

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

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| Course Title | The Human Condition in Literature: An Interdisciplinary Approach II |
| Course number | INGL 3152 |
| Credits | 3 credits per semester / 3 hours weekly/ 45 hours per semester |
| Prerequisites | Score of 4 or 5 on Advanced Placement Test or one year of first-year English |

Course description

English 3152 satisfies the literature requirement of the General Education component. This course examines selected contemporary topics from the perspectives of literature and other disciplines, such as the social sciences, humanities, communication, the arts, and the natural sciences. Students explore the construction and integration of knowledge within diverse texts and relate the issues studied to their world. During the course students learn to critically analyze through reading, discussion, and writing. English 3152 also promote the development of technological and research skills through students' involvement in a research project, where they collect, evaluate, and use data from a variety of sources. In addition, students improve their writing and speaking skills by means of essays, research projects, critical reviews, creative tasks, interactive class discussions, presentations. This course uses an interdisciplinary approach focusing on selected themes that are used to critically analyze problems and value conflicts of life as seen in fictional and non-fictional works.

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 that use appropriate language and mechanics
7. perform close readings of texts to uncover multiple meanings and ideologies
8. improve their speaking and writing skills
9. refine research skills, including the use of data bases and the evaluation of sources
10. summarize, analyze, synthesize and integrate materials from a variety of sources
11. conduct a research project
12. collaborate in the inclusion of students with disabilities into all class activities
13. 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.)

| Topics | Time Allotted |
|---|----------------------|
| I. Introduction and diagnostic procedures | 3 hrs. |
| II. Unit on Alienation | 15 hrs. |
| A. Overview: History of the theory | |
| B. Social Roots of Alienation | |
| C. Alienation and personal freedom | |
| D. Application to literary texts | |
| III. Unit on Ethics | 12 hrs. |
| A. Overview: History of the theory | |
| B. Current theory | |

- C. Justice and ethics
- D. Application to literary texts

IV. Research project 15 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.

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, journals, and research papers, among others. Assessment activities and strategies are also used to evaluate student's learning.

(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.

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|------------------------------------|-----|
| Class attendance and participation | 10% |
| Exams | 20% |
| Quizzes and assignments | 20% |
| Essays | 20% |
| Presentations /Research project | 30% |

Total: 100%

Law 51 - 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 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

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

Bibliography

Suggested Readings

American Psychological Association. Publication Manual of the American Psychological Association. 6th ed. Washington: APA, 2009.

ISBN-13: 978-1433805622 ISBN-10: 1433805626

Bartholomae, David, Anthony Petrosky, and Stacey Waite eds. Ways of Reading: An Anthology for Writers. 10th Edition. Boston: Bedford/St. Martin's, 2014.

ISBN-13: 978-1457626852 ISBN-10: 1457626853

Dubus III, Andre. House of Sand and Fog. New York: Vintage, 2000.

Farquharson Sharp, R. Trans. Four Great Plays by Henrik Ibsen. New York: Bantam Classics, 1984.

ISBN-13: 978-0553212808 ISBN-10: 055321280X

George, Stephen K., Ed. Ethics. Literature. Theory: An Introductory Reader. 2nd ed.
New York: Rowman & Littlefield, 2005.

ISBN-13: 978-0742532342 ISBN-10: 0742532348

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 7th ed. New York:
MLA, 2009.

ISBN-13: 860-1200663914 ISBN-10: 1603290249

Johnson, James Weldon. Autobiography of an Ex-Colored Man. New York: Penguin,
1990.

ISBN-13: 978-0140184020 ISBN-10: 0140184023

Kesey, Ken. One Flew Over the Cuckoo's Nest. New York: Signet, 1962.

ISBN-13: 978-0451163967 ISBN-10: 0451163966

Lee, Harper. To Kill a Mockingbird. New York: Grand Central Publishing, 1982.

ISBN-13: 978-0446310789 ISBN-10: 0446310786

Lester, James D. [Sr. & Jr.]. Writing Research Papers: A Complete Guide. 14th
ed. New York: Pearson Longman, 2011.

ISBN-13: 978-0205059331 ISBN-10: 0205059333

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

ISBN-13: 978-0205171781 ISBN-10: 0205171788

Rosenblum, Karen, and Toni-Michelle Travis, eds. The Meaning of Difference: American
Constructions of Race, Sex and Gender, Social Class, Sexual Orientation, and
Disability. 6th Edition. New York: McGraw Hill, 2011.

ISBN-13: 978-0078111648 ISBN-10: 0078111641

Shrodes, Caroline, Michael Shugrue, Mark Dipaolo, and Christian J. Matuschek. The

Conscious Reader. 12th Edition. New York: Longman, 2011.

ISBN-13: 978-0205803286

ISBN-10: 0205803288

Reference Materials

Albee, Edward. The Zoo Story and The Sandbox. New York: The Dramatist's Play Service, 1999.

ISBN-13: 978-0822212959

ISBN-10: 0822212951

Amberg, Jay, and Mark Larson. The Creative Writing Handbook. Glenview, IL: Scott, Foresman. 1992.

ISBN-13: 978-1596472761

ISBN-10: 1596472766

Arendt, Hannah. The Portable Hannah Arendt. Ed. Peter Baehr. New York: Penguin Books, 2003.

ISBN-13: 978-0142437568

ISBN-10: 0142437565

Arendt, Hannah. Responsibility and Judgment. New York: Random House, 2005.

ISBN-13: 978-0805211627

ISBN-10: 0805211624

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

ISBN-13: 978-0719079276

ISBN-10: 0719079276

D'Angelo, Raymond, and Herbert Douglas. Taking Sides: Clashing Views on Controversial Issues in Race and Ethnicity. 5th ed. Dubuque, Iowa: McGraw Hill/Dushkin, 2004.

ISBN-13: 978-0072917352

ISBN-10: 0072917350

Hacken, D. And Nancy Sommers. A Pocket Style Manual. 2nd ed. Boston: Bedford Books, 2014.

ISBN-13: 978-1457642326

ISBN-10: 1457642328

Hinman, Lawrence M. Ethics: A Pluralistic Approach to Moral Theory. 3rd ed. Boston: Wadsworth, 2002.

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His Holiness the Dalai Lama. Ethics for the New Millennium. New York: Riverhead Books, 2001.

ISBN-13: 978-1573228831

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

ISBN-13: 978-0312095697

ISBN-10: 0312095694

Schmitt, Richard. Alienation and Freedom. Boulder, Colorado: Westview Press, 2002.

ISBN-13: 978-0813328539

ISBN-10: 0813328535

Sontag, Susan. Regarding the Pain of Others. New York: Picador, 2004.

ISBN-13: 978-0312422196

ISBN-10: 0312422199

Takaki, Ronald, Ed. Debating Diversity: Clashing Perspectives on Race and Ethnicity in America. 3rd ed. New York: Oxford UP, 2002.

ASIN: B004D7Y7XW

Takaki, Ronald. A Larger Memory: A History of Our Diversity, with Voices. Boston: Little, Brown, 1998.

ISBN-13: 978-0316311625

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Vonnegut, Kurt. Cat's Cradle. New York: Dell, 1963.

ISBN-13: 978-0385333481

ISBN-10: 038533348X

Williams, Bernard. Ethics and the Limits of Philosophy. Cambridge: Harvard UP, 1986.

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Heuman, Judith E. Making a good law better: IDEA proposal stresses greater parental involvement and student inclusion. (Individuals with Disabilities Education Act) (includes related information) (Education). <http://infotrac.galegroup.com>

owl.english.purdue.edu/handouts/research/index.html

On-line dictionaries:

<http://www.onelook.com>

<http://www.dictionarv.com>

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

<http://www.webster.com>

Grammar and Punctuation:

<http://www.utoronto.ca/writing/other4.html>

MLA Format:

http://www.owl.english.purdue.edu/handouts/research/r_mla.html

<http://www.ccc.commnet.edu/mla>

<http://www.wisc.edu/writing/Handbook/DocMLA.html>

Writing:

Writing the Academic Paper: What is an academic paper?

http://www.dartmouth.edu/~writing/materials/student/ac_paper/what.shtml

Other Materials

A Class Divided (video). <http://www.pbs.org/wgbh/pages/frontline/shows/divided/>

Martin Luther King, "I Have a Dream" (video).
<https://www.youtube.com/watch?v=H0yP4aLyq1g>

One Flew Over the Cuckoo's Nest. Dir. Milos Forman. United Artists, 1975.

To Kill a Mockingbird. Dir. Robert Mulligan. Universal, 1962.

The Shawshank Redemption. Dir. Frank Darabont. Columbia, 1994.

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