205-08 Literature and the Moral Imagination

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Focus: This section of Literature & the Moral Imagination focuses on the problem of individual alienation from family, community and society at large. The stories we will read (one epic poem and five novels) take up estrangement from Greek antiquity to contemporary Australia. In crisscrossing different times and cultures we may be tempted to sum up these stories as adventures in universal human nature. To resist this reading we will consider, as feasible as possible, the ways in which specific cultural contexts—especially the repercussions of war, political crises and colonialism—contribute to individual alienation.


Requirements: Two papers, 5-7 pages each. Paper One: Students must compare and contrast or analyze characters, settings or events as depicted in two of the three works read before the fall break. Paper Two: Students must compare and contrast or analyze characters, settings or events as depicted in both novels read during the second half of the semester (students may use the text NOT used for the first paper for one of the two texts for the second paper).
Two exams: a midterm exam covering material read during the first half of the semester and a final exam covering material read during the last half of the semester. Both exams are all essays and must be taken in class during the exam period.

Student presentations: all students are required to give a 3-5 minute presentation on any text read during the semester, discussing its relationship to the course theme of alienation (including a brief overview of the culture of the author). Students may use notecards, short essays, power point, etc.

Impromptu quizzes will be given to make sure students are keeping up with the readings. Quizzes cannot be dropped but a missed quiz can be made up by having the next quiz count “double.”

Class participation must be consistent, regular and relevant to the class discussion.

**Grading Scale:**
- Impromptu Quizzes: 10 points
- Class Participation: 10 points
- Paper One: 10 points
- Paper Two: 10 points
- Student Presentations: 10 points
- Midterm Examination: 25 points
- Final Examination: 25 points

**Schedule:**
1. August 24: Introduction to *Gilgamesh* (pp. 3-54)

August 26: NO CLASS
2. August 31: *Gilgamesh*, Tablets I and II (pp. 57-110)

September 2: *Gilgamesh*, Tablets III, IV and V (pp. 111-147)

3. September 7: *Gilgamesh*, Tablets VI, VII, VIII, IX (pp. 146-208)

September 9: *Gilgamesh*, Tablets X, XI and XII (pp. 209-271)

4. September 14: *The Moor’s Account*, Chapters 1-6 (pp. 5-83)

September 16: *The Moor’s Account*, Chapters 7-11 (pp. 85-164)

5. September 21: *The Moor’s Account*, Chapters 12-17 (pp. 165-246)

September 23: *The Moor’s Account*, Chapters 18-24 (pp. 247-321)


September 30: *Regeneration*, Part 2 (pp. 77-145)

7. October 5: *Regeneration*, Part 3 (pp. 149-190)

October 7: *Regeneration*, Part 4 (pp. 193-250)

8. October 12: **Midterm Examination** (in class)

October 14: FALL BREAK (no class)

9. October 19: *Colorless Tsukuru Tazaki*, Chapters 1-6 (pp. 3-96)

October 21: *Colorless Tsukuru Tazaki*, Chapters 7-10 (pp. 97-151):

**Paper One Due October 21**

10. October 26: *Colorless Tsukuru Tazaki*, Chapters 11-14 (pp. 152-224)

October 28: NO CLASS

11. November 2: *Colorless Tsukuru Tazaki*, Chapters 15-17 (pp. 225-279)

November 4: *Colorless Tsukuru Tazaki*, Chapters 18-19 (pp. 280-314)

12. November 9: Here Come The Dogs, Part 1: Chapters 1-9 (pp. 5-87)

November 11: Here Come The Dogs, Chapters 10-19 (pp. 88-136)


November 18: Here Come The Dogs, Chapters 12-30 (pp. 200-276)

14. November 23: Here Come The Dogs, Chapters 31-33; Part 3 (277-330)

November 25: THANKSGIVING (no class)

15: December 7 and 9: **Student Presentations; Paper Two Due Dec. 9th**

16: December 14 and 16: **Student Presentations**

17: **Final Examination**
**Student Learning Outcomes:**

**GOAL 1:** Students will be effective communicators in writing and orally

1. Students will be able to organize and express their ideas in writing and orally
2. Students will be able to formulate clear and arguable theses, supported by evidence drawn from appropriate sources
3. Students will be able to utilize an effective writing process guided by audience, purpose, cultural context, and disciplinary standards

**GOAL 2:** Students will be critical thinkers

1. Students will be able to analyze and interpret texts, images, objects, artifacts, and quantitative and qualitative data
2. Students will be able to describe the historical, cultural, mythological, and social contexts of texts, works of art, and theories
3. Students will be able to evaluate the strength of an argument or claim and its evidence
4. Students will be able to discuss fundamental questions that arise from the human condition, such as questions about the grounds of morality, the essence of justice, the nature of reality, the possibility of certainty, the nature of beauty, or the reasonableness of religious faith

**GOAL 4:** Students will understand and appreciate the arts, humanities and science disciplines, and reflect on connections among these studies.

1. Students will be able to think historically in order to understand the past on its own terms and to understand how societies have changed over time
2. Students will be able to recognize and interpret artistic and literary expression
GOAL 5: Students will be integrated individuals who articulate a coherent, ethical perspective on the world and their place in it

1. Students will be able to recognize the societal, ethical and moral dimensions of discourse, art, information, science and technology
2. Students will be able to relate their knowledge and skills in a reflective and constructive way to their life experiences and the challenges confronting today’s world
3. Students will be able to use information and resources responsibly in their communication and research
4. Students will be able to utilize intellectual, moral, and spiritual tools and sensibilities to engage faithfully and responsively in the world for the promotion of peace, social justice, and ecological sustainability

GOAL 7 (E/RS): Students will be intellectually, morally and spiritually educated individuals capable of critical reflection on ethical and/or religious questions of social significance from the perspective of multiple disciplines with unique methods

1. Students will be able to analyze rationally competing claims about individual and political justice within foundational philosophical texts
2. Students will be able to engage in critical, theological reflection on ethical and/or religious questions of social significance, using human experience and religious traditions as resources to address these questions
3. Students will be able to critically read, write about, and reflect on ethical and/or religious issues of social significance through interpretation of literary texts
4. Students will be able to reflect critically on ethical and/or religious questions of social significance through the method of another discipline or through a second course in philosophy, theology or literature.

Miscellaneous: The use of laptops*, cell phones, I-phones or any texting devices during class is strictly forbidden. Any student caught using such devices will be marked absent for the day. Students who attend class without the book being discussed that day will also be considered absent. Students who walk into class more than five minutes after class begins will also be considered absent for the day and will not be permitted to participate in class discussions and/or take quizzes. Late papers will be penalized a half a grade per day (not class) late. Plagiarism, intentional or not, will result in automatic failure of the course.