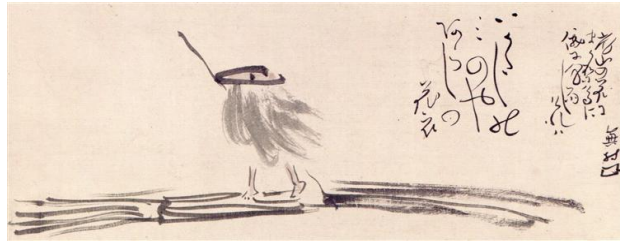


World Literature

Japanese Haiku
The Greek Epic
Arabic Poetry
Latin American Surrealism

Theron Francis, Ph.D.
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Morelock 112c office
837-8283
Office hours
MTWT: 10-11.3 & 2-4
or by appointment

Course meets
Mondays, Wednesdays
12:30 to 1:45
MAB 206



Buson, Yosa. Untitled.

Texts

- a. The Essential Haiku. Ed. Robert Hass. Publisher: Ecco. Edition 2012. ISBN 9780880013512. Print, paperback, required
- b. The Iliad. Translator Emily Wilson. Publisher: W.W. Norton. Edition 2024. ISBN 9781324076148. Print, paperback, required
- c. Nights and Horses and the Desert. Ed. Robert Irwin. Publisher: Overlook Press. Edition: 2016. ISBN 9781468313123 Print, paperback, required
- d. Borges, Jorge. Collected Fictions. Penguin Books. 1999. ISBN 9780140286809 Print, paperback, required

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 survey the deep cultural traditions of the world's great civilizations by reading classics. 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 work inspired by the readings. (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 critical 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 understand literature by applying critical 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. Students will communicate effectively in writing and speaking.
2. Students will use different research strategies to address problems and develop ideas that engage a variety of perspectives.
3. Students will recognize how social and cultural contexts shape meaning and language.

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. Response Papers (40%) (SLOs 1,6)

Write and share with the class four (4) one page response papers to the readings. Each response paper is worth 10% of the course grade. They will be submitted online through Blackboard Discussions.

B. Two Papers (50%)

1. Literary Analysis Paper (25%)

Write a literary analysis explaining one aspect of one work of literature. Use two scholarly secondary sources in addition to the primary source. 4 pages, MLA style.

2. Creative Paper (25%)

Write a creative imitation of one of the readings of the class. Some examples of notable imitations are Margaret Atwood's *Penelopiad* (based on Homer's *Odyssey*), Percival Everett's *James* (based on Twain's *Huckleberry Finn*), and Barbara Kingsolver's *Demon Copperhead* (Dickens' *David Copperfield*). 4 pages.

C. Class Participation (5%)

The class participation grade is determined by attendance, discussion, civility, and engagement in

any unexpected class extra-curricular activities.

D. Final Exam (5%)

The final exam will test your skills at literary analysis using the same or a similar literary artifact that was used in the first-day 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
Quizzes	Every 4 weeks	20	200 (50 points each)
Papers			
4 Response Papers	Every 4 weeks	20	200 (50 points each)
Creative Paper	April 7	20	200
Literary Analysis Paper	April 30 End of Term	30	300
Total for Written Work		70	700
Final Exam	TBD	5	50
Class Participation		5	50
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 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.

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 and Counseling Services

SRSU Accessibility Services. Sul Ross State University (SRSU) is committed to equal access in compliance with the 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 must contact Mrs. Mary Schwartz Grisham, LPC, SRSU's Accessibility Services Director or Ronnie Harris, LPC, Counselor, at 432-837-8203 or email mschwartz@sulross.edu or ronnie.harris@sulross.edu. Our office is located on the first floor of Ferguson Hall, room 112, and our mailing address is P.O. Box C122, Sul Ross State University, Alpine. Texas, 79832.

Counseling

Sul Ross has partnered with TimelyCare where all SR students will have access to nine free counseling sessions. You can learn more about this 24/7/365 support by visiting [Timelycare/SRSU](https://www.timelycare.com/sulross). The SR Counseling and Accessibility Services office will continue to offer in-person counseling in Ferguson Hall room 112 (Alpine campus), and telehealth Zoom sessions for remote students and RGC students.

Libraries

The Bryan Wildenthal Memorial Library and Archives of the Big Bend in Alpine offer FREE resources and services to the entire SRSU community. Access and borrow books, articles, and more by visiting the library's website, library.sulross.edu/. Off-campus access requires logging in with your LoboID and password. Librarians are a tremendous resource for your coursework and can be reached in person, by email (srsulibrary@sulross.edu), or by phone (432-837-8123).

No matter where you are based, public libraries and many academic and special libraries welcome the general public into their spaces for study. SRSU TexShare Cardholders can access additional services and resources at various libraries across Texas. Learn more about the TexShare program by visiting library.sulross.edu/find-and-borrow/texshare/ or ask a librarian by emailing srsulibrary@sulross.edu.

Tutoring at the English Department's Online Writing Center

The English Department provides tutoring through Blackboard Collaborate. I will assign extra credit for major assignments receiving feedback from the tutors in the English Department's Online Writing Center.

Tutoring Center

[The Lobo Den Tutoring Center](https://www.sulross.edu/tutoring-center/) offers FREE tutoring support to help you excel in your courses. Whether you need assistance in Writing, Math, Science, or other subjects, we're here to help!

Important Information:

- **Drop-in and Scheduled Appointments:** Flexible options to fit your needs.
- **Hours of Operation:** Monday–Friday, 8:00 AM – 5:00 PM.
- **Workshops:** Attend our regularly hosted academic workshops on STEM topics and professional development, often in collaboration with specialized faculty.
- **Location:** BWML Room 128.
- **Contact Us:** For more information or to book an appointment, email tutoring@sulross.edu or call (432) 837-8726.

Looking for additional support?

- Tutor.com offers FREE 24/7 online tutoring in over 200 subjects, including specialized support for ESL and ELL learners with native Spanish-speaking tutors.
- Access Tutor.com via Blackboard: Log in to your Blackboard account to get started anytime, anywhere.

Take advantage of these valuable resources to boost your confidence and performance in your classes. We look forward to helping you succeed!

Academic Integrity

Students in this class are expected to demonstrate scholarly behavior and academic honesty in the use of intellectual property. Students should submit work that is their own and avoid the temptation to engage in behaviors that violate academic integrity, such as 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. Students should also avoid using open AI sources ***unless permission is expressly given*** for an assignment or course. Violations of academic integrity can result in failing assignments, failing a class, and/or more serious university consequences. These behaviors also erode the value of college degrees and higher education overall.

Student Responsibilities Statement

All full-time and part-time students are responsible for familiarizing themselves with the [Student Handbook](#) and the [Undergraduate & Graduate Catalog](#) and for abiding by the [University rules and regulations](#). Additionally, students are responsible for checking their Sul Ross email as an official form of communication from the university. Every student is expected to obey all federal, state and local laws and is expected to familiarize themselves with the requirements of such laws.

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.

Incompletes


Incompletes will only be granted if there is a valid reason why the student is unable to complete the course work and at least 50% of the course assignments are completed.

Distance Education Statement

Students enrolled in distance education courses have equal access to the university's academic support services, such as library resources, online databases, and instructional technology support. For more information about accessing these resources, visit the SRSU website. Students should correspond using Sul Ross email accounts and submit online assignments through Blackboard, which requires secure login. Students enrolled in distance education courses at Sul Ross are expected to adhere to all policies pertaining to academic honesty and appropriate student conduct, as described in the student handbook. Students in web-based courses must maintain appropriate equipment and software, according to the needs and requirements of the course, as outlined on the SRSU website. Directions for filing a student complaint are located in the student handbook.

Course Calendar

Dates	Activities	Readings to Discuss	Objectives, Resources and Due Dates
Japanese Haiku			
Week One			
W 1.15	First Day Assessment		
Week Two			
M 1.20 No Class MLK Day	Discuss Readings	Basho pp 3-70	
W 1.22			
Week Three			
M 1.27	Discuss Readings	Buson pp 71-142	
W 1.29			
Week Four			
M 2.3	Discuss Readings	Issa pp 143-198 and 217-229	
W 2.5			
Week Five			
M 2.10	Conclude Haiku		Quiz 1 on Haiku
W 2.12	Begin Iliad Discuss Readings	Chapters 1-5	Response Paper 1 on Haiku
Week Six			
M 2.17	Iliad	Chapters 6-10	

W 2.19	Discuss Readings		
Week Seven			
M 2.24	Iliad	Chapters 11-15	
W 2.26	Discuss Readings		
Week Eight			
M 3.3	Iliad	Chapters 16-20	
W 3.5	Discuss Readings		
Week Nine			
M 3.10	Iliad	Chapters 21-24	Quiz 2 on the Iliad
W 3.12	Discuss Readings		Response Paper 2 on the Iliad
3.17-21 Spring Break!			
Week Ten			
M 3.24	<i>Nights and Horses and The Desert</i>	1 Pagan Poets (A.D. 500-622) p. 1	
W 3.26	Discuss Readings	2 The Qur'an p. 30 3 Court Culture (7th-8th centuries) p. 42	
Week Eleven			
M 3.31	<i>Nights and Horses and The Desert</i>	4 Widening Horizons (c.750-	

W 4.2	Discuss Readings	c.900) p. 68	
Postcolonial Africa			
Week Twelve			
M 4.7 W 4.9	<i>Nights and Horses and The Desert</i> Discuss Readings	6 The Lost Kingdoms of the Arabs: Andalusia p. 244	Creative Writing "Imitation" Due
Week Thirteen			
M 4.14 W 4.16	<i>Borges Fictions</i> Discuss Readings	Tlön, Uqbar, Orbis Tertius The Garden of Forking Paths	Quiz 3 on Arabic Poetry Response Paper 3 on Arabic Poetry
Week Fourteen			
M 4.21 W 4.23	<i>Borges Fictions</i> Discuss Readings	Death and the Compass Three Versions of Judas	Response Paper 4 on Borges
Week Fifteen			
M 4.28 W 4.30 Last Day 5.1 Dead Day Final Exam Date TBA	<i>Borges Fictions</i>	The Zahir The Aleph	Literary Analysis Paper Due April 30 Quiz 4 on Borges
Week Sixteen			
			Final Exam F2F or online