

# ENGLISH 2120:003, 013 WORLD LITERATURE

*Doubles, Reflections, and Twins in Folktales, Fairytales, and the Fantastic, or, Two Heads Are Better Than One*  
Clemson University  
Fall 2017

Karen Kettnich (kkettni@clemson.edu)

Office Information: 511 Strode Tower, TTh 10:45-11:15, W 8-11:15, and by appointment

Course Information: TTh 8:00-9:15 (section 013) and TTh 9:30-10:45 (section 003), Daniel Hall 201

## DESCRIPTION

Cultures around the globe have story traditions about doubles of the self—from spirit doppelgangers, to mythic histories featuring twins, to beliefs about watery or mirrored human reflections. Taking examples from folktales, fairytales, and tales of the fantastic, we will ask: what do these doubles and duplications contribute to the tales in which they appear? How does doubling relate to beliefs about the fantastic and the supernatural in our world? And how do the authors of these tales use them to tell us who we are? We will explore these questions as we read tales and myths, short stories, poetry, and four substantive longer texts, looking to these texts as sources of delight and inspiration to advance our critical thinking, close reading, interpretive practice, and imaginative inquiry.

## COMPETENCIES AND OUTCOMES

Your work in this course will enhance your competency in the subject areas of arts and humanities and critical thinking. By the end of the course, you will demonstrate knowledge of a range of literary novel forms, texts, and the cultures from which they originate; you will identify and articulate effective interpretive questions; you will develop multiple solutions to literary problems; and you will argue complex claims effectively and eloquently, by recognizing flaws in logic and thinking, assessing and sorting relevant information to use as evidence, and analyzing in close, engaged readings of texts and, in some cases, films.

## REQUIREMENTS

**CRITICAL THINKING ASSIGNMENTS, 20%.** This class is participating in Clemson’s “CT<sup>2</sup>” campus-wide Quality Enhancement Plan to target undergraduate critical thinking, an invaluable skill for you to develop during your college career. As a part of this focus, we will spend time in class thinking about critical thinking and will use your critical thinking skills to develop your formal writing for the class. You will also complete two versions of the California Critical Thinking Skills Test (CCTST) and submit your formal essay to the CT<sup>2</sup> assessors as an example of your critical thinking at the end of the semester.

**FORMAL ESSAY(S), 20%.** Formal essay writing will make up one fifth of your grade in this course. You will have the option of writing either one or two essays. All students will write the first essay. You may choose to count your grade on that essay as 20% or 3% of your total course grade. Students who count the first essay as 3% of the course grade will write a second essay, the grade for which will count as the remaining 17% of the course grade. All essays will make an effective literary argument by employing the building blocks of argumentation: claims, evidence, and analysis. The assignments are outlined in greater detail in the document titled “Formal Essay Assignments” on our Canvas course page.

**EXAMINATIONS: QUIZZES, 20% & FINAL EXAM, 20%.** We will begin the majority of our classes with a short quiz. Unless you are otherwise notified, all quizzes will be closed-book and will contain the following three elements: a **factual question**, an **interpretive question**, and space for you to provide **your own interpretive question** that you have prepared in advance, which you may be asked to present to the class. Quizzes will begin precisely at the start of class, so it is imperative that you arrive to class on time. I will drop your two lowest quiz scores (the equivalent of one week’s quizzes) at the end of the semester and, should you choose, you may use your late assignment coupon towards one make-up quiz (see following page), but otherwise **there will be no make-up quizzes offered, regardless of excused or unexcused absence.** Please make separate arrangements with me in advance if this policy conflicts with special circumstances covered by Title IX.

The cumulative final exam will test your mastery of the texts, terminology, and concepts we cover throughout the course. Much of the material for the final exam will be drawn directly from the interpretive complexities we explore in our class discussions. **The best way to prepare for these exams, therefore, is to come regularly to class, actively participate in discussion, and take careful notes along the way in your notebook and in the margins of your texts.**

**PARTICIPATION, 20%.** Group discussion will be the primary mode in which we will engage with the course texts and the larger issues they raise. A significant portion of your grade, therefore, will be determined by your sophisticated and meaningful participation in these discussions. Be prepared with interpretive questions to share and ideas about how to answer them the moment you arrive in class. Students who receive an A in participation will volunteer significant positive contributions to discussion every day. Students who receive a C in participation will at least offer a thoughtful response when called upon. Habitually failing to offer a response when called upon will earn a participation grade lower than a C.

**GRADE SCALE:** A=90-100, B=80-89, C=70-79, D=60-69, F=0-59; final averages within 0.5 of the next highest grade *may* be rounded up for students who have demonstrated sufficient merit.

## MATERIALS

BOOKS. Our required textbooks for the class are listed below. Please purchase only these editions of the texts:

*The Double and The Gambler* by Fyodor Dostoevsky (Viking, ISBN: 978-0375719011)

*Boy, Snow, Bird* by Helen Oyeyemi (Riverhead, ISBN: 978-1594633409)

*Twelfth Night* by William Shakespeare (Folger, ISBN: 978-0743484961)

*The Strange Tale of Panorama Island* by Edogawa Ranpo (University of Hawai'i Press, ISBN: 978-0824837037)

ONLINE READINGS. Many other readings are posted on our Canvas course website. **Please print these** and bring them to class so that you may annotate them in preparation for the final exam. **Laptops and other electronic readers will not be permitted in the classroom.**

DOWNLOADS. You will need to download special software to run the California Critical Thinking Skills test. Instructions for downloading will be posted on our course Canvas page.

## POLICIES

ON READING AND VIEWING. On the following page of this syllabus is a schedule of reading and viewing assignments for the semester. The schedule is subject to change. Please complete each assignment by the date on which it is listed. Read deeply and carefully, annotating your texts with questions and comments, marking words and passages that strike you. Watch the films carefully and critically, pausing to take notes along the way. Remember to compose, record, and bring to class your interpretive questions for the quiz.

ON DEADLINES. You may excuse one late assignment or quiz with your Late Assignment Coupon (available on our course website) for up to one week. **Quizzes may not be made up without the use of the Late Assignment Coupon. All other assignments, regardless of excused or unexcused absence, must be turned in in class on or before the day they are due in order to receive full credit and will lose the equivalent of one letter grade per class day that they are late.** If I consent to accept an assignment by email rather than in class, the assignment must be pasted into the body of the email as well as sent by attachment. Please do not assume I have received your email unless I've confirmed its receipt.

ON ATTENDANCE. If you miss class, you will not be permitted to take or to make up the quiz for the day without the use of your late assignment coupon, regardless of the reason for the absence, nor will you earn points for participation. I will drop your two lowest quiz scores at the end of the semester so that you may miss class twice without penalty to your quiz average. In some instances, you may arrange to take the quiz in advance of a planned absence, but you must contact me one week before the absence to arrange for this contingency.

You are responsible for keeping up with what has happened in class—including analyses of texts, information for the final exam, and any changes to assignments—even when you miss class. You should therefore arrange with a classmate to receive notes on what you've missed well in advance of the following class period. Please do not ask me to summarize what you've missed. As this policy applies to all absences, you do not need to provide me with any form of note or excuse when you miss class. If you are absent, I will assume that it is with good reason and that you are aware of the consequences.

Students are expected to wait fifteen minutes if the instructor is late for class.

ON DISCRIMINATION AND SEXUAL HARASSMENT. Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/anti-harassment-policy.html>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He is also the director of Access and Equity. His office is located at 111 Holtzendorf Hall, 864.656.3181 (voice) or 864.565.8099 (TDD).

ON ACADEMIC INTEGRITY. There is no research component to the written work for this class; it is designed to be solely a forum for your own close readings and ideas. Please do not use sources other than the texts or films about which you are writing without consulting me first. If you are having trouble in your writing, please see me during my office hours or visit the Writing Center. You can find information about the Writing Center website at: <http://www.clemson.edu/centers-institutes/writing/>.

ON ACADEMIC INTEGRITY, CONTINUED. As members of the Clemson University community, we have inherited Thomas Green Clemson's vision of this institution as a "high seminary of learning." Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.

When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the

misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge. If you have any questions whatsoever about what constitutes plagiarism, see me before you turn in final drafts of your work. Students are not allowed to submit work from other classes for credit in this course. **The minimum penalty for plagiarism in this course will be failure of the assignment; it may result in a failing grade for the course or even expulsion from the university.**

ON SPECIAL NEEDS. It is university policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students with disabilities who need accommodations should make an appointment with Dr. Arlene Stewart, Director of Disability Services, to discuss specific needs within the first month of classes. Students should present a Faculty Accommodation Letter from Student Disability Services when they meet with instructors. Student Disability Services is located in Suite 239 Academic Success Building (864.656.6848; sds-l@clemsun.edu). Please be aware that accommodations are not retroactive and new Faculty Accommodation Letters must be presented each semester.

ON GRADES. If you are aiming for a specific grade in this class, the beginning of the semester is the proper time to strategize about ways to meet your goal. Track your progress carefully and meet with me in office hours at the first sign of trouble. I'll do my best to help. Although meeting with me early does not guarantee that you will receive the grade you wish, waiting to address problems until late in the semester will almost certainly make your situation impossible to turn around.

	TUESDAY:	THURSDAY:
<b>DOUBLES</b>		
1	<b>NOTE:</b> titles with page numbers can be found in our course textbooks; titles without page numbers are available on Canvas.	<b>THURSDAY, AUGUST 24</b> Course Introduction; Green, "The Greek Princess" (Egypt)
2	<b>TUESDAY, AUGUST 29</b> Rank, from <i>The Double</i> (Austria); from <i>The Thousand and One Nights</i> (Middle East)	<b>THURSDAY, AUGUST 31</b> Carr, "The Juggler's Brain" (America); CCTS Test #1
3	<b>TUESDAY, SEPTEMBER 5</b> Humann, "Multiple Selves: Representations of Twins, Doubles, and Doppelgangers..." (America); CT & Writing Workshop 1	<b>THURSDAY, SEPTEMBER 7</b> Hoffman, "The Doubles" (Germany)
4	<b>TUESDAY, SEPTEMBER 12</b> Andersen, "The Shadow" (Denmark); CT & Writing Workshop 2	<b>THURSDAY, SEPTEMBER 14</b> de Morgan, "A Toy Princess" (England); Yutang, "Chienniang" (China); Borges, "Borges and I" (Argentina)
5	<b>TUESDAY, SEPTEMBER 19</b> Poe, "William Wilson" (America) Essay 1 Due	<b>THURSDAY, SEPTEMBER 21</b> Dostoevsky, <i>The Double</i> (Russia), 1-73
6	<b>TUESDAY, SEPTEMBER 26</b> Dostoevsky, <i>The Double</i> , 74-129	<b>THURSDAY, SEPTEMBER 28</b> Dostoevsky, <i>The Double</i> , 130-170
<b>REFLECTIONS</b>		
7	<b>TUESDAY, OCTOBER 3</b> Pseudo-Apollodorus, "Perseus and Medusa" (Greece); Ovid, "Perseus and Medusa" and "Narcissus" (Rome)	<b>THURSDAY, OCTOBER 5</b> Grimm, "Snow White" (Germany); Tennyson, "The Lady of Shallot" (England)
8	<b>TUESDAY, OCTOBER 10</b> Oyeyemi, <i>Boy, Snow, Bird</i> (England/Nigeria), 1-67	<b>THURSDAY, OCTOBER 12</b> Oyeyemi, <i>Boy, Snow, Bird</i> , 68-150
9	<b>TUESDAY, OCTOBER 17</b> Fall Break	<b>THURSDAY, OCTOBER 19</b> Oyeyemi, <i>Boy, Snow, Bird</i> , 153-216
10	<b>TUESDAY, OCTOBER 24</b> Oyeyemi, <i>Boy, Snow, Bird</i> , 217-274; CT & Writing Workshop 3	<b>THURSDAY, OCTOBER 29</b> Oyeyemi, <i>Boy, Snow, Bird</i> , 277-316
<b>TWINS</b>		
11	<b>TUESDAY, OCTOBER 31</b> Poe, "The Fall of the House of Usher" (America)	<b>THURSDAY, NOVEMBER 2</b> "How Twins Came Among the Yorubans" (Nigeria); from <i>The Popol Vuh</i> (Central America)
12	<b>TUESDAY, NOVEMBER 7</b> Hebrew Bible, "Jacob and Esau" (Middle East); Livy, "Romulus and Remus" (Rome)	<b>THURSDAY, NOVEMBER 9</b> "Prince Lindworm" (Norway); "Biancabella" (Italy); Essay 2 Due
13	<b>TUESDAY, NOVEMBER 14</b> Shakespeare, <i>Twelfth Night</i> (England), Act 1	<b>THURSDAY, NOVEMBER 16</b> Shakespeare, <i>Twelfth Night</i> , Acts 2-3
14	<b>TUESDAY, NOVEMBER 21</b> Shakespeare, <i>Twelfth Night</i> , Act 4	<b>THANKSGIVING, NOVEMBER 22-24</b>
15	<b>TUESDAY, NOVEMBER 28</b> CCTS Test #2	<b>THURSDAY, NOVEMBER 30</b> Shakespeare, <i>Twelfth Night</i> , Act 5
<b>CONCLUSION</b>		
16	<b>TUESDAY, DECEMBER 5</b> Ranpo, <i>The Strange Tale of Panorama Island</i> (Japan), chapters 1-20	<b>THURSDAY, DECEMBER 7</b> Ranpo, <i>Panorama Island</i> , chapters 21-25; Final Review
	<b>FINAL EXAMS:</b> Wednesday, December 13, 8am-10:30 (003) and Friday, December 15, 7pm-9:30pm (section 013)	