

## English 232: Studies in World Literature

Course Narrative:  
"Facing the 'Other'"  
(JCSU eCampus)

Department of Languages and Literatures  
Johnson C. Smith University

Spring 2015

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**COURSE DESCRIPTION:** 3 credit hours.

An introduction to literature, using poetry, fiction, and drama from around the world (Africa, Asia, Europe, South and North America).

**REQUIRED TEXTS/MATERIALS:**

<http://fiction.eserver.org>

<http://www.eastoftheweb.com/short-stories/Collections/ClasAmer.shtml>

<http://etc.usf.edu/lit2go/books/>

<http://www.time.com/time/photogallery/0,29307,1682713,00.html>

[http://www.boston.com/bigpicture/2010/05/vietnam\\_35\\_years\\_later.html](http://www.boston.com/bigpicture/2010/05/vietnam_35_years_later.html)

<http://www.time.com/time/photogallery/0,29307,1897965,00.html>

In conformity with the Liberal Studies program, Studies in World Literature adheres to a global and multicultural perspective.

**OBJECTIVES AND COMPETENCIES:**

In conformity with the Liberal Studies program, Studies in World Literature adheres to a global and multicultural perspective. Successful completion of the course enables Liberal Studies students to:

1. Analyze poetry, fiction, and drama from different times and cultures
2. Recognize differences in literary representations of human experiences and values
3. Relate literature to a sense of identity, community, and world, and to apply insight from literature to a multi-disciplinary approach to learning
4. Develop critical thinking by utilizing literature as a means of understanding one's sociopolitical position as a reader
5. Anticipate the future enjoyment of experience with literature
6. Write in edited American English with clarity and simplicity
7. Speak in the language and style customary in the university and workplace
8. Listen with understanding.

**CONNECTIONS:**

Studies in World Literature is a complementary studies course designed to support the stated goals of the Liberal Studies program. Specifically, the course provides an environment for students to develop their intellectual, personal, social, aesthetic, and spiritual potentials. It fosters our students' development of the qualities of generally well-educated persons. It offers opportunities, beyond the freshman year experiences, for students to develop a strong sense of identity and efficacy, to become lovers of learning, and to become adaptable learners. The course significantly supports the ultimate aim of the Liberal Studies program which is to prepare students for living and life-long learning.

**PROGRAM LEARNING OUTCOMES AND ASSESSMENT:**

**Liberal Studies Program Goals**

This course contributes to the achievement of general Education Goals.

**The focus of the Liberal Studies Program germane to Studies in World Literature** is that students will engage in intensive and extensive experiences in:

- listening with understanding and creativity
- developing an awareness of the similarities and differences found in various cultures and of the enduring concerns of all human
- thinking (inquiry, analysis, evaluating, generating new ideas, synthesizing).

**REQUIREMENTS AND CRITERIA:**

To complete the course with a passing grade, students must satisfactorily complete the tasks listed below. Students will be held accountable and responsible for the following:

1. Conscientiously participate in online activities and discussions.
2. Complete the schedule reading assignments before they are discussed in class.
3. Complete various assignments that may include tests, quizzes, major essays and journals.
4. Neither assignments nor excuses should be sent through e-mail unless otherwise requested by the professor. Please use the professor's e-mail for emergencies only. All other matters should be discussed with the professor during designated office hours, before, or after class.

**METHODS OF TEACHING:**

Methods include online instruction through readings, audio-visual supplements, films and formal papers.

**EVALUATION AND WEIGHTS:**

Students will produce five 500-word essays to be distributed equally among the three required units plus a final essay. The combined grades for each unit, the final essay and points for online participation will constitute a fixed percentage of the final grade.

*You will receive a letter grade for work in this course. Presently, the weights for various units are:*

<b>Unit I</b>		
	<b>Essay #1</b>	<b>10%</b>
	<b>Essay #2</b>	<b>15%</b>
	<b>Essay #3</b>	<b>15%</b>
<b>Unit II</b>		
	<b>Essay #4</b>	<b>20%</b>
<b>Unit III</b>		
	<b>Essay #5</b>	<b>20%</b>
	<b>Final Essay</b>	<b>15 %</b>
	<b>Online Participation</b>	<b>5%</b>

## **UNIVERSITY GRADING SCALE:**

**A=100-90, B=89-80, C=79-70, D=69-60, F=59-0**

## **RESOURCE MATERIALS:**

Materials include the online course materials.

## **POLICIES:**

### **No Late Work Policy:**

Turn in all work promptly. Late work will not be tolerated or accepted. You must submit all your work through the eCampus online module. No work will be accepted via email. Students have 3-4 days to upload essays. All essay assignments are due at 5:30 PM on the days indicated in your online weekly course calendar.

Please inform the professor of extenuating circumstances. Computer problems are not an excuse for late work or incomplete assignments. Please remember that you must CLICK the eCampus SUPPORT icon for technical issues. Also there is a STUDENT TUTORIAL available through eCampus for those of you who are new to online classes.

Your online professors have limited capabilities when it comes to helping you with technical issues. Your eCampus Coordinator is Andrea Hylton ([ahylton@jcsu.edu](mailto:ahylton@jcsu.edu) or [ecampus@jcmil.jcsu.edu](mailto:ecampus@jcmil.jcsu.edu), tel:704.378.1131)

Even though the portal may allow you to upload your assignments after the cutoff and due date, if they are posted LATE, they WILL NOT be graded. Please refer to the NO LATE WORK policy in your syllabus.

Please read through your scheduled assignments and PUT ALL DUE DATES FOR NOTES AND ESSAYS ON YOUR CALENDAR, so you will not miss deadlines.

Uploading your assignments either in DRAFT form or posting them in the WRONG place will cause your assignments not to appear in the correct place in order for me to view and grade them. Please upload assignments in the correct place, contact eCampus SUPPORT or take the STUDENT TUTORIAL for assistance.

### **Johnson C. Smith University Honor Code:**

The following University approved Honor Code is enforced by the Council of Deans and the University Judiciary Board:

I pledge that this work is my own and I will not cheat, or represent the works, ideas, or projects of others as my own. I further pledge that I will not engage in academic dishonesty, which includes lying, stealing or assisting others in misrepresenting their work. As a member of the student body of Johnson C. Smith, I pledge to report all violation of the Honor Code that I observe in others. I understand that the violations of the Honor Code are subject to disciplinary procedures by the University.

### **Plagiarism:**

Plagiarism is the use of words and ideas of others without giving them credit. (*Student Handbook*). The *Student Handbook* states, "Plagiarism occurs when a student submits a paper that is not the result of his or her own thinking and effort." In short, plagiarism means stealing the ideas of another or expressing another's ideas but presenting them as one's own. For example, copying someone else's work word-for-

word, paraphrasing someone else's work without acknowledging the original author or without giving the original author credit, and writing a theme solely on the ideas of another, are all forms of plagiarism. Plagiarism is cheating. The penalties for plagiarism and other forms of academic misconduct are serious and may range from receiving a failing grade for the work to dismissal from the University. Additional information about plagiarism and other forms of academic misconduct is available from the Council of Deans. Students caught plagiarizing on any assignment, major or minor, will fail the course.

**Disability Services**

This course is designed to accommodate the needs of students with diverse abilities and interests; however, if you require specific accommodations, please contact the instructor, and accommodations will be gladly provided. Students requiring special assistance must register with the Disability Services Office and provide official documentation concerning your disability before services will be provided. For more information contact Mr. James Cuthbertson, Disability Officer, Teaching and Learning Center, RM7, 378-1282.

**CAVEAT:**

The above schedule and procedures in this course are subject to change.

## **COURSE CALENDAR:**

### **Course narrative: Facing the 'Other'**

#### **Unit I: Beautiful/Ugly**

##### **Digital Texts:**

"Heritage" by Countee Cullen (United States)  
<http://www.poetryfoundation.org/poem/171329>

Art by Pablo Picasso, (Spanish, 1881–1973)  
Bust of a Man, 1908  
<http://www.metmuseum.org/toah/works-of-art/1996.403.5>

Head of Woman, 1908  
[http://www.moma.org/collection/provenance/provenance\\_object.php?object\\_id=80391](http://www.moma.org/collection/provenance/provenance_object.php?object_id=80391)

Romare Bearden (American, 1911–1988)  
The Woodshed, 1969  
<http://www.metmuseum.org/toah/works-of-art/1970.19>

Sculptures by Charles Cordier (French, 1827-1905)  
Negro from the Sudan, also called Negro in Algerian Costume, 1857  
[http://www.musee-orsay.fr/en/collections/works-in-focus/sculpture/commentaire\\_id/negro-from-the-sudan-2206.html?tx\\_commentaire\\_pi1%5BpidLi%5D=842&tx\\_commentaire\\_pi1%5Bfrom%5D=729&cHash=a632884a06](http://www.musee-orsay.fr/en/collections/works-in-focus/sculpture/commentaire_id/negro-from-the-sudan-2206.html?tx_commentaire_pi1%5BpidLi%5D=842&tx_commentaire_pi1%5Bfrom%5D=729&cHash=a632884a06)

African Venus, 1851  
<http://art.thewalters.org/detail/15324/african-venus/>

Said Abdullah of the Mayac, Kingdom of the Darfur, 1848  
<http://art.thewalters.org/detail/13283/sa239d-abdullah-of-the-mayac-kingdom-of-the-darfur-sudan/>

#### **Unit I: 500 Word Essay #1 (please refer to eCampus)**

##### **War photography and Digital Texts:**

Men at War - TIME  
<http://www.time.com/time/photogallery/0,29307,1682713,00.html>

Our World at War  
<http://www.time.com/time/photogallery/0,29307,1897965,00.html>

Vietnam 35 Years Later - Big Picture  
[http://www.boston.com/bigpicture/2010/05/vietnam\\_35\\_years\\_later.html](http://www.boston.com/bigpicture/2010/05/vietnam_35_years_later.html)

"War Torn"  
<https://m.youtube.com/watch?v=y5CldcnKKB>

Readings:

Tim O'Brien Collection (United States)

<http://corysnow.files.wordpress.com/2009/12/ttc-full-text.pdf>

The Things They Carried

How to Tell a True War Story

The Man I Killed

The Lives of the Dead

THE MAN THAT WAS USED UP A Tale of the Late Bugaboo and Kickapoo Campaign by Edgar Allan Poe

<http://pinkmonkey.com/dl/library1/up.pdf>

### **Unit I: 500 Word Essay #2 (please refer to eCampus)**

The Necklace by Guy de Maupassant (France)

<http://www.americanliterature.com/author/guy-de-maupassant/short-story/the-necklace>

The Birthmark by Nathaniel Hawthorne (United States)

<http://www.americanliterature.com/author/nathaniel-hawthorne/short-story/the-birthmark>

Morning Walk by Brian Brennan (United States)

[http://fiction.eserver.org/short/morning\\_walk](http://fiction.eserver.org/short/morning_walk)

A Few Words From Wallace K. Calb by Telisha Moore (United States)

[http://fiction.eserver.org/short/a\\_few\\_words.html](http://fiction.eserver.org/short/a_few_words.html)

Cinderella Casebook: Cinderella Tales From Around the World

<http://www.lowvilleacademy.org/webpages/MBlow/cinderella.cfm?subpage=868111>

Grimm Brothers "Cinderella" (Germany)

<http://pinkmonkey.com/dl/library1/story012.pdf>

Yeh Shen- The Chinese Cinderella (China)

<http://www.lowvilleacademy.org/webpages/MBlow/files/Yeh%20Shen%20%28China%29.pdf>

Vasilissa the Beautiful by Heidi Anne Heiner (Russian)

<http://www.lowvilleacademy.org/webpages/MBlow/files/Vasilissa%20the%20Beautiful%20%28Russian%29.pdf>

Cinderella's Stepsisters by Toni Morrison (critical essay)

[http://207.62.24.5/prhs/jmount/jmount/handouts/argument\\_nonfic/cinderellastepsisters.pdf](http://207.62.24.5/prhs/jmount/jmount/handouts/argument_nonfic/cinderellastepsisters.pdf)

TED Talks:

Rick Guidotti: From stigma to supermodel (story of albino)

[http://www.ted.com/talks/rick\\_guidotti\\_from\\_stigma\\_to\\_supermodel.htmlutm\\_medium=social&source=email&utm\\_source=email&utm\\_campaign=ios-share](http://www.ted.com/talks/rick_guidotti_from_stigma_to_supermodel.htmlutm_medium=social&source=email&utm_source=email&utm_campaign=ios-share)

Scott Summit: Beautiful artificial limbs

[http://www.ted.com/talks/scott\\_summit\\_beautiful\\_artificial\\_limbs.html??utm\\_medium=social&source=email&utm\\_source=email&utm\\_campaign=ios-share](http://www.ted.com/talks/scott_summit_beautiful_artificial_limbs.html??utm_medium=social&source=email&utm_source=email&utm_campaign=ios-share)

## Unit I: 500 Word Essay #3 (please refer to eCampus)

## Unit II: Secrecy and Power

### Digital Texts:

Corrective Rape (South Africa):

<https://m.youtube.com/watch?v=vBxBtC-5Eko&feature=youtu.be>  
<https://m.youtube.com/watch?feature=youtu.be&v=wefnH1SGDLM>  
<http://www.youtube.com/watch?v=124cs9Rr5QI>

Female Genital Mutilation

<https://m.youtube.com/watch?v=wxVZwFf5xh4>  
<https://m.youtube.com/watch?v=u4qadz-es0E>

### Photography:

25 Vintage Police Record Photographs

<http://twistedifter.com/2012/04/vintage-police-record-forensic-crime-scene-photographs/>

### TED Talks:

Frank Warren: Half a million secrets

[http://www.ted.com/talks/frank\\_warren\\_half\\_a\\_million\\_secrets.html??utm\\_medium=social&source=email&utm\\_source=email&utm\\_campaign=ios-share](http://www.ted.com/talks/frank_warren_half_a_million_secrets.html??utm_medium=social&source=email&utm_source=email&utm_campaign=ios-share)

### Readings:

The Moment Before the Gun Went Off by Nadine Gordimer (South Africa)

[http://mrkirksey.weebly.com/uploads/1/3/0/3/13037224/gordimers\\_moment\\_before.pdf](http://mrkirksey.weebly.com/uploads/1/3/0/3/13037224/gordimers_moment_before.pdf)

Desiree's Baby by Kate Chopin (United States)

<http://www.americanliterature.com/author/kate-chopin/short-story/desirees-baby>

Regret by Kate Chopin (United States)

<http://www.americanliterature.com/author/kate-chopin/short-story/regret>

A Dead Woman's Secret by Guy de Maupassant (France)

<http://www.americanliterature.com/author/guy-de-maupassant/short-story/a-dead-womans-secret>

Blue-Eyed Black Boy by Georgia Douglas Johnson (United State)

<http://nationalhumanitiescenter.org/pds/maai3/segregation/text3/blueeyedblackboy.pdf>

### Film:

The Children's Hour (1961) -YouTube Film Version

[http://m.youtube.com/#/watch?v=fTv6bnOjE04&desktop\\_uri=%2Fwatch%3Fv%3DfTv6bnOjE04](http://m.youtube.com/#/watch?v=fTv6bnOjE04&desktop_uri=%2Fwatch%3Fv%3DfTv6bnOjE04)

**Unit II: 500 Word Essay (please refer to eCampus)**

**Unit III: Appearance and Imagination; Shocking or Strange; Monstrous or Fantastic**

Readings:

"The Terror" by Guy de Maupassant (France)

<http://www.americanliterature.com/author/guy-de-maupassant/short-story/the-terror>

The Pit and the Pendulum by Edgar Allen Poe (United States)

<http://www.americanliterature.com/author/edgar-allen-poe/short-story/the-pit-and-the-pendulum>

Eyes of a Blue Dog by Gabriel Garcia Marquez (Columbia)

<http://fiction.eserver.org/short/eyes-of-a-blue-dog.html>

Country Lovers by Nadine Gordimer (South Africa)

<http://www.wsfcs.k12.nc.us/cms/lib/NC01001395/Centricity/Domain/22/Country%20Lovers.pdf>

Recitatif by Toni Morrison (United States)

[http://linksprogram.gmu.edu/tutorcorner/NCLC495Readings/Morrison\\_recitativessay.doc.pdf](http://linksprogram.gmu.edu/tutorcorner/NCLC495Readings/Morrison_recitativessay.doc.pdf)

Po' Sandy by Charles Chestnutt (United States)

[http://fiction.eserver.org/short/chesnutt/po\\_sandy.html](http://fiction.eserver.org/short/chesnutt/po_sandy.html)

The Monkey's Paw by W.W. Jacob (England)

<http://www.americanliterature.com/author/w-w-jacobs/short-story/the-monkeys-paw>

The Diary of a Madman by Guy de Maupassant(France)

<http://www.americanliterature.com/author/guy-de-maupassant/short-story/the-diary-of-a-madman>

A Sunday Morning in the South by Georgia Douglas Johnson (United States)

<http://nationalhumanitiescenter.org/pds/maai3/segregation/text3/sundaymorningsouth.pdf>

TED Talks:

Liu Bolin: The invisible man

[http://www.ted.com/talks/liu\\_bolin\\_the\\_invisible\\_man.html??utm\\_medium=social&source=email&utm\\_source=email&utm\\_campaign=ios-share](http://www.ted.com/talks/liu_bolin_the_invisible_man.html??utm_medium=social&source=email&utm_source=email&utm_campaign=ios-share)

Sharmeen Obaid-Chinoy: Inside a school for suicide bombers

[http://www.ted.com/talks/sharmeen\\_obaid\\_chinoy\\_inside\\_a\\_school\\_for\\_suicide\\_bombers.html??utm\\_medium=social&source=email&utm\\_source=email&utm\\_campaign=ios-share](http://www.ted.com/talks/sharmeen_obaid_chinoy_inside_a_school_for_suicide_bombers.html??utm_medium=social&source=email&utm_source=email&utm_campaign=ios-share)

**Unit III: 500 Word Essay (please refer eCampus)**

**Final Essay (please refer eCampus)**