

Mount Saint Mary's University
Great Works in World Literature
English 18/118
Fall 2021
October 18 – December 10

Instructor: Dr. Ana V. Thorne

Contact via email: athorne@msmu.edu

Available for consultation by appointment via Zoom, phone.

Class Calendar

- Week One: October 18 – October 24
- Week Two: October 25 – October 31
- Week Three: November 1 – November 7
- Week Four: November 8 - November 14
- Week Five: November 15 - November 21
- Week Six: November 22 – November 28
- Week Seven: November 29 – December 3
- Week Eight: December 4 – December 10

REQUIRED TEXTS – in order of course reading dates

Camus, Paz, and Kafka are available in Canvas in .pdf files.

DuBois is available via link to Project Gutenberg

Books read in order of their publication

- DuBois, W.E.B. *The Souls of Black Folks*, 1903 – link to Project Gutenberg
<https://www.gutenberg.org/files/408/408-h/408-h.htm>
- Kafka, Franz. *The Metamorphosis*, 1915 - .pdf in Canvas
- Camus, Albert. *The Plague*, 1947 - .pdf in Canvas
- Paz, Octavio. *The Labyrinth of Solitude*, 1950 - .pdf in Canvas

<https://www.gutenberg.org/files/408/408-h/408-h.htm>

The Project Gutenberg eBook of *The Souls of Black Folks* by W.E.B. DuBois, Published 1903

- DuBois, W.E.B. *The Souls of Black Folks*, 1903 – link to Project Gutenberg
<https://www.gutenberg.org/files/408/408-h/408-h.htm>

Course Overview:

In his work, *What is World Literature?* David Damrosch asks, “Which literature, whose world?” The definitions and characteristics of ‘great works in world literature’ have expanded beyond national borders to embrace points of view that reflect a global context. This course examines a breadth of reading set in three geographic areas – United States, Europe, and Mexico – that explores a range of universal topics that include religion, politics, power, race, gender, and identity. Readings and class discussions seek to make connections between the literary techniques and story lines on display in individual texts and the particular cultural and historical context from which they arose. In turn, essays and student responses expect that students use

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FA21 – WEC – Thorne- MSMU

close reading skills to uncover the complex and often-unexpected relationships among the assigned works.

Learning Outcomes:

- To gain knowledge of significant works of twentieth century literature that reflect global themes across a range of topics.
- Gain knowledge of the elements that constitute a great work of literature within a global and historical context.
- Analyze the ways in which the global literary works continue to be relevant.
- To draft persuasive literary interpretations as a result of close reading.
- To become familiar with the various genres and literary techniques developed by the course authors.

Course Objectives:

- Examine the ways in which literature reflects the progression in time of various global and cultural ideologies.
- Analyze the effectiveness of the several methods of literary expression within the context of place and time.
- Develop and use critical thinking skills to identify the ways in which these works communicate overarching narrative and counter narrative.

FYI: Assessment of Student Learning Outcomes:

Student learning is at the core of the MSMU mission. MSMU faculty developed a plan to assess the student-learning outcomes that represent the knowledge, skills, and attitudes expected of a MSMU student. In this class, one or more student learning outcomes may be assessed. Some of the assignments from this course may be used to evaluate overall student learning and to improve teaching and learning in this class, this department, and throughout the University

Course Requirements

Potential COVID-19 Disruption: Should the course modality change during the semester, the instructor will provide a comprehensive update of how the class will continue and any changes that may result.

- *Time Requirements.* This is a 3-credit-hour course and will require approximately 5 to 9 hours of focused effort every week over the 10-week course schedule to be completed successfully. Please schedule time accordingly for this course along with other courses and individual responsibilities.
- *Adaptive & Project-Based.* This course uses a combination of individualized, adaptive learning, and project-based learning strategies. As such, you will be expected to actively engage with the content of the course individually and also to collaborate actively with your peers every week.
- *Mastery.* You are required to demonstrate mastery of the concepts and terms presented within the course. You will demonstrate mastery by completing required assignments designed to help you improve your proficiency with the terminology, concepts and skills presented in the course content.
- *Participation & Engagement.* You are expected to fully engage with your classmates, your instructor and the content of the course. Full engagement requires that you log into

the online system and communicate meaningfully with your classmates a minimum of 1 to 2 times a week, or more as necessary to complete an assignment. Doing so will make your learning experience more effective, more enjoyable, and ultimately, more successful.

- *Discussions and Groups.* A discussion communicates and functions at its best if everyone is present and actively involved. While there are no regularly scheduled Zoom class conference calls scheduled at this point, Zoom sessions/calls may be set up at the discretion of the instructor, and/or by student request.
- *Writing Expectations:* All written work, including critical responses, cultural analysis, essays, responses to student work and all required postings must be completed by the assigned dates.
- *Writing Requirements:* All discussion posts, essay responses, and email correspondences should be composed in clear, college-level prose. Failure to use Spell Check and Grammarly to proofread submissions for spelling and grammar errors will result in a significantly lower grade. Highly recommend that you utilize the ‘self-editing techniques’ provided and read your work aloud before publishing or posting.
- *Weekly readings and video viewing:* All required assigned text readings, provided course readings, and video viewings must be completed by posted completion dates.
- *Weekly essay post and responses:* All required essays and student responses to essays must be completed by posted completion dates.

Grading Points

260 Total Points Possible: Essays - 200; Student Responses – 60 Pts

Assignment Grading Expectations

All assignments are expected to be submitted by midnight of the due dates stated in the respective course Modules. If circumstances present that prevent you from posting your assignment on time, send an email to Instructor as a courtesy. Instructor will grade and give feedback on assignments in a timely manner.

Program and Course Policies

Discussion Forum Guidelines

This course will require online interaction between classmates. Please keep in mind the following guidelines as you post and reply to your classmates.

- You must post your own response to an assignment before you are able to see submissions from other students and respond to those submissions.
- Review the discussion threads thoroughly before entering the discussion. Be a reader, then a respondent.
- Maintain threads by using the “Reply” button rather than starting a new topic.
- Do not make insulting or inflammatory statements to other members of the discussion group.
- Be respectful of ideas that may be different from yours.
- Choose your words carefully. Be polite. Be civil. Do not use derogatory statements.

- Be patient and read the comments of other group members thoroughly before entering your response.
- Be positive and constructive in group discussions. Avoid the use of ‘slang’ unless for specific effect.
- Respond in a thoughtful and timely manner.
- Give your online remarks to others with the same respect you expect to receive from them.

Posted in Canvas

- All assignment submission due dates are posted in Canvas.
- Student’s written assignments and student responses should be posted in the appropriate module.
- Research sources – general and specific to the reading/film/video – are posted in Canvas. These sources include journal articles, essays and critique.

Course Grading Requirements

- Complete the required course reading for Weekends 1, 3, 5, and 7.
- Write four (4) 500-word essays per guidelines for each- 200 Possible Points.
- Respond to four (4) student posts per guidelines – 60 Possible Points.

Note: Instructor may add/delete/edit reading, research, writing and presentation assignments at her discretion.

Week One: Oct 18 – Oct 24

READ: *The Souls of Black Folks* – WEB DuBois, 1903
Online link to full narrative

“The problem of the twentieth century is the problem of the color line” (ix).

<https://www.gutenberg.org/files/408/408-h/408-h.htm>

The Project Gutenberg eBook of *The Souls of Black Folks* by W.E.B. DuBois, Published 1903

- DuBois, W.E.B. *The Souls of Black Folks*, 1903 – link to Project Gutenberg
<https://www.gutenberg.org/files/408/408-h/408-h.htm>

Week Two: Oct 25 – Oct 31

DUE: Oct 29 – WEB DuBois Assignment; Guidelines posted in Canvas
Essay – 50 Pts

DUE: Oct 31: Student Response – 15 Pts

- Kafka, Franz. *The Metamorphosis*, 1915 - .pdf in Canvas

Week Three: Nov 1 – Nov 7

READ: Franz Kafka. *The Metamorphosis*, 1915 – .pdf in Canvas

“Was he an animal if music could captivate him so? It seemed to him that he was being shown the way to the unknown nourishment he had been yearning for.”

Week Four: Nov 8 - Nov 14

DUE: Nov 12 – Kafka Assignment: Guidelines posted in Canvas
Essay – 50 Pts

DUE: Nov 14: Student Response – 15 Pts

Week Five: Nov 15 - Nov 21

READ: Albert Camus. *The Plague*, 1947 - .pdf in Canvas

"Many continued hoping that the epidemic would soon die out and they and their families be spared. Thus they felt under no obligation to make any change in their habits, as yet. Plague was an unwelcome visitant, bound to take its leave one day as unexpectedly as it had come."

Week Six: Nov 22 – 28

DUE: Nov 26 – Camus Assignment: Guidelines posted in Canvas

Essay – 50 Pts

DUE: Nov 28: Student Response – 15 Pts

Week Seven: Nov 29 – Dec 3

READ: Paz, Octavio. *The Labyrinth of Solitude*, 1950 - .pdf in Canvas

“... national character, which was thought to be immutable, changes ...” (9)

Week Eight: Dec 4 – Dec 10

DUE: Dec 8 – Paz Assignment: Guidelines posted in Canvas

Essay – 50 Pts

DUE: Dec 10: Student Response – 15 Pts

Disclaimer

The instructor reserves the right to modify or amend the syllabus at her discretion. The content of this syllabus may be altered to fit the specific needs of an individual student or group of students.

Late or Missing Assignments

All assignments and/or exams listed in the syllabus must be submitted to earn a passing grade in the course. Assignments and assessments are due according to the course schedule and syllabus. All students are expected to plan their time and energies so that course work can be completed and submitted on time.

If an emergency, medical or personal obstacle prevents you from meeting assignment expectations, you must contact your instructor as early as possible. At your instructor's discretion, assignments may be accepted after the due date, though late penalties may be assessed to your score. The instructor reserves the right to assign zero points toward a student's grade when assignment(s) are posted more than a week late. If you have any issues concerning the on time submission of assignments, notify the instructor as soon as possible via email.

Due Dates and Times

Remember to check your time zone in the Canvas system. You can do this by clicking settings in the *top right corner*, then checking *Time Zone* in the *center* part of the page. All due date times are 11:59 pm Pacific Time. This means that if you are in a different time zone, the due date may appear to be later, since 11:59 pm PT on Wednesday is 12:59 am Mountain Time on Thursday, 1:59 Central Time on Thursday, and 2:59 Eastern Time on Thursday.

You may want to set your time zone in the Canvas system to Pacific Time. Then, you will always see the correct due date, and you do not need to worry about converting time zones.

Policy on Incompletes

An incomplete in a course can be granted only when a student has fulfilled the majority of the course requirements, has a passing grade in course work, is prevented from completing the assigned work for serious medical/personal reasons, and can, in the opinion of the instructor, complete the work within one eight-week session.

University Policies

University PPE Policy: All students must comply with the University personal protective equipment (PPE) policy while on campus. Non-compliant students will not be allowed to stay in class.

University attendance policy:

<http://msmu.smartcatalogiq.com/en/2018-2020/2018-2020-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Attendance>

Academic Integrity Policy

All degree candidates are expected to adhere to the MSMU statements on Academic Integrity (AI) in the MSMU catalog and Student Handbook. This includes avoiding plagiarism and constructing your best work on each assignment. Papers and other work including images, should not be copied from the Internet. Infractions may be addressed by the MSMU administration and possibly include an AI Board review.

Academic Freedom Statement

For faculty, academic freedom in research, teaching, and publication is fundamental to the advancement of truth and learning. Freedom of thought and expression is essential to fulfill the mission, and obligations, of academics and educators.

The student has the freedom to express ideas that differ from any interpretation or any viewpoint presented by an instructor. In exercising this freedom, there should be no disruption of the academic process of the class.

The student has the right to be evaluated accurately and fairly on academic performance as outlined by the instructor at the beginning of the course. The student has the right to discuss and review any academic performance with instructors. A student who believes that an evaluation was made on a basis other than academic performance has the right to an appeal procedure. (For appeal procedures, see Student Handbook).

Academic Grievance Statement

The Academic Grievance Committee shall receive and investigate complaints, excluding those pertaining to a learning disability (see College Disability Grievance Procedure) that have not been resolved on a lower level (Instructor and Department Chair/Program Director). Students have 14 business days from the posting of grades or dismissal notice to appeal a grade/standing in program. The burden of proof is on the student. A student who believes that the instructor made a clerical error in computing the grade or an egregious error of judgment in evaluating the student's performance has the right to an appeal procedure. For more information on the Academic Grievance Committee's jurisdiction, functions, and resolution process, see the Student Handbook.

Disability Statement

Mount Saint Mary's University, Los Angeles is committed to ensuring the full participation of all students in its programs. If you have a documented disability (chronic, medical, physical, learning, psychological, or temporary), or think you may have a disability and need a reasonable accommodation to participate in class, complete course requirements, or access the University's programs or services; contact Disability Services (DS) as soon as possible. To receive an accommodation, you must register with DS. DS works with students confidentially and does not disclose any disability-related information without student consent. DS coordinates and promotes disability accommodations and awareness and works in partnership with faculty and all other student service offices. For further information about services for students with disabilities, contact DS at the Chalon Academic Support Center, H207, (310) 954-4142, or at the Doheny Student Resource Center, Building 3, and (213) 477-2690. You can also email for more information at disability@msmu.edu.

Please be advised that this class may be audio- or video-recorded as an accommodation under the American with Disabilities Act, but only with prior permission from Disability Services and the instructor. Students may only use such recordings for personal use; no posting or further distribution or use is permitted.

Student credit hour policy:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates not less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) for other academic activities, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

Taken from: <http://msmu.smartcatalogiq.com/en/2016-2018/2016-2018-Catalog/Academic-Policies-and-Procedures/General-Information-for-Undergraduate-Programs/Student-Credit-Hour>

Student Support Statement:

Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Student Life on their respective campus for support. Also, please notify the instructor if you are comfortable in doing so. Chalton Campus: Laura Crow, Dean of Student Life 310-954-4133 and lcrow@msmu.edu. Doheny Campus/WEC & Online/Sunset Gower/Graduate: Jessica Cuevas, Dean of Student Life 213-477-2570 and jcuevas@msmu.edu.

MSMU's commitment to diversity, equity, and inclusion

Mount Saint Mary's University's commitment to Diversity, Equity and Inclusive Excellence stems from our CSJ heritage, Catholic identity, mission and values. We are compelled to always move toward profound love of God and love of neighbor without distinction. We are committed to diversity in all its possible forms with emphasis on the importance of human rights, equity, fairness, inclusiveness and diversity in the broadest sense including differences in gender, race, ethnicity, generational history, culture, socioeconomic class, religion, sexual orientation, national origin, citizenship status, political perspectives, geographic origin and physical ability. MSMU strives for inclusion and engagement with people from all walks of life and believes that multi-culturalism improves and enriches the learning, living and working environments for everyone at the Mount. See the [Center for DEI's myMSMU page](#) for more information and resources.

Title IX and Confidentiality

As an instructor at Mount Saint Mary's University, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory "Responsible Employee" reporting responsibility related to my role as a faculty member. It is my goal that you feel able to share information related to your life

experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep information you share private to the greatest extent possible. However, in order to support you, I am required to share with University officials, any information regarding sexual misconduct or information about a related crime you may have experienced or witnessed, whether it occurred on or off MSMU's campus. Students may speak to someone confidentially by contacting MSMU's Counseling and Psychological Services, Health Services, and/or community partners - Peace Over Violence, and the Santa Monica Rape Treatment Center. For more information about your support options at Mount Saint Mary's University, please go to <https://mountsaintmarysuniversi.sharepoint.com/sites/MYMSMU/campus-resources/titleIX>

For questions/clarification, please contact your Title IX Coordinator, Megan Staudenraus at 213.477.2803 or titleix@msmu.edu

Course Evaluation Statement

At the end of the semester, you will be invited to participate in filling out a course evaluation for this class. The feedback received from these evaluations is extremely important to me as I continually work to improve my teaching methods and provide a strong classroom environment for my students. Additionally, these evaluations can be used for promotion and tenure purposes, and curriculum planning. Please note that no names or student identifiers are presented in the course evaluation reports that I see. Furthermore, I can only access them after grades are due. If you have any questions on how your feedback is used, or what the course evaluations process entails, please feel free to ask.