

ENGLISH 2110-01: WORLD LITERATURE THE AESTHETICS OF WAR

Spring 2019 * T/Th 12:30-1:45 * Pafford 110

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Course Description

As human beings we like to think of ourselves as the most intelligent and evolved species on the planet. The simple fact remains, however, that we are the only species that routinely wages organized campaigns of war with one another to resolve seemingly unresolvable disagreements. In this survey of world literature, we will explore how different cultures have explained and, in some cases, celebrated war as a fundamental part of the human experience, for better or for worse.

Fair warning: many of the texts we will read deal with the harsh realities of war, which can sometimes be difficult to read about. If you need to take a break while reading, that is perfectly okay, as is talking to someone—me, a UWG counselor, or trusted friend—about why you find a particular topic especially difficult to process. Please see the “UWG Cares” section below for more information about the services available to you as a member of the UWG community.

Be advised that this is a reading heavy course, which is reflective of its status as a Core C.2 course and as a requirement for all English majors. If you cannot commit to the reading schedule outlined

below for whatever reason, you might want to consider taking this course another semester. A minimum grade of “C” in ENGL 1102 is a required pre-requisite for this course.

Required Texts and Instructional Resources

- Euripides. *The Trojan Women and Hippolytus*. Dover Thrift Editions, 2002. ISBN 978-0-486-42462-0. [An online version of the poem is available through the Internet Classics Archive at http://classics.mit.edu/Euripides/troj_women.html.]
- Homer. *The Iliad*. Trans. Peter Green. University of California Press, 2015. ISBN 978-0-520-28143-1. [An online version of the poem is available through the Internet Classics Archive at <http://classics.mit.edu/Homer/iliad.html>.]
- Kourouma, Ahmaddu. *Allah is Not Obligated*. Anchor Books, 2007. ISBN 978-0-307-27957-6.
- The Song of Roland*. Trans. Robert Harrison. Signet Classics, 1970. ISBN 978-0-451-53193-3.
- Tzu, Sun. *The Art of War: Bilingual Chinese and English Text*. Trans. Lionel Giles. Tuttle Publishing, 2008. ISBN 978-0-8048-4820-6.

All books are available in the UWG bookstore. If you opt to use online or other editions of these materials, it is your responsibility to make sure you know what sections of your text correspond to the reading assignments listed below.

Supplementary readings due will be available via CourseDen or online

You will also need to view the following movie, which is on reserve in the library and can be rented from the English Department as well (for a three day period of time):

Wonder Woman. Dir. Patty Jenkins. Perf. Gal Godot and Chris Pine. Warner Brothers, 2017.
[Streaming at HBO (free with subscription), Amazon Prime (4.99), and Vudu/Itunes (5.99)]

Course Objectives and Learning Outcomes

Students will be able to:

1. Identify and assess the traditions, conventions, and contexts associated with the study of the English language and world literatures, including how relevant social, historical, and aesthetic contexts shape texts and authors.
2. Apply critical thinking skills to the analysis, synthesis, and evaluation of information and ideas from diverse oral, written, and or visual sources.
3. Conduct research, develop organizational strategies, and compose professional documents using the academic conventions of English Studies as a discipline.

Assignments

Fuller descriptions of all of your formal assignments and study guides for your exams will be posted to CourseDen.

- *Daily Participation* (10%): you are expected to not only do the assigned readings, but also to come to class prepared to discuss said readings. This does not mean that you have to have everything “figured out” ahead of time; questions and clarifications are perfectly reasonable ways to contribute to class discussions, though you need to make an effort to share your opinions and insights too if you want higher than a “C” in this component of your grade. Challenge yourself to talk at least once a week if not once a class. To that end, you should

take notes while reading, bring those notes to class, and come prepared to take notes during class discussions. If I get the sense that you are not reading, I will incorporate reading quizzes into this component of your grade. I will post your participation grade twice: around midterm and at the end of the semester. [L.O. 1 and 2]

- *Daily Reading Questions* (5%): you should come to class daily with at least two questions about the assigned readings that you can share if called upon to do so. These questions should be written down, and they should not solicit simple yes/no or fill in the blank answers (save these factual questions for general class discussion, should you have them). Rather, your questions should challenge you and your peers to evaluate your opinions and observations about the text in question, and to consider a variety of possible perspectives and passages before answering them. In other words, think about questions that start with “how” or “why” instead of “what”; questions that make comparisons between the same character over the course of a single text as well as different characters—either from the same text or different texts—are also excellent conversation starters. Each class, I will randomly ask several students to write one of their questions on the board to help focus that day’s discussion. I will also periodically check that all students are writing their questions down ahead of class. [L.O. 1 and 2]
- *Problem Papers* (30%): twice during the semester you’ll be asked to compose short papers (2.5 to 3 pages, worth 15% each) on one of the texts we have read thus far. Each paper should use your close reading skills to argue for a specific interpretation of a question or problem raised by one of the texts that we have read for class. [L.O. 1, 2 and 3]
- *Syllabus Pitch Presentation* (20%): working in groups, you will design a unit you would add to our syllabus if your group were responsible for teaching this class. You will then pitch your unit to your peers by way of a fifteen-minute formal presentation. [L.O. 1, 2 and 3]
- *Midterm* (15%): a writing intensive exam covering the texts and concepts from the first half of the semester. [L.O. 1 and 2]
- *Final Exam* (20%): a writing intensive exam covering class readings, discussions, and lectures. While the exam will be cumulative, it will focus more on the materials covered post-midterm than it will the materials covered through the midterm. [L.O. 1 and 2]

Grading and Revision Policies

Grades are based on student performance on each assignment. Simply turning in every assignment does not guarantee that you will receive the grade you want on those assignments, nor does earning a “good” grade on one assignment guarantee that you will earn a similar grade on the next assignment. The grading scale and standards I use are detailed in the “Grading Scale and Guidelines for Formal Assignments” document on CourseDen. Generally speaking, however, they follow a two point scale in which a 98 is an A+, a 96 an A+/A, a 94 an A, a 92 an A/A-, a 90 an A-, and so on.

I do not offer extra credit for this class. I do accept revisions of problem papers *if you meet with me* to discuss your plans for revision *within a week* of me handing the graded paper back to you. You should come to this meeting with your *revision plan/goals typed up or written out*. We will settle on a due date for your revision during our meeting. Revised papers do not necessarily earn higher grades, but I do guarantee that your grade will not drop in any way should you decide to attempt a revision. If you are revising a paper that was penalized for plagiarism, your old grade and your new grade will be averaged to determine the final grade that you will receive. You are welcome to revise

late work, but the late penalties associated with the first assignment are also applicable to your revision.

Schedule of Homework and Assignments

The work listed below is due on the date on which it is listed. This schedule is a general plan for the course and might be modified as the semester progresses to meet course objectives or address the needs of the class. Most (if not all) of the changes made will be in consultation with the class as a whole. I will announce any changes made in class before sending out a revised syllabus. It is your responsibility to check CourseDen and your email regularly to ensure you are up to date on all class announcements, etc. All readings labeled “e-reserve” can be found in the “E-reserve” folder on the content section of our CourseDen site.

Week One: Introductions

Jan. 8	Historical overview and course expectations.
Jan. 10	Reading war across time and space <i>Homework due:</i> watch <i>Wonder Woman</i> ; read: Cole, “People in War” (e-reserve)

Week Two: When Eras End Violently

Jan. 15	<i>Discussion Questions Start Today.</i> Ancient Greece: epic <i>Homework due:</i> <i>Iliad</i> , Books 1-4.
Jan. 17	<i>Homework due:</i> <i>Iliad</i> , Books 5-7.

Week Three: The Fall of Troy

Jan. 22	<i>Homework due:</i> <i>Iliad</i> , Books 8-11.
Jan. 24	Introduce Problem Papers <i>Homework due:</i> <i>Iliad</i> , Books 12-14.

Week Four: The Fall of Troy Cont’d

Jan. 29	<i>Homework due:</i> <i>Iliad</i> , Books 15-18.
Jan. 31	<i>Homework due:</i> <i>Iliad</i> , Books 19-21.

Week Five: The Fall of Troy Cont’d

Feb. 5	<i>Homework due:</i> finish <i>Iliad</i> .
Feb. 7	Ancient Greece: from myth to tragedy <i>Homework due:</i> <i>Trojan Women</i>

Week Six: From Greece to Rome

Feb. 12	Ancient Rome <i>Homework due:</i> the <i>Aeneid</i> Books 1-2 (e-reserve); skim the following overview of the whole poem, too: http://people.duke.edu/~wj25/UC_Web_Site/epic/aeneidsum.html
Feb. 14	Analysis Workshop. <i>Problem Paper #1 due by midnight tomorrow (2/15)</i>

Week Seven: Same story, different perspectives

Feb. 19	Modern retellings: prose. <i>Homework due:</i> excerpts from Barker, <i>The Silence of the Girls</i> (e-reserve)
Feb. 21	Modern retellings: poetry and song <i>Homework due:</i> read Owen, “Arms and the Boy” (https://www.poetryfoundation.org/poems/47394/arms-and-the-boy); Teasdale, “Helen of Troy” (http://www.everypoet.com/archive/poetry/Sara_Teasdale/helen_of_troy_Helen_of_Troy.htm); Brooke, “Menelaus and Helen” (https://www.bartleby.com/232/218.html); Auden, “The Shield of Achilles” (https://www.poets.org/poetsorg/poem/shield-achilles); Led Zeppelin, “Achilles Last Stand” (https://www.sing365.com/music/lyric.nsf/Achilles-Last-Stand-lyrics-Led-Zeppelin/4410074F8AFABF4D482568870004FFB4); and Dylan, “Temporary Like Achilles” (http://www.bobdylan.com/songs/temporary-achilles/).

Week Eight: War as duty

Feb. 26	Pre-Islamic Iran <i>Homework due:</i> excerpts from the <i>Shahnameh</i> (e-reserve) Last day to withdraw with a “W” is tomorrow
Feb. 28	Ancient to Modern India <i>Homework due:</i> excerpts from <i>Bhagavad-Gita</i> (e-reserve)

Week Nine: Examing

Mar. 5	Midterm review/creation.
Mar. 7	Midterm

Week Ten: Religious Precedents

Mar. 12	The Hebrew Bible, the New Testament, the Quran, and the Modern Middle East <i>Homework due:</i> Exodus chapters 1-6, 14, and 15:1-21 (https://www.bartleby.com/108/02/); Ephesians 6:10-17 (https://www.bartleby.com/108/49/); Surah 2:190-94 (https://quran.com/2/190-194); Sarafa, “Palestinian Fig” and “Blood, Sand, and the Tears of a Young Boy” (http://www.warpoetry.co.uk/MiddleEast.html#Ab); Porat “In the Mobile Military Hospital” and “To Die at the Springs of El-Hamma” (http://www.warpoetry.co.uk/MiddleEast.html - Ab)
Mar. 14	The early Americas <i>Homework due:</i> Rogueneau, “An Attack by Iroquois Warriors” (e-reserve); Boudinot, “Address to the Whites” (http://neptune3.galib.uga.edu/ssp/cgi-bin/tei-natamer-idx.pl?sessionId=7f000001&type=doc&tei2id=BDT001); Creek women, “Statement of prisoners” (http://neptune3.galib.uga.edu/ssp/cgi-bin/tei-natamer-idx.pl?sessionId=7f000001&type=doc&tei2id=CIM004); “An Aztec Account of the Conquest of Mexico” (https://sourcebooks.fordham.edu/mod/aztecs1.asp); Bernal Díaz del Castillo, “Personal Account” (e-reserve: item 2, pp. 3-7 of “Spanish Conquest of Mexico”)

Week Eleven: Break

Mar. 19	No class: spring break
Mar. 21	No class: spring break

Week Twelve: Crusading Mentality Popularized

Mar. 26	Medieval France <i>Homework due: The Song of Roland, sections 1-154</i>
Mar. 28	Introduce Syllabus Pitch Presentations. <i>Homework due: finish The Song of Roland</i>

Week Thirteen: Strategic Sacrifices

Apr. 2	No class: Scholar's Day
Apr. 4	Ancient/Modern China <i>Homework due: Tzu, Art of War, pp. 1-64; "The Ballad of Mulan" (https://people.wku.edu/haiwang.yuan/China/tales/mulan.htm); Kingston, "White Tigers" (e-reserve) Problem Paper #2 due by midnight tomorrow (4/5)</i>

Week Fourteen: Child Soldiers

Apr. 9	Postcolonial Africa <i>Homework due: Allah is Not Obligated, pp. 1-break on 71.</i>
Apr. 11	Some time for group work in class work <i>Homework due: Allah is Not Obligated, pp. 71-124.</i>

Week Fifteen: Child Soldiers Cont'd

Apr. 16	Some time for group work in class work. <i>Homework due: Allah is Not Obligated, pp. 125-186.</i>
Apr. 18	Some time for group work in class <i>Homework due: finish Allah is Not Obligated; Adichie, "Half a Yellow Sun" (e-reserve)</i>

Week Sixteen: Presentations

Apr. 23	Presentations
Apr. 25	Presentations

Final Exam: Thursday, May 2 from 11-1
Course Policies and Expectations of Students
Attendance

You are expected to attend class daily and be on time. I take roll by asking the class a specific "attendance question"; if you show up after I am done with roll you will be considered late. You may miss three classes with no questions asked. For each additional absence beyond the first three your final grade will drop by two percentage points (so a final grade of 86 would become an 82 after five absences, etc.). Three late arrivals count as one absence. Leaving class early without permission also counts as an absence, as does showing up more than twenty minutes late. If you are asked to leave class for any reason, that too will count as an absence. Should you miss a class at any point in the semester, it is your responsibility to talk to your peers to figure out what you missed. In-class work cannot be made up except for cases of documented emergency and missing multiple in-class discussions will negatively impact your participation grade. If something outside of your control is impacting your ability to attend class regularly, please come and talk to me *before* your grade suffers due to attendance alone.

Deadlines and Submitting Assignments

All of your work is due on the days and times indicated by the schedule below. You will submit your work electronically via CourseDen (or email if there happens to be server trouble). Your grade will drop by two grade scales (four points) for every day that it is late, including weekends, and I will not accept work that is over a week late. If you are going to be absent the day that something is due, it remains your responsibility to make sure that your work is turned in on time. Failure to do so will result in your grade dropping. If you are having trouble with an assignment, come and talk to me *well ahead* of that assignment's due date; I do not grant last minute extensions for assignments nor can I be of much help the night before an assignment is due. I am, however, happy to do everything in my power to help you produce work that you are proud of, including granting extensions that are requested in a reasonable timeframe ahead of that assignment's due date.

It is your responsibility to regularly back up your work and to ensure that the submitted product is formatted correctly. "My computer ate my file" and "I thought I submitted that file" are not accepted excuses for late work, so I strongly suggest you save your work to a USB drive regularly, back your work up on Google Drive or Dropbox, and double check that *all* of your submissions to CourseDen go through as planned. If you have questions or concerns about CourseDen, you should contact the Distance Learning office at <http://uwgonline.westga.edu/>.

Academic Honesty

The act of plagiarism—claiming someone else's ideas, language, images, or other original materials as your own without giving full credit to your source—is a serious offense. As members of an academic community, it is important that we engage in responsible and honest communication with one another. Plagiarism, whether accidental or intentional, will result in a failing grade for the assignment in question and will, as a result, negatively impact your overall grade. Repeat offenders will fail the course and might be subjected to additional action by the University.

If you are unclear about how to cite a source, ask me *before* you turn your work in. Sources you should consult before talking to me include:

- The English department's website:
<http://www.westga.edu/%7Eengdept/Plagiarism/index.html>
- The Writing Center's site: <https://www.westga.edu/academics/coah/writing>
- The research and citation section of Purdue's online writing lab:
https://owl.purdue.edu/owl/purdue_owl.html

Submitting someone else's work as your own, resubmitting your own work done for another class, or collaborating with peers on individual assignments are also forms of academic dishonesty that will result in failing grades for the assignment.

Classroom Etiquette

Since everyone is expected to participate in class, it is important that you all feel comfortable doing so. Some of the content we will be discussing involves topics or perspectives with which you might not agree or feel wholly comfortable, and that is okay. Differing viewpoints are welcome in class discussions; however, disrespectful comments against specific individuals or groups will not be tolerated under any circumstances. In the event that such a statement is made, the speaker will be asked to leave class immediately and will be marked absent for the day. Disagreeing with someone is one

thing, disrespecting or attacking him or her is another—do not do it. On a related note, it is disrespectful to both me and your fellow classmates to let your cell phones ring during our time together, so please turn off your phones before class. Other portable electronics should, likewise, be turned off during class unless you are given permission to use them for a specific purpose. If I see you text messaging, emailing, checking facebook, or doing work for another class, I will ask you to leave and mark you as absent.

Additional Support

I am happy to meet with you outside of class to discuss readings, your progress on specific assignments, or any other questions/concerns you might have about what is going on in my class or your life in general. I will be in my office during the office hours listed at the top of this syllabus. On the occasion that I need to reschedule office hours, you will be given as much advanced notice about these changes as possible. If you are unable to come to office hours, let me know and we'll figure out another time to meet that is convenient for us both. I am also happy to answer specific questions over email and will do so as quickly as I can. That said, please don't panic if you don't hear from me right away, especially if you send your email at, say, midnight. If, however, I haven't responded in 36 hours, feel free to send a follow up email.

The University Writing Center is another excellent resource that I encourage you to take advantage of as all writing benefits from multiple sets of eyes; indeed, professional writers workshop their pieces all of the time. You may go to the Writing Center at any stage in your writing process for any class. For more information or to make an appointment, call 678-839-6513, visit TLC 1201, or email them at writing@westga.edu. The Center for Academic Success (CAS) provides many programs, including peer tutoring for Core classes, to help all students succeed academically. For more information or to make an appointment, call 678-839-6280, visit UCC 200, or email them at cas@westga.edu.

University Policies

Student Rights/Responsibilities

Please carefully review the following Common Language for all university course syllabi at http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf. It contains important material pertaining to university policies and responsibilities. Because these statements are updated as federal, state, university and accreditation standards change, you should review the information each semester.

Accessibility Services

UWG adheres to the American with Disabilities Act (ADA), which requires that accommodations be made to make programs accessible for people with disabilities. If you are a student with a disability, please make sure to register at the Accessibility Services Office and provide me with a copy of your Accommodation Request as soon as possible. The Accessibility Services Office is located at 123 Row Hall. You may call them at 678-839-6428 or visit their website at <http://www.westga.edu/counseling/4486.php>.

UWG Cares

College can sometimes feel stressful. Please know that everyone at UWG is committed to supporting you to the best of our abilities; we've been in your shoes. If at any point during the semester you or

someone you know starts to feel overwhelmed, I'd encourage you to call the Counseling Center (it's free and anything you discuss can remain confidential) at 678-839-6428 or visit them in Row Hall 123 from 8-5, Mon-Fri. If you need to contact a patient's advocate, call 678-839-0641 or 678-839-5338 (also confidential). For basic health concerns, call Health Services at 678-839-6452.

If you need me to help you find a particular support service or walk with you to an office, I am happy to do that; you need to know, however, that ***I am legally obligated to report any incident of sexual assault*** as a violation of Title IX (please see the following site for more information about Title IX and your reporting options: <https://www.westga.edu/hr/title-nine.php>).

If you are worried about someone who does not seem to want to ask for help, visit <http://www.westga.edu/uwgcares/> to file an anonymous report on that person. In case of emergency, call the UWG police at 678-839-6000. Don't be afraid to call national help lines, like the national suicide prevention lifeline at 800-273-8255 or the national sexual assault hotline at 800-656-4673 if need be, either.