



English 293.501: World Literatures: 17th Century through the Present - Online Spring 2017

Dr. Juliette Cunico

Course Description: **English 293** is one of the courses in the World Literature Survey that fulfills core curriculum requirements. After a brief reflection upon “What has come before,” we will engage with some of the most important literary works from a variety of the world’s cultural traditions from about 1650 to the present. Our survey of key texts from the 17th century through the present will be organized by historical period and the general theme of crossing cultural boundaries; we will read major works from Western and Eastern Europe, the Americas, Canada, Africa, India, China, and Japan. We will analyze and enjoy these travel narratives, stories, poems, plays, and essays and become familiar with the major political, social, and cultural contexts which shaped them. Throughout the course we will be alert to the increasingly diverse threads that have been woven into the intricate tapestry of our contemporary global culture and discover how the issues and themes raised in these texts are reflected in our own perceptions of current events, social norms, political ideologies, and cultural constructs. As part of our discovery, we’ll also read one or two graphic novels, paired with film adaptations.

Face-to-face meetings can be held periodically for individual or group face-to-face discussion, question-answer, or what you will! **Coming to a meet-up is not required but is encouraged.**

Required Texts and Readings: *The Norton Anthology of World Literature*, Third Edition, Package 2: Vols. D, E, F

Art Spiegelman, *The Complete Maus* (graphic novel)

Marjane Satrapi, *The Complete Persepolis* (graphic novel)

John Milton, *Paradise Lost* (selections) **In Learn and in Norton Vol. C**

Samuel Beckett, *Endgame*. **In Norton Volume F and in Blackboard Learn**

Supplemental Resources: These will consist of authors’ background information, additional films, instructional videos, art works, and other materials designed to help us gain a fuller understanding of the written text, as well as to serve as sources for papers. All resources will be available (free) **in Learn**.

From time to time, issues, special programs, films, etc. that relate directly to our course material may surface. When this happens, we will let each other know.

Web Resource: To find information on the historical and cultural contexts of the works we are reading, as well as an interactive time line, and links to other related websites, visit <http://www.wwnorton.com/college/english/nawol3/section/vola/quiz.aspx>

Films on Demand Account: For those students who are truly "long distance learners," Ms. LeAnn Weller - librarian and course builder will help with setting up Films on Demand access; please contact her at lweller1@unm.edu or send a Course Message.

Office Hours **Online**

Daily, especially during the following times:

Monday-Wednesday 6:30-9:00 p.m.; Tuesday-Thursday 10:00 -12:00 a.m.; T-Ths evenings from about 8 to 11, and Friday mornings 10-12 a.m. Times may vary on Tuesday and Friday evenings and on weekends. I am not available online on a regular basis on Saturday or Sunday afternoons and evenings between 5 and 10 p.m. **Additional Times TBA.**

Office Hours: **Face-to Face at UNMVC** by appointment; **Face-to Face at UNM Main** by appointment

Contact Information: Contact me anytime through Course Messages in Blackboard LEARN. In Course Tools, click on "Course Messages" to send me a message. I will respond within 24 hours. If Learn is having issues, use LoboMail - juliette@unm.edu. In an emergency, or if **and only if**, either Learn or UNM LoboMail is having issues, e-mail me at juliettemcunico@gmail.com.

Please feel free to call me at **505-268-0585**. Leave a message. I will return your call.

Success in Online Classes: Online classes require self-discipline and engagement with classmates, even more so than face-to-face classes. Here are some ways to help you be successful in this class.

1. Set and keep to an established study schedule that fits in with your individual schedule.
2. Login to the course at least once a day to check for announcements, scheduling changes, etc.
3. Make the most of online discussions.
4. Ask thoughtful questions of both instructor and other students.
5. Let the instructor know which techniques work best for you.
6. Develop a personal motivation strategy.

Full participation is required. Students are expected to check Blackboard Learn regularly and are responsible for all materials, assignments, responses to discussion topics, and any changes. Check the assignment syllabus and the Announcements to find out what is due and whether assignments have been modified, omitted, or added.

"Attendance": UNM requires that students' participation in online courses be monitored. I monitor attendance by checking assignment submissions, messages, and discussion participation. There will be two assignments due per week. Dates will vary, but plan to submit these during the first two weeks on the dates indicated in the announcements and / or in the assignment schedule. Response papers and quiz due dates will usually be Saturday or Sunday by midnight. You may, of course, submit assignments before the due date.

Student Learning Outcomes (SLOs)

By the end of this course you should be able to

- **Situate** key authors and literary works from about 1650 to the present within their historical and cultural contexts and compare those works to others from various cultural traditions and historical eras in terms of genre, style, and content or theme;
- **Analyze**, interpret, and compare literary texts from different historical and cultural traditions in several short essays using critical terms of literary analysis and responding to questions about genre, style, and content or theme;

- **Explore and apply** that analysis to discover how the issues and themes raised in these texts are the basis of many of our own perceptions of current events, social norms, political ideologies, and cultural constructs as reflected in contemporary films, videos, games, and art;
- **Recognize** and evaluate how some literary works reflect historical, national, cultural, and ethnic differences, even as they invoke shared human experiences that may relate to readers and the world today;
- **Write** with increasing proficiency throughout the semester short critical essays characterized by original and insightful theses, supported by logically integrated and well-supported ideas, appropriate and pertinent evidence, and good sentence structure, diction, grammar, punctuation, and spelling.

Positive Learning Environment

UNM affirms its commitment to the shared responsibility of instructors and students to foster and maintain a positive learning environment online and face-to face. This commitment has consequences for a range of academic and interpersonal dynamics. Many of our readings address political ideologies, religious beliefs, and other “hot-button issues.” Some tend to be controversial and elicit strong emotions. It is therefore critical that in our discussions, we remain sensitive to one another’s viewpoints and feelings. If we respect each other’s ideas and opinions, we can maintain open dialogue and even engage in heated debate. The benefit of such open dialogue is that it helps us to understand what these texts tell us about not only its original audiences but also ourselves.

Course Organization

Our exploration of literatures from about 1650 to the present will focus on both the historical period and the cultures from whence these texts come. We will follow the general theme of crossing cultural boundaries with a view to how the issues and themes raised in these texts are reflected in our own perceptions of current events, social norms, political ideologies, and cultural constructs.

Course Requirements

You will

- Write a minimum of 5 response papers and one synthesis paper. All papers must be completed in order to pass the course.
- Engage in all online discussions
- View films and videos viewing through Blackboard Learn
- Complete short quizzes over the assigned material
- Complete two open book exams
- Complete one longer synthesis-type paper

Participation: Students are expected to check Blackboard Learn regularly and are responsible for all materials, assignments, responses to discussion topics, and any changes. Check the assignment syllabus, announcements, and the calendar to find out what is due when and check to see whether any changes have been made.

Late Work: Students who do not respond to postings or who consistently submit papers late with no explanation will receive a lower course grade. Students will not be allowed to make up work missed without instructor permission.

Grades

- Students may earn a course grade of A, B, C, D (fractionated), F, CR/NC, or I
- Grades for this course are calculated on a standard 100-point scale.
- Grades are determined on a traditional percentage system.

- **Fractionated Letter Grade Equivalents:**

A+ = 99-100	B+ = 86-88	C+ = 78-79	D+ = 68-69	F = 59 and below
A = 92-98	B = 82-85	C = 74-77	D = 64-67	
A- = 89-91	B- = 80-81	C- = 70-73	D- = 60-63	
excellent	good	adequate	inadequate	failing

Course grades are based upon the following:

- Participation in and completion of all **10** online discussion topics at **2.0% each..... 20%**
- Short writing assignments and quizzes.....**15%**
- **Extra credit quizzes will be available.** If you complete one or more of these, the one with the highest score will replace a low score on a required quiz.
- Response / Analysis Papers (**5 at 5% each**)**25%**
- Two Open Book Exams @ 15% each**30%**
- A Course Synthesis Paper.....**10%**

Extra Credit is available. Completion of extra credit items will result in points added to your overall course grade. Extra credit is not a substitute for a missing assignment, however.

Online Discussion Topics: The topics are a combination of those posted by the instructor and students. **In addition to the instructor-generated topics, each student is to post at least one topic that shares a new idea or formulates a question.** Remember that your discussions, as well as your response papers, will be read with an eye to the timeliness, content and completeness of your response as well as the overall coherence of the discussion. To communicate your thoughts clearly, be mindful of your sentence structure, grammar, punctuation, spelling, word choice, and so forth. While your responses and individual entries may use informal language, you are expected to present ideas in relatively error-free writing (i.e., few typos, no grammatical errors, no texting abbreviations, etc.). Again, these are not text or e-mail messages but rather reflections of your thought processes and reactions.

Synthesis Paper: You will complete this assignment in the Discussion Board toward the end of the semester. **This assignment consists of a synthesis and integration of your thoughts on the course focus, ideas, themes, readings, films, videos, assignments, and discussions.** While you need not use every one of these, be sure to reference “a goodly number.” As you do so, look at the Student Learning Outcomes (Course Objectives) listed above; choose **one**, and reflect upon how the above relate to that objective.

Guide to Instructor Grading - What you should know

I value content over matters of grammar, punctuation, and sentence division, but

- **when the above errors occur frequently, they become a distraction and interfere with the message the writer is trying to convey, they can lower the overall grade;**
- **correct use of standard English, grammar, and mechanics are the hallmark of clear and professional-grade writing, and**
- **proofreading is essential.**
- **I read carefully for correct MLA format in all areas, citation of all sources, and for accurate Works Cited formatting.**
- **I use a specially designed rubric for each longer paper.**
- **Comments can appear in either bubbles in the right-hand margin of the paper (I use the Word Review function), as in-text comments, or a combination of both.**
- **I highlight problem areas and use colors to emphasize same; if anyone finds this practice distracting, please let me know.**

Most important!

- **I encourage revision. The revision grade always replaces the original.**
- **I can be flexible with due dates, but especially for online classes, keeping up with assignments is crucial to success.**
- **I will accept late papers with advance notification and by instructor permission.**

Writing Policies

Objective: Students will write papers and respond to discussion topics that explore / evaluate course themes, specific aspects of the films, articles, and other texts we read.

Response papers must be a minimum of **3 full pages and a maximum of 4-5 pages** plus a Works Cited.

- Each paper **must follow** current MLA format unless otherwise indicated, both for parenthetical citations and the works cited page; address the questions asked, and not be plagiarized.
- **ALL sources must be cited in the text of the paper; plagiarism, whether intentional or unintentional can result in a failing grade. See Plagiarism section.**
- **All items MUST include your name, the name of the assignment, and the date submitted in the document paper / quiz itself, not just in the message subject line. Assignments lacking that information will be returned and will not be graded until the information appears on the assignment.**
- These papers require careful reading of the materials and support from outside sources as well as thinking hard about your own relationship to the texts. The short format of these papers should encourage you to focus on expressing your thoughts clearly and succinctly. **All papers must be completed to pass the course. All papers must reflect an accurate reading of authors' ideas.**
- **Nota bene: Do not use Wikipedia as a source. It is a good place to go to for an overview and for references, but since anyone can edit it, it is not to be used as a reliable source itself.**

Detailed descriptions and prompts for each paper will be available in the Writing Assignments folder.

Assessment: Writing assignments will be assessed using the following criteria:

- 1) a demonstration of critical reading,
- 2) analysis and /or interpretation
- 3) an ethical and correct integration of research,
- 4) correct MLA documentation including works cited pages
- 5) show an understanding of the conventions of literature
- 6) address audience and purpose using effective strategies
- 7) maintain focus and mature expression of ideas
- 8) employ the conventions of Standard American English
- 9) revision which improves writing.
- 10) use Times New Roman 12-point font, be double-spaced, and least THREE quotations for support
- 11) **Use only MLA format.** For the works cited page, use the title Works Cited; “Bibliography” is used only when the writer provides a full list of everything written about the topic! Use in-text citation – no footnotes!
- 12) Do NOT include a separate title page, but always title your paper.

Writing Requirements

Requirements: The following are the requirements for the response papers.

Response papers must be at least 3 pages long, **exclusive** of Works Cited unless otherwise indicated; 2) include support from outside sources; 3) use MLA formatting for both parenthetical citations and the works cited page; 4) address the questions asked, and 5) not be plagiarized (See Plagiarism section).

Paper Format Requirements: Always title your paper. All papers must be double-spaced with **Times New Roman, 12-point font**. Papers must have at least TWO-THREE quotations and or paraphrases for support.

Use MLA Parenthetical Citation (no footnotes) and a separate Works Cited. For the works cited page, **use the title Works Cited**; “Bibliography” is used only when the writer provides a lengthy list of everything major written about the topic!

Dates: **ALL dates** must accurately reflect the date the paper draft or revision was submitted.

Revisions: You may revise some of your papers. Sometimes I will ask individuals to do so; other times, students will have that option. In such cases, the revision grade REPLACES the original.

The revision is due one week from the time of the graded original's return. Revisions must illustrate substantial work done on the papers, including both revising and editing and a date change in the identifying information.

Revising includes work on organization, argument, analysis, development, and focus. **Editing** includes correcting grammatical and mechanical errors. Revisions must be submitted together with original documents including rough draft and any rubrics. Revisions must be attached to the first graded draft. Some revisions may be graded holistically. **For final grade averaging, the revision grade replaces the original.**

Assignment Submissions

- All assignments except for the *Norton* quizzes and the responses to discussion topics should be submitted as attachments to a message sent through Course Messages;
- Always include your name and other identifying information in the document itself, not just in the message subject line. Assignments lacking that information will be returned and will not be graded until the information is provided in the assignment.
- All dates must accurately reflect the date the paper -- draft or revision -- was submitted;
- All papers must reflect an accurate reading of authors' ideas, and
- Proofread all assignments before submission.

Late Policy

I will not accept late assignments after the due date unless a) you have contacted me in advance, and b) in my opinion, good and sufficient reason exists for so doing. If you know that you will not be able to complete an assignment by the due date, please let me know in advance; I am very flexible. Unless other arrangements have been made, I will deduct 2% of the final grade for each day the assignment is late, so make sure to turn in your assignments in a timely manner. If you know that you will not be able to submit an assignment by the due date and time, or if an unexpected emergency has prevented you from completing an assignment, please contact me right away, so that we can make arrangements. Extremely late assignments, if submitted late without explanation, will not be accepted.

To receive a passing grade, ALL papers MUST follow MLA format unless otherwise indicated. ALL sources must be cited in the text of the paper; plagiarism, whether intentional or unintentional is not acceptable.

Plagiarism

Academic Honesty and Integrity: “Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters”—this statement, which you will find in the UNM Catalog and Pathfinder, establishes the expectations for the University, the College, the English Department, and this class. This means that you are expected to write your own papers, and to provide full and accurate citations when you use others’ specific language (words, phrases, sentences) visuals, or paraphrase others’ ideas.

The University considers plagiarism a serious form of academic dishonesty. Academic dishonesty, especially plagiarism, will not be tolerated and may result in administrative withdrawal with a final grade of F and can result in dismissal from the University. For UNM's policies, refer to the UNM Catalog and Pathfinder. If you do plagiarize, you will face one or more of the following consequences: failing the assignment, failing the course, or facing disciplinary action taken by the University. Any infraction of UNM's policies on academic integrity and honesty will be documented and may also be reported to the Chair of CHESS. **For more about plagiarism, check out The Owl at Purdue website <http://owl.english.purdue.edu/owl/resource/589/01>.**

The departmental policy on cheating is as follows: If a paper is intentionally plagiarized, all or in part, the student will receive a "0" for that assignment and may be reported to the Chair of the English Department. Plagiarism is an offense that meets with dire consequences; simply put, it is theft.

Consequences: I check each paper for plagiarized material. Any paper which is intentionally plagiarized, either whole or in part will receive an automatic grade of 0. Students will NOT be allowed to redo the assignment. Plagiarism in this course will result in one or more of the following: failure of the assignment, failure of the course, or disciplinary action by the University.

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

1. A student **must not** adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
2. A student **must** give credit to the originality of others and **acknowledge** indebtedness whenever:
 - a. Directly quoting another person's actual words, whether oral or written;
 - b. Using another person's ideas, opinions, or theories;
 - c. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
 - d. Borrowing facts, statistics, or illustrative material; or
 - e. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

(modified from *Code of Student Rights, Responsibilities, and Conduct*, [Part II, Student Responsibilities, Academic Misconduct](#), By action of the University Faculty Council (April 12, 2005) and the Trustees of Indiana University (June 24, 2005).

This is not to say that students cannot use other sources; they should! Sources provide support for ideas. When using **any** sources, however, students **must** cite them properly. Students should also consult with the instructor and use the sources listed below to discover how to avoid plagiarism.

You Quote It; You Note It (Acadia University): <http://library.acadiau.ca/tutorials/plagiarism/>
<http://library.camden.rutgers.edu/EducationalModule/Plagiarism/whatisplagiarism.html>

To avoid plagiarism, students can speak to the instructor, consult a tutor, and complete two Plagiarism Tutorials.

Student Privacy

Student privacy is strongly protected by professors at all UNM Campuses. The federal statute called FERPA, The Student Privacy Act, strictly prohibits instructors or administrators from talking to anyone but the

student about his/her grades, progress, or work. If a student has questions about a grade on an assignment or about the final grade for the course, FERPA dictates that the student is the **ONLY ONE** who may speak the instructor regarding grades, work, or progress. In other words, UNM instructors and administrators cannot speak to parents or anyone else about student grades, progress, or work unless the student is present and gives his / her permission to do so. **All other outside requests for information release must be sent to and approved by the UNMVC registrar: (505) 925-8580** <http://www.unm.edu/~unmvc/Admissions/admiss.htm> UNM instructors and administrators will follow the guidelines set forth by FERPA.

Instructors and administrators

- 1) MUST and WILL protect student privacy.**
- 2) CANNOT and WILL NOT discuss a grade with or return assignments to a student's parents, friends, or relatives.**
- 3) WILL NOT make any exceptions to this policy.**

Grade Disputes

There are several guidelines concerning grade disputes, Below is a BRIEF outline of some of the policies.

- 1) A student must discuss the grade dispute with the instructor first.
- 2) If a student has discussed the problem with his/her instructor and if the problem has not been solved, then the student may discuss the problem with the Chair of the English Department.
- 3) If the student has discussed the problem with the Chair and if the problem has not been solved, then the student may discuss the grade dispute with the Dean of Instruction. Students can read more about how to dispute a grade by consulting the University of New Mexico Student Handbook, which outlines the procedure in detail.

Accessibility Services

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), accommodations may be made for qualifying students. If you qualify for ADA or have a disability that I need to provide accommodation for, please let me know, as I am not legally permitted to inquire. You should also contact UNM's Accessibility Services at 277-3506 or online at: as.unm.edu/home

Conferences: I want you to succeed in this class. If you are having difficulty, please contact me right away--don't wait until you feel completely lost. Keep the lines of communication open. E-mail me; arrange a time to meet--whatever we need.

MOST IMPORTANT! This is your class. Do not hesitate to ask questions and / or voice your opinions. It is not my intention to tell you **what** to think; instead it is to act as a guide through ways in **how** to think about these texts and issues.

Student Support Services

Technical Support from the UNMVC or UNM Main Campus

All Campuses Computer Support 505-277-5757

UNMVC Computer Support 505-925-8911

Learn Support <http://online.unm.edu/help/learn/support/index.html> (505) 277-0857

learn@unm.edu

Library: Contact LeAnn Weller, Public Services Librarian at the UNM Valencia Campus Library. lweller1@unm.edu 505-925-8993.

Accessibility Support

UNM's Accessibility Resource Center <http://as2.unm.edu> 505-277-3506

Academic Services Support, and Student Services Support

Veterans Resource Center (<http://vrc.unm.edu/>) (505) 277-3181

Student Services Affairs UNMVC Hank Vigil [vigilh@unm.edu](mailto:viglih@unm.edu) (505) 925-8560

Student Support Services-TRiO (<http://ceop.unm.edu/ssss/index.html>)

LGBTQ Resource Center (<http://lgbtqrc.unm.edu/>) [277-5428](tel:277-5428), [277-LGBT](tel:277-LGBT)

Alternate Format Course Materials

If you are a student with a disability who is having problems with any of the content delivered through UNM Learn, you should contact your instructor and the UNM [Accessibility Resource Center](#). Your instructor may be able to provide you with a more accessible version of the information or make other accessibility accommodations. Resource Center staff can help both of you determine the best format.

Adaptive Technology Support

Resource Center staff also may be able to provide you with access to adaptive technology that can help you use UNM Learn course sites. The [Accessibility Resource Center](#) website contains a listing of computer labs and adaptive software available to Resource Center clients.

Contact Details for ARC Phone: (505) 277-3506 Fax: (505) 277-3750 Email: arcsrvs@unm.edu

Blackboard Learn

Blackboard, the company that develops the Learn software, is committed to ensuring that the software is usable and [accessible](#). Blackboard measures and evaluates accessibility levels using two sets of standards: the Web Content Accessibility Guidelines (WCAG) issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. The Learn software has been awarded Non-visual Accessibility Gold Certification by the National Federation of the Blind.

If you have any concerns regarding the functionality of the UNM Learn application in relation to accessibility, please [contact the UNM Learn Support team](#).

Nota Bene: This assignment syllabus dated 01/02/2017 is a tentative schedule of assignments and will be updated before class opens on January 16th. Assignments may be deleted, added, or changed.

SP17_ENGL_293_501 CRN _37229 CunicoJ



English 293.501: World Literature: 17th Century through the Present–Online, Spring 2017

Assignment Schedule

Nota Bene: This assignment syllabus is a tentative schedule of assignments and will be updated before class opens on January 16th. Assignments may be deleted, added, or changed. Changes are usually made to give students more time.

******Important******

You will notice that each major time period as indicated in the *Norton* Table of Contents has introductory sections. These sections contain valuable background information and provide context for each of the readings listed therein. Each might not appear in the Assignment Schedule proper, but assume that each is always required reading. Who knows? There may even be a quiz item or two which comes from these sections....

Unit 1: Introduction to the Course, Background and Context

Objective:

Week 1 January 15-21

Monday, January 16th Martin Luther King, Jr. Holiday. No face-to face classes

Introduction to the Course. Explore content areas

Provide name, contact information, and post photo

Respond to Discussion Topic #1. Due by midnight, Saturday, January 21

Read Course Policy Syllabus; Ask questions about unclear items.

Read “Success in Online Classes” article posted in Course Information

Take and complete Plagiarism Tutorials #1 and #2 (folder posted in Course Information).

Read Lecture, “What Has Gone Before” and “More What Has Gone Before” in Course Information

Read in Milton Folder in Course Information: Early Seventeenth Century: England / Milton
<http://www.wnorton.com/college/english/nael/17century/welcome.htm>

Read in Milton Folder in Course Information “The Early Seventeenth Century: Topics and *Paradise Lost* in Context” at <http://www.wnorton.com/college/english/nael/17century/welcome.htm>

Take Quiz #1. Due by midnight Sunday, January 22rd

For Week 2: *Paradise Lost*, Book 1, lines 1-241; 589-670. Use the version linked below; it has line numbers. <http://web.archive.org/web/20110108055217/http://etext.lib.virginia.edu/etcbin/toccer-new2?id=MilPL67.sgm&images=images/modeng&data=/texts/english/modeng/parsed&tag=public&part=all>

Unit 2: “To justify the ways of God to Men” Seventeenth–Nineteenth Century

Week 2: January 22-28

Friday, January 27th Last Day to Add or Change Sections

Read *Paradise Lost*, Book 1, lines 1-241; 589-670. **Read *PL* Book 2**, 1-505; 629-736.

Read *PL* Book 4, lines 1-535; **Read *PL* Books 8 and 9 (all).** **Read *PL* Book 10 all.**

Take Quiz #2 *PL*. Due by midnight Saturday, January 28th

Respond to Discussion Topic #2. Due by midnight Sunday January 29th

Read “Eighteenth Century Europe” (file posted in Course Information)

Read in Norton “The Enlightenment in Europe and the Americas” **91-104**. Notice how ways of thinking about humans’ place in the universe (philosophy) and in society in particular have changed. As you read the selections, also note the new literary forms (and adaptations of old forms such as the epic) and how the drama of the age / subject of plays has changed.

Begin writing Response Paper #1a. Due Sunday February 5th by midnight.

Week Three: January 29-February 4

Friday, February 3rd. Last Day to Drop without W grade and 100% Tuition Refund on LoboWeb.

Read in Norton Samuel Johnson “Dictionary” and Diderot *Encyclopédie* 113-127; Benjamin Franklin 128; Mary Wollestonecraft **from** “A Vindication of the Rights of Woman” 133-136.

Read in Norton, Jonathan Swift 265-268; *Gulliver’s Travels*, Part IV 269-314; “A Modest Proposal” 315-320.

Read in Norton “East Asian Drama 1-5; Chikamatsu Monzaemon 45-47, and from “The Love Suicides at Amijima” 48-73.

Take Quizzes #3 and #4 in Norton. Period Introduction Quiz “Enlightenment in Europe and the Americas” and “East Asian Drama.” Due Saturday, February 4.

Read in Norton, Molière- intro 141-143 and *Tartuffe*, Acts 1-3. Response Paper #1a. Due Sunday February 5th by midnight.

Week Four: February 5-11

Response Paper #1a. Due

Read *Tartuffe*, Acts 4-5. Watch http://www.youtube.com/watch?v=0-GeQ_Kuo78

Respond to Discussion Topic #3 Due by midnight Sunday, February 12th

Take Quizzes #5 and #6 in Norton: Reading Comprehension Quizzes *Gulliver’s Travels* and “A Modest Proposal”. Due by midnight Saturday, February 11th

Read in Course Information “Eighteenth Century Japan” and “Eighteenth-Century China”

Read in Norton, Bashō, from *The Narrow Road To The Deep North* (all) and Kyoriku from “Haiku Dialogue.”

Respond to Discussion Topics #4a and #4b. Due by midnight Saturday, February 18th

Begin Response Paper #2. Due by midnight Sunday February 19st.

Unit 3: Revolution and Change

Week Five : February 12-18

Read in Course Information **Eighteenth and Nineteenth-Century Americas**

Read in Norton Volume E “An Age of Revolutions in Europe and the Americas” 3-17 and Thomas Jefferson, “The Declaration of Independence” 18-21; “The Declaration of the Rights of Man and of the Citizen” 21-23.

Read in Norton Volume E from *The Interesting Narrative of the Life of Olaudah Equiano*, 76-98.

Take Quiz #6a Olaudah Equiano. Due by midnight, Sunday February 12th

Take Quiz #7a VOLE_PQ1 in Norton. “Age of Revolutions.” Due by midnight, Saturday, February 18th

Write Response Paper #2. Due by Midnight Sunday, February 19th

Week Six: February 19-25

Watch Johann Wolfgang von Goethe: A Concise Biography; The Young Goethe: 1749-1775, and Goethe: Into a New Century: 1789-1832

Read in Norton Volume E, Goethe 99-102. Then read in Norton Volume E; selections from *Faust* (all)

Read *The Wolfenbüttel Manuscript Faust Book (before 1587): Historia & Tale of Doctor Johannes Faustus* in the “Goethe and the Faust Legend: Films, Music, and Texts” Folder. **There is also a full audio book available in the same folder; you might want to read-along.**

Respond to Discussion Item #5. Due by midnight, Sunday, February 26th
Catch up! Write Response / Analysis Paper # 3. Due by midnight, Sunday March 5th.

Unit 4: Revolution and Change-Romanticism

Week Seven: February 26-March 4

Response / Analysis Paper # 3. Due midnight, Sunday March 5th.

Read in Norton Volume E, “Romantic Poets and their Successors” 322-326.

Read in Course Information “A Brief Guide to Romanticism” and Paul Brian’s “Essay on Romanticism.” Both are posted in the **Romanticism-East and West Folder**.

Read in Course Information in the **Romanticism – East and West Folder**, Pū Song-Ling “The Mural.”

Read in Course Information in "The Sandman": Story, Film, and Review. 19th-Century German Stories Web editions Folder, E.T.A. Hoffmann “The Sandman”. **Explore** other “*19th-Century German Stories* Web editions for language learning & literary study.” The link appears at the bottom of the page.

Watch “The Sandman” (1992) in "**The Sandman**": Story, Film, and Review. 19th-Century German Stories Web editions. Folder YouTube

Read in Norton Volume E, William Wordsworth **345**; “We are Seven” **349**; “Lines Composed a Few Miles Above Tintern Abbey” **351- end**

Read in Norton Volume E, John Keats **403**; “La Belle Dame sans Merci” **408 - 410**

Read in Norton Volume E, Samuel Taylor Coleridge **360**; “The Rime of the Ancient Mariner” **363-378**.

Take Quiz #8 in Norton

Take Quiz #8a in Norton Volume E RQ_2 Wordsworth “Lines Composed a Few Miles Above Tintern Abbey.”

Respond to Discussion Item #6. Due by midnight Saturday, March 4th

Week Eight: March 5-11

Watch the Videos on Wordsworth and Coleridge in the English 293 Playlist Films on Demand Web Link in Course Information <http://digital.films.com/play/QNQAKP>

“*American Romanticism: The Romantic Period, 1820-1860: Essayists and Poets.*” **Link in Course Information.**

Read in *Norton* Volume E, Walt Whitman 446-447; from “Song of Myself” 448-453.

Watch *Introducing the Transcendentalists* in *Film on Demand Playlist* Web Link in Course Information <http://digital.films.com/play/QNQAKP>

Take Quiz #9 in *Norton* Volume E RQ_1 Walt Whitman, “Song of Myself.”

Respond to Discussion Item #7. Due by midnight Saturday, March 12th

Watch videos in Playlist English 293, 2016. In Playlist: Films on Demand Folder.

Write responses to Study Questions. Prepare for Exam #1. Submit answers by midnight

Prepare for Exam #1. The exam will cover material through Weeks 1-7 only.

Exam #1 Opened midnight Saturday March 11th. Exam #1 Due by Midnight, Monday March 20th **Happy St. Patrick’s Day!**

Week Nine: March 12-18

Sunday, March 12th – Sunday March 19th Spring Break

Both quizzes Due by midnight Monday March 20st

Unit 5: Realism Across the Globe

Week 10: March 19-25

Read in Course Information, Emily Dickinson: Biography and Links to Poems

Read in *Norton* Volume E, Emily Dickinson, 480-481; 483; 485; 487; 488;.489

Take Quiz #9a in *Norton* Volume E RQ_5. Due by midnight Saturday, March 25th

Read in *Norton* Volume E, Henrik Ibsen 778-781; Watch the Ibsen videos in *Film on Demand Playlist* Web Link in Course Information <http://digital.films.com/play/QNQAKP>

Read in *Norton* Volume E, *Hedda Gabler* 781-838

Watch *Hedda Gabler* in *Film on Demand Playlist* Web Link in Course Information <http://digital.films.com/play/QNQAKP>

Unit 6: Modernity and Modernism

Week 11: March 26-April 1

Read in Course Information “Nineteenth Century Europe”; “Nineteenth-Century Americas”;

Read in *Norton* Volume F “Modernity and Modernism: 1900-1945 3-13; Joseph Conrad 14-17, and *Heart of Darkness* 14-78.

Look at images “Joseph Conrad's *Heart of Darkness* in Pictures” **in the Joseph Conrad Folder in Course Information.**

Watch Francis Ford Coppola's *Apocalypse Now* **in the Joseph Conrad Folder in Course Information.**

Watch *Apocalypse Now*, **Analysis Parts 1 and 2 in the Joseph Conrad Folder in Course Information.**

Take Quiz #10 in Norton Volume F PQ_1 Due by midnight Thursday, March 30th

Respond to Discussion Item #8 and #9. Due by midnight, Friday April 7st

Read in Course Information “Twentieth- Century Africa” and “Twentieth-Century Latin America.”

Write Response Paper #4a. Due Saturday April 8th by midnight

Week 12: April 2-8

Read in Norton Volume F, Chinue Achebe 825-827 and “Chike’s School Days” 827-830; Jorge Luis-Borges, “The Garden of the Forking Paths” 487-496.

Read in Norton Volume F Gabriel García-Márquez 986-987 and “Death Constant Beyond Love” 988-993. Also read an analysis of the story at <http://en208fall11akers.blogspot.com/2011/12/death-constant-beyond-love-marquez.html>

Read in Norton Volume F Franz Kafka, 207-210 and *The Metamorphosis* 210-241

Read in Course Information, William Butler Yeats <http://www.potw.org/archive/potw351.html> and in *Norton Volume F* 518-522; read “The Second Coming” 524-525.

Response Paper #4a Due 4/9.

Week 13: April 9-15

Read in Norton Volume F T.S Eliot **537-54**; read “The Love Song of J. Alfred Prufrock” **541 -544**, and “The Waste Land” **545-559**.

Read in Course Information John Hersey “A Noiseless Flash Over Hiroshima,” “BLACK RAIN: Reflections on Hiroshima and Nuclear War in Japanese Film,” and “The Doomsday Clock.”

Read in Norton Volume F Samuel Beckett **763-767** and “Endgame” **767-795**. Text also available in the Samuel Beckett folder in Course Information.

Watch “Endgame” complete play; **YouTube** Video in the **Samuel Beckett Folder**.

Write Response Paper #5. Due by midnight Sunday, April 24th

Week 14: April 16-22

Read in Course Information Brief Biography: Art Spiegelman. Also

<http://www.history.ucsb.edu/faculty/marcuse/classes/33d/33dTexts/maus/MausResources.htm>

<http://www.jewishvirtuallibrary.org/jsource/biography/Spiegelman.html>

Read *Maus*

Week 15: April 23-29

Response Paper #5. Due by midnight 4/24

Read in Course Information <http://web.presby.edu/womenworldlit/index.html>.

<http://web.presby.edu/womenworldlit/satrapi/Satrapi.html>

Read *Persepolis*

Respond to Discussion Item #10. Due by midnight Saturday, April 30th

Complete Synthesis ‘Paper’ in Discussions Module (Topic #11). Due midnight May 4th

Week 16: April 30-May 6

Catch up and Review. Prepare for Exam #2 by taking Quizzes #11 and #12 and completing Exam #2 Study Questions

Friday 5/5: Last Day of Classes. Last Day to Drop with Dean's Permission

EXAM #2 WILL BE OPENED ON FRIDAY, MAY 5th. DUE NO LATER THAN FRIDAY, MAY 13th
BY MIDNIGHT— NO EXCEPTIONS

Week 17: Finals Week Saturday, May 6 -Friday, May 13th

EXAM #2 DUE NO LATER THAN FRIDAY 13th ^{by} MIDNIGHT