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**Tentative Syllabus: Sophomore Survey World Literature ENG 2309.009 Fall 2015**

**Instructor:** Dr. Tia Black (also listed under “Nancy Tia Padorr-Black” in Mentis Profile)

**Office:** 408 CarlisleHall

**Department Telephone Number:** 817-272-2692

**Email Address:** [tiablack@uta.edu](mailto:tiablack@uta.edu)

**Office Hours:**  TBA

**Section and Time / Place of Class:**

**Section 009:** T-TH 10:50 a.m. to 12:20 p.m.

**Location of Class:** TBA

**Mentis Profile: http://www.uta.edu/profiles/nancy-padorr-black**

**Course Description**

In World Literature 2309 we read literature of the East and West in three genres: short fiction, poetry, and a play. The course highlights six humanitarian themes that link Eastern and Western literature across geographical, historical, and cultural divides. We begin in the East with readings from India and the short ficiton of Nobel laureate Rabindranath Tagore. We then read a play by the Pali scholar Dharmanand Kosambi. Next we read short fiction by Russian author Anton Chekhov, and we complete the course with World Poets from the East and West.

**Required Book**

* *Worldviews in Literature: An Anthology*
* This book will be available in the UTA bookstore.

**Assignment and Grade Points: Grades are based on a total of 100 points**

* **Tagore Paper** (5 pages) **20 points**
* **Chekhov Paper** (5 pages) **20 points**
* **Kosambi Exam 20 points**
* **World Poets Exam**  **20 points**
* **Attendance 20 points**

**Attendance: counts nearly for ¼ of total points for class. One of the best ways to do well in this class is to attend as many class sessions as possible.**

* Three absences for any reason are excused during the semester. You do not need to provide documentation for these three absences. **If your miss no more than three absences during the semester, you will receive 20 points for attendance**. If you miss any more than three absences, **3 points will be deducted from your point total for each missed class / absence beyond the three excused absences**.

**Grades**: Grades in this class are calculated on the basis of 100 points. See Assignments / Point Totals listed above. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

**Out-of-Class Study Time**: 4-5 hours per week

Beyond the time required to attend each class meeting, students should expect to spend approximately 4-5 hours per week of their own time in course-related activities including reading assigned literature, preparing for quizzes and exams and writing papers.

**Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.**

**World Literature Readings**

* **Please bring book to all classes and complete readings by date listed**

**TH Aug. 27** **Welcome to World Lit 2309**

* Lecture: India and the British Empire
* ***Worldviews in Literature and Anthology***
* Read: Preface pp.
* Read: How to Use the Book pp.
* Read: Introduction: World Literture and Humanities pp.

**T Sept. 1**  ***Worldviews in Literature:* I. Short Fiction from the East**

* Read Tagore: Themes and Worldviews pp.
* Read Tagore: Bengal Renaissance Values pp.
* Read Tagore short story: “Exercise Book” pp.
* Read Tagore short story: “Profit and Loss” pp.

**TH Sept. 3** ***Worldviews in Literature:* I. Short Fiction from the East**

* Read Tagore short story “Fury Appeased” pp.

**T Sept. 8**  ***Worldviews in Literature:*  I. Short Fiction from the East**

* Read Tagore short story “Postmaster” pp.

**TH Sept. 10 *Worldviews in Literature:* I. Short Fiction from the East**

* Read Tagore short story: “The Conclusion” pp.

**T Sept. 15 *Worldviews in Literature:* I. Short Fiction from the East**

* Read Tagore essay “East and West pp.

**TH Sept. 17****Tagore outline due**

**T Sept. 22 Tagore Paper Due**

**TH Sept. 24 No class Library Day – Begin reading Chekhov stories**

**T Sept. 29 *Worldviews in Literature:* II. Short Fiction from the West**

* Anton Chekhov: Themes and Worldviews pp.
  + - Anton Chekhov short story: “Vanka” pp.
    - Anton Chekhov short story: “Sleepy” pp.

**TH Oct. 1 *Worldviews in Literature:* II. Short Fiction from the West**

* Anton Chekhov short story: **“**Anyuta” pp.
* Anton Chekhov short story: “Misery pp.

**T Oct. 6 *Worldviews in Literature:* II. Short Fiction from the West**

* Anton Chekhov short story: “Betrothed ” pp.

**TH Oct. 8 *Worldviews in Literature:* II. Short Fiction from the West**

* Anton Chekhov short story: “Betrothed” pp.

**T Oct. 13 *Worldviews in Literature:* II. Short Fiction from the West**

* Anton Chekhov short story: “Gooseberries” pp.

**TH Oct. 15 Chekhov Outline due**

**T Oct. 20 Chekhov Paper Due**

**TH Oct. 22 No Class Library Day - Begin reading Kosambi**

**T Oct 27**  ***Worldviews in Literature:* III. Drama from the East**

* Read: Kosambi: Themes and Worldviews pp.
* Review: Tagore and Kosambi Bengal Renaissance Values pp.
* Kosambi’s *Bodhisattva*: *A Play 1949* pp.

**TH Oct. 29 *Worldviews in Literature:* III. Drama from the East**

* Kosambi’s *Bodhisattva*: *A Play 1949* pp.

**T Nov. 3 *Worldviews in Literature:* III. Drama from the East**

* Kosambi’s *Bodhisattva*: *A Play 1949* pp.

**TH Nov. 5 *Worldviews in Literature:* III. Drama from the East**

* Kosambi’s *Bodhisattva*: *A Play 1949* pp.

**T Nov. 10**  **Kosambi Exam – In class essay exam – no blue book needed**

**TH Nov. 12** ***Worldviews in Literature:* IV. World Poets East and West**

* Read: Tagore: Themes / Worldview / Context pp.
* Read: Tagore: *Gitanjali:* “Verse 35” p.
* Read: Handal: Themes / Worldview / Context pp.
* Read: Handal: “The Colegiata del San Salvador” pp.
* Read: Handal “The Thing about Feathers” pp.
* Read: Handal: “The Book of Toledo” pp.

**T Nov. 17 *Worldviews in Literature:* IV. World Poets East and West**

* Read: Pineda, Chaesam, Der Hovanessian, XuânQuỳan: Themes / Worldview / Context pp.
* Read: Poem: John Pineda “To My Sister Who Died Young” (Philippines) pp.
* Read: Poem: Pak Chaesam “The Road Back” – (Korea) pp.
* Read: Poem: Der Hovanessian “Two Voices” (Armenia) pp.
* Read: Poem: XuânQuỳan “The Blue Flower” pp.

**TH Nov. 19 *Worldviews in Literature:* IV. World Poets East and West**

* Read Mistral and Neruda, Themes / Worldview / Context pp.
* Reading Naviyuk Kane: Themes / Worldview / Context pp.
* Read Mistral: “The Rose” and “Riches” pp.
* Read Neruda: “Nothing More” pp. and “Too Many Names” pp.
* Read Naviyuk Kane: “On Either Side” pp. and “Innate” pp.

**TH Nov. 24 *Worldview in Literature:* IV.** **World Poets East and West**

* Read Szymborska: Themes / Worldview / Context pp.
* Read Lasker-Schüler: Themes / Worldview / Context pp.
* Reading Szymborska: “Some Like Poetry” p. and “Century’s Decline” pp.
* Read Lasker-Schüler: “My Blue Piano” pp. and “A Single Man” pp.

**T Dec. 1 *Worldview in Literature:* IV**. **World Poets East and West**

* Read Po-Chü-I: Themes / Worldview / Context pp.
* Read Po-Chü-I: “To my Brothers and Sisters Adrift…” pp.
* Read Césaire: Themess / Worldview / Context pp.
* Read Césaire: *Notebook for a Return to the Native Land* pp.

**TH. Nov. 5 World Poets Exam- In class essay exam – no blue book needed**

**T Nov. 9 Exams returned : Consulation Day**

This course satisfies the University of Texas at Arlington core curriculum requirements in Language, Philosophy, and Culture. The required objectives of these courses are the development of students’ critical thinking, communication skills, personal responsibility, and social responsibility. Many elements of this course foster development of these objectives, which are explicitly addressed in the “Signature Assignment.”

**Department Requirements for the Soph Lit Signature Assignment**

The signature assignment addresses all four of the course University prescribed objectives.

* **Personal responsibility**: This essay includes the integration of outside sources; it, therefore, requires students to demonstrate personal responsibility as they use the words and ideas of other writers in an accurate and ethical manner. Citing sources properly isn’t just a matter of mechanics. It’s a question of personal responsibility (with real consequences for students) that overlaps with students’ responsibility to the academic community of which they are a part.
* The construction of a clearly articulated thesis statement supported by a careful analysis of textual evidence **demonstrates critical thinking** **and communication skills.**
* The development of a well-organized essay that demonstrates the correct use of grammar and other writing mechanics and demonstrates an awareness of the how to appeal convincingly to an audience further **addresses the communication objective.**
* The critical analysis of the way the selected text engages a significant issue of **social responsibility** addresses the social responsibility outcome
* Write a well-organized, effectively developed, 5-page analysis of at least one of the course texts. The paper should critically analyze the way the text engages a significant issue of social responsibility. Students should anchor the paper’s argument with a clearly articulated thesis statement and use careful analysis of textual evidence to support their claims.
* **Responsible Integration of Sources:**
* Students must properly integrate material from two secondary sources into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. This is not a research paper or a summary of the work of literature, but a paper in which you draw on secondary sources to communicate an interpretive argument about your chosen text through the lens of social responsibility.
* Please take a moment to take the UTA Library’s plagiarism tutorial available at <library.uta.edu/plagiarism/index.php>. This would be a separate assignment, not part of the signature assignment.
* Here is a list of credible sources;
* National newspapers (e.g., *New York Times, Washington Post, USA Today, Dallas Morning News, Fort Worth Star Telegram*)
* Print magazines (e.g., *The Atlantic, Harper’s, New Yorker, Time, Newsweek*)
* Online magazines (e.g., *Slate, Salon*)
* Scholarly articles (e.g., academic articles published in peer-reviewed journals; you can find citations for these articles by using the MLA International Bibliography database, JSTOR, or Project Muse—all of which UTA’s library gives you access to online)
* Scholarly books or book chapters (it’s a good bet a book is scholarly if it’s published by an academic press, such as Duke University Press; if you’re not sure, ask your instructor)
* Historical documents (e.g., old newspaper articles, letters, speeches, journal entries) from academic databases (see the History subject guide on the library website for ideas)
* Students interested in using a source that isn’t listed here, should check with their instructor.
* **Minimum Requirements:**
* Your essay should be a Word document that is double spaced, with 1-inch margins, in 12-pt., Times New Roman (or some other easily readable) font. Follow the MLA’s recommendations for formatting, citation, and style.
* In order to receive a passing grade on the signature assignment, stdents *must*

1. Write an essay that is at least 5 pages.
2. Integrate two appropriate sources.
3. Have a thesis.
4. Have a title.
5. Incorporate evidence (i.e., quotations) from the literary text.
6. Have a Works Cited page.

**The following 2093 World Literature Signature Assignment will be fully explained during class.**

* **A detailed rubric will be provided to guide you through the paper**.

**World Lit Signature Assignment Overview** for World Literature Fall 2014

* Write a well-organized, effectively developed 5-page analysis of three short stories by Rabindranath Tagore in the context of his essay *East and West.*
* In the analysis discuss how the tension between feudal values and Bengal Renaissance values in Tagore’s works strengthened the fabric of Indian society and contributed to India’s freedom and self-rule during Britain’s colonization of India.
* Include at least three outside sources and a correctly formatted MLA Works Cited page of sources
* 1. Critical Thinking Component of Signature Assignment
* The paper fulfills the signature assignment’s critical thinking requirement because the paper necessitates a comparative analysis of diametrically opposed values and reflection on the mental, emotional, and psychological effects of those values in a transitional society. The paper asks students to critically assess consequences of contradictory values that result both in oppression and liberation of individuals and ultimately of a society itself.
* 2. Communication Component of Signature Assignment
* The paper fulfills the communication skills requirements through its focus on clearly articulated perspectives. Students must take a stand and argue persuasively for a position in the paper. Standard requirements of thesis statement, textual support, correctly formatted papers, and correct mechanics help to fulfill the communication requirement.
* 3. Personal Responsibility Component of Signature Assignment
* Student must demonstrate personal responsibility on two levels in this assignment.
* Responsible Integration of Sources
* Students must properly integrate material from two secondary sources into their analysis in a way that gives credit to the authors whose ideas and language they are incorporating. Students draw on texts and secondary sources to communicate an interpretive argument about their chosen text through the lens of social responsibility.
* Encountering Values Another aspect of personal responsibility in the assignment is that students must engage with opposing values and consider how these values have very real consequences in individual, social, and political contexts.
* 4. Social Responsibility Component of Signature Assignment
* The paper fulfills the requirement of social responsibility in that Tagore’s literature and particularly his essay *East and West* clarify a continuum of values and challenge readers to become aware of their own place on this continuum as well as the consequences of their position for themselves and for their society. This paper asks students to think through this continuum of values and to analyze the responsibilities individual have for their values and the social consequences of those values.

**Writing Resources**

* The Library offers a quick, on-line plagiarism tutorial: [http://library.uta.edu/plagiarism/](https://owa.uta.edu/owa/tiablack@exchange.uta.edu/redir.aspx?C=Sr2A3zxbL0amZBHSivzOZDX8o3KljNFImVZDStdGbiz1Vc8NTX6gVAQlNIFBqDr3bN8zUcV_RxQ.&URL=http%3a%2f%2flibrary.uta.edu%2fplagiarism%2f" \t "_blank)

**Writing Center.**

* The Writing Center, 411 Central Library, offers individual 40-minute sessions to review assignments, *Quick Hits* (5-10 minute quick answers to questions), and workshops on grammar and specific writing projects. Visit [https://uta.mywconline.com/](https://owa.uta.edu/owa/luket@exchange.uta.edu/redir.aspx?C=jqplelmmw0KcvkWv1pRv_rHS8ofUUtFIXl_CWZTLffEmCPyZf3x4ncUbBmD9p3gSPROCbhSJj7U.&URL=https%3a%2f%2futa.mywconline.com%2f" \t "_blank) to register and make appointments. For hours, information about the writing workshops we offer, scheduling a classroom visit, and descriptions of the services we offer undergraduates, graduate students, and faculty members, please visit our website at [www.uta.edu/owl/](http://www.uta.edu/owl/).

**Student Learning Outcomes**

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

**Last Day to Drop Oct. 30 & 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/aao/fao/>).

**Americans with Disabilities Act**: The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Academic Integrity:**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) 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.

**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 visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**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” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final exams in the long sessions shall be designated as Final Review Week. (There is no final exam in this class). 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.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located [insert a description of the nearest exit/emergency exit]. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911.

Library Home Page <http://www.uta.edu/library>

Subject Guides [http://libguides.uta.edu](http://libguides.uta.edu" \t "_blank)

Subject Librarians [http://www.uta.edu/library/help/subject-librarians.php](http://www.uta.edu/library/help/subject-librarians.php" \t "_blank)

Database List [http://www.uta.edu/library/databases/index.php](http://www.uta.edu/library/databases/index.php" \t "_blank)

Course Reserves [http://pulse.uta.edu/vwebv/enterCourseReserve.do](http://pulse.uta.edu/vwebv/enterCourseReserve.do" \t "_blank)

Library Tutorials [http://www.uta.edu/library/help/tutorials.php](http://www.uta.edu/library/help/tutorials.php" \t "_blank)

Connecting from Off- Campus [http://libguides.uta.edu/offcampus](http://libguides.uta.edu/offcampus" \t "_blank)

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/" \t "_blank)

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: [http://www.uta.edu/library/services/distance.php](http://www.uta.edu/library/services/distance.php" \t "_blank).

The subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit [http://libguides.uta.edu/os](http://libguides.uta.edu/os" \t "_blank) and [http://libguides.uta.edu/pols2311fm](http://libguides.uta.edu/pols2311fm" \t "_blank) . If you have any questions, please feel free to contact Suzanne Beckett, at [sbeckett@uta.edu](mailto:sbeckett@uta.edu) or at 817.272