

Beth Flynn
 HU3545, Literature Across Borders
 Fisher 125
 T,Th 12:35-1:50 p.m.
 Fall, 2004
 Office: 303 Walker
 Office phone: 487-3227
 E-mail: eflynn@mtu.edu
 Office Hours: T,Th 11-12:20 and by appointment

Texts:

Achebe, Chinua. Things Fall Apart. Broomall: Chelsea House Publishers, 2004. ISBN: 0791071715.
 Brown, Stewart and Ian McDonald. The Heinemann Book of Caribbean Poetry. Portsmouth: Heinemann, 1992. ISBN: 0435 98817 4.
 Joyce, James. Dubliners. New York: St. Martin's Press, 1995. ISBN: 0312117795.
 Lahiri, Jhumpa. Interpreter of Maladies. Boston: Houghton Mifflin, 1999. ISBN: 0-395-92720-X.
 Lim, Shirley Geok-lin. Joss and Gold. New York: The Feminist Press, 2001. ISBN: 155861401X.
 Walder, Dennis, ed. Post-Colonial Literatures in English: History, Language, Theory. Oxford: Blackwell, 1998. ISBN: 0-631-19492-4.

Supplies:

You'll need a file folder to hold your portfolio of responses, drafts, critique sheets, and graded papers. I'll bring in some used ones if you'd prefer not to buy a new one. I will be collecting in-class journal entries each class period. I will collect drafts and critique sheets on the day formal essays are due and graded essays shortly after they are returned. Please have the file folder by Thursday of week one.

Purpose:

The course is described in the catalog as follows:

Study of literary genres, themes, and movements, with emphasis on comparing and contrasting perspectives reflected in literatures from Western and non-Western cultures. Topics may focus on historical, social, aesthetic, and cultural factors as they influence these literatures. Films may be used.

Writing Assignments:

Response Journal:

For one of the readings specified with an asterisk in the syllabus for a particular day, you should submit out-of-class response statements of at least half a double-spaced page in length. At least one of them should be sent to the entire class via e-mail at flynn3545-l@mtu.edu. To count as a response on a particular day, an e-mail message should be sent before the class in which the response is due and printed out and submitted the day the response is due. The response should demonstrate that you have read the assignment meaningfully and should discuss the assignment in terms of course content and goals. Some possibilities would be to focus on important themes, or relationships between themes and the author of the selection, or important passages, words, sentences, images or phrases, or connections between the selection and other selections assigned that day or previous course readings or readings done elsewhere. The responses will provide you an opportunity to reflect on the material you have read and to record your reactions in a focused way. These responses are not formal and need not be polished or well organized. The act of writing should stimulate you to make connections you might not previously have made.

Portfolio Analysis

Please prepare a portfolio analysis (at least a page long) that provides a commentary on responses, drafts and critique sheets, and final papers. What are some strengths of your performance on these assignments? What are some

limitations?

Formal Writing:

Three formal papers will be required.

The first is a four-page essay (approximately 1,000 words) in which you describe how you read a work of literature or view a film from a culture other than your own, focusing especially on the ways in which your perceptions are filtered through your cultural assumptions and values. Make connections between your own interpretive processes and those of characters in Lahiri's The Interpreter of Maladies.

The second is a four-page (approximately 1,000 words) comparison of Lim's Joss and Gold and another piece of post-colonial literature not discussed in class, focusing specifically on similarities or differences in the cultures depicted. Mention specific details that are indicators of a particular culture such as language, food, customs, clothing, architecture, economic conditions, etc.

The third is a four-page (approximately 1,000 words) discussion of post-colonial themes in Caribbean poetry, Achebe's Things Fall Apart, and/or Joyce's Araby, making specific references to ideas in Walder's Post-colonial Literatures in English. Address such questions as: In what ways does Walder's analysis hold up? In what ways is it limited? In what ways does the category "post-colonial" work in the analysis of these works? In what ways does it not work?

Presentations:

You will have an opportunity to present essays # 1, 2, and 3 in four-minute presentations. The presentation should be based on the paper you have submitted but should be tailored for oral delivery. Please use at least one overhead that provides an outline of your paper and a thesis statement. Please include a paper copy of the outline and thesis statement with your paper. Make sure to put a complete heading on the outline including your name, my name, the date, the course number, and the assignment number.

Reports/Discussions:

Once during the term make a five-minute report on background material that informs the reading assignment for that day or start the class discussion for that day's reading. If you prepare a report, be sure to submit an outline of it. If you start the discussion, submit the question or questions that you use to stimulate discussion.

Attendance:

Attendance is mandatory. Much of the course involves conversation about course readings. If you miss those conversations, you will have missed a good deal of the course content. More than three unexcused absences will affect your grade.

Late Papers:

Since the course emphasizes the revision process and since it is important that presentations be based on finished essays, drafts and final essays must be submitted on time. Late papers will affect your grade.

Grades:

Your grade will be based on the following:

Portfolio (responses, e-mail(s), critiques, outlines/questions)	25%
Presentation # 1	5%
Presentation # 2	5 %
Presentation # 3	5%
Formal essay # 1	20 %
Formal essay # 2	20 %

Formal essay # 3

20%

Criteria for Evaluation:

A Papers and Presentations:

The author makes an original contribution so that the reader becomes involved and learns from the piece or presentation.

The central point of the essay is clear, and the parts of the essay have been connected effectively. The outline for the presentation is correct in form and effective.

Support for the point is appropriate for the intended audience and convincing.

The reader's or listener's needs have been taken into consideration.

There are few if any errors.

B Papers and Presentations:

The writing or speaking is clear, but the contribution does not seem especially original or new.

The central point is clear, but the parts of the essay or talk could be connected more effectively.

Support for the point is adequate for the intended audience and fairly convincing.

The reader's or listener's needs have been taken into consideration to an extent.

There are some errors.

C Papers and Presentations:

Takes some effort on the part of the reader or listener to get through the essay or talk.

The paper or talk does not have a strong focus, and it is not always clear how the parts support the thesis.

Support for the point is not especially appropriate for the intended audience and not especially convincing.

The reader's or listener's needs have not always been taken into consideration.

There are a number of errors.

D Papers and Presentations:

The reader or listener cannot figure out what point the writer or speaker is trying to make.

The central point is not at all clear, and the parts do not support it.

Support for the point is inappropriate for the intended audience and not convincing.

The reader's or listener's needs have not been taken into consideration.

There are many errors.

F Papers and Presentations:

The paper or talk does not respond to the assignment at all or has not been handed in or presented.

Other:

When papers are returned, most papers will have a letter grade on them. If you receive a grade lower than A, you may revise the essay and submit it no later than two weeks after it is returned. A few papers, though, will have an "R" on them. This means that the paper must be revised within two weeks of the time the paper was returned, and only the revision will be graded. I will usually suggest that individuals who receive Rs see me before revising. Please include the original paper with the revision!

Remember that formal essays should have titles. Please leave at least an inch margin on the sides and top and bottom of the paper and remember to number the pages on papers. Label all work including presentation outlines. Include your name, my name, the course number and time, the date, and the course assignment. Be sure to indicate if the paper is a draft, a formal paper, or a revision. Please do NOT submit drafts and formal essays electronically.

MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to

education or services at MTU, please call Dr. Gloria Melton, Associate Dean of Students (7-2212). For other concerns about discrimination, you may contact your advisor, department head or chair, or the Affirmative Action Office (7-3310).

It may be necessary to alter the syllabus as the semester proceeds in order to better meet the instructional needs of the class.

Plagiarism--using the ideas or words of others without acknowledging the source--is unethical and a violation of University policy. Plagiarism cases will be handled by the Dean of Students. Some consequences of plagiarism could be failure of a paper or course. The University has subscribed to an anti-plagiarism service that can detect plagiarized material. If you have questions about the proper way to cite the ideas of someone else, please see me.

Course Schedule:

Week 1 (August 31-Sept. 2)

T Introduction

Th Lahiri, "A Temporary Matter," "When Mr. Pirzada Came to Dine," "Interpreter of Maladies." Response # 1 due.

Week 2 (Sept. 7-9)

T Lahiri, "A Real Durwan," "Sexy," "Mrs. Sen's." Proposal for essay # 1 due.

Th Lahiri, "This Blessed House," "The Treatment of Bibi Halder," "The Third and Final Continent." Draft of essay # 1 due.

Week 3 (Sept. 14-16)

T Essay # 1 due. Presentations.

Th Presentations.

Week 4 (Sept. 21-23)

T *Lim, Book One, Ch. 1-6. Response # 2 due.

Th *Lim, Book One, Ch. 7-12. Response # 3 due.

Week 5 (September 28-30)

T *Lim, Book Two, Ch. 1-6. Response # 4 due.

Th *Lim, Book Two, Ch. 7-Book Three, Ch. 6. Response # 5 due.

Week 6 (Oct. 5-7)

T *Lim, Book Three, Ch. 7-15. Response # 6 due.

Th Film on Malaysia..

Week 7 (October 12-14)

T Walder, Ch. 1. Proposal for essay # 2 due.

Th *Walder, Ch. 2. Response # 7 due.

Week 8 (October 19-21)

T Walder, Ch. 3. Draft of essay # 2 due.

Th *Walder, Ch. 6. Response # 8 due.

Week 9 (October 26-28)

T Essay # 2 due. Presentations.

Th Presentations

Week 10 (Nov. 2-4)

T *Brown and McDonald Introduction, Berrypoems, Brathwaite poems, Linton Johnson poem. Response # 9 due.
Th *Brown and McDonald, Nichols poems, Walcottpoems. Bob Marley video. Response # 10 due.

Week 11 (Nov. 9-11)

T *Achebe, I, Ch. 1-7. Response # 10 due.
Th *Achebe, I, Ch. 8-13. Response # 11 due.

Week 12 (Nov.16-18)

T Achebe, II, Ch. 14-25. Proposal for essay # 3 due
Th *Joyce, "The Sisters," "An Encounter," "Araby," "After the Race." *Reponse # 12 due.

Week 13 (Nov. 30-Dec. 2)

T Joyce, "A Painful Case," "Ivy Day in the Committee Room," "A Mother," "Grace." Draft of essay # 3 due.
Th *Joyce, "The Dead." Video, "The Dead." *Response # 13 due.

Week 14 (Dec. 7-9)

T Essay # 3 due. Presentations.
Th Presentations. Portfolio analysis due. Portfolios due.

