From the beginning of the 17th century to the end of the 19th, the world experienced incredible change as it moved into the modern era. 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.

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.
SNORKELING - You’re familiar with world literature – you’ve taken a world lit survey course – and you’re ready to take your knowledge into deeper waters. You want to look below the surface. Snorkelers understand that the interplay between literature and history, especially when dealing with ancient texts, is often key to unlocking meaning. They are keen to explore the ways texts “talk” to each other. They are equipped to look extensively at a text and from multiple angles, both in classroom discussion as well as in their writing.

SCUBA DIVING - You are very comfortable with “the deeps” of literary analysis, from close reading to literary theory, and you’ve taken a few upper-level literature courses before, so you are well acquainted with the rigorous reading and writing loads that such courses demand. You actively seek out extra readings and information, and prefer writing assignments that challenge your skill sets. Scuba Divers are driven by curiosity and are passionate about taking their writing well beyond the shallows.

HOW TO TAKE THIS COURSE

In her excellent syllabus for her US History Survey II course at Worcester University, Dr. Tona Hangen encourages her students to think of her course as the ocean and “to go as deep” as they dare. Using her concept – with some adjustments for our course – I extend the same invitation to you.

WADING - This is your first - and may be your only – world literature course, or this is your first upper-level literature course, so you want to "stay in the shallows," and you are going to need some "water wings" in the form of additional guidance from the instructor. Waders are used to skimming the surface in their writing, and need to work on plunging into the depths more in their writing.
COURSE POLICIES

ATTENDANCE You are allowed FOUR absences without penalty. Fifth and sixth absences each result in an automatic half grade deduction from your final grade. A seventh absence is an automatic fail for the course. It is your responsibility, not mine, to catch you up on material due to an absence. I will not “re-teach” a class you have missed, which would be impossible anyway, since each class is dependent on the input and insights of the class itself. Finally, I follow the university policy for excused absences; this policy only excuses absences for official university business, not illness, doctor’s appointments, court dates, funerals, etc.

LATE WORK I allow one “get out jail free” for late work, which means you can turn in a paper up to three days late without penalty. Otherwise, a paper that is a full day late will be automatically marked down half a grade; two days late is a full grade markdown; and three days late is an automatic “D.” No papers will be accepted after four days.

MENTAL HEALTH AND WELLNESS SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFA Counseling Services
www.sfasu.edu/counselingservices Rusk Building, 3rd Floor 936.468.2401

SFA Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp Human Services, Room 202 936.468.1041

Crisis Resources:
Burke 24-hour crisis line: 1.800.392.8343
Suicide Prevention Lifeline: 1.800.273.TALK (8255)
Crisis Text Line: Text HELLO to 741-741

WITHHELD GRADES 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) at 468-3004 / 468-1004 (TDD) as early as possible in the semester to receive accommodations in a timely fashion. For additional information, go to http://www.sfasu.edu/disabilityservices/.
Grading Policy and Grading Scale

Students can expect to receive substantial feedback on all required drafts of major essays / projects, and when applicable, will also have access to rubrics that further highlight where the work has or has not met the assignment's goals.

For all essays and projects requiring a rough draft, students should be aware that I will expect students to actively apply my feedback as they revise their work. Likewise, rough drafts will receive a score that reflects the draft's level of completion, and IS NOT a guarantee of the assignment's final grade. Final drafts are graded on the quality of the work, including the revisions made to the essay.

Students should think of rough drafts and final drafts as what they are: two separate assignments. As such, rough drafts resubmitted as final drafts will not be accepted.

The grading scale below offers a sort of "big picture" for how I define each possible letter grade:

**Exemplary, or A:** Submitted work exceeds assignment goals / expectations, high quality of both ideas and prose, and shows a mastery of course material.

**Good/Above Average, or B:** Submitted work meets all assignment goals, reflects strong ideas and development, and shows a solid grasp of course material.

**Sufficient/Satisfactory, or C:** Submitted work meets most assignment goals, quality of work is uneven, especially in its development, and shows an emerging grasp of course material.

**Missed the Mark/Insufficient, or D:** Submitted work struggles to meet assignment goals, lacks depth / development, and shows a superficial grasp of course material.

**Incomplete/Unacceptable, or F:** Submitted work is regularly and substantially incomplete/under-developed, off-target, and shows a poor grasp of course material.
COURSE REQUIREMENTS

45% Historical Literary Analysis Research Project: Students will build a research project comprised of four parts: an Annotated Bibliography (10%) & Paper Proposal (5%), the Historical Literary Analysis Paper (Rough Draft: 10% & Final Draft: 15%); and the Poster Presentation (5%). More information on this project and its parts is provided in D2L.

30% Kirkus-Style Reviews: Short pieces of writing (between 300-400 words each) modeled after the Kirkus book reviews. These reviews are intended to help students develop strong summarization and critique skills that are also extremely concise and focused. Students will work with the Canva platform to create the final versions of each review.

25% Wikipedia Entry Assignment: Scholars generate and disseminate knowledge in various forms, from researched analytical works and book reviews, to literary dictionaries and encyclopedias, as well as a variety of audiences, from academic audiences to generalized audiences. A particularly popular (and somewhat controversial) source of knowledge dissemination for audiences of all types is Wikipedia. Students will create a Wikipedia-style entry on a Russian folktale of their choosing (and which has not already been given the Wikipedia treatment) that will require both sharp summarization, as well as synthesis of various source materials, to build their entry. Students will work with the Canva platform to recreate the “look” of a typical Wikipedia entry.

Required Texts

All other texts will be provided as PDF files in D2L.
### Assignment Deadlines

**KIRKUS REVIEW DEADLINES:**
- #1 DUE 2/8
- #2 DUE 2/29
- #3 DUE 3/10
- #4 DUE 3/31
- #5 DUE 4/11
- #6 DUE 4/25

**WIKIPEDIA ENTRY DEADLINES:**
- Wikipedia Entry Rough Draft DUE 2/20
- Wikipedia Entry Final Draft DUE 3/5

**HISTORICAL LITERARY ANALYSIS PROJECT DEADLINES:**
- Annotated Bibliography & Proposal DUE 3/19
- Historical Literary Analysis Rough Draft DUE 4/9
- Revised Final Historical Literary Analysis DUE 5/2
- Historical Literary Analysis Poster DUE 5/7

### READING SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>W1</td>
<td>1/18</td>
<td>Introduction to Course: the Russian folktale and Wikipedia Entry Assignment</td>
</tr>
<tr>
<td>W2</td>
<td>1/23</td>
<td>Discuss Russian folktales</td>
</tr>
<tr>
<td>W2</td>
<td>1/25</td>
<td>Discuss Russian folktales: Research Project</td>
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<tr>
<td>W3</td>
<td>1/30</td>
<td>Discuss Acts 1 &amp; 2 of Fuente Ovejuna</td>
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<tr>
<td>W3</td>
<td>2/1</td>
<td>Discuss Act 3 of Fuente Ovejuna &amp; article</td>
</tr>
<tr>
<td>W4</td>
<td>2/6</td>
<td>Discuss <em>The Swindler</em></td>
</tr>
<tr>
<td>W4</td>
<td>2/8</td>
<td>Discuss <em>The Swindler</em></td>
</tr>
<tr>
<td>W5</td>
<td>2/13</td>
<td>Discuss selected articles on <em>The Swindler</em></td>
</tr>
<tr>
<td>W5</td>
<td>2/15</td>
<td>Discuss <em>Candide</em></td>
</tr>
<tr>
<td>W6</td>
<td>2/20</td>
<td>Discuss <em>Candide</em></td>
</tr>
<tr>
<td>W6</td>
<td>2/22</td>
<td>Discuss selected articles on <em>Candide</em></td>
</tr>
<tr>
<td>W7</td>
<td>2/27</td>
<td>Discuss Japanese folktales</td>
</tr>
<tr>
<td>W7</td>
<td>2/29</td>
<td>Discuss Japanese folktales</td>
</tr>
<tr>
<td>W8</td>
<td>3/5</td>
<td>Discuss &quot;Sarrasine&quot;</td>
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<tr>
<td>W8</td>
<td>3/7</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>W9</td>
<td>3/9–3/17</td>
<td>SPRING BREAK</td>
</tr>
<tr>
<td>W10</td>
<td>3/19</td>
<td>Discuss <em>Madame Bovary</em></td>
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<tr>
<td>W10</td>
<td>3/21</td>
<td>Discuss <em>Madame Bovary</em></td>
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<tr>
<td>W11</td>
<td>3/26</td>
<td>Discuss <em>Madame Bovary</em></td>
</tr>
<tr>
<td>W11</td>
<td>3/28</td>
<td>Discuss <em>Madame Bovary</em> &amp; selected articles</td>
</tr>
<tr>
<td>W12</td>
<td>4/2</td>
<td>Discuss chpts. 1-10 of <em>Carmilla</em></td>
</tr>
<tr>
<td>W12</td>
<td>4/4</td>
<td>Discuss chpts. 11-15 of <em>Carmilla</em> &amp; articles</td>
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<tr>
<td>W13</td>
<td>4/9</td>
<td>Discuss “The Death of Ivan Ilych”</td>
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<tr>
<td>W13</td>
<td>4/11</td>
<td>Discuss &quot;The Death of Ivan Ilych&quot; &amp; articles</td>
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<tr>
<td>W14</td>
<td>4/16</td>
<td>Discuss <em>A Doll’s House</em></td>
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<tr>
<td>W14</td>
<td>4/18</td>
<td>Discuss <em>A Doll’s House</em> &amp; article</td>
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<tr>
<td>W15</td>
<td>4/23</td>
<td>Discuss <em>Hedda Gabler</em></td>
</tr>
<tr>
<td>W15</td>
<td>4/25</td>
<td>Discuss <em>Hedda Gabler</em> &amp; article</td>
</tr>
<tr>
<td>W16</td>
<td>4/30</td>
<td>NO CLASS - DEAD WEEK</td>
</tr>
<tr>
<td>W16</td>
<td>5/2</td>
<td>NO CLASS - DEAD WEEK</td>
</tr>
<tr>
<td>W17</td>
<td>5/7</td>
<td>FINAL CLASS MEETING</td>
</tr>
</tbody>
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### CREDIT HOURS JUSTIFICATION:
"Early-Modern/Modern World Literature" (3 credits) typically meets three times each week in 50-minute segments or twice each week in 75-minute segments for 15 weeks, and also meets for a 2-hour final examination. Students have significant weekly reading assignments, take midterm and final examinations, and submit at least three essays, at least one of which involves substantial secondary research. All of these activities average a minimum 6 hours of work each week to prepare outside of classroom hours.
STUDENT CODE OF CONDUCT & ACADEMIC INTEGRITY

The Code of Student Conduct and Academic Integrity outlines the prohibited conduct by any student enrolled in a course at SFA. It is the responsibility of all members of all faculty, staff, and students to adhere to and uphold this policy. Articles IV, VI, and VII of the new Code of Student Conduct and Academic Integrity outline the violations and procedures concerning academic conduct, including cheating, plagiarism, collusion, and misrepresentation. Cheating includes, but is not limited to: (1) Copying from the test paper (or other assignment) of another student, (2) Possession and/or use during a test of materials that are not authorized by the person giving the test, (3) Using, obtaining, or attempting to obtain by any means the whole or any part of a non-administered test, test key, homework solution, or computer program, or using a test that has been administered in prior classes or semesters without permission of the Faculty member, (4) Substituting for another person, or permitting another person to substitute for one's self, to take a test, (5) Falsifying research data, laboratory reports, and/or other records or academic work offered for credit, (6) Using any sort of unauthorized resources or technology in completion of educational activities. Plagiarism is the appropriation of material that is attributable in whole or in part to another source or the use of one’s own previous work in another context without citing that it was used previously, without any indication of the original source, including words, ideas, illustrations, structure, computer code, and other expression or media, and presenting that material as one’s own academic work being offered for credit or in conjunction with a program course or degree requirements.

Collusion is the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any provision of the rules on academic dishonesty, including disclosing and/or distributing the contents of an exam.

Misrepresentation is providing false grades or résumés; providing false or misleading information in an effort to receive a postponement or an extension on a test, quiz, or other assignment for the purpose of obtaining an academic or financial benefit for oneself or another individual or to injure another student academically or financially.

For additional information on the Academic Integrity Policy / Student Code of Conduct, including investigations, hearing procedures, and appeals, please review Articles IV, VI, VIII, and X in the Academic Integrity and Student Code of Conduct Handbook: https://www.sfasu.edu/docs/policies/10.4.pdf.
The emergence of generative AI tools (such as ChatGPT and DALL-E) has sparked interest among many students in our discipline. The use of these tools for brainstorming ideas, exploring possible responses to questions or problems, and creative engagement with the materials may be useful for you as you craft responses to class assignments. While there is no substitute for working directly with your instructor, the potential for generative AI tools to provide automatic feedback, assistive technology and language assistance is clearly developing.

The following policy will be used regarding ChatGPT and Generative AI in this course:

Students may use AI as part of their research and preparation for assignments, or as a text editor, but text that is submitted must be written by the student. For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification.