

Course Information

Course Number: ENGL / MODL 222
Course Title: World Literature
Section: 500
Time: MWF 9:10 AM to 10:00 AM
Location: SCTS 216
Credit Hours: 3

Instructor Details

Instructor: Dr. Katayoun Torabi
Office: LAAH 436
E-Mail: torabik@tamu.edu
Office Hours: M/T 11 AM to 12 PM, and by appointment

Course Description

Catalogue Description: World Literature. Survey of world literature from the seventeenth century to the present in relation to its historical and cultural contexts; texts selected from a diverse group of authors, traditions and genres. <https://catalog.tamu.edu/>.

Course Description: What does it mean to be human in the digital age—in an age of virtual reality, artificial intelligence, social media, smart phones, smart weapons, medical advancements in genetic engineering, and the question of simulation theory? We will explore, through a series of stories from across the globe, what it means to live in a world in which we feel both a sense of connectedness and isolation. We will think about what is gained and lost in the human experience as we find ourselves inundated with new technologies and how the use of technology has both enhanced and undermined our humanity. ENGL/MODL 222 introduces students to works of contemporary world literatures that are either written in English or translated from other languages into English, focusing on the question of the effects of technology on the modern world. The comparative literary framework of this class will help expand the students' literary landscape and enhance their capacity for critical thinking about themes and concerns related to contemporary global culture. English 222 is cross listed with Modern Languages 222.

Course Prerequisites

None, <https://catalog.tamu.edu/>.

Special Course Designation

Core Curriculum: Language Philosophy and Culture Core Area, for Critical Thinking and Social Responsibility

Core Curriculum Objectives

- *Critical Thinking (CTS)*: The course will enhance creative thinking; innovation; inquiry; and analysis, evaluation, and synthesis of information through consistent reading and class discussion of key ideas in various literary traditions in world literature.

- *Communication Skills (CS)*: The course will focus on the effective development, interpretation, and expression of ideas through written, oral, and visual communication.
- *Social Responsibility (SR)*: The course enhances intercultural competence; knowledge of civic responsibility; and the ability to engage effectively in regional, national, and global communities through small and large group activities, written assignments, exams, and class discussions that focus on how history, religion, technology, and broader social forces have shaped the distinctive literary traditions from around the world.
- *Personal Responsibility (PR)*: The course enhances the ability to connect choices, actions, and consequences to ethical decision-making.

Course Learning Outcomes

At the end of the semester students will be able to:

1. Identify key themes and ideas in world literature.
2. Understand these works as expressions of individual and human values within their historical and social context.
3. Respond critically to world literature by analyzing the authors' rhetorical and literary techniques.
4. Construct clear arguments about key issues, themes, and ideas in world literature through oral, visual, and written assignments.
5. Enhance communication skills through small and large group discussions and writing about ideas, issues, and questions central to course readings.
6. Collaborate with other students in groups to improve critical thinking and writing skills.

Textbook and/or Resource Materials

Schweblin, Samanta / Mcdowell, Megan (Translator), *Little Eyes* (2018), ISBN 13: 9780525541370

Greg Egan, *Zendegi* (2010), ISBN 13: 9781597801751

Victor Pelevin, *Omon Ra* (1994), ISBN 13: 9780811213646

Marjane Satrapi, *Persepolis: A Story of a Childhood* (2002), ISBN 13: 9780375714573

Kazuo Ishiguro, *Klara and the Sun* (2021), ISBN 13: 9780593311295

Mary Wollstonecraft Shelley, *Frankenstein* (1818), E-Book through Library

Grading Policy

Grading Scale (1,000 points total available)

900-1000 points A
800-899 points B
700-799 points C
600-699 points D
599 points and below F

Grading:

Major Grade Categories/Assignments	Percentage of Grade
Consistent Participation in Teamwork Activities and Group Projects; Individual Participation in Daily Assignments; Short Writes, etc.	10%
Unit Quizzes (4 total, 75 points each)	30%
Presentation Discussions	10%
Research Paper Proposal, Outline, and Annotated Bibliography	20%
Research Paper	30%
Total	100%

Late Work Policy

Extensions for assignments and quizzes/exams are granted for excused absences, with proper documentation. These cases include illness, family emergencies, COVID-19 related issues, or other similarly urgent events. It is the student's responsibility to inform the instructor of such circumstances—when possible, before the due date. See TAMU Student Rule #7 for university deadlines on submission of documentation for excused absences: <http://student-rules.tamu.edu/rule07>.

For each DAY (not each class meeting) all assignments are late without a documented excuse and approved extension, the final grade will be reduced by a full letter grade. Thus, an assignment that is one day late and would have received an A if submitted on time will receive a B; an assignment that is two days late and that would have received an A if submitted on time will receive a C, etc. No make-up quizzes or exams will be given without documentation for an excused absence. If you miss assignments due to an excused absence, it will be up to you to contact the instructor to make up work. Work submitted by a student as makeup work for an excused absence is not considered late work and is exempted from the late work policy ([Student Rule 7](#)).

Other Course Information**Technology Support:**

- Canvas course systems are only offered to officially registered TAMU students (no correspondence students).
- Instructor will post, encourage, and be available for regular office hours.
- Grades can only be made available on a secure (password protected) site such as Canvas, Howdy, or Turnitin.com. **Email mention or discussion of specific grades is not allowed due to FERPA laws.**
- Students must retain their own copies of all assignments in case of any technological failure where resubmission of work might be required. Instructor will maintain her own separate copy of the grades because some Course Management Systems (Canvas, Turnitin.com) regularly purge files, including grades.
- As noted in the TAMU Student Rules (<http://student-rules.tamu.edu/rule61.htm>), it is every student's responsibility to check their Texas A&M University official e-mail account for

University-related communications on a frequent and consistent basis. The University recommends checking e-mail at least once per day.

- **Student Responsibility to Backup All Work for the Course:** Students and Instructor should realize that all work stored in Turnitin.com is deleted from student access after each semester ends. As also mentioned above, it is the student's responsibility to backup and retain all work done for the course for the entire semester, in case there is a reason to hand the work in again. Students must keep electronic or hardcopy versions of all work and major projects, complete with instructor comments. The instructor is only responsible for keeping a record of the grade book from each semester.

Professionalism/Respectful Communications

Students should be aware of and employ professionalism in all communications for the course, both in the classroom and in all online situations (including email to the instructor and peers). Students will treat this course as a professional obligation in accordance with the university's Student Rules. In all, students should employ the same polite, respectful behavior with peers and instructor that is expected in a professional situation or workplace. Questions about the assignments should be addressed to the instructor.

Inappropriate behavior (such as, rudeness in any form, spam, baiting, bullying, use of disrespectful language, sharing of materials in inappropriate ways--especially copyrighted materials) in the classroom or in the online environment will be cause for the instructor to take action in removing the offending student and materials without notice, and may result in the student being called in to the Aggie Honor Office for inappropriate behavior, as cited in the university's Student Rules regarding student disruption of class.

Email Responses

Instructor will make every effort to respond to student emails and discussion questions as soon as possible within 24 hours of receipt of email (excepting weekends and holidays) and within standard business hours (9am-5pm). Please send only one email per request or topic of inquiry—multiple emails risk appearing to be spamming, thus can be reviewed under Student Rules. Students should also keep in mind that instructors are not required to respond to emails during evenings, weekends or holidays. Likewise, students should be aware that the Helpdesk for Canvas primarily operates during the week, Monday-Friday, 9:00-5:00. Answers to queries about IT will be sent during the week, not on the weekend.

Important Note About Course Content:

At times this semester we will be reading literature, watching movies, television shows, or clips, and discussing issues or historical events that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork. If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

University Policies

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments. **Attendance at section meetings is expected. Students will be allowed up to 3 unexcused absences**, after which a deduction of 5 points will be given from the final grade for each unexcused absence. See TAMU Student Rule #7 for university deadlines on submission of documentation for excused absences: <http://student-rules.tamu.edu/rule07>.

As stated above, extensions for assignments are granted only for excused absences with proper documentation. These cases include illness, family emergencies, COVID-19 related issues, or other similarly urgent events. It is the student's responsibility to inform the instructor of such circumstances—when possible before the due date. See TAMU Student Rule #7 for university deadlines on submission of documentation for excused absences: <http://student-rules.tamu.edu/rule07>.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reasons deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do."

"Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one's work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case" ([Section 20.1.2.3, Student Rule 20](#)).

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You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person's ideas, processes, results or words without giving appropriate credit (aggiehonor.tamu.edu). You should credit your use of anyone else's words, graphic images, or ideas using standard citation styles. Artificial Intelligence (AI) text generators and natural language processing tools (colloquially, chatbots - such as ChatGPT), audio, computer code, video, and image generators should not be used for any work for this class without explicit permission of the instructor and appropriate attribution. This includes, but is not limited to,

- i. Creating or revising drafts
- ii. Editing your work
- iii. Reviewing a peer's work

This excludes pre-existing software additions such as spelling and grammar checkers, which are acceptable.

Copyright Statement

All materials produced for this course are protected by federal copyright law. These materials can include, but are not limited to, this syllabus, class handouts, course notes, PowerPoint slides, slides or information printed on paper or provided virtually using any or all other software, course packets, and content on Canvas. You may not sell, lend, make publicly available, or copy these materials. Distribution of these materials in any way, including digital versions of documents and information, may constitute a violation of copyright law, the Texas A&M University Student Code of Conduct as described in Student Rule 24, and/or the Aggie Honor Code as described in Student Rule 20.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

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Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and

must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

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Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services](#) (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus

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Students who need someone to talk to can contact Counseling & Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the *988 Suicide & Crisis Lifeline* (988) or at 988lifeline.org [Links to an external site.](#)

Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to howdy.tamu.edu and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus),

classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

University Writing Center

The University Writing Center (UWC) has trained peer consultants available to work with you on any kind of writing or speaking project, including research papers, lab reports, application essays, or creative writing, and at any stage of your process, whether you're deciding on a topic or reviewing your final draft. You can also get help with public speaking, presentations, and group projects. We can work with you in person at our Evans or BLCC locations or via Zoom or email. To schedule an appointment or to view our handouts, videos, or interactive learning modules, visit writingcenter.tamu.edu. If you have questions, need help making an appointment, or encounter difficulty accessing our services, call 979-458-1455 or email uwc@tamu.edu.

Course Schedule

Spring 2024 English 222 / MODL 222 Course Schedule:

Topic	Dates	Readings and Assignments
Social Media, Surveillance, and the Human Connection	Wednesday, 1/17	No Class Meeting
	Friday, 1/19	Introductions
	Monday, 1/22	Watch <i>Black Mirror</i> "Nosedive" in class
	Wednesday, 1/24	In class reading of bot-generated texts and writing review HW: Read <i>Little Eyes</i> pp. 1-45 ("South Bend" through "Barcelona"); Sign up for a Discussion Presentation Here
	Friday, 1/26	Lecture and Discussion: <i>Little Eyes</i> pp. 1-45 ("South Bend" through "Barcelona") HW: Read <i>Little Eyes</i> pp. 46-98 ("Oaxaca" through "Antigua")
	Monday, 1/29	NO CLASS MEETING
	Wednesday, 1/31	Lecture and Discussion: <i>Little Eyes</i> pp. 46-98 ("Oaxaca" through "Antigua") Discussion Presentation Group #1 HW: Read <i>Little Eyes</i> pp. 99-149 ("Zagreb-Cartagena" through "Zagreb")
	Friday, 2/2	Lecture and Discussion: <i>Little Eyes</i> pp. 99-149 ("Zagreb-Cartagena" through "Zagreb") Discussion Presentation Group #2 HW: Read <i>Little Eyes</i> pp. 150-198 ("Vancouver" through "Zagreb-Surumu")
	Monday, 2/5	Lecture and Discussion: <i>Little Eyes</i> pp. 150-198 ("Vancouver" through "Zagreb-Surumu")

		Discussion Presentation Group #3 HW: Read <i>Little Eyes</i> pp. 199-241 (“Oaxaca” through the end of the book)
	Wednesday, 2/7	Lecture and Discussion: <i>Little Eyes</i> pp. 199-241 (“Oaxaca” through the end of the book) Discussion Presentation Group #4 HW: Read Article, “Human Enhancement Technologies: 7 Examples,” Link ; and Read Article by Verma, “AI Fake News,” Link
	Friday, 2/9	Watch Black Mirror “The Entire History of You” in class and discuss articles HW: Read <i>Omon Ra</i> pp. 1-50
Media, (mis)Information, and Global Events	Monday, 2/12	Lecture and Discussion: <i>Omon Ra</i> pp. 1-50 Unit Quiz #1 HW: Read <i>Omon Ra</i> pp. 51-100
	Wednesday, 2/14	Lecture and Discussion: <i>Omon Ra</i> pp. 51-100 Discussion Presentation Group #5 HW: Read <i>Omon Ra</i> pp. 101-154 (end of the book)
	Friday, 2/16	Lecture and Discussion: <i>Omon Ra</i> pp. 101-154 (end of the book) HW: Read Article by Adams, “Marjane Satrapi, ‘Persepolis’ – The Banned Books Project,” Link ; and Read Article by Flowers, “Persepolis Context,” Link
	Monday, 2/19	Watch Black Mirror “USS Callister” in class and discuss articles HW: Read <i>Persepolis</i> , pp. 1-46 (“The Veil” through and including “The Party.”)
	Wednesday, 2/21	Lecture and Discussion: <i>Persepolis</i> , pp. 1-46 (“The Veil” through and including “The Party.”) Discussion Presentation Group #6 HW: Read <i>Persepolis</i> , pp. 47-102 (“The Heroes” through “The Key.”)
	Friday, 2/23	Lecture and Discussion: <i>Persepolis</i> , pp. 47-102 (“The Heroes” through “The Key.”) Discussion Presentation Group #7 HW: Read <i>Persepolis</i> , pp. 103-153 (“The Veil” through the end of the book)
	Monday, 2/26	Lecture and Discussion: <i>Persepolis</i> , pp. 103-153 (“The Veil” through the end of the book) Discussion Presentation Group #8 HW: Watch the movie District 9

	Wednesday, 2/28	Lecture and Discussion: <i>District 9</i> Unit Quiz #2 HW: Read Article, “10 Futuristic Smart Cities,” Link
Smart Cities, VR, and the Singularity	Friday, 3/1	Watch <i>Black Mirror</i> “White Christmas” in class and discuss article HW: Read <i>Zendegi</i> , pp. 1-52 (Chs. 1-5)
	Monday, 3/4	Lecture and Discussion: <i>Zendegi</i> , pp. 1-52 (Chs. 1-5) Discussion Presentation Group #9 HW: Read <i>Zendegi</i> , pp. 53-98 (Chs. 6-10)
	Wednesday, 3/6	Lecture and Discussion: <i>Zendegi</i> , pp. 53-98 (Chs. 6-10) HW: Read <i>Zendegi</i> , pp. 99-145 (Chs. 11-14)
	Friday, 3/8	Lecture and Discussion: <i>Zendegi</i> , pp. 99-145 (Chs. 11-14) Discussion Presentation Group #10 HW: Read <i>Zendegi</i> , pp. 146-205 (Chs. 15-20)
	3/11-3/15	SPRING BREAK
	Monday, 3/18	Lecture and Discussion: <i>Zendegi</i> , pp. 146-205 (Chs. 15-20) Discussion Presentation Group #11 HW: Read <i>Zendegi</i> , pp. 206-251 (Chs. 21-26)
	Wednesday, 3/20	Lecture and Discussion: <i>Zendegi</i> , pp. 206-251 (Chs. 21-26) HW: Read <i>Zendegi</i> , pp. 252-279 (Ch. 27-end of the book)
	Friday, 3/22	Lecture and Discussion: <i>Zendegi</i> , pp. 252-279 (Ch. 27-end of the book) Discussion Presentation Group #12 HW: Read Article “Human Enhancement,” Link
	Monday, 3/25	Watch <i>Black Mirror</i> “Be Right Back” in class and discuss article HW: Read <i>Klara and the Sun</i> , Part One PROPOSAL, OUTLINE, ANNOTATED BIBLIOGRAPHY ASSIGNMENT DUE
AI, Human Enhancement, and Genetic Engineering	Wednesday, 3/27	Lecture and Discussion: <i>Klara and the Sun</i> , Part One Unit Quiz #3 HW: Read <i>Klara and the Sun</i> , Part Two
	Friday, 3/29	READING DAY, NO CLASS MEETING
	Monday, 4/1	Lecture and Discussion: <i>Klara and the Sun</i> , Part Two Discussion Presentation Group #13 HW: Read <i>Klara and the Sun</i> , Part Three

	Wednesday, 4/3	Lecture and Discussion: <i>Klara and the Sun</i> , Part Three HW: Read <i>Klara and the Sun</i> , Part Four
	Friday, 4/5	Lecture and Discussion: <i>Klara and the Sun</i> , Part Four HW: Read <i>Klara and the Sun</i> , Parts Five and Six
	Monday, 4/8	Lecture and Discussion: <i>Klara and the Sun</i> , Parts Five and Six Discussion Presentation Group #14 HW: Watch either Ex Machina (Alex Garland, 2014) or Her (Spike Jonze, 2013)
	Wednesday, 4/10	NO CLASS MEETING
	Friday, 4/12	NO CLASS MEETING
	Monday, 4/15	Lecture and Discussion: Ex Machina (Alex Garland, 2014) and Her (Spike Jonze, 2013) Discussion Presentation Group #15 HW: Read Article by Shafer “Why Frankenstein Matters,” Link ; and <i>Frankenstein</i> , Letters 1-4; Chs. 1-5 in Volume I
	Wednesday, 4/17	Lecture and Discussion: <i>Frankenstein</i> , Letters 1-4; Chs. 1-5 in Volume I HW: Read <i>Frankenstein</i> , Chapters 6-7 in Volume I; Chs. 1-3 in Volume II
	Friday, 4/19	Lecture and Discussion: <i>Frankenstein</i> , Chs. 6-7 in Volume I; Chs. 1-3 in Volume II HW: Read <i>Frankenstein</i> , Chs. 4-9 in Volume II; Chs. 1-2 in Volume III
	Monday, 4/22	Lecture and Discussion: <i>Frankenstein</i> , Chs. 4-9 in Volume II; Chs. 1-2 in Volume III HW: Read <i>Frankenstein</i> , Ch. 3 to the end of the book in Volume III
	Wednesday, 4/24	Lecture and Discussion: <i>Frankenstein</i> , Ch. 3 to the end of the book in Volume III Discussion Presentation Group #16 HW: Read <i>The Policeman’s Beard is Half Constructed</i> by Racter, Link
	Friday, 4/26	Lecture and Discussion: <i>The Policeman’s Beard is Half Constructed</i> by Racter Unit Quiz #4 HW: Work on your Rough Draft for the Final Paper
	Monday, 4/29	Rough Draft Review + Workshop Day
	Wednesday, 5/1	READING DAY, NO CLASS MEETING
	Friday, 5/3	Final Papers Due End of the Day on 5/3