

Literature 2000. Literature & Culture
Fantasy Literature (Section 2)
Spring 2024
Dr. Alain Lescart. PhD.



Class time and Place:		Contact Information:
<i>Period:</i>	1/ 8 – 5/3	<i>Office:</i> Bond Academic Center 112
<i>Class Hours:</i>	6:00 – 7:50 PM Wed	<i>Phone :</i> (619) 849-2727
<i>Classroom:</i>	LIBERTY STATION LBRT	<i>e-mail:</i> alescart@ptloma.edu
<i>Final Exam:</i>	W 5/1 at 7:30 PM	<i>Office hours:</i> As posted on the office door

Required Texts (available at PLNU/Barnes & Nobles bookstore)

- Anonymous, John McNamara, George Stade. *Beowulf*. Barnes & Noble Classic Series). ISBN. 9781593083830
- Robert E. Howard. *The Coming of Conan the Cimmerian*. Del Rey. Random House. ISBN. 978-0-345-46151-3
- J. R. R. Tolkien & Anderson Douglas. *The Annotated Hobbit*. Houghton Mifflin. ISBN 0-618-13470-0 (YOU NEED THIS VERSION)
- Ursula Leguin. *A Wizard of Earthsea*. Spectra. ISBN 0553383043
- Michael Moorcock. *The Stealer of Souls*. A Del Rey. ISBN 978-0-345-49862-5
- M. J. K. Rowling. *Harry Potter and the Prisoner of Azkaban*. Scholastic Press. ISBN. 0-439-13635-0
- Neil Gaiman. *American Gods*. Mass Market Paperback. ISBN 978-0380789030 (**DO NOT BUY THE REFERED AUTHOR EXPANDED ED**). It has 300 more pages)
- H.P. Lovecraft. *The Call of Cthulhu*. (Text online).

Recommended supplemental texts

- *A Handbook of Literature*. Harmon & Holman. Last ed. (9th).
- Rudolf Simek. *Dictionary of Northern Mythology*. D. S. Brewer. ISBN. 978-0859915137

Course Goals and Objectives

This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of "Seeking Cultural perspectives." By including this course in a common education experience for undergraduates, the faculty supports the survey of human endeavors from a historical, cultural, linguistic, and philosophical perspective, including developing critical appreciation of human expression – both artistic and literary.

In this survey of major literary texts of Fantasy Literature students will recognize characteristic feature of the texts and their genres, gain a sense of their historical, cultural, and literary contexts, and develop their own skills on critical reading, thinking, writing and speaking.

By the end of the semester, a student should be able to do the following:

1. Understand and appreciate diverse forms of artistic expression
2. Closely read and critically analyze texts in their original languages and/or translation.
3. Recall identify and use fundamental concepts of literary study to read and discuss texts
 - a. Standard literary terminology
 - b. Modes/genres of literature
 - c. Elements of literary genres
 - d. Literary periods (dates, writers, characteristics, and important developments)
 - e. Extra-literary research
4. Analyze the social, cultural, ethnic, gendered and/or historical contexts of the works and their authors, and connect the texts with their own lives.

Course Activities and Resources

We will use an instructional ensemble whose core program is designed to prepare students to be exposed to either full or part of literary pieces.

Homework is assigned daily **and should be turned in as listed in the daily schedule.**

Requirements

1. **Attendance.** Your physical presence in class is very important to get the full immersion experience. If you are not present in class, you cannot perform oral exercises and you will lose participation points. Students, whether present or absent, are responsible for the material listed in the class, syllabus as well as for any extra material presented in class. If a student misses a class, s/he should procure notes from another student and study the material in the book. As we only meet once a week, each class counts for two classes. So, one absence is equivalent to 2 absences. If you are not present in class (excused or not), you will lose points of presence and participation. Only two absences are allowed. You will be dropped from the class after 3 absences (as we only meet once a week = 6 classes missed). If you have a valid excuse, you can recover your lost points in providing a supplemental work covering the material studied that day.
2. **Participation in classroom assignments.** It is not enough to come to class. You need to engage actively in the oral and written exercises presented in class. Class participation is measured by one's willingness to talk in class and to communicate as fully as possible. It is also measured by one's willingness to attend class regularly and to complete assignments. Participation consists of attendance, group and partnered discussions, answer and intervention around class questions, brief writing assignments in and out of class, pop quizzes on the day's reading or previous readings or discussions.

student. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantee all qualified students equal access to and benefits of PLNU programs and activities.

FERPA: In compliance with federal law, neither PLNU student ID nor social security number should be used in publically posted grades or returned sets of assignments without student written permission. This class will meet the federal requirements by distributing all grades and papers individually or by posting them in your online box on eclass. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the “Information Release” section of the student portal. See [Policy Statements](#) in the undergrad student catalog.

UNIVERSITY REQUIREMENTS & POLICIES

(<http://www.pointloma.edu/experience/academics/catalogs/undergraduate-catalog/point-loma-education/academic-policies>)

Artificial Intelligence (AI) Policy: Use of Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski) is not permitted, and use of these tools will be treated as plagiarism.

Language and Belonging*

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ- like quality of hospitality.

You may report an incident(s) using the [Bias Incident Reporting Form](#).

Sexual Misconduct and Discrimination*

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

Content Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Trigger Warning*

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In [class name], we will cover a variety of topics, some of which you may find triggering. These topics include [list topics]. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Plagiarism: The Department of Literature, Journalism, and Modern Languages fully supports the University policy on Academic Honesty with a statement of its own:

The LJML Department deems intellectual and academic integrity critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others as if it were their own commit plagiarism. Presenting another's work as one's own includes, but is not limited to, borrowing another student's work, buying a paper, and using the thoughts or ideas of others as one's own (using information in a paper without citation). Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and the area dean. The dean will review the report and submit it to the Provost and the Vice President for Student Development. It will then be placed in the student's academic file.

ATTENDANCE: Please read the [Class Attendance](#) section of your *PLNU Catalog*, carefully (see link above). If students miss more than 10% of class meetings (approx. 2 for a Wed long course), faculty members may file a written report which may result in de-enrollment from the course. If you miss more than 20% of class meetings (approx. 4 for a W course), you may be de-enrolled without notice.

De-enrollment may have serious consequences on residence, athletic, and scholarship requirements; it may also necessitate a reduction or loss in your financial aid.

PUBLIC DISCOURSE: Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class. Thinking of our class work as public and shared also gives us the chance to treat one another with gentleness and compassion.

MAINTAINING YOUR OWN CLASS SCHEDULE THROUGH ONLINE REGISTRATION: You will be responsible for maintaining your own class schedule. Should you need to drop this or any course, please remember to drop the course before the November 4 deadline for 15-week classes and September 23 for Quad 1 classes. If you need to drop a class, be sure to fill out and submit the official forms; simply ceasing to attend may result in a grade of F on your transcript.

FINAL EXAMINATIONS: Final Examinations are the culminating learning event in a course, and they are scheduled to take into account all the different courses and departments across the university. The exam schedule varies from year to year. The final examination schedule is posted on the [Class Schedules](#) site. You are expected to arrange your personal affairs to fit the examination schedule. In the rare case that you may be scheduled for more than three (3) final examinations on the same day, you may work out an alternate time for one of your exams with your professors. This is the only university-sanctioned reason for taking a final exam at a time other than the officially scheduled time for the exam. Please confirm your final examination schedule the first week of classes, and schedule those exam times into your daily planners and calendars now. If you find that your final exam schedule is the one described above, please meet with your professors as soon as possible so that they may help you to make alternative arrangements for taking your exams. Department chairs/school deans and college deans need not be involved in the process of making this accommodation.

OTHER STATEMENTS

INCLUSIVE LANGUAGE: Because the Literature, Journalism, and Modern Language department recognizes the power of language, in its essence and in the ways it may be used either for good or for ill, we ask that all public language used in this course, including written and spoken discourse, be inclusive. This standard is also outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work

- Information from the *MLA Handbook*: “Because good scholarship requires objectivity, careful writers of research papers avoid language that implies unsubstantiated or irrelevant generalizations about such personal qualities as age, economic class, ethnicity, sexual orientation, political or religious beliefs, race, or sex.” (MLA Handbook, Sections 1.10 and A.3 in the 7th ed.)
- Information from the *Chicago Manual of Style*: “Biased Language—language that is either sexist or suggestive of other conscious or subconscious prejudices that are not central to the meaning of the work—distracts and may even offend readers, and in their eyes makes the works less credible.” (Chicago Manual of Style, Section 5.203, p. 233 of the 15th ed.)
- *APA Manual*: <http://www.apastyle.org/>

- *Inclusive Language Handbook: A Practical Guide to Using Inclusive Language* by Don Thorsen & Vickie Becker, Wesleyan/Holiness Women Clergy: http://www.whwomenclergy.org/booklets/inclusive_language.php

CLASS SESSIONS, PREPARATION, ASSIGNMENTS, AND TECHNOLOGY:

- If you wish to use your laptop during class, you need to sit in the front row/s. If you are using an electronic reader (Kindle, Nook, etc.), please let me know and have no other “file” open on your reader other than the class text/reading.
- All other electronics must be muted or turned off for the entire class period.
- Completion of all assignments is required, and passing the course will be difficult without doing so. Readings and written responses must be prepared in advance of the date scheduled/due and of sufficient length and quality to meet the assignment’s requirements and intents. Missed work (quizzes and written responses) may be made up only in truly extenuating circumstances and only if you and I have had a conversation about your situation. No make-up work will be given for missed work.
- Late assignments will not be accepted either in person, by delivery, or in my mailbox (unless you and I have communicated prior to the deadline about extenuating circumstances).
- It is your responsibility to see to it that I receive your work.
- Always keep multiple disc copies and hardcopies of your work on hand so that you can provide duplicate copies if you need to.
- Handwritten assignments are never acceptable (unless so specified).
- You may be requested to attend office hours with the professor if a need arises.

CLASSROOM DECORUM: Please manage your electronic devices appropriately and with consideration for others—see a&b above. Please dress in appropriate academic attire out of consideration for others in our class. I do reserve the right to ask you to leave the classroom if I believe your attire to be offensive and/or an obstacle to a positive learning and teaching environment.

EMAIL & ECLASS: You are responsible for checking your *PLNU email account* and *Eclass* regularly for electronic messages from me (and sometimes from your classmates). You are fully accountable for all course material, announcements, communications that are distributed via email and *Eclass*; and I will send messages only to these sites. Please let me know if you encounter any technical problems with these sites.

EXTENUATING SITUATIONS & GRADES: No “Incomplete” grades will be assigned unless extenuating circumstances (e.g., death in the family, automobile accidents, hospitalization) prevail. If you find yourself in such a situation, please contact me immediately. Also please submit any necessary and valid documents to help clarify and document your situation (e.g., doctor's letter on letterhead, funeral service program, police report, etc.). I am happy to help you in these difficult situations as best I can.

Class Proposed Schedule

The class schedule, provided at the end of this syllabus, includes 5 columns of information. Under **Date** is the date of class days. Under **Class Activities** are items to be covered in class for the corresponding day.

In the third column (**Study**) are items in the book to be studied for that day.

In the fourth column (**Read**) are passages to be read, identified by the page in the text on which they appear. Reading passages are set in a boxed screen in the text.

In the last column (**Homework**) are exercises to be written and handed in for that date.. Exercises are identified by page number.

Schedule Changes

Changes can be made in the class schedule at any time, at the discretion of the professor. Changes may be necessitated by illness, class rhythm or by instructional need. Students are responsible to note all schedule changes.

E-class

Most of the class assignments and documents are on e-class (Blackboard). Please do check your e-class **before** coming to class, the day before at the least, and download the appropriate documents and assignments.