

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Undergraduate Programs	UUPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department _____ College _____	
Current Course Prefix and Number		Current Course Title
<i>Syllabus must be attached for ANY changes to current course details. See Checklist. Please consult and list departments that may be affected by the changes; attach documentation.</i>		
Change title to: Change prefix From: _____ To: _____ Change course number From: _____ To: _____ Change credits* From: _____ To: _____ Change grading From: _____ To: _____ Change WAC/Gordon Rule status** Add _____ Remove _____ Change General Education Requirements*** Add _____ Remove _____ <small>*Review Provost Memorandum</small> <small>**WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to this form. See WAC Guidelines.</small> <small>***General Education criteria must be indicated in syllabus and approval attached to this form. See GE Guidelines.</small>		Change description to: Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade (default is D-).
Effective Date (TERM & YEAR)		Terminate course List final active term
Faculty Contact/Email/Phone		
Approved by Department Chair <u>_____</u> College Curriculum Chair <u>_____</u> College Dean <u>_____</u> UUPC Chair <u>Jerry Haky (via email confirmation)</u> Undergraduate Studies Dean <u>Edward Pratt (via email confirmation)</u> UFS President _____ Provost _____		Date <u>3-02-20</u> <u>3.24.20</u> <u>3-24-2020</u> <u>3-30-20</u> <u>3-31-20</u> _____ _____

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

Florida Atlantic University

Department of Languages, Linguistics and Comparative Literature

Spring 2021

LIT 3060: INTRODUCTION TO COMPARATIVE LITERATURE



FAU Catalog Description: LIT 3060: This course lays the foundation for the study of comparative approaches to literatures and cultures. LIT 2100 as co/prerequisite, or permission of instructor.

COURSE DESCRIPTION: This course lays the foundation to the study of comparative literature for students majoring in the LLCL track, or for students with an interest in comparative approaches. This introductory course is divided in four parts corresponding to the pillars of the disciplines: Antiquity to the Middle Ages, the evolution of criticism from the Renaissance to the Industrial Revolution, Contemporary Theory in Modernity and Post-Modernity, and Cultural Studies.

Objectives of course

This course is designed to introduce students to:

1. Associate literary texts with time periods, artistic currents and historical circumstances.
2. Classify literary artifacts in relation to theological and philosophical responses to the rise of secular prose.
3. Interpret works of literature through comparative approaches and criticism.
4. Integrate the intersections between multiple disciplines and comparative literature
5. Recognize the foundational and intercultural connections between national literary traditions.
6. Produce criticism in the form of short papers respecting the MLA Style format.

Course Evaluation Method

Students are expected to come prepared to class, having conducted the readings by the date indicated, and participate in class discussions and debates.

They will write 5 short papers (about 3 pages each). In addition, groups of 3 students will be in charge of organizing discussions scheduled in the course program. There will be a final multiple-choice comprehensive exam to complete on Canvas.

Attendance/Participation: 10%

5 MLA Short Papers: 50%

Final Exam: 20%

In-class Discussion: 20%

Grading scale

93-100 A	90-92 A-	87-89 B+	83-86 B	80-82 B-	77-79 C+	73-76 C	70-72 C-	67-69 D+	63-66 D	60-62 D-	0-59 F
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Students with disabilities

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS)—in Boca Raton, SU 133 (561-297-3880); in Davie, LA 203 (954-236-1222); or in Jupiter, SR 110 (561-799-8585) —and follow all SAS procedures.

Code of academic honor

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

The FAU Code of Academic Integrity prohibits dishonesty and requires a faculty member, student, or staff member to notify an instructor when there is reason to believe dishonesty has occurred in a course/program requirement. *For more information, see:*

http://www.fau.edu/ctl/4.001_Code_of_Academic_Integrity.pdf

Course Schedule:

Week	Day 1: Reading and Objectives	Day 2: Activities and Assessment
Week 1	Course Orientation and Requirements "What is Comparative Literature?" (3 parts: The Discipline – The Course Objectives – The Course Structure)	1) Student Introduction 2) Syllabus Quiz 3) Set Canvas preferences
Week 2: Greek Antiquity	<ol style="list-style-type: none"> 1) Associate the birth of Western criticism with Greek philosophy. 2) Illustrate the main philosophical concepts at the base of the discipline 3) Read: Plato, "Allegory of the Cave" from <i>The Republic</i>. 4) Read: Aristotle, "On Catharsis" from <i>Poetics</i>. 	<ol style="list-style-type: none"> 1) Discussion: Reflect on a time when you felt you had an experience of 'stepping out of the cave' and how it impacted your perception of the world. Did you feel alienated/estranged when you 'returned to the cave'? 2) Aristotle proposes the process of purification through his concept of <i>catharsis</i>: what is your personal perspective on this mechanism? Submit a short analysis paper (approximately 200 words) describing this perspective.
Week 3: Early Medieval Narratives	<ol style="list-style-type: none"> 1. Estimate the foundations that Greek Antiquity laid for the rise of early Christian thought 2. Discuss the role of theology as the first discipline of study that focuses on literary criticism. 3. Read: Augustine of Hippo, <i>Political Philosophy</i> (Excerpt) 4. Thomas Aquinas, <i>Summa Theologicae</i> (Excerpt) 5. Film: <i>The name of the rose</i> (J-J. Annaud) 	<ol style="list-style-type: none"> 1) Discussion: Why is there so much tension about Aristotle's lost manuscript on <i>Comedy</i>? Are Augustine and Aquinas followers of Plato and Aristotle? 2) Submit 1 concept from Aristotle and 1 concept from Aquinas you will apply to the criticism of your favorite tragic film in short essay #1. 3) Lay out the uses and necessities of the MLA citation format in literary criticism
Week 4: The High Middle Ages	<ol style="list-style-type: none"> 1. Compare and contrast secular and religious literatures. 2. Differentiate the new literary artefacts founds in secular literature. 3. Produce criticism in the form of short papers respecting the MLA Style format. 4. Dante Alighieri, <i>Inferno</i>, Excerpts 5. Giovanni Boccaccio, "Andreuccio" from <i>The Decameron</i> 	<ol style="list-style-type: none"> 1) FIRST SHORT IN-CLASS ESSAY: Choose a tragic film (drama) where the central character struggles with a dilemma. Write a 300-word short analysis of the storyline using concepts and sources identified in module 2. 2) Discussion: In a comparison of Dante's <i>allegorical</i> representation and Boccaccio's <i>realistic</i> depiction, which of the two visions of Medieval Italy resonates the most with your appreciation?

<p>Week 5: The Renaissance</p>	<ol style="list-style-type: none"> 1. Investigate the need for vernacular literatures. 2. Measure all the parameters that contributed to the Renaissance. 3. Joachim du Bellay: "The Defense of the French Language" 4. Comparative Sonnets from the Renaissance (Shakespeare, Du Bellay) 	<ol style="list-style-type: none"> 1. Compose a poem in English, Spanish or French (it cannot be your native language) and post it on the discussion board for your classmates to comment; think about how you want to transmit the idea that the poem contributes to the evolution of the language. 2. Philosophical reflection: Are we in an age of Renaissance? If so, what are the signs? If not, in what age are we?
<p>Week 6: The Baroque Age</p>	<ol style="list-style-type: none"> 1. Miguel de Cervantes, <i>Don Quixote</i>, (Excerpts) 2. Identify the novel as rising genre responding to the end of the Renaissance. 3. Explore the notion of Early Modernity. 4. Watch a documentary about Baruch Spinoza. 	<ol style="list-style-type: none"> 1. Class Discussion: Why is <i>Don Quixote</i>, the story of a madman, an indicator that the Baroque period begins with a deep questioning of human knowledge? 2. Post a painting or a poem from the 17th century that reflects Spinoza's ideas about understanding God. Comment in 50 words why you think this painting or poem is 'early Modern.' 3. Content about MLA Style in preparation for short essay.
<p>Week 7: The Enlightenment</p>	<ol style="list-style-type: none"> 1. Discuss the responses of Philosophy to Christianity during the Enlightenment. 2. Identify the inclusion of philosophical argumentation in literary fiction. 3. Lay out the uses and necessities of a citation format in literary criticism. 4. Read: Voltaire, <i>Candide</i> (Chapters 1-15) 	<p>SECOND SHORT IN-CLASS ESSAY: Discuss the role of a novel from your tradition of study (French, Spanish, Italian) that has had an impact comparable to <i>Don Quixote's</i> in the early modernity of literature.</p> <p>Apply MLA quotation style to your essay.</p>
<p>Week 8: The Industrial Revolution and Marxism</p>	<ol style="list-style-type: none"> 1. Subdivide all the consequences of the Industrial Revolution on Western Thought. 2. Differentiate philosophical, political and literary criticisms. 3. Read: Excerpts from Karl Marx's <i>Capital</i> and <i>Communist Manifesto</i>. 4. Read: Excerpts from Ferdinand de Saussure on "The Arbitrariness of the Sign." 	<ol style="list-style-type: none"> 1) Class discussion: What do Marxism and Structuralism have in common? Do you think Marxism is somewhat responsible for Structuralism? 2) Watch one of the two following films: <i>Metropolis</i> by Fritz Lang or <i>Modern Times</i> by Charlie Chaplin. Describe and analyze in 250 words one of its sequence with one concept from Marx and one concept from Saussure.

	5. Explore Early Structuralism.	
Week 9: Contemporary Theory I: From Modernity to Post-Modernity	<ol style="list-style-type: none"> 1. Explore the notion of Post-Modernity 2. Measure the aftermath of WWII and the questioning of binary oppositions. 3. Reading selection on Jacques Derrida's Deconstruction. 4. Read: Baudrillard's "Simulacra and Simulation" (Excerpt). 	<ol style="list-style-type: none"> 1. Make a list of five binary oppositions ruling our cultures (for instance, rural vs. urban, gay vs. straight). How arbitrary are these oppositions? Do you perceive a gray area (<i>différance</i>) in between? 2. Class discussion: have you ever observed what Baudrillard describes as "simulacra" in a particular place of Florida? Do you think you have experienced "simulacra" while you were there?
Week 10: Contemporary Theory II: Psychoanalysis	<ol style="list-style-type: none"> 1. Identify the adoption of psychoanalysis in comparative literature. 2. Illustrate the application of psychoanalysis through the example of a canonical character. 3. Read: Freud's <i>Oedipus Complex</i> (Excerpt). 4. Read: Jacques Lacan's <i>Mirror Stage</i> (Excerpt). 	<ol style="list-style-type: none"> 1. Class Discussion: Do you think Social Medias are a place where the Ego plays an important in the construction of an identity? 2. Character Analysis: Describe in 250 words an example of a well-known character from a famous novel or film where the main character is clearly stuck in the mirror stage and struggling with his/her identity as a consequence. Use two quotations from the reading (one from Freud, one from Lacan) that you will include in your text in MLA style.
Week 11: Cultural Studies I: Ideologies	<ol style="list-style-type: none"> 1. Describe political-science methodology as a comparative approach. 2. Identify the mechanisms of ideology and its reflections in literature and film. 3. Read: Louis Althusser, "Ideology and Ideological State Apparatuses" (Excerpts). 4. Watch Film: <i>The Pervert's Guide to Ideology</i> (Slavoj Zizek). 	THIRD SHORT IN-CLASS ESSAY: Does individual psychology necessarily depend on collective ideologies? Choose the example of a character of fiction (from novel or film) to answer this question. (500-700 words)
Week 12: Cultural Studies II: Surveillance and Sexualities	<ol style="list-style-type: none"> 1. Evaluate the connections between social surveillance, architecture and literature. 2. Interpret the definitions and relativity of sexual norms and their representations in literature. 3. Read: Michel Foucault, "Discipline and Punish: The Birth of the Prison" (Excerpt). 4. Read: Michel Foucault, "Introduction to the History of Sexuality" (Excerpt). 	<ol style="list-style-type: none"> 1. Class Discussion: In the light of Foucault's concepts regarding carceral systems, can you think of an architectural structure where you have felt surveillance operate? 2. Reflection Paper: If Foucault claim is that sexual norms fluctuate depending on historical periods, do you perceive our time period as a time of blind acceptance or rather as a time of deep questioning? (250-300 words). 3. Building a bibliography according to the MLA Style.

<p>Week 13: Cultural Studies III: Feminism(s)</p>	<ol style="list-style-type: none"> 1. Differentiate the Feminist waves and schools. 2. Determine the role of fiction within the greater Feminist mission(s) 3. Read: Helene Cixous' <i>The Laugh of the Medusa</i> (Excerpt). 4. Read: Gayle Rubin, <i>The Limits of Feminism</i> (Excerpt). 	<p>SHORT GROUP VIDEO DOCUMENTARY PRESENTATION: Post a short interview, based on 3 questions to someone whose feminist perspective has impacted their life choices. A 4th question for this interview will focus on a text or author and/or a character of fiction who has served as a role model for your interviewee.</p>
<p>Week 14: Cultural Studies IV: Masculinity Studies.</p>	<ol style="list-style-type: none"> 1. Explore Masculinity Studies as a relatively new theoretical approach in the field of comparative literature. 2. Determine the role of fiction within this new field of criticism. 3. Read: R.W. Comwell, Intro to <i>Masculinities</i> (Excerpt) 4. Watch Film: <i>Almost normal</i> (2005). 	<ol style="list-style-type: none"> 1. Class Discussion: Present one episode of <i>Black Mirror</i> where you can apply one or two concepts from Bogost's theoretical approach (150-200 words) 2. Short reflection essay: is technological presence in your life transforming the way you perceive others and, vice versa, the way others perceive you? Base your answer on the analysis of your own social media (200-250 words)
<p>Week 15: New Approaches: Eco-Criticism</p>	<ol style="list-style-type: none"> 1. Examine the rise of Eco-Criticism and Environmental Studies as a 21st-century critical phenomenon. 2. Provide evidences of environmental subjectivity in contemporary literature and film. 3. Read: Timothy Morton, <i>The Ecological Thought</i> (Excerpt). 	<p>Group Video Project: Interaction between human & non-human. Isolate three quotes from the Morton reading, and put them in context (voice-over) in a short video where this interaction can be witnessed in three different environments of your choice.</p>
<p>Week 16: New Approaches: Technology Studies.</p>	<p>New Approaches in Comparative Literature and Technology Studies.</p> <p>The Future of the Discipline</p> <p>Course Conclusions</p>	<p>FIFTH SHORT IN-CLASS ESSAY: (500-700 words) Option #1: Is technology at odds or a threat for the environment? Does it increase the gaps between humans and non-humans? What is the role of a comparatist in current activism around this connection between technology and ecology? Option #2: Are we condemned to become narcissistic as humans through the black mirror? Use the example of a character from a 21st-century novel or film to support your argument(s)</p>

FAU's Handbook of Academic Policies and Regulations says the following regarding class attendance and communication devices:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of non-attendance.

Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations or participation in University-approved activities. Examples of University-approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

Attendance on First Day of Class

Students are required to attend the first day of class for any course in which they are registered. If a student misses the first day of class for any reason, the student may be administratively withdrawn from the course.

Communication Devices

In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cell phones, are to be disabled in class sessions.

Other important dates: For other important dates (registration/drop deadlines, etc.), consult the FAU academic calendar: <http://www.fau.edu/registrar/registration/calendar.php>

Email policy:

FAU's primary source for correspondence with students is through the student's FAU email account. Messages sent by the University may include time-sensitive information regarding student accounts, announcements, and class information. Students are responsible for checking their FAU email on a regular basis and should clean out their email boxes diligently to ensure all mail is delivered. FAU email should never be auto-forwarded to another email account. To access MyFAU and FAU email, visit <http://myfau.fau.edu/>. For issues with logging into MyFAU, contact the OIT Help desk at <http://www.fau.edu/oit/> or 561-297-3999. When emailing your instructors, please use your FAU account. Messages sent from a personal e-mail account may be classified as junk mail, and therefore, may result in no response or delayed response. Always sign your name and state which course the email refers to. Allow at least 24 hours for response (48 hours on weekends).

Disability Policy Statement:

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with Student Accessibility Services (SAS) and follow all SAS procedures. SAS has offices across three of FAU's campuses – Boca Raton, Davie and Jupiter – however disability services are available for students on all campuses. For more information, please visit the SAS website at www.fau.edu/sas/.

Counseling and Psychological Services (CAPS) Center:

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU's Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

Code of Academic Integrity Policy Statement:

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Religious Accommodations:

Any student, upon notifying his or her instructor, will be excused from class or other scheduled academic or educational activity to observe a religious holy day of his or her personal faith. Such notification shall be made no later than the end of the second week of the applicable academic term. Students shall not be penalized due to absence from class or other scheduled academic or educational activity because of religious observances, practices or beliefs. Students should review course requirements and meeting days and times to avoid foreseeable conflicts, as excessive absences in a given term may prevent a student from successfully completing the academic requirements of a course. Students who are excused from class or a specific work assignment or other academic or educational activity for the purpose of observing a religious holy day will be responsible for the material covered in their absence, but shall be permitted a reasonable amount of time to make up any missed work. Missed work shall be made up in accordance with a timetable set by the student's instructor or as prescribed by the instructor at the beginning of the academic term. For more information on the FAU policy on absences due to religious observances, see University Regulation 2.007.