FIRST YEAR SEMINAR: LITERATURE OF EXILE AND TERROR 1000.55
Culture, Art and Society
Loyola Marymount University Fall 2013
University Hall 3328 M,W 3-4:15
Dr. Holli Levitsky
Office: University Hall 3863
Hours: M, T 1-3 and by appointment 310.338.7664/Holli.Levitsky@lmu.edu

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Office: University Hall 3221
Hours: Th 11-1
Virtual Hours: M 12-2 via gChat (professorsetka@gmail.com)

“A true work of fiction does all of the following, and does them elegantly, efficiently: it creates a vivid and continuous dream in the reader’s mind; it is implicitly philosophical; it fulfills or at least deals with all of the expectations it sets up; and it strikes us, in the end, not simply as a thing done but as a shining performance.”
John Gardner, “What Writers Do”

COURSE DESCRIPTION/PRINCIPAL TOPICS
Literature has traditionally been a welcoming space for people who, by choice or history, do not fit easily into the mainstream of community life. The widespread changes and upheavals of the last century have vastly expanded the ranks of such people, accelerating the processes of immigration and exile while fundamentally altering traditional notions of home and belonging. This course will examine the literature of writers who write from and about the position of “outsider,” exploring what such texts have to say about living in an unsettled, diasporic, modern world—a world in which real belonging seems an increasingly elusive goal. In reading these stories, we will investigate how their authors have portrayed the journeys, hopes and hardships of dislocation and alienation, as well as the role literature might play in creating a sense of community for immigrants, refugees, and people living in various forms of exile.

Through the prism of literature, students will closely examine how exile, immigration and terror have been portrayed by various writers. Through class discussions, writing assignments and oral presentations, we will analyze and critically evaluate how the terms “exile,” “immigration,” and “terror,” intersect and dialogue with each other, and with related concepts such as “displacement,” “dislocation,” “expatriation,” etc. We will consider factors (e.g., social, political, religious, economic, environmental) that spur exile, human migration and related acts of terror.

We will focus class time and content on textual analysis of the stories and excerpts in our course textbook, actively reflecting on literary representations of the human experience. Writing instruction, tutorials, guest speakers, and in-class exercises will also be part of the course experience. Students may have the opportunity to earn extra credit through supplemental activities and events.
Prerequisites: The First Year Seminar is a core course required of all entering First Year students. The Seminar bring students into the university through close engagement with full-time faculty, introducing them to intellectual rigor, critical thinking, and effective writing skills while laying the foundation for a life-long commitment to learning.

STUDENT LEARNING OUTCOMES
Students will be able to identify the relationship between the human experience and the act of dislocation that leads to exile.
Students will know the basic elements of fiction.
Students will learn to read critically and carefully.
Students will exercise critical thinking in oral discussion and writing.
Students will learn to differentiate between scholarly, popular, and other kinds of sources.
Students will acquire research skills in the use of the library catalogue and electronic databases to retrieve books or articles, whether in print or online.
Students will demonstrate facility with the digital presentation software Prezi (prezi.com).

REQUIRED TEXTS
The Literature of Exile and Displacement: American Identity in a Time of Crisis, eds. Holli Levitsky and Monica Osborne (Preliminary Edition)
Ordering instructions:
Step 1: Log on to https://students.universityreaders.com/store/.
Step 2: Create an account or log in if you have an existing account to purchase.
Step 3: Easy-to-follow instructions guide you through the rest of the ordering process. Payment can be made by all major credit cards or with an electronic check.
Step 4: After purchasing, you can access your full or partial e-book by logging into your account and clicking My Digital Materials to get started on your readings right away.

COURSE WORK/EXPECTATIONS
The workload expectations for this course follow LMU’s credit hour policy. In a three-credit course, such as this, students are expected to spend at least 2.5 hours per week in class and at least 6 hours per week studying outside of class. Enjoy the homework, which allows you to absorb the lessons you learn in class.

1. Story Questions Notebook.
   a. Each Monday, class will focus on 2 stories of exile from the course textbook. Your homework is to read both stories, then answer all of the questions following each story, aiming for roughly 3-5 sentences per answer (keeping in mind that some questions will require more contemplation than others). Bring these to every class. They will help you contribute actively to the Monday class discussion. At the end of each of the Monday class sessions, you will be asked to write briefly on a question relevant to that day’s session. You will write it under the questions in the notebook. We will read 20 stories, so you should generate 20 sets of answers. You should approach each set of questions
with care, keeping in mind that the quality of your initial reflections will help you as you work on subsequent assignments such as the Close Readings, the Literary Analysis, and the Final Exam. Notebooks will be subject to random in-class checks, so be sure to have your weekly questions completed by each class on Monday.

b. At the end of the semester, you will submit a one-page reflection paper in which you identify one story of the twenty that you’ve read for this course that had a transformational effect on your understanding of the course material. More detailed instructions will be given in advance of the assignment date. Due on December 11 at 2pm (i.e. at the Final Exam).

2. Literary Comparison/Wednesday Collaborative Comparative Presentation. Wednesday class discussion will address both stories of the week comparatively, and will be led by pairs of students.
   a. Each member of the pair must write a 250 word essay comparing the 2 stories using one of the elements of fiction (plot, character, setting, point of view, voice and style, theme). These individual essays will be submitted to me at the beginning of class.
   b. During an efficiently designed 20-25 minute presentation of the literary texts, students will collaboratively explain, compare and contrast the 2 stories. You must use Prezi to design your presentation (prezi.com). We will want you to include some description and summary about the authors, history, and context, but beware of using too much text; be creative and incorporate visual, auditory and other elements. You may of course use elements from either or both of your written essays. Note: if you are unfamiliar with Prezi, there are tutorials available on the Prezi site. Be sure to give yourself time to learn how to use the software, and be sure that your presentation partner is equally familiar with it.

3. First Interview Project. During the first class session, you will be assigned a class partner. You will interview one another about family origins (sample questions: Where were you born? Where were your parents born? Grandparents?) Once you find someone in the family who has emigrated from another country to the United States, ask your partner to tell you a brief version of their story, that is, how they left their homeland and arrived in the United States. Be sure to connect that relative back to your partner, i.e it's the paternal grandfather's story… (A different line of questioning might start with this question: Do you have any stories of exile in your family? Could you tell me that story, and that relative’s connection to you?) From the interview, you will write a one-paragraph introduction, which you will use to introduce your partner to the class. The paragraph will be revised by you as homework, into a 150-200 word essay. You may want to re-interview your classmate outside of class to fill in more details. It is especially important in a biographical essay to get all names, dates, places, and other facts exactly right. You will submit the final 150-200-word essay, along with the first draft and interview questions, on August 28 in class.
3. Close Reading #1. You will choose a meaningful quotation (no more than 1-3 lines long) from either Bread Givers or Saffron Dreams that illustrates the story’s central theme. After reproducing the text exactly as it appears in the novel, you will write a 250-300 word analysis interpreting your chosen quotation and explaining its meaning in the broader context of the story. More detailed instructions will be given in advance of the assignment date. Due in class on September 25.

4. Close Reading #2. For this paper, you will develop a 500-600 word close reading of the author’s style in one of the assigned stories for Weeks 5-9. There are two parts to this paper: (1) a point-by-point analysis of one or two lines from the reading (2) a paragraph-long discussion of style in support of your analysis. More detailed instructions will be given in advance of the assignment date. Due in class on October 23.

5. Literary Analysis paper. Choose one of the stories on the syllabus, and read the entire novel or short story collection from which it was excerpted. Write a 500-750 word essay persuading the LMU Committee that selects the Common Book to choose your selection as next year’s common book. Explore the Common Book Learning Outcomes before you begin so that you understand the criteria for selection, which you must make clear in your essay [commonbook.lmu.edu]. More detailed instructions will be given in advance of the assignment date. Due in class on October 11.

6. Second Interview Project and Presentation. This project expands upon the first interview project, and for it, you get to shake your own family tree! Find a member of your own family--going back as far as necessary--who has experienced some kind of exile. Write the story of how they left their homeland and arrived in the United States. Find a story that can be engaging to an audience of your peers. You will need to describe the family, summarize and explain who the person is and what happened to them, and then analyze what role the story played or plays in their life. If you have no such person in your family, or no one can remember the details of such a relative, I will assign you a person in our community who is an exile. You may choose this option even if you have a potential candidate in your own family tree. Completed rough drafts (750-1000 words) are due on Blackboard on Monday, November 18 by 3pm. Final drafts are due December 2 or 4 along with presentations. More detailed instructions will be given in advance of the assignment date.

7. Final Examination (December 11). More detailed instructions will be given in advance of the examination date.

8. Information literacy
All FYS students must complete 4 information literacy modules, which account for 10% of the course grade. Each module takes about 1 hour to complete, including the test questions that are automatically graded, along with a stand alone quiz in Blackboard that is also graded. Once you complete each module I receive the grade. The combined score from all 4 modules counts for
10% of the course grade. The modules and completion dates are as follows:

- "Using Information Ethically," due 9/4 by 3pm
- "Starting Your Assignment," due 10/30 by 3pm
- "Types of Information," due 11/6 by 3pm
- "Finding and Evaluating Information," due 11/13 by 3pm

10. Extra credit options must be approved by Professor Levitsky and workshoped with Professor Setka:

1) Submission to the Bellarmine Forum program, Artists Speak XIII: Restoring Justice: Confronting Brokenness and Repairing Relationships. Students may submit a poem/s, play, story, film, music, visual art, dance, performance. Permission to take this option must be secured by September 11. Submission due to Forum organizers and Professor Levitsky on October 10, 2013.

2) Attendance at at least one Bellarmine Forum event, October 20-November 2. You must submit a 1-page response paper on November 6, discussing how the event/s connects to something you've read or learned about in our class.

11. Revision Policy: You may elect to revise one of the Close Reading assignments using the instructors’ comments as well as our ongoing in-class discussions of writing as your guide. As part of the revision process, you must append a typed, double spaced, one-page rationale in which you discuss your approach to the process of revision and describe why you made the changes that you did. The final grade will be an average of the grade on the original paper and the grade on the revised paper. The revision is due at the start of class on Monday, November 4, and should be submitted together with the rationale and a copy of the original draft with the instructor’s comments and the accompanying rubric (if applicable).

Grading

Written assignments require a strong, assertive thesis, textual evidence, and critical analysis that explain the way in which the evidence supports the thesis. Each assignment is assessed at the level of its mechanics as well as its conceptual assertion and development. In both cases essays and other assignments are graded with the following criteria: coherence, critical thinking, clarity and creativity. Although we do not grade competitively, we do grade comparatively in relation to your peers and to your previous work.

The grading scale is as follows:

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93%-100%</td>
<td>C</td>
<td>73%-77%</td>
</tr>
<tr>
<td>A-</td>
<td>90%-92%</td>
<td>C-</td>
<td>70%-72%</td>
</tr>
<tr>
<td>B+</td>
<td>87%-89%</td>
<td>D+</td>
<td>67%-69%</td>
</tr>
<tr>
<td>B</td>
<td>83%-87%</td>
<td>D</td>
<td>63%-67%</td>
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The following are general descriptions of how we assign letter grades:

• F (0%-59%): A submission that receives an “F” does not fulfill one or more components of the assignment or it is submitted more than two days late. If you feel that you put in your best effort and still received an F, you may want to consider dropping the class.

• D (60%-69%): A submission that receives a “D” attempts to fulfill the assignment, but does not satisfy them. Generally, a “D” lacks effort and/or engagement on the part of the student.

• C (70%-79%): A submission that receives a “C” adequately fulfills the assignment. It reveals little engagement beyond the minimum required to fulfill the assignment, or it is written with minimal care. A “C” grade also may signify that the submission is insufficiently proofread.

• B (80%-89%): Submission fulfills assignments and demonstrates a moderate degree of engagement. The submission is original, analytical, and demonstrates the student’s engagement with course readings and class discussions. There are no or few typos, sentences are coherent, and the paragraphs flow logically.

• A (90%-100%): A submission that receives an “A” does considerably more than fulfill the assignment. Such a submission demonstrates a high degree of effort and engagement. Ideas are clearly explained and fully developed. The submission demonstrates creativity as well as critical analysis. There are no typos and writing is smooth.

Your grade will be calculated in the following way:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Short Story Questions Notebook &amp; Reflection Paper</td>
<td>10%</td>
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<tr>
<td>First Interview Project</td>
<td>5%</td>
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<tr>
<td>Literary Comparison/Wednesday Collaborative Comparative Presentation</td>
<td>10%</td>
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<tr>
<td>Close Reading #1</td>
<td>10%</td>
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<tr>
<td>Close Reading #2</td>
<td>10%</td>
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<tr>
<td>Literary Analysis Paper</td>
<td>15%</td>
</tr>
<tr>
<td>Second Interview Project &amp; Presentation</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>10%</td>
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<tr>
<td>Information Literacy Modules</td>
<td>10%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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General Course Policies: For all course matters, this syllabus serves as your expectations, guidelines, and rules of conduct regarding grades. If after reading this syllabus you have any questions, see one of us. We reserve the right to make changes to the syllabus as we see fit in order to accommodate individual situations or pedagogical flexibility. When such changes occur, they will be announced in class, usually in writing. If you miss class, you are responsible for the day’s information.

Students with Disabilities: Students with special needs who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the Disability Support Services Office. Any student who currently has a documented disability (physical, learning, or psychological) needing academic accommodations should contact the Disability Services Office (Daum Hall #224, x8-4535) as early in the semester as possible. All discussions will remain confidential. Please visit http://www.lmu.edu/dss for additional information.

Communication: Professors Levitsky and Setka will frequently use our course email listserv as a way of sending out reminders and updates, so you should check your LMU email on a daily basis. If you have any questions, please feel free to a) email your professor(s), b) visit one (or both) of them in office hours, or c) schedule an appointment.

Technology Policy: Unless prior arrangement is made with the professor, laptops are not allowed in class. Cell phones are not permitted in the classroom unless you receive permission from the professor in advance (i.e. in case of an emergency or personal situation). Students caught texting will be marked absent.

Academic Honesty: All students are required to familiarize themselves with the university policies on academic honesty and to abide by them fully. Academic dishonesty includes cheating off another student’s work, providing answers for another student, failure to cite another’s work properly, turning in work that is not your own (e.g., papers obtained off the Internet), and so on. Should you have questions about what constitutes plagiarism and/or cheating, please see the University Bulletin. For more information on plagiarism specifically and on how to cite information properly, please see the instructors, the reference librarians and/or the websites listed in the paper guidelines on MyLMU Connect.

Plagiarism, cheating, or any other form of academic dishonesty will not be tolerated and will result in automatic failure of the assignment or the course. Improper citation, failure to use quotation marks when quoting, and insufficient paraphrasing will generally result in automatic failure of the assignment, with no make-up option. However, egregious examples of academic dishonesty— for example, extensive cheating on in-class examinations, extensive cutting and pasting in papers, and using Internet paper mills—will result in automatic failure of the course. The penalty will be determined by the instructor, and in all cases, offenders will be reported to the
**Schedule of Readings**

***Note that this schedule may be subject to change. Any changes will be announced in class and/or via email, so be sure to check your LMU email daily. Also note that the abbreviation “BB” signifies material that is located on our course Blackboard site.***

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Content Instruction &amp; Reading Assignments</th>
<th>Writing Instruction</th>
<th>Assignments Due</th>
</tr>
</thead>
</table>
| 1    | M 8/26 | Introductions  
Begin first interview project                                           |                                                          |                                                      |
<p>|      | W 8/28 | What are exiles? How do they differ from immigrants, expatriots, refuges, aliens, and displaced persons? | Common Anxieties about Writing                           | First Interview Project due in class                 |
| 2    | M 9/2  | No class                                                                    | No class                                                 | No class                                             |
|      | W 9/4  | Film: Journey to America                                                    |                                                          | Complete Information Literacy Module titled “Using Information Ethically” by the start of class (BB) |
| 3    | M 9/9  | Bread Givers &amp; Saffron Dreams                                               | “How to Annotate a Story”                                | Answer story questions (notebook)                    |
| 3    | W 9/11 | Bread Givers &amp; Saffron Dreams, cont’d                                      |                                                          | Presentation Group #1                                |
| 4    | M 9/16 | “Writing a Literary Argument” and “How to Close Read” (BB). Please print out both articles and bring them to class. | “Developing Close Reading Skills” and “Citation Style and Documenting Sources.” | The prompt for Close Reading Assignment #1 will be distributed in class. |</p>
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Reading Material</th>
<th>Notes</th>
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<tbody>
<tr>
<td>4</td>
<td>W 9/18</td>
<td>Watch clips of Destination America</td>
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<tr>
<td>5</td>
<td>M 9/23</td>
<td>Drown &amp; “Mariah” from Lucy</td>
<td>Answer story questions (notebook)</td>
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<tr>
<td>5</td>
<td>W 9/25</td>
<td>Drown &amp; “Mariah” from Lucy, cont’d</td>
<td>Presentation Group #2 Close Reading Assignment #1 due at the start of class</td>
</tr>
<tr>
<td>6</td>
<td>M 9/30</td>
<td>House of Sand and Fog &amp; What is the What</td>
<td>Answer story questions (notebook)</td>
</tr>
<tr>
<td>6</td>
<td>W 10/2</td>
<td>House of Sand and Fog &amp; What is the What, cont’d</td>
<td>“Common Writing Issues” Presentation Group #3</td>
</tr>
<tr>
<td>7</td>
<td>M 10/7</td>
<td>Middlesex &amp; The Jungle</td>
<td>Prompt for Second Interview Project will be distributed in class. Answer story questions (notebook)</td>
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<tr>
<td>7</td>
<td>W 10/9</td>
<td>Middlesex &amp; The Jungle, cont’d</td>
<td>Presentation Group #4</td>
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<tr>
<td>8</td>
<td>M 10/14</td>
<td>“In the Land of the Free” from Mrs. Spring Fragrance &amp; Nowhere Man</td>
<td>Answer story questions (notebook)</td>
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<tr>
<td>8</td>
<td>W 10/16</td>
<td>&quot;In the Land of the Free&quot; from Mrs. Spring Fragrance &amp; Nowhere Man, cont’d</td>
<td>“Sentence Mapping: Or, How to Read with a Microscope.&quot; The prompt for Close Reading #2 will be distributed in class. Presentation Group #5</td>
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<tr>
<td>9</td>
<td>M 10/21</td>
<td>Dreaming in Cuban &amp; “Mrs. Sen’s” from Interpreter of Maladies</td>
<td>Answer story questions (notebook)</td>
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<tr>
<td>9</td>
<td>W 10/23</td>
<td>Dreaming in Cuban &amp; “Mrs. Sen’s” from Interpreter of Maladies, cont’d</td>
<td>Presentation Group #6 Close Reading #2 due in class</td>
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<tr>
<td>10</td>
<td>M 10/28</td>
<td>One More Year &amp; Comfort Woman</td>
<td>Prompt for Literary Analysis assignment Answer story questions (notebook)</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Assigned Reading/Activity</td>
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<td>10</td>
<td>W 10/30</td>
<td>One More Year &amp; Comfort Woman, cont'd</td>
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<td>“Common Writing Issues II”</td>
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<td>Presentation Group #7</td>
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<td>Complete Information Literacy Module titled “Starting Your Assignment” by the start of class (BB)</td>
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<td>11</td>
<td>M 11/4</td>
<td>Steps &amp; Russian Debutante’s Handbook</td>
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<td></td>
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<td>Answer story questions (notebook)</td>
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<td>Optional: Close Reading Revision must be submitted in class</td>
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<tr>
<td>11</td>
<td>W 11/6</td>
<td>Steps &amp; Russian Debutante’s Handbook, cont’d</td>
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<td>Presentation Group #8</td>
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<td></td>
<td>Complete Information Literacy Module titled “Types of Information” by the start of class (BB)</td>
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<tr>
<td>12</td>
<td>M 11/11</td>
<td>Petropolis &amp; The Kite Runner</td>
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<td></td>
<td></td>
<td>Answer story questions (notebook)</td>
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<td></td>
<td>Literary Analysis assignment due in class</td>
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<tr>
<td>12</td>
<td>W 11/13</td>
<td>Petropolis &amp; The Kite Runner, cont’d</td>
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<td></td>
<td></td>
<td>“Conducting Productive Peer Review Sessions”</td>
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<td>Presentation Group #9</td>
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<td>Complete Information Literacy Module titled “Finding and Evaluating Information” by the start of class (BB)</td>
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<td>13</td>
<td>M 11/18</td>
<td>Library Visit</td>
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<td>Completed Rough Draft of Second Interview Project due on BB by 3pm.</td>
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<tr>
<td>Date</td>
<td>Day</td>
<td>Event Description</td>
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<tr>
<td>13</td>
<td>W 11/20</td>
<td>Read &amp; evaluate peer group members’ Interview Projects</td>
<td>Peer Review Workshop, Groups 1 &amp; 2</td>
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<tr>
<td>14</td>
<td>M 11/25</td>
<td>Read &amp; evaluate peer group members’ Interview Projects</td>
<td>Peer Review Workshop, Groups 1 &amp; 2</td>
</tr>
<tr>
<td>14</td>
<td>W 11/27</td>
<td>No class.</td>
<td>No class.</td>
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<tr>
<td>15</td>
<td>M 12/2</td>
<td>Interview Project Presentations</td>
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<tr>
<td>15</td>
<td>W 12/4</td>
<td>Interview Project Presentations</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>W 12/11</td>
<td>Final Exam at 2pm</td>
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