

EH 241-03: World Literature II

Fall 2004

3 Credit Hours

T-Th 9:35-10:55

MH 312

CATALOGUE DESCRIPTION: Selected major contributions with focus on western civilization; Enlightenment to the present.

PREREQUISITES: Successful completion of EH 101-102 or equivalent transfer credit. For successful completion of the two-part literature sequence specified in the GER, this course should be paired with EH 240 or EH 205.

COURSE OBJECTIVES: To gain exposure to a wide range of texts in their historical and literary contexts, and to be able to discuss the effect of these contexts on specific texts. To explore the intersections and collisions of cultures from the Eighteenth through the Twentieth centuries by closely examining literary texts that explore such intersections and their effects on individuals. To practice analyzing literature through discussion, reading and writing. More specific objectives appear at the end of the syllabus.

REQUIRED TEXT: Davis, Paul, et al. The Bedford Anthology of World Literature: 1650-The Present. Vols. 4, 5 and 6. New York: Bedford/St. Martins, 2003. (Available at the campus bookstore)

COURSE SCHEDULE:

- 31 Aug **Introduction**
- 2 Sept **Unit One: Travel and Encounter in the Eighteenth Century**
Aphra Behn, *Oroonoko* (Book 4)
- 7 Sept *Oroonoko* cont.
- 9 Sept Voltaire, *Candide* (Book 4)
- 14 Sept *Candide* cont.
- 16 Sept Basho, *Narrow Road to the Backcountry* (Book 4)
- 21 Sept Equiano, *Narrative of the Life of Olaudah Equiano* (Book 4),
to Chapter 5
- 23 Sept Equiano, to end.
- 28 Sept **Unit Two: Nineteenth Century Science and Faith**
Goethe, *Faust*, to page 78 (Book 5)
- 30 Sept Goethe, *Faust*, to end
- 5 Oct Darwin, from *The Origin of Species* (Book 5)
- 7 Oct NO CLASS! Fall Break

- 12 Oct Flaubert, "A Simple Heart" (Book 5)
- 14 Oct Whitman, "Passage to India"; begin Tagore, *Broken Ties* (Book 5)
- 19 Oct Tagore cont.
- 21 Oct **MIDTERM EXAM**
- 26 Oct **Unit Three: Twentieth Century Colonialism, Globalism, and Postcolonialism**
Conrad, *Heart of Darkness* (Book 6)
- 28 Oct Conrad, cont.
- 2 Nov Yeats, "The Second Coming" (Book 6); Eliot, "The Love Song of J. Alfred Prufrock" (Book 6)
- 4 Nov Kafka, *The Metamorphosis*
- 9 Nov Joyce, "The Dead" (Book 6)
- 11 Nov Achebe, *Things Fall Apart* (Book 6)
- 16 Nov Achebe, cont.
- 18 Nov Camus, "The Guest" (Book 6)
- 23 Nov Mahfouz, "Zaabalawi" (Book 6)
- 25 Nov NO CLASS: THANKSGIVING BREAK
- 30 Nov Desai, "The Farewell Party"; Rushdie, "The Courter" (Book 6)
- 2 Dec Narayan, "A Horse and Two Goats"; Takenishi, "The Rite" (Book 6)
- 7 Dec Mukherjee, "A Wife's Story"; Silko, "Lullaby" (Book 6)
- 9 Dec **Conclusions**
- 14 Dec **FINAL EXAM: 8:00a-10:30a Tuesday**

REQUIREMENTS:

Grading System and Percentages:

Grading scale for this course is A-F. Grades are calculated based on the quality points normally assigned for that letter grade (i.e., 4.0 = A; 3.7 = A-; 3.3 = B+; 3.0 = B etc.). Each of these quality points will contribute the following percentage to the overall grade:

Midterm and Final Exams as scheduled: 60%
Reading Responses: 20%
One essay, 750-1000 words: 20%

Readings: Read each assignment carefully **before** coming to class. You

obviously can't discuss something you haven't read. Read poems more than once.

Attendance: Failure to attend class will severely compromise your ability to pass this course. I design my exams around what was said in class. If you cannot attend, you will need to make arrangements to get notes. If you know in advance that you will be unable to attend, I recommend you make arrangements with a fellow student to tape the lecture/discussion and/or to take more extensive notes than usual. I'd also recommend that you take notes, either during or following the session, so that you'll have a record of the central issues we discussed. Many students have found it useful to highlight or otherwise mark passages I read aloud or reference in class, as the identification portions of exams tend to be taken from those passages or passages with similar thematic content. There is no specific penalty for non-attendance, although see the Reading Response section for additional information on class attendance. Please also note that failure to attend class does not constitute withdrawal from the course; you are responsible for formally withdrawing from the course through the registrar should your situation require it.

Class Notes and Web Support: I have uploaded and will continue to upload class notes and handouts onto our WebCT site. Please register for the course there. The lecture notes are quite useful in helping you prepare for exams and also identify which aspects of lecture are likely to be most critical to understand. Feel free to peruse the website for our anthology, www.bedfordstmartins.com/worldlit That website also has sample quizzes from which I may draw for exams, as well as supplementary material of all sorts.

Reading Responses: Over the course of the term, you will complete 8 reading responses pertaining to the specific texts we read. Each will be graded on a 10 point scale, and you need complete only the number you wish to achieve the grade you are satisfied with. The grading scale will be as follows: 72-80 = A; 64-71 = B; 56-63 = C; 48-55 = D; 47-40 = D-; below 39 = F. If you complete all 8 readings, you may do a 9th reading for 5 extra credit points (applicable ONLY to the reading response portion of the grade). I will distribute several types of response assignments on a separate handout. Each will require two full paragraphs (less than or about 1 page of typed work), but will be assessed on the basis of content alone. Each must be on my desk **at the beginning of the class for which that particular text is assigned.** That is, you will do the writing **before** class for the text we will discuss **during** class. If we are reading Oroonoko, you may turn in a paper on Oroonoko. Once we're reading Candide, no more Oroonoko papers will be accepted. Late papers will not be accepted, nor will papers submitted by students during a class they do not attend (or if they leave upon submitting the work). Simply complete another assignment for another day. I strongly advise you to begin writing these projects as soon as possible. Only one paper may be completed for any given text we read. We will read some 21 different texts, but some will not offer pleasant writing experiences. You can get these assignments out of the way at the beginning of the term if you want! Plan to write for at least every third text and you'll be fine. Plan to wait until the end of the term, and you'll get no sympathy from me if you run out of sessions. I'll simply assume that the grade you received was satisfactory to you. For

the reading responses, I want to see evidence of YOUR thinking--nothing else. Don't use ANY OTHER RESOURCES WHATSOEVER. If you still have questions, ASK me.

Exams: There will be a midterm and a final exams, both of which will be short answer/passage identification-based, although there will be an essay component on the final unit exam.. Exams are largely objective in nature, designed to address material presented in lecture and its connection to the literary texts in question. The essays on the final exam will assume a basic familiarity with all texts of the semester and may ask you to draw connections among any texts we've read (although generally you'll have the opportunity to select the texts you will reference in the exam), and the more specific questions will be derived from material since the midterm.

Paper: The paper must follow basic MLA manuscript format, which means basically that it must have standard margins (approximately 1" on all sides), be double spaced, and typed. I have a handout with more specifics, but any decent handbook from a composition course should offer you a model. Your success on the paper will be made more likely if you follow MLA format precisely. I will distribute a separate handout on the paper as the term progresses, and I strongly advise you to seek out the assistance of the Writing Center as you work on the project. Plan ahead; by the last part of the term many students find it more difficult to get appointments with the Writing Center at a time that is convenient for them.. I will be happy to look at drafts during my office hours; simply bring a copy with you and we can discuss it together.

POLICIES:

Academic Honesty: Follow all guidelines in UAH's student handbook, as you would for any class. However, let me point out a few areas of concern for this course, primarily in terms of plagiarism. Plagiarism consists in taking the words or ideas of another writer--be that fellow student, web site, or published text--and presenting them without clearly indicating that they are not your own material. (This includes using all or part of any work you've done in one class to satisfy requirements in another--sometimes using prior research may be acceptable, but be certain to discuss it with your professor first). I take plagiarism very seriously. It is a violation of the trust that scholars and students must be able to have in one another if genuine knowledge is to be created and sustained. Words and ideas are intellectual property, so that using them without proper credit is no different from stealing a wallet and using the credit cards inside. A plagiarized paper will definitely receive a failing grade--and at my discretion (that is, if I believe it to be a deliberate attempt to deceive), you may fail the class as a whole. Certainly I will report any violation of academic honesty to Academic Affairs. In addition, the policies of the English Department make it incumbent upon me to detect plagiarism by whatever means I have at my disposal, including on-line resources such as Turnitin.com and other similar services. Cite accurately--see my handout on correct citation methods for some suggestions on using primary and secondary sources, and see the departmental handout for ways to be sure you've not fallen into unintentional plagiarism. Don't use downloaded material in any paper. If you still have questions, ASK me. Even well intentioned students may sometimes plagiarize inadvertently, but even accidental plagiarism is

serious enough to warrant a failing grade for a paper. Avoid it!

UAH is committed to the fundamental values of preserving academic honesty as defined in the Student Handbook (7.III.A). The instructor reserves the right to utilize electronic means to help prevent plagiarism. Students agree that by taking this course all assignments are subject to submission for textual similarity review to Turnitin.com. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. The terms that apply to the University's use of the Turnitin.com service, as well as additional information about the company, are described at www.uah.edu/library/turnitin.

I will not accept any essay for credit unless it is also submitted to the turnitin website. If the on-line version and the hard-copy version are substantially different, I may fail the paper at my discretion. I will not accept any paper in electronic form only; while electronic submission will work as a place holder (that is, the paper won't be late), I must receive hard copy before I'll grade a project.

Classroom Conduct: All students in the class must treat others with civility and respect and conduct themselves during class sessions in a way that does not unreasonably interfere with the opportunity of other students to learn. Failure to comply with this requirement may result in points being deducted from a student's final numerical average, up to a maximum of 15% (1 ½ letter grades).

For us to enjoy this course, each of you needs to come to class prepared to engage the literature intellectually. This means coming in with questions, with ideas, with concerns that we can address in class. This also means exercising basic courtesy toward me and toward the other students. Try to be in class, on time, every session. Schedule other appointments during non-class hours. Let me know at the beginning of class if you anticipate a need to leave in the middle of the session; other students and I will be distracted if you simply pick up and walk out. Except in extraordinary circumstances (the existence of which you should notify me), *turn off beepers and cellular phones for the duration of the session* (or at least put them on vibration-only mode); class should be your priority during the session itself, and you should not be available for casual contact. I hold you (not your friends, not your family) responsible for interruptions that disrupt us. Restrict non-class related conversations to non-class times. Avoid eating loud (highly crunchy) foods, rattling wrappers, or opening cans of soda during class; if you cannot avoid snacking, get yourself set up before class so that others won't be disrupted--and realize that eating will be mildly disruptive, so do so only if you absolutely must for health or scheduling reasons. While discreet drinking of Don't crunch ice. Avoid doing work for other classes during this class; the people around you--and I--can certainly tell the difference between taking notes and writing papers, between attentive listening and homework for other courses. While I hope that these expressions of courtesy seem obvious to you, they represent problems I have encountered in previous terms and would like to avoid in the future.

Office Hours: I have tried to schedule office hours when I hope they will be convenient for you. There is no need to make an appointment to

see me during those hours; simply drop in. If your class or work schedule precludes meeting during those times, there are other times that I am on campus and we can work out a mutually convenient alternative time. Otherwise, feel free to email me or to call if you have questions that can best be addressed in that form.

COURSE OBJECTIVES:

<p style="text-align: center;">Indicator (What I expect you to be able to do by the end of the semester)</p>	<p style="text-align: center;">Assessment Tool (How I expect to recognize that you've met the objective)</p>
<p>Content</p> <p>1. Demonstrate familiarity with various genre conventions and multiple literary/historical periods</p>	<p>Examinations Essay Reading responses</p>

2. Show familiarity with major intellectual and aesthetic ideas.	Examinations Essay Reading Responses
3. Understand the subject in its relation to other disciplines and its application to human concerns	Examinations Essay Reading Responses
4. Interpret and compare readings in texts of enduring intellectual, esthetic, and ethical importance.	Examinations Essay Reading Responses
5. Demonstrate a beginning familiarity with world literature from the Enlightenment to the present, focusing on western civilization but with sustained attention to major world cultures.	Examinations Essay Reading Responses
6. Link the study of literature with philosophical issues and historical conditions	Examinations Essay Reading Responses
7. Read literary texts closely and carefully, paying attention to the contribution of cultural position to texts' composition and meaning	Examinations Essay Reading Responses
Critical Thinking	
1. Develop critical thinking skills and to analyze, synthesize, and evaluate knowledge	Examinations Essay Reading Responses
2. Examine literary texts closely to analyze the effect of cultural context on the production of literary texts	Examinations Essay Reading Responses
Oral and Written Communication	
1. Demonstrate through substantial in-class/out-of-class writing that the skills from written composition have been reinforced and advanced	Examinations Essay
2. Display writing samples that are grammatically correct, convey information effectively, and are appropriately constructed for various purposes and audiences.	Final Examination Essay Reading Responses
3. Display skill in editing and polishing a written project	Essay