

LIT 2000 – INTRODUCTION TO LITERATURE

(Fall 2023; #14950, Section 1A28)

INSTRUCTOR: FELIPE GONZÁLEZ-SILVA (HE/HIM) (FGONZALEZSILVA@UFL.EDU)

OFFICE HOURS: MONDAY AND WEDNESDAY, PERIOD 6 (12:50 – 1:40 PM);
ROOM 4341

COURSE MEETING TIMES: MONDAY, WEDNESDAY, FRIDAY, PERIOD 7 (1:55 PM – 2:45 PM) OR BY APPOINTMENT. ROOM:

CLASSROOM: FLI 0117

COURSE WEBSITE: CANVAS



Source: *Persepolis: The Story of a Childhood* (Marjane Satrapi 2000)

COURSE PRE-REQUISITE

ENC 1101

COURSE DESCRIPTION

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

This course helps students develop the critical skill of textual interpretation. Students will also learn how formal and stylistic elements as well as historical context shape the meaning and significance of literature. By becoming better readers of literature and its contexts, students become better “readers” of the worlds that literature addresses. That is, develop their ability to decipher meaning from language and better understand their own interactions with science, technology, media, commerce, and politics.

COURSE OBJECTIVES

Students will better understand the changing roles and uses of literature in society.

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

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

GENERAL EDUCATION OBJECTIVES

At the end of this course, students should have achieved the following learning outcomes:

1. Content: Demonstrate competence in the terminology, concepts, theories and methodologies relevant to English studies.
2. Communication: Communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms.
3. Critical Thinking: Analyze information carefully and logically from multiple perspectives, using discipline-specific methods.

REQUIRED TEXTS

The following texts can be purchased at the University Bookstore:

- Larsen, Nella. *Quicksand and Passing*. Rutgers University Press. ISBN: 0813511704
- Laye, Camara. *The Dark Child*. Farrar, Straus and Giroux. ISBN 080901548X
- Satrapi, Marjane. *Persepolis*. Pantheon. ISBN: 037571457X
- ---. *Persepolis 2: The Story of a Return*. Pantheon. ISBN: 9780375714665
- Vallejo, Fernando. *Our Lady of the Assassins*. Serpents Tail. ISBN: 1852426470
- Verne, Jules. *Around the World in Eighty Days (Illustrated First Edition): 100 Anniversary Collection*. Seawolf Press. ISBN: 1949460851

The remaining texts will be on Ares (Course Reserves):

<https://accesssupport.uflib.ufl.edu/course-reserves/>

ASSIGNMENTS

Grading Scale

The University Writing Program uses the UF-recommended grading scale.

A	100 %	to 94.0%
A-	< 94.0 %	to 90.0%
B+	< 90.0 %	to 87.0%
B	< 87.0 %	to 84.0%
B-	< 84.0 %	to 80.0%
C+	< 80.0 %	to 77.0%
C	< 77.0 %	to 74.0%
C-	< 74.0 %	to 70.0%
D+	< 70.0 %	to 67.0%
D	< 67.0 %	to 64.0%
D-	< 64.0 %	to 60.0%
F	< 60.0 %	to 0.0%

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/UGRD/academic-regulations/grades-grading-policies/>

<https://student.ufl.edu/minusgrades.html>

1. Participation (10%)

Participation: This course includes a significant workload regarding readings and screenings that serve as a starting point for productive dialogue. Come prepared for every meeting and be ready to engage in conversations about the required material. I will share lectures every week and lead class discussions, but the success of this class ultimately depends on every student's effort, voice, and participation. To obtain full credits for participations, I expect students to

attend class and engage in discussions by responding to and asking questions about the selected texts. You may use your work from the discussion board—explained below—to develop those conversations.

2. Participation in Course Wiki, blog, or discussion board (20%)

Before each discussion section, students are required to contribute a question or an answer to on an online discussion forum.

Description of assignment: *Interpretive (or critical)* questions are open-ended and are concerned with textual meaning. They ask for opinions on themes, figurative language and symbolism within the narrative. They also ask for judgments regarding the period, history, politics and ethical questions that are relevant to the text. The open-endedness of Interpretive and Critical questions—which often use phrases such as "do you think" or "why do you suppose"—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.

3. Close Reading Assignment: 750 words, 15%

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.

The Close Reading assignment is due during the 5th week of the semester

4. Critical Analysis Paper: 1,000 words, 25%

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

The Critical Analysis assignment is due during the 9th week of the semester.

These papers will be graded on a point scale of 1 to 10: 9-10, excellent; 8-8.9, good to very good; 7-7.9 average to good; 6-6.9, below average; below 6 is not a passing grade. All students, whatever their grade, will have the option to rewrite the essay.

5. Two take-home exams (15% each—30%)

Method of assessment will be 2 on-line take-home exams (each exam is worth 15%, or together, 30% of the total grade). Take-home exams will be distributed online (via Canvas) and will be two hours in length. The exams will be comprised of short answer *and* short essay questions based on readings, lectures and discussion sections.

POLICIES AND PROCEDURES

Attendance is fundamental for the successful development of the course. Like all lecture-discussion courses, this one needs you! This course follows the university's policies on acceptable reasons for absence. Please check this link <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#absencetext> and contact me if you have any additional questions.

Makeup Policy: Except in the case of certified illness or other UF accepted excuse (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>), there will be no make-up option for missed exams or late assignments. Where possible, make-ups should be arranged by email or in person prior to the expected absence. In case of illness, student should contact instructor on their return to classes.

Late Policy: The instructor will take at the beginning of class. Students how arrive after that will receive a tardiness. Such lateness distracts other students and the instructor, so please be considerate.

Academic Honesty: Students are required to be honest in their coursework, may not use notes during quizzes or exams, and must properly cite all sources that they have consulted for their projects. Any act of academic dishonesty will be reported to the Dean of Students, and may result in failure of the assignment in question and/or the course. For University of Florida's honor code, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

Accommodations for Students with Disabilities Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center (<https://disability.ufl.edu/>) for information about available resources for students with disabilities.

Counseling and Mental Health Resources: Students facing difficulties completing the course or who are in need of counseling or urgent help should call the on-campus Counseling and Wellness Center (352 392-1575; <https://counseling.ufl.edu/>)

Online Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://gatorevals.aq.ufl.edu/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students on the same website

Class Schedule

Date	Reading/Screening/Activity	Assignment due
UNIT I: What Is Literature?		
Week 1 – Introduction		
Aug. 23	Course introduction	
Aug. 25	"Introduction: What is literature?," Terry Eagleton, <i>Literary Theory: An Introduction</i> (1983), pp. 1-15 Read Martin Luther King's "I Have a Dream" speech: http://www.americanrhetoric.com/speeches/mlkih aveadream.htm	Discussion Board
Week 2 – Drama		
Aug. 28	Sophocles, <i>Oedipus Rex</i>	Discussion Board
Aug. 30	Sophocles, <i>Oedipus Rex</i>	
Sept. 1	Sophocles, <i>Oedipus Rex</i>	
Week 3 – Epic		
Sept. 4	Labor Day – No Class	
Sept. 6	Homer, <i>Odysseus</i> , Book XIX	Discussion Board
Sept. 8	Homer, <i>Odysseus</i> , Book XIX	
Week 4 – Poetry		
Sept. 11	Maya Angelou, "Still I Rise"	Discussion Board
Sept. 13	More on Maya Angelou	

Sept. 15	Nikki Giovanni, "Quilting the Black-Eyed Pea"	Discussion Board
Week 5 – (Review)		
Sept. 18	Conferences	
Sept. 20	Conferences	
Sept. 22	Individual Work	Close Reading Paper
Week 6 – Short Story		
Sept. 25	Herman Melville, "Bartleby, the Scrivener"	Discussion Board
Sept. 27	Herman Melville, "Bartleby, the Scrivener" – Part 2	
Sept. 29	Flannery O'Connor, "A Good Man is Hard to Find"	Exam #1
UNIT II: Why Write Literature?		
Week 7 – Self-Expression, Self-Construction		
Oct. 2	Camara Laye, <i>The Dark Child</i>	Discussion Board
Oct. 4	Camara Laye, <i>The Dark Child</i>	
Oct. 6	Camara Laye, <i>The Dark Child</i>	
Week 8 – Societal Norms, Limits, and Possibilities		
Oct. 9	Nella Larsen, <i>Quicksand</i>	Discussion Board
Oct. 11	Nella Larsen, <i>Quicksand</i>	
Oct. 13	Nella Larsen, <i>Quicksand</i>	
Week 9 – Shaping Citizens: Moral Instruction		
Oct. 16	Carlo Collodi, <i>Pinocchio</i>	Discussion Board
Oct. 18	Carlo Collodi, <i>Pinocchio</i>	
Oct. 20	Carlo Collodi, <i>Pinocchio</i>	
Week 10 – (Review)		
Oct. 23	Review	

Oct. 25	Research Workshop	
Oct. 27	Review	Critical Analysis
UNIT III: Why Read Literature?		
Week 11 – Exploration and Discovery		
Oct. 30	Jules Verne, <i>Around the World in Eighty Days</i>	Discussion Board
Nov. 1	Jules Verne, <i>Around the World in Eighty Days</i>	
Nov. 3	Jules Verne, <i>Around the World in Eighty Days</i>	
Week 12 – Moving Beyond the Self		
Nov. 6	Jack Mapanje, "Visiting Zomba Plateau"	
Nov. 8	Jack Mapanje, "Scrubbing the Furious Walls of Mikuyu"	Discussion Board
Nov. 10	Jack Mapanje, "The Seashells of Bridlington North Beach"	
Week 13 – Finding New Selves		
Nov. 13	Fernando Vallejo, <i>Our Lady of the Assassins</i>	Discussion Board
Nov. 15	Fernando Vallejo, <i>Our Lady of the Assassins</i>	
Nov. 17	Fernando Vallejo, <i>Our Lady of the Assassins</i>	
Week 14 – Exam and Holidays		
Nov. 20	Exam	Exam #2
Nov. 22	No Class	
Nov. 24		
Week 15 – New Ways of Seeing		
Nov. 27	Marjane Satrapi, <i>Persepolis</i>	

Nov. 29	Marjane Satrapi, Persepolis	Discussion Board
Dec. 1	Marjane Satrapi, Persepolis	
Week 16 – Course Conclusion		
Dec. 4	<p>Gregory Currie, "Does Great Literature Make Us Better?"</p> <p>http://opinionator.blogs.nytimes.com/2013/06/01/does-great-literature-make-us-better/?_r=0</p>	
Dec. 6	<p>Last class discussion</p> <p>Gator Evals</p>	