



EAST TEXAS A&M
UNIVERSITY

**ENG 781—Mapping the World through Literature
Historiography, the Politics of Memory, and World Literature**

COURSE SYLLABUS: Spring 2026

Hybrid Course

Tuesdays 5:00 pm -7:30 pm

DTH Room 208

<https://tamuc.zoom.us/j/99562770059> Meeting ID: 995 6277 0059

INSTRUCTOR INFORMATION

Instructor: Dr. Hyo Kyung Woo, Assistant Professor

Office Location: David Talbot Hall 209

Office Hours: MW 1:00-3:00 pm (or by appointment)

University Email Address: hyokyung.woo@etamu.edu

Preferred Form of Communication: Email

Communication Response Time: 24 hours during weekdays, 48 hours during weekends

COURSE INFORMATION

Textbook(s): Required

Amitav Ghosh, *Sea of Poppies*, Picador, 2008. [ISBN: 0312428596]

Kazuo Ishiguro, *The Remains of the Day*, Vintage International, 1990. [ISBN: 0679731725]

Toni Morrison, *Beloved*, Vintage, 1987. [ISBN: 1400033411]

*Bring the book to every class. Students without their books may be marked absent.

*Other supplementary readings are available at D2L in PDF format.

*E-book and different editions are acceptable.

Technology Required: MyLeo Online Learning Management System (D2L).

Software Required: Microsoft Word, University Email, PowerPoint

COURSE DESCRIPTION

This graduate seminar investigates how World Literature both shapes and disrupts dominant historical narratives in global literary scenes. Centering on fiction as a key site of historiographic

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intervention, the course examines how novelists across the globe challenge the notion of history as a single, coherent story and instead offer alternative memories—counter-narratives that surface silenced pasts, fragmented archives, and submerged genealogies of power. Our primary texts include Toni Morrison’s *Beloved*, Amitav Ghosh’s *Sea of Poppies*, and Kazuo Ishiguro’s *The Remains of the Day*. Through these works, we will explore how the novel form engages with trauma, slavery, colonial bureaucracy, caste hierarchies, migration, and imperial capitalism. We will consider how each text mobilizes narrative strategies—such as nonlinear temporality, polyphonic voices, unreliable narration, and archival gaps—to interrogate the authority of official histories and to imagine more inclusive, ethically complex ways of remembering.

Topics include collective memory and the afterlives of violence; postcolonial and diasporic historiographies; national memory versus transnational circulation; the politics of forgetting and erasure; and the novel’s role in destabilizing the borders between fact and fiction. Students will engage in theoretical writing from memory studies, postcolonial studies, and global literary theory to develop tools for understanding literature as a form of historical thinking. Ultimately, this course positions World Literature as a critical medium through which writers reclaim marginalized histories, contest hegemonic narratives, and render visible the competing memories that shape our understanding of the past and its ongoing consequences.

The course aims to assist graduate students to train critical reading and writing skills by planning and developing final seminar papers aiming at publication in a peer-reviewed journal or section of a thesis/dissertation.

Course Objectives:

- Students will further develop their ability to compose conference abstracts.
- Students will demonstrate their engagement with the scholarly community.
- Students will practice their ability to teach a lesson in a graduate-level course.

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, using Microsoft Word and PowerPoint, using presentation and graphics programs, etc.

Instructional Methods

This course consists of a series of activities and assessments to assist you in achieving the outcomes and objectives of this course and instructional units/modules. By the end of this course, the class will read and discuss literature as well as secondary materials in a manner befitting a specialist in the discipline of English. You are expected to do all readings for class by the date indicated on this syllabus (see "Course Outline/Calendar" below). The readings are the

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foundation of our class meetings; we cannot discuss and understand the ideas and theories unless you have completed the required readings. On occasion there will be videos for you to watch on YouTube. You must have internet access to view them.

Student Responsibilities or Tips for Success in the Course

- 1) Attend every class meeting.
- 2) Read every assigned reading.
- 3) Complete every assignment/exam on time.
- 4) Communicate with your professor if you are in doubt.

STUDENT CONTACT STATEMENT

Announcements: General tool for course communication; I will post short messages or reminders related to due dates or changes in the assignments.

Email: Please only use the official ETAMU Leo Email to communicate with me and your classmates. I will send general emails with information related to the course, date changes, assignments modifications, etc. or with information that relates to our content. I will send individual emails as needed. I will respond to emails in 24 hs. during the work week and on the next business day on weekends and holidays.

GRADING

Final grades in this course will be based on the following scale and total points:

- A = 90%-100% (900-1000 points)
- B = 80%-89% (800-899 points)
- C = 70%-79% (700-799 points)
- D = 60%-69% (600-699 points)
- F = 59% or Below (below 599 points)

ASSESSMENTS

Weekly Reading Response	20%	(200 points)
Class Reading Presentation	10%	(100 points)
Research Proposal and Annotated Bibliography	20%	(200 points)
Mini-Conference Presentation (Paper Draft + PPT Slides) and Commentary	10%	(100 points)
Literary Analysis Essay	40%	(400 points)
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		100% (1000 points)

Weekly Reading Response 20% (200 points)

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Students will write a 200-word weekly reading response about the assigned reading for each week and upload it to LMS by Sunday night. It should include at least **one discussion question** about the assigned text.

Course Reading Presentation 10% (100 points)

Students will present one primary text in a semester and lead the class discussion for **15** minutes.

Research Proposal and Annotated Bibliography 20% (200 points)

Students will make a research proposal (including a 200-word abstract and 5 keywords) and compile an annotated bibliography for their potential final research paper. In the annotated bibliography, you must include 4 secondary sources in MLA style.

Mini-Conference Presentation and Commentary 10% (100 points)

Students will prepare for a 10-minute conference presentation about their final projects, followed by a Q&A. Students who do not present their projects this week will be assigned the role of discussant.

Literary Analysis Essay 40% (400 points)

Students will compose an analytical literary essay on one or two primary texts we read in class in 2000 words. Ideally, it can be developed into a conference paper, a manuscript for a peer-reviewed journal, or a chapter in thesis/dissertation.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Academic Honesty Policy

East Texas A&M University and the Department of Literature and Languages do not tolerate plagiarism and other forms of academic dishonesty. “Academic dishonesty” includes, but is not limited to, plagiarism (the appropriation or stealing of the ideas or words of another person and passing them off as one’s own), cheating on exams or other course assignments (using AI without critical caution), collusion (the unauthorized collaboration with others in preparing course assignments), and abuse (destruction, defacing, or removal) of resource material. Instructors uphold and support the highest academic standards, and students are expected to do likewise. Penalties for students guilty of academic dishonesty include disciplinary probation, suspension and expulsion (East Texas A&M University-Code of Student Conduct 5.b[1, 2, 3]). Cheating, including plagiarizing papers in whole or part, will result in a grade of zero (0) on the assignment for the first offense and may result in failure of the course for any subsequent offenses.

Attendance Policy

Attendance is important for your success in this class. Therefore, each unexcused absence after two will result in the lowering of your final grade by a third of a grade.

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Excused absences, such as those for documented illness, family tragedy, religious observance, or travel for inter-collegiate athletics, will not alter your grade. Also, use of a cell phone during class without permission will result in an unexcused absence (that means texting). Three unexcused absences will automatically result in failure for the course.

Assignment Policy

Student work must be completed and submitted when it is due. Students who know in advance they will miss class when an assignment is due must contact the instructor as soon as possible in advance of class to arrange for submission of the assignment. Deadline extensions and other allowances can often be provided before they are required.

Administrative Withdrawal

I reserve the right to drop a student from the course administratively for excessive absences or violations of student conduct codes.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: <https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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Academic Integrity

Students at East Texas A&M University are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Nondiscrimination Notice

East Texas A&M University will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in East Texas A&M University buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and East Texas A&M Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all East Texas A&M campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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Students Sources

Office of Student Disability Resources and Services

East Texas A&M University

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here: <https://community.brightspace.com/support/s/contactsupport>

The Counseling Center at A&M-Commerce

Halladay Building, Room 203

Phone (903) 886-5145.

www.tamuc.edu/counsel

COURSE OUTLINE / CALENDAR

* Tuesday 5:00-7:30

DTH Room 208

<https://tamuc.zoom.us/j/99562770059> Meeting ID: 995 6277 0059

* Sunday: 200-word Reading Response Due

Black: Reading and in-class activities

Blue: Student Work

	Weekly Topics, Reading, and Assignments
Week 4	Intro: Mapping the Field: Histography and Fiction
Reading	(uploaded to D2L under Week 1 Folder)
Class (2/2)	Introduction to Course
Assignment (2/6)	Welcome Survey and In-Class Writing
Week 5	How Imagination Works?

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Reading	Toni Morrison, <i>Beloved</i> Part I, chap. 1-8 (pp. 1-100) "The Cincinnati Slave: Another Thrilling Scene in the Tragedy," <i>The Liberator</i> . 26.12: 3. March 21, 1856. (pdf)
Assignment (2/8)	Reading Response 1: <i>Beloved</i> chap. 1-8 to D2L
Class (2/9)	Lecture and Discussion Presentation Sign-up
Week 6	Rememory
Reading	Toni Morrison, <i>Beloved</i> Part II, III chap. 9-18 (pp. 101-198) Caroline Rody, "Toni Morrison's <i>Beloved</i> : History, 'Rememory,' and a 'Clamor for a Kiss,'" <i>American Literary History</i> 7.1 (1995): 92-119. http://www.jstor.org/stable/489799
Assignment (2/15)	Reading Response 2: <i>Beloved</i> chap. 9-18 to D2L
Class (2/16)	Presentation and Discussion
Week 7	Reliability of a Narrator
Reading	Toni Morrison, <i>Beloved</i> Part II, III chap. 19-28 (pp. 199-324) Shlomith Immon-Kenan, "Narration, Doubt, Retrieval: Toni Morrison's <i>Beloved</i> " <i>Narrative</i> 4.2 (1996): 109-123. http://www.jstor.org/stable/20107077
Assignment (2/22)	Reading Response 3: <i>Beloved</i> chap. 19-28 to D2L
Class (2/23)	Presentation and Discussion
Week 8	Empire and Global Narrative
Reading	Amitav Ghosh, <i>Sea of Poppies</i> Part I, Chap. 1-7 (pp. 1-176) Anupama Arora. "'The Sea is History': Opium, Colonialism, and Migration in Amitav Ghosh's <i>Sea of Poppies</i> ." <i>Ariel: A Review of International English Literature</i> 42.3 (2011).
Assignment (3/1)	Reading Response 4: <i>Sea of Poppies</i>, Part I, Chap. 1-7 to D2L
Class (3/2)	Presentation and Discussion
Week 9	Spring Break: No Class

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	No Class
Week 10	Ocean as Archive
Reading	Amitav Ghosh, <i>Sea of Poppies</i> Part II, chap. 8-15 (pp. 177-342) Cóilín Parsons, "Impossible Scale: Amitav Ghosh against History Available to Purchase Monsoon" 1.1 (2023): 107–118. https://doi.org/10.1215/2834698X-10346013
Assignment (3/15)	Reading Response 5: <i>Sea of Poppies</i>, Part II to D2L
Class (3/16)	Presentation and Discussion
Week 11	Politics of Memories
Reading	Amitav Ghosh, <i>Sea of Poppies</i> Part III, chap. 16-22 (pp. 343-500) TBA
Assignment (3/22)	Reading Response 6: <i>Sea of Poppies</i> Part III to D2L
Class (3/23)	Presentation and Discussion
Week 12	Narrator
Reading	Kazuo Ishiguro, <i>The Remains of the Day</i> , Prologue, Day 1 & 2 (pp. 1-126) Kathleen Wall, "The Remains of the Day and Its Challenges to Theories of Unreliable Narration," <i>The Journal of Narrative Technique</i> 24.1 (1994): 18–42. http://www.jstor.org/stable/30225397
Assignment (3/29)	Reading Response 7: <i>The Remains of the Day</i>, Prologue, Day 1 & 2 to D2L
Class (3/30)	Presentation and Discussion
Week 13	Histography and Memory
Reading	Kazuo Ishiguro, <i>The Remains of the Day</i> , Day 4 & 6 (pp. 127-245) Maha Emara, "Kazuo Ishiguro's <i>The Remains of the Day</i> : A Historiographical Approach," <i>English Language and Literature Studies</i> 5.4 (2015) 10.5539/ells.v5n4p8 22
Assignment (4/5)	Reading Response 8: <i>The Remains of the Day</i>, Day 4 & 6 to D2L
Class (4/6)	Presentation and Discussion

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Week 14	Abstract Workshop
Assignment (4/10)	Upload your abstract (200 words) with 3-5 keywords at D2L.
Class (4/13)	Abstract Workshop (Students are required to read all abstracts before they come to the class and be prepared to give feedback for others.)
Week 15	Conclusion: Mini-Conference & Wrap-Up
Assignment (4/19)	Upload presentation slides about your final research project at D2L.
Class (4/20)	Mini-Conference (10 minute-presentation, followed by 10-minute Q&A) Wrap-Up Teaching Feedback
Week 16	Writing Week (Extended Office Hours and Drop-in Session)
4/27 (Mon)	Submit your final paper to D2L. The essay should be 2000 words, in addition to an abstract, 3-5 keywords, a reference page, and a paragraph of your future plan explaining a potential conference/journal you want to submit your work to.
5/4 (Mon)	Final grades will be posted at D2L, with email notification. Students will have 24 hours to submit any inquiries or complaints before the official grade is due.
5/11 (Mon)	Final grades will be submitted to the ETAMU system, and no change can be made at this stage.

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