

# World Literature

Theron Francis, Ph.D.

[tfrancis@sulross.edu](mailto:tfrancis@sulross.edu)

Morelock 112c office

837-8283

Office hours M-F: 11am - 2 pm  
or by appointment

Classroom: MAB 207

Times: MWF, 2-2.5 pm



Photo Gustave Deghilage © 2013



The Niger Delta. Sz. Marton

Refugees at a transit camp  
in Idomeni, Greece, October 2015.  
Ashley Gilbertson



Lu Yuan. "Rivers and Mountains without End"  
Freer Gallery of Art

## Readings in order of reading

1. *The Essential Haiku*. Trans. Robert Hass. Ecco Press, 2012. ISBN: 978-0880013512
2. Hamid, Mohsin. *Exit West*. Riverhead, 2017. ISBN: 0735212171
3. Habila, Helon. *Oil on Water*. W.W. Norton, 2011. ISBN: 0393339645
4. Ghosh, Amitov. *Gun Island, A Novel*. Farrar, Straus and Giroux, 2019. ISBN: 0374167397

**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.

**Marketable Skills**

1. Ability to write and speak effectively.
2. Ability to apprehend and act effectively in diverse social and cultural contexts for communication.
3. Ability to interpret texts and negotiate meaning socially.
4. Ability to conduct research and present findings in public forums.

**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.

**For Core Curriculum Courses Only for 2021-2022.**

- **Critical Thinking.** Students will develop critical thinking skills to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.
- **Empirical & Quantitative Skills.** Students will develop empirical and quantitative skills to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusion

**ASSIGNMENTS**

**A. Team Presentations on Poetry and Prose of the Pandemic (10%) (SLOs 1,2,4,5,6)**

The class will be divided into teams seek out poetry and prose related to the pandemic. The literature you select should reflect women’s voices. (100 points)

At midterm your team will select, recite, and explain one poem on the pandemic. At the end of class, your team will select, summarize, highlight key passages and explain one short story or non-fiction piece related to the pandemic. (100 points)

**B. Quizzes (20%) (SLOs 1,6)**

We will have quizzes on the books we read. There will be two quizzes, each having 20 questions and covering two of the works assigned for the class. Each quiz will be worth 100 points for 200 total points.

**C. Two Papers (45%)**

**1. Short In-Class Essays (20%; 200 points 50 points each)**

Write four (4) 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 1 (30%)

The paper must be a full, one-page cover letter, which reflects on the goals of your paper and its quality.

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 (5%)

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.

F. For 100 points extra credit students can prepare a PowerPoint presentation on their term paper to be presented at the spring, 2021 Student Research Symposium.

#### 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
Presentations	Midterm and end of term	20	200
Papers			
In-class Essays (5)	Every three weeks	20	200 (50 points each)
Literary Analysis	May 7	30	300
<b>Total for Written Work</b>		<b>50</b>	<b>500</b>
Quizzes	Every five weeks	20	200
Final Exam	May 15, 10:15 am	5	50
Class Participation		10	50
<b>Total Points Available</b>		<b>100</b>	<b>1000</b>

#### 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****ADA (Americans with Disabilities Act)**

SRSU Disability Services. Sul Ross State University (SRSU) is committed to equal access in compliance with Americans with Disabilities Act of 1973. It is SRSU policy to provide reasonable accommodations to students with documented disabilities. It is the student's responsibility to initiate a request each semester for each class. Students seeking accessibility/accommodations services or counseling must contact

Rebecca Greathouse Wren, LPC-S  
Counseling and Accessibility Services in Ferguson Hall 112  
8-12 am and 1-5 pm M thru F

**Call 432 837-8203**

Mailing address: P.O. Box C-122, Sul Ross State University  
Alpine, Texas 79832

E-mail: [rebecca.wren@sulross.edu](mailto:rebecca.wren@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.

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. A scholar is expected to be punctual, prepared, and focused; meaningful and pertinent participation is appreciated. Examples of academic dishonesty include but are not limited to: Turning in work as original that was used in whole or part for another course and/or professor; turning in another person's work as one's own; copying from professional works or internet sites without citation; collaborating on a course assignment, examination, or quiz when collaboration is forbidden.

**Classroom Climate of Respect**

Importantly, this class will foster free expression, critical investigation, and the open discussion of ideas. This means that all of us must help create and sustain an atmosphere of tolerance, civility, and respect for the viewpoints of others. Similarly, we must all learn how to probe, oppose and disagree without resorting to tactics of intimidation, harassment, or personal attack. No one is entitled to harass, belittle, or discriminate against another on the basis of race, religion, ethnicity, age, gender, national origin, or sexual preference. Still we will not be silenced by the difficulty of fruitfully discussing politically sensitive issues. (SRSU statement)

**Diversity Statement**

"I aim to create a learning environment for my students that supports a diversity of thoughts, perspectives and experiences, and honors your identities (including race, gender, class, sexuality, religion, ability, socioeconomic class, age, nationality, etc.). I also understand that the crisis of COVID, economic disparity, and health concerns, or even unexpected life events could impact the conditions necessary for you to succeed. My commitment is to be there for you and help you meet the learning objectives of this course. I do this to demonstrate my commitment to you and to the mission of Sul Ross State University to create an inclusive environment and care for the whole student as part of the Sul Ross Familia. If you feel like your performance in the class is being impacted by your experiences outside of class, please don't hesitate to come and talk with me. I want to be a resource for you." (SRSU statement)

**Course Calendar**

Dates	Activities	Readings to Discuss	Objectives, Resources and Due Dates
<b>Japanese Haiku</b>			
Week One			
8. 23-25-27	Discuss Readings  First Day Assessment	Basho pp 3-70	
Week Two			
8.30-91-9.3	Discuss Readings	Buson pp 71-142	
Week Three			
9.6 Labor Day  9.8-9.10	Discuss Readings	Issa pp 143-198 and 217-229	
<b>Migration and War</b>			
Week Four			
9.13-15-17	Discuss Readings	Hamid Mohsin <i>Exit West</i> pp 1-110	In-class Writing 1

Week Five			
9.20-22-24	Discuss Readings	Hamid Mohsin <i>Exit West</i> pp 110-conclusion	
Week Six			
9.27-29-10.1	Discuss Readings	Finish discussion of <i>Exit West</i>	<b>In-class Writing 2</b>
<b>Postcolonial Africa and Resource Extraction</b>			
Week Seven			
10.4-6-8	Discovering pandemic poetry		<b>Quiz 1</b> on the haiku poets and <i>Exit West</i>
Week Eight			
10.11-13-15	Team Presentations on Women's Poetry from the Pandemic		
Week Nine			
10.18-20-22	Discuss Readings	Habila's <i>Oil on Water</i>	
<b>Imperialism in the Caucasus</b>			
Week Ten			
10.25-27-29	Discuss Readings	Habila's <i>Oil on Water</i>	
Week Eleven			
11.1-3-5	Discuss Readings	Habila's <i>Oil on Water</i>	<b>In-class Writing 3</b>
<b>Climate Change in the Third World</b>			
Week Twelve			
11.8-10-12	Discuss Readings	Ghosh's <i>Gun Island</i>	
Week Thirteen			
11.15-17-19	Discuss Readings  Discovering prose on the pandemic	Ghosh's <i>Gun Island</i>	
Week Fourteen			
11.22  Thanksgiving 11.24-26	Discuss Readings	Ghosh's <i>Gun Island</i>	<b>In-class Writing 4</b>
Week Fifteen			
11.29-12.1  Wednesday, 12.1 Last day of class	Last Day of Class  Presentations on women's prose on the pandemic		<b>Literary Analysis Due 12.1</b>  <b>PowerPoint on term paper for symposium due</b>

Finals begin Friday	Prepare for exam		<b>for Extra Credit</b>
Week Sixteen			
Final Wednesday December 7, 3-5 pm	<b>Final Quiz 2 online Plus In-class Final Assessment Essay, December 7, 3-5 pm (50 points)</b>		