

## ENG K240 STUDIES IN WORLD LITERATURE SPRING 2011

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Office Hours: W 2:00-3:00, and by appointment

### COURSE DESCRIPTION

This course is intended to develop the critical skills and extend the knowledge acquired in ENG102 by exploring recurring themes and various cultural perspectives. The emphasis is on works not covered in American and British literature courses, and particular topic selections will examine the impact of culture and history on the literary imagination. Writing assignments will stress critical analysis including the incorporation of various critical approaches.

### REQUIRED TEXTS

Mohsin Hamid *The Reluctant Fundamentalist*

Patricia Grace *Dogside Story*

Qui Xialong *Red Mandarin Dress*

Natsuo Kirino *Out*

Ben Jelloun *Leaving Tangier*

Rayda Jacobs *Confessions of a Gambler*

In addition, I am arranging for 4 issues of the journal *Issues in World Literature* which in addition to academic articles includes poetry and short fiction to be available via the bookstore at an estimated cost of \$20-30.

### LEARNING OUTCOMES

- Develop an understanding of the impact of culture and history on the literary imagination.
- Interpret and analyze literature produced by cultures other than America and Britain.
- Develop an understanding of the relationships between specific texts produced by different cultural traditions.
- Develop an understanding of the relationship between text and Western literary tradition.
- Strengthen the ability to use the basic elements of formalist criticism to deepen literary understanding;
- Use various and appropriate critical strategies to analyze and interpret texts.
- Strengthen the ability to distinguish how different critical theories affect interpretation and levels of meaning, and to recognize the validity of differing interpretations;
- Strengthen the ability to incorporate independent research into both class discussion and written work;
- Formulate own perspectives about both meaning and structure in a work of literature, and support that perspective with specifics from the text;
- Write analytical, evaluative essays about literature which present interpretations, and support them with evidence from texts.
- Use MLA parenthetical style more adeptly to document references to texts.

## ASSIGNMENTS

Essay #1 (minimum 5 pages)	25%
Essay #2 (minimum 8 pages)	35%
Oral report including essay	20%
Reading responses, in-class work and participation	20%

### ESSAYS #1 and 2.

Although I will give essay questions based on our readings and class discussions, I also encourage you to generate your own essay topics. However, all self-generated essay topics must receive my approval BEFORE you begin writing; I will neither read nor grade any essay written on a topic that has not received my approval. In addition, all work must be completed on time, typed, and follow MLA format. Any essay that uses outside sources must be submitted with copies of those sources, and the essay marked according to my directions. **I WILL NOT READ ANY ESSAY THAT IS SUBMITTED WITHOUT COPIES OF ALL SOURCES USED.**

**PLEASE NOTE:** If you hand in your essay late, it will go to the bottom of the pile of essays waiting to be graded. Thus, late essays may not be returned quickly, and any problems you have with your written work may not be uncovered until quite late in the semester. It is your responsibility to hand in all work on time.

### CLASS PRESENTATION/ESSAY

Although I will provide a list of presentation topics, I want you to find a way to connect your own academic interests to the course texts. Thus, presentations on art, music, historical events, cultural traditions etc. will be welcomed. The presentation will have two parts: an oral presentation and a response essay. The oral presentation will be graded on both content and delivery, and the response essay will reflect not only the material presented orally but also your response to both your peers and my questions. Each student will be responsible for giving one 10-15 minute class presentation on topics generated from our readings including WLT. On Wednesday, 2/2, I expect you to have checked the schedule of readings and have chosen a date for your presentation. Topics will be submitted at least two weeks prior to the presentation (except for obvious reasons the 2/9 presentation—if you want to present on 2/9, try to have some ideas on the nature of your presentation on 2/2) and **MUST** be approved by me. In addition to providing content that will enrich our understanding of a particular reading/issue, I expect all presentations to include evidence of academic research and independent, critical thinking. Do not think that you will be able to Wikipedia your way through this assignment! You could, for example, provide a socio-historical overview of the Islamic Cape Town community but you would also need to connect that information with a larger issue which could be text-based (i.e. connected to Jacobs' novel) or related to issues (i.e. identity, gender, religion, language etc.). I expect these presentations to be thoughtful responses to the issues we are exploring, and they should help frame that day's discussion. In addition, you will be responsible for handing in an essay based on your presentation that in addition to providing a written version of your presentation includes your response to the ensuing class discussion.

## READING RESPONSES, IN-CLASS WORK, and PARTICIPATION

### Reading responses:

At times I will ask you to reflect upon a particular reading assignment by writing a response that will be at least two typed pages in length (minimum 500 words). Although these responses may be fairly informal, I expect you to seriously engage in the ideas and issues the texts or our class discussions present. Reading responses are neither essays nor summaries; they are a place for you to focus on an issue and start generating ideas. Use them as a way to frame an approach, articulate a question, or explore a particular idea. Do not think about them as finished or polished pieces of work as they are primarily a way to think about what you are thinking. Thus, I am more interested in your ideas than the ways you are presenting them; however, I must be able to follow your patterns of thought, so do proofread them. I generally do not read for technical problems, and so a check mark, or check minus, should not be seen to reflect your expository writing abilities—it merely serves to record credit received. Remember that it shouldn't take more than about 30 minutes to produce a response that reflects evidence of engaged thinking.

### In-class work:

In addition to small and large group work, I will also at times ask you to do a brief in-class writing assignment that may be used to generate in-class discussion. I will collect these assignments and grade them as reading responses.

PLEASE NOTE: Neither reading responses nor in-class assignments can be handed in late.

### Participation:

Constructive participation in both discussion and peer review is expected; therefore, it is important that you come to class ready to discuss the reading and writing assignments. If you are not prepared, you will find it difficult to participate in class conversations and your work will reflect your lack of engagement

## COURSE POLICY

### ATTENDANCE

Attendance is a requirement. Absences will have a negative affect on your grade. If you miss class, it is up to you to find out what you have missed and make up the work in whatever way you can.

### CLASSROOM DECORUM

If you are late, leave class early, or allow your cell phone to ring, you are being disruptive. I expect you to come to class on time with all the necessary texts and remain in the classroom for the entire period. Disruptive behavior will have a negative affect on your grade.

### PLAGIARISM

Plagiarism is the intentional use of someone else's words or ideas. It is a serious violation of academic standards that is subject to one or more of the following penalties: a failing grade for the assignment; a failing grade for the course; a report to the administrative authorities for appropriate action. In addition, please read the TRCC Policy on Academic Honesty which is available online.

## STUDENTS WITH DISABILITIES

Any student who has a hidden or visible disability which may require classroom modification should see me during the first week or two of class so that an appropriate plan to meet your needs may be arranged.

## WITHDRAWAL FROM CLASS

Up to May 9th a student may officially withdraw for any reason at the Registrar's Office. A student who stops attending class, but does not officially withdraw, will receive an F for the course.

## MESSAGES AND CONFERENCES

If you need to reach me, please call my office phone or get in touch with me by e-mail. I am also available during office hours and look forward to meeting with you to discuss your work. If my office hours are not convenient for you, ask to make an appointment to see me at another mutually convenient time.

## TENTATIVE SCHEDULE

### WEEK ONE

W 1/26 Introduction

### WEEK TWO

W 2/2 Reading Due: *The Reluctant Fundamentalist*

Writing Due: Reading Response:

Sign up sheet for Class Presentations

### WEEK THREE

W 2/9 Reading Due: *Leaving Tangier*; Interview with Jelloun from WLT

Class presentations begin.

### WEEK FOUR

W 2/16 Reading Due: *Confessions of a Gambler*, Interview with Jacobs from WLT

### WEEK FIVE

W 2/23 Reading Due: Nov/Dec 2010 issue of WLT

Discussion cont.

### WEEK SIX

W 3/2 Reading Due: May/June 2009 WLT

### WEEK SEVEN

W 3/9 *The Whale Rider*/film

No class presentation

ESSAY #1 DUE

### WEEK EIGHT

NO CLASSES

### WEEK NINE

W 3/22 Reading Due: *Dogside Story*

### WEEK TEN

W 4/6 Reading Due: Jan/Feb 2010 WLT

### WEEK ELEVEN

W 4/13 Reading Due: *Out*

### WEEK TWELVE

W 4/20 Reading Due: *Red Mandarin Dress*

WEEK THIRTEEN

W 4/26 Discussion cont.

WEEK FOURTEEN

W 5/4 Discussion cont.

WEEK FIFTEEN

W 5/11 Discussion cont.

FINAL ESSAY DUE

WEEK SIXTEEN

W 5/18 LAST DAY OF CLASSES

FINAL IN-CLASS EXAM

## CLASS PRESENTATIONS SIGN UP SHEET

10 Classes/15 students= 5 classes with two presentations

WEEK THREE

W 2/9

WEEK FOUR

W 2/16

WEEK FIVE

W 2/23

WEEK SIX

W 3/2

WEEK SEVEN

NO PRESENTATIONS

WEEK EIGHT

NO CLASSES

WEEK NINE

W 3/22

WEEK TEN

W 4/6

WEEK ELEVEN

W 4/13

WEEK TWELVE

W 4/20

WEEK THIRTEEN

W 4/26

WEEK FOURTEEN

W 5/4

WEEK FIFTEEN

W 5/11

WEEK SIXTEEN

W 5/18 NO PRESENTATIONS

LAST DAY OF CLASSES

