

UNIVERSITY OF PUERTO RICO  
RIO PIEDRAS CAMPUS  
COLLEGE OF GENERAL STUDIES  
UNIVERSITY OF PUERTO RICO

<b>Course Title:</b>	The Human Condition in Literature: An Interdisciplinary Approach I
<b>Course number:</b>	INGL 3151
<b>Credits:</b>	3 credits per semester / 3 hours weekly/ 45 hours a semester
<b>Prerequisites:</b>	Score of 4 or 5 on Advanced Placement Test or one year of first-year English

**Course Description:**

English 3151 satisfies the literature requirement of the general education component. Within the framework of selected themes, students In English 3151 critically analyze issues and value conflicts in life from the perspectives of literature and various other disciplines, which may include the social sciences, communications, the natural sciences, the arts, and humanities. Through an interdisciplinary approach, students become aware of the interrelationship of knowledge. Moreover, students learn to evaluate and critically comment—both in writing and oral discussions—on their world, leading to an understanding of themselves and others, while developing their writing and speaking skills by means of essays, research papers, critical reviews, creative tasks, interactive class discussions, and presentations.

**General Course Objectives:**

By the end of the course, the students will be able to:

1. demonstrate critical thinking in written and oral reactions to texts related to the course themes and selected from a variety of disciplines
2. formulate questions that probe the complexities of the themes
3. analyze selected themes through a variety of approaches and from divergent perspectives
4. explain different concepts of knowledge in various disciplines
5. articulate well-defined arguments concerning aspects of the themes and use textual evidence to support them

6. compose expository and persuasive essays and research papers that use appropriate language and mechanics
7. perform close readings of texts to uncover multiple meanings and ideologies
8. improve their writing and speaking skills
9. collaborate in the inclusion of students with disabilities into all class activities
10. demonstrate their capacity to efficiently search for information and effectively and ethically use and manage information.

### **Outline and time distribution**

(Each professor will establish the specific content, sequence, and distribution of time for his/her course. Possible topics and hours are given below.)

<b>Topics</b>	<b>Time Allotted</b>
I. Introduction and diagnostic procedures	3 hrs.
11. The Writing Process	6 hrs.
A. Brainstorming	
B. Drafting	
C. Editing	
D. Rewriting	
E. Final draft	
III. Unit on Relationships	15 hrs.
A. The language of love	
B. Defining love	
C. Application to literary texts	
IV. Unit on Identity	15 hrs.
A. Theories of identity	
B. Constructing the self	

C. socio-cultural identities

D. Application to literary texts

V. Integration of Love and Identity

6 hrs

Total: 45 hours

### **Instructional Strategies**

The course revolves around reading and analysis (in written and oral form). Discussions are Socratic, and all students are expected to participate. Class activities include discussion of the readings, pair and small-group work, videos, DVDs, slide presentations, songs on tape, guest lecturers when appropriate, and written work (class work, assignments, and essays). In addition, students attend relevant outside conferences, films, plays, presentations, workshops, seminars, and other enrichment activities. Assessment activities and strategies are also used to evaluate student's learning.

### **Required Resources**

Professors will assign selected books, readings, and reference materials. Students must also have access to UPR library facilities, including electronic searches.

### **Evaluation Strategies**

In addition to written tests (composed of both objective and subjective elements) in each unit, individual professors may select other assessment techniques, for example, essays, short writings, oral presentations, individual and group projects, portfolios, quizzes, homework assignments, and journals, among others.

(Note: Alternative evaluation methods will be provided to students with identified special needs.)

The exact weight of the selected evaluation strategies is decided by each professor. Below are sample percentages.

Class attendance and participation	10%
Exams	20%
Quizzes and assignments	20%
Presentations/Research Papers	20%
Essays	<u>30%</u>
	100%

### **Law 51 and Law 238**

Students who receive services from the Office of Vocational Rehabilitation must contact the professor at the beginning of the semester to make arrangements for reasonable accommodations and the necessary auxiliary equipment recommended by the "Oficina de

Asuntos para las Personas con Impedimento (OAPI)” of the office of the Dean of Students. Other students with special needs who require any kind of assistance or reasonable accommodations should also contact the professor.

## **Academic Integrity**

The University of Puerto Rico promotes the highest standards of academic and scientific integrity. Article 6.2 of the UPR Students General Bylaws (Board of Trustees Certification 13, 2009-2010) states that academic dishonesty includes, but is not limited to: fraudulent actions; obtaining grades or academic degrees by false or fraudulent simulations; copying the whole or part of the academic work of another person; plagiarizing totally or partially the work of another person; copying all or part of another person answers to the questions of an oral or written exam by taking or getting someone else to take the exam on his/her behalf; as well as enabling and facilitating another person to perform the aforementioned Certificación Número 112 2014-2015 6 behavior. Any of these behaviors will be subject to disciplinary action in accordance with the disciplinary procedure laid down in the UPR Students General Bylaws.

## **Grading System**

A	100-90
B	89-80
C	79-70
D	69-60
F	59-0

## **Bibliography**

### **Suggested Readings**

Adams, Hazard, ed. Critical Theory Since Plato. 3<sup>rd</sup> Edition. New York: Heinle, 2004.

ISBN-13: 978-0155055049

ISBN-10: 0155055046

Bartholomae, David, Anthony Petrosky, and Stacey Waite eds. Ways of Reading: An

Anthology for Writers. 10<sup>th</sup> Edition. Boston: Bedford/St. Martin's, 2014.

ISBN-13: 978-1457626852

ISBN-10: 1457626853

Bell, David. Science, Technology, and Culture. Berkshire, UK: Open UP, 2005.

ISBN-13: 978-0335213276 ISBN-10: 0335213278

Ciociola, Gail. Wendy Wassertein: Dramatizing Women, Their Choices, and Their Boundaries. Jefferson, NC: McFarland, 2005.

ISBN-13: 978-0786423170 ISBN-10: 078642317X

Frankl, Viktor. Man's Search for Meaning. New York: Rider, 2011.

ISBN-13: 978-1846042843 ISBN-10: 1846042844

Jones, W.T. The Classical Mind: A History of Western Philosophy. New York: Harcourt, 1969.

ISBN-13: 978-0155383128 ISBN-10: 0155383124

Kleiman, Lowell, and Stephen Lewis, Eds. Philosophy: An Introduction Through Literature. St. Paul, MN: Paragon, 1998.

ISBN-13: 978-1557781710 ISBN-10: 1557781710

Lakoff, George, and Mark Turner. More Than Cool Reason: A Field Guide to Poetic Metaphor. Chicago: U of Chicago P, 1989.

ISBN-13: 978-0226468129

ISBN-10: 022646812

Milner, Andrew. Literature, Culture, and Society. London: Routledge, 2004.

ISBN-13: 978-0415307857

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Petraca, Michael F., and Madeleine Sorapure, Eds. Common Culture: Readings and Writings about American Popular Culture. Englewood Cliffs, NJ: Blair, 2011.

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ISBN-13: 978-0553272932

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Constructions of Race, Sex and Gender, Social Class and Sexual Orientation.  
New York: McGraw Hill, 2011.

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Russell, Bertrand. Selected Papers of Bertrand Russell. New York: Random House,  
1955. [NO ISBN AVAILABLE]

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Identity, and Values. Upper Saddle River, NJ: Prentice Hall, 1996.

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Shrodes, Caroline, Michael Shugrue, Mark Dipaolo, and Christian J. Matuschek. The \_\_\_\_\_  
Conscious Reader, Brief Edition. New York: Pearson, 2007.

ISBN-13: 978-0321458964

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Snodgrass, Mary Ellen. August Wilson: A Literary Companion. Jefferson, NC:  
McFarlan, 2004.

ISBN-13: 978-0786419036

ISBN-10: 0786419032

Taylor, Charles. Sources of the Self: Making of the Modern Identity. Cambridge, Mass.:  
Harvard UP, 1989.

ISBN-13: 978-0674824263

ISBN-10: 0674824261

Weedon, Chris. Culture and Identity: Narratives of Difference and Belonging. Berkshire,

UK: Open UP, 2004.

ISBN-13: 978-0335200863

ISBN-10: 0335200869

Winterson, Jeannette. The Passion. New York: Grove, 1995.

ISBN-13: 978-0802135223

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Yudice, George. The Expediency of Culture: Uses of Culture in the Global Era. Durham, NC: Duke UP, 2003.

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### **Reference Materials**

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Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. New York: Manchester UP, 2009.

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Lunsford, A., and Connors, R. The Everyday Writer: A Brief Reference. New York: St. Martin's, 1998.

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[Display&crawlid=1&doctype=cite&docid=30+Fordham+Urb.+L.J.+2039&srctype=smi](https://litigation-essentials.lexisnexis.com/webcd/app?action=DocumentDisplay&crawlid=1&doctype=cite&docid=30+Fordham+Urb.+L.J.+2039&srctype=smi&srcid=3B15&key=57c2733e2337ee7570abfee320233bef)

Heuman, J. E. "Making a good law better: IDEA proposal stresses greater parental involvement and student inclusion." (Individuals with Disabilities Education Act)

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### **Articles:**

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Johnson, Ian. "Lecture on Dawkins: The Selfish Gene."

[www.mala.bc.ca/~johnstoi/introser/dawkins.htm](http://www.mala.bc.ca/~johnstoi/introser/dawkins.htm)

Korfmacher, Carsten. "Personal Identity." Internet Encyclopedia of Philosophy,

<http://www.iep.utm.edu/>, August 9, 2006.

### **On-line dictionaries:**

<http://www.onelook.com>

<http://www.dictionary.com>

<http://www.refdesk.com/facts.html>

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### **Encyclopedia:**

Stanford Encyclopedia of Philosophy.

<http://plato.stanford.edu>

### **Grammar and Punctuation:**

<http://www.writing.utoronto.ca/advice/further-resources/online-esl-resources>



**Revised October 2015**