WORLD LITERATURE 2309.007, 2309.008

UTA

SPRING SEMESTER 2011

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
2309.007 meets T-TH from 8:00-9:20 a.m.
2309.008 meets T-Th from 9:30-10:50 a.m.

Location
Preston Hall, Room 207
Life Science, Room 424

Study Time
2-3 hours per week

Dates
Spring 2010
- First day of class Tuesday, January 18, 2011
- Spring Break March 14-18 2011
- Last day to drop class April 1, 2011
- 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: 7:00-8:00 T-TH Carlisle Hall Room 408

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

• Attendance  20 points
• Exam       10 points
• 3 Reading Quizzes  15 points
• 3 Create a Quizzes  15 points
• Paper      15 points
• Paper      15 points
• Exam       10 points

Spring Semester World Literature Readings and Assignments

T      Jan 18    Welcome / Syllabus / Tagore Introduction
• Bring required books to each class
• Complete readings by date listed

TH     Jan 20   PowerPoint on Empire
Read from *Rabindranath Tagore Selected Short Stories*
• “The Exercise Book” pp. 140-145
• “Profit and Loss” pp. 48-53

Read from *Rabindranath Tagore: An Anthology*
• Introduction pp. 2, 3, 5, 6, 7

T      Jan 25   Read from *Rabindranath Tagore Selected Short Stories*
• “The Exercise Book” pp. 140-145
• “Profit and Loss” pp. 48-53
• Article on Profit and Loss (also called “The Deal”)

Read from *Rabindranath Tagore: An Anthology*
• Introduction pp. 2, 3, 5, 6, 7
TH Jan 27  Read from *Rabindranath Tagore Selected Short Stories*
  • “The Postmaster” pp. 42-47
  “Fury Appeased” pp. 181-189

T Feb 1  **Reading Quiz** all readings Jan 20-Feb. 1 (except articles)
And read from *Rabindranath Tagore An Anthology*
  • “Purification” pp. 320-326
  • Article Rural Reconstruction Uma Das Gupta

TH Feb 3  Read from *Rabindranath Tagore: An Anthology*
  • Poem: “Flute Music” pp. 367-369
  • Parrot’s Training” pp. 327-330
Read from *Rabindranath Tagore Selected Short Stories*
  • “The Divide” 65-69

T Feb 8  **Reading Quiz** and read *Rabindranath Tagore An Anthology*
  • “Essay East and West” Begin p. 204 “Modern Age…” to p. 213
  • Order *Language for a New Century* book

TH Feb 10  Read from *Rabindranath Tagore Selected Short Stories*
  • “The Editor” pp. 121-124
  • **Bring to class selected topic and outline for Tagore paper**

T Feb 15  Read from *Rabindranath Tagore An Anthology*
  • “The Conclusion” pp. 268-278 Parts 1-4
  • **Bring to class three sources for paper – check course reserve email**

TH Feb 17  **Bring to class in rough draft of Tagore paper**

T Feb 22  **Tagore Paper due**

TH Feb 24  *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](http://www.state.gov/r/pa/ei/bgn/2794.htm) Philippines history

T Mar 1  **Create a Quiz** *Language…New Century on readings Feb 24*
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)
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<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td><strong>TH</strong> Mar 3</td>
<td><strong>Library Day – no class today use to catch up on reading</strong></td>
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<td>T Mar 8</td>
<td><strong>Create a Quiz Language for a New Century on Mar. 1 readings</strong> and read Essay “Parsed into Color” Handal pp. 53-57</td>
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<td>Poem: “Two Voices” Diana Der-Hovanessian pp. 61-63 (Armenia)</td>
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<td>Poem: “Into Olive Leaves” Shamsur Rahman (Bengal) p. 368-370</td>
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<td>Poem: “Postoperative Complications…” Taha Muhhamad Ali p.72-73 (Palestine)</td>
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<td>Poem: “Our Land” Aharon Shabtai p. 213-214 (Israel)</td>
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<td>TH Mar 10</td>
<td><strong>Read from Language for a New Century</strong> Bring selected paper topic and outline to class</td>
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<td>Poem: “An Injured Tomcat…” Saqi Farooqi p. 89-90 (Pakistan)</td>
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<td>Poem: “Cycle” Bimal Nibha p. 98-99 (Nepal)</td>
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<td>Poem: “A Word for Freedom” Latif Nazemi p. 201 (Afghanistan)</td>
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<td>Poem: “From Exile to Exile” Al-Baraduni pp. 224-225 (Yemen)</td>
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<td>Poem: “The Poet’s Voice” Uluturk p. 238 (Azerbaijan, Russia)</td>
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<td>T Mar 15</td>
<td><strong>Spring Vacation Mar 15-17</strong></td>
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<td>T Mar 22</td>
<td><strong>Create a Quiz covering reading Mar 10</strong> and Read from Language for a New Century</td>
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<td>TH Mar 24</td>
<td><strong>Bring rough draft of Language of a New Century paper to class</strong></td>
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<td>T Mar 29</td>
<td><strong>Library Day – no class. Work on paper</strong></td>
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<td>TH Mar 31</td>
<td><strong>Paper Due Language of a New Century</strong> Read from Anton Chekhov’s Short Stories</td>
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<td>• “Vanka” pp.49-52</td>
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<td>• “Anyuta” pp. 20-23</td>
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<td>• “The Chorus Girl” pp. 37-42</td>
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<td>T Apr 5</td>
<td><strong>Reading Quiz on Mar 31 and Apr 5 Chekhov readings</strong> Read from Anton Chekhov’s Short Stories</td>
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<td>• “The Betrothed” pp. pp. 247-263</td>
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<td>TH Apr 7</td>
<td><strong>Read from Anton Chekhov’s Short Stories</strong></td>
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• “Misery” pp. 11-16
• “Sleepy” pp. 65-69

T Apr 12 Read from *Anton Chekhov’s Short Stories*
  • “Gooseberries” pp. 185-194
  • “The Bishop” pp. 235-247

TH Apr 14 Lecture: Introduction to Antigone
Read from *Three Theban Plays tr. Fagles*
  • Sophocles *Antigone* pp. 59-80

T Apr 19 Read from *Three Theban Plays tr. Fagles*
  • Sophocles *Antigone* pp. 80-101

TH Apr 21 Read from *Three Theban Plays tr. Fagles*
  • Sophocles *Antigone* pp. 118-128

T Apr 26 Review for Exam Chekhov and Antigone

TH Apr 28 Chekhov and Antigone Exam

T May 3 Exams Returned & Grade

TH May 5 Consultation Day - get papers back, ask questions about grade

**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
- Apply knowledge of context to the analysis 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)