



# ENGL207

## World Literature in English

S2 Day 2019

*Dept of English*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

ENGL120

Corequisites

Co-badged status

Unit description

Although we often study literature within narrow national and linguistic traditions, literature as it's read outside of universities is much more free-wheeling, moving readily through space and time, and across different literary traditions. World literature - the study of literature that circulates outside the country in which it was originally written - tries to capture this sense of literature in motion. It explores how texts have been read and re-read in new contexts, and how literature has become an interconnected global system. This unit will examine a selection of texts from across the globe, asking: how do different literary traditions relate to each other? How do recent debates about globalisation change the age-old process of world literature? How have colonisation and decolonisation shaped world literature and brought new traditions into contact with each other? Does it matter if we read texts in translation, rather than in their original language?

## Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

## Learning Outcomes

On successful completion of this unit, you will be able to:

Analyse and compare literary texts across a range of genres, including poetry, the novel, the epic, drama, and the graphic novel, using a sound critical vocabulary and scholarly research

Explain the concept of “world literature,” showing a familiarity with current scholarly debates around this approach to the study of literature

Analyse literary texts within their original context of production

Analyse how literary texts can be read within our contemporary context, and evaluate the advantages and disadvantages of this kind of “presentist” reading practice

Analyse how scholars and writers have appropriated, re-read and rewritten earlier literary texts in new contexts

Explain and analyse the effects of reading literature in translation

Develop well-reasoned arguments about literary texts, and support these arguments orally and in writing

## Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Unit Participation</u>	20%	No	Ongoing
<u>Short Essay</u>	30%	No	22 September, 2019
<u>World Literature Now</u>	50%	No	10 November, 2019

### Unit Participation

Due: **Ongoing**

Weighting: **20%**

Contribution to the learning environment of the unit, via tutorial participation and engagement with your partner.

On successful completion you will be able to:

- Analyse and compare literary texts across a range of genres, including poetry, the novel, the epic, drama, and the graphic novel, using a sound critical vocabulary and scholarly research
- Explain the concept of “world literature,” showing a familiarity with current scholarly debates around this approach to the study of literature
- Analyse literary texts within their original context of production
- Analyse how literary texts can be read within our contemporary context, and evaluate the advantages and disadvantages of this kind of “presentist” reading practice
- Analyse how scholars and writers have appropriated, re-read and rewritten earlier literary texts in new contexts

- Explain and analyse the effects of reading literature in translation
- Develop well-reasoned arguments about literary texts, and support these arguments orally and in writing

## Short Essay

Due: **22 September, 2019**

Weighting: **30%**

Short 1200-word essay, analysing how one of our texts has been re-read or adapted for a new context.

On successful completion you will be able to:

- Analyse and compare literary texts across a range of genres, including poetry, the novel, the epic, drama, and the graphic novel, using a sound critical vocabulary and scholarly research
- Explain the concept of “world literature,” showing a familiarity with current scholarly debates around this approach to the study of literature
- Analyse literary texts within their original context of production
- Analyse how scholars and writers have appropriated, re-read and rewritten earlier literary texts in new contexts
- Develop well-reasoned arguments about literary texts, and support these arguments orally and in writing

## World Literature Now

Due: **10 November, 2019**

Weighting: **50%**

Write a creative or critical piece that appropriates one of the texts studied on this unit for our contemporary context; and write a short reflective essay analysing your response in relation to debates about world literature

On successful completion you will be able to:

- Analyse and compare literary texts across a range of genres, including poetry, the novel, the epic, drama, and the graphic novel, using a sound critical vocabulary and scholarly research
- Explain the concept of “world literature,” showing a familiarity with current scholarly debates around this approach to the study of literature
- Analyse how literary texts can be read within our contemporary context, and evaluate the advantages and disadvantages of this kind of “presentist” reading practice

- Analyse how scholars and writers have appropriated, re-read and rewritten earlier literary texts in new contexts
- Develop well-reasoned arguments about literary texts, and support these arguments orally and in writing

## Delivery and Resources

This unit will be taught as one hour of lecture and one hour of tutorial per week.

Students should arrange to purchase the following texts:

- *The Epic of Gilgamesh*
- William Shakespeare, *The Tempest*
- Elena Ferrante, *Those Who Leave and Those Who Stay*
- Marjane Satrapi, *Persepolis*

Additional readings will be available through the iLearn site and Leganto.

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of

Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

## Learning Skills

Learning Skills ([mq.edu.au/learningskills](http://mq.edu.au/learningskills)) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

## Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

## Student Enquiries

For all student enquiries, visit Student Connect at [ask.mq.edu.au](http://ask.mq.edu.au)

If you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

## **Learning outcomes**

- Analyse and compare literary texts across a range of genres, including poetry, the novel, the epic, drama, and the graphic novel, using a sound critical vocabulary and scholarly research
- Explain the concept of “world literature,” showing a familiarity with current scholarly debates around this approach to the study of literature
- Analyse literary texts within their original context of production
- Analyse how literary texts can be read within our contemporary context, and evaluate the advantages and disadvantages of this kind of “presentist” reading practice
- Analyse how scholars and writers have appropriated, re-read and rewritten earlier literary texts in new contexts
- Explain and analyse the effects of reading literature in translation
- Develop well-reasoned arguments about literary texts, and support these arguments orally and in writing

## **Assessment tasks**

- Unit Participation
- Short Essay
- World Literature Now

## **Capable of Professional and Personal Judgement and Initiative**

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

## **Learning outcomes**

- Analyse and compare literary texts across a range of genres, including poetry, the novel, the epic, drama, and the graphic novel, using a sound critical vocabulary and scholarly research
- Explain the concept of “world literature,” showing a familiarity with current scholarly debates around this approach to the study of literature
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advantages and disadvantages of this kind of “presentist” reading practice

- Analyse how scholars and writers have appropriated, re-read and rewritten earlier literary texts in new contexts
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## **Commitment to Continuous Learning**

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

## **Learning outcomes**

- Explain the concept of “world literature,” showing a familiarity with current scholarly debates around this approach to the study of literature
- Analyse how literary texts can be read within our contemporary context, and evaluate the advantages and disadvantages of this kind of “presentist” reading practice
- Analyse how scholars and writers have appropriated, re-read and rewritten earlier literary texts in new contexts
- Develop well-reasoned arguments about literary texts, and support these arguments orally and in writing

## **Assessment tasks**

- Unit Participation
- Short Essay
- World Literature Now

## **Discipline Specific Knowledge and Skills**

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where

relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

## **Learning outcomes**

- Analyse and compare literary texts across a range of genres, including poetry, the novel, the epic, drama, and the graphic novel, using a sound critical vocabulary and scholarly research
- Explain the concept of “world literature,” showing a familiarity with current scholarly debates around this approach to the study of literature
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## **Assessment tasks**

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- Short Essay
- World Literature Now

## **Critical, Analytical and Integrative Thinking**

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

## **Learning outcomes**

- Analyse and compare literary texts across a range of genres, including poetry, the novel, the epic, drama, and the graphic novel, using a sound critical vocabulary and scholarly research
- Explain the concept of “world literature,” showing a familiarity with current scholarly

debates around this approach to the study of literature

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## **Assessment tasks**

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- Short Essay
- World Literature Now

## **Problem Solving and Research Capability**

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

## **Learning outcomes**

- Analyse and compare literary texts across a range of genres, including poetry, the novel, the epic, drama, and the graphic novel, using a sound critical vocabulary and scholarly research
- Explain the concept of “world literature,” showing a familiarity with current scholarly debates around this approach to the study of literature
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- Develop well-reasoned arguments about literary texts, and support these arguments orally and in writing

## Assessment tasks

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## Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

## Learning outcomes

- Analyse and compare literary texts across a range of genres, including poetry, the novel, the epic, drama, and the graphic novel, using a sound critical vocabulary and scholarly research
- Explain the concept of “world literature,” showing a familiarity with current scholarly debates around this approach to the study of literature
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## Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should

have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

## **Learning outcomes**

- Explain the concept of “world literature,” showing a familiarity with current scholarly debates around this approach to the study of literature
- Analyse literary texts within their original context of production
- Analyse how literary texts can be read within our contemporary context, and evaluate the advantages and disadvantages of this kind of “presentist” reading practice
- Analyse how scholars and writers have appropriated, re-read and rewritten earlier literary texts in new contexts
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## **Assessment tasks**

- Unit Participation
- Short Essay
- World Literature Now

## **Socially and Environmentally Active and Responsible**

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

## **Learning outcomes**

- Explain the concept of “world literature,” showing a familiarity with current scholarly debates around this approach to the study of literature
- Analyse literary texts within their original context of production
- Analyse how literary texts can be read within our contemporary context, and evaluate the advantages and disadvantages of this kind of “presentist” reading practice
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- Unit Participation
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