WORLD LITERATURE 2309.007

FALL SEMESTER 2010

Course Description: This course will introduce world literature from ancient times to the present through short fiction, plays, poems, and essays. The course will provide cultural, historical, and contextual background for the literature and will also explore artistic and cultural values that inform each work. Some authors include:

- Sophocles: ancient Greece
- Rabindranath Tagore: Nobel laureate 19th century India
- Anton Chekhov: 19th century Russia (Pushkin Prize for short stories)
- 21st century contemporary Asian and Middle Eastern poets from fourteen countries

Time and Location:
- 2309.007 meets T-TH from 8:00-9:20 a.m. in Preston Hall, Room 200
- 2309.008 meets T-TH from 9:30-10:50 a.m. in Life Science, Room 101
- 2309.010 meets T-TH from 12:30-1:50 p.m. in Preston Hall, Room 200

Study Time: 2-3 hours per week

Dates: Fall 2010
- First day of class Thursday, August 26
- Thanksgiving Break Nov. 25-28
- Nov. 5 last day to drop class
- If you have not attended any classes, please drop the class to avoid receiving an automatic “F.”

Professor: Tia Black, Ph.D.
- Email: tiablack@uta.edu
- Phone: 817-272-2692 (English Dept.)
- Office Hours: TBA and by appointment. Please email to set up an appointment. Carlisle Hall Room 408

Required Books:
Grade Points and Requirements
Grades are based on a total of 100 points for the class.

- Attendance 20 points
- 6 typed Create a Quizzes 30 points
- Paper on Tagore 15 points
- Paper Language for a New Century 15 points
- Exam Chekhov / Antigone 20 points

Due Dates for all quizzes, papers, and exams

September
Thurs. Sept. 9 Create a Quiz – Bring books to class
Tues. Sept. 21 Create a Quiz - Bring books to class
Tues. Sept. 28 Tagore Paper Due

October
Tues. Oct. 5 Create a Quiz – Bring book to class
Thurs. Oct. 12 Create a Quiz – Bring book to class
Tues. Oct. 19 Create a Quiz – Bring book to class
Tues. Oct. 26 Paper Due Language for a New Century
Tues. Oct. 28 Reading Day – No Class

November / December
Tues. Nov. 2 Create a Quiz Chekhov stories – Bring book to class
Thurs. Nov. 18 Late work due
Tues. Nov. 23 Reading Day – No class
Thurs. Nov. 25-28 Thanksgiving Break
Tues. Nov. 30 Review Chekhov / Antigone Exam
Thurs. Dec. 2 Exam Chekhov / Antigone

Late Work due November 18
All late work for the semester will be accepted November 18.

- No late work accepted before Nov. 18
- Three points deducted for late Create a Quizzes
- Five points deducted for late papers and exam

**How to Write a Create a Quiz**

- A typed Create a Quiz is five short essay questions and five answers on five different readings.
- No “one-word,” “true-false,” or “fill in the blank” answers will be accepted.
- To receive points you must
  1. **Answer** your own questions correctly.
  2. Include a quote from the book in each answer.
  3. Include a page number from the book where you found your answer.
- **Answers without a quote and page number will not receive credit.**
- **Type** all Create a Quizzes on one sheet of paper with answers on the back. Put page numbers in front of your answer.
- **Sample questions** for Create a Quizzes are located in the Reader Response Journal below. You are welcome to use any of the questions there in your Create a Quizzes as long as your answers include a quote and page number.
- **Bring your book to class on the day you turn in a Create a Quiz because you will grade others' quizzes in class.**
- You can earn up to 30 points in the class for Create A Quizzes.

**Readings and Assignments**

**TH Aug. 26** Welcome to class. Bring required books to class. Complete readings by the date listed.

**T Aug. 31** From *Rabindranath Tagore: An Anthology*

- Introduction pp. 2, 3, 5, 6, 7

From *Rabindranath Tagore Selected Short Stories*

- “The Postmaster” pp. 42-47

**TH Sept. 2** From *Rabindranath Tagore Selected Short Stories*

- “Profit and Loss” pp. 48-53

Read one-page article on “Profit and Loss”

- Go to UTA Library Homepage “Research Resources”
- Select Library Databases A-Z
- Select “L” then scroll down to Literature Resource Center
- For Keyword enter: “Tagore Ideas and Themes”
- Read article up to story “Punishment” (“Profit and Loss” referred to as “The Deal” in this article)

**T Sept. 7** From *Rabindranath Tagore Selected Short Stories*
The Exercise Book” pp. 140-145
“The Editor” pp. 121-124

From *Rabindranath Tagore: An Anthology*
“The Purification” pp. 320-326

**TH Sept. 9**  
Create a Quiz  
Readings Aug. 31 through Sept. 7 stories only

From *Rabindranath Tagore: An Anthology*

- Poem: “Flute Music” pp. 367-369
- “Parrot’s Training” pp. 327-330

From *Rabindranath Tagore Selected Short Stories*
- “The Divide” 65-69

**T Sept. 14**  
From *Rabindranath Tagore: An Anthology*

- “Essay East and West” Begin p. 204 “Modern Age…” to p. 213

From *Rabindranath Tagore Selected Short Stories*
- “Fury Appeased” pp. 181-189

**TH Sept. 16**  
Order book *Language for a New Century*

From *Rabindranath Tagore: An Anthology*

- “The Conclusion” pp. 268-278 Parts 1-4

**T Sept. 21**  
Create a Quiz  
Readings Sept. 9 and Sept. 14

Article: “Tagore’s Ideas of Social Action and the Sriniketan Experiment of Rural Reconstruction, 1921-41” (Das Gupta)  
Located in UTA library Project Muse Database

From *Rabindranath Tagore: An Anthology*

- “The Conclusion” pp. 278-287 Parts 5-8

**TH Sept. 23**  
Bring in outline and sources for Tagore paper

- Locate three sources in UTA databases

Article: “Tagore’s Ideas of Social Action and the Sriniketan Experiment of Rural Reconstruction, 1921-41” (Das Gupta)  
Located in UTA library Project Muse Database

- The Conclusions pp. 278-287 Parts 5-8

**T Sept. 28**  
Tagore Paper Due

Lecture on
- Introduction *Language for a New Century*
- Preface XXXIV- XXXVI & – XLI- XLV Chang, Handal, Shankar

**TH Sept. 30**  
From *Language for a New Century*

Essay: In the Grasp of Childhood Fields pp. 5-8
Poem: “Ode to My Mother’s Hair” Joseph Legaspi p. 9-11 (Philippines)
Poem “Exile House” Tenzin Tsundue p. 14 (Tibet)
Poem “The Road Back” Pak Chesam p. 20 (Korea)
Poem My Sister, Who Died Young…” Jon Pineda
pp. 41-42 (Philippines)
http://www.state.gov/r/pa/ei/bgn/2794.htm Philippines history

T  Oct. 5  Create a Quiz  Language…New Century Sept. 30 essay, poems
From Language for a New Century
Poem: “Depths of Field” Cabalquinto p. 47-48 (Philippines)
Poem: “The Blue Flower” Xuan Quynh p. 20-21 (Vietnam)
Poem: “Bomb Crater Sky” Lam p. 337 (Vietnam)
Poem: “Eskimo Paradise” (Burma) pp. 29-31

Poem: “Depths of Field” Cabalquinto p. 47-48 (Philippines)
Poem: “The Blue Flower” Xuan Quynh p. 20-21 (Vietnam)
Poem: “Bomb Crater Sky” Lam p. 337 (Vietnam)
Poem: “Eskimo Paradise” (Burma) pp. 29-31

T  Oct. 12  Create a Quiz  Language… New Century Oct. 5 and 7
From Language for a New Century
Essay “Parsed into Color” Handal pp. 53-57
Poem: “Two Voices” Diana Der-Hovanessian pp. 61-63 (Armenia)
Poem: Into Olive Leaves” Shamsur Rahman (Bengal) p. 368-370
Poem: “Postoperative Complications…” Taha Muhhamad Ali p.72-73
(Palestine)
Poem: “Our Land” Aharon Shabtai p. 213-214 (Israel)

Essay “Parsed into Color” Handal pp. 53-57
Poem: “Two Voices” Diana Der-Hovanessian pp. 61-63 (Armenia)
Poem: “To the Olive Leaves” Shamsur Rahman (Bengal) p. 368-370
Poem: “Postoperative Complications…” Taha Muhhamad Ali p.72-73
(Palestine)
Poem: “Our Land” Aharon Shabtai p. 213-214 (Israel)

T  Oct. 19  Create a Quiz Language for a New Century Oct. 12 and 14 poems
From Language for a New Century
Poem: “An Injured Tomcat…” Saqi Farooqi p. 89-90 (Pakistan)
Poem: “Cycle” Bimal Nibha p. 98-99 (Nepal)
Poem: “A Word for Freedom” Latif Nazemi p. 201 (Afghanistan)
Poem: “From Exile to Exile” Al-Baraduni pp. 224-225 (Yemen)
Poem: “The Silenced” Nadia Anjuman p. 230 (Afghanistan)
Poem: “The Poet’s Voice” Uluturk p. 238 (Azerbaijan, Russia)
<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
</table>
| TH  | Oct. 21| *Language... New Century Review of Oct. 19 poems*  
Poem: “An Injured Tomcat…” Saqi Farooqi p. 89-90 (Pakistan)  
Poem: “Cycle” Bimal Nibha p. 98-99 (Nepal)  
Poem: “A Word for Freedom” Latif Nazemi p. 201 (Afghanistan)  
Poem: “From Exile to Exile” Al-Baraduni pp. 224-225 (Yemen)  
Poem: “The Silenced” Nadia Anjuman p. 230 (Afghanistan)  
Poem: “The Poet’s Voice” Uluturk p. 238 (Azerbaijan, Russia) |
| T   | Oct. 26| **Paper Due Language for a New Century**  
From Anton Chekhov’s Short Stories  
“Vanka” pp.49-52  
“Anyuta” pp. 20-23  
“The Chorus Girl” pp. 37-42 |
| TH  | Oct. 28| **READING DAY – No class**  
From Anton Chekhov’s Short Stories  
“Misery” pp. 11-16  
“Sleepy” pp. 65-69 |
| T   | Nov. 2 | **Create a Quiz stories Oct. 26 and Oct. 28**  
From Anton Chekhov’s Short Stories  
| TH  | Nov. 4 | From Anton Chekhov’s Short Stories  
“Gooseberries” pp. 185-194 |
| T   | Nov. 9 | Lecture: Introduction to Antigone  
From Three Theban Plays tr. Fagles  
• Sophocles Antigone pp. 59-80 |
| TH  | Nov. 11| From Three Theban Plays tr. Fagles  
• Sophocles Antigone pp. 80-101 |
| T   | Nov. 16| From Three Theban Plays tr. Fagles  
• Sophocles Antigone pp. 118-128 |
| TH  | Nov. 18| **Late work for semester due today**  
From Three Theban Plays tr. Fagles  
• Sophocles Antigone pp. 118-128 (Review) |
| T   | Nov. 23| **Reading Day – No Class**                          |
| TH  | Nov. 25| Thanksgiving break                                |
| T   | Nov. 30| **Review for Exam Chekhov and Antigone**          |
Reader Response Journal
After each reading, answer a few questions below in response to your reading in a Reader Response Journal (spiral bound notebook). Set a timer and write for 5-10 minutes twice a week. Title each entry with the reading and date. You can make a bulleted list or write a short paragraph. **Highlight potential “create-a-quiz” questions and answers.** Make the writing easy, comfortable, and enjoyable. Include a quote in each reader response answer. In this way you will be creating questions and answers for Create a Quiz assignments.

Sample Create a Quiz Questions for short stories and plays:
What character or characters do you sympathize with most and why? What is the main conflict these characters must overcome? What is the main theme or message of the story? What “complaint” (according to Harold Bloom) or concern do you think motivated the author to write this piece of literature? What images or symbols interest you in the work, and what do they mean? Do you find any contrasting behavior or actions in the selection? Do any characters provide a “mirror opposite” of one another and if so, in what way? How are women represented? What irony does the author use, if any? In what way does the author foreshadow events? What part of the work do you like best and why? What is unwritten or unspoken in the story? In other words, what is written “between the lines”? What is confusing or difficult to understand? How does cultural/historical context material or literary criticism (UTA database articles) clarify or help you understand a work’s theme, message, or the author’s complaint or other aspects of the work?

Sample Create a Quiz Questions for poetry:
What poem did you like best in the group of poems for the day’s readings and why? What is the theme of the poem or the poet’s message? What “complaint” (according to Harold Bloom) or concern do you think motivated the poet to write this piece of literature? What are the poem’s main images? How do these images reinforce the poem’s theme or message? What symbols are used in the poem? What do these mean and why are they used? What is the tone of the poem? Does it change? What contrasting images or language do you find in the poem? What is unwritten or unspoken in the poem? In other words, what is written “between the lines”? How does cultural/historical context material or literary criticism (UTA database articles) clarify or help you understand the work’s theme, message, or the poet’s complaint or other aspects of the work?

As you keep up your journal and write a few sentences each time you read, you will find that the Create-a-Quiz assignments become easier because you can draw from the journal responses to create your five questions.

Competencies for Course
WRITING
• Respond critically to course material, using synthesis and analysis
• Assimilate existing information to formulate new ideas
• Synthesize information in a spoken form
• Paraphrase ideas from class discussions in oral form
• Employ effective collaborative skills in group environments
• Employ proper grammar, punctuation, spelling in writing
• Employ standard MLA guidelines for formatting assignments and citations

CRITICAL THINKING AND ANALYSIS
• Explain or describe the meanings of literary texts
• Identify rhetorical and literary elements in reading materials
• Develop methods and strategies for analyzing and interpreting texts
• Develop critical understanding of one’s own writing and writing process
• Respond critically to one’s own work and to fellow students’ work

CONTEXTS
• Identify and explain historical, literary, and social/political context
• Analyze and critique historical, literary, and social/political contexts
• Apply knowledge of context to the analysis of texts
• Explain and analyze how context shapes the composition, reception and interpretation of texts
• Compare and contrast major themes, issues, or topics in more than one text

RESEARCH
• Identify and locate a variety of sources relevant to a research topic
• Appropriately apply primary and secondary sources
• Integrate secondary materials into writing assignments through paraphrase, quotation, and/or summary
• Utilize proper MLA citation and bibliographic form

COURSE MATERIAL
• Identify and describe thematic, cultural, and contextual similarities and differences among world literature: ancient to contemporary

Americans With Disabilities Act
The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 - The Rehabilitation Act of 1973 as amended. With the passage of federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. Information
regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

**Academic Integrity:**
It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents’ Rules and Regulations, Series 50101, Section 2.2)