Proposal to create **HNRS 223, Looking Closely at Literature**, for Tier Two – Humanities  
*Approved by Honors College Assoc. Dean Laura Berry, 2/10/15*

### Course Offerings

<table>
<thead>
<tr>
<th>Academic Career:</th>
<th>UGRD</th>
<th>Subject Area:</th>
<th>HNRS</th>
<th>Catalog Nbr:</th>
<th>223</th>
<th>Academic Organization:</th>
<th>The Honors College</th>
<th>Course Typically Offered:</th>
<th>FALLSPRING</th>
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<tbody>
<tr>
<td>Co-Convened</td>
<td>N</td>
<td>If Yes, Co-Convened with (ID and offer nbr)</td>
<td>0</td>
<td>Co-Convened Subject:</td>
<td></td>
<td>Catalog Nbr:</td>
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### Enrollment Requirements

### Course Requisite Information

<table>
<thead>
<tr>
<th>Requisite Type:</th>
<th>Course ID:</th>
<th>Subject:</th>
<th>Catalog Nbr:</th>
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<tbody>
<tr>
<td>Requisite Details</td>
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### Existing Requirement Groups to be added

<table>
<thead>
<tr>
<th>Requirement Group</th>
<th>015056</th>
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<tbody>
<tr>
<td>Long Description</td>
<td>Student must be active in the Honors College.</td>
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### New Requirement Group Information

<table>
<thead>
<tr>
<th>Description:</th>
<th>Looking Closely at Literature</th>
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<tbody>
<tr>
<td>Long Course Title:</td>
<td>Looking Closely at Literature</td>
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<tr>
<td>Long Description:</td>
<td>This interdisciplinary course engages with the arts, history, psychology, political science, gender studies, philosophy and other fields of interest in a semester-long exploration of one &quot;great work&quot; of literature. The course emphasizes close reading, critical thinking, intertextual analysis, and research. This collaborative scrutiny of a major work will be situated in relationship to the student's chosen major(s), as well as to his or her particular interests as a scholar and citizen of the world.</td>
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<table>
<thead>
<tr>
<th>First Term Effective</th>
<th>2154: Fall 2015</th>
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<tr>
<td>Course Type</td>
<td>Permanent</td>
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### Instructors

<table>
<thead>
<tr>
<th>Instructor</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>03103704</td>
<td>Patrick Baliani</td>
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### Course Attributes

<table>
<thead>
<tr>
<th>Course Attribute</th>
<th>Description</th>
<th>Course Attribute Value</th>
<th>Description</th>
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<tbody>
<tr>
<td>General Education</td>
<td>T2-HUM</td>
<td>Tier 2 Humanities</td>
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### Additional Course Information

<table>
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<tr>
<th>Minimum Units</th>
<th>Maximum Units</th>
<th>Instructor Edit</th>
<th>Add Consent</th>
<th>Drop Consent</th>
<th>Grading Basis</th>
<th>Grade Roster Print</th>
<th>Repeat for Credit</th>
<th>Total Units Allowed</th>
<th>Total Completions allowed</th>
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<tr>
<td>3</td>
<td>3</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>GRD</td>
<td>C</td>
<td>N</td>
<td>3</td>
<td>1</td>
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### Course Components

| Course Component | Default Section Size | Workload Hours | Final Exam
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>30</td>
<td>3</td>
<td>Y</td>
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<tr>
<td>Graded Component</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Primary Component</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Optional Component</td>
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</table>

### Funding Analysis

Is proposal of this course associated with a new hire? N

Existing faculty will teach the course.

Intended Course Fees: none

*What programmatic need does this course satisfy:* required or optional in what undergraduate or graduate majors, minors, or certificates?

Course provides general education credit for honors students

*Field Trips:* none

*Provide a minimum of three learning outcomes for the course.*

1. Develop skills in close reading and intertextual analysis
2. Analyze historical contexts and formulate cross-cultural ideas in an applied setting
3. Strengthen rhetorical strategies for improved writing and revision, applicable to other courses

### Requester Details

**Name:** Laura C Berry  
**Email:** berry@email.arizona.edu  
**Date:** 02/10/2015  
**Phone:** 520/621-4205  
**Department:** The Honors College

### General Education

Please explain how the course satisfies the criteria below:

*Writing:

Students write regularly and extensively.

Total number of pages the student must write: 25

*Will at least one writing assignment involve revision* after the instructor has provided feedback on a first draft or revision after an assignment in which peers have provided feedback on a first draft? Y

*Does the proposed course focus on non-western area studies and/or have a diversity emphasis?* N
*Honors:
This is a dedicated honors course.

*Assessment:
Essays and presentations will be assessed.

*Critical Thinking Skills:
Socratic questioning in a discussion format.

*Interactive Modes of Instruction:
Discussion, lecture, presentations, field trips on campus.

*Information Literacy:
Students will be taught research skills.

*Explain how required readings and materials will be available to students:
On D2L and through the campus bookstore.

*Course Format - Indicate the overall percentage of time spent in the following activities (total should add to 100%):

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>60%</td>
</tr>
<tr>
<td>Discussion Section</td>
<td>40%</td>
</tr>
<tr>
<td>Lab</td>
<td>0%</td>
</tr>
<tr>
<td>Practicum/Service Learning</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Will 40% of grade points be completed by the 8th week of classes?  Y

SYLLABUS:

HNRS 223, Looking Closely at Literature
For Tier II Humanities

Instructor Information
Prof. Patrick Baliani;
Slonaker House Room 213; Tel. 626-5289; baliani@email.arizona.edu
Office Hours: TBD and by appointment; Web information: via D2L (www.d2l.arizona.edu)

Catalogue Description of Course
This interdisciplinary course engages with the arts, history, psychology, political science, gender studies, philosophy, and other fields of interest in a semester long exploration of one “great work” of literature. The course emphasizes close reading, critical thinking, intertextual analysis and research. This collaborative scrutiny of a major world text will be situated in relation to the students’ chosen majors as well their contemporary concerns as maturing scholars and citizens of the world.
Course Objectives
Students will gain confidence in their abilities to think and write critically about significant issues demonstrated in the close reading of a literary masterpiece while reflecting on their progress as thinkers, writers, and participants in the Arts and Humanities.

Learning Outcomes
---Develop skills in close reading and intertextual analysis;
---Analyze historical contexts and formulate cross-cultural ideas in applied settings;
---Strengthen rhetorical strategies for improved writing and revision applicable to other courses;
---Relate arguments and ideas from significant works of literature to present issues and concerns;
---Accomplish independent and collaborative research to inform scholarship and empower students to participate directly in ‘reading’ and participating in the world.

Course Methodology
Discussion, readings, lecture, student/teacher conferences. Class time will be devoted largely to the sustained and collaborative exploration of the novel. In this regard, students will accomplish independent and collaborative research projects to develop the interdisciplinary nature of the course. Written exercises, ongoing reviews, workshops and conferences will contribute to student writing and the completion of essay assignments.

What follows is a sample syllabus based on the text choice Don Quixote.

Required Text (purchase at UA Bookstore)
*Don Quixote*, by Miguel de Cervantes, a new translation by Edith Grossman.

Supplemental Readings (On D2L) Selections from:
Borges, Jorge Luis. *Labyrinths: Selected Stories and Other Writings.*
Campbell, Joseph. *The Hero with a Thousand Faces.*
Freud, Sigmund. *The Interpretation of Dreams.*
Jung, Carl. *Archetypes and the Collective Unconscious.*
Lentrichia, Frank and McLauglin, Thomas. *Critical Terms for Literary Study.*
Mondadori, Arnaldo. *Cervantes: His Life, His Times, His Works.*
Montaigne, Michel. *Of Cannibals.*
Nietzsche, Friedrich, *Beyond Good and Evil.*
Trilling, Lionel. *Beyond Culture.*
Grading Policy
Letter grades A (90-100), B (80-89), C (70-79), D (60-69), E) will be awarded to essay assignments, the mid-term, the final. One letter grade deducted for each class day an essay is late, unless prior arrangements are approved.

Reader Response Essay – September 24 (revised, 5-6 pp) 20%
Midterm Analysis Essay – October 8 (4 pp) 20%
*40% of total grade within first eight weeks of the semester
Student Presentation – November 10-24 5%
Term “Diversity” Essay – December 8 (revised, 8-10 pp.): 25%
In-class (discussion, exercises, conferences, etc.): 10% Final Synthesis Essay: TBA (4-5 pp.) 20%

Attendance Policy
Attendance and active participation are required for this course to be successful for the students and the instructor. You are permitted two absences during the term. 2% points for each subsequent absence will be deducted from the overall final grade. If you miss 5 or more classes (including the two permitted) during the first ten weeks of class you may be dropped with a W. If you are dropped from the course following the tenth week you will receive an E.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion.
Absences pre-approved by the UA Dean of Students (or Dean’s designee) will be honored.

Assignment Format
All out of class writing assignments must be typed, double spaced, titled, stapled, pages numbered, and submitted in a folder along with drafts and revisions. In class exercises and exams may be typed or handwritten.

Classroom Behavior
Mutual respect among all participants of the class for the duration of the term is paramount. Disruptive behavior--including lateness to class, use of cell phones or pagers, any use of computers when not directly related to the course material at hand---will not be tolerated.

The Arizona Board of Regents’ Student Code of Conduct, ABOR Policy 5-308, prohibits threats of physical harm to any member of the University community, including to one’s self. See: http://policy.web.arizona.edu/threatening-behavior-students

Notification of Objectionable Material
Warning of course content that may be deemed “objectionable” by some students will be given and alternative assignments allowed when agreed upon by the student and instructor. Students are encouraged to consult with the instructor as soon as possible should they feel material to be presented may be objectionable to them.
Special Needs and Accommodations Statement
Students who need special accommodations or services should contact the Disability Resources Center, 1224 East Lowell Street, Tucson, 85721, (520) 621-3268, FAX (520) 621-9423, email: uadrc@email.arizona.edu, website: http://drc.arizona.edu/. You must register and request that the Center or DRC send official notice to me of your accommodations needs as soon as possible. Please plan to meet with me by appointment to discuss accommodations and how my course requirements and activities may impact your ability to participate.

Student Code of Academic Integrity
Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the UA Code of Academic Integrity as described in the UA General Catalogue. See: http://deanofstudents.arizona.edu/codeofacademicintegrity/.

Confidentiality of Student Records
http://www.registrar.arizona.edu/ferpa/default.htm

Subject to Change Statement
Information contained in the course syllabus, other than grading and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.

Example Daily Syllabus - Fall 2015
ONE GREAT WORK: DON QUIXOTE –

UNIT ONE – DESIRING

Tues. Aug. 25 – Intro to the course, syllabus, initial “interviews,” and a reading. Note: We will assign sections of the novel for Tuesdays, supplemental readings for Thursdays.

Thur. Aug. 27 – Critical Terms for Literary Study, Judith Butler’s Desire (on d2L).

Tues. Sept. 1 – Don Quixote, Prologue and Part One, Chapters 1-14.

Thur. Sept. 3 – Joseph Campbell’s The Hero’s Journey (on d2L)


Thur. Sept. 10 – Sigmund Freud, from The Interpretation of Dreams (on d2L). Also: Carl Jung’s The Personal and the Collective Unconscious (on d2L)
Tues. Sept. 15 – Student/Teacher Conferences at Slonaker House.  
*Don Quixote*, Part One, Chapters 25-32.

Thur. Sept. 17 – Student/Teacher Conferences at Slonaker House.

**UNIT TWO - DETERMINING**


Thur. Sept. 24 – Reader Response Paper (Essay One, revised) is due.

Tues. Sept. 29 – *Don Quixote*, Part One, Chapters 41-52.

Thur. Oct. 1 – From *Critical Terms for Literary Study*, Gerald Graff’s *Determinacy/Indeterminacy* (on d2L)


Thur. Oct. 8 – Midterm In-Class Essay.


Thur. Oct. 15 – Review of the midterms


Thur. Oct. 22 – Michel Montaigne’s *Of Cannibals*.

**UNIT THREE - DIVERSIFYING**


Tues. Nov. 3 – *Don Quixote*, Part Two, Chapters 60-74

Thur. Nov. 5 – From Trevor Davies’ *The Golden Century of Spain*.  
Also: From Arnoldo Mondadori’s *Cervantes: His Life, His Times, His Works*.

Tues. Nov. 10 -- Student Group Presentations—
From Lionel Trilling’s *Beyond Culture*.  

Thur. Nov. 12 – Student Group Presentations—
From Arthur Schopenhauer’s *The World as Will and Representation.*

Tues. Nov. 17 – Student Group Presentations—
Frederick Crews’s, *Literature and Psychology.*

Thur. Nov. 19 – Student Group Presentations—
Julio Cortazar’s *The Night Face Up.*

Tues. Nov. 24 – Student Group Presentations—
Giovanni Pico della Mirandola’s *On the Dignity of Man.*

Thur. Nov. 6 – THANKSGIVING HOLIDAY, No Classes.

Tues. Dec. 1 – Student/Teacher Conferences at Slonaker House.
Development of Term “Diversity” Essay.

Thur. Dec. 3 – Student/Teacher Conferences at Slonaker House.
Development of Term “Diversity” Essay.

Tues. Dec. 8 – Term “Diversity” Essay is due.
Preparations for the Final Exam “Synthesis Essay.”

Fri. Dec. 11 – Thur. Dec. 17: Exam Period. Time and Date TBA.