World Literature
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MW, 10 am - 12 pm office hours

Readings in order of reading
   ISBN: 978-0880013512
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Single-volume Qur’an. Attributed to Abdallah al-Sayrafi; Iran, probably Tabriz, Il-Khanid period, ca. 1330
COURSE OBJECTIVES

The goal of this course is to read, discuss and write about a selection of World Literature (SLOs 1, 3, 5). In order to respond to literature, we will have to discuss literary figures of speech, genres unique to different cultures, and specific theories of art and literature in different cultural traditions (SLOs 2-5). We will read contemporary World Literature in order to expand awareness and sympathize with people who are subject to international crises, such as dislocation, genocide and war. We will also survey the deep cultural traditions of the world’s great civilizations by reading classics and excerpts from holy books. This course gives students the opportunity to enjoy literary art at the same time that they write creatively about literature (SLOs 1, 4). Students will write one literary analysis paper and one creative imitation of a piece of literature (SLO 3, 4). They will also give creative presentations on the readings (SLO 3, 4,5).

STUDENT COURSE OUTCOMES (SLOs):

1. Read a selection of masterpieces in World Literature in order to discover diverse formal elements of style and different belief systems and world views.
2. Demonstrate their ability to select and apply the appropriate evaluative criteria to each particular literary genre studied.
3. Explore by critical analysis in writing and discussion diverse works in World Literature, which involves issues, such as colonialism, cultural conflict, environmental degradation, and war.
4. Show evidence of having mastered the content of literary works by identifying characters, genres, and themes, describing major conflicts, and listing specific literary criteria used in evaluation.
5. Show their ability to judge literary quality by applying evaluative criteria and supporting discussion with examples from the texts.
6. Develop a depth of awareness, empathy and appreciation for the people of different cultures.

PROGRAM LEARNING OUTCOMES (English and Education Generalist Requirements at the Undergraduate Level):

Graduating students will demonstrate that they can:

1. Construct essays that demonstrate unity, organization, coherence, and development.
2. Analyze literary works by applying principles of literary criticism or theory.
3. Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer’s own prose, and document them correctly using MLA format.
4. Demonstrate creativity or originality of thought in written or multimedia projects.
5. Compare/contrast and analyze major works and periods within World, English, and American literature.
6. Understand how to interpret, analyze, evaluate and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.
7. Understand the defining elements and characteristics of various literary genres contribute to the meaning of a given work (such as historical fiction, poetry, myths, epics, fables, etc.)
ASSIGNMENTS
A. Presentation or Performance on One Author (10%) (SLOs 1,2,4,5,6)
Sign up to give a presentation as a team on one of the authors on our syllabus. We will have one presentation per week. There are many ways you can make your presentation. You can give a PowerPoint, a forum of brief differing arguments, or a play, a movie, or a diorama.

B. Quizzes (30%) (SLOs 1,6))
We will have quizzes on the books we read. There will be three quizzes, each having 20 questions and covering two or three of the works assigned for the class. Each quiz will be worth 100 points for 300 total points.

C. Two Papers (45%)
1. Creative Imitation of One Work (SLOs 1-6)
Due March 27 (20%)
Write a creative imitation of one our readings. When one imitates, one adapts a style or subject, making changes in the one or more features and changing the context. For example, a student could adapt the style of Wu Chen’ en’s The Monkey King to a journey you have had. I think this project lends itself to collaboration. I will give teams up to 10% extra credit for the class grade, if they can figure out some form of publication of this project.

2. Literary Analysis (SLOs 1-6)
Due May 1 (25%)
Compose an interpretive argument about one text or comparing two texts. Provide textual evidence through quotes to support your argument. Fully develop your paragraphs through posing questions, making assertions, explaining the context of a piece of literature, analyzing quotes and reasoning about the meaning of the text. Discuss figurative techniques, like imagery and metaphor. Discuss the culture that the work of literature arises from in terms of aesthetic and social values. Also submit a peer review work sheet that demonstrates another student in the class has read your paper, offered advice, and proofread the paper. And meet me in my office to discuss your ideas and your writing. (four double spaced pages, MLA style, submitted online through Blackboard)

D. Class Participation and Attendance (10%)
The class participation grade will be determined by
a. Attendance
b. Participation in classroom discussion, civility and sharing in problem solving.

E. Final Exam (5%)
The final exam will test your skills at literary analysis using the same literary artifact that was used in the first-day of class assessment.

GRADING Breakdown
1000 total possible points: 900-1000=A, 800-899=B, 700-799=C, 600-699=D, 0-599=F.

<table>
<thead>
<tr>
<th>Projects</th>
<th>Due Date</th>
<th>%</th>
<th>Points</th>
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<tbody>
<tr>
<td>Presentations</td>
<td>Sign-up for one of 10 weekly presentations. Collaborative.</td>
<td>10</td>
<td>100</td>
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<tr>
<td>Papers</td>
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<tr>
<td>Creative Imitation</td>
<td>March 27</td>
<td>20</td>
<td>200</td>
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<tr>
<td>Literary Analysis</td>
<td>May 1</td>
<td>25</td>
<td>250</td>
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<tr>
<td>Total for Written Work</td>
<td>45</td>
<td>450</td>
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<tr>
<td>Quizzes</td>
<td>10/3, 10/31 &amp; Final 12/13</td>
<td>30</td>
<td>300</td>
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</table>
Final Exam 12/13 5 50
Class Participation 10 100
Total Points Available 100 1000

Attendance Policy
Two unexcused absences are permitted without affecting the class participation grade. One letter grade will be subtracted from the Class participation grade for each absence beyond two. More than six (6) unexcused absences will result in the student being dropped from the course with a failing grade. Absences resulting from required school activities, direct personal emergencies, or health issues will be excused--but you must notify the instructor within one week of the absence and make up any class work in a timely manner.

Classroom Etiquette and Civility
The course content is relevant to your undergraduate study as well as your lives. Class time will not be wasted. Also, your peers and professor will appreciate respect and courtesy. So avoid behaviors that might offend or disrupt others (like cell phones and early departures). Please also be careful to avoid excessively argumentative, sexist or racist language that may offend others and undermine the free exchange of ideas. Sexual harassment among students also threatens each student’s sense of security. Anyone can make a mistake now and then, but repeated insensitivity to others will result in being asked to drop the course.

Deadlines
Unless otherwise specified, all assignments will be turned in at the beginning of class on their due dates. All alternative arrangements must be approved before the relevant deadline. Late work without previous arrangement with me will only be accepted upon demonstration of extenuating circumstances.

Blackboard
If you confront technical issues which interfere with your ability to use Blackboard, contact the LTAC (Lobo Technology Assistance Center) at 432-837-8888 or https://techassist.sulross.edu

Accommodating Students with Disabilities
Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make necessary arrangements. Students must present appropriate verification from Accessibility Services during the instructor’s office hours. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from Accessibility Services has been provided.

TUTORING & LEARNING CENTER at the WILDENTHAL LIBRARY
Writing tutors are available in the library’s new Tutoring & Learning Center. Contact Micah Ferrell for information:
micah.ferrell@sulross.edu
(432) 837-8816
The head writing tutor is Mabel Garcia. I recommend her.

Plagiarism and Academic Integrity
Dishonest acts, such as plagiarism (using words or a specific author’s ideas from another source without acknowledging the source) or collusion (having other people write parts of your paper for you), may result in an “F” on the assignment and may lead to a disciplinary hearing conducted
through the office of the Dean of Students, which could result in suspension or expulsion from SRSU. If you have questions about whether your use of other sources (such as books, websites, friends, or Writing Center tutors) is correct, please ask before turning in the work.

**Course Calendar**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Activities</th>
<th>Readings to Discuss</th>
<th>Objectives, Resources and Due Dates</th>
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<tbody>
<tr>
<td><strong>Japanese Haiku</strong></td>
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<tr>
<td>1.15 Martin Luther King Holiday</td>
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<td>“Injustice anywhere is a threat to justice everywhere.”</td>
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**Week One**

- T 1.16: Discuss Readings
- TH 1.18: Basho pp 3-70

**Week Two**

- T 1.23: Readings
- TH 1.25: Buson pp 71-142
- Wednesday, 1.31: Last day to drop course without effecting academic record.

**Week Three**

- T 1.30: Discuss Readings
- TH 2.1: Issa pp 143-198 and 217-229

**The Chinese Epic**

**Week Four**

- T 2.6: Discuss Readings
- TH 2.8: Annenberg Scholars Video
- Wu Cheng’en’s *The Monkey King’s Amazing Adventure*. pp 1 - 110
- Presentation 1

**Week Five**

- T 2.13: Discuss Readings
- TH 2.15: Wu Cheng’en’s *The Monkey King’s Amazing Adventure*. pp 111-end
- Presentation 2

**Middle Eastern Literature: The refugee crisis**

**Week Six**

- T 2.20: Discuss Readings
- TH 2.22: Visit by Liz Rogers, attorney and refugee NGO volunteer
- Hamid Mohsin *Exit West*. pp 1-110
- Presentation 3

- **Quiz 1 posted online** on the haiku poets and Wu Cheng’en’s *The Monkey King*
<table>
<thead>
<tr>
<th>Week Seven</th>
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</table>
| T 2.27     | Discuss Readings | Hamid Mohsin  
*Exit West*  
pp 110-conclusion |
| TH 2.29    |  | Presentation 4 |

**Tolstoy and the East**

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<thead>
<tr>
<th>Week Eight</th>
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| T 3.6      | Discuss Readings | Leo Tolstoy  
*Hadji Murat*  
pp 1-55 |
| TH 3.8     |  | Presentation 5  
3.6: Midterm |

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<tr>
<th>Week Nine</th>
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<tbody>
<tr>
<td>T 3.13</td>
<td>Spring Break</td>
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<td>TH 3.15</td>
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**Africa and the Steppes of Asia**

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<tr>
<th>Week Ten</th>
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| T 3.20    | Discuss Readings | Leo Tolstoy  
*Hadji Murat*  
pp 56-116 |
| TH 3.22   |  | Presentation 6 |

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<tr>
<th>Week Eleven</th>
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</table>
| T 3.27      | Discuss Readings | Petina Gappa  
*An Elegy for Easterly*  
pp 1-80 |
| TH 3.29     |  | Presentation 7  
Creative Imitation Paper  
Due 3.27 |

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<tr>
<th>Week Twelve</th>
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</table>
| T 4.3       | Discuss Readings | Petina Gappa  
*An Elegy for Easterly*  
81-160 |
| TH 4.5      |  | Presentation 8  
**Quiz 2 posted online**  
on Hamid Mohsin’s  
*Exit West* and Tolstoy’s  
*Hadji Murat*  
Instructor Initiated Drop  
for excessive absences:  
Monday, 4.2  
Last Day to Drop with  
W: 4.6 Friday |
<table>
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<tr>
<th>Week Thirteen</th>
<th>T 4.10</th>
<th>Discuss Readings</th>
<th>Petina Gappa An Elegy for Easterly 161-235</th>
<th>Presentation 9</th>
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<tr>
<td></td>
<td>TH 4.12</td>
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<td>Course Evaluations: 4.9-4.23</td>
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<td>Week Fourteen</td>
<td>T 4.17</td>
<td>Discuss Readings</td>
<td>Galsan Tschinag The Blue Sky pp 3-100</td>
<td>Presentation 10</td>
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<td>TH 4.19</td>
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<tr>
<td>Week Fifteen</td>
<td>T 4.24</td>
<td>Discuss Readings</td>
<td>Galsan Tschinag The Blue Sky pp 100-200</td>
<td>Term Paper Peer Review EC</td>
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<td>Th 4.26</td>
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<tr>
<td>Week Sixteen</td>
<td>5.1</td>
<td>Last Day of Class Discuss Readings Prepare for exam</td>
<td>Quiz 3 posted online</td>
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<tr>
<td>Final</td>
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<td>Final Exam In-class Essay</td>
<td>Literary Analysis Due 5.1</td>
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<td>Wednesday May 9, 10:15 pm – 12:15</td>
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