



**FACULTY OF ARTS**  
**Department of English**

**COURSE OUTLINE**  
**ENGL 378: Comparative Global Literatures**  
**Fall 2022**  
**Tuesdays and Thursdays, 09:30-10:45, SS 109**

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|----------------------|--|
| <b>Instructor</b>    | Uchechukwu Peter Umezurike                           |
| <b>Email:</b>        | uchechukwu.umezurike@ucalgary.ca                     |
| <b>Web Page:</b>     | D2L (access via MyUofC portal)                       |
| <b>Office Hours:</b> | Wed. 13:00-14:00, or by appointment. Office: SS 1024 |

**Course description**

*A comparative overview of literature from a range of regions around the world. May include an examination of post-colonial, diasporic, and globalization theories.*

**Specific course description (M/Other Tongues):**

The course examines the uses of English around the world. We will explore how literary and cultural producers from different parts of the world have reconstituted English as a global language for creative and critical purposes to (re)imagine identities, communities, relationships, and nationalities across time and space. In this course, you will encounter English varieties, identify the relationship between English and identity, and gain a rich understanding of various perspectives on global Englishes. This course deals primarily with periods between the 20th and 21st centuries and will focus on prose fiction, film, and creative non-fiction. To this end, we will employ close reading, self-reflection, and critical analysis as we engage with multiple texts from different parts of the world. At the end of this course, you will learn how to make informed contributions to the scholarship on the nature and function of global literatures, especially in an increasingly diverse and interconnected world.

**Course learning outcomes:** Upon successful completion of this course, students will be able to:

1. Demonstrate basic knowledge of a range of Englishes in literary writings from the world;
2. Discover how non-European writers adapt, appropriate, enrich, or refunction English to contemplate issues of identities, cultures, nationalities, migration, and transnational connections;
3. Critically interpret literature in relation to its historical, cultural, and global contexts;
4. Apply relevant theories and terminologies in their study of literary texts;
5. Understand the role English plays in colonial modernity and globalization; and
6. Gain a global perspective on how language shapes and drives current debates in society.

**Texts and readings:**

**Texts for Purchase (available at the UCalgary bookstore):**

- Reid-Benta, Zaliha. *Frying Plantain*. House of Anansi Press, 2019.
- Cisneros, Sandra. *The House on Mango Street*. Vintage, 1991.

**Required Texts (available electronically)**

- Achebe, Chinua. "The African Writer and the English Language." *Morning Yet on Creation Day*. Heinemann, 1975, pp. 55-62.
- Anzaldua, Gloria. "How to Tame a Wild Tongue." *Borderlands/La Frontera*, Aunt Lute Book, 1987, p.53-64.
- Baldwin, James. "If Black English isn't a Language, then Tell me What is?" *New York Times*, July 29, 1979.
- Crystal, David, "Why a Global Language?" in *English as a Global Language*, Cambridge UP, 2003, pp.1-28.
- Glissant, Edouard. "People and Language." *Caribbean Discourse*. University Press of Virginia, 1981, pp. 248-51.
- Israel, Nico. "Globalization and Contemporary Literature." *Literature Compass*, 2004, pp. 1-5.
- Nak-chung, Paik. "Nations and Literatures in the Age of Globalization." *The Cultures of Globalization*, eds. Frederic Jameson and Masao Miyoshi, Duke UP, pp. 218-29.

**Recommended Texts:**

- Kambourelli, Smaro, ed. *Making a Difference: Canadian Multicultural Literatures in English*. Oxford UP, Second Edition, 2006.
- Rushdie, Salman. "Commonwealth Literature does not Exist." *Imaginary Homelands*, Penguin, 1992, pp. 61-70.
- wa Thiong'o, Ngũgĩ. "The English Master and the Colonial Bondsman." *Globalectics: Theory and the Politics of Knowing*. Columbia UP, 2012, pp. 9-26.

**Learning technology requirements:**

Students will need to have access to a laptop computer or smartphone in class time. There is a D2L site for this course which contains required readings and other relevant class resources and materials (see d2L.ucalgary.ca).

**Assignments and Evaluation:**

|   |                  |      |
|---|------------------|------|
| <b>Class Attendance/ Participation</b> (5% each)                            |                  | 10%  |
| <b>Reflective writing</b> (700 words)                                       | <b>SEPT 27</b>   | 10%  |
| <b>Close Reading Paper</b> (700 words with 2-3 secondary scholarly sources) | <b>OCT 20</b>    | 20%  |
| <b>Group Research Presentation</b> (20% by instructor; 5% by group members) | <b>NOV 15-22</b> | 25%  |
| <b>Final Essay</b> (1500 words with 3 secondary scholarly sources)          | <b>DEC 8</b>     | 35%  |
|   |                  | 100% |

There is no Registrar-scheduled exam in this course.

**DESCRIPTION OF ASSIGNMENTS**

**Class Attendance: 5% and Participation: 5% (10%):** Students are expected to attend all classes, punctually and regularly except if they are ill and have to stay at home. Attendance and participation are each worth 5% of your final grade. Students are expected to read texts assigned for class discussions before every class and be ready to engage respectfully with the texts, instructor, and other students. Attendance will be monitored, and participation will be evaluated based on the volume and quality of your contributions to class discussions. Every two (2) unexcused absences cost 10% toward your attendance grade. Any student may be called upon during class to respond to questions or to engage with the topic/text being discussed. The criteria for determining participation grade will be based on the following rubric: 1) the depth of student's comment; that is, the comment is thoughtful, respectful, insightful, even critical, and furthers the conversations or possibly generates more questions; 2) student actively and regularly participates in class discussions and small group activities; 3) completion of tasks

during class; and, 4) reflective emails for anyone who feels hesitant to share their ideas in class. I recognize some of us are reticent and shy, and I would do my best to encourage a space for everyone to feel that their comments are valued.

**Reflective Writing (700 words):** You are encouraged to choose a subject pertaining to your understanding of your mother tongue and write a reflection on how this is significant – or even problematic – to you. Your reflection should respond to any of the following questions: what issues (inter/personal, social, or political) did it bring up for you or make you think about? What takeaways would the reader or instructor get from having read your reflective piece? Your reflection could be creative or critical and address an idea of your mother tongue in one form or another. This assignment evaluates students' ability to be reflective about attachments, connections to or struggles with a subject you may care deeply about. Think of it as self-critique if you will. No secondary sources.

**Close Reading Paper (700 words with 2-3 secondary scholarly sources):** You will choose one passage from texts covered in the course and related academic criticism and perform a close reading. This essay of 700 words will incorporate 2-3 secondary scholarly sources, which will support and help build the student's own argument. Each essay will be accompanied by an MLA formatted bibliography listing both the primary and secondary texts consulted. If need be, please refer to the *MLA Handbook*, 8<sup>th</sup> or 9<sup>th</sup> edition for clarification. Essays must be double-spaced and submitted to me via D2L site on or before the due date. Instructor will provide a template and demonstrate how to perform close readings. This assignment evaluates students' ability to close read a text, critique it, and contribute to our understanding of the text.

**Group Research Presentation (8-10 mins.):** For this project, each group will choose one text (story or poem) from the course readings and read it carefully; pose a question (argument); find a passage (textual evidence) in the story to answer the question. The group will consider both the content and the form of these texts. The aim is to be able to develop an argument and support it. The argument should be persuasive and thoughtful. Students may optionally use visual materials, such as PowerPoint, but they must support and highlight the group's central argument. The presentation must be 8 to 10 minutes in length (no longer). There will likely be 6 to 7 students per group. Each group will be required to submit a written version of the research the day before the presentation by noon. Each student will also evaluate each of the group members based on their contribution to their group presentation, meeting deadlines, and professionalism. You are expected to assign a grade (1-5%) and provide at least one paragraph justifying why you are assigning the grade based on the criteria indicated above. You will also assign yourself a grade along with justification. The group should alert the instructor of any concerns before the presentation date. Any student, absents throughout the group work assignment, preparation and presentation, will receive an F for this assignment.

**Final Essay (1500 words with 3 secondary sources):** The final essay engages an analysis of a topic in any of the texts discussed in class. Students propose their own topics and are highly encouraged to consult with the instructor about the specifics of their central arguments. At least one class period will be devoted to researching/workshopping the final paper. Note that this essay must include a works cited page and must follow MLA formatting and style guidelines. If need be, please refer to the *MLA Handbook*, 8<sup>th</sup> or 9<sup>th</sup> edition for clarification. Essays must be double-spaced and submitted to me via D2L site on or before the due date. This assignment evaluates the ability to write an essay with a clear thesis, an introduction, paragraphs that develop your argument by way of supporting evidence and reasoning, and a conclusion.

**Conduct:**

Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment. As members of the University community, students, employees, and academic staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar, the Code of Conduct and Non-Academic Misconduct policy and procedures, which can be found at: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

**Policy on use of electronic devices:**

The use of laptop and mobile devices in class is acceptable when used in a manner appropriate to the course and classroom activities. Please refrain from accessing websites and resources that may be distracting to you or for other learners during class time. Students are responsible for being aware of the University's Internet and email use policy.

**Grading System:**

This course uses a combination of percentages and letter grades.

|           |    |     |           |    |     |
|-----------|----|-----|-----------|----|-----|
| 90 + %    | A+ | 4.0 | 67 – 69 % | C+ | 2.3 |
| 85 – 89 % | A  | 4.0 | 64 – 66 % | C  | 2.0 |
| 80 – 84 % | A– | 3.7 | 60 – 63 % | C– | 1.7 |
| 77 – 79 % | B+ | 3.3 | 55 – 59 % | D+ | 1.3 |
| 74 – 76 % | B  | 3.0 | 50 – 54 % | D  | 1.0 |
| 70 – 73 % | B– | 2.7 | 0 – 49 %  | F  | 0   |

Students must reach the minimum percentage threshold for the grade range to receive that letter grade (e.g., to receive an A- a student will have surpassed the minimum threshold of 80.00% in the course)

- Although the A+ is solely an honorific that entails no additional points in the four-point system, the course instructor will employ this mark to distinguish superlative work that far exceeds expectations in style, correctness, intellectual depth and breadth, sophistication, and originality.
- The interpretation of the undergraduate university grading system can be found at <https://www.ucalgary.ca/pubs/calendar/current/f-1-1.html>
- There are no extra-credit assignments or opportunities for extra credit in this course.
- Unless otherwise specified in assignment instructions, all assignments are to be submitted to the D2L dropbox for this course. Assignments will be due on or before MIDNIGHT of the due date. Assignments submitted after this time will be subject to the following late penalties:
  - Assignments submitted after the deadline will be penalized with the loss of a third of a grade (for example, an A- to B+) for each business day [not class] that the assignment is overdue.
  - Assignments submitted after the due date will be graded but will not have feedback provided.
  - No assignments will be accepted one week past the assignment deadline without the prior consent of the instructor.
- It is your responsibility to keep a copy of all assignments in case of loss by any cause.
- You do not have to complete all assignments in order to receive a passing grade in the course.

**Academic Integrity:**

This course, like all courses at the University of Calgary, holds students to high standards of honest and responsible scholarship. Please consult the Academic Integrity website for a detailed description of

university policies, which will be enforced in this course. Cases of suspected academic misconduct will be referred to the Associate Dean of Arts for a ruling.

Plagiarism is a type of academic misconduct. Plagiarism occurs when a student presents the ideas, expression of ideas, or work of another person as their own. Another equally serious form of plagiarism occurs when a student submits something they have written themselves for credit in two or more courses without first securing written permission from all those course instructors. Consequences for plagiarism include failure on the assignment, failure in the course, and possible suspension or expulsion from the university. Using any source whatsoever without clearly documenting it is a serious academic offense.

**Deferral of term work:**

Should you require an extension for completion of term papers or assignments beyond the deadline of five days after the end of lectures, an Application of Deferment of Term Work must be completed. It is the student's responsibility to initiate this process with the instructor. The University also has regulations governing the deferral of final examinations.

**Grade appeals:**

To pursue a Reassessment of Graded Term Work or a Reappraisal of an Academic Assessment, Consult the University Calendar and request advice from the English Department at [engl@ucalgary.ca](mailto:engl@ucalgary.ca). Please note that mere dissatisfaction with a grade is not sufficient grounds for an appeal.

English Department Website:

For more information about courses, programs, policies, events and contacts in the Department of English.

**Scribe and Muse Club for English Students:**

The Scribe and Muse Reading and Writing Club fosters and champions reading and writing through community service, leadership, and engagement. Our email address is [smecuofc@gmail.com](mailto:smecuofc@gmail.com).

**Writing support:**

The Student Success Centre offers both online and workshop writing support for U of C students.

Academic regulations and schedules**Student Academic Accommodations:**

The Student Accessibility Services website is available here. University accommodation policies can be found at the following links:

<https://www.ucalgary.ca/pubs/calendar/current/b-6-1.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6.html>

<https://www.ucalgary.ca/pubs/calendar/current/b-6-2.html>

**Program Advising and Student Information Resources** is done through the Faculty of Arts Students' Centre. Office location: SS102; phone: 403-220-3580; email: [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca)  
Website: <http://arts.ucalgary.ca/undergraduate>

**Instructor's Intellectual Property**

Course materials created by instructors, including presentations, posted notes, labs, case studies, assignments, and exams, remain the intellectual property of the instructor. These materials may not be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

**Freedom of Information and Protection of Privacy**

Student information will be collected in accordance with usual classroom practice. Students' assignments will be accessible only by the authorized course faculty and teaching assistants. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

**Sexual violence policy:**

<https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

**Other important information:**

- [Wellness and Mental Health Resources](#)
- [Student Success](#)
- [Student Ombuds Office](#)
- [Student Union \(SU\) Information](#)
- [Graduate Students' Association \(GSA\) Information](#)
- [Emergency Evacuation/Assembly Points](#)
- [Safewalk](#)

**Universal Student Ratings of Instruction (USRI):**

Please participate in USRI Surveys toward the end of the course. The feedback they provide helps us evaluate teaching, enhance student learning, and guide students as they select courses.