English 2309-007: World Literature
Fall 2011

Basic Course Information
Instructor: Dr. Kim Sasser
Course Number: ENGL 2309-007
Room: 107 PKH (Pickard Hall)
Time/Day: T/TH 8:00-9:20 a.m.
Office Hours: M/W 2:00-4:00 and by appointment
Office: 209 CAR
Email: ksasser@uta.edu
Phone: 817-272-5694

Required Texts
1. The Literature bundle, available at the UTA Bookstore, will include the following:
   - The following supplements:
     1) Responding to Literature: A Writer’s Journal
     2) Evaluating a Performance (booklet)
     3) MyLiteratureLab (computer resource)
2. Salman Rushdie, East, West (any edition)
3. Gabriel García Márquez, Strange Pilgrims (any edition)

Recommended Text (especially for English majors)
MLA Handbook for Writers of Research Papers. 7th ed.

Course Description and Learning Outcomes
In English 2309, World Literature, students will engage both Western and non-Western texts from various historical moments, though focusing on the twentieth- and twenty-first centuries. Over the course of the semester, students will develop responses to the following overarching questions: 1) What is literature / what is world literature?; 2) Does literature matter?; 3) How do we study literature, or perform literary analysis? Students will address these queries through a variety of activities, including reading, writing, discussion, oral presentations, research, small group interaction, and listening to lectures.

Students who successfully complete this course will demonstrate orally and in writing their ability to identify various elements of literary genres—poetry, drama, narrative (short stories and novels)—as well as film; to analyze how these elements interact with each other within a given text; and to explain the ways pieces of literature engage with diverse personal, social, intellectual, and political concerns in the world outside the text, the world inhabited by authors and readers. Issues addressed in the latter domain will include problems central to the study of world literature, such as translation, the English language, glocal tensions, and the notion of a global literary conversation. Finally, perhaps it is not overly ambitious to aim that, after having garnered the aforementioned skills, students will leave English 2309 with a greater appreciation of literature.

GRADING

Your grade will be based on the writing you do this semester (ten short papers, including a play review, and your journal), two exams, one group project, and your participation in class.
Grade Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Short papers (10)</td>
<td>40%</td>
</tr>
<tr>
<td>Journal</td>
<td>5%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>15%</td>
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<tr>
<td>Exam 2</td>
<td>15%</td>
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<tr>
<td>Group project</td>
<td>15%</td>
</tr>
<tr>
<td>Class participation</td>
<td>10%</td>
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</tbody>
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In accordance with the UTA undergraduate catalogue, final grades are as follows:
A= 90-100%, B=80-89%, C=70-79%, D=60-69%, F=59% or below, Z has no numerical equivalent

ASSIGNMENTS

10 Short Papers
Students will write and submit ten short essays over the course of the semester. These assignments have been designed to help you practice doing literary analysis, to ready you for the exams, and to give you an opportunity to come well prepared to contribute to class discussions. One of the ten papers will be a play review. More detailed information about the papers will be given in class.

Journal
You can / will use your journal in two main ways: in class and outside of it.
1. **Bring your journal to class every day**, as we often do writing exercises in class.
2. You can use your journal outside of class to respond to assigned readings. Using it this way, the journal acts as an extra learning resource, helping you think more deeply into what you have read and reinforcing the discoveries you made while reading. This usage will help you make better contributions to class discussion and more easily craft responses to exam questions.

Play Review
You will be required to attend one showing of UTA’s performance of *The Mousetrap* (Agatha Christie). The play runs on various days between October 14 and 23; it is your choice as to which time you see it. See website for more details (http://www.uta.edu/theatre/season2011_uta_theatre.html).

Based on your evaluation of the play, along with assigned readings and class discussion, you will write a one-page review of it. More information to come.

Exams
There are two exams during the semester, one covering material from the first half of the semester and the other covering material from the second half. There is no comprehensive exam. The test material will reflect assigned readings as well as any material, lectures, discussion, and group work covered in class.

Group Project
Towards the end of the semester, you will choose one novel from a list I provide. You will need to access that book (through a library or by purchasing it). Students will then be grouped into teams, each team covering the same novel, and will present a multifaceted introduction of that novel to the class following criteria I will later provide you.

POLICIES

Participation and Attendance: While I will take attendance, there is no direct, immediate grade penalty for absences (i.e. one point per day missed). However, **there are other penalties**. Unless you have a doctor’s note, you cannot submit short papers except in class on day reading is due, and you will miss any material
covered in class (some of which will reappear on exams). Also, ten percent of your final grade is allotted to your participation in class.

The participation grade includes your coming to class prepared to fully participate that day. That means you have completed assigned readings and any other work due; you have brought appropriate materials (journal, books and any additional texts from assigned readings, paper and pens); and you have turned your cell phones off.

Graded Assignments and Discussions about Grades: It is your responsibility to keep all of your assignments until after you have received your final grade. You cannot formally challenge a grade unless you have evidence of your work. You will have ample opportunity to discuss your assignments with me before they are due and to discuss your grades with me as the semester progresses. At the end of the semester, however, all grades for this course are final. I will not listen to any last-minute arguments that your grade should be improved. If you are having difficulties meeting class requirements or do not understand my expectations and feedback, please talk with me immediately, as the end of the semester is too late to have these conversations.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may contact the Maverick Resource Hotline by calling 817-272-6107, sending a message to resources@uta.edu, or visiting www.uta.edu/resources.

The Writing Center & Extra Credit: The Writing Center is a writing tutorial service offered free of charge to UTA students in Room 411 in the Central Library. The center’s hours are 9 a.m. to 7 p.m., Monday through Thursday; 9 a.m. to 4 p.m., Friday; and 2 p.m. to 6 p.m., Saturday and Sunday. Appointments can be scheduled by calling the center at 817-272-2601 or by stopping by the center’s receptionist desk. Drop-ins are taken on a first-come, first-served basis. Writing Center tutors are carefully chosen and trained, and they can assist students with any aspect of their writing, from understanding an assignment, to revising an early draft, to polishing a final draft. The Writing Center is not an editing service. Tutors will not correct students’ grammar or rewrite assignments for them, but they will help students learn how to solve grammatical and organizational problems.

I encourage students to take advantage of services offered by the Writing Center. Students will receive 10% extra credit for each short paper written with the help of a Writing Center tutor. To receive extra credit, documentation of at least one visit (per paper) must be submitted with paper.

Academic Integrity: At UT Arlington, academic dishonesty is completely unacceptable and will not be tolerated in any form, including (but 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” (UT System Regents’ Rule 50101, §2.2). Suspected violations of academic integrity standards will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially
withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ses/fao).

**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.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory will be asked to complete an online Student Feedback Survey (SFS) about the course and how it was taught. Instructions on how to access the SFS system will be sent directly to students through MavMail approximately 10 days before the end of the term. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback data is required by state law; student participation in the SFS program is voluntary.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Syllabus and Schedule Changes:** I have tried to make this document as complete as possible. However, during the course of the semester I may be required to alter, add, or abandon certain policies and/or assignments. I reserve the right to make such changes as they become necessary. You will be informed of any changes ahead of time.
COURSE SCHEDULE

Please note:
- Reading is due on date listed. (Reading and assignments are to be completed prior to coming to class.)
- All asterisked elements indicate corresponding MyLiteratureLab resources. See www.myliteraturelab.com. Our course ID is Sasser662745L.

Week 1
8/25 – SYLLABUS

Week 2
8/30 – THREE BIG QUESTIONS: INTRODUCTION
Read (do not do entries) Responding to Literature: A Writer’s Journal (ch. 1-3);
Journal Reading: Writing, ch. 46 (1997-2001);
Active Reading: Writing, ch. 41 (1891-92);
Writing: Writing, ch. 41 (1897-99);
Online article: “Experts Worry…Deep Reading…”
thing-of/

POETRY
9/1 – POETIC GENRES*
   Poetry, ch. 13;
   Writing, ch. 43 (1937-39; 1946-57);
   Watch “Reading a Poem” (from www.myliteraturelab.com, click on “Resources” top tab, click
   “Literature” left tab, click “Elements of Poetry,” then scroll down to “Reading a Poem”)

Week 3
9/6 – DICTION*
   Poetry, ch. 15 (674-87, 693-97); Poetry, ch. 16
9/8 – FIGURES OF SPEECH*
   Poetry ch. 18

Week 4
9/13 – TRANSLATION & WORLD LITERATURE
   Poetry, ch. 27 (905-11, 916); ch. 28
9/15 – LANGSTON HUGHES*
   Poetry, ch. 26; ch. 31 (974-92)
   In-class: Harlem Renaissance film

Week 5:
9/20 – SOUND & SPOKEN WORD
   Poetry, ch. 20
   In class: poetry slam

DRAMA
9/22 – READING AND WRITING ABOUT PLAYS*
   Writing, ch. 44 (1960-62, 1968-69); review ch. 41 (1897-99);
   Drama, ch. 34
   In class: “Trifles” short film
Week 6
9/27 – MODES OF DRAMA: TRAGEDY AND COMEDY*
   Drama, ch. 35; ch. 36 (1161-63)
9/29 – IBSEN AND A DOLL’S HOUSE*
   Drama, ch. 38 (1553-57, 1671-76, 1558-1611)
In class: Literature to film: A Doll’s House

Week 7
10/4 – IBSEN AND A DOLL’S HOUSE* CON’T
   Drama, ch. 38 (1558-1611)
In class: Literature to film: A Doll’s House film (con’t)
10/6 – PLAY REVIEWS
   Play review: Drama, ch. 39; Writing, ch. 44 (1966-68); Evaluating a Performance (assigned selections)

Week 8
10/11 – EXAM REVIEW AND CARD REPORTS
   Card Reports: Writing, ch. 44 (1962-65)
10/13 – EXAM 1: POETRY AND DRAMA

NARRATIVE

Week 9
10/18 – READING AND WRITING ABOUT FICTION: SHORT STORIES*
   Reading: Writing, ch. 42 (1912-19); skim ch. 42 (1919-35); review ch. 41 (1897-99); Fiction, ch. 1 (1-15, 22-23)
10/20 – POINT OF VIEW*
   Fiction, ch. 2 (25-29, 73-76); ch. 2 (36-42); ch. 5 (152-55); ch. 12 (518-19, 542-43);
   Ben Okri’s “In the Shadow of War” (etext)
   In class: “Tell-Tale Heart” short film

Week 10:
10/25 – CHARACTER*
   Fiction, ch. 3 (77-79, 105-06); ch. 3 (90-93); ch. 12 (505-16)
   Assignment due: Play Review
10/27 – SETTING*
   Fiction, ch. 4 (107-09, 146-47);
   “The Free Radio,” “At the Auction of the Ruby Slippers,” and review “The Courter” (from Rushdie’s East, West); Rushdie’s essay “Imaginary Homelands” (etext);
   assigned online readings (from One Thousand and One Nights)

Week 11
11/1 – TONE AND STYLE*
   Fiction, ch. 5 (148-51); ch. 12 (543-44); ch. 5 (167-68, 173-82); ch. 9 (344-48)
11/3 – THEME*
   Fiction, ch. 6 (183-85, 202-14, 221-22);
   “Seventeen Poisoned Englishmen” (from García Márquez’s Strange Pilgrims)
   Reminder: 11/3 Last day to drop classes
Week 12
11/8 – SYMBOLISM IN NIGERIAN LITERATURE*; THE ENGLISH LANGUAGE DEBATE
   Fiction, ch. 7 (223-25, 255-58);
   Ben Okri’s “Worlds that Flourish” (etext)
   Achebe’s “Dead Man’s Path,” ch. 12 (471-73);
   Achebe’s “The African Writer and the English Language”
11/10 –LONG STORIES AND NOVELS: KAFKA’S “METAMORPHOSIS”
   Fiction, ch. 8 (259-64, 332-33, 339-40 and 301-32)
   In class: Group projects introduction

Week 13
11/15 – LATIN AMERICAN FICTION AND “EL BOOM”
   Fiction, ch. 9
11/17 – MAGICAL REALISM AND GABRIEL GARCÍA MÁRQUEZ
   “Light is Like Water” (from García Márquez’s Strange Pilgrims);
   García Márquez’s Nobel Prize speech
   (http://nobelprize.org/nobel_prizes/literature/laureates/1982/marquez-lecture.html);
   García Márquez interview (etext)

Week 14
11/22 – FILM
   Selected etexts
11/24 – THANKSGIVING HOLIDAYS

FILM

Week 15
11/29 – WATCH/ANALYZE FILM
   Selected etext(s)
   Due: Journals
12/1 – WATCH/ANALYZE FILM
   Selected etext(s)

GROUP PROJECTS

Week 16
12/6 – Group presentations
12/8 – Group presentations

FINALS WEEK
12/13 – EXAM 2: NARRATIVE AND FILM
   8:00-10:30 a.m.