

SJSU – Spring 2018
Department of English & Comparative Literature
English 123C: Literature for Global Understanding—Oceania

Contact Information

Instructor:	Dr. Balance Chow
Office Location:	FO (Faculty Offices) Room 224
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Email:	Balance.chow@sjsu.edu
Office Hours:	M/T/W 12:00 – 13:00, and by appointment
Class Days/Time:	Mondays & Wednesdays 13:30 – 14:45
Classroom:	Sweeney Hall 238
Prerequisites:	WST, Core GE, Upper Division Standing, completion of (or co-registration in) 100W
GE/SJSU Studies Category:	Area V, “Culture, Civilization, and Global Understanding”

Course Description

“Literature for Global Understanding,” which carries 3 units, is an upper-division course designed, adopted, implemented, and administered by the Department of English and Comparative Literature at San Jose State University in accordance with the University’s General Education Program Guidelines (effective Fall 2005) to fulfill SJSU Studies (formerly Advanced General Education) requirements in Area V, “Culture, Civilization, and Global Understanding.”

Prerequisites: WST, Core GE, Upper Division Standing, completion of (or co-registration in) 100W.

Amount of writing required: 5000+ words (research paper + two essays)

“Literature for Global Understanding” focuses on the study of literature as a form of human expression in different cultures or regions of the world, and how that literary expression has developed in historical, geographical, cultural, political, international, and global contexts. In general, this course will concentrate on a particular region of the world where a body of literature and the cultures expressed by this literature can be studied coherently. The basic principle in the design of this course is the promotion of global understanding among students in relation to how other literary traditions have developed

distinctive features and identities, and how a knowledge and appreciation of other cultural traditions should have an important place in American culture and society.

Four variations of the course are offered in rotation from semester to semester:

English 123A: Literature for Global Understanding—Americas

English 123B: Literature for Global Understanding—Africa

English 123C: Literature for Global Understanding—Oceania

English 123D: Literature for Global Understanding—Asia

As one of these variations, English 123C examines the literary production and cultural heritage of the region known as Oceania, which consists of the major Pacific Island groups of Polynesia, Melanesia, and Micronesia; Australia and New Zealand (and if appropriate Indonesia and the Philippines as well as other entities of the region) are also included for examination due to historical, cultural, socio-economic, and geopolitical reasons and contexts. Topics and issues exemplified by the oral and written literatures of the region include: anthropology, mythology, ecology, and diversity; migration, navigation, exploration, and tourism; conquest, settlement, colonialism, decolonization, modernity, and globalization; warfare, genocide, racism, ethnic relations, language, class, gender, religion, cultural hybridity, modernity, environmentalism, human rights, and indigenous movements will be exemplified in the writings of significant writers selected from Oceania. Knowledge of French, Spanish, Portuguese, Dutch, or any indigenous language will be most welcome.

Students will be required to play an active role in this course by means of presentations, debates, discussions, and research. Quizzes and participation in-class activities will be part of your course grade.

Course Goals and Student Learning Objectives

SJSU Studies Area V Student Learning Objectives (SLO)/GE Learning Outcomes (GELO)

- A. The GE writing requirement will be met in this class by means of 3 written assignments with an aggregate word count of 5,000+ words, as follows:
 1. Analytical/Critical Essay #1—1250+ words
 2. Analytical/Critical Essay #2—1250+ words
 3. Research paper—2500+ words

- B. The General Education Learning Outcomes that are fulfilled by the course and the class activities/assignments/experiences linked to those outcomes are described in the table below:

SLO/GELO 1: Upon successful completion of this program, students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.

This GELO/GELO will be met by means of close examination, analysis, and critique of the texts throughout the semester; student success in achieving this objective will be assessed by means of systematic comparison tasks embedded in the midterm exam and/or the final exam.

SLO/GELO 2: Upon successful completion of this program, students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.

This GELO/GELO will be met by means of extensive cultural activities and involved learning experiences embedded in lectures, presentations, discussions, and other class interactions throughout the semester; student success in achieving this objective will be assessed by means of appropriate writing assignments focusing on (1) the historical context of ideas and cultural traditions outside the U.S.A., and on (2) how American culture has been influenced, affected, or impacted by such cultural traditions.

SLO /GELO 3: Upon successful completion of the course, students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.

This objective will be met by means of in-depth study of the texts and their contexts as students conduct library research beyond the lectures and other in-class activities. Student success in achieving this objective will be assessed by means of a scholarly paper with specific focus on questions of cultural change in a culture outside the U.S.A.

Course Learning Outcomes (CLO)

Consistent with the goals of courses approved for Advanced GE in Area V, “English 123B: Literature for Global Understanding--Oceania” focuses on the literary expressions of Oceania in order to:

1. Help students appreciate literature as a form of human expression and understand how that expression has developed over time in different cultures;
2. Increase students’ understanding of how other cultural traditions have influenced American culture and society, and how cultures in general both develop distinctive features and interact with other cultures.

With reference to the artistic texts and literatures of Oceania included in this course, students will examine and understand how cultures and peoples of this region interact and interrelate to the rest of the world as a result of the global processes, mechanisms, and forces at work. Students taking the course are expected to:

1. Gain a knowledge and understanding of Oceania through the literatures and artistic texts produced by its various cultures and peoples;
2. Learn to contextualize the knowledge and understanding of Oceania in terms of its interrelationships and interactions with global processes, mechanisms, and forces beyond Oceania;
3. Acquire, through individual as well as collaborative efforts, skills of reading, explicating, discussing, analyzing, interpreting, debating, and writing about texts pertaining to literatures and the other arts produced by cultures and peoples of Oceania;
4. Learn to develop, as a habit of mind, a keen interest in the global processes, mechanisms, and forces that have come to shape the affairs in Oceania and in the world;
5. Acquire and maintain a personal tolerance and/or appreciation of the different perspectives and values offered in the literatures and artistic texts produced by cultures and peoples of Oceania;
6. Develop a sense of commitment to the well-being of the world by sharing cultural tolerance and appreciation with one's own immediate community.

Upon successful completion of this course, students will be able to achieve the following Course Learning Outcomes (CLO):

1. *Becoming knowledgeable in the subject* by means of exposure to a diverse and representative variety of significant texts of literature and, where appropriate, the other arts, that support an understanding of Oceania, and by means of familiarization with prominent writers, key texts, and essential materials in Oceania;
2. *Developing expertise in the subject* as evidenced by careful examinations of course / subject materials in both local and global contexts, especially with regard to larger processes, mechanisms, and forces that come into play in shaping Oceania in relation to the rest of the world, and through in-depth analysis of key issues affecting Oceania in the local and global contexts described above;
3. *Mastering advanced skills* in reading, analysis, critique, research, and writing at levels suited to the study of the course materials as well as the issues implied, and in articulating considered arguments in verbal discussions, oral presentations, writing and/or other appropriate formats.

BA Program Learning Outcomes of the Department of English & Comparative Literature

This course also helps students in the major to achieve the **BA Program Learning Outcomes** set forth by the Department of English and Comparative Literature in so far as they are required to develop and demonstrate the ability to:

1. read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, and/or rhetoric;
2. show familiarity with major literary works, genres, periods, and critical approaches to British, American and World Literature;
3. write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject;
4. develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively;
5. articulate the relations among culture, history, and texts.

Textbooks / Readings / Films

[1] Charles Nordhoff & James Norman Hall, *Mutiny on the Bounty [of 1789]*. (1932)

Buy online, OR read/print electronic text here:

<http://gutenberg.net.au/ebooks08/0800401h.html>

[2] Herman Melville, *Typee: A Romance of the South Seas*. (1842)

Buy online, OR download electronic text here (please choose PDF version):

<http://manybooks.net/titles/melvilleetext99typee11.html>

[3] Pierre Loti, *The Marriage of Loti*. (1872);

Download electronic text here (PDF version):

<http://www.ebooksread.com/authors-eng/pierre-loti/the-marriage-of-loti-rarahu-ito.shtml>

[4] Kate Grenville, *The Secret River*. (2007). ISBN: 1841959146

[5] Witi Ihimaera, *Whale Rider*. (2003). ISBN: 0152050167

[6] Sia Figiel, *Where We Once Belonged*. (1999). ISBN: 1885030274

[7] Epeli Hau'ofa, *Tales of the Tikongs*. (1994). ISBN: 0824815947

[8] Robert Barclay, *Melal: A Novel of the Pacific* (2002). ISBN: 0824825918

Recommended Resources

Oceanic Mythology & other sacred texts of the Pacific from

<http://www.sacred-texts.com/pac/om/>

See also the following **films**:

On Easter Island *Rapa Nui*

Mutiny on the Bounty (different versions)

On Australia *Walkabout; Rabbit-Proof Fence*

On New Zealand *Once Were Warriors; Bride Flight; The Piano; Whale-Rider*

On Hawaii *Princess Kaiulani*

Contact instructor for access to electronic materials if needed.

Matoush, Toby, Phone: (408) 808-2096, Email: toby.matoush@sjsu.edu

Course Requirements and Assignments

In compliance with University Policy S12-3 (<http://www.sjsu.edu/senate/docs/S12-3.pdf>),

“Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of forty-five hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for lecture) for instruction or preparation / studying or course related activities including but not limited to internships, labs, clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.”

In addition, in compliance with F69-24 (<http://www.sjsu.edu/senate/docs/F69-24.pdf>), “Students should attend all meetings of their classes, not only because they are responsible for material discussed therein, but because active participation is frequently essential to insure maximum benefit for all members of the class. Attendance per se shall not be used as a criterion for grading.”

Accordingly, the requirements and assignments for this course are as follows:

Participation (quizzes, discussion, class work)	100 points	CLO 1, 2
Presentation on assigned author or topic	100 points	CLO 2, 3
Midterm Exam	150 points	GELO1; CLO 1
Final Exam	150 points	GELO1; CLO 1
Essay 1 (1250+ words)	100 points	GELO 2; CLO 2,3
Essay 2 (1250+ words)	100 points	GELO 2; CLO 2,3
Research Paper (3000+ words)	300 points	GELO 3; CLO 2,3
TOTAL:		1,000 points

Please refer to the course schedule / class calendar for assignment due dates, exam dates, date of final exam, and other relevant dates. Please also note that such dates are subject to change with fair notice in advance.

Grading Policy

As a student in this class you will accumulate a total of 1000 points for the course, to be converted to a letter grade as follows:

967-1000 A+	934-966 A	900-933 A-	867-899 B+	834-866 B	800-833 B-
767-799 C+	734-766 C	700-733 C-	667-899 D+	634-666 D	600-633 D-

Further explanations about how the course work is graded are provided below. To receive a normal grade (A through D), a student must complete ALL of the assignments and requirements described in Categories 1 – 5.

1. *Participation*, as reflected in class activities including written work, pop quizzes, discussions, and other interactions, is 10% (100 points) of your final grade, with the following caveat. You will be awarded 90-100 points for Excellent (grade A) participation, 80-89 points for Good (grade B), 70-79 points for Average (grade C), 60-69 for Poor (grade D), and 0 for Fail (grade F). Your participation grade is directly related to your efforts you invest in the class, and you must receive 60 points or above in order to complete the participation requirement; if you fail to complete this requirement your course grade will be “I” (“Incomplete”) or one of the other non-credit earning grades, i.e., W, WU, F. There is NO MAKEUP for missed participation activities. When absences occur and prevent you from participation, such absences must be legitimate in true faith, authorized by the instructor, and documented as required before they can be excused.

2. *Presentation*, as reflected in your 15-minute class demonstration / oral report (with power point, etc.) on the author/topic assigned, is 10% (100 points) of your final grade. You will be awarded 90-100 points for Excellent presentation (grade A), 80-89 points for Good (grade B), 70-79 points for Average (grade C), 60-69 for Poor (grade D), and 0 for Fail (grade F). If you fail to complete this required project, your course grade will be “I” (“Incomplete”).
3. *Midterm Exam and Final Exam*, designed to test your fundamental knowledge and understanding of the subject, will each be graded on a scale of 150 points; together you earn up to 300 points (30%) from the two exams toward your final grade. You must complete BOTH the midterm and the final exams, or your course grade will be “I.”
4. *Essays 1 and 2* are assigned to assess the students’ abilities to analyze the materials and synthesize their knowledge of the subject, and articulate their systematic and informed understanding in coherently, expressively, and professionally written prose. Each essay is worth 100 points and together they constitute 20% of the final grade for the course. To help you visualize the quality of your essays, letter grades of A through F will be given alongside numerical scores, with A representing Excellent work (90 to 100 points), B Good (80-89 points), C Average (70-79 points), D Poor (60-69 points), and F Fail (59 points and below). You must complete these essay assignments as scheduled; no late assignments will be accepted without authorization.
5. *The research project*, which culminates in a formal paper, will be graded on a 300 point scale, of which 100 points is based on the integrity, thoroughness, and sustained efforts of the research process, with A representing Excellent work (90 to 100 points), B Good (80-89 points), C Average (70-79 points), D Poor (60-69 points), and F Fail (59 points and below). Your research paper itself will be graded on a scale of 200 points in the same manner as a regular written essay, and to help you visualize the quality of your research paper itself, letter grades of A through F will be given alongside numerical scores, with A representing Excellent work (180 to 200 points), B Good (160-179 points), C Average (140-159 points), D Poor (120-139 points), and F Fail (119 points and below).
6. *Extra Credit Option*—You may do extra work and set aside extra credit in the Participation and Presentation category; such extra credit will be used in your favor to improve your final course grade in marginal cases (e.g., you have earned 796 points, which is a C+, and need just four points to acquire a B-).
7. *Academic dishonesty* (as for instance in plagiarism in essays, and in cheating in exams) will result in an F for the course grade.

Other provisions and additional information on Grading Policy

For numerical score and grade equivalents see the following tables: Table One: Essays (based on a 100 point scale)

A- = 90 – 93; A = 94 – 96; A+ = 97 – 99
 B- = 80 – 83; B = 84 – 86; B+ = 87 -- 89
 C- = 70 – 73; C = 74 – 76; C+ = 77 – 79
 D- = 60 – 63; D = 64 – 66; D+ = 67 – 69
 F or below = 59 or below.

Table Two: Course Grade (based on a 1000 point scale)

A- = 900 – 933;	A = 934 – 966;	A+ = 967 – 1000
B- = 800 – 833;	B = 834 – 866;	B+ = 867 -- 899
C- = 700 – 733;	C = 734 – 766;	C+ = 767 – 799
D- = 600 – 633;	D = 634 – 666;	D+ = 667 – 699
F = 599 or below.		

Students are advised to take note of the following policy statement mandated by the Department of English with regard to grading (effective May 17, 1994):

“The Department of English reaffirms its commitment to the differential grading scale as defined in the official SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance:

A=Excellent;
B=Above Average;
C=Average;
D=Below Average;
F=Failure.

Courses graded according to the A, B, C, No Credit system shall follow the same pattern, except that NC, for No Credit, shall replace D or F. In A, B, C, No Credit courses NC shall also substitute for W (for Withdrawal) because neither NC nor W affects students' grade point averages. This statement shall be included in all Department of English syllabi or greensheets.”

In addition, in English Department courses, “instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.”

Departmental Policy on Grading Written Assignments

“In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. Grades issued will represent a full range of student performance and will adhere to the following SJSU academic standards of assessment:

The “A” essay will be well organized and well developed, demonstrating a clear understanding and fulfillment of the assignment. It will show the student’s ability to use language effectively and construct sentences distinguished by syntactic complexity and variety. Such essays will be essentially free of grammatical, mechanical, and usage errors.

The “B” essay will demonstrate competence in the same categories as the “A” essay. The chief difference is that the “B” essay will show some slight weaknesses in one of those categories. It may slight one of the assigned tasks, show less facility of _expression, or contain some minor grammatical, mechanical, or usage flaws.

The “C” essay will complete all tasks set by the assignment, but show weakness in fundamentals (usually development), with barely enough specific information to illustrate the experience or support generalizations. The sentence construction may be less mature, and the use of language less effective and correct than the “B” essay.

The “D” essay will neglect one of the assigned tasks and be noticeably superficial in its treatment of the assignment—that is, too simplistic or short. The essay may reveal some problems in development, with insufficient specific information to illustrate the experience or support generalizations. It will contain grammatical, mechanical, and usage errors that render some sentences incomprehensible.

The “F” essay will demonstrate a striking underdevelopment of ideas and insufficient or unfocused organization. It will contain serious grammatical, mechanical, and usage errors that render some sentences incomprehensible.

Class Policy on Late Assignments and Incompletes:

1. Assignments shall be turned in when due. If accepted at all, late assignments will receive a penalty of 10%. There will be no make-up for in-class assignments and quizzes. Exams must be taken at the times and dates scheduled, unless an alternative arrangement is granted by the professor.
2. Unless otherwise stated, essay assignments and research papers must be printed to receive credit.
3. To request an "I" course grade, a student will have to sign a contract with the instructor at least two weeks prior to the last instruction day.

Class Policy on Record Keeping

Keep a record of all assignments you have completed. In particular, save backup copies of your essays/papers. For future portfolio purposes, students—ESPECIALLY MAJORS in English & Comparative Literature—are advised to preserve essays/papers graded and returned to them until graduation.

Classroom Protocol

Participation is understood to be an essential aspect of learning in this class. Absence without leave, late arrival, unauthorized breaks, early departure, and inattentiveness will be judged against you in the assessment of your Participation.

The use of cell phones is prohibited without instructor’s consent.

The use of laptop and tablet computers for purposes inconsistent with class activities is prohibited.

The ingestion of food and / or consumption of meals and snacks inside the classroom is prohibited; bottled water, however, will be permissible.

University Policies

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester’s [Catalog Policies](http://info.sjsu.edu/static/catalog/policies.html) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current

academic year calendars document on the [Academic Calendars webpage](#) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes.

Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

[University Policy S12-7](#), <http://www.sjsu.edu/senate/docs/S12-7.pdf>, stipulates that

“Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.” In addition, University Policy S12-7 requires students to obtain instructor’s permission to record the course: “Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor’s permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material.” To obtain such permission for yourself or for your guests, contact the instructor in writing two weeks in advance.

Academic integrity

Your commitment as a student to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](#) (text available at <http://www.sjsu.edu/senate/docs/S07-2.pdf>) requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](#) is available at <http://www.sjsu.edu/studentconduct/>.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person’s ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include your assignment or any material you have submitted, or plan to submit for another class, please note that SJSU’s Academic Integrity Policy S07-2 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](#) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](#) (AEC) (previously known as “The Disability Resource Center”) at <http://www.sjsu.edu/aec> to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.

SJSU Peer Connections

Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they learn to successfully navigate through their university experience. You are encouraged to take advantage of their services which include course-content based tutoring, enhanced study and time management skills, more effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals.

In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a wide variety of topics including preparing for the Writing Skills Test (WST), improving your learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center (SSC).

Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.

SJSU Writing Center

The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook (Note: You need to have a QR Reader to scan this code.)



SJSU Counseling Services

The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

The instructor reserves the right to revise this greensheet. Updates will be provided in class or by email in a timely manner or as soon as possible.

E123C: Literature for Global Understanding--Oceania, 2018S

Course Schedule

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/24	Introduction to the course Student Presentations [GE/CLO 1]; Research Project [GE/CLO 1, 3] Weekend: See film, <u>Rapa Nui</u> [GE/CLO 2]
2	1/29 1/31	Typee, Chapters 1-9 [GE/CLO 2] Typee, Chapters 10-21 [GE/CLO 2]
3	2/5 2/7	Typee, Chapters 22-34 [GE/CLO 2,3] Mutiny on the Bounty, Preface + Chapters 1-4 [GE/CLO 3]
4	2/12 2/14	Mutiny on the Bounty, Chapters 5-11 [GE/CLO 3] Mutiny on the Bounty, Chapters 12-19 & 27 [GE/CLO 3 & 2]
5	2/19 2/21	Marriage of Loti, Part I (pp. 1-74) [GE/CLO 1,3] Marriage of Loti, Part II (pp. 75-148 [GE/CLO 1, 3]
6	2/26 2/28	Marriage of Loti, Part III (pp. 149-217 [GE/CLO 1, 2, 3 Secret River (Beginning to end of Part Two) [GE/CLO 1] Weekend: See film, <u>Walkabout</u> and/or <u>Rabbit-Proof Fence</u> [GE/CLO3,2]
7	3/5 3/7	Secret River (Parts 3 & 4) [GE/C LO 3, 2] Secret River (Parts 5 & 6) [GE/CLO 3, 2]
8	3/12 3/14	Secret River (Continued) [GE/CLO 1] Research Paper Assignment [GELO 3, CLO 2,3]
9	3/19 3/21	Review; Essay 1 Due [GELO 2, CLO 2,3] Midterm Exam [GE/CLO 1]
10	3/26 -3/30	SPRING BREAK, NO CLASS ; see one or more of the films below: <u>Bride Flight</u> / <u>Once Were Warriors</u> / <u>The Piano</u> / <u>Whale-Rider</u> [GE/CLO 1]
11	4/2 4/4	Whale Rider, “Prologue, Spring, Summer” [GE/CLO 1] Whale Rider, “Autumn, Winter, Epilogue” [GE/CLO 1, 2, 3]
12	4/9 4/11	Where We Once Belonged, pp. 1-64 [GE/CLO 1] Where We Once Belonged, pp. 65 - 155 [GE/CLO 3]
13	4/16 4/18	Where We Once Belonged, pp. 156 - 239 [GE/CLO 3, 2] Tales of the Tikongs [GE/CLO 1]
14	4/23 4/25	Tales of the Tikongs [GE/C LO2] Tales of the Tikongs [GE/CLO3]
15	4/30 5/2	Melal, Part One [GE/CLO 1] Melal, Part Two [GE/CLO 1, 3] Research Paper Due [GELO 3, CLO2,3]

Week	Date	Topics, Readings, Assignments, Deadlines
16	5/7 5/9	Melal, Part Three [GE/C LO 3, 2] Melal, Continued [GE/CLO 2, 3]
17	5/14	Review; Essay 2 Due [GELO 2, CLO2,3] Conclusion to the course
18	5/22	Final Exam: May 22 (Tuesday), 12:15--14:30

The instructor reserves the right to revise this greensheet. Updates will be provided in class or by email in a timely manner or as soon as possible.