



SAINT LOUIS UNIVERSITY
MADRID

ENGL2850, MO1: Nation, Identity and Literature Spring 2018

Class Days and Time: MWF, 13.00-13:50

Classroom: PRH 6

Prerequisite(s): ENGL 1900

Credit(s): 3

Instructor: Marjory A Hutchison de Medina

Instructor's Email: Marjory.hutchison@slu.edu

Instructor's Campus Phone: 91 554 58 58, ext.313

Office: SIH 313 (third floor)

Office Hours: MW, 14:00-14.30, Fri 12.00-13.00

Required Texts and Materials: ; *The Cherry Orchard*, by Anton Chekhov; *Antigone*, by Jean Anouilh; *The Prime of Miss Jean Brodie*, by Muriel Spark; *Purple Hibiscus*, by Chimamanda Ngozi Adichie; *The Namesake* by Jhumpa Lahiri; *A Calendar of Love*, by George Mackay Brown. All these books are available in the University bookstore, except for *The Cherry Orchard*, which I will provide you with at the beginning of the course.

Course Description: What are the elements that form our identity as individuals? Can we voluntarily change our identity in any way? This course looks at customs, social norms and beliefs in different cultures, specifically Russia, ancient Greece, France, Scotland, Nigeria and Bengal, as expressed through works by major authors. It explores the extent to which the family represents the nation, and questions whether it is possible to renounce one's culture, taking into account the implications of doing so both on the individual and the family. Using the final text's more international, eternal concept of humanity, we will also look closely at symbols from Nature used to represent a shared identity, and refer to Jung's concept of the collective unconsciousness.

Course Objectives: By the end of this class you should be able to :

Be aware of some of the differences and similarities in cultures,

Recognise to what extent people's behaviour can be influenced by their nation, society or religion,

Understand the dilemmas that can arise when one begins to question the norms of a society one lives in.

Pinpoint the effects of specific cultural and historical contexts,

Identify and discuss different narrative styles and techniques,

Defend your point of view in discussions and essays with clarity and confidence,

Express yourself convincingly, using the relevant literary terminology

Apply the above skills not only to close readings and essays, but also to your own understanding of literature, and of life.

Course Requirements:

1. Two short (2/3 pages) and two longer essays (4-5 pages)
2. In-class written responses.

3. A presentation on the author, the historical or cultural context , or the literary style of the text.
4. Completion of all reading assignments.
5. Active class participation.
6. Midterm and final examinations

Attendance: Unexcused absences will lower a student’s grade; after SIX unexcused absences, the student may fail the course. If you know you cannot attend a class, please tell me in advance, and find out what we do in the classes you miss, to keep up to date. Arriving 15 minutes late three times will count as one absence.

Reading Assignments: Students should come to class prepared – which means having read the assigned texts carefully and critically! – and ready to discuss the work assigned. I will periodically ask you to write in-class responses to passages from the novels. On occasion, informal quizzes will be given to ensure that you are keeping up with the reading assignments.

Presentations: Students will give a presentation, in pairs, of approximately 15 minutes on the author’s biography, the historical or cultural context, or the literary style, of the text being studied. I will hand out dates and themes for students to choose from in the second week of the semester, and more specific topics closer to the date of each presentation.

Writing Assignments: **The first** essay requires you to analyze a specific motif or character from the texts; **the second** is a close analysis of a passage from one of the texts; **the third** asks you to compare or contrast two characters, themes or styles from the works in the course, **the fourth** will be a research paper into the works of one of the writers and the importance of the text we have studied in class. I will distribute more detailed essay topics before each essay is due. You may also develop your own more specific essay topic, but you need to run all essay topics by me for approval before starting them. Essays must be typed, following MLA style guidelines, and handed in during class on the due date. Please check with me if you are not sure what MLA/APA formatting is, or consult the official web pages If you receive the grade of C- or lower on an essay or on the midterm, you must talk to me about it, in person or by email, before handing in a rewrite. In any case, I expect students to be in frequent contact with me by email, to solve any doubts, questions or problems concerning either class work or essays.

Department of English Writing Expectations

	A	B	C	D
Readability and Audience Awareness	Text is a pleasure to read. Sentences convey complex ideas with clarity; the reader is not forced to re-read passages for comprehension and is not distracted by any problems with	Text is easy to read; sentences convey ideas with clarity. The reader understands sentences clearly when reading at normal pace; Isolated problems with grammar, spelling, and/or	Text is readable in most places; reader can understand most sentences clearly when reading at a normal pace, though may have to reread several passages. Problems with	The reader has consistent difficulty understanding sentences when reading at a normal pace; the reader consistently has to reread passages. Recurring problems with grammar, spelling, and/or punctuation often distract the reader. Additionally, the paper’s

	grammar, spelling, and/or punctuation. In addition, the writer has carefully crafted language, tone, and evidence to engage an intended audience.	punctuation do not impede the reader's comprehension of the paper's overall argument. In addition, the writer has crafted language, tone, and evidence with a clear audience in mind.	grammar, spelling, and/or punctuation distract reader in a few places. Additionally, the writer may not consistently craft language, tone, and evidence to engage an intended audience.	use of language, tone, and evidence limit the engagement of an intended audience.
Clarity of Purpose, Objective, or Thesis Statement	Presents an ambitious, clear and engaging objective, purpose, or thesis statement that the reader can easily identify; the argument is complex, sophisticated, and intellectually risky, moving beyond course discussions and lectures to address a question or issue from perspective readers might have not considered.	Presents a clear objective, purpose, or thesis statement that the reader can easily identify. The argument is complex, appropriate for the assignment and evinces a strong, audience-focused critical stance.	Presents an objective, purpose, or thesis statement that the reader can identify; the thesis statement takes an identifiable stand on an issue or question in a way that is appropriate for the assignment.	Presents a partially-formulated objective, purpose, or thesis statement that the reader has some trouble identifying; the thesis statement may not be clearly appropriate for the assignment.
Evidence, Analysis, & Critical Thinking	Uses evidence (e.g., course material/outside sources) to investigate a range of possibilities contained in the paper's objective	Uses evidence (e.g., course material/outside sources) to investigate several aspects of the paper's objective or thesis. Evidence is	Uses some evidence (e.g., course material/outside sources) to investigate the paper's objective or thesis, though	Evidence is insufficient to support the objective or thesis. Reader has difficulty understanding how evidence or examples support the paper's objective or thesis. Even when

	<p>or thesis. Evidence is more than sufficient, incisively chosen, and presented fairly, accurately, and stylishly. When appropriate, writer identifies and reckons with conflicts and contradictions in the evidence compiled, engaging with source material in a way that showcases his or her own critical voice.</p>	<p>sufficient and is presented fairly and accurately, with attention to style. When appropriate, writer engages with source material in a way that shows an awareness of critical voice.</p>	<p>some ambiguity may exist as to how evidence or examples fit with the paper's overall argument. Some sections require more evidence or examples.</p>	<p>appropriate, writer may neglect to engage with source material in a way that demonstrates an awareness of critical argument.</p>
Organization	<p>The paper demonstrates a command of structure and organization. The paper is organized with clarity, logic and style; Sections, and paragraphs within sections, flow easily and naturally. In addition to fulfilling the assignment, this paper demonstrates that the writer carefully considered the most appropriate argumentative structure and crafted the structure</p>	<p>The paper structure and organization. Is clearly and logically organized; most sections, and paragraphs within sections, flow easily and naturally. The paper is structured with care in a manner consistent with the assignment and well-suited to the argument being pursued. demonstrates a clear awareness of</p>	<p>The paper strives to follow a clear organizational structure. However, some sections, and paragraphs within sections, do not flow naturally, and the organization of the paper is not always clear and logical. The paper may contain several instances of poor transition from one idea or section to another.</p>	<p>Substantial organizational issues exist; paper may not be organized according to assignment specifications; major transition problems may be observed.</p>

	of the paper accordingly.			
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Holistic Grade Descriptions

Exceptional work. A Papers earning the grade of A build on the foundations discussed above. An A paper pursues a complex and sophisticated argument. A papers take on a certain amount of intellectual risk, moving beyond course discussions and lectures to address a question or issue from a perspective readers might have not considered. To construct such an argument, the writer must carefully consider what argumentative structure might best suit the particular argument being pursued, and craft that structure accordingly, investigating a range of possibilities contained in the paper's argument. Evidence presented in support of this argument is more than sufficient, incisively chosen, and presented with fairness and accuracy. Finally, A papers convey complex ideas with clarity, precision, and style.

Strong, thoughtful work.

B Papers that earn a B build on the skills needed to earn a C. In addition, B papers offer readers a clear central argument articulated through a strong, audience-focused critical stance. B papers choose a structure well-suited to the argument being pursued. B papers offer readers sufficient evidence, and they present that evidence fairly and accurately. When appropriate, B papers engage with contradictions in source material in a way that shows an awareness of critical voice. Finally, B papers demonstrate that the writer understands the importance of word choice, voice, and style, in addition to grammatical competency.

Solid work.

C papers fulfill the assignment. They take a stand on one issue or question arising from class readings and discussion, and provide some evidence from source material to support that position. C papers show some awareness of audience: they offer readers a discernible structure, using transitions to move from one idea to the next both between and within paragraphs, and demonstrate some attempt on the part of the writer to craft language, tone and evidence with a particular audience in mind. Finally, C papers are readable. Grammatical and/or syntactical mistakes are not so prevalent that they impede a reader's understanding of the paper's argument.

Below-Average Work

D Papers may earn Ds when writers, while demonstrating a general understanding of the topic and concepts, have not mastered some basic skills. Writers who earn a D grade should review the criteria for the C grade above

Unacceptable Work

F Papers that are assigned the grade of F are papers that misunderstand the assignment or show little understanding of required concepts. F papers may fail to meet the technical requirements of topic, length, or format. The F grade may also be assigned if any portion of a paper has been plagiarized.

Grades will be lowered for poor mechanical skills – punctuation, grammar, vocabulary, quotes, references to sources, etc

Late Paper Policy: Late papers will drop **one half grade per day**, and a student who fails to turn in a paper within a week of its due date will receive a D on that assignment. Please always contact me before an assignment is due if you anticipate a problem or wish to request an extension. All essays must be completed in order for you to pass the course.

Revisions and Writing Center: Revising essays requires rigorous re-thinking and re-writing. While **you may revise any or all of your essays within a week of receiving the grade**, you must contact me before doing so and should work with the teaching assistants at our Writing Center.

Writing Aids: The English Writing Center provides students with help in writing. They will review TYPED draft material to help you improve any aspect of a paper you wish to work on. You can sign up for an appointment online on the English Department webpage or drop in and wait your turn. Be sure to take a copy of the paper assignment to your tutorial if you have one. The English Department webpage posts the days and hours when the center is open and a series of links to *online writing resources*, including research resources and style and documentation guides.

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of*

student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes. If students prefer that Saint Louis University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.

E-mail: Campus and course announcements will often be handled by e-mail. Students should check their “@slu.edu” e-mail and Blackboard regularly.

University Statement on Academic Integrity: Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office [website](#). Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Academic Dean of the Madrid Campus.

University Title IX Statement: Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

Students with Special Needs: In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <https://www.slu.edu/madrid/academics/student-resources>.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices.

In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes.* If students prefer that Saint Louis University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.

Blackboard: Please check Blackboard, and your emails, regularly for reminders of reading, homework, schedules for speeches, ideas, comments, and any changes in the timetable or other plans. Otherwise, my email is Marjory.hutchison@slu.edu. Please do not hesitate to contact me with any doubts, questions, problems, etc you may have. **If you do send me an email, please wait for me to confirm that I have received it. If I have not replied within 24 hours, you must assume I didn't receive it, and try to send it again.**
