

Name _____ Group Name _____

ENGL 200X-F03: World Literature—Gender

Class Time: T Th 3:40-5:10 PM

Classroom: GRUE 307

CRN: 71067

Fall 2007

Dr. Chris Coffman

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Office Hours: T Th 2-3:30 PM

And by Advance Appointment

Course Description and Objectives:

All sections of ENGL 200X have the following objectives:

- a) To introduce students to the diversity of oral and written literature from around the world;
- b) To develop historical and cultural awareness, aesthetic appreciation, and analytical thinking, via close study of literature;
- c) To encourage global awareness by comparing literatures from different cultures, continents, and eras;
- d) To introduce a variety of approaches to myth, poetry, narrative, stories, novels, nonfiction, and drama.

This section will accomplish the above goals by focusing on the role of literature in constructing **gender** in a wide variety of cultural contexts. Rather than attempting to represent every culture in the world or to survey the entire history of gender in world literature—both impossible tasks—we will focus on some early and very recent examples of **literature and film** from the Middle East, Europe, Africa, India, and the Americas.

In addition to offering you the opportunity to think about the effects of different historical and cultural contexts, this course will also provide you with tools for literary analysis and the opportunity to practice using them. Though you will be expected to memorize some information about historical contexts and some terminology for understanding literature, most of the time you spend in class and in your written assignments will involve learning to formulate your own well-grounded interpretations of our texts. We are very fortunate that ENGL 200X is a small class, because its size will allow you to spend most of our class time testing and developing your own interpretations rather than passively listening to lectures delivered to an audience of hundreds. **Most of our class sessions will be conducted as a combination of lecture, discussion, and other activities.** Though you may find this to be different than some of your other introductory classes, courses in literature aim to develop skills in interpretation that are best cultivated through discussion. Moreover, many educational theorists believe that the **“active learning”**

encouraged by the combination of lectures with group and full-class discussion is more beneficial than the “passive learning” encouraged by an exclusive emphasis on lectures because students remember ideas they develop themselves more easily than those that they hear from somebody else. Your active participation in your own learning—though detailed **preparation for class, regular attendance, and participation**—will be crucial to your success in this course, and thus (as detailed below) attendance is required.

Prerequisites:

ENGL 111 or equivalent, which teaches basic skills that ENGL 200 assumes: writing a properly organized, thesis-driven, college-level, analytical essay and using MLA Style to document your references. We will not review these basic skills in class (that’s why ENGL 111 is a prerequisite), but if you have any questions about whether your papers will fulfill course requirements, you should carefully study this syllabus, my assignment sheets, and the style manuals to which they refer. After that, if you have further questions, you should visit my office hours or the Writing Center with a draft of your essay in advance of your paper’s due date.

Required Materials:

- *The Bedford Anthology of World Literature, Book 1: The Ancient World, Beginnings-100 C.E.*, ed. Davis et al. New York: Bedford/St. Martin’s, 2004. ISBN 0-312-24873-3.
- *The Arabian Nights*. Trans., ed. Husain Haddawy. New York: W. W. Norton, 1995. ISBN 0-393-31367.
- *Sunjata: A West African Epic of the Mande Peoples*. Trans. David C. Conrad. Indianapolis: Hackett Publishing Co., 2004. ISBN 0-87220-697-1.
- Achebe, Chinua. *Things Fall Apart*. New York: Anchor, 1994. ISBN 0-385-47454-7.
- Wallis, Velma. *Bird Girl and the Man Who Followed the Sun*. New York: Harper Perennial, 1997. ISBN 0060977280.
- Other required materials periodically available through Electronic Reserves (see Schedule below); please budget for printing of these materials.

A Note on the Readings:

Literature, film, and other forms of cultural production provide valuable opportunities for reflection on the full complexity of human experience, an activity that college-level education is designed to facilitate. Among other themes, our texts will ask students to engage issues of gender, sexuality, race, ethnicity, nationality, economics, and power. By enrolling in this course, you acknowledge that you understand that these topics are part of our subject matter and that you will be expected to read, view, discuss, and write about texts that address them.

Course Policies:

Requirements and Criteria for Evaluation:

Grading:

- **15% Essay #1, 4-5 full pages**, due at the beginning of class on **September 27, *accepted only with proof of visit to the Writing Center***
- **15% Essay #2, 4-5 full pages**, due at the beginning of class on **November 29**
- **15% Midterm Examination**, in class on **October 23**
- **25% Final Examination, December 18, 3:15-5:15 PM**, in our regular classroom
- **20% Weekly Contributions to Group Discussion Board**, 3 paragraph-length postings per week
- **10% Attendance and Participation.**

In order to earn credit for ENGL 200, you must complete Essay #1, Essay #2, the Midterm, the Final and the weekly discussion board contributions in accordance with the requirements discussed below, as well as attend class regularly as outlined under “Attendance” below. Holiday travel plans should be scheduled to allow you to meet all of the requirements of the course, including the final exam; conflicts created by travel arrangements are not grounds for make-ups.

This course will **not** be graded on a curve. Grading standards will follow UAF guidelines. Plus/minus grading will be used within the following ranges:

- A = An honor grade, indicates originality and independent work, a thorough mastery of the subject, and the satisfactory completion of more work than is regularly required
- B = Indicates outstanding ability above the average level of performance
- C = Indicates a satisfactory or average level of performance
- D = The lowest passing grade, indicates work of below average quality and performance
- F = Indicates failure to meet lowest standards

A note on **“What’s my grade?” queries**: I am responsible for returning graded essays and examinations to you during the semester but do not calculate grades until the end of the course except when required by UAF. Unless you are required by the university to submit grades partway through the semester, please do not e-mail me for an estimate of your final grade or for a tally of your absences earlier than that. If you desire an estimate of your grade earlier than the end of classes, you may calculate your own grade using the above percentages. The letter grades you receive on your assignment can be converted to numbers according to the following scale:

- A 4
- A- 3.7
- B+ 3.3
- B 3

B-	2.7
C+	2.3
C	2
C-	1.7
D+	1.3
D	1
D-	0.7
F	0

When 100% of your assignments are graded, their totals are reconverted back to a letter grade using the above scale.

Tests and Exams:

The Midterm Examination will take place in class on **October 23** and will cover the first two units, “The Middle East” and “Europe.” It will consist of two parts. The **first part** will be **closed-book**; it will ask you to define important terms as precisely as possible, and discuss examples of them. The **second part** will be **open-book** and will ask you to write **one essay question**, for which you should **bring two blue books**. The essay question will be open-ended, asking you to make connections between Middle Eastern and European texts. Before the Midterm, we will discuss sample questions so that you understand the format, but **you will not be given a study guide**; you should **take good notes throughout the class** and rely on them to prepare for the exams.

The Final Examination will take place on **December 18 from 3:15-5:15 PM** in our regular classroom and will cover the final three units: “Africa,” “India,” and “The Americas.” **The format will be identical to that of the Midterm**, but will be **longer** as it will cover three units. Please **bring two blue books**.

Graded Essays:

For the graded essays, due on **September 27 and November 29**, I will distribute an Assignment Sheet containing essay topics and instructions in advance, and will discuss them with you in class; you should consider the Assignment Sheet to be an extension of this syllabus. They must be picked up in person and will not be distributed by e-mail. You are welcome to stop by my office hours to receive commentary on an early draft of your essay or to discuss preliminary plans for it. You may also e-mail me a thesis statement and outline for feedback, but not an entire draft of the paper.

The final version of your essays (and the drafts) must be submitted in hard copy; I do not accept essays sent by e-mail. Your essays should be typed in a font no larger than Times 12 and double-spaced, with pages numbered and margins no larger than one inch. At the top left, please write your name, ENGL 200X, Dr. Coffman, the assignment number, and the date of the assignment. Papers must be stapled (before class—I do not carry a stapler). Unstapled papers are one of my pet peeves! When citing sources other than our assigned texts, include a Works Cited page; all documentation should be done in MLA Style, the system taught in ENGL 111.

(Rasmuson Library and the Writing Center both have copies of the *MLA Handbook*, which explains MLA Style.) Also, please check your assignments carefully before submission. You alone are responsible for their completeness; papers with missing pages or other errors will not be returned for correction and will be graded in the state in which I receive them. To prevent the stress of last-minute computer or printer problems, I suggest that you not wait until the last minute to print your essays. You are also responsible for keeping a second paper copy (not just an electronic file) of each paper.

Unexcused late papers will be penalized by one-half grade level per day late, including weekends. Extensions will only be granted for compelling reasons for which you can provide documentation, and are more likely to be given if requested well in advance of the date due.

A Note on Sources for Essays:

Your written work for this course will not require research, but if you choose to include outside sources for your papers, you should be careful to select materials that are appropriate for a college essay. The UAF library hosts an extensive network of online databases that will point you to scholarly sources that are appropriate for use in college work; the librarians at the reference desk at Rasmuson Library can help orient you to them.

By contrast, using “Google” or other search engines to identify random sources for your work in this class is a quick way to jeopardize your grade. Many sites on the Internet contain materials that are not produced by experts or that are designed as online competitors for *Cliff Notes*; these sources have no place in a college essay. While some online encyclopedias are credible, Wikipedia is not compiled by experts and thus is also not an appropriate source in a university context. Papers that cite non-scholarly sources—whether from the Internet or elsewhere—will be downgraded one full grade level per non-scholarly source.

I have prepared a handout on “Scholarly Vs. Non-Scholarly Sources” and posted it to Blackboard to give guidance to those who choose to include outside sources in their essays. If you do include outside sources in your paper, you should take that handout as an extension of this syllabus.

Group Discussion Boards:

Rather than administer reading quizzes or ask that you complete a handwritten journal on your daily reading, I have designed this course so that you can exchange ideas about our texts online with several of your classmates before we meet in the classroom. This will not only help you to prepare for class but will also allow you to receive feedback from your classmates and from me.

Each week, you will be asked to log into Blackboard and contribute three paragraphs on our assigned text to the discussion board associated with the group to which you have been assigned. I will post a question to give your group direction, and you must post at least one paragraph in response (either to my question or to a classmate’s response to it) by 7 PM the night before each class meets; your third paragraph may be contributed at any time. I will assign a grade to each student at the end of each unit. In order to be considered passing, your paragraph should respond

directly to my question by analyzing a specific passage from the assigned text. You may either post a passage from the text on your own, or develop new ideas about a passage that a classmate has already posted.

I will review each group's discussion board before each class meeting, connect our lessons to some of your responses, and offer occasional feedback intended to improve your skills at analyzing literature.

Plagiarism:

While most people know that submitting papers written by others constitutes plagiarism, many often do not understand that it also includes using others' ideas and turns of phrase without appropriate documentation. Whenever you consult sources other than our assigned readings for your essays, you must attach a Works Cited page in MLA Style and refer to its contents (both direct quotations and paraphrases) within the body of your text using the MLA format. Keep in mind that materials available on the Internet must be credited in your work just like any other source; the *MLA Handbook* explains how to cite them properly.

Plagiarism can also take place through sloppy citation of our assigned texts or of outside sources: it is always important to distinguish your ideas and words from those of others. Pages 331-39 of Diana Hacker's *A Writer's Reference* (available in the UAF Bookstore and at the Writing Center), which explain how to integrate other authors' words into your essay while giving them proper credit, should help you to avoid accidental plagiarizing of the assigned texts. Because papers that do not properly use quotation marks or indentation to give credit to their sources violate academic integrity, you should be sure that you understand how to integrate quotations effectively.

Plagiarism is one of the most serious violations of academic integrity, and if I find that you have submitted a paper that is largely written by another person or lifted from the Internet (or any other source of prepared papers) you *will* receive an F for the assignment and for the course. Moreover, if I find that any of your assignments includes some passages that have been lifted from others' texts without attribution, whether from printed texts or from the Internet, you will receive an F for the assignment, and possibly for the entire course as well. Please consult the Student Code of Conduct on p. 80 of the *University of Alaska Fairbanks 2007-2008 Catalog* for UAF's policies concerning the serious consequences of plagiarism, cheating, and other violations of academic integrity, as well as your right to due process.

It is your responsibility as a student to understand and avoid plagiarism, and my role as university faculty to help you understand. If you continue to have questions about plagiarism after reading *A Writer's Reference* and the online materials, feel free to schedule an appointment with me or to drop by during office hours. It is much better to ask questions about whether you are citing your sources properly than not to ask and to submit something about which you are uncertain.

Attendance:

This is a classroom-based section, not an online or correspondence course; it is designed so that in-class activities are just as valuable to your learning as your written work. If you are not present for class, you will miss most of the material of the course, and effectively will not really have taken it. Thus, *prompt attendance at each class is required.*

You will be *excused* from class for illness (including the unexpected illness of an immediate dependent), personal or family emergencies, and religious holidays; in these situations, please send me an e-mail describing your situation. If your absence falls on the date of a test or an essay deadline, or if the quantity of your absences becomes excessive, I will ask for documentation. *Make-up exams* are only permitted for those students that can document an “excusable” absence, and must be completed within the two weeks that follow the student’s return to class. Student athletes and members of other UAF-sponsored teams may be excused from class for competitions upon furnishing me with appropriate documentation, and should submit in advance all work due during the absence.

You are also allowed two (2) “freebie” *unexcused* absences that you may use for any reason, after which point your final course grade will be lowered by one half grade-level per excess absence. Keep in mind that the “freebie” unexcused absences are not intended as “vacation” absences but rather as tools for resolving conflicts that may arise between your obligations as a student and your responsibilities in other parts of your life. Absences for reasons of work or family (other than emergencies as described above) fall under this “freebie” policy.

In any case, if you must miss class, please inform me by e-mail as soon as possible and contact a classmate to find out what you missed; after you have discussed the missed class with your classmate you are welcome to approach me with follow-up questions. You are responsible for all material covered in class, even if you are absent or late when it is discussed.

Finally, as the arrival of late students is extremely disruptive to the progress of the class, I ask that you arrive in class on time. If an emergency dictates that you absolutely must arrive late to a given class, try to enter through a back door and make as little noise as possible. Students who arrive late in class without a compelling explanation will have 1/2 of an unexcused absence noted in my grade book; be aware that these can quickly add up to significant deductions from your final grade!

Participation:

As this is a discussion-based course, your constructive participation in your own learning and that of your classmates will be key to your success. Accordingly, your work in group and class discussions will be graded. The quality of your participation in the course’s ongoing dialogue will determine the bulk of your participation grade. I may require occasional written in-class activities that will also contribute to a small portion of your mark for participation.

Regular attendance at, preparation for, and attention in class constitute satisfactory participation. Offering comments and questions pertinent to the topic at hand constitute “*positive*

participation”: they help to further the work of the class and thus raise your participation grade. Engaging with the course material over e-mail and in office hours is also “positive participation,” as it helps me to meet your and your classmates’ educational needs. To participate in a positive manner, you need not necessarily understand every aspect of the texts or agree with my interpretation of them; you simply need to ask questions that are productive for our learning and share your reactions to the questions that I and your classmates pose.

Signs of inattention such as (but not exclusively) sleeping, sitting with closed eyes, reading or working on materials unrelated to this class, and using electronic devices for purposes unrelated to this class constitute “*negative participation*,” a form of unacceptable classroom performance that will lower your participation grade. Coming to class unprepared (or without necessary materials such as your textbook), not contributing to group activities, and not looking in the texts for answers when asked are other forms of “negative participation.” Overtly disruptive behavior hinders the work of the entire class and thus is even more unacceptable than other forms of “negative participation.”

Some of the most productive learning experiences take place when different arguments are submitted to the tests of evidence and critical reasoning, so I encourage you to question the assertions of others and to express your own views during our discussions. To ensure that everybody in the classroom feels empowered to contribute, I ask that you be respectful in your choice of language and courteous in your interactions with all of the members of the classroom community.

Office Hours:

I keep 3 office hours per week, listed at the top of this syllabus. This is time that I make myself available to discuss any questions or concerns that you might have about the course: to comment on drafts of your paper, to clarify writing assignments and examinations, to answer questions about my feedback on your work, to discuss reasons for absence or other concerns about the course, or simply to chat about the assigned texts or courses that I plan to offer in the future. Generally you may drop in without an appointment during office hours, but if my office hours are very popular on a given day (the day before an exam is scheduled or a paper is due, for example), I may post a sign-up sheet for your convenience. Also, if other obligations dictate that you can only appear in office hours at a specific time, feel free to contact me in advance to see if you can schedule accordingly.

Because university faculty have multiple responsibilities on campus, *I am only able to take unscheduled drop-in appointments during my posted office hours*. If you have a school- or work-related conflict with my scheduled office hours, I would be happy to consult with you briefly by e-mail (I can offer feedback on thesis statements but not entire papers that way) or to schedule an appointment at another time that I am on campus. *Please e-mail or talk to me in advance to identify a meeting time that fits both of our schedules*.

Cellular Phones and Other Noisy Devices:

Noises from cellular phones and other electronic devices are extremely disruptive to the class, and demonstrate a lack of respect for everyone in the room. I turn off my phone before class, and ask that you turn yours off as well. I reserve the right to ask you to leave for the rest of the day if your device makes noise in class.

Computers:

You will need to have Internet access and your UAF e-mail account for this course, and should check e-mail daily. You may check your UAF e-mail from off-campus computers by going to <http://webmail.uaf.edu>

Students with Disabilities:

I am happy to accommodate students with documented disabilities; if you plan on requesting such arrangements, please discuss them with me during the first two weeks of class. You will need to provide documentation of your disability to Disability Services in the Center for Health and Counseling, 474-7043, TTY 474-7045, in order to receive accommodations.

The Fine Print:

I reserve the right to modify this syllabus.

Tentative Schedule:

There are no commercially available textbooks for World Literature courses that are focused on gender, so I have assembled the course materials from a variety of sources. Some of our readings will come from books that I have asked you to purchase, whereas others will be posted to Blackboard.

This schedule indicates the source of each reading; most come from the books available at the bookstore, but some must be downloaded from Blackboard. You should read all of the assignments in the order listed on the homework assignments below, but ***pay closest attention to texts listed as “crucial terminology” or “primary texts,”*** which I’ve italicized as they will be the main subjects of class discussion. Exam questions will lean most heavily first toward “primary texts” and then toward “crucial terminology,” and homework and electronic journal-writing assignments will often ask you to engage the “historical background.”

You should bring the appropriate textbook (or the document containing the day’s primary texts) to each class session, as you will be lost without them. Of the texts on Blackboard, you should ***print out and bring to class each text labeled on this syllabus as “primary text” or “background—crucial terminology,”*** but you don’t need to print the “historical background” readings if you’re comfortable reading them online. The “historical background” readings that are not in our textbook may also be found in the several volumes of the *Bedford Anthology of World Literature* that I have placed on hardcopy reserves at Rasmuson Library.

9/6 (Th): First Day of Classes

Unit I: The Middle East

9/11 (T): Ancient Mesopotamia

Homework due:

- 1) Reading (*crucial terminology*): from *Gender Studies* (Blackboard)
- 2) Reading (historical background): “Introduction: The Ancient World” and “Mesopotamia,” *Bedford* Vol. 1, pp. 1-22
- 3) Reading (*primary texts*): “*The Descent of Inanna*,” *Bedford* Vol. 1, pp. 23-39
- 4) Writing: bring to class two pieces of paper: one containing a question about the overall significance of the text, and one containing a question about what a specific detail from the text might mean. (Example: “is it important that the bird in this scene is a raven rather than a dove?”)

9/13 (Th): Ancient Mesopotamia

Homework due:

- 1) Reading (*primary texts*): “*The Epic of Creation*,” *Bedford* Vol. 1, pp. 40-55
- 2) Writing: bring to class two pieces of paper: one containing a question about the overall significance of the text, and one containing a question about what a specific detail from the text might mean. (Example: “is it important that this story ends with a marriage rather than a broken engagement?”)

Topics for Essay #1 distributed and discussed in class

9/18 (T): Ancient Mesopotamia

Homework due:

- 1) Reading (*primary text*): *The Epic of Gilgamesh*, *Bedford* Vol. 1, pp. 55-91
- 2) Writing: bring to class two pieces of paper: one containing a question about the overall significance of the text, and one containing a question about what a specific detail from the text might mean. (Example: “is it important that character X has black hair and character Y has blonde hair?”)

9/20 (Th): Ancient Mesopotamia

Bring your textbook to class; discussion of *The Epic of Gilgamesh* will continue

Homework Due:

- 1) Writing: thesis statement and list of supporting evidence for Essay #1 due in class

9/21 (F): Last day for student- or faculty-initiated drops

9/25 (T): The Middle Period: *The Arabian Nights*

Class meets in a computer classroom: RASM 301

Homework due:

- 1) Reading (historical background): "Introduction: The Middle Period" (Blackboard)
- 2) Reading (historical background): "Arabia and Persia: The World of Islam" (Blackboard)
- 3) Reading (primary text): from *The Arabian Nights*: "Introduction," pp. ix-xiv; Map, p. xxxi; *The Arabian Nights*, pp. 1-16
- 4) Reading (primary text):
 - "Anchorage" Group: from *The Arabian Nights*, pp. 17-66
 - "Barrow" Group: from *The Arabian Nights*, pp. 295-344
 - "Bethel" Group: from *The Arabian Nights*, pp. 344-383
 - "Valdez" Group: from *The Arabian Nights*, pp. 383-428

***9/27 (Th):** The Middle Period: *The Arabian Nights*

Bring *The Arabian Nights* as well as "Arabian Nights Conclusion" (Blackboard) to class; discussion will continue.

Homework due:

- 1) Reading: "Arabian Nights Conclusion" (Blackboard)
- 2) Writing: *Essay #1 due, 4-5 pp., accepted only with proof of visit to the Writing Center*

Unit II: Europe

10/2 (T): Ancient Greece

Homework due:

- 1) Reading (historical background): "Greece: The Golden Age of Literature and Philosophy," *Bedford* Vol. 1, pp. 247-258
- 2) Reading (primary text): Euripedes, *Medea*, *Bedford* Vol. 1, pp. 999-1044
- 3) Writing: by 7 PM on Monday, post 1-2 paragraphs to your group's electronic journal on Blackboard; cite and discuss at least one passage from the text.

10/4 (Th): Ancient Greece

Bring your textbook; discussion of *Medea* will continue

Homework due:

- 1) Writing: post 1-2 paragraphs to your group's electronic journal on Blackboard; cite and discuss at least one passage from the text.

10/9 (T): Ancient Greece, Ancient Rome

Homework due:

- 1) Reading (historical background): "Rome: Creating the Myth of Empire in the Land of the Caesars," *Bedford* Vol. 1, pp. 1157-1164
- 2) Reading (primary texts): *Sappho (Greek), poems*, *Bedford* Vol. 1, pp. 791-798; *Catullus (Roman)*, *Bedford* Vol. 1, pp. 1164-1174
- 3) Writing: by 7 PM on Monday, post 1-2 paragraphs to your group's electronic journal on Blackboard; cite and discuss at least one passage from the text.

10/11 (Th): Post-War Europe

Homework due:

- 1) Reading (historical background): "Introduction: The Twentieth Century" (Blackboard)
- 2) Reading (primary text): *Bachmann, "The Barking"* (Blackboard)
- 3) Writing: by 7 PM on Wednesday, post 1-2 paragraphs to your group's electronic journal on Blackboard; cite and discuss at least one passage from the text.
- 4) Review the Syllabus description of the Midterm, and bring your questions to class. I'll have sample exam questions.

10/16 (T): Post-Cold-War Europeans

Film Screening: *Hedwig and the Angry Inch*

10/18 (Th): Post-Cold-War Europeans Abroad

Homework due:

- 1) Writing: by 7 PM on Wednesday, post 1-2 paragraphs to your group's electronic journal on Blackboard; try to discuss a specific scene in your response.

Film Discussion: *Hedwig and the Angry Inch*

***10/23 (T): MIDTERM**

Unit III: Africa

10/25 (Th): Ancient Egypt

Homework due:

- 1) Reading (historical background): "The Seasons of the Nile: Pyramids, Tombs, and Hieroglyphics," *Bedford* Vol. 1, pp. 92-103
- 2) Reading (primary texts): "Love Poems," *Bedford* Vol. 1, pp. 118-125
- 3) Writing: by 7 PM on Wednesday, post 1-2 paragraphs to your group's electronic journal on Blackboard; cite and discuss at least one passage from the poem I've assigned to your group.

10/30 (T): Early African Epic

Homework due:

- 1) Reading (historical background): "Introduction: The Early Modern World" (Blackboard)
- 2) Reading (historical background): "Africa: Epic and Empire in Mali" (Blackboard)
- 3) Reading (primary text): *Sunjata*, "Introduction," "Notes on Nomenclature," "Maps," and from the *Sunjata* epic, pp. 1-20 and pp. 52-91
- 4) Writing: by 7 PM on Monday, post 1-2 paragraphs to your group's electronic journal on Blackboard; cite and discuss at least one passage from the text.

11/1 (Th): Small groups convene on the online discussion boards, rather than in the classroom, for extended discussion of *Sunjata*. Each participant must post 6 paragraphs by the end of the day, citing and discussing at least three different passages from the text, in order to receive credit for attending the online class.

11/2 (F): Last day for student- and faculty-initiated withdrawals

11/6 (T): Postcolonial Africa

Homework due:

- 1) Reading (historical background): "Colonialism: Europe and Africa" (Blackboard)
- 2) Reading (primary text): Achebe, *Things Fall Apart*, Part I, pp. 1-125
- 3) Writing: by 7 PM on Monday, post 1-2 paragraphs to your group's electronic journal on Blackboard; cite and discuss at least one passage from the text.

11/8 (Th): Postcolonial Africa

Homework due:

- 1) Reading (primary text): Achebe, *Things Fall Apart*, Parts II&III, pp. 126-209
- 2) Writing: by 7 PM on Wednesday, post 1-2 paragraphs to your group's electronic journal on Blackboard; cite and discuss at least one passage from the text.

Unit IV: India

11/13 (T): Ancient India

Homework due:

- 1) Reading (historical background): "India: The Timeless Worlds of Priests, Warriors, and Caste," *Bedford* Vol. 1, pp. 1323-1332
- 2) Reading (primary text): *The Ramayana*, Books 1-3, *Bedford* Vol. 1, pp. 1351-1390
- 3) Writing: by 7 PM on Monday, post 1-2 paragraphs to your group's electronic journal on Blackboard; cite and discuss at least one passage from the text.

11/15 (Th): Ancient India

Homework due:

- 1) Reading (primary text): *The Ramayana*, Books 5-7, *Bedford Vol. 1*, pp. 1390-1433
- 2) Writing: by 7 PM on Wednesday, post 1-2 paragraphs to your group's electronic journal on Blackboard; cite and discuss at least one passage from the text.

11/20 (T): Contemporary Indians in Diaspora

Homework due:

- 1) Reading (historical background): "Crossing Cultures: The Example of India" (Blackboard)
- 2) Reading (primary text): Rushdie, "The Courter" (Blackboard)
- 3) Reading (primary text): Mukherjee, "A Wife's Story" (Blackboard)
- 4) Writing: by 7 PM on Monday, post 1-2 paragraphs to your group's electronic journal on Blackboard; cite and discuss at least one passage from the text.

11/22 (Th): NO CLASS: THANKSGIVING HOLIDAY

11/27 (T): Contemporary India

Film Screening: *Fire*

***11/29 (Th):** Contemporary India

Homework due:

- 1) Writing: Essay #2 due, 4-5 pp.

Film Discussion: *Fire*

Unit V: The Americas

12/4 (T): The Aztecs

Homework due:

- 1) Reading (historical background): "The Americas: Aztec Empire and New Spain" (Blackboard)
- 2) Reading (primary texts): *The Ancient Mexicans: Myths of Creation and The Myth of Quetzalcoatl* (Blackboard)
- 3) Writing: by 7 PM on Monday, post 1-2 paragraphs to your group's electronic journal on Blackboard; cite and discuss at least one passage from the text.

12/6 (Th): The Contemporary United States/Mexico Borderlands

Homework due:

- 1) Reading (primary text): Anzaldúa, from *Borderlands/La Frontera*: Ch. 5 (“How to Tame a Wild Tongue”) and Ch. 7 (“La conciencia de la mestiza: Towards a New Consciousness”) (Blackboard)
- 2) Writing: by 7 PM on Wednesday, post 1-2 paragraphs to your group’s electronic journal on Blackboard; cite and discuss at least one passage from the text.

12/11 (T): Alaska Native Storytelling

Homework due:

- 1) Reading (primary text): Wallis, *Bird Girl and The Man who Followed the Sun*, Ch. 1-9, pp. 13-109
- 2) Writing: by 7 PM on Monday, post 1-2 paragraphs to your group’s electronic journal on Blackboard; cite and discuss at least one passage from the text.

12/13 (Th): Alaska Native Storytelling

Homework due:

- 1) Reading (primary text): Wallis, *Bird Girl and The Man who Followed the Sun*, Ch. 10-17, pp. 111-213
- 2) Writing: by 7 PM on Wednesday, post 1-2 paragraphs to your group’s electronic journal on Blackboard; cite and discuss at least one passage from the text.

***12/18 (T), 3:15-5:15 PM: FINAL EXAM in our regular classroom**