

Course Policies & Tentative Syllabus

English 2112-1H, Honors World Literature II, Spring 2013

Southern Polytechnic State University

Instructor:	Dr. Iraj Omidvar	Location:	J 201
Office:	J 335	Meeting Times:	TTh 1:00-2:15 PM
Office Phone:	678-915-3722	Office Hours:	W 12:45-5:45 PM (tentative)
Email address:	iomidvar@spsu.edu		

Required Materials

- *The Longman Anthology of World Literature Volume II (D, E, F): The 17th and 18th Centuries, The 19th Century, and the 20th Century*, 2nd Edition, edited by David Damrosch. ISBN: 0321202376
- **Consistent, reliable** access to a computer and the Internet.

Course Description

Prerequisite: English 2112; Credits: 3 hours

World Literature II is a survey of important works of world literature from the mid-seventeenth century to the present. The course includes Western and non-Western literature and deals with a variety of literary forms such as poetry, drama, nonfiction, short stories, and novels.

Course Outcomes

After completing English 2112, Honors World Literature II, students should be able to:

- Demonstrate the ability to compare and contrast diverse literary texts, authors, and/or genres within World Literature II
- Analyze themes and ideas pertinent to World Literature II
- Come to understand how historical time and literary movements shape our understanding of literature
- Identify in a written assignment the ways in which several of the assigned texts are relevant to students' own lives in one of the following ways: socially, morally, or intellectually.

Course Objectives

In World Literature II, we will examine various genres of literary texts written after the 17th Century by authors from several regions of the world. The course will pursue the theme of the “shift” in values, attitudes, and social practices that took place during the Age of Enlightenment. This shift eventually provided the justifications for the dissolution of divine and royal autocracy in Europe; the legal enfranchisement of serfs, slaves, and other “subjects” in society; women’s educational and political emancipation; decolonization of Africa and Asia; and the establishment of the Charter of the United Nations. On its way to these fragile achievements, the world suffered painful revolutions, empires, and wars on an unprecedented scale of brutality. Throughout, literary figures used a wide range of approaches, theories, and topics to understand and influence this “shift.” The course will look for connections between those historical and literary experiences and our contemporary social lives. It asks a range of broad questions related to the main theme: How do

we approach the peoples from other cultures with whom we wish to co-exist? Where did the cluster of old ideas about the “natural” superiority or inferiority of certain groups of people come from? How were these ideas manifested in justifications for the subjugation of women, the enslavement of the “natives,” the conquest and colonization of non-European societies, the subjection of the lower and middle classes, or the discrimination against members of various “racial,” religious, ethnic, etc. groupings within society? And what has happened, in our time, to those ideas? To explore these questions, we will read texts from the court cultures of the pre-Enlightenment period, the Enlightenment philosophers, early modern feminists, abolitionists, the 19th Century revolutionaries and romantics as well as eastern travelers to the West and from colonists and “natives” in contact with each other. In modern texts, we search for contemporary formulations of the important problems and arguments with which the Enlightenment thinkers engaged.

An Honors Course

The qualities I look for in Honors students: Impeccable academic integrity. Demonstrated respect for, and commitment to, knowledge and learning. Strong self-motivation and self-direction. Intellectual humility. High tolerance levels for doubt and uncertainty. Extra-careful and purposeful reading of the various texts, often a number of times. Strong respect for the contributions of the community of learners you are a part of, that is, strong willingness to ask genuine questions, not to be satisfied with your own first answers, to dig deeply with the help of fellow learners by seeking feedback and in short by taking conversations with classmates and the instructor seriously. In other words, commitment to ongoing revision of your ideas in spoken and written conversations, including essays. Finally, strong commitment to connecting readings to your lives and current events.

Assignments

The course will be run in the spirit of a seminar, which demands a high level of student involvement in presenting the course material and leading discussions.

Leading Discussions

For 12 class periods in the semester, two students at a time will lead parts of the class discussions for those periods. Additional information will be provided

Unannounced Quizzes

At the beginning of each class period, you should expect a quiz. I will aim for between 8 and 12 quizzes in the semester. Most quizzes are True/False or multiple choice with between four and ten questions. Most quizzes will test your knowledge of one or all of the readings for the day. By knowledge, I mean key characters (their names, relationships, backgrounds, etc.), plot details (what happened to whom, where, in what sequence, to what effect, etc.), and arguments. However, a quiz may occasionally ask you to use concepts developed in the course to examine a topic in relation to the reading. **You cannot make up a quiz.** However, at the end of the semester, your three lowest quiz scores (including any missed quizzes) will not be used to average your overall quiz grade. Three quizzes can thus be missed without any negative effect on your course grade.

Blogging

Posting and responding to blog entries will be an ongoing feature of this course. This will begin in the second week of the semester. Instructions for this assignment will be provided.

Mid-term Exam

The mid-term will be either in-class or take-home (or a combination of the two). Either way, the exam questions will test your comprehension as well as your ability to synthesize the texts and concepts covered in class.

Final Essay

The final assignment in the course will be an essay about a topic we have covered in class. There will be several activities associated with the writing of this essay. After the mid-point of the semester, I will distribute the essay questions and instructions.

Course Evaluation

I will determine your course grade by taking into account the following areas of evaluation: (1) the quality, completeness, and timeliness of your work as discussion leaders; (2) the quality of your final essay; (3) your informed and active participation in class and online discussions, (4) your average quiz score; and (5) your attendance record.

Assignments and Grade Policy

Evaluation Area	Weight	Weighted Points
Leading Discussions	100 * 2.0	200
Participation	100 * 1.5	150
Quizz	100 * .5	50
Blogging	100 * 1.5	150
Midterm	100 * 2.0	200
Final Essay	100 * 2.5	250
Total		1000

Attendance Policy

Absences

Regular attendance is required. You should treat this course as you would any important job. You may have three absences without any penalties for your course grade. The fourth and fifth absences will each result in a loss of 100 points from your course grade. Six absences may result in failing the course.

Lateness

If you are late, you must come to me after I dismiss class and ask me to write the letter “L” (for late) below the letter “X” for absent in front of your name on the roster. Two Ls will equal one absence.

Roll Call

I take attendance at the beginning of each period. When I calculate your course grade, I will rely on the attendance record on the roster, not my memory. **Please note that I will not add an L below the X after the end of the class period even if I remember you in the class.** I will go by what is in the roster.

Emergencies

In case of family or medical emergencies, you will need to contact me—through your and my university e-mail accounts or my office phone—within 48 hours after the emergency so that we can make the necessary arrangements. Please keep in mind that I will ask for documentation for my records: an emergency-room admittance or release document, an accident report, etc. A previously scheduled doctor’s (or other) appointment is not an emergency. From my perspective your job responsibilities do not take precedence over your responsibilities for this class. I also do not consider computer problems to be emergencies (please see below).

Missing Assignments—Missing a class period does not relieve you of responsibility for knowing about the assignments and activities in the course. If you miss a class, you should contact classmates

Communication with Me

Office Hours

My office hours are at the top of this document and will also be posted on the bulletin board by the door to my office. Although you should feel welcome to stop by during any of my office hours, it would be very helpful to me if you contact me ahead of time to set up a specific time.

Best Way of Communicating with Me

The best way to receive answers to your queries about the course is to bring them up during class (if the question applies also to other students) or right afterwards. If doing so is not possible, the best way to contact me is through the SPSU Email. And of course you also have my office telephone number.

My E-mail Guidelines

Any e-mail to me should be professional, that is, have a clear subject line as well as a greeting and closing, which should include your full name and SPSU contact information.

Email Response Time

Because of my heavy work load, you should not expect an immediate response to your queries. I do my best to respond within two working days. However, I do not check my e-mail over the weekend and after 6 PM. So, again, please do not wait till the last minute when an assignment is due to contact me

Preparation

I expect, on average, a minimum of two hours of study per hour in class. To pass this course you must read the assigned readings (including the supplementary and background material) carefully and critically. Mere familiarity with texts is not sufficient. You need to aim for deep encounters with our readings that permit you to question a wide range of issues regarding texts, authors, cultural contexts, and your own beliefs and assumptions.

Late work

Submitting late work will negatively affect your overall grade. Attendance and submission of assignments are separate categories of responsibility. If you must miss a class period, e-mail me your assignment before the beginning of class to avoid a late-work penalty.

Plagiarism

You are expected to understand what constitutes plagiarism, which is one of the worst academic offenses a student or scholar can commit, and may result in failing an assignment or the course or being expelled from the university. **Issues related to plagiarism apply to ALL submitted work**, not just essays and exam responses. Here is a very brief refresher on what is meant by plagiarism (from *The Open Handbook* by Ann Raimes, pages 363-364):

- . . . Presenting as your own work a whole essay bought from paper mills, “borrowed” from a friend, or intentionally copied and pasted from an online source . . . ;

- . . . Using passages from a book, article, or Web site that you intentionally insert in your paper without any attribution . . . ;
- . . . Using unattributed source material, making only a few word changes, and trusting that those changes are enough to avoid charges of plagiarism;
- . . . Using ideas written by others (even if you do use your own words) and neglecting to cite the source of the ideas;
- . . . Using the words or sentence structure of a source and citing the source—but following it too closely and not including actual words from the source within quotation marks;
- . . . Failing to indicate in your paper where ideas from a source end and your ideas take over.

Students with Disabilities

If you are a student with a disability that may affect your performance in this class, please talk to me and contact the ATTIC at 678-915-7244 or 678-915-7361 as early in the semester as possible, so we can make any necessary arrangements.

Changes to the Course Policies

As the semester progresses, I may find it necessary to modify certain elements of these policies. I will let you know in advance of any changes.

Tentative Syllabus

Weeks	Days	In-class Activities	Assignments Due before Class
4	Tu1/29	Discussion and quiz	Liberty and Libertines 544-545 or 1 page Mary Wollstonecraft, 592-598 or 6 pages Montesquieu, 426-433 or 7 pages
	Th2/31	Discussion and quiz	Volume E 19 th Century 1-15 or 14 pages Look over the Timeline 16-19 The Folk and Their Tales, 19-20 or 1 page ONLINE Aesop's Fables, 20-22 or 2 pages ONLINE
5	Tu2/5	Discussion and quiz	Panchatantra, "The Turtle and the Geese", 22-24 or 4 pages ONLINE Jean de la Fontaine, "The Turtle and the Two Ducks," 24-26 or 2 pages ONLINE Charles Perrault, "Donkey-Skin," 31-37 or 6 pages ONLINE
	Th2/7	Review for Midterm	
6	Tu2/12	Midterm	

	Th2/14	Discussion and quiz	Romantic Nature 47-49 or <u>3 pages</u> Giacomo Leopardi, 66-70 or <u>4 pages</u> William Blake 58-59 or <u>1 page</u> Ralph Waldo Emerson, "from Nature," 71-72- or <u>2 pages</u> Henry David Thoreau 77-83 or <u>6 pages</u>
7	Tu2/19	Discussion and quiz	Perspectives—On the Colonial Frontier, 320-322 or <u>2 pages</u> Jose Rizal 363-371 or <u>8 pages</u> Rizal poem <u>2 pages ONLINE</u> Charles A. Eastman (Ohiyesa), 350-359 or <u>9 pages</u>
	Th2/21		Mikhail Lermontov 322-332 or <u>10 pages</u>
8	Tu2/26	Discussion and quiz	Mikhail Lermontov 333-344 or <u>11 pages</u>
	Th2/28	Discussion and quiz	Rabindranath Tagore, 906-917 or <u>11 pages</u>
9	3/5-7	Spring Break	
10	Tu3/12	Discussion and quiz	Perspectives—Occidentalism, 461 or <u>1 page</u> Mustafa Sami Effendi, 471-476 or <u>5 pages</u> Okakura Kakuzo, 478-482 or <u>4 pages</u> Higuchi Ichiyo, "Separate Ways," 888-895 or <u>7 pages</u>
	Th3/14	Discussion and quiz	Volume F The Twentieth Century, 1-16 or <u>15 pages</u> Look over the Timeline 17-20 Perspectives—Indigenous Cultures in the Twentieth Century, 658-659 or <u>2 page</u> Oodgeroo of the Tribe Noonuccal, 659-661 or <u>2 pages</u>
11	Tu3/19	Discussion and quiz	Archie Weller, "Going Home," 661-669 or <u>8 pages</u> Paula Gunn Allen, "Taking a Visitor to See the Ruins," 669-670, 671-672 or <u>4 pages</u> N. Scott Momaday, 679-685 or <u>6 pages</u> Louise Erdrich, 685-687 or <u>2 pages</u>
	Th3/21	Discussion and quiz	Perspectives—Gendered Spaces, 717-718 or <u>2 pages</u> Clarice Lispector, 718-725 or <u>7 pages</u> Fatima Mernissi, 725-729 or <u>4 pages</u> Hanan Al-Shaykh, 740-745 or <u>5 pages</u>
12	Tu3/26	Discussion and quiz	Perspectives—Postcolonial Conditions, 915-916 or <u>2 pages</u> Nadine Gordimer, 916-926 or <u>10 pages</u>
	Th3/28	Discussion and quiz	Mahasweta Devi, Breast-Giver, 698-716 or <u>18 pages</u>

13	Tu4/2	Discussion and quiz	Chinua Achebe—765-783 (to beginning of Chapter 5) or <u>18 pages</u>
	Th4/4	Discussion and quiz	Chinua Achebe—783-804 (to beginning of Chapter 10) or <u>21 pages</u>
14	Tu4/9	Discussion and quiz	Chinua Achebe—804-825 (to beginning of Chapter 16) or <u>21 pages</u>
	Th4/11	Discussion and quiz	Chinua Achebe, 825-849 or <u>24 pages</u>
15	Tu4/16	TBA	TBA
	Th4/18		<u>Draft of Final Essay</u>
16	Tu4/23		<u>Revised Draft of Final Essay</u>
	Th4/25		<u>Final Essay Folder</u>
17		Final Exam Week	