

LIT 350: World Literature
Spring 2017
Section 1
1:30-2:25pm MWF
Classroom: BAC 103

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Office Hours: See Canvas

World Literature

In this class we will analyze literature from around the globe in terms of geography, history, and culture. Our survey will begin with ancient literatures that have been vastly influential, including *The Bhagavad Gita*, the life of Buddha, and both Confucian and Daoist works. We then move through the disparate yet interlocking experiences of mainland China, Taiwan, and Hong Kong as represented in fiction, poetry, and cinema. Next, we will read the influential ideas of Edward Said and literature from the regions of Africa, the Middle East, and Latin America, and then conclude with the brilliant, strange, and wonderful short stories by the Japanese author Haruki Murakami.

In the process of evaluating these literatures, we will engage in conversations with cultural theorists, theologians, philosophers, and historians who are who are interested in a variety of questions regarding gender, ethnicity, class, postmodernism, postcolonialism, and theories of transnationalism. Students are required to complete all readings and film viewings, write a theme analysis essay, submit reading notes and film notes, write a term paper with outside sources, and take mid-term and final exams.

Required Texts

- Johnson, W J. *The Bhagavad Gita*. Oxford: Oxford University Press, 2008. Print.
- Cardenal, Ernesto, and Jonathan Cohen. *Pluriverse: New and Selected Poems*. New York: New Directions Pub, 2009.
- Buddha, Confucius, Zhuangzi: Readings.
- Lau, Joseph S. M, and Howard Goldblatt. *The Columbia Anthology of Modern Chinese Literature*. New York: Columbia University Press, 1995.
- Mernissi, Fatima. *Dreams of Trespass: Tales of a Harem Girlhood*. Reading, Mass: Addison-Wesley Pub. Co, 1994.
- Murakami, Haruki, Philip Gabriel, and Jay Rubin. *Blind Willow, Sleeping Woman: Twenty-four Stories*. New York: Knopf, 2006.
- Said, Edward W. *Culture and Imperialism*. New York: Vintage Books, 1994. Print.
- Soyinka, Wole, and Simon Gikandi. *Death and the King's Horseman: Authoritative Text : Backgrounds and Contexts, Criticism*. New York: Norton, 2003. Print.
- Smith, Zadie. *White Teeth: A Novel*. New York: Random House, 2000. Print.
- Dangarembga, Tsitsi. *Nervous Conditions: A Novel*. New York: Seal Press, 1989. Print.

In addition: required films and various recommended readings and handouts distributed by both the professor and classmates.

Course Learning Outcomes

Students will be able to:

1. Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation.
2. Recall (knowledge), identify (knowledge), and use (application) 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. Contemporary critical approaches
 - f. Extra-literary research
3. Analyze (analysis) the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect (synthesis, evaluation) the texts with their own lives.

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 becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Course Policies and Requirements

Attendance: *Attendance is required. Missing class for other than medical emergencies or excused absences will affect your grade, as per the University Catalog.* Regular and punctual attendance at all classes is considered essential to optimum academic achievement. If the student is absent from more than 10 percent of class meetings, the faculty member has the option of filing a written report which may result in de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice. If the date of de-enrollment is past the last date to withdraw from a class, the student will be assigned a grade of W or WF consistent with university policy in the grading section of the catalog. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

Class Preparation: All assignments must be completed prior to the assigned due date and time. Some assignments will be discussed in class while others will be completed individually but not discussed.

Class Participation: *Regular* contributions to class discussion are expected, including but not restricted to discussions of weekly readings, related experiential exercises, and open dialogue. Despite the size of the class, I want everyone to feel compelled to share their thoughts on assigned readings. Enthusiastic and responsible participation in assigned group projects (in-class and outside of class) is expected of all.

Late Paper Policy: Be sure to hand in your assignment on time, or make a prior arrangement to submit the assignment before the assigned due date. Otherwise, a late submission will be penalized by one letter grade if handed in after the due date and time, and by an additional letter grade for each day late following the assignment due date. Unless pre-arranged, assignments more than a week late will not be graded. *Reading notes are an exception: reading notes need to be submitted on time.*

E-Mail: Please use e-mail for simple, logistical questions or clarifications. Write: "LIT 350" in the subject

line. Allow 24 hours/ 1 business day for a reply.

Smart phones and laptops: may be used for classroom related activities only.

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.

Inclusive Language: *Because the Literature, Journalism, and Modern Language department recognizes the power of language, all public language used in this course, including written and spoken discourse, will be inclusive. This standard is outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.* These academic style guides provide background information and good examples of how to maintain non-sexist language use in your writing.

Academic Honesty/ Policy on Plagiarism: Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. As explained in the university catalog, 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. Violations of university academic honesty include cheating, plagiarism, falsification, aiding the academic dishonesty of others, or malicious misuse of university resources. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for a) that particular assignment or examination, and/or b) the course following the procedure in the university catalog. Students may appeal also using the procedure in the university catalog. See [Academic Policies](#) for further information.

Academic Accommodations: While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may request academic accommodations. At Point Loma Nazarene University, students must request that academic accommodations by filing documentation with the [Disability Resource Center](#) (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual needs of the student. See [Academic Policies](#) in the (undergrad/graduate as appropriate) academic catalog.

Final Examination: *The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule.* Successful completion of this class requires taking the final examination on its scheduled day. No requests for early examinations or alternative days will be approved.

FERPA Policy: In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. 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 [Academic Policies](#) in the (undergrad/ graduate as appropriate) academic catalog.

LJML Department Policies: available at this [link](#).

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.

Grading Scale

94-100	A
90-93	A-
88-89	B+
83-87	B
80-83	B-
78-79	C+
73-77	C
70-73	C-
60-69	D

Grading

5%	class participation
20%	reading notes
5%	one (1) class discussion paper
5%	one (1) author presentation
8%	film note handouts
7%	in class assignments and quizzes
10%	theme analysis essay
15%	midterm exam
15%	term paper
10%	final exam

Assignment Descriptions

Paper Format: Papers are written in MLA Style. Hardcopy papers are stapled and all papers are typed and double-spaced. Submit assignments in black ink on 8.5"x11" white paper. Use a non-decorative 12-point font, such as Times New Roman, and use 1" margins. Please do not include title pages. Include page numbers. Use the MLA website or a current MLA style guide for style, grammar, format and citation questions.

Class Participation, 5%

Arrive to class on time; use smart phones and laptops for classroom use, complete unannounced assignments; work with peers in small groups; ask and respond to questions in class; pay attention to presentations, lectures, and films; take notes; attend the entire class.

Reading Notes, 20%

Objective: This assignment requires that students take notes while reading our course texts--our class requires being active readers rather than passive readers. You may write your notes in the form of bullet points or prose. Cutting and pasting the text or outside sources into the document does not count towards the word count requirement.

Form: Length: 1/2 page (minimum 200 words, more if you would like), single-spaced. See template on Canvas (within the "Modules" tab).

1) open attached template; 2) fill out the document by writing ½ page of your notes on the day's reading assignment; 3) submit the document to Canvas by **1:30pm** on the day the notes are due. Late work for reading notes will not be accepted.

Grading: 5: full set of notes including specific examples and personal commentary
 4.5: full set of notes including specific examples
 4: full set of general notes, key sections and observations omitted
 3.5: nearly a full set of notes
 0-3: less than ½ page, lacks clear detail
 0: notes do not take into account the entire reading assignment

Film Notes Handouts, 8%

Objective: Record notes based on your observations of the assigned film that includes your point of view supported by evidence in the film. You may write your notes in the form of bullet points or prose. Either way, the page requirement remains at 1 page minimum.

Form: 1 page, and more if you would like. Outside sources optional; if so, include a Works Cited page.

Class Discussion Paper, 5%

Objective: Write a reader-response to the assigned class reading.

Form: 1.5- 2 pages (500-675 words including heading). Summarize important details from--but not the plot in--the assigned text; offer your critical assessment of key themes, and contribute questions that facilitate class discussion. Make six (6) photocopies so each class participant has a copy. Submit one copy to your professor. Read your class discussion paper in class (10-15 minutes), and be prepared to guide the subsequent class discussion.

Author Presentation, 5%

Objective: Type an author biography in a bullet-point/ brochure-type format.

Form: Length: 1 page. Make six (6) photocopies so each class participant has a copy. Submit one copy to your professor. Read your author presentation in class (10-15 minutes). Creativity is encouraged.

In-class Assignments and In-class Quizzes, 7%

Complete and submit in-class assignments and pop quizzes.

Midterm Exam, 15%

Objective: Use relevant examples from the lectures, readings, and films to respond to questions that take into account the content of the course.

Form: In-class, written, open-note/book examination.

Note: If the word count is not achieved, the highest grade possible is 70%.

Theme Analysis Essay, 10%

Objective: Write an academic argument on one narrowly defined topic based on your assessment of the readings.

Form: 2 pages (675-750 words including heading); *page requirement strictly enforced*. No outside sources.

Grading:

Description	Score
Descriptive Title/ Provocative Claim	_____ (10 pts.)
Grounds (evidence)	_____ (10 pts.)
Warrant (central assumption) and Backing (support by authority)	_____ (10 pts.)
Counterargument/ Rebuttal (included as necessary)	_____ (10 pts.)
Global: Connection between subclaims/ Progression of ideas	_____ (10 pts.)
Local: Connection between paragraphs/ Transitional phrases	_____ (10 pts.)
Grammar/ Sentence mechanics/ Quotations/ MLA style	_____ (10 pts.)
Formal academic prose/ Sentence variety/ Qualifiers	_____ (10 pts.)
Misc: responds to the prompt; demonstrates an awareness of how the argument being proposed fits into the larger set of claims in our course readings; works through the complexities of the material; organization; superior explication of evidence/ grounds	_____ (20 pts.)
	Grade:

Term Paper, 15% // Hardcopy Required

Objective: Explore a selected text (of your choice from the course readings) further by locating secondary sources. Engage in dialogue with the writers you discover in your research; rather than reporting on a topic or summarizing a narrative, the paper will rigorously analyze a specific topic using multiple perspectives.

Sources: include a minimum of 5 outside, secondary sources; at least 4 resources must not originate online.

Form: Staple together your 3 pages (1050-1300 words, including heading) of text, followed by a works cited page in MLA format, followed by a photocopy of the first page of each outside resource used to complete your essay.

Grading:

20% MLA Format/Sentence Mechanics/ Writing Clarity

20% Thesis Statement: demonstrates an awareness of how the argument being proposed fits into the larger set of claims in our course content

20% Argument Presentation: includes relevant evidence/ does not omit relevant evidence, considers counter-arguments as necessary, includes qualifiers

20% Analysis of Evidence: offers sophisticated commentary on the outside sources

20% Photocopied Pages

Note: If the word count is not achieved, the highest grade possible is 70%.

Final Examination, 10%

Objective: Present your term paper to the class.

Form: In-class during final exam. Presentation time is contingent on the number of students.

Evaluation of Papers

The following questions will be considered when papers are evaluated and graded. All questions may not be relevant to each assignment.

- Does the paper respond to assignment objective?
- Does the paper make an argument?
- Is the claim clear and plausible? Is it stated and contextualized effectively?
- Is there sufficient and relevant evidence to ground the claim?
- Does the paper effectively select and use material from the course readings to support and validate the analysis? Does it summarize, paraphrase, and quote effectively?
- Does the paper use all relevant details from the readings both to support the claim and to provide a context for the case being made? Does it ignore material that should be taken into account?
- Does the paper demonstrate an awareness of how the argument being proposed fits into the larger set of claims made about the topic in our course readings?
- Does the paper work through the complexities of the material (as opposed to oversimplifying or overgeneralizing)?

- Is the paper well organized?
- Does it cite material from the sources using MLA documentation style?
- Are there sentence structure problems or grammatical errors that interfere with the meaning?

Evaluation Standards

- An “A” essay demonstrates excellent work. It has something to say and says it well. It develops its argument clearly and consistently, demonstrating a complex understanding of the assignment, and does so using varied sentence structure. It often rises above other essays with particular instances of creative or analytical sophistication. There may be only minor and/or occasional grammatical errors.
- A “B” essay demonstrates good work. It establishes a clear claim and pursues it consistently, demonstrating a good understanding of the assignment. There may be some mechanical difficulties, but not so many as to impair the clear development of the main argument. While a “B” essay is in many ways successful, it lacks the originality and/or sophistication of an “A” essay.
- A “C” essay demonstrates adequate work. It establishes an adequate grasp of the assignment and argues a central claim. In addition, the argument may rely on unsupported generalizations or insufficiently developed ideas. It may also contain grammatical errors.
- Work that earns a grade of “D” or “F” is often characterized by the following problems: it fails to demonstrate an adequate understanding of the assignment; it fails to articulate an adequate argument; and/or it contains significant grammatical problems.

Course Schedule *Subject to Change*

Week	Date	Schedule
1	1/10	T Introduction to the course
	1/11	W <i>Life of Buddha</i>
	1/13	F <i>Confucius; Laozi/ Zhuangzi</i>
2	1/16	M MLK Jr. Day (No Classes)
	1/18	W <i>Bhagavad Gita</i> (1-44)
	1/20	F <i>Bhagavad Gita</i> (45-81) F: CDP1 <u>James Wicks</u>
3	1/23	M <i>To Live</i> (Zhang, 1995) → <i>Submit Film Notes by Sunday (1/29) 11:59pm</i>
	1/25	W <i>Three Times</i> (Hou, 2005) → <i>Submit Film Notes by Sunday (1/29) 11:59pm</i>
	1/27	F <i>Chungking Express</i> (Wong, 1994) → <i>Submit Film Notes by Sunday (1/29) 11:59pm</i>
4	1/30	M Lu Xun (3-21), Mao Dun (56-73) M: AP1 <u>James Wicks</u>
	2/1	W 1918-1949 (499-526) Cultural Rev. (538-9, 563-4)
	2/3	F Gao Xingjian (329-36), Alai (470-9), Chun Sue (480-95)
5	2/6	M Taiwan Poetry (529-530, 533-537, 540-562)
	2/8	W Bai Xianyong (210-223)
	2/10	F Chen Yingzhen, (204-209) + Canvas Reading F: CDP2 _____
6	2/13	M Poetry, 1976-present (567-606)
	2/15	W Xi Xi (303-313), Zhu Tianwen (388-402), Qiu Miaojin (455-461)
	2/17	F Discussion and Context: Southeast Asia F: Theme Analysis Essay Due

Week	Date	Schedule
7	2/20	M <i>Culture and Imperialism</i> , Said: xi-xxviii, 1-19, 31-43
	2/22	W <i>Culture and Imperialism</i> , Said: 43-80, 209-220 W: CDP3 _____
	2/24	F <i>Death and the King's Horseman</i> (3-40) F: AP2 _____
8	2/27	M <i>Death and the King's Horseman</i> (40-63) M: Write one (1) rhetorical precise
	3/1	W Midterm Exam
	3/3	F Midterm Exam
Spring Break, March 6-10		
9	3/13	M <i>Dreams of Trespass</i> (1-82)
	3/15	W <i>Dreams of Trespass</i> (83-174) W: AP3 _____
	3/17	F <i>Dreams of Trespass</i> (175-242) F: CDP4 _____
10	3/20	M <i>Nervous Conditions</i> (1-76)
	3/22	W <i>Nervous Conditions</i> (77-148) W: AP4 _____
	3/24	F <i>Nervous Conditions</i> (149-204) F: CDP5 _____
11	3/27	M Discussion and Context: Central America
	3/29	W <i>The Two Escobars</i> (Jeff & Michael Zimbalist, 2010) → <i>Film Notes due at 11:59pm</i>
	3/31	F <i>Pluriverse</i> (36-107) F: AP5 _____
12	4/3	M <i>Pluriverse</i> (108-147, 154-172, 189-221)
	4/5	W <i>White Teeth</i> (1-70) <i>Google Docs Project</i>
	4/7	F <i>White Teeth</i> (71-133) <i>Google Docs Project</i> F: AP6 _____
13	4/10	M <i>White Teeth</i> (134-201) <i>Google Docs Project</i>
	4/12	W <i>White Teeth</i> (202-314) <i>Google Docs Project</i>
	4/14	F Easter Recess (No Classes)
14	4/17	M Easter Recess (No Classes)
	4/19	W <i>White Teeth</i> (315-385) <i>Google Docs Project</i>
	4/21	F <i>White Teeth</i> (386-448) <i>Google Docs Project</i> F: CDP6 _____
15	4/24	M <i>Blind Willow, Sleeping Woman</i> (1-83)
	4/26	W <i>Blind Willow, Sleeping Woman</i> (84-177)
	4/28	F <i>Blind Willow, Sleeping Woman</i> (178-203, 226-248)
Final Exam Friday (5/5) 1:30-4:00 p.m.: // Due: Term Paper and Presentations		

* AP: Author Presentation

** CDP: Class Discussion Paper