

HR 4930, Great books
Fall 2015
Location: Xavier 128
4:20–6:50 p. m. Wednesday

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SYLLABUS

Texts

- Anouilh, Jean, *Antigone*. Methuen Student Edition. Trans. Barbara Bray. London: A & C Black, 2000. ISBN-10: 0413695409.
- Atwood, Margaret. *The Penelopiad*. Distributed by Publishers Group West. New York: Cannongate Books, 2005. ISBN-10: 1841957984.
- Beckett, Samuel, *Waiting for Godot*. 1 Edition. New York: Grove Press, 2011 [1954] ISBN-10: 080214442X.
- Frye, Northrop. *The Educated Imagination*. Midland Edition. Bloomington, IN: Indiana University Press, 1964. ISBN-10: 0253200881.
- Galloway, Steven, *The Cellist of Sarajevo*. Reprint Edition. New York: Riverhead Books, 2009 [2008]. ISBN-10: 1594483655.
- Hoban, Russell. Riddley Walker. Expanded Edition. Bloomington, IN: Indiana University Press, 1998 [1980]. ISBN-10: 0253212340.
- Ishiguro, Kazuo. *The Remains of the Day*. Vintage International Edition. New York: Random House, 1993 [1988]. ISBN-10: 0679731725.
- Le Guin, Ursula. *The Left Hand of Darkness*. 1st Edition. New York: Ace Books, 1987 [1969]. ISBN-10: 0441478123.
- Nussbaum, Martha. *Poetic Justice: The Literary Imagination and Public Life*. Boston: Beacon Press, 1995. ISBN-10: 0807041092.
- Pirandello, Luigi. *Six Characters in Search of an Author*. Trans. Edward Storer. Dover Thrift Editions. Mineola, NY: 1997 [1922]. ISBN-10: 0486299929.
- Sophocles. *Oedipus the King*. 1 Edition. Oxford, UK: Oxford University Press, 1988. ISBN-10: 0195054938.

These texts are required. I've listed good, cheap editions for most of them and ordered them all at the bookstore for you. It isn't necessary that you get the listed editions, but it sometimes helps discussion if we all have the same page numbers.

I'm asking you to choose one book this semester. We'll start talking about that choice at our first class meeting, but I'd like to put off making it until we've all had a chance to get to know one another a little. There will be a few rules about choosing. Each of you will be asked to nominate a book and make a case to the class as to why we should read it. Don't nominate your favorite book or any book you've read previously. If you nominate a genre book, you'll need to be sure it isn't a throwaway. I'll not order this book at the bookstore. You'll be on your own to acquire your copy.

I maintain a class web page on my blog. There will always be a current copy of this syllabus there, if you should need to check changes we make in class or for any other reason. There is a style sheet there, as well, that tabulates the reader's marks I tend to use.

You can download the syllabus (and the stylesheet, if you want it) and print either or both with Adobe Reader. If you don't have Adobe Reader, there's a link at the class web site to the Adobe Reader download page. Adobe Reader is a free program. The blog address is: <http://julianlong.net/wordpress/>.

Schedule

August 24: Fall classes begin.
August 26: *Oedipus Rex*.
September 2: *The Penelopiad*.
September 7: Labor Day holiday.
September 9: *The Educated Imagination*
September 16: *Six Characters in Search of an Author*
September 23: *Antigone*
September 30: *The Remains of the Day*
October 7: Catch-up session
October 12–17: Midterm Exams.
October 14: *Waiting for Godot*
October 19–20: Fall break.
October 21: *The Cellist of Sarajevo*
October 28: *Poetic Justice*
November 4: *The Left Hand of Darkness*
November 11: **class choice book**
November 18: Catch-up session
November 25–28: Thanksgiving holiday.
December 2: *Riddley Walker*
December 9–15: Final exams.
December 15: 5:00 p.m., **semester paper due.**

Overview

Reading assignments include classics of various kinds, most of them modern and postmodern. The course is primarily reading and discussion. One reason for the weekly essays is that they help you prepare something to say in class. Since a part of your grade will be based on class participation, it's important for you to be present and to participate.

Grades, writing, attendance

I'd like you to write a one-page paragraph essay detailing your reaction to each reading assignment and hand it in at the end of each class after the discussion. I want these to be honest, unprejudiced reactions, so generally I'll not accept them late. I'll plan to count nine paragraph essays for each of you over the term—that will give you some flexibility about what to write.

Your essays should engage the books substantively in some way that demonstrates that you have read carefully. Possibilities are to discuss a theme, or the development of a character, to unpack an argument with which you agree or disagree (or not), being sure

that you are fair to the argument. There are plenty of other possibilities. Remember to be substantive and include textual references in support of what you say. It's OK to write about why you liked or didn't like a book as long as you give good solid reasons why and state them clearly.

In addition to the paragraph essays, I'd like you to write a more substantial semester essay in which you explore some theme that appears in more than one text. These should be original essays and not research papers. We'll talk about these essays at some length in class. At present, I'm thinking I'll base your final grade on class participation (25%), your paragraph essay average (50%), and the longer essay (25%).

I expect you to attend class and to be on time. If you must be absent, please let me know in advance and hand your paragraph essay in early unless you want to skip it. We meet once a week as noted in the schedule. A hint to the wise: I'll not give quizzes as long as people come to class and/or unless I discover that people aren't reading.

The university uses the following grading scale:

3.9 – 4.0	A	2.2 – 2.5	C+
3.6 – 3.8	A –	1.9 – 2.1	C
3.2 – 3.5	B+	1.6 – 1.8	C –
2.9 – 3.1	B	0.9 – 1.5	D
2.6 – 2.8	B –	0.0 – 0.8	F

I will also use the grade of A+, though the university does not allow it in final grading.

About form

Double space your essays, including any notes and references you may include. I have given you a simple style sheet at the class web site as well as links there to other sources of information about style. For questions you can't answer by going to these sources, check the *MLA Handbook*.

Disability Accommodation

If you need disability accommodation, you should contact the Office of Disabilities Services at 314/977-3484 in addition to speaking to me, since some accommodations may require college-wide resources. The College of Arts and Sciences asks that you contact Disabilities Services "as soon as possible to better ensure that such accommodations are implemented in a timely fashion."

Academic Honesty

I expect you to conduct your work for this class in a manner consistent with established standards of academic honesty. A link to the university policy regarding academic integrity is available in the addendum.

Conferences

I'll make appointments for individual conferences as may be necessary. Since I don't have a campus office, I'll use the little coffee lounge in Pius Library as a place to meet you. If you need me at any time, you can call me at my wireless number or at home; leave a message if I don't answer. Generally the best way to communicate privately with me is to write me email.

Helpful Phone Numbers

Campus Ministry	314/977-2425
Career Services	314/977-2828
Disability Services	314/977-3484
Honors Program	314/977-3951
Julian Long	
Home	314/773-2876
Wireless	314/302-3267
Public Safety	314/977-3000
Student Health and Counseling	314/977-2323
Student Housing and Residence Life	314/977-2811

Please report any errors you find in this syllabus.

ADDENDUM

The University Provost's office has asked that following information be included in course syllabi.

Academic Integrity

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at:

http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%2006-26-15.pdf

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX coordinator, Anna R. Kratky (DuBourg Hall, room 36; akratky@slu.edu; 314-977-3886) and share the basic fact of your experience with her. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK. To view SLU's sexual misconduct policy and for resources, please visit the following web address:

<http://www.slu.edu/general-counsel-home/office-of-institutional-equity-and-diversity/sexual-misconduct-policy> www.slu.edu/here4you .

Student Success Center

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center, a one-stop shop, which assists students with academic and career related services, is located in the Busch Student Center (Suite, 331) and the School of Nursing (Suite, 114). Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring services, university writing services, disability services, academic coaching, career services, and/or facets of curriculum planning) by visiting the Student Success Center or by going to www.slu.edu/success.

Disability Services Academic Accommodations

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Services to discuss accommodation requests and eligibility requirements. Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.