ENG 109 World Literature
CRN 32489 M/W/F 1-1:50 Room: 204 CHA
Instructor: Jennifer Dare Office Hours: Mon/Wed and by appointment
Office: PLC 372 Phone 6-3979 Email: jdare@uoregon.edu

Course Objectives:
ENG 109 offers students a broad introduction to the study of literary fiction. This course in particular will focus on the tradition of Campbell’s Hero Monomyth in the fantastic genre. Students will address basic questions about the nature of this genre and other methods of prose narrative and the interrelated activities of reading, writing, and interpretation. What is a story, and what role do stories play in our cultural and political lives? Is interpretation of a literary text a purely subjective process, or are some interpretations more valid than others? Narrative structure, archetypes, point of view, and the Western Monomyth are some of the terms and concepts examined in the course. Weekly readings of short stories and novels are substantial in scope and difficulty, and students will be asked to compose critical essays of varying length. As a basic introduction in the field of literary studies, this course satisfies the university’s Group Requirement in the Arts and Letters category.

Course Requirements:

Required Texts:
- Carter, Angela. *The Bloody Chamber.*
- Warner, Maria. *From the Beast to the Blonde.* (On Reserve)

Additional Texts:
- Cinderella. (1950)
- Coraline. (2009)
- Labyrinth. (1986)
- Paranormal Activity. (2009)

Optional Text:
- Snyder, Blake. *Save the Cat!*

Online Texts:

Required Materials:
* A simple manila folder—you are required to organize and maintain a portfolio in which you will keep all of the work you do for this course. You are responsible for keeping every piece of writing you submit for this course.
* A key drive/thumb drive, floppy disks, or CD-RW disks (depending on which you feel is more stable on the computer(s) you use outside of class, although I highly recommend a key drive)
* An active UO email account, which you will check daily

Attendance: Attendance is required. Your regular attendance is vital to your success and to the success of the class as a whole. Class discussion plays a major role in examining the texts, and it is important that you contribute to, and learn from, these discussions. Your grade will be reduced 2% for each unexcused absence after the second. Additional excused absences must be verified through prior arrangement with me. If you must leave early, discuss it with me ahead of time. I will take attendance at the beginning of each class, so if you’re late, it’s your responsibility to see me after class and verify that you attendance accurately reflects a late mark versus an absence.

Late Policy: All assignments are due at the beginning of class. If you are unable to attend on the day an assignment is due, you should have someone deliver it for you or make arrangements with me beforehand. Leaving me a message or writing an e-mail informing me of your situation does not count as an arrangement. You must actually exchange information for the arrangement to be approved.

Participation: Success in this course depends upon your active participation. Each student is expected to bring all of the pertinent course books to every class, and thoughtfully contribute to in-class discussions of assigned readings and student work. Your contributions to discussion are extremely important. Please also note that you will forfeit this grade for recreational use of electronic devices in class.

Reading Assignments: You are expected to have read all materials before the beginning of class and be prepared to discuss them. Also, be sure to look up any words you don’t know. Your comprehension of the material is necessary for a productive discussion of the readings (not to mention the quality of your writing).

Archetypes Project: Six times during the term, you will be required to find three characters from pop culture who represent a Jungian
archetype. Print three pictures out together on the front page, and cite each character (and the work from which they appear.) In two paragraphs describe the characteristics of the avatar in question, and explain why the three examples fit together.

Reading Responses: You will turn in eight 200-300 word (about \( \frac{1}{2} \) - 1 page) typed reading responses. You are welcome to use the ‘discussion starter’ questions posed on Blackboard to write these responses, or you may summarize, analyze, and discuss a major plot point of the text in question. These responses are to be considered formal short essays. In other words, grammar and style will count. The reading responses may feel like ‘busywork’ but if you use them properly, they should serve to help you perform better critical reading, focus your writing, and enable you to intelligently discuss the texts and their thematic content well after the class is over. They will also help serve as a starting point for you in terms of contribution to class discussions, and prepare you for the midterm and final paper. Refer to the class schedule for due dates. I will collect these at the end of each class.

Midterm and Final Essay: In week six, there will be an 80-minute midterm, short answer formulated in response to passages taken from our readings. For Finals Week, you will be required to write one five to eight page (1500 to 2200 words) final essay in response to our class readings and discussions and your own original research, and will be written in response to discussion questions or may take the form of a ‘compare and contrast’ of readings from this class. **You cannot pass this class unless you complete both the midterm and the final essay.**

Portfolio: At the end of the course, you will be required to collect a portfolio of all work completed in this class. Specific guidelines will be given closer to the end of the term, but you should save all of your work in a binder or folder that you can organize into a portfolio at the end of the term.

Course Policies:

Formatting: All work (essays, Reading Responses, etc.) submitted to me must be typed, double-spaced, and stapled. Do not fold the edges of your papers together. Use standard one-inch margins and a 12-point *Times* or *Times New Roman* font. All papers must contain the following information in the upper left corner of the first page: your name, the date, a description of the assignment (Reading Response #, Final Paper, etc.) and a word count (available as a “Tool” in the Microsoft Word menu.) Print your name and the page number on the upper right hand corner (Header) of your paper beginning on page 2 (Name 2). Always title your essay. Always document your sources using MLA format If you have grammar questions or documentation concerns, consult Rules For Writers.

Broken Printers & Computer Crashes: If your computer crashes and you are unable to produce a copy of your work before the beginning of class, your paper will be late. If your printer breaks and you are unable to produce a copy of your work before the beginning of class, e-mail it to me. Do not submit it via attachment, simply cut and paste it into the body of the e-mail. This will not take the place of the hard copy—it will merely ‘buy you time’ until you can make a hard copy and deliver it to my office no later than the next day. Remember, your e-mailed paper must arrive before the beginning of class or it will be considered late. **I will only grade hard copies.**

Access for Students with Disabilities: If you have a disability (physical, psychological, or learning) that you think may affect your ability to participate in this class, please see me as soon as possible so we can make arrangements for your full access to all classroom activities. If you require additional help for this course in any way, please let me know at any time during the term so that we can work together to get you the help you need in the course. Please be aware also that the Center for Academic Learning Services, in 68 PLC (346-3226) is a great resource for brushing up on grammar and other writing needs outside the scope of this class.

Plagiarism: All work submitted for this course must be your own and be written exclusively for this course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please consult the Rules For Writers (pp 402-406) for a definition of plagiarism and information on documentation and refer to the Office of Student Life web page: http://studentlife.uoregon.edu/programs/student_judi_affairs/index.htm. In cases where academic dishonesty has been clearly established, the award of an F for the final course grade is the standard practice. Please see me if you have any questions about your use of sources.

Incompletes: All requests for such a grade must be made for legitimate reasons and must be approved in advance. Such approval will be granted only in cases when students through unforeseen circumstances beyond their control cannot complete some minor but essential aspect of the course.

Registration: The only way to add this class is through Duckweb. The last day to add this class is Wednesday of Week 2.

Grades:

6 Reading Responses: 24% Midterm 30% Final Essay 25% 6 Archetype Projects 12% Participation & Portfolio: 9%
**Course Schedule**  
Note: All writing and reading assignments are due on the day listed. This schedule is subject to change.

|--------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | W 3/30 | **The Hero’s Journey**  
Handout on Campbell: The Hero Monomyth  
Archetype Project Sample: The Wise Old Man |
|        | F 4/1  | Zipes: “Hansel and Gretel”/Grimm 711-16  
Discussion: Hansel and Gretel, The Hero Monomyth |
|        | M 4/4  | Campbell “Prologue: The Monomyth” 3-48 + “The Keys” 245-251  
Andersen: “The Little Mer-Maid” + discussion  
Archetype Project 1 due: The Anima/Animus |
|        | W 4/6  | Campbell: Review subheadings for “Departure, Initiation, Return”  
Gaiman: *Doll’s House* (14-88) + Campbell “Departure” 49-96  
Discussion: Gaiman/Campbell |
|        | F 4/8  | **Reading Response 1: The Doll’s House**  
Discussion: Gaiman/Campbell |
|        | M 4/11 | Gaiman: *Doll’s House* (89-177) + Campbell “Initiation” 97-192  
Archetype Project 2 due: The Scapegoat |
**Reading Response 2: The Doll’s House** |
|        | F 4/15 | Review: Campbell + Doll’s House discussion  
Archetype Project 3 due: The Grim Reaper |
|        | M 4/18 | Grimm meets Disney  
Screening: *Cinderella* (1950)  
Zipes “Cinderella”/Perrault “Cinderella”/Grimm |
|        | W 4/20 | Screening: *Cinderella* (1950)  
**In-Class Reading Response 3: Cinderella** |
|        | F 4/22 | **Archetype Project 4 due: The Bad Mother**  
Warner: “Absent Mothers: Cinderella.” (~201-17)  
Warner: “Wicked Stepmothers: The Sleeping Beauty” (218-240)  
Discussion: Warner + Zipes  
**Reading Response 4: Warner/Perrault/Grimm** |
|        | M 4/25 | Midterm prep |
|        | W 4/27 | Midterm Exam: Short Essay/Passage ID |
|        | F 4/29 | Tricksters, Devils, Lovers  
*Labyrinth* (1986) + discussion  
In-Class worksheet: *Labyrinth* |
| Week 6       | M 5/2 | In-Class Screening: clips from *Labyrinth* + discussion  
Optional Reading: *Save The Cat!* |
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|             | F 5/6 | Warner: "Demon Lovers: Bluebeard I, The Ogre’s Appetite: Bluebeard II" (240-271)  
Reading Response 5: *Labyrinth*  
Archetype Project 5 due: The Devil |
| Week 7      | M 5/9 | Angela Carter: "Erl-King," + discussion                  |
|             | F 5/13| Angela Carter: “The Bloody Chamber”                      |
| Week 8      | M 5/16| *Inderdictions: Actions and Consequences*  
*Andersen:“The Little Girl Who Trod on a Loaf”*  
Archetype Project 6: The Outcast |
|             | W 5/18| Screening: clips from *Paranormal Activity*               |
|             | F 5/20| Screening: Clips from *Paranormal Activity* + worksheet   |
| Week 9      | M 5/23| Rounding It Out  
Propp and Campbell Redux                                    |
|             | W 5/25| Screening: clips from *Coraline* (2009)+ discussion         |
|             | F 5/27| Screening: clips from *Coraline* (2009) + discussion       
In-class Reading Response 6: *Coraline* |
| Week 10     | M 5/30| NO CLASS Memorial Day Holiday                             |
| Dead Week   | W 6/1 | Roundtable discussion of Final Papers: bring material in-progress to class |
|             | F 6/3 | Roundtable discussion of Final Papers: bring material in-progress to class |
| Finals Week | 6/6-6/10| **Final Paper due** TUESDAY JUNE 7th, by 3:15 PM, under my office door. (PLC 372) |