = A-  
85-87 = B+  
82-84 = B  
79-81 = B-  
76-78 = C+  
73-75 = C  
70-72 = C-  
67-69 = D+  
64-66 = D  
61-63 = D-  

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.
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with English Dept. Chair, assignment of F grade for course, or remanding to University academic misconduct 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 unique 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.”
- Assignment: Read Didion, Miami, first half.

Unit 2
- Discuss Miami.
- Generate Student Teams
- In-class activity: A cultural profile of your team. Teammates exchange and note national, ethnic, and travel histories of each other. Sharing discussion.
- Assignment: finish reading Didion, Miami.

Unit 3
- Team sharing: Another point of view. This is a practice session using double circle method for Socratic seminar. One team discusses story, another team discusses the discussion, followed by whole-class discussion.
- In-class activity: Draft response. One page summary of seminar session.
- Assignment: “Todorov’s Typology of Knowledge of the Other”

Unit 4
- Assignment: Prepare Socratic seminar 1; Based on knowledge, values, and actions, what is your individual legacy of contact with the other?
- Select presenting and responding teams.

Unit 5
- Conduct seminar 1 in class session. (First team in inner circle; second team in outer circle)
- Assignment: What do you observe in the discussion group’s dialogue and how does it compare with your own attitudes? (All students, 1-3 pages)
- Begin reading

Unit 6
- In-class activity: Reading
- Assignment: Read.
• Read

Unit 7
• Discuss stories assigned
• Assignment: Read “Education and Global Citizenship” by Appiah.
• In-class activity: Teams generate vocabulary list for Prat, Todorov, and lectures. Share and post.
• Assignment: Compile vocabulary list for Appiah

Unit 8
• Assignment: Prepare Socratic seminar 2
• Conduct Socratic seminar 2 in class session: What is the planetary equivalent of the melting pot and how do you intend to live in it? (Second team inner circle; third team outer circle)
• Respond: What do you observe in the discussion group’s dialogue and how does it compare with your own attitudes? (All students, 1-3 pages)

Unit 9
• Assignment: Read
• Discuss.
• Assignment: Read “The Problem with Hoodia”

Unit 10
• Conduct seminar 3 in class session. (Third team in inner circle; fourth team outer)
• Assignment: What do you observe in the discussion group’s dialogue and how does it compare with your own attitudes? (All students, 1-3 pages)

Week 11
• Assignment:
• In-class activity: Individual and team response; list identities and prioritize your self.
• Assignment:

Week 12
• Conduct seminar 4 in class session. (Fourth team in inner circle; First team outer)
• Assignment: What do you observe in the discussion group’s dialogue and how does it compare with your own attitudes? (All students, 1-3 pages)
• Assignment: Read

Week 13
• Discuss
• View Saving Face, (2004), Alice Wu, dir.

Week 14
• Team workshops: Teams one and two only. “What have we learned about the world, its literature, and ourselves? Outlining a Summative Response.”
• Assignment: Summative Response (teams one and two; 1-3 pages)

Week 15
• Team workshops: Teams three and four only. “What have we learned about the world, its literature, and ourselves? Outlining a Summative Response.”
• Assignment: Summative Response (teams three and four; 1-3 pages)

Week 16
• Review for final examination. In-class Q&A. Team test item construction
• Final examination

Final exam is cumulative. You may use your books and notes, but no electronic devices or other person’s help. Test is one hour (1 hr.).

Revised. 6/24/13