

Department of Literature, Journalism, Writing, & Languages

LIT 3050 - WORLD LITERATURE

Fall – 2019 Syllabus



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INTRODUCTION

LIT 3050 is a course approved for credit in the General Education program of PLNU. Its content is designed to help students meet General Education Learning Outcome 2b Students will understand and appreciate diverse forms of artistic expression.” The Learning Outcome will be measured by the Reflective Essay which will ask students to select appropriate course material and respond to the following prompt: “In what ways and to what degree has this literary work (novel, play, poem, short story, essay, creative nonfiction, film) impacted your cultural perspectives, AND

what connections have you made between this work and other university courses and/or your own life experience?"

UNIVERSITY GENERAL EDUCATION MISSION STATEMENT

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 cultures.

COURSE LEARNING OUTCOMES

The aspired “learning outcome” for you, a student in this course – World Literature (Literature 3050) – is that by the end of this course you will be enabled to:

1. Closely read and critically analyse texts in their original languages and/or in translation;
2. Recall, identify and use fundamental concepts of literary study to read and discuss texts, e.g.,
 - 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. Analyse the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with your own lives.
4. Create (synthesis, evaluation) detailed and informed textual analysis of literary works employing secondary sources and applying concepts of literary study and literary theory.

A WORD TO THE STUDENT FROM THE PROFESSOR

Literature 3050, World Literature, is a general education course designed to acquaint you, the student of higher education, with selective works universally acknowledged as "classics," i.e., "Great Works." This particular course features works from the 18th century up through the modern era and is one of the components of the General Education Program at Point Loma Nazarene University, under the category Developing Cognitive Abilities, namely “Seeking Cultural Perspectives.” By including this course in a common educational experience for undergraduates, the faculty of P.L.N.U. support the pursuit of personal awareness and skill development, focusing on the analytical, communicative, and quantitative skills necessary for successful living in society.

SUGGESTED TEXTS

The basic text used in this course is the Norton's Anthology, Western Literature (Volume 2), 8th ed. In addition, there will be excerpts from various novels, as well as full paperbacks (please see suggested sequence and print or purchase materials in advance).

So...

WHY read literature, let alone classics, you ask? The above-mentioned works are all considered "classics," because they were created by artistic writers of singular genius. They have not, however, found universal acclaim merely because of creative form, but also because of profound combination of form and content. Importantly, each work has something significant to contribute to our understanding about the essence of life, society, God, the world, man and woman, and the interwoven relationships each has with the other. In other words, these works are "stories" about you and me and the complex, problematic, oftentimes painful, yet beautiful and exciting world in which we live.

In order to properly gain insight and appreciation into these works, you may well find it necessary to read each work thoughtfully and then to review what you have read. By engaging in this practice, you will be training yourself to read with an ever increasing level of comprehension, a skill that you will take with you throughout your future life both as a reader (of any type of literature including the Bible) and as a viewer of other media forms, such as the film medium. Critical thinking and framing, as we will be doing together, will be an important contribution to your life in whatever field you may find yourself. To test your understanding of any respective work, you should discipline yourself to retell [verbally and pictorially] work in your own mind. If you can do that [i.e., if you can see (visualize) it], you will not only know the story, you will also be able to the work when we subject it to our class discussion. Such an approach is especially recommended for those students who desire a grade which would indicate superior achievement and mastery of the material handled in this course.

More specifically, this course is intended to introduce you to samples of some of the greatest works of literature ever produced by thinking and creating artists, throughout various parts of our world, a world which, as you are well aware, is becoming increasingly smaller and complex. Because these works are masterpieces, (the list of classics is not codified and is continually expanding as we are introduced to writers heretofore ignored or silenced), it is hoped that your learning will not be an esoteric learning experience in an "ivory tower." On the contrary, these works should stimulate your mind and your independent thinking. My personal goal is to engage you in a close examination of some of the tough, but essential (universal), questions and issues that impact all our lives, i.e., aspects of life which all humans commonly share. At the same time, you will become well versed, it is hoped, in some of the most noted masterpieces of all world literature. And all this we do together as a community of learners, meaning we will be experiencing these new worlds of thought together in a shared community experience. Finally, this course is designed to help you grow both intellectually and spiritually, and also to assist you in coming to a deeper understanding and love of God, of yourself and of others, as well as of the world we live in, thereby enriching your life while also preparing you for a life of continued learning and thought.

Weekly Sequence of Instruction - subject to change

Week 1

Course Introduction, Objectives, Glossary.
Literary terminology

Week 2

Read Updike's "A&P" and Desai's "Studies in the Park"
Read Hemingway's "Hills Like White Elephants"
Read Vonnegut's "Harrison Bergeron"
Read Bradbury's "A Sound of Thunder"

Week 3

Read Baldwin's "Sonny's Blues"
Read excerpt from Fuguet and Martinez *Road Story* (a graphic novel) NOTE: 10 PAGES IN TOTAL <http://wordswithoutborders.org/graphic-lit/from-road-story>
Read excerpt from Spiegelman's *Maus*

Week 4

Read O'Brien's "The Things They Carried" and "How To Tell a True War Story"
Read Borges' "The Shape of the Sword"
Read Oates' "Where Are You Going, Where Have You Been?"

Week 5

Team Teaching Project Assigned:

Students will participate in a group project focusing on the life and selected works of a writer. Groups will consist of up to 3 members. Class presentations will be approximately 9-12 minutes long including a brief question and answer section. Presentation topics must be cleared with me to avoid repetition. Students will be given a group grade for the presentation.

Read Lessing's "A Woman on the Roof"
Read Carver's "What We Talk About When We Talk About Love"
Read Silko's "Yellow Woman"
Read Fitzgerald's "Babylon Revisited"
Read Fitzgerald's "The Offshore Pirate"

Week 6

Read Atwood's "Happy Endings"
Read Proust's "Swann's Way"
Read Wilde's "The Nightingale and the Rose"
Read Woolf's "A Haunted House"
Read Woolf's "Kew Gardens"
Read Joyce's "Araby"

Week 7

Group presentations will be presented.

Week 8

Read Walker's "Everyday Use"
Read Williams' "The Use of Force"
Read Lawrence's "The Rocking Horse Winner"
Read Fitzgerald's "The Curious Case of Benjamin Button"
Read Kafka's "The Metamorphosis"

MID-TERM EXAM

Week 9

Read Collins' "Introduction to Poetry"
Read Neruda's "Poetry"
Read Bishop's "One Art"
Read Cummings' "In Just"
Read Beach's 420 Characters (online)

Week 10

Read Hayden's, "Those Winter Sundays"
Read Housman's "To an Athlete Dying Young"
Read Langston Hughes' "Dream Variations" and "Harlem"

Week 11

Read Williams' "The Red Wheelbarrow"
Read Plath's "Metaphors"
Read Robert Frost's "The Road Not Taken" and "Stopping by Woods..."
Read Comford's "The Guitarist Tunes Up"
Read MacLeish's "Ars Poetica"

Week 12

Read Dostoevsky's *The Brothers Karamazov*
Read Dostoevsky's *Notes from Underground*

Week 13

Read Tolstoy's *War and Peace*
Read Tolstoy's *Anna Karenina*

Week 14

Read Tagore's *The Home and the World*
Read Tagore's selected poems

Week 15

Read Moliere's "The Flying Doctor"

GRADING

The grade you receive in this course is based on the following criteria:

- 1) the periodic and unannounced (but virtually daily) quiz
- 2) the mid-term
- 3) the final project
- 4) participation (homework, group work, class discussion and engagement)
- 5) team teaching project

The mid-term will cover the first eight - plus weeks of the term; the final examination will cover the last six (seven). The final examination will not be comprehensive but rather will cover only the material handled in the last seven-plus weeks (post-mid-term material). Quizzes cover the assigned reading for any given day and are objective in nature, geared to reward you for having read the material when assigned. You will have approximately 14 –16 quizzes, which will result in an average quiz grade. QUIZZES CANNOT BE MADE UP SO PLEASE DON'T ASK. If you must miss a class (or choose to miss) a quiz, you will receive a grade of "0" for that quiz. Consideration for exigent circumstances is made in that I will drop your TWO lowest quiz grades when computing the quiz grade average.

ACADEMIC ACCOMMODATIONS

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, these students are requested to file documentation during the first two weeks of the semester with the Academic Support Center (ASC), located in the Bond Academic Center. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. Once the student files documentation, the ASC will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student.

KEY ASSIGNMENT

Take-Home Final Exam Essay

Instructions:

Choose one work from our course readings that has impacted your understanding and appreciation of cultural perspectives to some degree and write a response to the prompt below.

Prompt:

In what ways and to what degree has this literary work (novel, play, poem, short story, essay, creative nonfiction, film) *impacted* your cultural perspectives, AND what *connections* have you made between this work and other university courses and/or your own life experience?

Specifications:

- Your essay response should be thesis-driven, elaborated by reasons, and supported with textual evidence properly cited with MLA style from the work itself.
- Length of essays should be 2-3 double-spaced pages in 12-point font type.
- Essays earning highest marks *must* address both aspects (*impact, connections*) of the prompt.

AAC&U Rubrics: Critical Thinking & Reading (selected criteria)

Due: Hard Copy and/or Live Text submission **by the beginning** of your Final Exam Period. Please title your Live Text submission: **Last Name_GE LIT Key Assignment**

PRESENTATIONS

You will occasionally be asked to give a brief presentation in class, either individually or as part of a group.

PARTICIPATION

Participation is important to your final grade. Much of the course involves in-class discussion and, as such, requires you regularly contribute your insights. The participation grade includes homework, preparatory reading, attendance, effort invested in class discussion and presentations, and peer review. Since this is a discussion-based class, it is vital that you listen and speak respectfully to others. I also encourage you to express your opinions – they will help inspire good discussions. Your participation in class, peer review, and scheduled conferences count for 10% of your grade.

IF YOU ARE ABSENT...

you are still responsible for knowing what was covered in class, what the homework is, and when it is due. Please exchange phone numbers and/or emails with at least two of your classmates. If you miss class, contact a fellow student for information, or come see me during office hours. If you still have questions, please feel free to email me.

POLICIES & PROCEDURES

Attendance: There is no substitute for attending class. Since this is a discussion-oriented course, your attendance is crucial, and key to doing the portfolio work. Regular attendance will greatly elevate your chances of performing well. Simply showing up for class, however, will not be enough. I expect the class to be the site of lively intellectual activity, discussion, debate and critical, respectful exchange. **PLEASE NOTE: You will have 2 absences allowed without penalty (for a 2 day per week class, 3 absences allowed for a 3 day per week class, and 1 absence allowed for a 1 day per week class). Use them well. Anything past that will result in a decrease in your overall grade. The same is true for lates. Traffic, flat tires, life...happens. Please plan accordingly.**

Electronics: Your active participation is required in this course. As such, our classroom will be a “cell-free zone.” Please turn off your cell phones, iPods, and similar electronic equipment when you come to class. Because we will be interacting in group discussion often, the use of laptops will also be distracting. If laptops/phones are relevant to the activity we are engaged in, I’ll let you know. If you are in class on your laptop doing anything other than work relevant to the class, listening to music or texting, I will mark you absent. Please be respectful!

Plagiarism: All work in this course must be original. Plagiarism will result in serious consequences ranging from grade reduction to failure in the class to expulsion from the college.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. 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. 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.

Respect: Since this is a discussion-based class, it is vital that you listen and speak respectfully to others at all times. I encourage you to express your opinions, of course – they will help inspire good discussions.

Correspondence: Please email me with questions about homework, essays, concerns you may have. If you miss a class, please email rather than text. That way, I can send attachments for any handouts you may have missed. You may use my cell to text me if you are running late to our meeting, for example, or if you have a quick question.

Via TEXT, please ALWAYS indicate who it is. I do not save student numbers in my phone. Mention class date and time, as well, please. Please ONLY text between 8:00AM and 8:00PM, no earlier or later. You can email me at any time of the day or night.

Via EMAIL, please treat emails as a formal correspondence with a subject line (please indicate class, day, and time), opening/greeting (Dear, Good morning, etc.), the purpose of your email (body), and a closing (Thank you, Sincerely, Best...my personal favorite... Gratefully yours).

Office Hours: I encourage all students to attend office hours, but especially if you have any questions or concerns about reading, writing, the course or college in general. Please make an appointment with me in advance via email or after class. Please bring all of your pre-writing, drafts, and final drafts of your essays with comments to office hours. It will assist me in answering any questions you may have on the assignments.