



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

**Course Prefix, Number and Title:** ENGL 204.01, World Literature II

**Course CRN # and Section:** 20426

**Professor:** Dr. Blevin Shelnutt, Assistant Professor of English

**Semester Taught:** Spring 2019

**Office:** Admin 316

**Credit Hours:** 3

**Office Hours:** MW 11:00am-1:00pm, TR 10:30-11:00am, and by appointment

**Prerequisites:** ENGL 102 or consent of Instructor

**Email:** bshelnutt@concord.edu

**Course Time:** TR 11:00am-12:15pm

**Phone:** 304-384-5260

**Room Number:** Admin 308

**Department Website:**  
concord.edu/humanities

**Description:**

This course surveys important works in world literature from roughly 1650 to the present. Our readings represent cultural traditions across the globe and span a variety of genres, from 17th-century haiku to Enlightenment manifestos to modernist short stories to experimental 21st-century poetry. We'll focus on works exploring ideas and values that have shaped the modern world, giving attention to the historical development of "modernity." Relatedly, we'll consider multiple definitions of "world literature," including as a literature concerned with intensifying encounters between diverse peoples, and we'll examine how different writers imagine the role of language, writing, and reading in mediating such encounters. Topics to be discussed include cosmopolitanism and the idea of the world citizen, the material conditions of literary production and circulation, and evolving notions of literature itself.

**Course Management System:** Blackboard

**Hardware/Software Needed:** computer with access to the internet

**Text Requirements:**

Puchner, Martin, gen. ed. *The Norton Anthology of World Literature*. 4th ed. Vols. D, E, F. New York: Norton, 2018.

**Concord University Educational Goals and Learning Outcomes:**

<p><b>Learning Outcomes for English 328</b></p>	<p><b>Concord University Educational Goals (Advanced Course Level)</b></p>	<p><b>2012 National Council of Teachers of English (NCTE) Standards</b></p>
<p>1. Students will demonstrate their ability to</p> <ul style="list-style-type: none"> <li>• draw inferences from close readings</li> <li>• demonstrate understanding of interrelationships among textual elements</li> </ul>	<p>CU Skills Goal #1a: Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse . . . [including] <b>reading</b> . . .</p>	<p>NCTE Content Knowledge I.1: Candidates are knowledgeable about texts . . . [including] print and non-print texts [and] media texts . . .</p>
<p>2. Students will demonstrate their ability to</p> <ul style="list-style-type: none"> <li>• write critically, supporting inferences drawn from close reading by citing and interpreting specific textual evidence</li> <li>• write proficiently at a level of “adequate” or above, as defined by the Department’s criteria for evaluation of essays</li> </ul>	<p>CU Skills Goal #1 b: Effective intercommunication skills and literacies, adapted as needed for the demand of various kinds of discourse . . . [ including] <b>writing</b>. . .</p>	<p>NCTE Content Knowledge II.1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose . . .</p>
<p>3. Students will demonstrate their ability to apply critical thinking skills (analysis, synthesis, evaluation) to literary texts.</p>	<p>CU Skills Goal #2: An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills in problem solving</p>	
<p>4. Students will demonstrate competency in analyzing and synthesizing textual elements; and in integrating these elements within a unified discussion.</p>	<p>CU Skills Goal #4: An ability to analyze, synthesize, and integrate elements, information and ideas</p>	
<p>5. Students will demonstrate an ability to interpret selected <b>American literary texts from the Civil War to the present within their historical context.</b></p>	<p>CU Knowledge Goal #3: An ability to <b>interpret events and trends within historical contexts</b></p>	<p>NCTE Professional Knowledge and Skills Standard I.1: Candidates are knowledgeable about texts . . . [including] classic texts . . . <b>that represent a range of world literatures [and] historical traditions . . .</b></p>

Learning Outcomes for English 328	Concord University Educational Goals (Advanced Course Level)	2012 National Council of Teachers of English (NCTE) Standards
6. Students will demonstrate acquaintance with aesthetic principles, methods, materials, and methods that <b>empower works of literature to reinforce or challenge societal values and assumptions.</b>	CU Knowledge Goal #6: Awareness of the aesthetic principles, methods, materials, and media employed in artistic performance and in the <b>creation of works of art and literature.</b>	NCTE Content Knowledge Standard II.2: Candidates . . . <b>understand the impact of language on society.</b>
7. Through close reading of literary texts presenting moral dilemmas, the students will demonstrate competency in <b>recognizing and evaluating underlying assumptions based on ethical or moral values.</b>	CU Attitudes Goal #1: Habitual <b>reflection on ethical/moral implications of actions</b> when weighing decisions and evaluating outcomes	NCTE Professional Knowledge and Skills VII.1: Candidates . . . <b>model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.</b>
8. <b>Through close reading and class discussion of texts that reflect the world views reflected in American literature from the beginning to the present,</b> the students will develop a capacity for <b>respectful attentiveness to and recognition of commonalities and differences among varying perspectives.</b>	CU Attitudes Goal #3: <b>Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences</b> in order to seek mutual understanding and equitable conflict resolution	NCTE Professional Knowledge and Skills VII.2: Candidates engage in and reflect on a variety of experiences related to ELA that <b>demonstrate understanding of and readiness for . . . collaboration. . . and community engagement.</b>

### Course Requirements:

Attendance and participation: Our course depends on in-class discussion, and students who miss class will have difficulty meeting its goals. I expect that you will strive to attend every class. In addition, you're expected to come to class on time, with the assigned readings in hand, having completed the reading. During class, you're expected to respectfully engage with me and your peers. Your participation will be assessed on the regularity and quality of your contributions to discussion. Arriving after I've taken roll, leaving before class is over, using electronic devices, or being off-task in class will result in your being marked absent. Each absence beyond the first reduces your participation grade by one-third of a letter grade (e.g., from an A to an A-). In case of any absence, you should let me know that you'll be missing class, ask a classmate for notes, and arrange to meet with me to discuss any questions.

Active Reading and Weekly Response Posts: As always, read carefully and closely, including the introductions to each author. Be thoughtful about what you're reading: look up words you don't know, write down questions, and underline phrases that resonate with you or strike you as important. You'll be expected to post to Blackboard by 8:00pm each Monday a response to one of that week's readings. Your response (250-300 words) should identify and explore the significance of a specific line or passage you found interesting, revealing, or strange.

Written assignments: The goal of the short essay is to introduce you to close reading, teaching you how to perform sustained analyses of exemplary textual moments. Your final paper will be a longer essay on a topic of your choice, expanding on questions and themes we have explored in class. As part of the writing process, you will submit a proposal indicating the text(s) you will examine, questions you will pursue, and 2-3 passages you will analyze in the essay.

Exams: The midterm will consist of identifications, analysis of key passages, and an essay. The final exam will include identifications and passages based on our readings from the second half of the semester and an essay section asking you to make connections across the entire course.

### **Grading:**

*A = 93-100, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, etc.*

15% Participation  
15% Reading Responses  
15% Short Essay  
15% Midterm Exam  
25% Final Essay  
15% Final Exam

### Late Assignments and Make-up Policy:

Late assignments will be reduced by one-third of a letter grade for each day late (A to A-, A- to B+, etc.). Exams may not be made up or taken at an alternative time.

### **Course Timeline:**

#### **Week 1: 1/14-1/18**

Introduction to class

Selections from "The Enlightenment in Europe and the Americas" Norton Anthology Vol. D

#### **Week 2: 1/21-1/25**

(Mon 1/21 is MLK day, no class)

Selections from "The Enlightenment in Europe and the Americas" Norton Anthology Vol. D

#### **Week 3: 1/28-2/1**

Selections from "The Enlightenment in Europe and the Americas" and "Literature of Early Modern East Asia" Norton Anthology Vol. D

**Week 4: 2/4-2/6**

Selections from “The Enlightenment in Europe and the Americas” and “Literature of Early Modern East Asia” Norton Anthology Vol. D

**Week 5: 2/11-2/15**

Selections from “An Age of Revolutions in Europe and the Americas” Norton Anthology Vol. E

**Week 6: 2/18-2/22**

Selections from “An Age of Revolutions in Europe and the Americas” Norton Anthology Vol. E

**Week 7: 2/25-3/1**

Selections from “An Age of Revolutions in Europe and the Americas” Norton Anthology Vol. E

**Week 8: 3/4- 3/8**

Midterm Exam and Assignments

Selections from “At the Crossroads of Empire” Norton Anthology Vol. E

**Week 9: 3/11-3/15: Spring Break: No Class**

**Week 10: 3/18-3/22**

Selections from “Realism across the World” Norton Anthology Vol E.

**Week 11: 3/25-3/29**

Selections from “Realism across the World” Norton Anthology Vol E.

**Week 12: 4/1-4/5**

Selections from “Modernity and Modernism” Norton Anthology Vol. F

**Week 13: 4/8-4/12**

Selections from “Modernity and Modernism” Norton Anthology Vol. F

**Week 14: 4/15-4/19**

Selections from “Postwar and Postcolonial Literature” Norton Anthology Vol. F

**Week 15: 4/22-4/26**

Selections from “Postwar and Postcolonial Literature” Norton Anthology Vol. F

**Week 16: 4/29 -5/03**

Selections from “Contemporary World Literature” Norton Anthology Vol. F

Final paper due

**Final Exam Week: 5/6-5/10**

## University Policies, Protocols, and Resources

**Accessibility/Accommodations:** Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform me at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at [nellison@concord.edu](mailto:nellison@concord.edu) for assistance.

**Academic Dishonesty:** Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties—including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

**Concord University Honor Code:** A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states: *"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."*

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

**Class/Online Attendance Policy:** Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

**Emergency Alert System:** In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

**Emergency Information:** Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

**Inclement Weather Policy:** As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. **Our class will take place from 12:10-1:10pm.** (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

*\*Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service*

**Student Conduct:** In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

**Sexual Harassment & Assault:** Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or [titleix@concord.edu](mailto:titleix@concord.edu). Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

**Technology Services:** Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail [cuhelpdesk@concord.edu](mailto:cuhelpdesk@concord.edu).

**Syllabus Disclaimer: This syllabus is subject to change based on the needs of the class. Please check it regularly.**