



GREAT WORKS OF THE WESTERN WORLD II

CLT 2220
Section 01
Spring 2006
MW 3:00 – 4:30
Hill Hall, Room 201

Dr. Timothy K. Nixon
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Office Hours: MW 1:00 – 2:00, 5:00 – 6:00

COURSE DESCRIPTION

This course is a survey of western literary artists and their works from the Enlightenment to the present day. A wide range of authors, texts, and genres will be covered, and special emphasis will be placed on the relationship literary works of art have with their historical precursors. The bulk of the material to be covered in this class will be pulled from the African, Latin American, and European (specifically non-English) traditions.

COURSE OBJECTIVES

Upon completion of the course, students will be well acquainted with representative works of the western literary tradition. Literature's connection with the wider cultural heritage will also become apparent. And the idea of a separate, hermetic, and distinct western literary heritage will be challenged as students see examples of the cross-pollination between European and non-European cultures, colonizer and colonized that has occurred throughout history. Finally, students' skills in reading carefully and thinking analytically will be sharpened.

REQUIRED TEXTS

Allende, Isabel. *The House of the Spirits*. Trans. Magda Bogin. New York: Bantam, 1993.

Lawall, Sarah, et al., eds. *The Norton Anthology of Western Literature*. 8th ed. Vol. 2. New York: Norton, 2006.

Various items will be posted on Blackboard as well.

GRADE CALCULATION

The student's final course grade will be calculated using the following weights:

25%	Critical Essay
25%	Final Exam
20%	Mid-Term Exam
15%	Oral Presentation
15%	Reading Quizzes

Critical Essay: The critical essay will be a scholarly analysis of some text or author or subject covered in class. Students should feel free to write about any topic, but they must discuss their idea and research strategy with the instructor first. When finished, the paper should be

eight to ten pages in length, including the works cited page. It should demonstrate the student's skills as a close reader, a careful researcher, and a critical thinker.

The essay must be typed and double-spaced. *Everything* in the paper should be double-spaced, including block quotations and the works cited page! Students should use one-inch margins on all four sides of the page and a legible, fairly standard font when preparing their papers. (Examples of acceptable fonts include Times New Roman 12 pt. or Arial 11 pt.) The student's name, the course title, the instructor's name, and the date should be typed and double-spaced in the upper left corner of the first page of the composition. Students should number all pages and ensure the entire package is stapled together. References to the work(s) under consideration and any secondary sources should be documented parenthetically, and a works cited page, adhering to the MLA style guide, should be included as part of the paper.

Oral Presentation: Throughout the semester students will be called upon to provide the class with information on cultural and historical ancillaries to the literature being discussed. This information sharing will take the form of oral presentations, and its purpose is to provide a broader context to the discussions that will occur on writers and their work. Each student will be required to deliver one presentation to the entire class on a topic she or he has selected from the list of presentations found in the Course Schedule section of this syllabus.

The oral presentation should last about ten to twelve minutes. Students are to provide a brief (single page) handout with significant points or an outline of the presentation to each class member. References to any secondary sources used in the preparation of the presentation should be included in a works cited section, adhering to the MLA style guide, at the bottom of this handout. After receiving a grade and comments on the presentation from the instructor, students will need to upload an electronic version of this handout to Blackboard.

These presentations will be graded on delivery, content, research, and relevance. Concerning relevance, students need to ensure that their presentations conclude by highlighting how the topic contributes to our understanding and appreciation of the literary material under discussion. Also, creativity in the presentation and handouts will be looked upon kindly. Finally, students must ensure that their presentations do not run long, because one letter grade will be deducted from the presenter's grade for each minute she or he runs on beyond the fifteen-minute mark!

Reading Quizzes: This course is a literature survey, and as such, keeping up with the assigned reading is a major component of its requirements. In order to evaluate how diligent students are being with the reading, brief quizzes will be given throughout the semester. The questions on these quizzes will be straight-forward and relatively easy for those who have completed the assigned reading for that day's class. To this end, students should come to class each day prepared for a quiz. The following guidelines apply: 1) Quizzes will be given promptly at the start of class, and questions will not be repeated for students who arrive in class after the last question has been asked. 2) The quiz component of the student's grade will be calculated by averaging all quiz scores

after the lowest three quiz scores have been dropped. 3) Missed quizzes cannot be made up.

GRADING SCALE

The following grading scale will be used in this class:

A = 100 – 92
B = 91 – 83
C = 82 – 74
D = 73 – 65
F = 64 and below

SPECIAL NOTE

Any student who may need an accommodation due to a disability should make an appointment to see the instructor during his office hours or at another mutually agreed upon time. This meeting should occur as early in the semester as is possible so the instructor can make appropriate arrangements. A letter from the Student Academic Support Services office authorizing any such accommodations will be needed.

CLASS POLICIES

Students are expected to be present, on time, and prepared for discussion whenever the class is scheduled to meet. However, things conflicting with class attendance invariably arise. At this point, each student should have the maturity and professionalism necessary to monitor his or her own attendance. If there is some extenuating circumstance that prevents the student from attending class, he or she may rely on three of the lowest reading quizzes being dropped. Beyond three absences, the student should talk with the instructor before or after class or during his office hours about this matter. For his part, the instructor reserves the right to fail a student for excessive absences.

Plagiarism is a serious matter, and the College has set high standards for academic integrity. Therefore, class members should familiarize themselves with the McDaniel College Honor Code and read carefully the sections on academic dishonesty and the repercussions associated with any violations. A set of questions and answers about the Honor Code can be found on the McDaniel College web site at <http://www.mcdaniel.edu/students/honorcode.shtml>.

Out of respect for colleagues and the instructor, students are asked to turn off (or leave at home) cell phones and pagers before coming to class.

If a student wants to discuss a grade on a quiz, the essay, or an exam, she or he should meet with the instructor in his office during office hours or at a mutually agreed upon appointment. The instructor will not discuss grades in the classroom.

It is the policy of the College that classes should, whenever possible, meet as scheduled. However, extreme weather conditions do sometimes arise, especially at the beginning of the spring semester. In the event that the instructor cannot make it to campus, he will notify the class by email and with a Blackboard posting.

COURSE SCHEDULE

Week 1—Introduction and The Twentieth Century: Voices of the Colonized		
1/23 (M)	Introductions, review of syllabus	
1/25 (W)	“Yellow Woman” by Leslie Marmon Silko (N 2523-29); “My Mother” by Jamaica Kincaid (B); excerpt from <i>The Wretched of the Earth</i> by Frantz Fanon (B)	
Week 2—The Twentieth Century: Voices of the Colonized (cont’d.)		
1/30 (M)	<i>The House of the Spirits</i> by Isabel Allende (1-102)	Presentation: Salvador Allende
2/1 (W)	<i>The House of the Spirits</i> by Isabel Allende (103-208)	Presentation: Augusto Pinochet
Week 3—The Twentieth Century: Voices of the Colonized (cont’d.)		
2/6 (M)	<i>The House of the Spirits</i> by Isabel Allende (209-317)	Presentation: Latin America’s “Disappeared”
2/8 (W)	<i>The House of the Spirits</i> by Isabel Allende (318-433)	Presentation: US Foreign Policy
Week 4—The Twentieth Century: Voices of the Colonized (cont’d.)		
2/13 (M)	<i>Things Fall Apart</i> by Chinua Achebe (N 2420-2508)	Presentation: Britain’s Colonization of Africa; Presentation: Nigeria
2/15 (W)	Excerpt from “Named for Victoria, Queen of England” by Chinua Achebe (N 2392-94); “The Old Chief Mshlanga” by Doris Lessing (N 2296-2304); poems by Léopold Sédar Senghor (B)	Presentation: European Colonization of Africa

Week 5—The Twentieth Century: Voices of the Colonized (cont'd.)		
2/20 (M)	Poems by Pablo Neruda (N 2193-2206); poems by Alfonsina Storni (N 2051-54)	Presentation: European Immigration to Latin America
2/22 (W)	"Ladies and Gentlemen, to the Gas Chamber" by Tadeusz Borowski (N 2307-20); "The Metamorphosis" by Franz Kafka (N 1966-99)	Presentation: Non-Jewish Victims of the Holocaust; Presentation: European Anti-Semitism
Week 6—The Twentieth Century: Modernism		
2/27 (M)	<i>Death in Venice</i> by Thomas Mann (N 1819-69)	Presentation: Cholera
3/1 (W)	Excerpt from <i>Swann's Way</i> by Marcel Proust (N 1785-1815)	Presentation: Paris at the Turn of the Century
Week 7—The Twentieth Century: Modernism (cont'd.)		
3/6 (M)	<i>Six Characters in Search of an Author</i> by Luigi Pirandello (N 1740-80)	Presentation: Modern Theater
3/8 (W)	Mid-Term Exam	
Week 8		
3/13 (M)	No class—Spring Break!	
3/15 (W)	No class—Spring Break!	

Week 9—The Nineteenth Century		
3/20 (M)	Excerpts from <i>American Indian Stories</i> by Zitkala-Ša (B); excerpt from <i>From the Deep Woods to Civilization</i> by Charles A. Eastman (Ohiyesa) (B)	Presentation: Indian Schools in the US
3/22 (W)	<i>Hedda Gabler</i> by Henrik Ibsen (N 1410-66)	Presentation: Scandinavia in the 19 th Century
Week 10—The Nineteenth Century (cont'd.)		
3/27 (M)	<i>Notes from Underground</i> by Fyodor Dostoevsky (N 1255-1327)	Presentation: Siberia as a Penal Colony
3/29 (W)	"The Death of Ivan Ilyich" by Leo Tolstoy (N 1330-68)	Presentation: Czarist Russia
Week 11—The Nineteenth Century (cont'd.)		
4/3 (M)	<i>Madame Bovary</i> by Gustave Flaubert (N 1037-1110)	Presentation: France's Changing Governments in the 19 th Century
4/5 (W)	<i>Madame Bovary</i> by Gustave Flaubert (N 1110-75)	Presentation: Grand Opera in the 19 th Century
Week 12—The Nineteenth Century (cont'd.)		
4/10 (M)	<i>Madame Bovary</i> by Gustave Flaubert (N 1175-1249)	Presentation: Arsenic
4/12 (W)	"The Overcoat" by Nikolai Gogol (N 1012-33); "The Queen of Spades" by Alexander Pushkin (N 801-20)	Presentation: Ghosts; Presentation: St. Petersburg

Week 13—Romanticism		
4/17 (M)	Critical Analysis due. We will watch a film together as a class.	
4/19 (W)	Poems by Friedrich Hölderlin (N 766-68), Novalis (N 769-70), Anna Petrovna Bunina (N 771-72), Heinrich Heine (N 775-76), and Ghalib (B).	Presentation: India in the 19 th century
Week 14—Romanticism (cont'd.)		
4/24 (M)	<i>Faust</i> by Johann Wolfgang von Goethe (N 522-76)	Presentation: The Devil (i.e., Satan)
4/26 (W)	<i>Faust</i> by Johann Wolfgang von Goethe (N 576-625)	Presentation: Witches, Witchcraft, and Satanism
Week 15—The Enlightenment and Conclusion		
5/1 (M)	<i>Candide, or Optimism</i> by François-Marie Arouet de Voltaire (N 377-438)	Presentation: The Lisbon Earthquake of 1755
5/3 (W)	Fables by Jean de la Fontaine (N 202-07); course wrap up and discussion of final exam	Presentation: Louis XIV