

**ENGL 121 – Humanities Literature**  
**Indiana University of Pennsylvania**  
**Spring 2017**  
MWF 10:10 – 11:00

**Instructor:** Professor Alexander Hagood (A.J.Hagood@iup.edu)

**Location:** HSS 114

**Office:** HSS 504

**Office Hours:** Monday, 1:00 – 2:00, Thursday, 1:00 – 3:30, by appointment as needed

**Course Catalog Description:** Introduces students to works of imaginative literature through a careful analysis of poetry, drama, and prose fiction (short story and/or novel) from a variety of periods and cultures, including texts by women and ethnic and racial minorities. Also offered as FNLG 121. ENGL/FNLG 121 may be used interchangeably for D/F repeats; may not be counted for duplicate credit

**Course Description:** As an introductory course in literature, this course will accomplish its basic purpose of providing a foundation in the three primary genres of literature: prose, poetry, and drama. Through these genres of literature, we will also explore what it means to be human. Within each text resides a small moment of humanity – our goal is to find that humanity and, more importantly, understand why that moment makes the person human. We will begin our exploration with prose, including the novella *Of Mice and Men* by John Steinbeck, and the moral implications of being human. From prose, we will move into poetry and look for the emotional connections that define humanity. Finally, through drama we will analyze the ways in which humanity as discussed through our previous units can either be beneficial or detrimental to us. This will require the coverage of a large amount of literature in a short amount of time, but I am confident that we have the ability to effectively navigate this plan of action through discussion and collaboration.

**Course Objectives:**

By the end of this semester, you will be able to:

- Define what makes people “human” through literary analysis
- Communicate ideas effectively both vocally and written
- Interpret dramatic texts through presentation
- Think critically about texts and their meaning(s)
- Discuss form and function of three different genres of literature

**Required Texts:**

Mays, Kelly J., editor. *The Norton Introduction to Literature with 2016 MLA Update*. University of Nevada, 2016.

Steinbeck, John. *Of Mice and Men*. Penguin, 1937.

**Major Assignments:**

- Weekly Reading Quizzes – 10%

- The quizzes will be conducted on a weekly basis with the frequency of one per week. These quizzes are designed to ensure that you are keeping up with the reading and ensuring that you are understanding the base contents of the texts. It is not possible to make these quizzes up; if you miss any, those points will be lost to you.
- Participation – 10%
  - Though attendance is not mandatory, I do expect you to be participating in the course and engaging not only with the texts, but with your peers when you are in class. Within the first class session or two of our semester together, we will determine a fair way to evaluate participation together; you will then be expected to follow this, since you were part of its creation.
- Draft a Poem – 10%
  - How better to apply the concepts of form, function, and humanity than to attempt creating a short written piece of your own? For this assignment, you will be writing a short poem of your own with attention to the form of your poem, what function that form serves, and how you can display a piece of humanity through the poem. This will come in two parts: the first is the poem and the second is a short explanation where you will either explain your use of form OR your chosen aspect of “humanity” and how it comes through in the poem. Your grade for this assignment will *not* be affected by your creative ability – I care more about how you engage the concepts we discuss in class.
- Critical Responses – 15%
  - Three times throughout this semester, you will be expected to turn in a short response to the reading that reacts critically to the text. There are a variety of ways these responses might be done: you can address the structure of the plot and the components that construct it, you could discuss the author’s tone, or you may take an entirely different approach. As long as you are critically thinking and attempting to critically analyze the text, your response will be acceptable. If you have concerns or questions about an approach, I am open to discussing options with you.
- Dramatic Interpretation Presentation – 15%
  - Part of the fun of drama is actually standing up and performing it. For this course, you will choose a single scene to perform from a dramatic work that is not listed on the schedule. This work should come from our anthology, but if you feel strongly about an exterior work, please discuss it with me and permission may be given. This assignment will not be graded on how well you perform, but rather how your work demonstrates a well-thought out interpretation of the scene. A more detailed rubric will be passed out when we get closer to this assignment.
- Midterm Form and Function Essay – 15%
  - By this point in the semester, we will have had many good discussions about the texts we have read. We will also have touched on the ideas of form and function. For your midterm, you will apply these concepts to one of the texts we have already read and discuss what the form of the text is and why that form works

most effectively for the author's potential purpose. You may choose either a single selection from the prose unit or two of the short poems that we have covered. More details will be given closer to the midterm with enough time that you can effectively complete the assignment.

- Humanity Definition Paper – 25%
  - This will be your final paper for the semester. After a semester of work and discussing what elements of the course readings make the characters human, you will synthesize this into a single paper defining what it *means* to be human. What is it that we have discovered that marks the difference between humanity and inhumanity? This assignment will come with check-points through the semester starting after the midterm. About 10% will come from these check-ins, with the remaining 15% coming from the final paper itself.

### **Grading Scale:**

A = 90% – 100%; B = 80% – 89%; C = 70% – 79%; D = 60% – 69%; F = 0% – 59%

### **Course Policies:**

- Attendance: Literary analysis is a collaborative effort. However, it is my belief that you are capable of choosing whether or not you *need* to be in class or not. Therefore, attendance is not directly a mandatory requirement. That being said, there will be weekly reading quizzes; the day of these quizzes is not set. Each quiz is not worth a large percentage of your grade, but missing too many will have an impact on your final grade.
- Cellphones and laptops: Cellphones must be on silent during class sessions. If there is an emergency that requires your cellphone to be on, please discuss the emergency with me at the beginning of class. Laptops will be permitted in class, but please be respectful of your peers and myself. Use technology to your advantage in class, not as a distraction.
- Late work: Late work will be accepted for certain assignments. If you miss a quiz, you will not be able to make it up. Any writing assignment, including the Midterm Essay, the Critical Responses, and the Humanities Definition Final Paper will be accepted late with a penalty of one letter grade per day late.
- Plagiarism: Assignments that are plagiarized will be failed and no make-up or retake will be allowed. Plagiarism is the submission of work completed by another as if it were your own. All instances of suspected plagiarism will result initially in a conversation between us during office hours or by other appointment. For further questions, please refer to IUP's Academic Integrity policy.
- Respect: We will be discussing a lot of ideas that, at the time they were written, were acceptable, but may not be seen as such today. Because of this, everyone in the course will come with different ideas and perspectives. I encourage constructive, productive discussion about differences of opinion, but please be aware that we must do so in a

respectful way. Even if the discussion gets heated, I expect each of you to be open and considerate of other's perspective; if you disagree, do so reasonably.

### **Title IX:**

- In order to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions to the faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project. Faculty members are obligated to report sexual violence or any other abuse of a student who was, or is, a child (a person under 18 years of age) when the abuse allegedly occurred to the Department of Human Services (1-800-932-0313) and University Police (724-357-2141). Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at:

<http://www.iup.edu/social-equity/policies/title-ix/>

**Schedule:** This schedule is tentative and subject to change. If discussions are engaging and we are stopped in the middle, we can pick up discussion the next class session and schedule will be adjusted accordingly.

<b>Date</b>	<b>Content</b>	<b>Assignment for Next Class</b>
Mon. January 23	UNIT ONE: PROSE Short Introduction to Literature	Read: <i>The Cask of Amontillado</i> (Poe)
Wed., January 25	<i>The Cask of Amontillado</i>	
Fri. January 27	Continue discussion of <i>The Cask of Amontillado</i>	Read: <i>Recitatif</i> (Morrison)
Mon. January 30	<i>Recitatif</i>	Read: <i>St. Lucy's Home for Girls Raised by Wolves</i> (Russell)
Wed. February 1	<i>St. Lucy's Home for Girls Raised by Wolves</i>	
Fri. February 3	Continue discussion of <i>St. Lucy's Home for Girls Raised by Wolves</i>	Read: <i>The Two Crabs</i> (Aesop)
Mon. February 6	<i>The Two Crabs</i>	Read: <i>The Yellow Wall-paper</i> (Gilman)
Wed. February 8	<i>The Yellow Wall-paper</i>	Read: Selections from <i>Love Medicine</i> (Lorde). Will be announced in class
Fri. February 10	<i>Love Medicine</i>	
Mon. February 13	Continue discussion of <i>Love Medicine</i>	Read: <i>A Rose for Emily</i> (Faulkner)

Wed. February 15	<i>A Rose for Emily</i> Due: Critical Response #1	
Fri. February 17	Continue discussion of <i>A Rose for Emily</i>	Read: <i>Of Mice and Men</i> , Chs. 1-3
Mon. February 20	<i>Of Mice and Men</i> Part 1	Read: <i>Of Mice and Men</i> , Chs. 4-6
Wed. February 22	<i>Of Mice and Men</i> Part 2	
Fri. February 24	<i>Of Mice and Men</i> Whole	Read: <i>On Being Brought from Africa to America</i> (Wheatley)
Mon. February 27	UNIT TWO: POETRY <i>On Being Brought from Africa to America</i>	Read: <i>Africa</i> (Angelou)
Wed. March 1	<i>Africa</i> Due: Critical Response #2	Read: <i>The Passionate Shepherd to His Love</i> (Marlow)
Fri. March 3	<i>The Passionate Shepherd to His Love</i>	Read: <i>The Nymph's Reply to the Shepherd</i> (Raleigh)
Mon. March 6	<i>The Nymph's Reply to the Shepherd</i>	Read: <i>My mistress' eyes are nothing like the sun</i> (Shakespeare)
Wed. March 8	<i>My mistress' eyes are nothing like the sun.</i>	Read: <i>Buffalo Bill's and I(a)</i> (e.e. cummings)
Fri. March 10	<i>Buffalo Bill's and I(a)</i> Due: Make selection for Midterm Essay	Read: <i>The Facebook Sonnet</i> (Alexie) Write: Midterm Form and Function Essay
Mon. March 13	SPRING BREAK	
Wed. March 15	SPRING BREAK	
Fri. March 17	SPRING BREAK	
Mon. March 20	<i>The Facebook Sonnet</i> Due: Midterm Form and Function Essay	Read: <i>My Last Duchess</i> (Browning)
Wed. March 22	<i>My Last Duchess</i>	Read: <i>Stopping by Woods on a Snowy Evening</i> (Frost)
Friday March 24	<i>Stopping by Woods on a Snowy Evening</i>	Read: <i>Ode on a Grecian Urn</i> (Keats)
Mon. March 27	<i>Ode on a Grecian Urn</i>	Read: <i>I Hear America Singing</i> (Whitman)
Wed. March 29	<i>I Hear America Singing</i>	Read: <i>The Raven</i> (Poe)
Fri. March 31	<i>The Raven</i> Due: Draft a Poem Assignment	Read: <i>Trifles</i> (Glaspell)
Mon. April 3	UNIT THREE: DRAMA <i>Trifles</i>	
Wed. April 5	Continue discussion about <i>Trifles</i>	Read: <i>Fences, Act I</i> (Wilson)

Fri. April 7	<i>Fences, Act 1</i>	Read: <i>Fences, Act 2</i>
Mon. April 10	<i>Fences, Act 2</i>	Read: <i>Hamlet, Act 1</i> (Shakespeare)
Wed. April 12	<i>Hamlet, Act 1</i>	Read: <i>Hamlet, Act 2</i>
Fri. April 14	<i>Hamlet, Act 2</i>	Read: <i>Hamlet, Act 3</i>
Mon. April 17	<i>Hamlet, Act 3</i> Due: Critical Response #3	Read: <i>Hamlet, Act 4</i>
Wed. April 19	<i>Hamlet, Act 4</i>	Read: <i>Hamlet, Act 5</i>
Fri. April 21	<i>Hamlet, Act 5</i>	
Mon. April 24	Discussion of <i>Hamlet</i> as whole	
Wed. April 26	IN-CLASS WORK TIME	Work on Dramatic Interpretation Presentation
Fri. April 28	IN-CLASS WORK TIME	Work on Dramatic Interpretation Presentation
Mon. May 1	Dramatic Interpretation Presentations	Dramatic Interpretation Presentation/Humanity Definition Essay
Wed. May 3	Dramatic Interpretation Presentations	Dramatic Interpretation Presentation/Humanity Definition Essay
Fri. May 5	Dramatic Interpretation Presentations	Dramatic Interpretation Presentation/Humanity Definition Essay
Mon. May 8	FINAL EXAM 10:15-12:15	