COURSE OVERVIEW:

From classical antiquity to contemporary times, the sport of running has been a topic of much interest, raising important questions about the body, gender, athletic identity, ceremony, and isolation. Through close and comparative readings, this course analyzes how running appears in various historical contexts and genres—including poems, novels, memoirs, films, short stories, and travelogues. Because this seminar fills the *Eloquencia Perfecta* 2 requirement, a significant portion of class will focus on student writing and speaking.

REQUIRED PURCHASES:


ASSIGNMENTS AND GRADING:
Participation 20%
Class participation is a crucial aspect of this course. Students who receive full credit will come to each class on time, contribute readily to the conversation, ask relevant questions, make thoughtful comments, identify puzzling or contradictory moments, and always show respect for others’ contributions.

In-Class/Take-Home Assignments 9%
Depending on the needs and interests of the class, I will assign various other tasks such as completing an in-class diagnostic essay, writing informal response papers, devising discussion questions, participating in a peer review session, and/or constructing an annotated bibliography.

Presentations (2) 16%
Each student will be required to deliver two eight- to twelve-minute oral presentations, one on text and another on context. The text-based presentation requires students to close read a short passage or stanza by using at least one concept defined in the Norton’s Essential Literary Terms. The context-based presentation will take one of two forms: a) the student will either summarize and respond to a scholarly debate OR b) provide cultural and historical information and then explain its relevance to the primary text.

Short Papers (2) 20%
Each student will be required to submit two short formal essays that include a clear argument about a primary text and use close reading strategies to defend their claim(s).

Midterm Essay 10%
The in-class midterm will require students to write a formal essay on a passage that has not yet been assigned for class.

Final Research Paper 25%
Each student must submit a formal research paper of ten- to fifteen- pages by the end of the semester. Completed in increments, this project will also require students to complete an initial research proposal, annotated bibliography, peer review, and revision reflection.

COURSE EXPECTATIONS:

ACADEMIC DISHONESTY:
Academic dishonesty or plagiarism is a serious offense. Any instance of academic dishonesty on the students’ part will result in the failure for the course and a report to their dean. This crime includes quoting or referencing or paraphrasing an outside source without proper documentation as well as resubmitting writing that has already been used for a previous course without letting me know.

ATTENDANCE
Attendance is mandatory. Unexcused absence, lateness, and/or failure to prepare will affect final grades.

ACCOMODATIONS
Any student who feels they may need accommodations based on the impact of a disability should contact me privately to discuss their specific needs. Please also contact the Office of Disability Services at 718-817-0655 or disabilityservices@fordham.edu to coordinate further accommodations for students with documented disabilities.

**READINGS**
I will provide hard and electronic copies of different kinds of texts depending on the week’s topic. Students should bring a hard copy of each day’s reading to class with notes and/or annotations.

**ESSAY FORMAT**
All papers must follow MLA format. Students must submit an electronic copy of each essay in either word.doc or google.doc format. (No PDF’s, please!)

**THE WRITING CENTER**
Students who excel in writing courses often schedule bi-weekly visits with The Writing Center, a free tutoring service available to Fordham students. To schedule an appointment, you must register for an account and schedule an appointment at https://fordham.mywconline.com/.

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**WEEKLY SCHEDULE**

This course schedule is designed to be flexible. The following topics and/or assignments will be modified and detailed as we progress, and I will notify you when changes are made to this schedule. Throughout the semester, I will list specific readings and assignments on the board at the beginning of each class session and online.

**May 29-31:**

**Tues.**
**Introduction to Course**
Introductions; Review Syllabus; Diagnostic Essay
Lecture, “Running by Early Humans”
Discussion, “What is close reading?”

**Weds.**
**Short Story**
*Essential Literary Terms*, “Short Story” and “Tone”
*RLC*, Alan Silltoe’s “The Loneliness of the Long-Distance Runner”
*RLC*, Sara Maitland’s “The Loveliness of the Long-Distance Runner”

**Thurs.**
**Literary Walkers**
*Essential Literary Terms*, “Imagery” and “Allusion”
Henry David Thoreau’s “Walking” (handout)
R.L. Stevenson’s “Walking Tours” (handout)
June 5-7:

Tues.  The Milers
John L. Parker Jr., Once A Runner
RLC, Brian Glanville’s The Olympian

Weds.  Ancient Greece
Essential Literary Terms, “Epic poetry” and “Lyric poetry”
Edward Sears, “Running in the Ancient World” (handout)
Homer, The Iliad and The Odyssey (handouts)
RLC, Walt Whitman “The Runner”

Thurs.  The Olympic Games
Essential Literary Terms, “Symbolism” and “Atmosphere”
Robert Browning’s “Pheidippides” (handouts)
Video Clip, A Hero’s Journey: The Story of the Marathon—-in-class

June 12-14:

Tues.  Memoir
Haruki Murakami, What I Talk About When I Talk About Running
Scott Jurek, Eat and Run—handout

Weds.  Chases and Violations
Ovid’s Metamorphosis, Book 1 “The Pursuit of Daphne” and Book 10 “The Story of Atlanta” (handout)
Edmund Spenser’s The Faerie Queene (handout)

Thurs.  Female as Spectator
Essential Literary Terms, “Catharsis” and “Irony”
Selections from Susan Brandy and Anne Darden’s Crossing Boundaries: An International Anthology of Women’s Experiences (handout)

June 19-21:

Tues.  Young Adult & American Revolution
Gary Paulson, Woods Runner
IN-CLASS MIDTERM

Weds.  Film Adaptation
Robert Zemeckis, Forrest Gump—outside showing
Winston Groom, Forrest Gump (excerpt)—handout

Thurs.  Madness
RLC, Lon Otto, “We Cannot Save Him”
RLC, Joyce Carol Oates’s “Running”
Jamie Quatro’s “Ladies and Gentlemen on the Pavement” (handout)
PEER REVIEW

June 26-29:

Tues.  Running as Resistance
       Adharanand Finn, Running With the Kenyans

Weds.  Injury and Death
       Essential Literary Terms, Selections of Prosody [TBA]
       RLC, “A Jogging Injury”
       RLC, Charles Ghigna’s “Prefontaine”
       RLC, Bill Meissner’s “Death of the Track Star”
       RLC, A.E. Houseman’s “To An Athlete Dying Young”

Thurs.  Reflection and Review
        FINAL PAPERS DUE