

CLLC-L210, ADVENTURE LITERATURE

CRN: 31626

Meeting Time: 2:30-3:45 T/Th, Film Screenings at 7-9PM on assigned Tuesdays

Room: Edmondson B01, Film Screenings in HK 045

Instructor: Daniel Fladager

Email: dfladage@indiana.edu

Office Hours: Collins Coffee House, Mondays 12:40-1:40, Thursdays 5:30-6:30

COURSE DESCRIPTION

The adventure tale has been around since, quite literally, the dawn of recorded history. Cave paintings in Chauvet, France, composed about 30,000 years ago, depict people hunting game animals next to outlines of the human hand. This core tension – the adventurer as explorer in the outside world and explorer within him/herself – remains a foundational trope of the adventure story. We will spend the semester investigating the adventure narrative from a wide variety of ideological, historical, and subjective points of view. While the focus of the course is literary, our approach will be interdisciplinary. That is, we will look at films, essays, nonfiction, and a variety of other genres. We will also consider the ideological implications of adventure: how do ecological, racial, national, gender and class considerations come to play in who does and does not get to adventure? So, get your pack in order. We leave at dawn.

OBJECTIVES

By the end of the course, students should be able to demonstrate:

1. Knowledge of the origins, varieties, and meanings conveyed in literature, and how those meanings apply to the human experience.
2. The ability to explain and assess the changing perspectives on the meanings of arts and humanities traditions.
3. The ability to develop thoughtful and well-informed arguments, ideas, and opinions about literature and film that are couched in an identifiable humanities tradition.
4. The ability to create or reinterpret artistic works, as performer or as critic, through the development of skills of analysis and criticism.

REQUIRED TEXTS

H. Rider Haggard, *She*. Modern Library Classics, ISBN: 9780375759055

Chinua Achebe, *Chike and the River*. Penguin Books, ISBN: 030747386

Cheryl Strayed, *Wild*. Vintage, ISBN: 0307476073

H.G. Wells, *The Island of Dr. Moreau*. Penguin Classics, ISBN: 014144102X

Jeff VanderMeer, *Annihilation*, FSG, ISBN: 9780374104092

Catherine Lacey, *Nobody is Ever Missing*. FSG Originals, ISBN: 0374534497

All other readings will be made available as PDFs on Canvas.

ASSIGNMENTS

1. Reflection Papers. Throughout the semester, you will be responsible for 5 short, response-based reflections (minimum 400 words). These reflections will be due at the beginning of class on the week when the reading that you're reflecting on is due. The weeks you choose to turn in reflections are up to you, but you must,
 - a. Submit three reflections before Spring Break.
 - b. Write one reflection on *She*, one on *Wild*, and one on *Nobody is Ever Missing*. The other two can be on any text or film you choose.
2. Midterm Paper. This will be a shorter synthesis paper in response to a prompt. It will be a chance to build on discussions that we have had in class and draw connections between multiple texts.
3. Final Paper: Adventure Narrative OR Argumentative Response Paper. You will have the choice to either write your own adventure narrative or a thesis-based argument.
4. Participation. Your participations grade is based on how much I can count on you to participate and be present in class. See course policies for more about participation.
5. Reading Quizzes. We will have around 11 short reading quizzes or discussion posts worth 10 points each at the beginning of class on random pre-determined days covering the assigned readings. The quizzes are not designed to trip you up or to present a challenge. They are designed to be very simple if you read the day's assigned pieces and paid attention during your reading. You cannot make up reading quizzes, but only your highest 10 grades will be counted for credit.

Assignment	Word Count	Points
Five Short Reflection Papers	400 each	40 each (200)
Mid-Term Paper	1000 - 1500	150
Final Project	1500 - 2000	250
Participation		200
Reading Quizzes (10)		20 each (200)
Total	4500	1000

GRADES

The grades I assign to your work this semester measure how successfully you have completed a task and indicate how well you appear to have learned the lessons that the task intends to teach. Grades are not a measure of your worth as a person or your potential as a student; they are also not a reward for the effort you have made toward completing an assignment. At their best, grades are one important piece of how you learn both what you're doing well and what you can improve this semester. If you have any questions about your grades after carefully considering my comments on your work, please ask me. Please see the attached chart, which explains the standard by which your work in class will be evaluated.

Grade	%	What it Means
A	97-100 A+ 93-96 A 90-92 A-	Exceptional work. Addresses and exceeds all the requirements of the assignment in a particularly compelling and insightful way. Manifests consistent attention to detail in both the ideas being presented and the writing that conveys them.
B	87-89 B+ 83-86 B 80-82 B-	Strong work. Clearly addresses the requirements of the assignment. Writing is not only readable but also rewarding, attuned to the needs and interest of the reader. Almost entirely error-free.
C	77-79 C+ 73-76 C 70-72 C-	Satisfactory work. Meets all the requirements of the assignment. Writing is readable overall with occasional lapses in correctness and style. Punctuation, spelling, source citation, and other mechanical matters are largely error-free.
D	67-69 D+ 63-66 D 60-62 D-	Needs improvement. The work has difficulty meeting the requirements of the assignment. Addresses the important issues or ideas that the assignment engages, but largely without insight or with inconsistency. Frequent lapses in style, correctness, and mechanics impact readability and indicate a lack of careful proofreading.
F	Everything else	Unacceptable work. Fails to address important issues or ideas that are central to the assignment. Fails to demonstrate attention to style, correctness, and mechanics.

COURSE POLICIES

Attendance. Attendance is mandatory, but I realize that sometimes you're not feeling well or just need to take a personal day. For those reasons, you will have **three** free absences without penalty. But afterwards your final grade will be dropped by 1/3 of a letter grade (from an A to an A- or from a C+ to a C) for every extra day you are absent. Tardiness is defined as being more than 5 minutes late to class, and four tardies will equal one full absence. Doctor's notes or appointments generally won't be accepted for excused absences. University-sponsored trips or games (if you're an athlete) generally will.

Participation. This is a discussion-based classroom, and each individual student is responsible for creating an engaging and productive environment for us all to talk about our ideas. That means that you need to come to class prepared to say something about the works and willing to contribute your thoughts/concerns/challenges in a way that helps us deepen our understanding of both the work and the course theme. You are encouraged to make connections to your life or other works we have read in class. If you have trouble participating in class, come see me to work out a way to get you involved. I want to avoid too much self-consciousness, and class discussions are places where you can test out ideas (so no worrying about whether what you said sounded dumb!)

Your participation in the class is worth 200 points (20%) of your overall grade. While this can be a subjective measure, I try to be as up front as possible about what I expect from you and how your participation will be evaluated. You will get a rubric that lays out what you can do to get the most out of your participation grade.

Class roster. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to specify your preferred gender pronoun usage. If you have any questions or concerns, do not hesitate to contact me.

Technology in the classroom. I ask that you refrain from having your computer or phone easily accessible during class, and that you take notes with pen and paper. Discussion is hard, and it will require all of our continued attention to what everyone is saying. I find that the presence of computers in the classroom is more of a distraction than they are worth. If you disagree or need to use your computer for note taking, come see me. Please also get the texts for our class in their correct edition and as paper rather than electronic copies. This will make turning to pages that your peers are referencing much easier.

Disability Services for Students:

Every attempt will be made to accommodate qualified students with disabilities (e.g. mental health, learning, chronic health, physical, hearing, vision, neurological, etc.). You must have established your eligibility for support services through Disability Services for Students. Note that services are confidential, may take time to put into place and are not retroactive; Captions

and alternate media for print materials may take three or more weeks to get produced. Please contact Disability Services for Students at <http://disabilityservices.indiana.edu> or 812-855-7578 as soon as possible if accommodations are needed. The office is located on the third floor, west tower, of the Wells Library, Room W302. Walk-ins are welcome 8 AM to 5 PM, Monday through Friday. You can also locate a variety of campus resources for students and visitors that need assistance at: <http://www.iu.edu/~ada/index.shtml>

Veteran Services. If you are a veteran, on active duty, in the reserves, in the National Guard, or a spouse/ dependent of a veteran, please let me know if an aspect of your present or prior service affects your ability to fulfill the requirements of the course. Campus resources for veterans, service members, and families are located at Veteran Support Services on the mezzanine level in the Indiana Memorial Union. The VSS office can be reached at 812-856 1985, vetserv@indiana.edu, or veterans.indiana.edu.

Writing Tutorial Services (WTS). I encourage you to visit a tutor at Writing Tutorial Services for feedback on your work at any stage of the writing process. Their incredibly valuable services are free to all IU students. WTS is not a proofreading service. Rather, tutors do something much more valuable: they assist you in developing your ideas and skills in written communication. You can call WTS at 812-855-6738 for hour-long appointments in the Wells Library, and you can check their website (www.indiana.edu/~wts) for hours at other WTS centers

Statement on Plagiarism as required by the College of Arts and Sciences. As a student at IU, you are expected to adhere to the standards and policies detailed in the [Code of Student Rights, Responsibilities, and Conduct](#) (Code). When you submit an assignment with your name on it, you are signifying that the work contained therein is yours, unless otherwise cited or referenced. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged.

ACADEMIC DISHONESTY/PLAGIARISM: This course will adhere to Indiana University's Code of Student Rights, Responsibilities, and Conduct which states:

A student must not submit work that reproduces ideas, words, or statements of another person without appropriate acknowledgment. A student must give due credit to the originality of others and acknowledge indebtedness whenever he or she does any of the following:

- a. Quotes another person's actual words, either oral or written;
- b. Paraphrases another person's words, either oral or written;
- c. Uses another person's idea, opinion, or theory; or
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge

If I find that you have committed academic dishonesty on an assignment for this course, you will receive no points for the assignment, and I will report your act to the Dean of Students.

If you have any questions regarding this policy, please consult the Code at <https://iusa.indiana.edu/doc/code-student-rights%202.pdf>

For guidelines on how to properly attribute any material you quote, consult the MLA style guidelines available on the IU libraries' website at:
<http://libraries.iub.edu/search?keywords=mla+style+>

If you need help in identifying plagiarism, you may want to take a very helpful plagiarism tutorial developed by an IU education professor at <http://www.indiana.edu/~istd/>

Sexual Misconduct. As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. Title IX and our own Sexual Misconduct policy prohibit sexual misconduct. If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:

- The Sexual Assault Crisis Service (SACS) at 812-855-8900
- Counseling and Psychological Services (CAPS) at 812-855-5711
- Confidential Victim Advocates (CVA) at 812-856-2469
- IU Health Center at 812-855-4011

For more information about available resources:
<http://stopsexualviolence.iu.edu/help/index.html>

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus' Deputy Title IX Coordinator or IU's Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student's privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist.

Assignments. Assignments are due when class starts on the day listed on the syllabus. I ask you to submit every assignment on our Canvas page online. Sometimes, I might ask you to also submit a hard copy, and I will let you know ahead of time when I want a hard copy as well as an electronic copy of your assignments. All assignments will be in MLA format. Late assignments will be penalized one letter grade for each calendar day they are late.

WEEK-BY-WEEK SCHEDULE

*SUBJECT TO CHANGE

		Reading	Viewing	Assignments
Week One	1/8	Introductions, syllabus		
	1/10	Alfred, Lord Tennyson, "Ulysses" Nathaniel Hawthorne, "Wakefield"		

Week Two	1/15	H Rider Haggard, <i>She</i> Chapters 1-5 (pp. 3-72)		
	1/17	H Rider Haggard, <i>She</i> Chapters 6-9 (pp. 72-116)		
Week Three	1/22	H Rider Haggard, <i>She</i> Chapters 10-14 (pp. 116-169)		
	1/24	H Rider Haggard, <i>She</i> Chapters 15-20 (169-234)		
Week Four	1/29	H Rider Haggard, <i>She</i> Finish Book, (234-307)	<i>Grizzly Man</i> , Dir. Herzog	<i>She</i> field journal entry due
	1/31	Discuss <i>Grizzly Man</i>		
Week Five	2/5	"To Build a Fire," Jack London	<i>Sherpa</i> , dir. Peedom	
	2/7	Discuss <i>Sherpa</i>		
Week Six	2/12	Achebe, Chinua. <i>Chike and the River</i> , 1-48 (thru. Ch. 9)		
	2/14	Achebe, Chinua. <i>Chike and the River</i> , 48-88 (finish book)		Assign Midterm Paper
Week Seven	2/19	Strayed, Cheryl, <i>Wild</i> , "The Ten Thousand Things" and "Tracks"		
	2/21	Strayed, Cheryl. <i>Wild</i> , "Range of Light"		

Week Eight	2/26	Strayed, Cheryl. <i>Wild</i> , “Wild”	<i>Tracks</i>	
	2/28	Strayed, Cheryl. <i>Wild</i> , “Box of Rain”		Wild Field Response Due
Week Nine	3/5	Thurber, “The Secret Life of Walter Mitty”	<i>The Secret Life of Walter Mitty</i>	
	3/7	The Secret Life of Walter Mitty Discussion		Midterm Paper Due
Week Ten	3/12	Spring Break		
	3/14			
Week Eleven	3/19	Wells, H.G. <i>The Island of Dr. Moreau</i> (Finish over Spring Break)		Assign Final Paper
	3/21	Wells, H.G. <i>The Island of Dr. Moreau</i>		
Week 12	3/26	Vandermeer, Jeff. <i>Annihilation</i> , 1-87 (Through Ch. 2)		
	3/28	Vandermeer, Jeff. <i>Annihilation</i> , 87-119 (Through Ch. 3)		
Week 13	4/2	Vandermeer, Jeff. <i>Annihilation</i> , Finish Book	<i>Stalker</i> , dir. Tarkovsky	
	4/4	<i>Stalker</i> Discussion		
Week 14	4/9	Aleksandar Hemon, “The Question of Bruno”		
	4/11	Discussion Day: Open Discussion (choose a poem?)		
Week 15	4/16	Lacey, Catherine. <i>Nobody is Ever Missing</i> , 1-63, (thru. Ch. 11)		

	4/18	Lacey, Catherine. <i>Nobody is Ever Missing</i> , 63-123 (thru. Ch. 21)		
Week 16	4/23	Lacey, Catherine. <i>Nobody is Ever Missing</i> , 123-182 (thru. Ch. 32)		
	4/25	Lacey, Catherine. <i>Nobody is Ever Missing</i> , Finish Book Open Discussion: What have we learned?		<i>Nobody is Ever Missing</i> Field Response Due Final Paper Due TBA