Course Syllabus For
ENGL 2112

World Literature II

Instructor
Nancy Reichert, Ph.D.

Office
D103

Office Hours
MW: 8 – 9:30 a.m. and 1 – 2:00 p.m.
T: By appointment only
TH: 10:30 a.m. - Noon and 1 – 3:00 p.m.
F: 8 – 9:30 a.m.

Please make appointments when possible—it will ensure we have plenty of time to meet.

Phone
Work: 678-915-3928
FAX: 678-915-3932
Home: 770-619-9336
E-Mail: nreicher@spsu.edu

Class Location and Time
Spring 2011, ENGL 2112/001
Bldg. J, Room 134, 11 – 12:15, MW

Course Description
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.

Prerequisites
ENGL 1102

Credits
3 hours

Purpose
Socrates claimed a long time ago that the unexamined life is not worth living. Literature helps us to examine our lives and our world so that we may more fully understand the human condition: who are we, why are we here, and how do we live a worthy life? Because the world is composed of so many diverse cultures, the literature of the world helps us to reflect upon both the similar ways in which people live their lives and the sometimes conflicting and contradictory ways in which people live their lives.

The purpose of this course is to examine the literature of the world in order to better understand its diverse nature and the diverse nature of culture itself. The course will also help us to develop language and theories that give us the means to discuss this diverse literature.

Course Outcomes
After completing ENGL 2112, World Literature II, the students should be able to:

- Demonstrate the ability to compare and contrast diverse literary texts, authors, and/or genres within the literature of the world.
- Analyze themes and ideas pertinent to World literature from the mid-seventeenth century to the present;
- Comprehend how historical time and literary movements shape our understanding of literature.

Required Materials

- A pocket folder for journal portfolio materials
Important Web Addresses

My Homepage: http://www.spsu.edu/htc/reichert/index.htm
   To access course information, click on the link for “Current Courses” and then click on the link for “World Literature II.”

Library: http://www.spsu.edu/library/library.html

Hornet Connect: https://connect.spsu.edu/
   This site will allow you to connect to important resources off-campus. “Library Resources” is your first option. It will connect you to numerous databases associated with the Library.

Galileo: http://www.galileo.usg.edu/

Disabilities
Students with disabilities who believe that they may need accommodations in this class are encouraged to contact the ATTIC at 678-915-7244 or at 678-915-7361 as soon as possible to ensure that such accommodations are implemented in a timely fashion.

Attendance Expectations

• As this course emphasizes the development of discussion skills, the ability to work responsibly in a group, and the honing of critical thinking skills, participation in the class discussions and activities is crucial.

• Excellent or perfect attendance/participation will be rewarded. For more information see the Portfolio Evaluation section of this syllabus.

• The professor will fail students on their sixth absence.

Late Work

Late work will be penalized in this class. I expect you to come prepared with journal entries and other assignments when they are due. There are at least three good reasons for this policy.

• This class operates under the assumption that knowledge making is a social, communal act. Therefore, we will share our written work and we will build knowledge as a community of learners.

• It’s unfair to students who consistently turn work in on time to extend deadlines for other students. In many ways we could all benefit from extended time to complete work; however, courses are inherently limited by time since we only have a semester in which to work. Therefore, it’s necessary to hold students to the established deadlines.

• Students who fall behind on deadlines for journal entries usually perform poorly on quizzes as well.

If you can't make class because of illness, but work is due, I expect you to e-mail the journal to me in time for class. Please e-mail entries ONLY when ill; it is your responsibility to complete and print entries before they are due for class.

• Computer problems will rarely work as an excuse for late work. Therefore, save frequently when you are working on your writing. Use the ”save as” command and make sure you are saving to your USB drive when using the computers at school. Don’t wait to print before class. Computers and printers do not always work. I understand that problems do occur, but my understanding gets tested when work is continually late.

• Research papers will not be accepted after the due date. I may give clearance for exceptional cases, but don’t count on it.

• You must take quizzes on the dates and times set in the schedule.

Plagiarism

All work you do in this class needs to be your work although you are encouraged to share ideas with your fellow classmates. Save all your drafts to show your writing progress and to avoid worries about plagiarism. If you are
concerned about what constitutes plagiarism, please consult me. Plagiarism is the intentional or unintentional representation of someone else’s ideas or materials (a book, an article, an essay, your classmate’s paper, a paper written for you by a good friend, material from the Internet) or the use of work you have already written for another class without citing the source or the use of that work.

Risking failure for a course or dismissal from the university is especially troubling for a plagiarized journal entry, which is graded mainly on completeness.

THE ATTIC Writing Tutoring Services
The ATTIC tutoring services provide opportunities for individualized assistance to all Southern Polytechnic students. Academic assistants help students through the processes of invention, organization, writing, revising, and editing of essays and research papers. Those of you who are interested in getting another reader for your papers may want to drop by the ATTIC. Those of you who really enjoy getting audience feedback on your work will find the ATTIC to be a unique opportunity for such feedback. The ATTIC and the Tutoring Center are located on the bottom floor of the Student Center.

General Use Computer Lab: The Knowledge Commons, Library
The IT General Use Computer Lab known as the Knowledge Commons is located in the library and is available for students who need access to computers.

Evaluation
3 Quizzes (30%)
Quiz One: Readings from Vol. D (10%)
Quiz Two: Readings from Vol. E (10%)
Quiz Three: Readings from Vol. F (10%)

Writings
Reader-Response Journals (40%)
Your journal portfolio will consist of two different parts. In the portfolio you will turn in the following items:
1. Individual Journal Entries
2. Reflection Paper
The journal portfolio will be graded based on the criteria I will hand out in a separate contract.

1. Individual Entries
On most Mondays a one-page, double-spaced, typed response to the literature for the current week will be due. Students need to respond to all of the readings for the week.

Example: Say you are supposed to read an introduction, and a short story for Monday and that you are supposed to read two poems for Wednesday.

Your entry would cover the following:
• Introduction responses: three quotes and responses to each quote.
• Short story responses: three quotes and responses to each quote.
• Poetry responses: one complete thought/sentence of importance for each poem with a response and a short summary for each poem.

A reader-response journal is a personal response to the literature we read. Your aim is to attempt to understand the readings for yourself; do not worry about whether you are in agreement with your peers, literary critics, or myself. Consider the following when you write a response to a quotation:
• The response should do more than summarize what was said.
• It should analyze the quote in some way.
• You can discuss why you picked the quote. What information does it bring to the text you read?
• The analysis might connect the quote to pertinent issues or themes we have discussed or it may show a connection to other pieces of literature we have read during the semester.
• It may also connect the literature to your own life experiences.

**Format for Individual Entries**—see handout of sample entries for an example of the various types of entries.

For responses to introductions and pieces of fiction, nonfiction, and drama please do the following:
• Select at least three quotes that you see as important to your understanding of the text itself.
• One of these quotes should be near the beginning of the text, another from the middle, and the last one from the end of the text.
• Write each quote down in your journal. Place quotation marks around the quote and place the page number in parentheses after the quote.

For responses to poems please do the following:
• Select one complete thought/sentence of importance for each poem and respond to it.
• Write a short summary for each poem: what does the poem mean in its entirety? What ideas is it trying to convey?

As you response to poems consider the following:
• Do the lines of poetry act in a symbolic manner or do they create a type of image? For examples, trees may symbolize life or family—roots of trees may symbolize is a life is firmly rooted in certain ideals or it may symbolize ancestry.
• Again, don't worry if this agrees with my reading of the poem—simply attempt to get at the meaning.
• Do you still see some of these images and symbols being used in writings and songs today?
• Do you see these images or symbols in other literature we have discussed?

I will select at excerpts from student journals to be shared with the rest of the class on most Wednesdays. **Be prepared to have your writings shared with the rest of the class.** When I return your journal entries to you, you will want to place them in a pocket folder to be turned in at the end of the semester for a Journal Portfolio grade.

**2. Reflection Paper**
The reflection paper is a more formal piece of writing than the journal entries. It will be graded on thoughtfulness, completeness and on correctness of format and language. **Use MLA format** for this reflection paper. **There is no set page length.** Do **title** your work in a creative way that fits the content of your paper. In other words, I don’t want “Reflection Paper” as your title. It’s too general and could be anyone’s title.

The following questions should be answered fully and thoughtfully in your paper.
1) **What strengths and weaknesses can I observe in my journal entries?** What did I do well? What could I have pushed more? Do note these entries aren’t graded for spelling and punctuation so you should answer these questions in terms of content issues. How thoughtful were your responses?
2) **When I reread my journal entries, what do I learn about myself from reading them?** Are there certain issues that I seem drawn to? When I reread my journal entries, what do I learn about the literature we studied? What does it tell me about the world?
3) **What connections can I make between pieces of literature?** What writers seem to have similar ideas? What writers see things very differently? What cultures seem similar? Different? Why? This is an important question--take some time and answer it well.
4) **Which journal entry is my best?** Why?
5) **Using the criteria set up in the contract, what grade should I get for my journal portfolio?** Why?

**Participation**
You can address participation, but it is not a part of the portfolio grade. Participation is a bonus in this class. **If you meet the following conditions, you may argue that your journal portfolio grade be raised a half letter grade.**
• You have no more than three absences for the semester;
• You have been late no more than four times for the semester;
• You have been prepared for class. You have journal entries and papers completed before class and you have read your materials ahead of time for class;
• You participate well in classroom activities such as small-group and full-class discussions. Participating well means entering the dialogue among students and professor. Good participants listen well and add their ideas to the dialogue.

Research Paper (30%)
If the purpose of reading literature is to help us examine our lives and our world so that we may better understand our own values and the values of others, then it is important to make connections with a piece of literature and to understand what it tells us about ourselves and about the world in which we live. Do the following for your paper:

1) Pick a piece of fiction, nonfiction, or drama from one of the three volumes that speaks to you in some way. Analyze the reasons why it speaks to you. What does it seem to be saying that you relate to or find challenging? Why are the issues it addresses still important to people today? Before you select the writing, you may want to research it briefly to ensure that you can find sources easily.
2) Analyze the text in order to understand what it says about culture. What are the issues raised in the text? Remember, cultural issues often determine what we value and why, whether it be of a religious nature, an economic nature, or an ethnic/racial nature. It may even determine gender roles. Are any of these issues central to the text you read? How so and how do you respond to them?
3) After you analyze the cultural issues, in what ways do you see these issues in today's culture(s)? How might this have impacted how you responded to the text?
4) Once you have a strong sense of your own reading of the text, research it. See what literary critics have said. You can pull in ideas from the critics that agree or disagree with your own views. Simply discuss their views and then explain how and why your views are similar or different.

You do not have to organize the paper in the order that the questions above appear, but make sure that you cover the main issues listed above in your paper. Please follow the guidelines listed below:
• A five-page, double-space minimum for the paper. The works cited page is a sixth page.
• MLA style should be used for margins, headers, spacing, and citing research.
• You will want to find important quotes from the text you are analyzing and incorporate them in your paper. Your chosen text is considered the primary source and it's important to quote from it and list it on your Works Cited page.
• You will want to cite from at least three secondary sources for the paper and ensure that all three sources are listed on your Works Cited page. Two of your sources must come from journal articles, books, and reference materials that can be found in libraries or through databases. Print sources such as these are more critically evaluated than any sources found at .COM's and even .EDU's on the web.
• Sources such as Twentieth Century Criticism may be used. Twentieth Century Criticism is a reference source that can be found in the reference section of our library. There are many reference sources such as this in our library. These sources are a good place to start because they often have excerpts from numerous critics cited within them.
• Carefully evaluate web resources before using them.

Your research notes and any rough drafts must be turned in with your paper. Research notes consist of precise information you have gleaned from your secondary reading. They should clearly indicate the title of the work and the page number of the quote or of the ideas you’re using for your own paper. Notes can be kept on note cards, they can be typed into a word document, they can be printed from an Internet site or they can be photocopied from a book.
PROPOSED CALENDAR

Week One, January 10 - 14 (January 13—the last day to drop/add)
Monday: We will discuss works of literature as cultural artifacts, do brief introductions, and go over the syllabus.

Homework: Read the syllabus closely. You are responsible for its content. Readings for this unit are from Volume D. Read the Introduction on Cao Xueqin, pp. 146 – 148.

Wednesday: Quiz over Syllabus. I will hand out the contract for the journal portfolio for discussion as well as a handout giving examples of the various types of entries. We will then discuss Cao Xueqin and culture/literature/history.

Homework: Read the following selection from *The Story of the Stone*: Volume 1, Chapter 1, pp. 148 – 154 (including the summary of chapters 1 – 25).

Week Two, January 17 – 21 (no school Monday, MLK day)
Monday: No Class.

Wednesday: We will discuss *The Story of the Stone*, Volume 1, Chapter 1, pp. 148 – 154.


Write Journal 1: Write three quotes and responses for Chapters 31 – 33 and three quotes and responses for Chapters 96 – 97.

Week Three, January 24 – 28
Monday: Turn in Journal 1. We will discuss *The Story of the Stone*, Vol. 2, Ch. 31 – 33.

Wednesday: We will finish discussing *The Story of the Stone*.


Write Journal 2: Three quotes and responses for the Introduction to the Ottoman Empire and Celebi’s *Book of Travel* AND three quotes and responses for the *Book of Travels* itself. You will also want three quotes and responses for the Introduction to Enlightenment in Europe AND a quote, response, and summary for each poem.

Week Four, January 31 – February 4
Monday: Turn in Journal 2. Discuss the Ottoman Empire and Celebi’s *Book of Travels*.

Wednesday: Discuss the Enlightenment and Sor Juana Ines de La Cruz’s poetry.


Write Journal 3: Three quotes and responses for *Part IV*, Chapters I – IV AND three quotes and responses for Chapters V – XII.
Week Five, February 7 - 11
Monday: Turn in Journal 3. Discuss the first four chapters of Part IV of *Gulliver’s Travels.*

Wednesday: We will finish discussing *Gulliver’s Travels.*

*Homework:* Study for the Quiz.

Week Six, February 14 - 18
Monday: Quiz over the readings from Volume D.


Wednesday: We will discuss the Intro and *Confessions.*


**Write Journal 4** on these readings. **For each of the four poems** pick a complete thought/sentence, respond to it, and then write a short summary. Three quotes and responses for Douglas’s *Narrative.*

Week Seven, February 21 - 25
Monday: Journal 4 is due. We will discuss the poetry.

Wednesday: We will discuss the *Narrative of the Life of Fredrick Douglas.*


**Write Journal 5.** You can count the sections from *Song of Myself* as one poem. Thus, a complete thought and response as well as a summary for Whitman. You will need a complete thought, a response, and a summary for **both** of Dickinson’s poems. Finally, you will need three quotes for the Introduction on Urdu Poetry, and a complete thought and summary for each of the **three** poems.

Week Eight, February 28 – March 4 (March 2, last day to withdraw)
Monday: Journal 5 is due. We will discuss Whitman's and Dickinson’s poetry.

Wednesday: We will discuss the Introduction to Urdu poetry and the poetry itself.

*Homework:* On Monday your research topics are due. Read the Introduction concerning Realism, Naturalism, and Symbolism in Europe, pp. 1071 – 1083 (pay particular attention to Realism and Naturalism) and Fyodor Dostoevsky’s *Notes from Underground,* Part I, Ch. I – IV, pp. 1307 – 1314.

**Write Journal 6** on these readings: three quotes/responses for the Introduction on Realism, and three quotes/responses total for the **first four** chapters from *Notes from Underground.*

March 7 – 11 (Spring Break)
Week Nine, March 14 – 18
Monday: Journal 6 is due and your Research Topics are due—have author and title ready. We will discuss the Intro on Realism, Naturalism, and Symbolism and the first four chapters from Dostoevsky’s Notes from Underground.

Wednesday: We will meet in the library in the reference section in order to begin research for your paper.

Write Journal 7 on these readings: three quotes/responses for chapters V – X of Notes from the Underground, and three quotes/responses for Act I of The Cherry Orchard.

Week Ten, March 21 - 25
Monday: Journal 7 is due. We will discuss chapters V – X of Notes from the Underground.

Wednesday: We will discuss Act I of The Cherry Orchard.

Write Journal 8 on The Cherry Orchard: Three quotes/responses for Act II and three quotes/responses for ACT III.

Week Eleven, March 28 – April 1
Monday: Journal 8 is due. We will discuss Act II of The Cherry Orchard.

Wednesday: We will discuss Act III of The Cherry Orchard.

Homework: Read Act IV of The Cherry Orchard, pp. 1564 – 1571. Study for quiz 2—readings from Vol. E.

Week Twelve, April 4 – 8
Monday: We will finish the discussion of The Cherry Orchard.

Wednesday: Quiz 2 over the readings from Vol. E.


Three quotes and responses for the Introduction, for “Punishment” and for “Child’s Play.”

Week Thirteen, April 11 - 15
Monday: Turn in Research Paper, Research Notes and Research Drafts. We will discuss the Modern World and Rabindranath Tagore’s “Punishment.”

Wednesday: We will discuss Higuchi Ichiyo’s “Child's Play.”

Week Fourteen, April 18 - 22

**Monday: Journal 9 is due.** We will discuss Prufrock’s poem.

**Wednesday:** Discuss Borowski’s “Ladies and Gentlemen, To the Gas Chamber.”

*Homework:* Read Anna Akhmatova’s *Requiem*, 2102 – 2108, Lorna Goodison’s poem “To Us, All Flowers Are Roses,” pp. 3132 – 3134 and Leslie Marmon Silko’s “Yellow Woman,” pp. 3143 – 3150. **Finish the journal portfolio for Wednesday.**

Week Fifteen, April 25 - 28

**Monday:** We will discuss Akmatova’s *Requiem* and Goodison’s “To Us, All Flowers Are Roses.”

**Wednesday: The journal portfolio is due.** We will discuss Silko’s “Yellow Woman.”

*Homework:* Study for the final quiz.

**Final Exams: April 29 – May 4**

*Quiz over readings from Vol. F.* Date to be announced.

We may not stick with this calendar exactly if we find that we need time to discuss or explore issues and ideas that come up in more detail.

**Final Statement**
I know that I am asking you to do a lot of reading and writing; therefore, I want to let you know that not only do most of my students pass this course, but with a bit of effort, they actually do quite well in it. If you put the time and effort into being prepared for class, I will try to ensure that the class is interesting and worth your time. Good luck.