

ELP 201.xxxx Modern Polish Literature
 AGNIESZKA RAKOWICZ ARakowicz@lagcc.cuny.edu>
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 Spring 20XX

Instructor's Information	
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Preferred communication:	E-mail is preferred, to which you should expect my response within 24 hours.
Class Schedule:	xxx (Room: xxxx) & xxx (Room: xxxx)

Course goals and objectives

Catalog Course Description:

This course will serve as an introduction to the works of 19th, 20th and 21st century Polish writers through an examination of artistic, literary, and intellectual movements against the background of European political events from the period of the partitions, through independent statehood, German occupation, and the communist experiment. The course will examine key literary and philosophical works and explore main themes of national memory and patterns of social and cultural transformation. The course will be conducted in Polish.

Course goals and objectives:

By the end of the semester, students are expected to be able to:

1. Demonstrate an understanding of major Polish literary works from the 19th, 20th and 21st centuries and an understanding of how these works reflect the characteristics of their authors, times and places;
2. Describe the peculiarities and universality of modern Polish fiction;
3. Develop critical skills in reading literary works while analyzing, evaluating, and discussing them independently and comparatively;
4. Gain greater appreciation for the artistic construction of a literary text and its cultural and social resonance.

Prerequisites:

Exemption Exam

The course bears 3 credits that count as Flexible Core (World Cultures and Global Issues) of the CUNY's new general education curriculum (Pathways).

Learning Outcomes:

In this course students will:

Gather, interpret, and assess information from a variety of sources and points of view.

Reading literary texts demands integrative analyses of information collected from various sources, which include texts, cultural knowledge, political circumstance, and historical and geographic facts. The course writing assignments are designed to achieve such integration. The literary works on the syllabus are drawn from different historical periods and literary movements; students will analyze in writing and

discussion the impact of historical, artistic and political events on the evolution of literary genres and techniques.

Evaluate evidence and arguments critically or analytically.

The course assignments will focus on the development of students' analytical skills, with which students will read, decode, find patterns and interpret literature. Students will be expected to make systematic analysis of various works of modern Polish literature and to present writers' perspectives with evidence from both within the literary texts and outside of the texts.

Produce well-reasoned written or oral arguments using evidence to support conclusions.

Writing-to-learn activities such as weekly discussion board posts will require students to present an argument based on observations of texts or films. These arguments will be further analyzed in discussions. The written responses and final paper will require students to present their arguments and supporting evidence effectively. Students will be required to cite evidence appropriately.

Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues.

Students will be encouraged to analyze the literary works from their own perspective. Depending students' previous coursework, they will be asked to draw on their prior knowledge of historical, philosophical and other literary sources. Students will be encouraged to assess how social class, economic status, political views and religious affiliations influence people's perspectives and experiences. The emphasis will be placed on the assessment of literary depictions of women and ethnic minorities; students will identify and analyze relationships between literary discourse, genres, and historical/cultural context. We will explore how literature reflects and shapes people's knowledge and perception of historical and cultural events.

Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. Students will explore how literature reflects time and place, during which it was produced and they will compare it with how these works are received today. More specifically, students will examine the point of view of the author of a given work of literature, his/her contemporary audience, and the point of view of a present-day reader. In this course, students will learn how to interpret literary texts critically and holistically in their historical and cultural contexts.

Analyze the historical development of one or more non-U.S. societies.

Students will understand and describe the peculiarities and universality of modern Polish fiction in the context of the political and cultural changes of the 19th, 20th and 21st centuries in Europe and the global arena. The role of trauma and oppression in shaping national memory, cultural norms and transformation of individuals and society will be discussed through analysis and interpretation of texts. The notion of the (sometimes, slippery) national memory and patterns in which society and culture becomes transformed will be examined.

Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

This course will be conducted exclusively in Polish. During each class session, students will speak, listen, read, and write in Polish. Homework assignments (spoken and written responses) will require students to respond in Polish to authentic Polish cultural materials. Students will develop appropriate level of discourse (academic register) in Polish, which will enable students to clearly communicate complex ideas.

Textbook, grading, and other class logistics**Required textbooks and materials:**

Bereś Stanisław, *Historia literatury polskiej w rozmowach. XX i XXI wiek*, Warszawa 2003

Polska literatura współczesna: interpretacje, pod red. Krystyny Heskiej-Kwaśniewicz i Bogdana Zelera, 2007

High Speed Internet Access.

LaGuardia E-mail. Please set it up and check your e-mail daily.

Microsoft Word for doing assignments.

Folders (plastic or paper) for printouts and to organize materials not in the textbook.

Recommended Polish Reading and Viewing:**Polish History:**

Norman Davies, *Heart of Europe: A Short History of Poland, God's Playground. A History of Poland.* (Vol 1 & 2) Europe.

Films:

Andrzej Wajda: *Generation, Kanal, Ashes and Diamonds, The Wedding, The Promised Land, Tatarak, Pan Tadeusz, Man of Marble, Man of Iron, Katyn*

Krzysztof Kieslowski: *The Scar, Camera Buff, Blind Chance, The Decalogue, Three Colors: Blue, White and Red*

Ryszard Bugajski: *Interrogation*

Krzysztof Zanussi: *Camouflage, Contract*

Jerzy Kawalerowicz: *Austeria*

Jan Jakub Kolski: *Pornography*

Agnieszka Holland (anything)

Dorota Kedzierzawska: *Crows*

Grades:

Your final grade will be determined based on the following evaluation points.

- Final Paper (6-10 pages): 20%

In this paper, students will critically analyze the ideas discussed in one of the class sessions themes. They will base their analysis on one the required course texts and on two additional sources (novels or films) NOT covered in class. They will be asked to employ close reading strategies in order to produce analytical and critical in-depth examination of the selected theme. Students will be required to demonstrate their abilities to think critically, to explore various points of view and to communicate their ideas clearly. At least five different sources must be appropriately cited. Students will provide a hard copy (paper copy) and will submit an electronic copy of the paper to the Blackboard SafeAssign.

- Five (8 points each) 1-2 page response papers: 40%

These five papers will be critical reaction essays to any if the ten themes discussed in class. The assignments, which will involve close reading and critical analyses, will focus on chosen by students ideas or themes. Thoughtful, persuasive and clear responses to the ideas presented in the course texts and in class discussions will be required. Students will provide hard copies (paper copies) and will submit electronic copies the Blackboard SafeAssign of each of their five response papers.

- Ten (3 points each) Blackboard discussion board posts: 30%

Blackboard discussion prompts will be posted weekly, and you are required to participate in ten Blackboard discussions during the semester. (There will be eleven of them in total.) For each discussion topic, you must post at least once. You may post more than once. Replying to your classmates is not required, but will be considered in your score. Your post must be 200-250 words. Your optional replies to other students can be any length, within reason. Do not attach WORD files in the discussion. Either type

or paste directly in the message box. Discussion posts will be evaluated on their quality. You will be asked to think critically and express your ideas clearly. Obviously, rephrasing other's posts will not earn you points.

-Participation: 10%

Participation includes participating in class discussions.

Grade distributions: A: 95-100%, A-: 90-94%, B+: 86-89%, B: 83-85%, B-: 80-82%, C+: 76-79%, C: 73-75%, C-: 70-72%, D+: 66-69%, D: 63-65%, D-: 60-62%, F: -59%, WU: Unofficial withdraw (F), W: Withdraw

Weekly Schedule: (subject to adjustment)	
Week	SESSION THEMES and texts
Week 1 [Insert DATE]	-Introduction: Overview of Modern Polish literature <i>Does the Polish literary canon exist?</i> Discussion Board 1
Week 2 [Insert DATE]	-Idealism, cause and quest for liberty <i>Henryk Sienkiewicz, Latarnik</i> Discussion Board 2
Week 3 [Insert DATE]	-Morality, class and gender <i>Zofia Nalkowska, Granica</i> Discussion Board 3
Week 4 [Insert DATE]	-Satire, absurd and black humor <i>Witkacy, Pożegnanie Jesieni</i> Discussion Board 4
Week 5 [Insert DATE]	-Stereotypes, irony and parody <i>Witold Gombrowicz, Ferdydurke, Pornografia</i> Discussion Board 5
Week 6 [Insert DATE]	-Experiments, surrealism and private mythologies <i>Bruno Schulz, Sanatorium pod Klepsydrą, Sklepy Cynamonowe</i> Discussion Board 6
Week 7 [Insert DATE]	-The Nazi occupation and Holocaust <i>Zofia Nalkowska, Medaliony</i> <i>Krzysztof Baczyński, Poems</i> Discussion Board 7
Week 8 [Insert DATE]	-The experience of communism: despair, "inner migration" and quest for dignity <i>Marek Hlasko, Ósmy Dzień Tygodnia and other short stories</i> Discussion Board 8
Week 9 [Insert DATE]	-The experience of communism: despair, "inner migration" and quest for dignity <i>Polish Cinema: A. Wajda, A. Holland, K. Kieślowski, R. Bugajski</i> Response 8 due
Week 10 [Insert DATE]	-Confronting the existential self <i>Stanisław Lem, Solaris</i> View from the East: <i>Solaris</i> , dir. Tarkovsky (1972) [clips] View from the West: <i>Solaris</i> , dir. Soderbergh (2002) [clips] Discussion Board 9
Week 11 [Insert DATE]	- Women writers: Vulgar and cynical or innovative and fresh <i>Dorota Masłowska, Paw królowej</i> <i>Olga Tokarczuk, Bieguni</i> Discussion Board 10
Week 12 [Insert DATE]	-"The Other" among or in us?

DATE]	<i>Jerzy Pilch, Moje Pierwsze Samobójstwo</i> <i>Andrzej Stasiuk, Opowiesci Galicyjskie</i> Discussion Board 11
Final [Insert DATE]	Final week Final paper due (20%)

Policies

Classroom policies: The following policies have been instituted to ensure an optimal learning experience for all students:

- Please arrive on time.
- Please prepare for each class meeting by completing all writing/reading assignments beforehand.
- Please turn your cell phone to silence during class.
- Please turn off your cell phone during the exam and the quiz.

Valuing LaGuardia’s Diversity: As a college community we represent a world of perspectives on race, ethnicity, class, gender, sexual orientation, ability, religion, and nationality, to name a few. **I concur with the College’s Declaration of Pluralism**, if you have any suggestions in helping me to create a welcoming classroom environment, please tell me.

Rules for Personal Conduct: You are expected to obey the rules and regulations of the College about conduct. Disorderly or indecent behavior is not appropriate in a college setting. It is a violation of college rules and is not acceptable.

The student attendance policy: As stated in the college catalogue, "Attendance in class is a requirement and will be considered in the evaluation of student performance. Instructors are required to keep an official record of student attendance. The maximum number of unexcused absences is limited to 15\% of the number of class hours. Note: Absences are counted from the first day of class even if they are a result of late registration or change of program" (117).

The academic dishonesty policy: As stated in the catalogue, "Academic Dishonesty is prohibited in the City University of New York and is punishable by penalties ranging from a grade of 'F' on a given test, research paper or assignment, to an 'F' in the course or suspension or expulsion from the College.

Academic Dishonesty includes:

- Cheating
- Plagiarism
- Internet Plagiarism
- Obtaining Unfair Advantages
- Falsification of Records and Official Documents
- Misconduct in Internships (117)

Policy on assigning the grade of Incomplete: As stated in the college catalogue, "The Incomplete grade may be awarded to students who have not completed all of the required course work but for whom there is a reasonable expectation of satisfactory completion. A student who is otherwise in good standing in a course defined as complying with the college attendance policy and maintaining a passing average but who has not completed at most two major assignments or examinations by the end of the course may request an incomplete grade. To be eligible, such a student must provide, before the instructor submits grades for the course, a documented reason, satisfactory to the instructor, for not having completed the assignment on time. Instructors giving IN grades must inform students in writing of the conditions under which they may receive passing grades. Departments may designate certain courses in which no incomplete grades may be awarded." (120).

Declaration of pluralism: The Education and Language Acquisition Department embraces diversity. We respect each other regardless of race, culture, ethnicity, gender, religion, age, sexual orientation, disability and social class. For detailed information regarding the policy, please refer to Student Handbook 2011-2012 (p.89).