

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

**Course Title:** The Human Condition in Literature: An  
Interdisciplinary Approach I

**Course code:** INGL 3151

**Credits/Hours:** 3 credits per semester / 3 hours weekly

**Prerequisite:** Advanced Placement in English (score of 4 or more) or  
completion of first-year English (INGL 3101-3102 or INGL  
3103-3104 or INGL 3123-3124 or INGL 3011-3012)

**Course Description:**

INGL 3151 satisfies the literature requirement of the general education component. Within the framework of selected themes, students in INGL 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.

**Learning 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.

**Content Outline and Time Distribution:**

I. Introduction and diagnostic procedures	3 hrs.
II. 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	<u>6 hrs.</u>

Total contact hours: 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 Student 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.

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

**English Department Attendance Policy:**

Six contact hours of absences may lower average one whole letter grade. Five late arrivals are equivalent to one absence.

**Students' Rights with Disabilities:**

The University of Puerto Rico complies with all state and federal laws and regulations related to discrimination including "The American Disabilities Act" (ADA) and Law #51 from the Puerto Rico Commonwealth (Estado Libre Asociado de Puerto Rico). Every student has the right to request and receive reasonable accommodation and Vocational Rehabilitation Services (VRS). Those students with special needs that require some type of particular assistance or accommodation shall explicitly communicate it directly to the professor. Students who are receiving VRS services shall communicate that to the professor at the beginning of the semester to facilitate appropriate planning and the necessary equipment according to the Persons with Disabilities Affairs Office (Oficina de Asuntos para las Personas con Impedimentos [OAPI]), administered by the Dean of Students Office. Any other student requiring assistance or special accommodation shall also communicate directly with the professor. Reasonable accommodations requests or services DO NOT exempt the student from complying and fulfilling academic and course related requirements and responsibilities. Differential evaluation will be provided to students with special needs who have been duly certified by OAPI. (See Circular Núm. 9 de 2002–2003.)

**Academic Integrity Policy:**

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.

**Gender and Sexual Identity Discrimination Policy:**

The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms, including that of sexual harassment. According to the Institutional Policy Against Sexual Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.

**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 ISBN-10: 0415307856
- 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
- Rodríguez, Richard. Hunger of Memory: The Education of Richard Rodríguez. New York: Bantam, 1983. ISBN-13: 978-0553272932 ISBN-10: 0553272934
- Rosenblum, Karen, and Toni-Michelle Travis. The Meaning of Difference: American Constructions of Race, Sex and Gender, Social Class and Sexual Orientation. New York: McGraw Hill, 2011. ISBN-13: 978-0078111648 ISBN-10: 0078111641
- Russell, Bertrand. Selected Papers of Bertrand Russell. New York: Random House, 1955. [NO ISBN AVAILABLE]
- Schuster, Charles I., and William V. Van Pelt, (Eds.). Speculations: Readings in Culture, Identity, and Values. Upper Saddle River, NJ: Prentice Hall, 1996. ISBN-13: 978-0134422947 ISBN-10: 0134422945
- Shrodes, Caroline, Michael Shugrue, Mark Dipaolo, and Christian J. Matuschek. The Conscious Reader, Brief Edition. New York: Pearson, 2007.

ISBN-13: 978-0321458964 ISBN-10: 0321458966

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 ISBN-10: 0802135226

Yudice, George. The Expediency of Culture: Uses of Culture in the Global Era. Durham, NC: Duke UP, 2003. ISBN-13: 978-0822331681 ISBN-10: 0822331683

#### Reference Materials

Amberg, Jay, and Mark Larson. The Creative Writing Handbook. Glenview, IL: Scott, Foresman. 1992. ISBN-13: 978-1596472761 ISBN-10: 1596472766

Barry, Peter. Beginning Theory: An Introduction to Literary and Cultural Theory. New York: Manchester UP, 2009. ISBN-13: 978-0719079276 ISBN-10: 0719079276

Hacken, D. And Nancy Sommers. A Pocket Style Manual. 2nd ed. Boston: Bedford, 2014. ISBN-13: 978-1457642326 ISBN-10: 1457642328

Lunsford, A., and Connors, R. The Everyday Writer: A Brief Reference. New York: St. Martin's, 1998. ISBN-13: 978-0312095697 ISBN 10: 0312095694

#### Websites and Electronic Sources:

Antonette, M. L. "Examining how the inclusion of disabled students into the general classroom may affect non-disabled classmates." Fordham Urban Law Journal.

<https://ir.lawnet.fordham.edu/cgi/viewcontent.cgi?article=2217&context=ulj>

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

<https://www.questia.com/magazine/1G1-17516457/making-a-good-law-better-idea-proposal-stresses-greater>

Articles:

[www.bbc.co.uk/science/hottopics/love/](http://www.bbc.co.uk/science/hottopics/love/)

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>

<https://www.merriam-webster.com/>

Encyclopedia:

Stanford Encyclopedia of Philosophy.

<http://plato.stanford.edu>

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