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“Participants in both courses are expected to cultivate the skills essential for thinking critically about theories, practices, and representations of “deviance” in literary and sociological settings. Students in the Literature Core are expected to engage analytically with questions of difference, discrimination, alienation, exclusion, confinement, injustice, power, and (ab)normality, among others, and to articulate the various ways literature gives form to and challenges these concepts.

Students enrolling in this course will therefore be evaluated according to their progress in achieving a number of outcomes. Foremost among these is to demonstrate the ability to apply literary and sociological perspectives to the enduring question of how and why societies construct deviance. At the end of the semester in this particular course, successful students will have learned to:

! be able to identify and distinguish between literary genres and subgenres.
! be able to identify and discuss major formal elements of these literary genres and subgenres.

! be able to identify the narrative voice/perspective of a text.
! discuss the features and conventions (or unconventionalities) of a particular narrative perspective.
! be able to identify, understand, and discuss the ways narrative perspective shapes their interpretations of a text.

! cultivate, further develop, and articulate strategies for approaching and interpreting new texts.
! cultivate and further develop the ability to perceive and interpret subtext, argumentation, bias, connotation, association, and metaphor.
! understand and articulate the advantages and limitations of their interpretative perspective.

! understand the expressive conventions of different media.
! develop and hone the ability to express themselves using the conventions of different media.
! articulate different viewpoints about the same question, text, or problem.
! identify the limits and biases of these viewpoints.

! understand the respective approaches, methodologies, and concerns of sociological and literary inquiry.
! articulate the differing concerns of sociological and literary approaches to the same question or problem.
! understand literature as a site of sociological debate, contestation, and history.

! cultivate awareness of social, political, historical, and linguistic processes of exclusion.
! develop an understanding of how we employ these processes of exclusion and discrimination in our literary world to define ourselves and the world around us.
! articulate the limits and drawbacks of these processes and recognize the inherent limits of binary thinking.
! demonstrate an ability to think critically and in an ethically-informed manner about the poetics of deviance.

! become more mindful of matters of injustice, power imbalance, exclusion,

discrimination.

! develop a practice of reflecting, in whatever form, on how they might disrupt processes of injustice and exclusion.”

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