



## English 2660-501. World Literature II - Online Spring 2020

**Dr. Juliette Cunico**

**Course Description:** English 2660 is one of the courses in the World Literature Survey that fulfills Humanities and Fine Arts core curriculum requirements. After reflecting briefly upon “What has come before,” students will read representative world masterpieces from the 1600s to the present and engage with these key literary works from a variety of the world’s cultural traditions. Students will broaden their understanding of literature and their knowledge of other cultures through exploration of how literature represents the individuals, ideas and customs of each. The course focuses strongly on examining the ways literature and culture intersect and define each other, as well as how those elements are reflected in the paintings, music, and other visuals of the time.

Our survey is 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. As we analyze and enjoy these narratives, stories, poems, plays, and essays, we will also become familiar with the major political, social, and cultural contexts which shaped them. Throughout the course, we uncover the diverse threads woven into the intricate tapestry of our contemporary global culture and discover how the issues and themes raised in the texts reflect themselves in our perceptions of current events, social norms, political ideologies, and cultural constructs. As part of our discovery, we’ll also read two graphic memoirs, paired with film adaptations.

### Required Texts and Materials

Milton, John. Selections from *Paradise Lost*. **Free. In Project Gutenberg in Learn.**

Satrapi, Marjane. *The Complete Persepolis*. Knopf Doubleday Publishing Group, 2007. Paperback. ISBN 13:

9780375714832 (978-0-375-71483-2) **There are used copies available for as low as \$4.00**

Spiegelman, Art. *The Complete MAUS*. Penguin Books, 2003. Paperback. ISBN 13: 9780141014081 (978-0-

14-101408-1) **There are used copies available for as low as \$4.00**

*The Norton Anthology of World Literature* . Eds Martin Puchner, et al. Package 2: Volumes D, E, F,

Fourth Edition, June 2018. ISBN: ISBN: 978-0-393-26591. Paperback.

**Supplemental Resources:** These will consist of authors' background information, Audio recordings, 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 are available (free) **in Learn and through the appropriate Norton websites.**

**Oftentimes, current events, special programs, films, etc. that relate directly to our course material surface. When this happens, please send a course message to the class with details.**

**Web Resources:** 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 the websites listed in the assignment schedules.

This website links to Volumes D, E, and F of the fourth edition.

<https://digital.wwnorton.com/worldlit4post1650>

**A Film on Demand Account:** This account must be set up through the UNMVC library even if you are a Main Campus student. Please contact Cory Meyer Library Info Specialist II at [cjmeyer@unm.edu](mailto:cjmeyer@unm.edu), [505.925.8992](tel:505.925.8992) and she will set the account up for you. **If you come to campus (Valencia), anyone in the Library can help you set up the account. If you are not on campus (Valencia), Ms. Cory will set the account up for you. You must use the link from the UNMVC Library website; the Main Campus version of Films on Demand is not the same.**

**Additional materials: Optional texts, short readings, musical compositions, paintings, videos, illustrations, background materials, and student resources will be available in Blackboard Learn in Course Content: Readings + Additional Resources.**

### **Online Availability and Office Hours**

**Availability:** Daily, especially during the following times:

**Monday-Wednesday 10:00-12:00, 5:00-7:00, and after 10. Tuesdays-10:00-3:00 p.m. and evenings from about 8 to 11; Friday 10-2:00. Times may vary on Tuesday and Friday evenings and on weekends. I am generally not available on a regular basis on Saturday or Sunday afternoons and evenings between 5 and 10 p.m.**

### **Face-to-Face Office Hours**

**At UNM-V, Academic Building. Wednesdays from 11:00-12:00 and by appointment.**

**At UNM Main. We will hold "Frontier Fridays" at 1:00 at the Frontier Restaurant. Start date to be announced. Other times by appointment.**

**Contact Information:** Contact me anytime through Course Messages in Blackboard LEARN. In Course Tools, click on "Course Messages" to send a message. I will respond in a timely fashion. If Learn is having issues, use LoboMail - [juliette@unm.edu](mailto: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](mailto:juliettemcunico@gmail.com).

Please feel free to call my landline 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 Learn daily and are responsible for all materials, assignments, responses to discussion topics, and any changes.**

**Check the assignment schedule 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

1. Identify and comprehend key authors and literary works from the mid-1600s to the present.
2. Understand each text's historical and cultural context.
3. Identify and analyze a variety of literary forms, including poetry, plays, and philosophical and religious texts.
4. Compare works from different cultures and historical periods examining genre, style, and content or theme.
5. Analyze how literary works reflect historical, national, cultural, and ethnic differences.

### **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.

Racism, classism, sexism, homophobia/heterosexism, ableism, ageism, or any other discriminatory attitude will not be tolerated in this class. **Please feel free to share any concerns you might have.**

SafeZone



I support undocumented students.

## Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see page 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>.

### Course Requirements

#### You will

- Write a minimum of 3-4 response papers.
- Complete 3-4 short writing assignments.
- Engage in all online discussions
- Watch assigned films and videos available in Blackboard Learn or through Films on Demand
- Complete short quizzes over the assigned material
- Complete two open book exams
- Complete one longer synthesis-type paper
- Complete all assignments in order to pass the course.

**Participation:** Students are expected to check Learn daily and are responsible for all materials, assignments, responses to discussion topics, and any changes. Check the assignment schedule, announcements, and the Major Assignments Due Dates 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 or notification will receive a lower course grade. Students will not be allowed to make up work missed without instructor permission.

### Course Grades

Students may earn a course grade of A, B, C, D (fractionated), F, or I

Course grades are based upon the following:

- Participation in and completion of 10 required discussion topics @ 6 points each.... 60 points
- Policy Syllabus, Online Learning Skills, and Plagiarism Quiz .....20 points
- Quizzes, including the NortonInQuizitives.....145 points
- Short writing assignments (3 @ 50 points each.....150 points
- Response / Analysis Papers (4 @ 100 points each) .....400 points
- Two Open Book Exams @ 100 points each ..... 200 points
- A Course Synthesis Paper.....50 points

Total Points possible = 1025

**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.

The following approved forms of extra credit work will count toward your grade:

2 points if you attend / view / listen to one of the following and post a summary of it on our Discussion Board within 48 hours: lecture, talk, live performance, video recording, audio performance or recording, television program, or film showing related to our class focus.

**Extra credit quizzes:** If you complete one or more of these, the one with the highest score will replace a low score on a required quiz.

**Additional extra credit** opportunities are available in the Extra Credit Content area, Course Menu.

### Points-to-Grade Conversion

<b>A+</b> 99-100+%	<b>B+</b> 86-89.9%	<b>C+</b> 76-79.9%	<b>D+</b> 66-69.9%	<b>F</b> 0-59.9%
<b>A</b> 93-98.9%	<b>B</b> 83-86.9%	<b>C</b> 73-76.9%	<b>D</b> 63.66.9%	
<b>A-</b> 90-92.9%	<b>B-</b> 80-82.9%	<b>C-</b> 70-72.9%	<b>D-</b> 60-62.9%	

**Discussion Topics:** The topics are a combination of those posted by the instructor and students. 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.

### Writing Requirements and Policies

**Requirements:** The following are the general requirements for any written material.

**Assignments must contain** a Works Cited unless otherwise indicated; 2) include support from outside sources when appropriate; 3) use current (2016) MLA formatting for both parenthetical citations and the works cited page; 4) address the questions asked, and 5) not be plagiarized (See Plagiarism section).

**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!

### Websites and other Sources for MLA formatting

**MLA Handbook 2016**

**Pocket Style Manual by Diana Hacker (On Reserve at the Library).**

[MLA Style and Formatting \(Purdue Owl\)](#)

[MLA Rules \(UNM-Valencia Campus Library\)](#)

[MLA 8th ed. guide](#)

[APA help from APA](#)

[OWL Purdue Writing Lab](#)

[EasyBib.com](#)

[KnightCite \(Calvin College\)](#)

**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.

**Submission Dates:** These dates are to be the date the assignment was **submitted**.

### Specific Requirements for Papers

**Response/Analysis** papers should be a minimum **3 full pages** long, **plus a Works Cited** page. Each paper must follow current (2016) MLA format unless otherwise indicated, both for parenthetical citations and the works cited page; address the questions asked; **contain at least three quotations for support** 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**). 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.**

**Shorter writing assignments:** Length will vary.

All papers and other assignments **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 itself.**

**Revisions:** You may revise some of your assignments. Sometimes I will ask individuals to do so; other times, students will have that option. **The revision is due one week from the time of the graded original's return.** Revisions must illustrate substantial work, including both revising and editing and a date change in the identifying information. Revisions must be attached to the first graded draft. Some revisions may be graded holistically. **The revision grade replaces the original.**

**Assessment: The response papers and short 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) proper MLA documentation including works cited pages when required
- 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) Times New Roman 12-point font, double-spaced, and least **THREE** quotations for support
- 11) Use only MLA format, 8<sup>th</sup> edition (2016). 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) Always title your paper.

### Synthesis Paper / Essay

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, assignments, and discussions. While you need not every one of these (readings) be sure to reference "a goodly number." As you do so, look at the Student Learning Outcomes; choose **one**, and reflect upon how the above

relate to that objective. Include a Works Cited which contains the texts you reference and is presented in correct MLA format.

### Two Open Book Exams

The exams are not cumulative. Each will cover the material studied during the appropriate half of the semester. The questions will be a combination of single identifications, short answers, and short essays. The exams will incorporate definitions, short identifications of passages, characters, authors of works, and a short essay or two.

**Late Assignment Policy:** I will accept late assignments, but only under certain conditions:

- a) you have contacted me about the delay, and / or in my opinion,
- b) good and sufficient reason exists for so doing. If an emergency prevents you from completing an assignment, please contact me right away, so that we can plan.
- c) Assignments, if submitted late without explanation, will not be accepted.

### Assignment Submission

**Submit** all papers and exams through the Assignments Links unless otherwise noted.

Include your name, the name of the assignment, and the date submitted in the paper / quiz itself. Dates must accurately reflect the date the paper -- draft or revision -- was submitted.

### 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 ideas.

**Plagiarism** is defined as presenting someone else's work, including the work of other students, as one's own, or submitting **your own work completed for another class without my permission**. 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.

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

**The departmental policy on cheating is as follows: If a paper is intentionally plagiarized, all or in part, the student will receive a "0" and may be reported to the CHESS Chair. 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 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.

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

**Student Privacy:** The Student Privacy Act, a federal statute called **FERPA**, 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.

Students can expect that 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 hand back 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](http://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.

### English 2660.501: World Literature II–Online, Spring 2019 Assignment Schedule Weeks 1-2



Lucifer the Fallen  
Angel (Gustav Doré  
1832-1883

“The Fallen Angels Entering Pandemonium” from *Paradise Lost*, Bk 1 attributed to John Martin 1789-1854). Tate, UK

**Nota Bene:** The assignment syllabus is a tentative schedule of assignments. Assignments may be deleted, added, or changed. Any changes will be announced. Changes are usually made to give students more time.

**\*\*\*\*Important\*\*\*\***

You will notice that each major section as indicated in the *Norton* Table of Contents has introductory material. 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.

**Weeks 1-2 January 20-26**

### Introduction to the Course, Background and Context

**Objectives:** Become familiar with course layout and content.  
Get to know your classmates.

## Week 1 January 19-25

**Monday, January 20** Martin Luther King, Jr. Holiday. No Classes

**Introduction to the Course.** In “**Start Here,**” read Instructor Bio. **Take** a course tour. **Read** the course description and instructions for registering for the *Norton* InQuizitives.

**Order** textbooks if you have not already done so. Once you have your textbooks, **register** for the *Norton* InQuizitives. **Registration instructions can be found in Start Here.**

**In Course Content.** **Watch** “What is World Literature” and “Western vs Eastern Storytelling.” **Read** the articles in the “Recipes for Success” folder.

**In Course Information.** **Read** Policy Syllabus.

**In Course Content.** **Read** about plagiarism. **Take** at least one of the tutorials.

**Respond** to **Discussion Topic #1. Due by midnight Friday, January 24**

**In Quizzes.** **Take** “Policy Syllabus and Plagiarism Quiz” posted in the Additional Quizzes content area. **Due Sunday, January 26<sup>th</sup>. Submit through the Assignments link.**

**In Course Content folders “What Has Gone Before?”** **Read** “What Has Gone Before: Background and Context,” “Early Seventeenth-Century England and John Milton: *Paradise Lost*,” “Absolutist Governments in Europe, and Absolutism in Europe and Russia and the Effects of the Enlightenment.”

## **Unit 1: To justify the ways of God to Men” Seventeenth–Nineteenth Century Transformation and Change**

**Course Objectives:** Identify and comprehend key authors and literary works from the mid-1600s to the late 17<sup>th</sup> century.

Compare works from different cultures and historical periods examining genre, style, and content or theme.

**Unit Objective:** Analyze and / or compare as to content or theme texts from three different historical and cultural settings in short writings and in discussions.

**Notice how Western thinking about humans’ place in the universe (philosophy) and in society 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 as well.**

## Week 2. January 26-February 1

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

**In Course Content, Milton Folder.** **Read** Jacob J. Prahlow, “American Christianity and the Hell of *Paradise Lost*” <https://pursuingveritas.com/2015/02/26/american-christianity-and-the-hell-of-paradise->

[lost/](#)

**In Course Content, Milton Folder. Must-read!** Milton as Inspiration: Paintings, Illustrations, Music subfolder “Illustrating *Paradise Lost*”

<https://darknessvisible.christs.cam.ac.uk/illustration/illustration.html>

**Look through additional images and listen to some music associated with *Paradise Lost*. (Milton as Inspiration: Paintings, Illustrations, Music Folder).**

<https://www.bl.uk/collection-items/william-blakes-illustrations-for-paradise-lost-1808>

[https://commons.wikimedia.org/wiki/Category:William\\_Blake%27s\\_illustrations\\_of\\_Paradise\\_Lost](https://commons.wikimedia.org/wiki/Category:William_Blake%27s_illustrations_of_Paradise_Lost)

<https://www.bing.com/images/search?q=paradise+lost+gustave+dore+illustrations&qpv=paradise+lost+gustave+dore+illustrations&FORM=IGRE>

**In Course Content. Read *Paradise Lost*, Books 1 and 2.** Can be found in *Project Gutenberg* or 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>

**Respond to Discussion Topic #2. Due February 3<sup>rd</sup>**

**English 2660.501: World Literature II–Online, Spring 2019  
Assignment Schedule Weeks 3-5**



Portrait of Immanuel Kant 1724-1804, German philosopher. Engraving.

Leemage/Getty Images



Signing the Declaration of Independence, 28th June 1776'painting by John Trumbull. Culture Club / Contributor / Getty Images

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**\*\*\*\*Important\*\*\*\***

You will notice that each major section as indicated in the *Norton* Table of Contents has introductory material. 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.

## **Unit 1 continued. Seventeenth–Nineteenth Century Transformation and Change**

### **Weeks 3-4. February 2-15**

#### **Week 3 February 2-8      **Happy Groundhog Day!****

**Read** “The Early Enlightenment 1685-1730.” **Save this website for future reference.**  
<https://www.history.com/topics/british-history/enlightenment>

**Discussion Topic #2. Due February 3<sup>rd</sup>**

**In Quizzes.** Take Quiz #2 John Milton, Books 1 and 2 of *Paradise Lost*. **Due February 4<sup>rd</sup>**

**Take Norton InQuizitive Quiz #3 Introduction: The Enlightenment in Europe and the Americas.**  
**Due Tuesday February 5<sup>th</sup> by midnight**

**Read in Norton,** Molière- intro 141-143 and *Tartuffe*, Acts 1-3.

**Read *Tartuffe*, Acts 4-5. Watch [http://www.youtube.com/watch?v=0-GeQ\\_Kuo78](http://www.youtube.com/watch?v=0-GeQ_Kuo78)**

**Respond to Discussion Topic #3 Due by midnight Sunday, February 9<sup>th</sup>**

**Read in Norton** Samuel Johnson “Dictionary” 104; Descartes, from “Discourse on Method” 110-113; Diderot from *Encyclopédie* 113-127; Benjamin Franklin 128, and Mary Wollestonecraft from “A Vindication of the Rights of Woman” 133-136.

Read in *Norton*, Jonathan Swift 282-286; *Gulliver's Travels*, Part IV 286-331 and "A Modest Proposal" 332-337.

Take Norton InQuizitive [Quiz #4] [Jonathan Swift, Gulliver's Travels](#) and "A Modest Proposal" and [Quiz #5] [Jonathan Swift, A Modest Proposal](#) Due by midnight Saturday February 8<sup>th</sup>.

Prepare for Response Paper #1r. Due February 15<sup>th</sup>



## Unit 2: Travel, Revolution, and Change - East and West

**Course Objective:** Analyze how literary works reflect historical, national, cultural, and ethnic differences.



**Unit Objectives:** By the end of the unit, students will be able to identify, write about, and discuss the historical, national, cultural and ethnic differences.

### February 9-15

**In Course Content.** Read **Eighteenth-Century America**

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 and <https://www.livescience.com/4995-declaration-independence-changed-world.html>; "The Declaration of the Rights of Man and of the Citizen" 21-23, and "Declaration of Sentiments (The Seneca Falls Women's Rights Convention of 1848) 49-51.

Read in *Norton Volume E* "Liberty or Death: Proclamation to the Inhabitants of Haiti" 36-39 and from *The Interesting Narrative of the Life of Olaudah Equiano*, 72-96.

**In Quizzes.** Take Norton InQuizitive #6 [Introduction: An Age of Revolutions in Europe and the Americas](#) Due Friday February 14<sup>th</sup>

Response Paper #1r. Due Saturday, February 15<sup>th</sup>

### Week 5 February 16-22

**In Course Content.** Read "Eighteenth Century Japan" in the Eighteenth-Century Japan" etc. folder

Read in *Norton* "East Asian Drama Vol. D 3-5; Zeami Motokiyo and "Atsumori" 5-19 and Chikamatsu Monzaemon 45-47 and "The Love Suicides at Amijima" 49-73.

Watch "The Love Suicides at Amijima," the Peter Case modern interpretation (2014).

**Read and explore** scenes, The Bunraku Performance of “The Love Suicides at Sonezaki”

**Read *NY Times*:** “Long Before Video, Japanese Fought Suicides in the ‘Sea of Trees.’”

**In Quizzes.** Take *Norton InQuizitive Quiz #7 “East Asian Drama.”* Due February 18<sup>th</sup>

**In *Norton Volume D*.** Read “Literatures of Early Modern East Asia” 435-446.

**In Course Content.** Read “Eighteenth-Century China.” **Prepare for Short Writing Assignment #1.**

**Read in *Norton Volume D*** Wu Cheng’En from *The Journey to the West*, all pages 447 and following; Bashō, from *The Narrow Road To The Deep North* 682-695, and Kyoriku from “Haiku Dialogue” 695.

**In Quizzes.** Short Writing Assignment #1 Due by midnight Thursday, February 20<sup>th</sup>.

**In Quizzes.** Take Norton InQuizitive Quiz #8 [Introduction: Early Modern Chinese Vernacular Literature](#). Due Friday February 21<sup>st</sup>

**Prepare for Response Paper #2.**