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American Public University System

The Ultimate Advantage is an Educated Mind

School: Arts and Humanities
Course Number: LITR233
Course Name: The Clash of Civilizations: Literature in an Increasingly Interconnected World
Credit Hours: 3
Length of Course: 8 Weeks
Prerequisite: ENGL101, ENGL110, or ENGL102

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Instructor Information

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Course Description (Catalog)

LITR202: World Literature Since the Renaissance (3 hours)

Travel through time and experience historical global events, diverse cultures, and exciting scenery. In LITR233, The Clash of Civilizations: Literature in an Increasingly Interconnected World, you won't simply read a textbook. You will travel to different continents and time periods, observing life during significant moments in modern history. Through historic works, you will become part of the action, experiencing war, changing belief systems, and cultures. Not only will you understand what life was like for those in power, you will also see the world from the lens of those who have been oppressed. Come join our journey through history!

Course Scope

LITR233 - The Clash of Civilizations: Literature in an Increasingly Interconnected World, presents readings selected from a variety of cultures and authors from the 17th century through the 20th century. Selections representing the interactions between cultures will be drawn from Western Europe, Russia, India, Asia, Africa and the Americas.

Major themes include the individual's struggle to adapt to a changing, increasingly globalized modern world which threatens, objectifies, and often misinterprets other cultures. Emphasis is placed on a cross-cultural and cross-temporal understanding of culture clashes, subjugation, and the quest for individual freedom.

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Course Objectives

After successfully completing this course, you will be able to:

- 1: Describe the major themes in a given piece of literature.
- 2: Demonstrate knowledge of basic literary terminology.
- 3: Recognize the ways that cultural, social, and historical differences have influenced literature.
- 4: Recognize the impact of colonialism on literature throughout the world.
- 5: Produce researched literary interpretations.

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Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Online assignments are due by Sunday evening of the week as noted and include forum questions and individual assignments submitted for review by the Faculty Member). Assigned faculty will support the students throughout this eight-week course.

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Course Materials

Required Course Textbooks

All required readings are available through the Internet. Additionally, links to access course materials including readings, videos, and films are provided within the course lessons, if possible.

Additional Resources

Microsoft Word and PowerPoint

Adobe Reader -- Go to <http://www.adobe.com/products/acrobat/readstep2.html> to download the latest version. This download is free.

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Evaluation Procedures

Reading Assignments:

Students will be required to complete the assigned readings and may have to consult various online MLA resources as provided by the instructor in order to complete both the written assignments and the discussion forum assignments for this course.

Forum Assignments:

Throughout this course, students will be required to participate in online discussion forums. Within the forums, students should participate actively and help their fellow students. We are all writers and have the ability to help each other improve. The requirements for each discussion forum is noted in the forum's description, so make sure to read the descriptions carefully before posting.

Written Assignments:

Students will write journal entry, giving personal responses to the assigned readings; one formal research paper; and one PowerPoint assignment. The topics for these assignments will be either assigned or approved by the instructor. The essay requires research about assigned literary works

Grade Instruments	Percentage
5 Forums	20
6 Short Personal Reflection Entries	30
1 PowerPoint Project	20
1 Essay	30
Total	100

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8 – Week Course Outline

Please see the [Student Handbook](#) to reference the University’s [grading scale](#).

<u>Week</u>	<u>Topic</u>	<u>Learning Objectives(s)</u>	<u>Reading(s)</u>	<u>Assignment(s)</u>
1	Setting the Stage -- The Enlightenment	1) Identify the Enlightenment ideal of reason that would see through hypocrisy and greed. 2) Identify how European Enlightenment concepts informed our revolutionary age. 3) Describe how philosophical theories from the Enlightenment era affected literature.	1) “ <i>What Is Enlightenment</i> ” Excerpt From: University of North Georgia. “ Compact Anthology of World Literature, Part Four: The 17th and 18th Centuries. ” Apple Books. Page 2024-2042 2) <i>Gulliver's Travels</i> - "Voyage to Lilliput" by Swift. Gutenberg Project, gutenberg.org . Search for <i>Gulliver's Travels</i> . You can also listen to the first chapter here: Gulliver's Travels Audiobook Chapter 1. 3) “ The Declaration of Independence. ” 4) “ Notes on the State of Virginia - Query XI. ”	1) Week One Forum 2) Journal Entry One
2	Setting the Stage— Realism and Modernism	1) Identify the characteristics of the realism and modern literary eras. 2) Describe the effect that the realism and modern eras had on literature throughout the world.	The below readings come from the . Compact Anthology of World Literature, Part Five: The 17th and 18th Centuries.	1) PowerPoint Assignment

		<p>3) Develop a presentation focused on the literature and theories from weeks one and two.</p>	<p>1) "What Is Realism" 4272 – 4274</p> <p>2) Elizabeth Barrett Browning: "The Cry of the Children" Page 4280-4281, 42887-4299</p> <p>3) Chandra Chatterjee Bankim: "The Poison Tree" Chapter One Page 5677- 5691</p> <p>4) Olive Schreiner: "The Story of an African Farm" Chapter One: "The Watch." Page 6125, 6134 - 6151</p> <p>5) "What Is Modernism" 17-23</p> <p>6) James Joyce's "The Dead." 1706-1811</p> <p>7) TS Eliot's "The Lovesong of J. Alfred Prufrock." 1862 You may also listen to this poem on YouTube "The Lovesong of J Alfred Prufrock"</p> <p>8) Wilfred Owen's "Dulce Et Decorum Est." 1950</p>	
<p>3</p>	<p>The Colonists and the Colonized: Africa</p>	<p>1) Recognize the impact of colonialism on literature in both Europe and Africa. 2) Compare the portrayal of colonial Africans by both</p>	<p>The below readings come from Compact Anthology of World Literature, Part Six: The 20th Century and</p>	<p>1) Week Three Forum 2) Journal Entry Two</p>

		<p>Europeans and Africans. 3) Discuss the characteristics of African works and how they reflect a clash between traditional African culture and the West.</p>	<p><u>Contemporary Literature</u></p> <p>1) "Post-Colonial Literature" 1985 - 1987</p> <p>2) "Chinua Achebe." 1985 - 1987</p> <p>3) <i>Things Fall Apart</i> 1999</p> <p>4) <i>Heart of Darkness</i> by Joseph Conrad, Chapter Two. This work can be found on <i>Project Gutenberg</i>. Search for <i>Heart of Darkness</i>.</p> <p>5) Achebe, Chinua. <u>"An Image of Africa: Racism in Heart of Darkness."</u> University Adama Mickiewiczza. N.D. Web. 2 Dec. 2018.</p>	
4	<p>The Colonists and the Colonized: India</p>	<p>1) Recognize the impact of colonialism on literature in both Europe and India. 2) Compare the portrayal of Indians by both Europeans and Indians. 3) Understand how different cultures and religion influenced the themes seen in literature from India.</p>	<p>The below reading comes from <u>Compact Anthology of World Literature, Part Six: The 20th Century and Contemporary Literature</u></p> <p>1) Rabindranath Tagore. "The Cabuliwallah." 25-47</p> <p>2) EM Forster's <u>A Passage to India</u>: Chapters 1-3, 16</p>	<p>1) Week Four Forum 2) Journal Entry Three</p>

			<p>3) Mahatma Gandhi's "Quit India."</p> <p>4) Gandhi's "Treatment of the Depressed Classes" and "Treatment of Indians Abroad" from <i>Freedom's Battle</i>. This work can be found through <i>The Project Gutenberg</i>.</p> <p>5) Sarojini Naidu's "Indian Weavers." "Harvest Hymn." "To India." In the Bazaars of Hyderabad" "To a Buddha Seated on a Lotus."</p> <p>6) Sarojini Naidu's "Happy Independence Day"</p> <p>7) George Orwell "Shooting an Elephant."</p> <p>8) Amitav Ghosh "The Ghosts of Mrs. Ghandi."7) Amitav Ghosh "The Ghosts of Mrs. Ghandi."</p>	
5	Russian Revolution and Literature	<p>1) Examine how the literature from Russian modern era reflected the country's historical and philosophical movements.</p> <p>2) Recognize the ways that cultural, social, and historical differences have influenced Russian literature.</p> <p>3) Produce an analytical essay utilizing textual evidence.</p>	<p>1) Akhamatova, Anna. "Requiem." Page 57-62 of the PDF.</p> <p>2) Chekhov, Anton. "The Lady with the Dog."</p> <p>3) Dostoevsky, Fyodor. "A Christmas</p>	Week Five Essay

			<p>Tree and a Wedding.”</p> <p>4) Tolstoy, Leo. <i>Anna Karenina</i> – Chapters 28-31</p>	
6	<p>Latin American Revolution and Literature</p>	<p>1) Compare how past revolutions have affected modern media and literature.</p> <p>2) Explain how historical criticism affects an interpretation of a literary work.</p> <p>3) Identify how The Mexican Revolution (1910-1920) and the history of the Americas affected Latin American literature.</p>	<p>1) <i>The Underdogs</i> by Mariano Azuela. This can be found widely on the internet. The best place to view the full text is the website of the Gutenberg Project, gutenberg.org. Search for <i>The Underdogs</i> or Mariano Azuela.</p> <p>2) "Canto XII: From the Heights of Macchu Picchu," by Pablo Neruda.</p> <p>3) "Drake in the Southern Sea," by Ernesto Cardenal.</p> <p>4) "To See Him Again," "Pine Forest" by Gabriela Mistral.</p>	<p>Week Six Forum</p> <p>Journal Entry Four</p>
7	<p>Changing Traditions: China and Japan</p>	<p>1) Identify the style and themes of Asian literature.</p> <p>2) Appreciate the differences in cultural values even when they differ from ours.</p> <p>3) Discuss how gender roles, power, and authority affect Chinese literature.</p> <p>4) Express how literature can be affected by transitional</p>	<p>1) Xun, Lu. “Medicine,”</p> <p>2) Xun, Lu. <i>Diary of a Madman</i>. "Compact Anthology of World Literature, Part Six: The 17th and 18th Centuries." Apple Books. Pg. 1188 – 1209</p>	<p>Week Seven Forum</p> <p>Journal Entry Five</p>

		<p>moments between traditional and modern views.</p>	<p>3) Murakami, Haruki. "Town of Cats." https://shortaday.wordpress.com/2011/11/14/haruki-murakami-town-of-cats/</p> <p>4) Miyazawa, Kenji. "Be not Defeated by the Rain."</p> <p>5) Tan, Amy. "Two Kinds."</p>	
8	<p>Course Conclusion – Postmodernism</p>	<p>1) Identify globalism, postmodernism, and concern about the 'melting pot.'</p> <p>2) Develop a journal entry that synthesizes the readings for this course.</p> <p>3) Identify possible gaps within the world literary canon.</p>	<p>1) Amichai, Yehuda. "An Arab Shepherd is Searching for His Goat on Mt. Zion."</p> <p>2) Darwish, Mahmoud. "Identity Card."</p> <p>3) Darwish, Mahmoud. "Victim Number 18."</p> <p>4) Heaney, Seamus. "The Tollund Man."</p> <p>5) Kincaid, Jamaica. "Girl."</p> <p>6) Mahfouz, Naguib. "From Midaq Alley."</p> <p>7) Silko, Leslie Marmon. "Yellow Woman."</p>	<p>Week Eight Forum</p> <p>Journal Entry Six</p>

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Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Writing Expectations

Students are expected to have the background in grammar and mechanics necessary to complete the course.

Citation and Reference Style

Attention Please: Students will follow the MLA format as the sole citation and reference style used in written work submitted as part of coursework to the University. Assignments completed in a narrative essay or composition format must follow the MLA citation style. For more information about how to format an essay MLA style, please use the [APUS ePress MLA Style Guide](#).

Late Assignments and Extensions

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution.

Work posted or submitted after the assignment due date will be reduced by 10% of the potential total score possible for each day late up to a total of five days, including forum posts/replies, quizzes, and assignments. Beginning on the sixth day late through the end of the course, late work, including forum posts/replies, quizzes, and assignments, will be accepted with a grade reduction of 50% of the potential total score earned.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics,

underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

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Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- ***Charles Town Library and Inter Library Loan:*** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- ***Electronic Books:*** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- ***Electronic Journals:*** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- ***Tutor.com:*** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](#) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

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Turnitin.com

Turnitin.com is integrated into the LITR233 classroom through the assignments link. These reports will be automatically generated when students upload an assignment. Turnitin.com will analyze a paper and report instances of potential plagiarism.

Course forums will be run through Turnitin.com every week. Your instructor has the right to regrade assignments during the course if suspicion of plagiarism or any other misleading events present themselves.

Selected Bibliography

See classroom for additional resources.

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