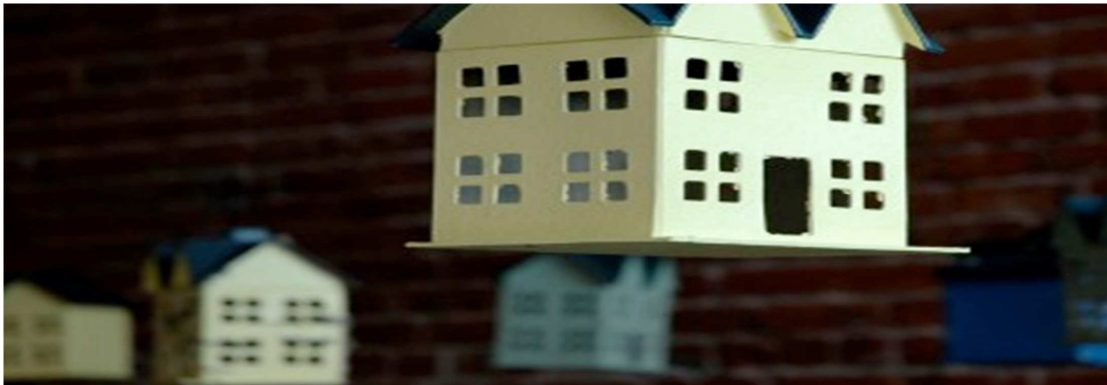


LIT 199, Home-Coming and Going: Narratives of Belonging
Department of Languages, Literature, and Cultures, Fall 2018

“If I were asked to name the chief benefit of the house, I should say: the house shelters day-dreaming, the house protects the dreamer, the house allows one to dream in peace.”
(Gaston Bachelard)



Instructor: Dr Alexandra Peat
T/F 10-11:15 Classroom KC5
Office Hours: LAC 1, T/F 4-5, W by
appointment Email: apeat@fus.edu, M-F 9-6

Course Description:

How do we define *home*? What does it mean to feel or make one's self *at* home? How do homes make people? Is a home a building, a place, or, to borrow a cliché, is home “where the heart is”?

In this course, students will examine different conceptions of home in a variety of fictional works as they consider the social, political, emotional, and ideological implications of the categories of “house,” “home,” and “belonging.” The course will consider constructions of home as an architectural, domestic, and often gendered space. It will explore whether our bodies are our first and last homes. It will question what it means to define home more broadly as, for example, a homeland or native tongue, and,

in so doing, consider how modern migration and the processes of globalisation have changed our relationship to our homes. Finally, as students read about homes that are on the move (caravans, nomads, etc.) or otherwise in flux, they will be provoked to rethink the binary that posits staying at home as the natural counterpart to journeying. Throughout the course primary and secondary readings will invite students to reflect upon the links between home and belonging, and ask what it means to be at home in the world.

Rationale: This course is part of the first year seminar program, required by all first year students

Course Goals: The fundamental goal of this course is to provide students a rigorous introduction to reading, watching, thinking, speaking, and writing about literature and film through the thematic lens of home. Students will gain familiarity with a range of works and acquire an understanding of the key theoretical and thematic concepts. Throughout the course, our emphasis will be on developing skills for close reading and critical thinking about both written and visual texts.

Student Learning Outcomes: The First Year Seminar should prepare the student for academic success. To that end, the goals of this course, and of all First Year Seminars at Franklin, are:

- to develop critical thinking and analytical skills;
- to practice synthesizing information from classroom discussions and reading;
- to present this information in a variety of formats, including class discussion, oral presentation, and in short essays and homework assignments;
- to introduce students to the library, writing centre, information technology, and student affairs;
- to learn study and research skills that will carry through to other classes and other semesters.

In addition, holistic development figures as an important common learning outcome for all first-year students at Franklin. To this end, all FYS students are expected to:

- demonstrate the cultivation of a meaningful link with the surrounding community (both the broader university community and local Swiss community) through a variety of cultural initiatives (university-wide event attendance and structured internet blogging; local field trips and related class activities);

- demonstrate personal and interpersonal intercultural awareness and maturity (valorizing difference through class discussion and debate, recognizing and capitalizing on difference as a resource for life-long learning) and
- demonstrate effective collaboration and leadership skills (for example, through successful teamwork in small-groups settings, with or without assigned group leaders).

Texts:

The following required texts are available at the Franklin Bookstore:

Alison Bechdel, *Fun Home*

Charlotte Bronte, *Jane Eyre*

Jean Rhys, *Wide Sargasso Sea*

Andy Weir, *The Martian*

Sarah Waters, *The Little Stranger*

Selected poems, short stories, films, essays, and further resources will be posted on Moodle.

Films:

*All films are on reserve in the library. You will be expected to have watched the film before coming to class.

The Wizard of Oz

Wall-E

The Others

Paddington

The Lady in the Van

Other Recommended Material: Gibaldi, Joseph, *MLA Handbook for Writers of Research Papers*; and a portable dictionary of your choice, such as the *Oxford Paperback Dictionary*.

Evaluations and Requirements:

Assignment	Date	Weight
Travel guide to your home (1000 words)	19 October	20%
Library assignment	18 September	10%
Participation	n/a	15%
Essay Proposal and Annotated Bib	13 November	10%
Essay draft (minimum of 5 complete pages)	30 November	10%
Final essay (5-7 pages)	11 Dec	20%
Cover letter (1 page)	11 Dec	5%
FYS showcase	TBC	10%

Assignments Overview: Over the course of the year, you will complete a series of low stakes assignments that will lead up to a final research paper. Our emphasis will be on learning how to read critically, analyse and integrate source material, how to choose and use secondary sources, and how to effectively draft and revise your work. This assignments are designed to prepare you to succeed in academic writing at the university level. Further details about assignments will be posted on Moodle closer to the date and / or provided by your Academic Mentor.

Submission Policies: Unless otherwise instructed, all papers/written assignments need to be typed, formatted according to MLA style, and submitted at the beginning of class on the due date. They must be submitted as Word documents. You may also be asked to submit a copy online to Moodle. Turning in the papers/assignments right after class means a day late. Late papers/written assignments will be penalised 10 percentage points per academic day without documented evidence of a major disruption to your work. No papers will be accepted more than 5 days after the deadline. Students must retain a final draft until the work is returned. The instructor reserves the right to supplement the mark given for any assignment with an oral interview.

Library Assignment: Working on research skills in conjunction with the Library. You will find several different kinds of sources, provide a comparative summary of them, and cite them in MLA style.

Travel guide to your home: Use the *New Yorker* piece “A Lonely Planet Guide to My Apartment” as your inspiration to write your own travel guide to your home (<https://www.newyorker.com/magazine/2006/04/24/the-lonely-planet-guide-to-my-apartment>). 1000 words (3/4 pages).

Final Essay: This will be a comparative research essay, requiring you to discuss two works from the course and to consult at least three appropriate academic secondary sources. Essay questions will be posted on Moodle. You can pursue an essay question of your own choosing, so long as it has been approved by the instructor. Please note that the final essay will not be accepted until you have submitted your thesis proposal and draft paper. That means that failure to submit any stage of this assignment will result in a zero overall. Along with your final paper, you will also submit a letter explaining how you have responded to the feedback on your draft.

Participation: Our classes will be discussion orientated. I expect you to be enthusiastic learners, ready to engage with the material both independently and collaboratively. I expect you to come to class having read the material to be covered that day and with something to say about it (that can be a question, a related thought, a link with another text, etc.). The success of the class depends in no small part upon your active engagement in it. Participation will be graded on your engaged presence, contribution to the discussion, and occasional in-class writing exercises. You will also gain participation credit by posting on the **discussion forum** organised by Min. You should post comments on this forum on at least four occasions of your choice (3 times before travel and 1 time after travel). You will find various prompts on this forum for you to respond to but you are also encouraged to introduce new ideas and questions. Remember that you are being assessed for encouraging and participating in a respectful and engaged discussion. As part of your participation, you will also be asked to attend 4 Tutte Le Strade events and 1 workshop at the WLC. Along with the 2 Tutte Le Strade events required by the university, you should go to either the Human Rights Film Festival or Babel Festival and at least one event that allows you to get to know the local community of Lugano.

How to do Well in This Course: The key to doing well in this course is to be an active and engaged participant in it, and to take responsibility for your own learning.

- You should always come to class having done the reading and with something to say about it.
- If you have questions about the course material or about assignments then you are encouraged to talk to the professor or the AM.
- Start your papers early and use available resources. The syllabus and the Moodle page list due dates for all assignments, but remember that the best way to do well on each assignment is to start early and to consult with me, your AM, or the WLC well before the paper is due.
- While you are encouraged to explore your own ideas, a key component of the course is to learn the skills of close reading and critical thinking. This means that your ideas should always be supported by evidence from the primary text.
- Check Moodle regularly for information and updates pertaining to the course; read the syllabus and all assignment instructions carefully and follow them.

Academic Support:

- I am available during my regular office hours (T/F 4-5, W by appointment) to discuss your work, any issue you have with the course, or concerns about Franklin. As your advisor, I am also available to discuss your major and your courses. It is much better to discuss any issues in person rather than over email. With that in mind, I will respond to only **one** substantive question over email and any follow up discussion should take place in person. If you would like to set up an appointment, please send me an email with the heading: appointment request.
- Your Academic Mentor, Ilumin Gacayan, has been especially chosen for this course to help you in all aspects of your studies. She is your first and best resource.
- Writing and Learning Center: Fowler Learning Commons, 1st floor. The WLC can help you with papers, citation questions, and other writing issues in this class. It also offers tutoring for other subjects, particularly languages and maths. You should make an appointment at least a week in advance. Either stop by or go to WLC.Setmore.com.
- Accessibility Services: if you have a documented learning disability, please contact them at accessibility.services@fus.edu.
- Grace Library and Fowler Learning Commons: Grace has a number of resources available on utopia and dystopia. You will need to use the library for your library assignment and to research your final paper. Our information literacy specialist, Clelie Riat (criat@fus.edu), can help you find appropriate material.

Attendance Policy: Regular attendance is required. I understand that sometimes attendance is impossible and a total of two absences will be tolerated during the course of the term as long as efforts are made by the student to make up all homework and missed in-class work. A third absence will automatically result in a grade reduction from the final grade (i.e. an B+ would drop to a B). Five unexcused absences will result in a report to the dean and the registrar. If you must miss class for some unavoidable life reason, it's best to contact me ahead of time. In the case of absences due to documented illness or family emergencies, do your best to email me in a timely manner with a brief explanation justifying your absence.

Academic Integrity: A student whose actions are deemed by the University to be out of sympathy with the ideals, objectives or the spirit of good conduct as fostered by the University and Swiss community, may be placed on Disciplinary Probation or become subject to dismissal from the University. Cheating is a dishonest action out of sympathy with the ideals, objectives and spirit of the University. Furthermore, cheating reflects negatively on one's personal integrity and is unjust to those students who have studied. See the Academic Catalog for full statement.

Academic Mentor:

First Year Seminar students benefit from the experience and guidance of an Academic Mentor: iluminmahal.gacayan@student.fus.edu

Changes to the Syllabus:

Unless the instructor obtains the full agreement of the class, no changes will be made to this course syllabus.