



UO Comparative Literature Department

COLT COURSE INFORMATION AND GUIDELINES FOR SYLLABUS CONSTRUCTION

Minimum Criteria for COLT GTF Appointments:

- Student is in good academic standing (i.e. making satisfactory progress toward doctoral degree).
- COLT 613 ("Translation Pedagogy") is a prerequisite or co-requisite for all teaching assignments.
- Mentorship Coordinators must have already completed COLT 613, "Translation Pedagogy," with a grade of A or A-.
- To teach at the 300-level: student has previously taught at the 200-level in COLT and/or taught their own course in another department (e.g. WR 121/2/3 or a language course). Students must also have received strong teaching evaluations in these courses.

GUIDELINES FOR 211, 212, 360 and 370

- 211 and 212 are introductory courses; content and objectives should be appropriately non-specialized and should give students a broad overview of the content, issues and stakes of world literature.
- 360 is an intermediate level course; as a Gen Ed course, content and objectives should still be accessible to non-majors.
- In general, content and objectives should appropriately reflect the course rubric (e.g. addressing cinema in a 212; addressing gender in a 360; addressing national and/or regional identities and graphic narrative in 370).

Course design for 211/212 courses must:

- for 211: cover at least 2 distinct genres (not including film - only 20% of your materials)

can be film)

- for 212: include a component of film theory/media aesthetics
- address, at some level, the issue of translation
- cover at least 3 national-linguistic traditions
- total contact hours for COLT 211 = 40
- total contact hours for COLT 212 = 50 (film viewings take place during class time)
- films for 212 should be acquired using departmental procedures (see Cynthia for details) and at least one copy of each film must be placed on reserve at least one week prior to the first day of class

Course design for 360 courses must

- cover at least 2 national-linguistic traditions
- include a majority of literary (as opposed to filmic or visual) texts
- include a critical/theoretical component
- total contact hours for COLT 360 = 30

Course design for 370 courses must

- cover at least 3 national-linguistic traditions
- focus primarily on graphic narrative, but may include examples of other related visual media (e.g. film, cartoon, photography)
- include a critical/theoretical component
- total contact hours for COLT 360 = 30

Syllabus Construction

When it comes time to submit your proposed syllabus (and not just your course title and course description) please note that the syllabus *must* include the following:

- Approved course title
- Approved course description
- List of all required materials (e.g. articles, books, films, etc.) – with complete bibliographic information (esp. important: list specific edition/translation to be used)
- Course Objectives
- Course requirements, including percentage weight toward final grade (e.g. “Final Exam: 20%”).
- Brief explanation of all graded course requirements/assignments.

For example:

- *2-3 pp diagnostic essay on a Baudelaire poem (10%)*
- *Class Participation (15%): It is expected that you will come to class, on time, ready to discuss the assigned materials. Your participation grade will reflect that preparation and will be determined by means of 10 brief in-class writing assignments throughout the quarter.*
- Mandatory policy statements:

- Attendance/Absence policy
 - Late assignment/extension/Incomplete policy
 - Paper submission guidelines
 - Academic Misconduct policy
 - Accessible learning statement
 - Working climate statement
- Weekly schedule, offering a rough understanding of materials to be covered each class period. Be sure that pages/films assigned per class do not exceed your student engagement inventory.

*Note: Your teaching appointment cannot be finalized until we have approved your proposed syllabus. Any major changes you subsequently make to the syllabus must also be approved. The final version of the syllabus is due by Friday of Week 1 of your teaching term.

** See <http://education.uoregon.edu/feature.htm?id=400> for more pointers on constructing a syllabus. See the COLT Pedagogy Director as well as departmental syllabus archive for examples of approved syllabi.

GENERIC COURSE DESCRIPTIONS:

COLT 211

Explores literature from a global standpoint. Examines movement of literary forms (e.g., genres, motifs, rhetorical modes) from one culture, region, historical epoch to the next. This course introduces students to the study of world literature from an explicitly comparative perspective. It considers the global transmissions and translations of literary forms. Students learn to address the often fraught and politically contested ways in which literary forms (e.g. genres, motifs, rhetorical modes) move from one culture, region and historical epoch to the next. Accordingly, students are introduced to the complexities and intricacies of literary translation and are offered a basic grounding in translation theory.

COLT 212

Introduces the principles of comparative analysis, exploring the aesthetic, ideological, and socio-economic exchanges between national cinematic traditions. This course examines the "worlding" of cinema: that is, it explores the medium of film from an explicitly comparative perspective. Students are introduced to questions of cultural translation and adaptation, and are asked to address the aesthetic, ideological and socio-economic exchanges between national cinematic traditions. In addition, students gain a brief overview of film theory and media aesthetics, as well as learning key terms in translation theory.

General note about COLT 211 and 212 as Gen Ed courses:

Given their focus on international cultural contexts and the global circulation of literary forms, these courses offer a strong introduction to the discipline of Comparative Literature and thus satisfy the Arts and Letters (A&L) Gen Ed group requirement. The courses also satisfy the International Cultures (IC) multicultural requirement since they help students develop a critical awareness of the socio-political uses and purposes of culture in a transnational context, thereby challenging a mono-cultural perspective.

COLT 360

Introduction to the study of gender in literature, from Asia to Europe to the Americas, and from the classics to the late 20th century. COLT 360 introduces students to the analysis of human identity (including issues of gender, sexuality, race and ethnicity) as a cultural formation. Students examine an array of materials from world culture, ranging from antiquity to the modern, from colonizing to indigenous cultures, from East to West and North to South. Through a select core of critical readings, students are given the tools to analyze the impact of cultural forms (books, films, songs, etc.) on the shaping of human identity. Students thus gain an appreciation for the politics of artistic representation; they learn to recognize the ways in which a nation or region's culture may function both as a site for social control and for social change.

COLT 370

Examines the genre of graphic narrative from a comparative and global standpoint, reviewing the impact of comics and other visual media on questions of national, regional and ethnic identity. Students will review graphic narratives from around the world -- while at the same time also comparing the genre to other, related kinds of visual culture (like film, photography, political cartoon). How do such images shape the political, cultural and social world around us?

General note about COLT 360 & 370 as Gen Ed courses:

In our 100- and 200-level general education courses students are exposed to the comparative study of world culture across a broad range of media and subject matter. These survey courses help students begin to appreciate the national, regional and ethnic differences at play in the production of world culture. At the 300-level, students are expected to gain a more theoretically sophisticated understanding of these differences. These courses function like "methods" courses, introducing students to the essential modes of theoretical analysis that define our discipline: e.g. genre theory, cultural critique, gender and ethnic studies. Given the broad scope and the introduction it offers to the discipline of Comparative Literature, COLT 360 and 370 satisfy the Arts and Letters (A&L) Gen Ed group requirement. Furthermore, because both courses help students develop a critical awareness of the socio-political uses and artistic/formal emergence of culture in a global context, both courses promote cultural pluralism, instilling an appreciation of the heterogeneity of worldviews in our global community. For this reason both COLT 360 and 370 also satisfy the Identity, Pluralism and Tolerance (IP) multicultural requirement.

