

ENG 3050-1: Diverse Voices of World Literature

Fall 2024

Section 1

3 Units

Tues/Thurs 9:30-10:45am, Taylor Hall 312

Office Hour Tues/Thurs 8:30-9:30am, Taylor Hall 312 (email to confirm)

Final Presentations, Thurs. 12/19, 10:30a-1:00p

Instructor	Dr. Pam Fox Kuhlken
E-mail	pkuhlken@pointloma.edu
Office Hours	Send an Inbox message through Canvas Mon-Sat or an office visit Tues/Thurs 8:30-930a in Bond 126. Message me through Canvas' Inbox and we can also set up a time to Zoom. I'm here to serve you and help you succeed. My door is open and I welcome the chance to meet one-on-one at your convenience!
Office Location	Bond Academic Center 126 and/or Zoom

PLNU Mission ~ To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Course Description

This course is an "advanced study of works, primarily in translation. The course focuses on selected themes, topics, and/or eras and places the works in their cultural contexts." (PLNU Course Catalog for ENG 3050).

We will examine representative works of high literary value in various genres for the ideas they communicate, their intellectual underpinnings, their philosophical content, and the vision of the world they contain. We are engaging with "books of ideas" here and you will learn to examine literary works not only for their style and language, namely, how they communicate their author's vision of the world, but their intellectual content as well.

OUR COURSE will consider diverse million-dollar authors recognized as superlatives: one in 1.5 billion won the first Nobel Prize in 1901, and now one in 8 billion! These imaginative voices represent some of the most profound, insightful, and delightful Modern and PostModern storytellers since 1900.

We'll start with Norwegian Jon Fosse's existential play, *These Eyes* (a free PDF we'll read in class); paired with American Toni Morrison's poetic *The Bluest Eye* (please buy a copy) to consider vision, seeing, knowing, and perspective. Then biblical midrash (imaginatively reading between the lines of scripture) about sinners: *Cain* by the Portuguese Jose Saramago and *Barabbas* by the Swedish Pär Lagerkvist; followed by selected Turkish and Polish stories and essays from Orhan Pamuk and Olga Tokarczuk. For your final project, you will select a contemporary author (yes, of your choice) to nominate for the 2025 Nobel Prize.

Course Learning Outcomes

By the end of ENG 3050, you should be able to:

1. Apply the conventions of the English language and creative skills in various forms of academic writing genres.
2. Demonstrate knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing.
3. Evaluate and utilize rhetorical modes of organization in written compositions: narrative, cause/effect, compare/contrast, persuasion, process analysis, and others.
4. Demonstrate knowledge of and apply documentation formats to properly cite research in written compositions.
5. Critically analyze writing to determine point-of-view, tone, purpose, audience, and theme to enable reflection and response in written compositions.
6. Evaluate and examine differing perspectives; evaluate and locate the points of agreement and disagreement and the strengths and weaknesses of the argument.

Institutional & General Education Learnings Outcomes

Context: Growing, In a Christ-Centered Faith Community

ILO #2: Students will develop a deeper and more informed understanding of self and others as they negotiate complex environments

GELO 2a Students will develop an understanding of self that fosters personal well-being.

GELO 2b Students will understand and appreciate diverse forms of artistic expression.

GELO 2c Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts.

GELO Signature Assignment. (This signature assignment is a formal essay due at the beginning of the final examination period. Full instructions will be distributed in Canvas in the closing weeks of the semester.)

Course Learning Outcomes

Students will be able to:

1. Closely read and critically analyze texts in their original languages and/or in translation.
2. 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
3. Connect the works with their own lives and with the social, cultural, and historical contexts of the works and their authors.

Required Texts

Students are responsible for having the required course textbooks prior to the first day of class.

All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

OUR BOOK LIST of Nobel Literature Laureates (new or used on Amazon, or new at the PLNU bookstore):

1) THE BLUEST EYE, by Toni Morrison, Vintage, 2007, 978-0307278449 (new hardback for just \$9 on Amazon 978-0375411557!): The American winner of the 1993 prize for “novels characterized by visionary force and poetic import, giving life to an essential aspect of American reality.”

2) THE SIBYL, by Pär Lagerkvist, Vintage, 1963, 978-0394702407 (\$6 used on Amazon): The 1951 Swedish winner “for the artistic vigor and true independence of mind with which he endeavors in his poetry to find answers to the eternal questions confronting mankind.”

3) FLIGHTS, by Olga Tokarczuk, Riverhead, 2019, 978-0525534204 (new hardbacks for half-price on Amazon, \$13!): A Polish clinical psychologist who won the 2018 prize for “a narrative imagination that with encyclopedic passion represents the crossing of boundaries as a form of life.” (It's 420 pages, but our motto is "chill, we'll only read selected stories"!)

4) SIDDHARTHA, by Herman Hesse, ISBN 978-014243718, Penguin Deluxe Classics, 2002. The German Hesse won the 1946 prize "for his inspired writings which, while growing in boldness and penetration, exemplify the classical humanitarian ideals and high qualities of style."

FREE PDFs:

* THESE EYES, Jon Fosse, The Norwegian winner of the 2023 prize for “his innovative plays and prose which give voice to the unsayable.”

* CAIN, by José Saramago, Mariner, 2012, 978-0547840178: The Portuguese recipient of the 1998 Nobel Prize in Literature for his "parables sustained by imagination, compassion and irony [with which he] continually enables us once again to apprehend an illusory reality."

Additional readings will be posted on Canvas. You'll also need access to the Internet, a PLNU e-mail account, and Canvas. Plan to bring your laptop or some other device that is capable of accessing and submitting work via Canvas to every class.

Course Credit Hour Information: In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3-unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes.

Content Warning: In *Diverse Voices of World Literature*, 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. We all have unique life experiences that affect our reception of topics. In this class, content includes sexuality, incest, suicidal ideations, madness, violence, and criminal activity. 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 diverse world literature, 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 *Diverse Voices of World Literature*, we will cover a variety of topics, some of which you may find triggering. These topics include sexuality, incest, madness, suicidal ideations, violence, and crime. Each time this topic appears in a reading or unit, it will be announced in class and indicated on the syllabus. This class aims to intellectually challenge you, which is different from a personal "trigger" rooted in trauma you may have experienced. 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. Please take the necessary steps for your emotional safety (e.g., 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, you are still responsible for the material, but we can discuss 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 *Diverse Voices of World Literature*, and I will support you throughout your learning in this course.

Assessment and Grading

The grading scale for this course is as follows:

A	93-100	B-	80-82.9	D+	67-69.9
A-	90-92.9	C+	77-79.9	D	63-66.9
B+	87-89.9	C	73-76.9	D-	60-62.9
B	83-86.9	C-	70-72.9	F	0-59.9

I grade all coursework not listed as a major assignment using the Canvas complete/incomplete grading system. A **“complete”** indicates that you successfully completed the assignment in a timely, thoughtful, and thorough manner. An **“incomplete”** suggests that either your work was too brief or superficial to demonstrate learning, indicated confusion or an incomplete understanding of the course concepts, failed to respond fully to the prompt, demonstrated evidence of not reading, or was missing altogether.

I grade holistically in this Humanities course, which is qualitative and not quantitative. This requires respect and trust on your part, based on my 30 years of teaching expertise, as well as my professional roles as an author and editor with over 100 publication credits. You will always receive a prompt and guidelines, and as stated, work is evaluated based on being "timely, thoughtful, and thorough." Keep in mind, a "C" is average and means the basic, minimal requirements have been met (that includes correct grammar and punctuation as a minimum). You "got it done right." A "B" is above average for having better, deeper, and more insightful thoughts and details. An "A" is excellent/outstanding for exceptionally superior work. I treat these grades as attainable and realistic in each group of students--so there will always be 100%! Plus, I give bonus points for truly going above and beyond, within the guidelines.

Attendance and Participation Policy

Students are expected to attend and participate in class every day, which means bringing the required text. Success in ENG 3050 is highly dependent upon interaction with your peers and the instructor. That means arriving to class on time, having completed all assigned readings and homework, and participating actively and respectfully in all class activities. Sleeping, talking, texting, being uninvolved with group work, or outright disruptive behavior can negatively impact your grade. If you are experiencing difficulty with attendance or participation, please talk with me so that we can work out an appropriate arrangement.

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

Final Exam Policy

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Traditional Undergraduate Records: Final Exam Schedules site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Classroom Hospitality

I try to maintain a friendly atmosphere in class, and I encourage you to debate and voice disagreement when we discuss readings; however, I expect this to be done respectfully. This includes not talking while others have the floor and never turning discussion into a personal attack. You should also, of course, show up on time, be alert, and ensure that your behavior with technology, food, or drink is not a distraction to the students around you. As stated above, if your classroom behavior becomes an issue, your grade will suffer. I will let you know if your behavior is becoming an issue, and if problems persist further action may be taken, such as asking you to leave class.

Language & 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. If you (or someone you know) have experienced a bias incident regarding language, you can find more information on reporting and resources at www.pointloma.edu/bias.

Spiritual Care: Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith. If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

State Authorization: State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

Late Work: This course requires extensive reading and writing on a regular basis, and due dates are to help us all work at a manageable pace. Work is due on Canvas by the start of class on the due date, and you must complete all assignments on time to keep up with the course. I will grant most extensions when they are needed, so please come talk to me if you're concerned or falling behind. Late work receives 50% after the deadline up to 24 hours late without prior arrangements. I champion your success and want to help you be the best student possible.

PLNU Copyright Policy

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel.

Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy

Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information. Incidents will be reported to the Dean and will remain on the student's file; depending on the number and severity of the violation, this affects financial aid and enrollment.

Artificial Intelligence (AI) Policy*

You are allowed to use Artificial Intelligence (AI) tools (e.g., ChatGPT, Gemini Pro 1.5, GrammarlyGo, Perplexity, etc) to generate ideas, but you are not allowed to use AI tools to generate content (text, video, audio, images) that will end up in any work submitted to be graded for this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. Please use the following sources to guide your citations when using AI. [MLA Style Center: Citing Generative AI](#)

A PLNU degree is a respected honor you earn on your own merits, and defaulting to AI requires no critical learning on your part. AI is a generative bot, and not an expert source with ethos, like a sentient scholar. If you have any doubts about using AI, please gain permission from the instructor, and, remember, when you use AI as a resource, it must be included in Works Cited or it is plagiarism and consequently will receive a "0" and be reported to the department and dean.

PLNU Academic Accommodations Policy: PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester. PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course. Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

Use of Technology

Most of the readings and assignments for this course will be accessed and submitted via Canvas. As such, you will need to bring a device capable of accessing Canvas with you when you are in class. Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your class work.

Sexual Misconduct & 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.

If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias **Resources:** There are a lot of resources available to you as a student in this course and at PLNU. I will highlight three here that I believe are particularly useful: the Tutorial Center, the Ryan Library, and the Wellness Counseling Center.

Loma Writing Center

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see Loma Writing Center webpage or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- Appointment Calendar: <https://plnu.mywconline.com/>
- Website: <https://www.pointloma.edu/centers-institutes/loma-writing-center>
- Email: writingcenter@pointloma.edu

The Ryan Library

The Ryan Library is staffed by knowledgeable and helpful professionals and should be one of your first research resources throughout your time at PLNU. The easiest way to get help is to connect with a reference librarian in the "Ask a Librarian" chat window on the Ryan Library homepage at <https://libguides.pointloma.edu/ryanlibrary>. You can also stop by the "Research Help" desk inside the Ryan Library.

The Wellness Counseling Center

The Wellness Counseling Center helps students maintain and develop emotional well-being to achieve their educational and personal goals and promotes a healthy and inclusive community through relationship building, education, crisis intervention, and support. They provide short-term therapy to all undergraduate students registered for classes on the main campus, and they can recommend and refer to other resources for more long-term care and support. If you could benefit from their assistance, contact them anytime: Website: <https://www.pointloma.edu/offices/wellness-counseling-center>; Email: counselingservices@pointloma.edu; Phone: (619) 849-3020

If you need emergency assistance, please call 911 or the Access and Crisis Line at (888) 7247240.

GRADING:

No tests! Just your creativity and brilliance as you share questions and comments in class (and lead discussion on one author with a small team). Plan on reading, reflecting, analyzing, writing, and participating (on time, since late work loses 50% the next day, then nada). Our department wants to encourage you to be the best student you can be and adhere to deadlines, which are all or nothing (make or break...do or die) in the real world.

Every two weeks, you'll post a meaningful, rigorous comment on Discussion Board, and respond to two comments by your classmates. > 20 pts. for your post, plus 5 pts. each for two comments = 30 pts.

You'll keep a (handwritten) reading journal of your questions, favorite passages, and reflections/insights/analysis. Consider the approaches and questions on the "8 Critical Approaches" ("how to read and think about lit") handout. Plan on 3-5 pages of notes about each of our authors (aiming for quality over quantity; the amount depends on the paper size and your handwriting or typing). > 15 pts. for each of our five authors = 80 points (including 5 free points)

You'll lead discussion of one author with a team of 3-4 others, drawing from your reading journal and the text itself to stimulate discussion! > 30 pts. each

You'll complete the department's "Signature Assignment" (TBA) as an assessment, which is a writing prompt you'll address. > 30 pts.

You'll visit the Writing Center for any of your Discussion Board posts THREE TIMES this semester. > 20 points each visit

Attendance and participation are 100 points (minus 10 points for each unexcused absence; you will be dropped for missing five classes, 20% of our 28 sessions, per PLNU policy). > 100 points

Your final project will be nominating a contemporary author (yes, of your choice) for the 2025 Nobel Prize, reading one of their best works and presenting biographical research and selected critical essays along with your own analysis in a final research project. This will be multimedia, that is, text plus an auditory or visual aspect (e.g. a video, a slideshow, an illustrated essay, an artistic installation). > 100 points

Total = ~500 points

Class Schedule (Tues/Thurs)

I reserve the right to change the course schedule this semester, and I will always notify you in advance of any changes. Unless otherwise noted, all readings and assignments are due at the beginning of class on the day they appear on the schedule. Details for all assignments can be found on Canvas.

Week 1: Course Introduction

Date	Class Description	Reading	Assignments Due
Tues 9/3	Welcome!	In Class: Jon Fosse's <i>These Eyes</i>	* Personal Intro (post on Canvas' Discussion Board) * Read Syllabus * Read Critical Approaches handout
Thurs 9/5	Course Introduction and Syllabus Review	(Continued) In Class: Jon Fosse's <i>These Eyes</i>	

Week 2: Toni Morrison's *The Bluest Eye*

Date	Class Description	Reading and Viewing (complete in advance before that day's class)	Assignments Due
Tues. 9/10		<i>The Bluest Eye</i> , "Autumn" Discussion Leaders (see sign-up)	
Thurs. 9/12		<i>The Bluest Eye</i> , "Winter" Discussion Leaders (see sign-up)	

Week 3: Toni Morrison's *Bluest Eye*

Date	Class Description	Reading	Assignments Due
Tues. 9/17		<i>The Bluest Eye</i> , "Spring" Discussion Leaders (see sign-up)	
Thurs. 9/19		<i>The Bluest Eye</i> , "Summer" Discussion Leaders (see sign-up)	Discussion Board Post by Thursday 9:30am; two comments by Friday midnight

Week 4: Saramago's *Cain*

Date	Class Description	Reading	Assignments Due
Tues. 9/24		<i>Cain</i> , Chapters 1-3 Discussion Leaders (see sign-up)	
Thurs. 9/26		<i>Cain</i> , Chapters 6-7 Discussion Leaders (see sign-up)	

Week 5: Saramago's Cain

Date	Class Description	Reading	Assignments Due
Tues. 10/1		<i>Cain</i> , Chapters 8-9 Discussion Leaders (see sign-up)	
Thurs. 10/3		<i>Cain</i> , Chapters 12-13 Discussion Leaders (see sign-up)	1) Discussion Board Post by Thursday 9:30am; two comments by Friday midnight 2) 1 st of 3 Writing Center visits

Week 6: Lagerkvist's Sibyl

Date	Class Description	Reading	Assignments Due
Tues. 10/8		<i>The Sibyl</i> , pp 1-40 Discussion Leaders (see sign-up)	
Thurs. 10/10		<i>The Sibyl</i> , pp 40-80 Discussion Leaders (see sign-up)	

Week 7: Lagerkvist's Sibyl

Date	Class Description	Reading	Assignments Due
Tues. 10/15		<i>The Sibyl</i> , pp 80-114 Discussion Leaders (see sign-up)	
Thurs. 10/17		<i>The Sibyl</i> , pp 114-154 Discussion Leaders (see sign-up)	Discussion Board Post by Thursday 9:30am; two comments by Friday midnight

Week 8: Tokarczuk's Flights

Date	Class Description	Reading	Assignments Due
Tues. 10/22		* <i>Flights</i> , pp 1-51 (from "Here I Am" to "Kunichi: Water") * Discussion Leaders (see sign-up)	
Thurs. 10/24	Fall Break (No Class)		

Week 9: Tokarczuk's *Flights*

Date	Class Description	Reading	Assignments Due
Tues. 10/29		<i>Flights</i> , pp 330-359 ("Kunichi: Earth") * Discussion Leaders (see sign-up)	
Thurs. 10/31		<i>Flights</i> , pp 52-73 ("Everywhere..." to "Citizens of the World") *pp. 308-309, "Day of the Dead" * Discussion Leaders (see sign-up)	2 nd of 3 Writing Center visits

Week 10: Tokarczuk's *Flights* & Hesse's *Siddhartha*

Date	Class Description	Reading	Assignments Due
Tues. 11/5		<i>Flights</i> , pp 360-401 ("Island..." to "Boarding") PLUS "The Bodhi Tree" (pp 168-70) Discussion Leaders (see sign-up)	Discussion Board Post on FLIGHTS by Tuesday 9:30am; two comments by midnight
Thurs. 11/7		<i>Siddhartha</i> , Intro (vii-xxx) (Hesse's bio, Nobel Prize, Buddhism Intro) Discussion Leaders (see sign-up)	

Week 11: Hesse's *Siddhartha*

Date	Class	Reading	Assignments Due
Tues. 11/12		<i>Siddhartha</i> , pp 3-39 (Brahmin's Son, Among the Samanas, Gautama, Awakening) Discussion Leaders (see sign-up)	
Thurs. 11/14		<i>Siddhartha</i> , pp 43-65 (Kamala, Among the Child People), plus film adaptations (actors as Buddha) Discussion Leaders (see sign-up)	

Week 12: Hesse's *Siddhartha*

Date	Class	Reading	Assignments Due
Tues. 11/19		<i>Siddhartha</i> , pp. 67-101 (<i>Samsara</i> , <i>By the River</i> , <i>The Ferryman</i>) Discussion Leaders (see sign-up)	
Thurs. 11/21		<i>Siddhartha</i> , pp 103-132 (The Son, Om, Govinda), and lasting influence (e.g. Timothy Leary and U.S. counterculture) Discussion Leaders (see sign-up)	Discussion Board Post by Thursday 9:30am; two comments by Friday midnight

Week 13: Conferences on Monday, Tuesday, and Wednesday

Date	Class Description	Reading	Assignments Due
Tues. 11/26	CONFERENCES Mon-Wed		
Thurs. 11/28	Thanksgiving Break (no class)		

Week 14: Your Nobel Literature Laureate Nominee project

Date	Class Description	Reading	Assignments Due
Tues. 12/3	TBA		1) Author and Title; Sources 2) Reading Journal due
Thurs. 12/5	TBA		Outline

Week 15: Your Nobel Literature Laureate Nominee project

Date	Class Description	Reading	Assignments Due
Tues. 12/10	TBA		Draft
Thurs. 12/12	Workshop Draft (Last Day of Class)		1) 3 rd of 3 Writing Center visits 2) Signature Assignment for the LJWL Dept.

Final Presentations, Thurs. 12/19, 10:30a-1:00p