

Syllabus

Indiana Wesleyan University

ENGL-512: Poetry and Culture (Online)

Session Dates: Fall II 2021: 10/26/21-12/20/21

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Course Description

A selective study of poetry focused on a specific cultural theme, cultural group, or a specific historical period. (Examples might include, but are not limited to, a focus on Christian culture, African-American literature, or Nineteenth-Century American Literature.) The course will be writing-intensive—including formal and informal written responses--and will focus on formalist and cultural analytical approaches to poetry.

Credit Hours: 3

Prerequisite Courses: N/A

Prerequisite Skills and Knowledge: N/A

Course Outcomes

Upon successful completion of this course, students should be able to:

1. Explain how the form of a poem (e.g., literary devices) conveys the meaning of the text.
 2. Manage the writing process effectively to generate organized, coherent, creative, specifically-supported, rhetorically-effective literary analyses.
 3. Evaluate the meaning of a poem using specific biblical principles.
 4. Interpret poetry based on the culture of focus for the course (i.e., based upon the cultural theme, cultural group, or culture of a specific historical period).
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Course Topics

- Identification of major themes
- Conveying meaning through various poetic forms (e.g., sonnet, ode, elegy, free verse)

- Conveying meaning through setting, symbols, and another figurative language
 - Conveying meaning through biblical, historical, and mythological allusions
 - Conveying meaning through sound devices (e.g., rhyme, alliteration, meter)
 - Developing a thesis sentence
 - The writing process
 - Generating effective formal and informal literary analyses
 - Using biblical principles to evaluate literary texts
 - Introduction to the cultural or period focus of course
 - Interpreting fictional texts based upon the culture of focus
 - Effective peer evaluation
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Major Course Resources

Charles, M. and S. Rah. (2019). *Unsettling Truths: The Ongoing Dehumanizing Legacy of the Doctrine of Discovery*. Intervarsity Press.

Patke, R. S. (2006). *Postcolonial poetry in English*. Oxford University Press.

Wa Thiong'o, Ngugi. (1986). "Toward a Universal Language of Struggle." *Decolonizing the Mind: The Politics of Language in African Culture*. Oxford.

Note: You must request the Wa Thiong'o, Ngugi resource directly from Off Campus Library Services (OCLS). OCLS will email the resource to you within one (1) business day, **not including weekends and holidays**. Please include all the information needed for this request: author, publication year, title, and publication information. Email your request to ocls@indwes.edu or fill out an [Online Request for Services](#) form. You may also call OCLS at 1-800-521-1848. OCLS hours are Monday-Thursday, 8:00 a.m. – 8:00 p.m.; Friday, 8:00 a.m. – 5:00 p.m.; and Saturday, 9:30 a.m. – 2:00 p.m. (Eastern Time). OCLS closes on Sunday, all university holidays, and holiday weekends.

Workshop Resources

Workshop One

- Textbook: *Unsettling Truths: The Ongoing, Dehumanizing Legacy of the Doctrine of Discovery*, Chapter 3
- Text Introduction: [The Empire Writes Back: Theory and Practice in Post-Colonial Literatures](#)
- Textbook: *Postcolonial Poetry in English*
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Book: The Oxford India Anthology of Twelve Modern Indian Poets (Request directly from OCLS)

- Book: Penguin Book of Modern African Poetry
- Book: Voiceprint: An Anthology of Oral and Related Poetry
- Book Chapter: History of the Voice: The Development of Nation Language in Anglophone Caribbean Poetry
- Text Selection: Toward the Universal Language of Struggle (Request directly from OCLS)

Workshop Two

- Textbook: Postcolonial Poetry in English
- Book: Voiceprint: An Anthology of Oral and Related Poetry
- Book: Unsettling Truths: The Ongoing, Dehumanizing Legacy of the Doctrine of Discovery
- Book: The Oxford India Anthology of Twelve Modern Indian Poets (Request directly from OCLS)
- Book: Penguin Book of Modern African Poetry

Workshop Three

- Textbook: Postcolonial Poetry in English
- Book: The Oxford India Anthology of Twelve Modern Indian Poets (Request directly from OCLS)
- Book: Penguin Book of Modern African Poetry
- Book: Voiceprint: An Anthology of Oral and Related Poetry
- File: [Class Presentation Assignment Sheet](#)

Workshop Four

- Your classmate's presentation
- Book: The Oxford India Anthology of Twelve Modern Indian Poets (Request directly from OCLS)
- Book: Penguin Book of Modern African Poetry
- Book: Voiceprint: An Anthology of Oral and Related Poetry
- File: [Poetry Paper Analysis Outline](#)

Workshop Five

- Your classmate's presentation
- Book: Unsettling Truths: The Ongoing, Dehumanizing Legacy of the Doctrine of Discovery
- File: [Peer Review Feedback Form](#)
- Powtoons Video: [Giving and Getting Peer Review Video](#)
- Final Paper Assignment Sheet
- Your Outline
- Peer and Instructor Feedback

Workshop Six

- Poetry Analysis Final Paper
 - Website: [Tomato Timer](#)
 - Website: [Written? Kitten!](#)
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IWU Diversity Statement

IWU, in covenant with God's reconciling work and in accordance with the Biblical principles of our historic Wesleyan tradition, commits to build a community that reflects Kingdom diversity.

We will foster an intentional environment for living, teaching, and learning, which exhibits honor, respect, and dignity. Acknowledging visible or invisible differences, our community authentically values each member's earthly and eternal worth. We refute ignorance and isolation and embrace deliberate and courageous engagement that exhibits Christ's commandment to love all humankind. (2016)

Grading Scale

Grade	Quality Points Per Credit	Percentage	Score
A	4.0	95%–100%	950–1000
A–	3.7	92%–94.9%	920–949
B+	3.3	89%–91.9%	890–919
B	3.0	85%–88.9%	850–889
B–	2.7	82%–84.9%	820–849
C+	2.3	79%–81.9%	790–819
C	2.0	75%–78.9%	750–789
C–	1.7	72%–74.9%	720–749
D+	1.3	69%–71.9%	690–719
D	1.0	65%–68.9%	650–689
F	0.0	0%–64.9%	0–649

Note: In graduate-level courses, a grade of C– or below will require the course to be repeated.

Grading Policies

Your grading policy for your course is dependent on your school and program. Your grading policies can be found in the [IWU Catalog](#).

Letter Grade Equivalencies

The chart below provides a broad overview of how Indiana Wesleyan University understands each grade level. Grade levels are primarily associated with the degree to which a student meets (or exceeds or fails to meet) the outcomes of a particular assignment. Scores and grades are based on the quality of student work as measured by stated rubrics. The pluses and minuses in each grade level allow the instructor some leeway as they apply their expertise in the evaluation of student work. Grades are often a delicate matter that involves both the instructor's sincere judgment and the student's effort and openness to feedback. If you have any questions about IWU's grading practices, please contact your instructor personally.

Check out the [video explanation of the Letter Grade Equivalencies table](#).

Grade	Category	Description
A	Excellent	The student's work exceeds some or all stated outcomes (with all outcomes being met). The work demonstrates original thinking, critical analysis, and probing beneath basic issues that result in fresh insights. The student shows an awareness of the breadth of the subject matter and integrates relevant points into his/her work in wise and creative ways.
B	Competent	The student's work either competently meets all stated outcomes or has a mixture of excelling on some outcomes while falling slightly below on others. The student's work demonstrates some critical thinking and analysis, dealing directly with the assigned topic and developing sound content. The student shows an awareness of some other dimensions of the subject matter and makes reasonable connections at a few points.
C	Needs Improvement	The student's work meets some outcomes and fails to meet others. Critical thinking and analysis have flaws or are applied inconsistently and incompletely, leading to gaps and mistakes. The work shows noticeable gaps in the awareness of the subject matter and does not make helpful connections, resulting in work that needs improvement.
D	Inadequate	The student's work fails to meet most of the stated outcomes. Critical thinking and analysis are either largely absent or regularly flawed, resulting in mere restating of content or problematic conclusions. The work shows little awareness or mistaken representations of the subject matter and misses obvious connections. This work demonstrates a lack of competence in this area.
F	Failing	The student's work fails to meet the stated outcomes, sometimes not even touching on some of the assignment requirements. Critical thinking and analysis are either entirely absent or seriously flawed. The work shows no connections to the broader subject matter or reiterates mistaken understandings. Such work demonstrates a severe lack of competence and suitability for passing an assignment or course.

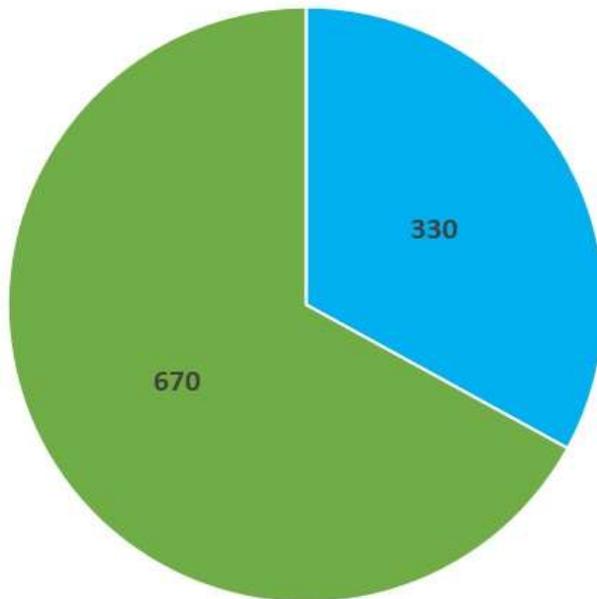
Note: In graduate-level courses, a grade of C– or below will require the course to be repeated.

Grade Summary

Points

■ Discussion

■ Assignment



Workshop Overviews

Workshop One Outcomes

Upon successful completion of this workshop, you will be able to:

- Describe the difference between Jesus’s relationship-driven kingdom versus the Empire of Christendom.
- Evaluate improper interpretations of the Bible to justify colonization and empire.
- Identify key themes and conventions of postcolonial studies.
- Define “postcolonialism” and “postcolonial poetry.”
- Assess the value and limitations of linguistic imperialism as it relates to postcolonial texts.
- Argue for or against the merits of language assimilation in the expression of poetic forms.

- Name one or two key poets from the region.
- Discuss key poetic features from the poet's work.
- Brainstorm the topic for your presentation and final paper.

Workshop One Outline

Title	Due Dates	Time	Points
1.1 Discussion: The Kingdom of God is About Relationship Not Empire	Initial post due by the fifth day of the workshop. Responses due by the end of the workshop.	3 hours	25
1.2 Discussion: Introduction to Postcolonial Studies and Postcolonial Poetry	Initial post due by the fifth day of the workshop. Responses due by the end of the workshop.	3 hours	25
1.3 Assignment: Introduction to Indian Postcolonial Poetry	Due by the end of the workshop.	4 hours	35
1.4 Discussion: Read the Indian Poets	Initial post due by the fourth day of the workshop. Responses to at least two classmates due by the end of the workshop.	3 hours	25
1.5 Assignment: Pick Your Region	Due by the end of the workshop.	2 hours	10
Totals		15 hours*	120

*These times are only estimates. Actual completion times will vary.

Workshop Two Outcomes

Upon successful completion of this workshop, students will be able to:

- Define the meaning of diaspora in order to identify it as a major theme in Caribbean postcolonial poetry.
- Discuss the potential of language and poetry to reclaim lost identities and cultures.
- Identify one or two key poets from the region.
- Discuss key poetic features from the poet's work.
- Deconstruct the differences between Christendom and Christianity as it relates to the embodied kingdom of God on earth through the person of Jesus.
- Reflect on the implications of Christendom as a source of power driving colonization.
- Choose between poets from postcolonial regions in preparation for the presentation and final paper.

Workshop Two Outline

Title	Due Dates	Time	Points
2.1 Assignment: Introduction to Caribbean Postcolonial Poetry	Due by the end of the workshop.	4 hours	35
2.2 Discussion: Read the Caribbean Poets	Initial post due by the fourth day of the workshop. Responses to at least two classmates due by the end of the workshop.	3 hours	25
2.3 Discussion: Reflection - The Rise and Defense of Christendom	Initial post due by the fourth day of the workshop. Responses to at least two classmates due by the end of the workshop.	3 hours	25
2.4 Assignment: Pick Your Poet	Due by the end of the workshop.	2 hours	10
Totals		12 hours*	95

*These times are only estimates. Actual completion times will vary.

Workshop Three Outcomes

Upon successful completion of this workshop, students will be able to:

- Discuss the potential of language and poetry to create unity across states ravaged by the aftermath of colonization.
- Define key characteristics of African postcolonial poetry.
- Name one or two key poets from the region.
- Discuss key poetic features from the poet's work.
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- Explain the key features of one postcolonial region and its history of colonization in order to better analyze thematic elements in the poetry of that region.
- Demonstrate a basic knowledge about one poet from a region in order to better analyze textual elements of that poet's work.

Workshop Three Outline

Title	Due Dates	Time	Points
3.1 Assignment: Introduction to African Postcolonial Poetry	Due by the end of the workshop.	4 hours	35
3.2 Discussion: Read African Poets	Initial post due by the fourth day of the workshop. Responses to at least two classmates due by the end of the workshop.	3 hours	25
3.3 Discussion: Class Presentations - Present on Your Region and Biography of Your Key Poet	Due by the end of the workshop.	8 hours	100
Totals		15 hours*	160

*These times are only estimates. Actual completion times will vary.

Workshop Four Outcomes

Upon successful completion of this workshop, students will be able to:

- Discuss key historical elements of colonization for a particular postcolonial region. Identify key moments and influences in the life of one postcolonial poet from this region.
- Group key poetic and historical features into paper sections for context and analysis.

- Analyze poetic features in order to highlight major postcolonial themes in regional poet’s work.

Workshop Four Outline

Title	Due Dates	Time	Points
4.1 Discussion: 2-Week Discussion - Reply to 3.3 Presentations	Due by the end of the workshop.	2 hours	(50 given at the end of WS5)
4.2 Assignment: Outline for Final Paper	Due by the end of the workshop.	13 hours	75
Totals		15 hours*	75

*These times are only estimates. Actual completion times will vary.

Workshop Five Outcomes

Upon successful completion of this workshop, students will be able to:

- Discuss key historical elements of colonization for a particular postcolonial region. Identify key moments and influences in the life of one postcolonial poet from this region.
- Apply spiritual principles to concepts of postcolonialism in order to comment on poetic textual features.
- Consider the implications of colonization on faith and Christianity.
- Discuss how postcolonial poetry illuminates key spiritual concepts.
- Assess structure and organization of your peer’s final paper.
- Provide effective feedback to your fellow writer to help them write their paper.
- Integrate feedback from your peers into your writing process.
- Draft an opening section for your final paper in order to generate material toward a final draft.
- Move through the steps of the writing process from outlining to drafting in order to develop initial thoughts placed in the outline.

Workshop Five Outline

Title	Due Dates	Time	Points
5.1 Discussion: 2-Week Discussion - Reply to 3.3 Presentations	Due by the end of the workshop.	2 hours	50
5.2 Assignment: Reflection - Application	Due by the end of the workshop.	4 hours	35
5.3 Discussion: Peer Review of Outline	Initial post due by the first day of the workshop. Response due by end of the workshop.	4 hours	30
5.4 Assignment: Write Introduction	Due by the end of the workshop.	5 hours	35
Totals		15 hours*	150

*These times are only estimates. Actual completion times will vary.

Workshop Six Outcomes

Upon successful completion of this workshop, students will be able to:

- Discuss the history of colonization in a particular region and outline how that history has shaped the work of a postcolonial poet.
- Analyze key poetic features in the work of one postcolonial poet.
- Demonstrate how key poetic features in the work of one postcolonial poet reveal larger postcolonial themes.

Workshop Six Outline

Title	Due Dates	Time	Points
6.1 Assignment: Final Poetry Analysis Paper Due	Due by the end of the workshop.	15 hours	400
Totals		15 hours*	400

*These times are only estimates. Actual completion times will vary.

Outline Totals

Total Time	Total Points
87 hours*	1,000

* These timings are based on estimations of average times to complete each activity. Actual activity completion times will vary.

Alternative Assignment Policy

Students with a documented disability may request accommodations for an alternative assignment(s) for course activities (Examples: video assignments, etc.). It is the student's responsibility to submit the form received from the Disability Services Office indicating his/her specific accommodation to the instructor prior to the start of each course.

Expectations, Policies, and Important Student Information

School/Division	Link
School of Educational Leadership	Review School/Division Expectations, Policies, and Student Information

Course References

Ashcroft, B., Griffiths, G., & Tiffin, H. (2002). *The empire writes back: Theory and practice in post-colonial literatures*. ProQuest Ebook Central
<https://ebookcentral.proquest.com>

Brown, S., Morris, M., & Rohlehr, G. (1989). *Voiceprint: An anthology of oral and related poetry from the Caribbean*. Harlow, Essex, England: Longman.

Charles, M. and S. Rah. (2019). *Unsettling Truths: The Ongoing Dehumanizing Legacy of the Doctrine of Discovery*. Intervarsity Press.

Mehrontra, A.K. (Ed.). (1993). *The Oxford India Anthology of Twelve Modern Indian Poets*. Oxford University Press.

Moore, G. (Ed.). (2007). *The Penguin Book of Modern African Poetry* (4th ed.) Penguin.

Patke, R. S. (2006). *Postcolonial poetry in English*. Oxford University Press.