

Buson, Yosa. Untitled

MAB 206

TR 12.3-1.45

World Literature

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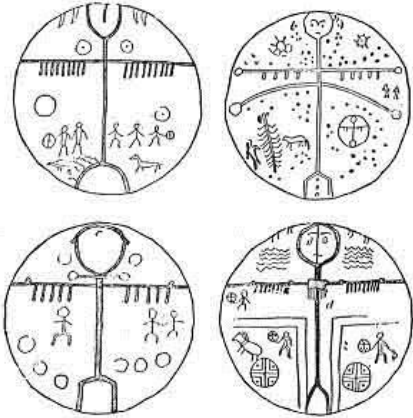
Office hours MW: 12-2

TT: 10-11

or by appt



Leo Tolstoy. An early handwritten draft from his novel *Youth*



Drum illustration of the Tengrist worldview.

Readings in order of reading

1. *The Essential Haiku*. Trans. Robert Hass. Ecco Press, 2012. ISBN: 978-0880013512
2. Wu Chen'en. *The Monkey King's Amazing Adventures. A Journey to the West in Search of Enlightenment*. Tuttle, 2012. ISBN: 978-0804842723
3. Hamid, Mohsin. *Exit West*. Riverhead, 2017. ISBN: 0735212171
4. Tolstoy, Leo. *Hadji Murad*. Vintage, 2012. ISBN: 978-0307951342
5. Gappah, Petina. *An Elegy for Easterly*. Farrar, Straus and Giroux, 2009. ISBN: 9780865479302
6. Tschinag, Galsan. *The Blue Sky*. Trans. Katharina Rout. Milkweed, 2006. ISBN: 978-1571310644



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

SLO 1 – Students will be able to construct documents that demonstrate unity, organization, coherence, and development, and are grammatically correct.

SLO 2 – Students will be able to analyze and interpret literary works by applying principles of critical thinking, literary criticism, or theoretical engagement.

SLO 3 – Students will be able to produce researched documents that demonstrate the ability to locate a variety of credible sources, employ them effectively through quotations and paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using the style appropriate to the document.

ASSIGNMENTS**A. Scholarly Discussion or Debate (10%) (SLOs 1,2,4,5,6)**

Sign up to give a presentation as a team on one of our texts in the form of a discussion or debate. If you can include the class in the discussion, so much the better. We will have one panel debate/discussion per week. To discuss the a book, the team must come up with interpretive questions or issues, and each student must come up with their own perspective on the question. Teams will be composed of three to four students.

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. Short In-Class Essays (20%)**

Write five (5) in-class essays, which will serve as practice for the close-reading and interpretation needed in the term paper. These papers will be one to two pages in length, and you will have about 50 minutes to write them. After finishing the paper, we will discuss your ideas in class. For each book, you will write one in-class essay, so they will be spaced about three weeks apart. The in-class essay will be similar to the first-day assessment and the final exam.

2. Literary Analysis (SLOs 1-6)

Due December 4 (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.

| Projects | Due Date | % | Points |
|-------------------------------|--|------------|----------------------|
| Scholarly Panels or Debates | Sign-up a team panel. One per week. | 10 | 100 |
| Papers | | | |
| In-class Essays (5) | Every three weeks | 20 | 200 (40 points each) |
| Literary Analysis | May 7 | 25 | 250 |
| Total for Written Work | | 45 | 450 |
| Quizzes | Every five weeks | 30 | 300 |
| Final Exam | May 15, 10:15 am | 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.

For additional information, please contact

Mary Schwartze M. Ed., L.P.C.
Accessibility Services in Ferguson Hall 112,
or call 432 837-8203.
E-mail: mschwartz@sulross.edu.

TUTORING & LEARNING CENTER at the WILDENTHAL LIBRARY


Writing tutors are available in the library's new Tutoring & Learning Center. An additional source for feedback and tutoring is Smart Thinking. Smart Thinking provides immediate access to tutors online and quick responses to written work. The link to Smart Thinking can be found on the course's Blackboard site.

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

| Dates | Activities | Readings to Discuss | Objectives, Resources and Due Dates |
|-------------------------|----------------------|--|---|
| Japanese Haiku | | | |
| Week One | | | |
| T 1.22 | Discuss Readings | Basho pp 3-70 | |
| TH 1.24 | First Day Assessment | | |
| Week Two | | | |
| T 1.29 | Discuss Readings | Buson pp 71-142 | |
| TH 2.1 | | | |
| Week Three | | | |
| T 2.5 | Discuss Readings | Issa pp 143-198 and 217-229 | In-class Writing 1 |
| TH 2.7 | | | |
| The Chinese Epic | | | |
| Week Four | | | |
| T 2.12 | Discuss Readings | Wu Cheng'en's <i>The Monkey King's Amazing Adventure</i> . pp 1 - 70 | |
| TH 2.14 | | | |
| Week Five | | | |
| T 2.19 | Discuss Readings | Wu Cheng'en's <i>The Monkey King's Amazing Adventure</i> . pp 70 - 140 | Discussion 1 |
| 2.21 | | | |
| Week Six | | | |
| T 2.26 | Discuss Readings | Wu Cheng'en's <i>The Monkey King's Amazing Adventure</i> . pp 140-end | Discussion 2 |
| TH 2.28 | | | In-class Writing 2 |
| | | | Quiz 1 on the haiku poets and <i>The Monkey King</i> |

| Understanding Refugees | | | |
|---|------------------|---|--|
| Week Seven | | | |
| T 3.5 TH 3.7 | Discuss Readings | Hamid Mohsin <i>Exit West</i> pp 1-110 | Discussion 3 |
| Week Eight | | | |
| T 3.12 TH 3.13 | Discuss Readings | Hamid Mohsin <i>Exit West</i> pp 110-conclusion | Discussion 4 In-class Writing 3 |
| Week Nine | | | |
| T March 18-22 Spring Break! | Discuss Readings | | Spring Break!  |
| Imperialism in the Caucasus | | | |
| Week Ten | | | |
| T 3.26 TH 3.28 | Discuss Readings | Leo Tolstoy <i>Hadji Murat</i> pp 1-55 | Discussion 5 |
| Week Eleven | | | |
| T 4.2 TH 4.4 | Discuss Readings | Leo Tolstoy <i>Hadji Murat</i> pp 56-116 | Discussion 6 In-class Writing 4 |
| Postcolonial Africa | | | |
| Week Twelve | | | |
| T 4.9 TH 4.11 | Discuss Readings | Petina Gappa <i>An Elegy for Easterly</i> 81-160 | Discussion 7 |
| Week Thirteen | | | |
| T 4.16 TH 4.18 | Discuss Readings | Petina Gappa <i>An Elegy for Easterly</i> 161-235 | Quiz 2 on Hamid Mohsin's <i>Exit West</i> and <i>Hadji Murat</i> Discussion 8 |

| | | | |
|--|---|--|---|
| Week Fourteen | | | |
| T 4.23 TH 4.25 | Discuss Readings | Galsan Tschinag <i>The Blue Sky</i> pp 3-75 | Discussion 9 |
| Week Fifteen | | | |
| T 4.30 TH 5.2 | | Galsan Tschinag <i>The Blue Sky</i> pp 75-150 | Discussion 10 In-class Writing 5 |
| Week Sixteen | | | |
| T 5.7 | Last Day of Class Discuss Readings Prepare for exam | Galsan Tschinag <i>The Blue Sky</i> pp 150-200 | Literary Analysis Due 5/7 |
| Final Wednesday May 15, 10:15am - 12:15pm | Final Quiz 3 online Plus In-class Final Assessment Essay, May 15 (50 points) | | |