English 307-001: Early Modern / Modern World Literature
Fall Semester 2017 TTH 12:30-1:45 F271

Instructor: Dr. Ericka Hoagland          Office Hours: MW 2:30-3:30; TTH 11-12:30
Office: LAN 211               Phone: (936)468-2413    Email: hoaglande@d2l.sfasu.edu

Catalog Description: A close study of works in World Literature (primarily Western) from approximately 1600 to 1900. The course will cover French Neoclassical Literature, continental Romantic Literature, and Realist and Symbolist Literature. Prerequisite: 9 semester hours of English.

Course Description: From the beginning of the seventeenth century to the end of the nineteenth, the world experienced incredible change as it moved into the modern era. The Enlightenment swept through Europe and later America, giving partial impetus to both the American and French Revolutions. Japan closed itself off to the rest of the world, only to be forced to reopen its doors in the middle of the nineteenth century by American Commodore Perry. Russia saw glory and westernization under the rule of Peter the Great, only to be rocked by the Time of Troubles after his death. These changes and upheavals were chronicled, directly and indirectly, in the literature, in the form of satires, comedies, and dramas.

In this course, we will explore how the literature of Russia, Ireland, Japan, Spain, and France responded to the various cultural, economic, and social changes that gripped each respective society, noting, where applicable, how the histories and literatures of these societies intersected and overlapped. Both the literature we read as well as the exams and various writing assignments you complete will focus on those changes. Outlined below, then, are the general goals / outcomes for this course:

Program Learning Outcomes:

1. The student will demonstrate the ability to read complex texts, closely and accurately.
2. The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations.
3. The student will demonstrate knowledge of literary history in regard to particular periods of World, British and American literature.
4. The student will demonstrate ability to effectively conduct literary research.
5. The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis.

Required Texts


**Required Assignments:** Additional information on the research project and its supporting assignments can be found in D2L in the Research Project module.

**60% Research Project** – The research project is a bit different from what students may think of when they hear/read “research project.” Rather than write an analytical essay developed and supported by secondary research, students will engage with secondary research in various ways in order to better understand how scholarship on a text evolves, how scholars utilize research in their own writing, and how to thoughtfully analyze and critique scholarly arguments. As such, the research project is comprised of small parts that build on one another while reinforcing specific researching, formatting, and evaluative skills.

*7.5% Primary Bibliography* - The first part of the research project begins with students selecting one of the featured texts in the course, and conducting research on that text in order to construct the primary bibliography for the research project. This bibliography will be comprised of thirty sources and span thirty years (ten sources from each decade) of scholarly study on the text.

*7.5% Evolution of the Scholarship* – The second part of the research project builds out of and from the research initiated with the primary bibliography, and focuses on outlining in a short essay (3-4 pgs.) the ways in which the scholarship on the project text has “evolved” over its modern history, including its more recent history represented in the primary bibliography.

*30% Article and Reference Analyses* – The third part of the research project involves writing three short (3-4 pgs.) analyses of articles featured in the primary bibliography (one from each decade). Each analysis will offer a short overview (or summary) of the article’s argument, and then analyze how the sources in that article are used to support the argument. Each essay will conclude by offering a brief assessment of the article’s overall merit.

*15% Comparative Article Analysis* – The fourth and final part of the research project is a comparative article analysis in which students will select two articles from their primary bibliography that offer thematically linked interpretations of the research project text and do the following: 1) outline the arguments of each article; 2) assess the strengths and weaknesses of each article; and 3) conclude by explaining which article ultimately has the strongest argument.
**40% Take Home Midterm and Final** – Each exam is worth 20% of the course grade, and will be comprised of short answer questions and short essays that cover the texts, lectures, and relevant literary movement / genres examined in the first eight weeks of the course (the midterm), and in the second half of the course (the final).

**Grading Scale**

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<th>Grade</th>
<th>Description</th>
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<tr>
<td><strong>A</strong></td>
<td>An exceptional paper that meets all of the requirements of the assignment as outlined in the assignment guidelines. Such a paper has a clearly stated, sophisticated, and insightful thesis statement. Supporting paragraphs are thoughtful and well-supported; transitions between paragraphs and ideas are smooth; and there are few to no grammatical / mechanical errors.</td>
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<tr>
<td><strong>B+</strong></td>
<td>A superior paper that meets all of the requirements of the assignment as outlined in the assignment guidelines. Thesis statement is clear, but lacks the critical sophistication of the “A” paper. Paragraphs are nicely developed and supported; transitions between paragraphs and ideas are generally smooth; and there are a few grammatical / mechanical errors.</td>
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<tr>
<td><strong>B</strong></td>
<td>A strong paper that meets most to all of the requirements of the assignment as outlined by the assignment guidelines; the thesis statement lacks the level of clarity and sophistication found in “A” and “B+” papers; paragraphs show attention to development, but not as consistently or as rigorously as “A” or “B+” papers; smooth transitions between paragraphs and ideas are present in places, but not consistent; and there are several grammatical / mechanical errors.</td>
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<td><strong>C+</strong></td>
<td>A good paper that meets a large number of the requirements of the assignment as outlined by the assignment guidelines; the thesis is awkwardly constructed and somewhat lacking in critical depth; paragraphs are fairly developed, but could use more support and development; transitions are abrupt or in some places non-existent; and there are several grammatical / mechanical errors.</td>
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<td><strong>C</strong></td>
<td>An average paper that meets most of the requirements of the assignment as outlined by the assignment guidelines; the thesis is identifiable, but its claim is vague, observational, or underdeveloped and is too informal in its construction and critical thinking; paragraphs show some development, but not as much as a “C+” paper; transitions are hard to find between paragraphs and ideas; and there are multiple grammatical / mechanical errors.</td>
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<td><strong>D+</strong></td>
<td>A mediocre paper meets only one or two of the requirements of the assignment as outlined by the assignment guidelines; there is no discernible thesis statement; the paragraphs lack structure and critical development; transitions are absent; the introduction and conclusion are awkwardly constructed and do not provide adequate set-up or closure to the paper; and there are many grammatical errors.</td>
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| **D** | A poor paper that does not meet the requirements of the assignment; the thesis statement is not identifiable; supporting paragraphs are underdeveloped and unfocused; there are no transitions to move from idea to idea or paragraph to paragraph; the introduction and conclusion are hard to follow, have no clear purpose or direction, and do not meet any of the expectations as outlined by the instructor; and the paper has many grammatical / mechanical errors on
F

Does not meet any of the requirements as a whole or those for the introduction and conclusion; the paper has no discernible main idea; paragraphs are short and underdeveloped; the paper does not meet the minimum page length; the paper lacks focus; and there are many grammatical / mechanical errors throughout the entire paper.

UNIVERSITY POLICIES

Withheld Grades Semester Grades Policy (A-54):

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Disability Services: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity (A-9.1):

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty:

Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's
paper without giving the author due credit. Furthermore, if you turn in an essay that you wrote for another course for this class, or incorporate any kind of outside work when outside research is not allowed for the writing assignment, you are engaging in plagiarism and academic dishonesty.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

These are the penalties for plagiarism in this course: for the first offense, you will receive a zero for the paper and be reported to the appropriate dean for this academic offense; and for the second offense, you will receive a failing grade for the course, and be reported to the appropriate dean of students for this academic offense.

General Course Policies

The syllabus for a course is like a contract between student and teacher. A contract, loosely defined, is an agreement between two or more parties in which the parties agree to follow certain behaviors and meet specific responsibilities. By being in this class, you agree to the conditions listed below, including the course policies which outline acceptable codes of behavior for this course, and the course schedule, which outlines the due dates for all assignments. Should you not meet the expectations outlined by the syllabus, you can expect in turn to incur the penalties described below. That means it is extremely important that you familiarize yourself with the syllabus as thoroughly as possible; if a policy does not make sense, make sure to ask me as soon as possible as I will not allow confusion to be an excuse for not completing an assignment as required or for not meeting class expectations as described below.

Attendance / Lateness Policy: According to university policy, which I follow, students who miss three weeks of class automatically fail. For this class, that means you can miss six classes, BUT I DON’T RECOMMEND THAT YOU MISS THAT MANY CLASSES; the seventh missed class results in an “F” for the course. I do take attendance, and so should you; that is, you should keep a record of the days you miss class so that you know how many absences you have accumulated. While I will not be penalizing you for absences you accumulate up to three weeks of missed classes, you should be aware that every class you miss puts you behind, whether in the form of a missed quiz, discussion of writing assignments or discussion of assigned readings, preparation for quizzes and/or exams, and so on. As such, it is your responsibility, not mine, to catch up on material you missed due to an absence. In other words, I will not “re-teach” a class you have missed, thus it is important that you make contacts in the class should you miss a class and need notes. Furthermore, I follow the university’s policy for excused absences; this policy only excuses absences for official university business, not illness, court dates, doctor appointments, funerals, etc. Finally, students should be aware that not only do I take attendance, but I keep records of tardiness; for every three classes a student is late to class (and I define being late very simply: if you’re not in class when class officially starts, then you are late), I will mark an absence.
Grievances and Concerns Policy: If you are having difficulties with this course, whether it is with a writing assignment, a particular reading, or with the course in general, please do not suffer in silence and/or wait until the end of the term to inform me of these problems or concerns in the evaluations. At that point, there is nothing I can do to address those concerns. Thus it would be best for you, me, and the class to be able to address your concerns while there is still time left in the term to do so. Please talk to me either via email, or in private to discuss any problems or concerns you have with the course and I will do my best to address them. Of course, at the end of the term, your feedback regarding this course is both welcome and appreciated when it comes time to fill out the class evaluations.

AARC Policy: Students are highly encouraged to use the AARC, located in the Steen Library, for help with their papers. Some rules/guidelines that students should follow with respect to the Writing Center: 1) set up an appointment (they last thirty minutes), either by signing up on the appointment sheet located at the AARC, or by setting up an appointment online; 2) As a general rule, DO NOT DROP IN – you can never be assured of help by doing this, so it is best to sign up for or set up an appointment; 3) Come in with a complete, TYPED, draft – a typed draft is easier for the writing consultant to read, and a complete draft gives them more to work with and respond to; 4) Come in with specific questions about your draft, or specific parts of the paper that you want the writing consultant to look at; 5) If available, bring the assignment sheet with you so that tutors can reference it if they need more information about the assignment; and 6) DO NOT EXPECT THE WRITING CONSULTANT TO PROOFREAD THE ESSAY FOR YOU (that means fixing spelling and punctuation errors for you) – THEY WON’T. They will, however, point out grammatical/mechanical errors to you, but it is your responsibility to fix them.

Late Work and Makeup Policy: I define a paper as “late” if it is submitted an hour after the official deadline for the paper. A paper that is a full day late will be marked down a half letter grade (thus, if you receive a “B” on the paper, but it is late, its final grade will be a “C+”). A paper turned in two days late will be marked down a full letter grade (a “B” paper will become a “C”). A paper turned in three days late will automatically receive a “D.” If that paper shows poor work, additional deductions may occur. No papers will be accepted after four days.

THERE ARE NO MAKE-UPS IN THIS CLASS. In-class writing tasks and quizzes CANNOT be made up outside of class. Students also cannot make-up formal writing assignments or exams.

Conference Policy: Students are encouraged to meet with me to discuss writing assignments, receive help on drafts of papers, to discuss quizzes and / or assigned readings, and general concerns with the course. My scheduled office hours represent the best times to meet with me, and it is a good idea, in order to assure that you will receive my full attention, to schedule a time during my office hours should you wish to talk to me. Should you miss a scheduled meeting with me, I will allow you to set up a makeup meeting, but only if you alert me to being unable to come to the meeting a full twenty-four hours before the scheduled meeting. I reserve the right to not meet with a student
should s/he be habitual in missing conferences. My time is precious, too, and I will not devote time to a student who regularly misses meetings when other students need help / guidance. Finally, please be aware that you cannot be guaranteed of my time if you drop in during my office hours, as I may be meeting with another student, so again, if you can, schedule a meeting with me to insure that you get to work with me when you need / want to.

**Dropbox Policy:** All papers for this course are REQUIRED to be submitted to the appropriate Dropbox folder on the D2L site for this course. Each Dropbox folder will be titled according to the paper (e.g., “Primary Bibliography”) and will automatically shut down twenty-four hours after the start of class on the paper’s due date. It is your responsibility to remember to submit your papers to the appropriate folder AND to alert me to any difficulties uploading the paper within that twenty-four hour window. A paper that scores a 25% or higher on turnitin.com for potential plagiarism / academic dishonesty will be especially scrutinized. Furthermore, such a score could result in serious penalties, including full grade deductions, a zero for the paper, and in worst case scenarios, being reported to the appropriate academic dean for plagiarism / academic dishonesty.

**Email Policy:** All official email from me will go to your email accounts in D2L. I also expect emails regarding this course to be professional. What I mean by that is the following: in the subject line type in the specific concern of the email, provide a formal salutation (“Dr. Hoagland,” not “Mrs. Hoagland” – I’m not married to my dad), and a message that involves complete sentences and appropriate grammar. I don’t answer emails that are casual or familiar, so referring to me as “hey” or “dude,” using “text-speak” and spelling, and avoiding proper punctuation guarantees that I will not answer your email, no matter how urgent the matter discussed in the email might be.

**Cell Phone Policy:** I expect all electronic devices to be TURNED OFF AND PUT AWAY before class starts. If you cannot be parted from your cell phone for the time that you are in class, THEN DON’T COME TO CLASS. From time to time, I will allow class to have their cell phones out to conduct informal research for class work, and I will allow individuals to have their cell phones handy should there be a valid reason for doing so, but other than that, THERE IS NO REASON TO HAVE YOUR CELL PHONES OUT DURING CLASS. If you have your cell phone out during class without permission, I will deduct TEN POINTS from your participation grade for each infraction.

**Additional Policies (aka other stuff you need to know):**

1. If you fall asleep in class, you will be marked absent for the day. So have some coffee or other caffeinated beverage with you if need be.
2. Don’t interrupt when someone has the floor – it’s disruptive and disrespectful. Furthermore, don’t use this class as a place to do work for another class or to visit with your neighbors/friends; again, this is disrespectful behavior.
3. You can bring snacks to class, just don’t get too elaborate. If your food involves utensils or rotisseries, it’s probably not a good idea to bring it to class.
4. If you have any questions or concerns with the class, don’t suffer in silence: come see me during my office hours or set up an appointment. In general, it is a good idea to keep lines of communication open: I am far more likely to be flexible if you talk to me.

COURSE SCHEDULE

Week One: August 29th – August 31st

Tuesday: Introduction to course; Lecture on the Enlightenment & 17th century Ireland
Thursday: Read and discuss Kant’s “An Answer to the Question: What is Enlightenment” (D2L) and Swift’s A Modest Proposal (D2L)

Week Two: September 5th – September 7th

Tuesday: Discuss Evolution of the Scholarship: Guidelines and Sample; select research project text
Thursday: NO CLASS

Week Three: September 12th – September 14th

Tuesday: Discuss Tartuffe
Thursday: Primary Bibliography Due; discuss Tartuffe

Week Four: September 19th – September 21st

Tuesday: Discuss “Shemiaka’s Judgment,” “Frol Skobeev, the Rogue,” and “The Tale of Savva Grudtsyn”
Thursday: Discuss Fuente Ovejuna

Week Five: September 26th – September 28th

Tuesday: Discuss Fuente Ovejuna
Thursday: Evolution of the Scholarship Essays Due; discuss The Swindler

Week Six: October 3rd – October 5th

Tuesday: Discuss The Swindler
Thursday: Discuss She Stoops to Conquer

Week Seven: October 10th – October 12th

Tuesday: Discuss She Stoops to Conquer; discuss Article and Reference Analysis: Guidelines and Sample
Thursday: Article and Reference Analysis One Due; discuss Tales of Moonlight and Rain (Introduction and Books One and Two)
Week Eight: October 17th – October 19th

Tuesday: Discuss Tales of Moonlight and Rain (Books Three, Four, and Five)
Thursday: Discuss The Absentee (chpts. 1-5)

Week Nine: October 24th – October 26th

Tuesday: Take Home Midterm Due; discuss The Absentee (chpts. 6-10)
Thursday: Discuss The Absentee (chpts. 11-14)

Week Ten: October 31st – November 2nd

Tuesday: Discuss The Princess of Cleves
Thursday: Article and Reference Analysis Two Due; discuss The Princess of Cleves

Week Eleven: November 7th – November 9th

Tuesday: Discuss “Sarrasine” and “The Flood”
Thursday: Discuss The Death of Ivan Ilych

Week Twelve: November 14th – November 16th

Tuesday: Article and Reference Analysis Three Due; discuss Comparative Article Critique: Guidelines and Sample
Thursday: Discuss Carmilla

Week Fourteen: November 21st – November 23rd

NO CLASS: THANKSGIVING HOLIDAY

Week Fifteen: November 28th – November 30th

Tuesday: Comparative Article Critique Workshop
Thursday: Discuss Carmilla

Week Fifteen: December 5th – December 7th

Tuesday: Comparative Article Critiques Due; discuss Hedda Gabler
Thursday: Discuss Hedda Gabler