

Comparative Modernisms: China and India in the Modern Literary World

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Course Overview

- Winter 2015
- 80 minute sessions twice a week
- Introduction to Comparative Literature II
- 9 students
 - 2 second years, 4 third years, 3 fourth years
 - Majors: Comp. Lit., Art History, Anthropology, EALC, TAPS

Methodological Approach

- Reliance on contextualization in teaching world literatures
- Encourage students to have and express “gut reactions”
- Break from “native informant” model

First Day Exercise

比亞的時
的人出場

一個行人
沒有人
同情之淚

的禮義之
的。然而
與其說是對
對於死的人

運英，至今
運英驚夢」
殺江以後，

毒，不久
再版一萬冊
的時候，總
消息傳出，

乘着火車或搭了輪船帶到別處去示。說是懲戒，
實在叫人難以相信；提倡殺氣，給人以一種殘酷

紅頭阿三
廿地
謝曼作

的影像，倒是有。的「殺頭」其實還算不得什麼；中國人對於殺
人的方法，的確具有特殊的天才，罪孽深重的，

洋大人表過一
某省是立時
大概是和
事都具
上所無
還遺留
意悔辱
提倡，由
條例至
洋大人
的：然
可以聽
從馬路
很，

Chalk Posts

- Focused on specific portions of the text
- Provided forum in which to voice initial thoughts
- Structured and facilitated class discussion
- Learning Aims: Reading Practices

Close Readings

- Built upon Chalk post
- Graded by rubric:
 - Content
 - Depth
 - Creativity
 - Writing Skills

Final Paper

- Built upon close reading
- Week 7: Read-write-pair-share comparison exercise
- Collaborative construction of rubric

Rubrics

- Successes:
 - Self-reflection
 - Transparency
 - Quantifiable
- Challenges:
 - Limits of points
 - Students fixate on points

Student-Student Interactions

- Existing cliques
- Chalk board
- Conference-style final presentations