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# ENG 2099G-099: Literature & Human Values: Race, Age, & Gender

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**2099G-099 Honors Literature and Human Values:  
Faith, Survival, Progress (3 Credits)**

**Fall 2015**

Dr. Julie Campbell  
Office CH 3572  
Office hours TTH 11am-12:30pm;  
2-3:30pm and by appointment

TTH 12:30-1:45pm  
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**Texts**

Lawall et al, *Norton Anthology of Western Literature*, Vol. 1, 8<sup>th</sup> ed.  
Stoppard, *Rosencrantz and Guildenstern Are Dead*  
Austen, *Pride and Prejudice*  
Kimmel, *The Solace of Leaving Early*  
Sloan, *Mr. Penumbra's 24-Hour Bookstore*

**Course Focus**

Honors Literature and Human Values: Faith, Survival, Progress, is a course designed to introduce you to a variety of early texts in Western literature whose messages, styles, or techniques have survived in later periods. In each section, we will have a selection of early texts and one modern or contemporary text to consider. The themes of all of these works resonate with those of the course title. We will explore the notion of survival on two levels: the survival of key themes and motifs in literary history and survival itself as characters struggle for it in their own contexts. We will examine how faith and progress seem to operate in these works as well, no matter the literary period. Questions to explore include the following: how are these themes central to the human condition? What gives works that include such themes a sense of universality? What are some of the most “adaptable” themes that we find as we traverse literary history? As we move through the semester, I will ask you to share with the class examples of the survival and adaptation of the themes of this course that you find in media that you encounter.

**Learning Objectives**

- Students will ask incisive questions and engage in diverse critical perspectives as we discuss the literature.
- Students will perform research tasks based on primary and secondary source readings, and they will make use of traditional library resources as well as library databases and online resources of scholarly repute.
- Students will synthesize, critique, and interpret their findings in their writing assignments.
- Students will craft cogent, defensible, and well-researched theses for their projects.
- Students will discuss their findings in informal, small group settings and in formal presentations for the whole class.

**Policies and General Information**

- The English Department statement on plagiarism stipulates that any teacher who discovers an act of plagiarism—“The appropriation or imitation of the language, ideas, and/or thoughts of

another author and representation of them as one's original work" (*Random House Dictionary of the English Language*)--has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the assigned essay and for the course, and to report the incident to the Judicial Affairs Office. See <http://www.eiu.edu/judicial/studentconductcode.php> for further information.

--Papers and exams: Hand papers in on time. Late papers will be reduced a letter grade for each class day that they are late without a university approved excuse (properly verified absences due to illness, emergency, or participation in an official University activity). If you miss an exam, and you have a university-approved excuse, you may make up that exam. You will have no more than one week to do so, and the make-up exam may be different from the one given during class.

--If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) or stop by Ninth Street Hall, Room 2006, as soon as possible to make an appointment.

--If you require general help with your studies, please make an appointment with The Student Success Center. Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (<http://www.eiu.edu/~success>) for assistance with time management, text taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

--Please make use of EIU's Writing Center, located at 3110 Coleman Hall, this semester. The consultants there can help you with brainstorming, organizing, developing support for, and documenting your papers. One caveat: the Writing Center is not a proofreading or editing service. It is a place where you can learn how to become a more thoughtful, independent, and rhetorically effective writer. To schedule an appointment, drop by (3110 Coleman Hall) or call 581-5929.

--Be prepared for class. You'll get more out of class discussions if you are participating in them, and I'll notice if you do not seem prepared to participate.

## Requirements and Grades

--Three exams . . . . .	45% (15% each of final grade)
--Formal research paper . . . . .	20%
--Preliminary research report with annotated bibliography . . . . .	10%
--Final presentation . . . . .	10%
--Three response projects. . . . .	15%
Total:	100%

## Assignments

The **three exams** will cover the three units of study.

The **research paper** topic will be chosen from the assigned readings and issues related to them. The paper will be 7-10 pages long. You will use at least 3-5 secondary sources to support your arguments, and they should consist of scholarly books and journal articles. One web site of good scholarly repute may be used. You will use MLA Parenthetical Style, with a Works Cited page, for documentation. **For MLA Style, see the Writing Center's web site, specifically, under Resources for Writers, <http://owl.english.purdue.edu/owl/resource/747/01/>.**

After midterm, you will have a **research report with an annotated bibliography** due to show the progress that you have made regarding your research project. Don't worry if we haven't yet covered the topic that interests you in class by the time you start your research—this portion of your study is meant to be an independent exploration of a topic that may be completely new to you. The goal is that your independent study will augment what is covered in class and will broaden the scope of the course as a whole for you. You, in turn, will share with the class what you have learned from your research near the end of the semester. Thus, the **preliminary research report and annotated bibliography** will cover the research that you do for your research paper and presentation. It will essentially be your paper proposal. The report will address the topic, why you chose the topic, and the avenues of research that you chose to explore (2-3 pages). The annotated bibliography will consist of bibliographic citations of at least five sources with your notes on each work that describe the document, summarize why it may be useful to your project, and include possible quotations that you might use in the paper (2-3 pages).

The **final presentation** will be a 10 minute oral report over your research project, due near the end of the semester. After conducting your research and writing your paper, you will present to the class what you have learned. The goal is to provide, via your and your fellow students' reports, both a "big picture" look at the subjects we have covered over the course of the semester, as well as introduce specialized information that you have focused on during your own independent study.

The 3 **response projects** will be researched essays or responses to selected creative prompts of 5-7 pages each, concerned with specific reading assignments. Just as for the research paper, you will use scholarly books and articles for your sources. One web site of good scholarly repute may be used if necessary. You will use MLA Parenthetical Style documentation for the researched information.

## Tentative Schedule

### Unit 1: Faith and Survival as Epic in Western Literature

T. Aug. 25—Introduction to course.

**Read:** *The Odyssey*, Books I, II, IV, V, VI, IX, XI, XVI, XVII, XIX, XXI, XXII, XXIII, XXIV.  
(Note: Always read your text's introduction to each author or section.)

Th. Aug. 27—Begin *The Odyssey*.

T. Sept. 1—Finish *Odyssey*.

**Read:** Sir Gawain and the Green Knight.

Th. Sept. 3—Begin *Sir Gawain and the Green Knight*.

T. Sept. 8—Finish *Sir Gawain and the Green Knight*.

**Read:** Start reading *Mr. Penumbra's 24-Hour Bookstore*

Th. Sept. 10—Begin *Mr. Penumbra's 24-Hour Bookstore*.

**Read:** Finish reading *Mr. Penumbra's 24-Hour Bookstore*.

T. Sept. 15—Continue *Mr. Penumbra's 24-Hour Bookstore*.

Th. Sept. 17—Finish *Mr. Penumbra's 24-Hour Bookstore*

**Homework: Response Project 1.**

T. Sept. 22—Th. Sept. 24—Catch-up day. Review for Exam 1. **Response project 1 is due.**

Th. Sept. 24—**Exam 1**

**Read:** *Inferno*.

## **Unit 2: Epic Overtones, Medieval Instruction, and Questions of Faith**

T. Sept. 29—Begin *Inferno*.

Th. Oct. 1—Finish *Inferno*.

**Read:** Everyman.

T. Oct. 6—*Everyman*.

**Read:** *Hamlet*.

Th. Oct. 8—Begin *Hamlet*.

T. Oct. 13—Finish *Hamlet*.

**Read:** *Rosencrantz and Guildenstern are Dead*. **Assignment:** look up the term Theater of the Absurd and be ready to discuss it.

Th. Oct. 15—Begin *Rosencrantz and Guildenstern are Dead*.

T. Oct. 20—Finish *Rosencrantz and Guildenstern*. Discuss Major Papers and Research Report with Annotated Bibliography assignment (due Nov. 3).

**Homework: Response Project 2.**

Th. Oct. 22—Library Day. Work on Response Project 2. Work on Research Report and Annotated Bibliography.

T. Oct. 27—Catch-up Day. Review for Exam 2. **Response Project 2 is due.**

Th. Oct. 29—Exam 2.

**Read:** Start reading *Pride and Prejudice*.

## **Unit 3: Faith, Progress, and Human Foibles**

T. Nov. 3—Begin *Pride and Prejudice*. **Research Report and Annotated Bibliography due.**

**Read:** Finish reading *Pride and Prejudice*.

Th. Nov. 5—Finish *Pride and Prejudice*.

T. Nov. 10—*Pride and Prejudice*, film.

**Read:** Start reading *Solace of Leaving Early*.

Th. Nov. 12— *Pride and Prejudice*, film.

**Read:** Finish reading *Solace of Leaving Early*.

T. Nov. 17—Begin *Solace of Leaving Early*.

Homework: **Response Project 3.**

Th. Nov. 19—Continue *Solace of Leaving Early*. **Sign up for presentations.**

T. Nov. 24—Thanksgiving Break

Th. Nov. 26—Thanksgiving Break

T. Dec. 1—Finish *The Solace of Leaving Early*. **Response Project 3 is due.**

Th. Dec. 3—Presentations.

T. Dec. 8—Presentations.

Th. Dec. 10—**Research Paper is due.** Review for **Exam 3 (Final exam).**

**Exam 3: Final exam—Mon., Dec. 14, 12:30-2:30pm**