Welcome to ENG 2060, "A survey of western and non-western literatures from the 17th through the 20th century, considered within the cultural epochs of their creation, including the Enlightenment, Romanticism, Realism, Modernism, and the contemporary world." We study Western European classics and texts from global authors, especially by contemporary Nobel Prize winners. These literary texts are widely known and still inspire new creative works.

You are invited into a community that critically reads, interprets, discusses, and writes about literature. Each literary text is transformed by its readers, taking on new meanings as we experience it, interpret it, analyze its features, or adapt it to other media and situations. Many interpretations are valid, if based on evidence from the text. Your own interpretations are shaped by who you are, what you have experienced, and what you know; and they are enriched as you gain expertise in literary techniques and knowledge of historical and cultural contexts.

As a Humanities class, ENG 2060 cultivates knowledge, skills, and habits of mind for meaningful living and wise choices. Literature and arts, through artistic forms, insist that "attention must be paid," in playwright Arthur Miller's words, to particular individuals and creative works. Significant works of literature and art interpret and question societies and cultures, illuminating the complexity and diversity of a changing world. When we engage with them critically, they enlarge our experience, deepen our self-awareness, connect us with artists and with history, stimulate our sense of beauty and wonder, and challenge us to think critically, to question, to respect others, to care, and to act.

TEXTS AND SUPPLIES (buy the textbook edition specified)


This book set includes the 2 class novels: Flaubert Madame Bovary; Achebe Things Fall Apart

Supplies: Blackboard access; ring binder for materials and notes; small post-its to mark pages in books

ASSIGNMENTS AND GRADING (Details on test study guides, assignment sheets, and BB)

Unit 1 Test matching, ID, close reading, short answers (books allowed) 20%

Unit 2 Test matching, ID, close reading, short answers (books allowed) 15%

Final Exam/Unit 3 Test matching, ID, close reading, short answers (books OK) 20%

Short Essay about a novel or play in Unit 1 or Unit 2 (600-700 words) 5%

Critical Essay write, in stages, a 6-7 page (1300-1500 word) guided argument essay about a novel, novella, or play, referring to 4-5 critical sources (some provided). 20%

Class Writing: quizzes and forum posts (evaluated at midterm and final) 10%

Class Work and Group Work (see p.2) preparation, participation (eval. midterm, final) 10%

extra credit very good attendance&participation; extra posts +1 to +3

Connection Project (group/individual presentation) (also, course average is lowered by multiple absences-see class policies) 100%

Grade Values: A 95, A- 91, B+ 88, B 85 etc course average: A+ 97-99 A 92-96 A- 90-91 B+ 87-89 (etc)
Course Objectives for 2000-Level Literature

Students who complete World Literature After 1660, or any general education literature course, will be able to:

1.1 describe and interpret multiple works of literature that vary in genre and historical and cultural contexts
1.2 recognize and refer to features of various literary genres and selected literary and cultural terms
2.1 describe, analyze, interpret, and evaluate features of literary texts in several genres, applying appropriate literary and cultural terms
2.2 critically analyze & interpret relations of a literary text with other texts and historical&cultural contexts
3.1 plan, write, and revise short critical essays about literature with good insights and suitable arguments, organization, evidence, and analysis
3.2 write short critical essays about literature that integrate appropriate primary and secondary sources, correct documentation, and standard written English
4.1 develop habits of mind such as taking responsibility for work, confidence, cooperation, and reflection
4.2 experience literature as an extension of life experience and appreciate literary study as a means for intellectual, aesthetic, and personal growth and for fostering creativity and social awareness

--UNCP Teaching Standard addressed by the course: Standard 1. The teacher candidate commands essential knowledge and understandings of the academic discipline(s) from which school subject matter is derived and integrates that knowledge into personally meaningful frameworks.

Literature Class Expectations, Class Procedures, and Evaluation of Classwork and Group Work

*Reading literary work is a life experience*, with challenges and rewards, like visiting a monument.

Study guides/sparknotes are useful—like guidebooks or postcards—but it is the experiences that you learn from.

In World Literature classes, course activities build on the critical reading, argument writing, research, and discussion strategies of freshman composition.

You are expected to learn actively both in and out of class. Our critical reading strategies include:

- interpreting content and insights into experience (characters, actions, settings, themes); analyzing literary genres and formal features; relating works to biographical, historical, and cultural contexts; examining effects, responses, and adaptations; and evaluating quality.

The course design, textbooks, Literature Guide and literature PowerPoints, study guides for readings, test study guides, and essay assignments provide a road-map structure, directions, and models for success.

Class sessions include mini-lectures and demonstrations, aided by PowerPoints, film clips, and web sites. Much time is devoted to open discussions and group work, based on study questions. Class sessions also include reading aloud, literary analysis activities, and essay writing workshops. Classroom groups work as teams. As a good team member, be prepared, make an effort, and volunteer information. Each member of the group should take notes about what the group discusses and members take turns reporting to the class.

Evaluation of Class Work and Group Work (recorded at midterm and final)

B or A: consistently well prepared (books, post-its), participate actively, respond when asked, volunteer often.
C sometimes prepared, sometimes respond when asked, occasionally volunteer, occasionally support group
D or F often or usually unprepared or inattentive, rarely respond or support group, often late/leave early

Class Policies for a Literature Course

- **attend class:** after 3 unexcused absences (3x or 20m late=absent), -1 pt fr. average; 9 absences leads to F or W.
- **take responsibility for any absences:** if you miss a class, e-mail the instructor so you are prepared for the next class; for an excused week-long absence, ask the Student Affairs office, 521-6175, to notify your instructors
- **keep up with readings and forum posts (plan 5-6 hrs/wk out of class) and follow directions for assignments**
- **come prepared:** bring books and all work; coming to class without them 3 times counts as an absence
- **use class time well:** share your work, learn from others, be respectful and courteous: pay attention to the instructor & each other; do NOT look at computer, phone, unrelated work (after a warning, you must leave)
- **commit to quality work** (unorganized content, errors, unclear writing may lower grade to a D)
- ask for help with the essay—before it is due—by instructor, class members, friends, or the Writing Center; visit the Writing Center to improve skills: writing process, proofreading, documenting, avoiding plagiarism
- **submit your work on time:** if essay must be turned in late, ask in advance and do not skip class; a late or unacceptable paper loses up to 1 letter grade; after a week, grade is 0 unless teacher gives extension; for forum posting points guidelines, see Discussion Board
- **turn in revision of graded paper or test section, with original attached:** grade averaged for paper, ½ points on test
- **observe & understand the Academic Honor Code,** strongly endorsed by the ET department; **don’t risk your future**

All tests, papers, and posts are integrated with course content, so you must do your own work to receive credit.

As in ENG 1060, give credit for all notes correctly (MLA), use *“quotation marks”* when you copy.

**Plagiarism** that is fraud, knowingly presenting another’s work/words as your own, means F in the course and an Honor Code Violation report. Don’t take a chance! Your instructor knows your writing style.

*A student who is unengaged (often absent, late, unprepared) for more than 2 wks will be asked to withdraw.*

**-ADA Policy:** Any student with a documented disability needing academic adjustments should immediately notify Disability Support Services (Mary Helen Walker, 6270) and the instructor. All discussions are confidential.

- **Religious Holiday Policy.** Students may have 2 excused absences for the observance of religious holidays. If you think you will take advantage of this opportunity, you must inform your instructor within the first 2 class weeks.

- **Privacy:** All writing in this class is public. Your papers receive comments by your instructor and classmates, and they may be shared by your instructor (name/grade removed) in classes, in faculty workshops, or for assessment. Your work will not be shared with a wider public without your explicit written permission.
Assignments and Evaluation

Tests on Unit 1 and Unit 2 and the Final Exam
A Study Guide for each test, with questions for test practice, will be posted in Course Materials. Each test consists of these sections; you have a choice of topics in parts C, D, and E.

A. matching: recognizing definitions of cultural context terms and literary genre terms
B. fill-ins: name the character or place that is described or is speaking (for careful readers)
C. definitions: define key literary terms and explain how each applies to a text we read
D. close reading: identify a quotation, paraphrase what is said, and comment on literary techniques
E. short answers (based on study/forum questions)

On Test 2 and the final exam, sections A and C repeat some questions from earlier test(s).

Class activities and discussion forums give you practice with skills needed for C, D, and E.

Short Essay
Requirements: 600-700 words, about 3 pages, with works cited; cite NAWL intro or a class critical source. In Unit 2, before midterm, you write a short essay, often an expanded revision of a forum post. For Candide, Faust, or Doll’s House, you write a concise, focused, organized, argument that responds to a study question. The essay proves your interpretation of character or theme using literary evidence and quotes. You will also respond to a critic’s insight, apply a literary term, and/or refer to an aspect of the social/cultural context. Evaluation is by an literary criticism argument rubric, similar to those in ENG 1060.

Critical Essay
Requirements: 1300-1500 words, 5-6 pgs, Works Cited; cites 4-5 good critical sources (some from class) In Unit 3 you write in stages a Critical Essay based on a forum topic for Candide, Faust, or Doll’s House, Madame Bovary, or Things Fall Apart. Usually this is an expanded revision of a short essay or forum post. A critical essay states and proves your interpretive thesis about some aspect of a literary work we read. The essay uses evidence from literary text (usually 2 quotes per paragraph), responds to quotes from several critics (“they say/I say” discussion), and refers as needed to social/cultural contexts and/or literary terms.

Introduction: 1-3 par’s: identify work(s); explain critical issues, alternative views, your thesis
Body: 5-7 par. in 2-4 sections: state support claims, use evidence fr literary work, film, critics; comment
Conclusion (brief): recall thesis, summarize, suggest "so what" significance, implications

Works Cited (MLA 2009): literary work, 4-5 critical sources (from class plus AcSearch, JSTOR). Only essays about class forum topics are accepted; if you have another idea, ask permission first. Evaluation is by an literary criticism argument rubric, similar to those in ENG 1060.

Class Writing: Quizzes and Forum Posts (10-12 forums available; 6 posts and 4 replies required)
Expect a quiz in the first 10 min. of a class day when we finish reading a long literary text (no makeups). Short questions (often fill-in) are based on previous class meeting(s) and the assigned reading for that day. Forum Posts, based on study questions, may be done the night before class OR within 24 hours after class. Each quiz/forum grade, at midterm & at final, is based on the best 3 quizzes and the best 3 forum posts.

Class Work and Group Work For an explanation of what is expected and how your contributions are evaluated, see Literature Class Expectations, p.2.

Extra Credit: Connection Project (individual or pairs/group) for class enrichment and review.

Original Creative Work related to any ENG 2060 text, genre, or cultural context, such as: youtube music video; acted scene from a play, music video for a poem, graphic “novel,” travel poster

Cultural Legacy Report: a modern resource(s) related to class: a major web site, youtube videos, film scenes, popular song, painting, TV episode, opera scene, travel destination, campus exhibit

Written Legacy Report: short essay—1-2 single-spaced pages per student, with thesis, substantial body paragraphs, conclusion, works cited. Use examples and key quotes from class readings

Class Review Power Point Teach/introduce/review a literary genre or concept in a creative way; create a unit review or course review presentation or a review game such as Jeopardy!,

Grading: A good Connection Project (+2 or +3 points) shows understanding of a literary text or topic studied; enhances our appreciation, entertains and/or informed; is well planned; uses technology well.
ENG 2060  WORLD LITERATURE AFTER 1660: COURSE OUTLINE

Each unit has a Unit Schedule and Study Guides, plus posted Course Materials; slight adjustments possible

UNIT 1.  THE ENLIGHTENMENT:  REASON vs PASSION (NAWL vol.D)

Unit 1.A.  French Neoclassical Drama in the Age of Louis XIV
Comedy: Moliere, Tartuffe
Tragedy: Racine, Phaedra

Unit 1.B.  French Satiric Novel from the Age of Enlightenment
Voltaire, Candide

Unit 1.C.  World Context: Chinese Novel, Story of the Stone (Dream of Red Chamber)
Cao Xueqin, The Story of the Stone (summary and a few sections)
Wed. Feb. 9   Test on Unit 1

UNIT 2.  ROMANTICISM & REALISM: INDIVIDUAL vs SOCIETY (vol.E)

Unit 2.A.  Romanticism in Poetry and Drama
Romantic Poems by Blake, Wordsworth, Keats, Lamartine, Dickinson
Romantic Drama and The Romantic Hero: Goethe, Faust
Short Essay and Critical Essay: directions and examples

Unit 2.B.  Realist Lives in Drama, Novel, Story, Film
Realist Drama   Ibsen A Doll's House (copies provided) with film scenes
Realist Novel, Flaubert Madame Bovary (summary, selected chapters, film scenes)
F Mar. 4   Short Essay Due
W Mar. 23  Test on Unit 2

UNIT 3. THE MODERN AGE:  GLOBAL CONFLICTS AND QUEST FOR MEANING

Unit 3. A.  Modern Europe:  Shattered Lives, Alienation, and Modernism
Modernist Poems: Owen, Yeats, Rilke (and modernist art: Picasso, Munch, Kollwitz)
Kafka The Metamorphosis

Unit 3. B.  West Africa:  Traditional Culture vs European Colonization
Achebe Things Fall Apart

Unit 3. C.  The Middle East and North Africa:   Decisions in War and Post-Colonialism
Camus "The Guest"; Mahfouz “Zaabalawi”
M-W Apr. 11-13  Critical Essay good draft, with works cited, sources

Unit 3. D.  Latin America: Love and Death in Magical Realism
Garcia Marquez "Death Constant Beyond Love"; Borges, “Garden of Forking Paths”

Unit 3. E.  Women Between Traditional and Modern Cultures
W Apr. 21-W Apr. 27  Critical Essay due with drafts, responses, extra sources
F Apr. 29 Connection Projects (extra credit)

F May 6, 10:45am Final Exam