

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

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

**Course Code:** INGL 3152

**Credits/Hours:** 3 credits per semester / 3 hours weekly/ 45 hours per semester

**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 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. INGL 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.

**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 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.
  14. demonstrate the ability to work and interact with digital tools to support their individual or collaborative learning activities and comply with the ethical and legal obligations associated with them.

**Content Outline and Time Distribution:**

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

IV. Research project

15 hrs.

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, journals, and research papers, among others.

Class attendance and participation	10%
Exams	20%
Quizzes and assignments	20%
Essays	20%
Presentations /Research project	30%
	Total: 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.

**Rights of Students 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:**

American Psychological Association. Publication Manual of the American Psychological Association. 6<sup>th</sup> 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. 10<sup>th</sup> 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. 2<sup>nd</sup> ed. New York: Rowman & Littlefield, 2005. ISBN-13: 978-0742532342 ISBN-10: 0742532348

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 7<sup>th</sup> 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. 14<sup>th</sup> 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. 6<sup>th</sup> 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. 5<sup>th</sup> 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. 3<sup>rd</sup> ed. Boston: Wadsworth, 2002. ISBN-13: 978-1133050018 ISBN-10: 1133050018

His Holiness the Dalai Lama. Ethics for the New Millennium. New York: Riverhead Books, 2001. ISBN-13: 978-1573228831 ISBN-10: 1573228834

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. 3<sup>rd</sup> 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 ISBN-10: 0316311626

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.

ISBN-13: 978-0674268586 ISBN-10: 067426858X

### **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-](https://www.questia.com/magazine/1G1-17516457/making-a-good-law-better-idea-proposal-stresses-greater)

[idea-proposal-stresses-greater](https://www.questia.com/magazine/1G1-17516457/making-a-good-law-better-idea-proposal-stresses-greater)

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

<https://www.onelook.com/>

<https://www.dictionary.com/>

<https://www.refdesk.com/>

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

**MLA Format:**

[https://owl.purdue.edu/owl/research\\_and\\_citation/resources.html](https://owl.purdue.edu/owl/research_and_citation/resources.html)

<https://writing.wisc.edu/handbook/documentation/docmla/>

**Writing:**

Writing the Academic Paper: What is an academic paper?

[http://www.dartmouth.edu/~writing/materials/student/ac\\_paper/what.html](http://www.dartmouth.edu/~writing/materials/student/ac_paper/what.html)

**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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