

Literature 2000

Instructor Name: Heather Hannaford

Course meeting times & locations: Turlington 2306 T/TR 7 7-8 (T- 1:55-2:45, TR- 1:55-3:50)

Office Location and Hours: TB A

Course website: Canvas

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COURSE DESCRIPTION

This course examines the role literature has played in individuals' lives and in society. It is centered on three questions: *What is literature? Why do we write literature? And why do we read literature?* LIT 2000 introduces students to a diverse range of literary genres, from different national traditions and historical periods.

Among the primary aims of this course is to help students develop critical skills of literary analysis and interpretation. Students will also learn how formal and stylistic elements as well as historical contexts shape the meaning and significance of literature. By becoming more skillful readers of literature and its contexts, students become better readers of the worlds that literature addresses, develop their ability to decipher meaning from language, and better understand their own relationship to science, technology, media, commerce, and politics.

COURSE OBJECTIVES

In addition to gaining a deeper appreciation of the expressive potential of language and the varieties of literature, students will develop a broader cultural literacy and an understanding of the changing definition and role of literature in society.

Therefore, by the conclusion of the course students will be able to:

1. Demonstrate knowledge of the content of specific literary works and the structures and conventions of different literary genres.
2. Produce original, critical readings of literary texts, using different methods of interpretation and analysis, while identifying and interpreting formal and genre-related elements in the texts.
3. Critically assess the variety of roles that literature has played historically and continues to play in the human experience.
4. Draw connections between literary texts and their biographical, historical, and cultural contexts of authorship and reading.

REQUIRED MATERIALS

Shakespeare, William. *Macbeth*. Simon and Schuster ISBN: 0743477103

Levi, Primo. *Survival in Auschwitz*. Touchstone ISBN: 9780684826806

Collodi, Carlo. *The Adventures of Pinocchio*. CreateSpace ISBN: 1535134577

Swift, Jonathan. *Gulliver's Travels*. Norton ISBN: 9780393957242

Rushdie, Salman. *East West Stories*. Vintage ISBN: 9780679757894

Satrapi, Maijane. *The Complete Persepolis*. Pantheon ISBN: 0375714839

GRADE DISTRIBUTION

- Attendance & participation/in-class discussion (15%)

- 4 Brief Responses (20%)
- 1 Close Reading of a literary text or passage (20%)
- 1 Critical Analysis paper (25%)
- 1 Midterm Exam (20%)

COURSE POLICIES:

1. You must complete all *assignments* to receive credit for this course.
2. Attendance: In accordance with University Policy, you cannot miss more than 6 class periods to receive credit for this course. Thursday classes count as two class periods.
3. Papers must be submitted to Canvas in a Word document. The format must be MLA.
4. Late papers will not be accepted.
5. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
6. Academic Honesty and Definition of Plagiarism. Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.
7. Students with disabilities who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/), which will provide appropriate documentation to give the instructor.
8. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
9. Grade Appeals. In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.
10. Course Evaluations. Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>
11. Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>
12. I will expect unnecessary electronic devices to be put away during class. I will allow you to read on devices, however, playing games or checking Facebook only disrupts the class. In the end, your own grade is at stake because participation is a large component of your grade.

Course Schedule:

This is only a guide to the expected course of the semester. Changes can be made at any time, so it is up to you to check Canvas often and attend all classes.

Unit 1: What is Literature?

Week One

8/22 - Course Overview and Orientation.

8/24 - Read: Terry Eagleton, "What is Literature"

Week Two

8/29 - The Epic. Read: Dante Inferno Cantos I and XXVI

8/31 - Drama. Read: Shakespeare Macbeth Act 1-3

Week Three

9/5 - Read: Macbeth Act 4-5

9/7 - Poetry. Read: Emily Dickinson Select Poems "I Heard a Fly Buzz When I Died," "Because I Could not Stop for Death," "I Felt a Funeral in my Brain," and "Much Madness is Divinest Sense"

Week Four

9/12 - Read: William Butler Yeats "The Second Coming" and "No Second Troy"

9/14 - Short Story. Read: Flannery O'Connor "A Good Man is Hard to Find"

Week Five

9/19 - Read: John Cheever "O Youth and Beauty!"

9/21 - Close Reading Workshop/Draft Due

Unit Two: Why Write Literature?

Week Six

9/26 - **Close Reading Due.** Read: Primo Levi *Survival in Auschwitz* 9-64

9/28 - Read: *Survival in Auschwitz* 65-122

Week Seven

10/3 - Read: *Survival in Auschwitz* 123-173

10/5 - Read: Proust *Swann's Way*

Week Eight

10/10 - Read: Collodi *Pinocchio* Part 1

10/12 - Read Collodi *Pinocchio* Part 2

Week Nine

10/17 - **Midterm Exam**

10/19 - Read: Swift *Gulliver's Travels*

Week Ten

10/24 - Read: Swift *Gulliver's Travels*

10/26 - Read: Swift *Gulliver's Travels*

UNIT THREE: Why Read Literature?

Week Eleven

10/31 - Read: Salman Rushdie “Good Advice Is Rarer Than Rubies”

11/2 - Read: Salman Rushdie “At The Auction of the Ruby Slippers”

Week Twelve

11/7 - Read: Salman Rushdie “The Courier”

11/9 - Read: James Joyce “The Dead”

Week Thirteen

11/14- Read: Maijane Satrapi, *Persepolis*

11/16- Read: Maijane Satrapi, *Persepolis*

Week Fourteen

11/21 - Read: Marjane Satrapi, *Persepolis*

11/23 - **No Class Thanksgiving**

Week Fifteen

11/28 - Library Research Day

11/30 - **Critical Analysis Draft Due/** Peer Review Workshop.

Week Sixteen

11/5 - **Critical Analysis Due.** Read: Gregory Currie’s “Does Great Literature Make Us Better?”

Description of Assignments:

1. Participation and In-Class Discussion

Students are expected to read the assigned readings before class. Consistent participation in class discussions and demonstrated knowledge of the assigned readings will also contribute to this portion of the final grade. You should come to class each day with one typed question or observation to raise during class discussion and hand in at the end of class for credit. Also be certain to bring your texts to class every day—either electronic copies, print-outs, or books - and paper and pen or pencil with which to write.

2. Brief responses

Four times over the course of the semester students are required to write a brief (300 word) response to the day's reading. These responses must be uploaded to our Canvas BEFORE class the day on which they are due.

These responses raise either *interpretive* or *critical* questions concerned with textual meaning. They comment on themes, figurative language and symbolism within the narrative. They also

may make judgments regarding the period, history, politics and ethical questions that are relevant to the text. The open-endedness of interpretive and critical responses indicates that there may well be neither simply "right" nor simply "wrong" answers; the success of a response is based on the evidence and reasoning students employ to support their analysis and judgment. Students are also expected to comment on their peer's responses at least 5 times across the semester.

3. Close Reading Assignment: 2-3 pages

This assignment will test student skills in close reading, especially as that skill pertains to works of poetry and short fiction. Students will be expected to analyze a text carefully and develop an argument regarding the whole of the text through a close reading. No outside sources may be used for this assignment.

4. Critical Analysis Paper: 3-4 pages

This assignment asks students to combine close reading skills with critical concepts or historical information introduced in class or supplemental readings. The goal is for students to produce a strong conceptual argument supported by textual and contextual evidence.

5. Midterm Exam

This take-home exam will be distributed on-line (via Canvas). The exam will be comprised of matching and short essay questions based on readings, lectures and discussion. Submitted exams will be assessed for evidence of collusion.

GRADING SCALE:

A	4.0	93-100	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
c+	2.33	77-79	770-799	E	0.00	0-59	0-599

Note: A grade of C- is not a qualifying grade for major, minor, Gen Ed, or College Basic distribution credit. For further information on UF's Grading Policy, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

<http://www.isis.ufl.edu/minusgrades.html>