


MODULE/COURSE HANDBOOK

World Literature					
Module/Course Title	Student Workload	Credits (ECTS)	Semester	Frequency	Duration
	510 minutes x 15/60 =127,5 hours	3 x 1,59= 4,77 ECTS	Even semester	3 CU x 15 = 45	14 meetings
1	<b>Types of courses</b> a) Lectures b) Discussion c) Problem-based d) Reflective Practice	<b>Contact hours</b> 3 x 110 minutes= 330	<b>Independent study</b> 3 x 60 minutes = 180 minutes	<b>Class size</b> 40 students	
2	<b>Prerequisites for participation (if applicable)</b> Literary Appreciation				
3	<b>Learning outcomes(PLO+CLO)</b>  PLO 1. Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners. (PLO-2) 2. Being able to create sound academic or non-academic works both oral and written for various audiences and purposes. (PLO-6) 3. Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2. (PLO-7) 4. Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement. (PLO-8).				

	<p><b>CLO:</b></p> <ol style="list-style-type: none"> <li>1. Being able to analyze the selected literary works by using relevant concepts and theories, and involving the writers' biographical background. (CLO-2)</li> <li>2. Being able to produce reflective and analytical notes on the selected literary works. (CLO-6)</li> <li>3. Being able to respond to the presentation of the selected literary works orally. (CLO-7)</li> <li>4. Being able to respect in thought, expression, and intellectual engagement to differences of opinions and personal response. (CLO-8)</li> </ol>
4	<p><b>Subject aims/Content</b></p> <ul style="list-style-type: none"> <li>● What is World Literature: An Overview &amp; Concepts/Theories</li> <li>● A Brief History of World Literature: Change and Trends</li> <li>● Mesopotamian, Egyptian, &amp; Hebrew Literature; Literature of India; Literature of Ancient Greece; Literature of Ancient Rome</li> <li>● Literature of Ancient China; Literature of Japan; Persian and Arabian Literature; West African Oral Literature</li> <li>● Literature of the Middle Ages; Literature of the Renaissance &amp; Enlightenment; The Age of Romanticism</li> <li>● The Emergence of Realism; Expressions of Modernism; Responses to War and Conflict; Contemporary Nobel Prize Winners</li> </ul>
5	<p><b>Teaching methods</b></p> <p>Group work, lectures, discussions, problem-based, reflective practice</p>
6	<p><b>Assessment methods</b></p> <p>Project assessment, portfolios of students work, summative assignment, observation, reflective essay</p>
7	<p><b>This module is used in the following study program/s as well</b></p>

	Undergraduate program
8	<b>Module Coordinator</b> Drs. Much. Khoiri, M.Si.
9	<b>References</b> 1. Applebee, Arthur N. 2008. <i>World Literature</i> . Illinois: McDougal Littell. 2. Juvan, Marko. 2018. <i>Perspectivizing Worlf Literature. Literaturna Misal, Sofia</i> . 61.1: 3-19. 3. Handout.

### RENCANA PEMBELAJARAN SEMESTER (RPS)

		<b>UNIVERSITAS NEGERI SURABAYA FACULTY OF LANGUAGES AND ARTS ENGLISH LITERATURE STUDY PROGRAM</b>				<b>Document Code</b>		
<b>LESSON PLAN</b>								
<b>Course</b>		<b>Course Code</b>	<b>Course Cluster</b>	<b>Credit (sks)</b>		<b>Semester</b>	<b>Compilation Date</b>	
World Literature		7920204227	Literature	T = 3	P = 0	5	Februari 20, 2023	
<b>AUTHORIZATION</b>		<b>Lesson Plan Developer</b>		<b>Course Cluster Coordinator</b>		<b>Head of Study Programme</b>		
		Much. Khoiri, M.Si		Pratiwi Retnaningdyah, Ph.D		Pratiwi Retnaningdyah, Ph.D		
<b>Learning Outcomes (CP)</b>		<b>Programme Learning Outcomes (PLO)-Study Programme imposed on courses</b>						
		PLO2	Being able to apply concepts and theories of culture to analyze and respond to sociocultural phenomena in culturally-responsive manners.					
		PLO 6	Being able to create sound academic or non-academic works both oral and written for various audiences and purposes					

	PLO 7	Being able to demonstrate English language proficiency as indicated by an English proficiency achievement equivalent to minimum CEFR level B2							
	PLO 8	Being able to demonstrate integrative and independent thinking, originality, imagination, experimentation, problem solving, ethical decision making, or risk taking in thought, expression, or intellectual engagement							
	<b>Course Learning Outcomes (CLO)</b>								
	CLO 2	Being able to analyze the selected literary works by using relevant concepts and theories, and involving the writers' biographical background.							
	CLO 6	Being able to produce reflective and analytical notes on the selected literary works.							
	CLO 7	Being able to respond to the presentation of the selected literary works orally.							
	CLO 8	Being able to respect in thought, expression, and intellectual engagement to differences of opinions and personal response.							
	<b>Lesson Learning Outcomes</b>								
	LLO 1	Being able to identify the general trends and perspectives in the history of American literature.							
	LLO 2	Being able to identify main characteristics of selected literary works (prose, poetry, drama) which involve the writers' historical-cultural background.							
	LLO 3	Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background.							
	LLO 4	Being able to create reflective notes on students' understanding of the selected literary works.							
	LLO 5	Being able to produce a short analytical essay on a certain issue concerning the selected literary							
	LLO 6	Being able to deliver an oral presentation on the given task using appropriate English.							
	LLO 7	Being able to respond to others' presentation in English using an appropriate manner.							
	LLO 8	Being able to show acceptance to teachers' and peer feedbacks.							
		LLO1	LLO2	LLO3	LLO4	LLO5	LLO6	LLO7	LLO8
	PLO2/CLO2	V	V	V					
	PLO6/CLO6				V	V			
	PLO7/CLO7	V	V	V	V	V	V	V	
	PLO8/CLO8				V			V	V

<b>Brief description of the course</b>	The course assists the students of English to understand the general trends and perspectives in the history of World Literature. It also undercovers relevant concepts and theories which involve the writers' historical-cultural background. The course provides students the opportunity to use relevant concepts and theories in analysing fiction, poetry, and drama. This subject uses a problem-based method of learning.	
<b>Study Materials: Learning Materials</b>	<ul style="list-style-type: none"> <li>• What is World Literature: An Overview &amp; Concepts/Theories</li> <li>• A Brief History of World Literature: Change and Trends</li> <li>• Mesopotamian, Egyptian, &amp; Hebrew Literature; Literature of India; Literature of Ancient Greece; Literature of Ancient Rome</li> <li>• Literature of Ancient China; Literature of Japan; Persian and Arabian Literature; West African Oral Literature</li> <li>• Literature of the Middle Ages; Literature of the Renaissance &amp; Enlightenment; The Age of Romanticism</li> <li>• The Emergence of Realism; Expressions of Modernism; Responses to War and Conflict; Contemporary Nobel Prize Winners</li> </ul>	
<b>References</b>	<b>Main reference :</b>	
	<ol style="list-style-type: none"> <li>1. Applebee, Arthur N. 2008. <i>World Literature</i>. Illinois: McDougal Littell.</li> <li>2. Juvan, Marko. 2018. Perspectivizing Worlf Literature. <i>Literaturna Misal, Sofia</i>. 61.1: 3-19.</li> </ol>	
	<b>Supplementary reading :</b>	
	<ol style="list-style-type: none"> <li>1. Journals</li> <li>2. handouts</li> </ol>	
<b>Lecturer (s)</b>	Much. Khoiri, M.Si	
<b>Course requirements</b>	All skills courses completed	

Meeting	LLO	Assessment		Learning Mode, Learning Method, Assignment, [ Time Allotment]	Learning materials [ References ]	Assessment weight (%)
		Indicator	Criteria & Form Written/spoken	Offline		

(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	LLO-1: Being able to identify the general trends and perspectives in the history of American literature.	Answer all oral questions in class discussion	Oral			<ul style="list-style-type: none"> <li>• What is World literature</li> <li>• Concepts and theories in literary analysis</li> </ul>	
2	LLO-1: Being able to identify the general trends and perspectives in the history of American literature. LLO-4: Being able to create reflective notes on students' understanding of the selected literary works.	Answer all oral questions in class discussion + Answer questions on reflection.	Oral and written			A Brief History of World Literature: Change and Trends	
3	LLO-2: Being able to identify main characteristics of selected literary works (prose, poetry, drama) which involve the writers' historical-cultural background. LLO-3: Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background.	Answer all oral & written questions in class discussion	Oral and written			Mesopotamian, Egyptian, & Hebrew Literature; Literature of India; Literature of Ancient Greece; Literature of Ancient Rome (1)	

4	<p>LLO-3: Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background.</p> <p>LLO-6: Being able to deliver an oral presentation on the given task using appropriate English.</p> <p>LLO-7: Being able to respond to others' presentation in English using an appropriate manner.</p>	<p>Compare characteristics of works in the periods. Group presentation.</p> <p>Accurate grammar and oral fluency</p>	Written and oral			<p>Mesopotamian, Egyptian, &amp; Hebrew Literature; Literature of India; Literature of Ancient Greece; Literature of Ancient Rome (2)</p>	
5	<p>LLO-4: Being able to create reflective notes on students' understanding of the selected literary works.</p> <p>LLO-8: Being able to show teachers' and peer feedbacks.</p>	<p>Answer questions on reflection.</p> <p>Acceptance to feedback.</p>	Oral and written			<p>Mesopotamian, Egyptian, &amp; Hebrew Literature; Literature of India; Literature of Ancient Greece; Literature of Ancient Rome (3)</p>	
6	<p>LLO-2: Being able to identify main characteristics of selected literary works (prose, poetry, drama) which involve the writers' historical-cultural background.</p>	<p>Answer all oral &amp; written questions in class discussion</p>	Oral and written			<p>Literature of Ancient China; Literature of Japan; Persian and Arabian Literature; West African Oral Literature (1)</p>	

	LLO-3: Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background.						
7	LLO-3: Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. LLO-6: Being able to deliver an oral presentation on the given task using appropriate English. LLO-7: Being able to respond to others' presentation in English using an appropriate manner.	Compare characteristics of works in the periods. Group presentation. Accurate grammar and oral fluency	Written and oral			Literature of Ancient China; Literature of Japan; Persian and Arabian Literature; West African Oral Literature (2)	
8	LLO-4: Being able to create reflective notes on students' understanding of the selected literary works. LLO-8: Being able to show teachers' and peer feedbacks.	Answer questions on reflection. Acceptance to feedback.	Oral and written			Literature of Ancient China; Literature of Japan; Persian and Arabian Literature; West African Oral Literature (3)	



9	<p>LLO-3: Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background.</p> <p>LLO-5: Being able to produce a short analytical essay on a certain issue concerning the selected literary</p>	Answer all the given written questions.	Written			<p><b>Midterm Exam</b></p> <p>Questions on analysis and analytical essay</p>	
10	<p>LLO-2: Being able to identify main characteristics of selected literary works (prose, poetry, drama) which involve the writers' historical-cultural background.</p> <p>LLO-3: Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background.</p>	Answer all oral & written questions in class discussion	Oral and written			Literature of the Middle Ages; Literature of the Renaissance & Enlightenment; The Age of Romanticism (1)	
11	LLO-3: Being able to analyze a given literary work by relevant concepts and theories which involve the writers'	Compare characteristics of works in the periods. Group presentation. Accurate	Written and oral			Literature of the Middle Ages; Literature of the Renaissance & Enlightenment; The Age of Romanticism (2)	

	<p>historical-cultural background.</p> <p>LLO-6: Being able to deliver an oral presentation on the given task using appropriate English.</p> <p>LLO-7: Being able to respond to others' presentation in English using an appropriate manner.</p>	<p>grammar and oral fluency</p>					
12	<p>LLO-4: Being able to create reflective notes on students' understanding of the selected literary works.</p> <p>LLO-8: Being able to show teachers' and peer feedbacks.</p>	<p>Answer questions on reflection.</p> <p>Acceptance to feedback.</p>	<p>Oral and written</p>			<p>Literature of the Middle Ages; Literature of the Renaissance &amp; Enlightenment; The Age of Romanticism (3)</p>	
13	<p>LLO-2: Being able to identify main characteristics of selected literary works (prose, poetry, drama) which involve the writers' historical-cultural background.</p> <p>LLO-3: Being able to analyze a given literary work by relevant concepts and theories which involve the writers'</p>	<p>Answer all oral &amp; written questions in class discussion</p>	<p>Oral and written</p>			<p>The Emergence of Realism; Expressions of Modernism; Responses to War and Conflict; Contemporary Nobel Prize Winners (1)</p>	

	historical-cultural background.						
14	LLO-3: Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background. LLO-6: Being able to deliver an oral presentation on the given task using appropriate English. LLO-7: Being able to respond to others' presentation in English using an appropriate manner.	Compare characteristics of works in the periods. Group presentation. Accurate grammar and oral fluency	Written and oral			The Emergence of Realism; Expressions of Modernism; Responses to War and Conflict; Contemporary Nobel Prize Winners (2)	
15	LLO-4: Being able to create reflective notes on students' understanding of the selected literary works. LLO-8: Being able to show teachers' and peer feedbacks.	Answer questions on reflection. Acceptance to feedback.	Oral and written			The Emergence of Realism; Expressions of Modernism; Responses to War and Conflict; Contemporary Nobel Prize Winners (3)	
16	LLO-3: Being able to analyze a given literary work by relevant concepts and theories which involve the writers' historical-cultural background.	Answer all the given written questions.	written			<b>Final exam</b> Questions on analysis and analytical essay	

LLO-5: Being able to produce a short analytical essay on a certain issue concerning the selected literary							
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**Catatan :**

1. **Capaian Pembelajaran Lulusan PRODI (CPL-PRODI)** adalah kemampuan yang dimiliki oleh setiap lulusan PRODI yang merupakan internalisasi dari sikap, penguasaan pengetahuan dan ketrampilan sesuai dengan jenjang prodinya yang diperoleh melalui proses pembelajaran.
2. **CPL yang dibebankan pada mata kuliah** adalah beberapa capaian pembelajaran lulusan program studi (CPL-PRODI) yang digunakan untuk pembentukan/pengembangan sebuah mata kuliah yang terdiri dari aspek sikap, ketrampilan umum, ketrampilan khusus dan pengetahuan.
3. **CP Mata kuliah (CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPL yang dibebankan pada mata kuliah, dan bersifat spesifik terhadap bahan kajian atau materi pembelajaran mata kuliah tersebut.
4. **Sub-CP Mata kuliah (Sub-CPMK)** adalah kemampuan yang dijabarkan secara spesifik dari CPMK yang dapat diukur atau diamati dan merupakan kemampuan akhir yang direncanakan pada tiap tahap pembelajaran, dan bersifat spesifik terhadap materi pembelajaran mata kuliah tersebut.
5. **Indikator penilaian** kemampuan dalam proses maupun hasil belajar mahasiswa adalah pernyataan spesifik dan terukur yang mengidentifikasi kemampuan atau kinerja hasil belajar mahasiswa yang disertai bukti-bukti.
6. **Kreteria Penilaian** adalah patokan yang digunakan sebagai ukuran atau tolok ukur ketercapaian pembelajaran dalam penilaian berdasarkan indikator-indikator yang telah ditetapkan. Kreteria penilaian merupakan pedoman bagi penilai agar penilaian konsisten dan tidak bias. Kreteria dapat berupa kuantitatif ataupun kualitatif.
7. **Teknik penilaian:** tes dan non-tes.
8. **Bentuk pembelajaran:** Kuliah, Responsi, Tutorial, Seminar atau yang setara, Praktikum, Praktik Studio, Praktik Bengkel, Praktik Lapangan, Penelitian, Pengabdian Kepada Masyarakat dan/atau bentuk pembelajaran lain yang setara.
9. **Metode Pembelajaran:** Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, dan metode lainnya yg setara.
10. **Materi Pembelajaran** adalah rincian atau uraian dari bahan kajian yg dapat disajikan dalam bentuk beberapa pokok dan sub-pokok bahasan.
11. **Bobot penilaian** adalah prosentasi penilaian terhadap setiap pencapaian sub-CPMK yang besarnya proposional dengan tingkat kesulitan pencapaian sub-CPMK tsb., dan totalnya 100%.
12. **PB**=Proses Belajar, **PT**=Penugasan Terstruktur, **KM**=Kegiatan Mandiri.

## **ASSESSMENT: SAMPLE**

### **# 1<sup>st</sup> Meeting: Quiz 1 (Oral)**

Questions related to concepts and theories that are relevant to World Literature studies:

1. How do postcolonial theories apply to the study of World Literature? In what ways do they help us to understand the relationships between power, culture, and identity in literary texts from around the world?
2. How do feminist theories contribute to the study of World Literature? In what ways does feminist literary criticism help us to understand the representations of gender, sexuality, and power in literary texts from different cultures and time periods, and how have feminist authors challenged and subverted these representations?
3. How does the concept of the "global novel" shape the study of World Literature? In what ways do global novels reflect and respond to the cultural, social, and political changes of our contemporary world, and how do they challenge traditional national and cultural boundaries in literature?

### **# 2<sup>nd</sup> Meeting: Quiz 2 (Orang/Written)**

Questions related to "A Brief History of World Literature: Change and Trends":

1. How does the historical context of different time periods and cultures shape the literature produced during those periods? What were some of the key social, political, and cultural changes that influenced world literature during these periods?
2. How have different literary movements, such as Romanticism, Modernism, or Magical Realism, influenced world literature over time? In what ways have these movements challenged or subverted traditional literary conventions, and what new techniques and styles have they introduced?
3. How have themes such as migration, identity, and globalization been explored and represented in world literature over time? How have these representations evolved and changed in response to shifting social and cultural attitudes towards these issues, and how have they been influenced by the complex interactions between different cultures and languages?

### **# 4<sup>th</sup> Meeting: Quiz 3 (Oral/Written)**

Questions related to the comparison of themes in the works of different ancient literary traditions:

1. How do the themes of love, desire, and relationship dynamics compare and contrast in the literature of India and ancient Greece? How do these themes reflect the cultural and social values of these societies, and what are some of the key differences and similarities between them?
2. In what ways do the themes of power, war, and empire compare and contrast in the literature of ancient Rome and Mesopotamian, Egyptian, and Hebrew literary traditions? How do these themes reflect the political and military concerns of these societies, and what are some of the key differences and similarities between them?
3. How do the themes of spirituality, death, and the afterlife compare and contrast in the literature of ancient Egypt and Hebrew literary traditions? How do these themes reflect the religious and cultural beliefs of these societies, and what are some of the key differences and similarities between them?

### # Mid-Term Exam:

Answer the following questions in an analytical essay.

1. How do the works Mahabharata: “Arjuna, The Mighty Archer” and “The Voyage of Sindbad the Sailor” reflect the historical and cultural contexts in which they were produced, and what similarities and differences can be identified in their themes, motifs, and literary devices?
2. How do the themes of heroism, adventure, and the search for knowledge and enlightenment in the works Mahabharata: “Arjuna, The Mighty Archer” and “The Voyage of Sindbad the Sailor” reflect the historical and cultural values and beliefs of their respective societies, and what insights do these themes offer into the human experience across different cultures and time periods?

Scoring Rubric:

Good analysis and sufficient evidence	86-100
Good analysis; less sufficient evidence	71-85
Average analysis, in-sufficient evidence	56-70
Poor analysis and poor evidence	41-55

Total score = Score No.1 + Score No.2

### # Final-Term Exam:

Answer the following questions in an analytical essay.

1. How do the works of Sir Thomas More: "From the Utopia" and William Wordsworth: "The World Is Too Much with Us" & "My Heart Leaps Up" reflect the historical and cultural contexts in which they were produced, and what similarities and differences can be identified in their themes, motifs, and literary devices? In what ways do these works represent the shifting attitudes towards nature, society, and the individual in their respective time periods, and how do these themes continue to resonate with contemporary audiences?
2. How do the works of Anton Chekhov: "A Problem" and James Joyce: "Eveline" reflect the historical and cultural contexts in which they were produced, and what similarities and differences can be identified in their themes, motifs, and literary devices? In what ways do these works represent the shifting attitudes towards family, tradition, and social norms in their respective time periods, and how do these themes continue to resonate with contemporary audiences?

Scoring Rubric:

Good analysis and sufficient evidence	86-100
Good analysis; less sufficient evidence	71-85
Average analysis, in-sufficient evidence	56-70
Poor analysis and poor evidence	41-55

Total score = Score No.1 + Score No.2

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## REFLECTIVE PRACTICE

### Reflection 1: 2<sup>nd</sup> Meeting

Write a concise reflective essay on one of the following questions.

1. How has the emergence of global literary networks and the rise of translation impacted the way we understand and interpret world literature.
2. In what ways has the study of world literature been influenced by cultural, political, and social contexts, and how have these factors shaped the perspectives and priorities of literary scholars and critics?

### Reflection 2: 5<sup>th</sup> Meeting

Write a reflective essay on one of the following questions.

1. What are some of the key cultural, religious, and social factors that shaped the literary traditions of Mesopotamia, Egypt, and the Hebrews, and how do these factors contribute to our understanding of these societies?
2. In what ways did the literature of ancient Greece and Rome reflect the values, beliefs, and cultural norms of these societies, and how did these literary traditions evolve over time?
3. How do the literary works of Mesopotamia, Egypt, and the Hebrews provide insight into the religious and mythological beliefs of these societies, and how do these works reflect the historical and cultural contexts in which they were produced?
4. In what ways did the literature of ancient India, Greece, and Rome shape our understanding of philosophical and ethical concepts such as karma, the nature of the divine, and the relationship between humans and the natural world?

### **Reflection 3: 8<sup>th</sup> Meeting**

Write a reflective essay on one of the following questions.

1. How do the historical and cultural backgrounds of Ancient China and Japan, as well as Persian and Arabian societies, contribute to our understanding of the themes, motifs, and literary devices found in their respective literary traditions?
2. In what ways do West African oral literature and other forms of storytelling reflect the rich cultural heritage and diverse linguistic traditions of the region, and how have these stories been passed down through generations?
3. What are some of the key literary works from ancient China, Japan, Persia, and Arabia, and how do these works reflect the unique cultural and philosophical perspectives of their respective societies?
4. In what ways do the themes, symbolism, and literary devices used in West African oral literature and other forms of storytelling provide insight into the values, beliefs, and social structures of the region, and how have these traditions influenced the development of other literary forms around the world?

### **Reflection 4: 12<sup>th</sup> Meeting**

Write a reflective essay on one of the following questions.

1. How did the political, social, and religious upheavals of the Middle Ages, Renaissance, Enlightenment, and Age of Romanticism shape the literary traditions of Europe and other regions, and what key themes and motifs emerged during these periods?
2. In what ways did the literary works of the Middle Ages, Renaissance, Enlightenment, and Age of Romanticism challenge existing power structures, and how did these works contribute to the development of new philosophical, artistic, and literary movements that continue to influence the world today?
3. How do the literary works of the Middle Ages, Renaissance, Enlightenment, and Age of Romanticism reflect the changing attitudes towards religion, science, and politics during these periods, and how did these works contribute to the development of new cultural and intellectual movements?



4. In what ways did the literary works of the Middle Ages, Renaissance, Enlightenment, and Age of Romanticism explore the themes of individualism, humanism, and the pursuit of knowledge, and how did these works shape the development of literature and culture in Europe and other regions of the world?

### **Reflection 5: 15<sup>th</sup> Meeting**

Write a reflective essay on one of the following questions.

1. How did the historical events of the 19th and 20th centuries, including the emergence of industrialization, the rise of nationalism, and the world wars, contribute to the development of Realism, Modernism, and other literary movements of the time?
2. In what ways did the literary works of Realism, Modernism, and other movements respond to the social, cultural, and political changes of the time, and how did these works influence the development of contemporary literature and culture around the world?
3. How have contemporary Nobel Prize winners, from diverse backgrounds and literary traditions, explored themes of identity, displacement, and social injustice in their works, and how have these writers challenged dominant narratives and expanded our understanding of global literature and culture?
4. How do the literary works that emerged in response to wars and conflicts, including those from the 20th and 21st centuries, represent the experiences and emotions of people affected by these events, and how have these works contributed to our understanding of the social and political impact of war and conflict on human society?