Evils Within and Without: Defining Evil in the Literature of the Western World

English 3010G: Literary Masterworks (3-0-3)
Eastern Illinois University Online Course

Instructor: Dr. Melissa Caldwell
Office Hours: Monday 8-9 am; Wednesday 12-1 pm; Thursday 8-9 pm
Email: mcaldwell@eiu.edu

Course Texts
Margaret Atwood, The Penelopiad, selections on D2L
Carol Ann Duffy, The World’s Wife, selections on D2L
Homer, The Odyssey, trans. Fagles
Tim O’Brien, In the Lake of the Woods
William Shakespeare, Othello
Mary Shelley, Frankenstein
Toni Morrison, The Bluest Eye
Other texts (e.g., music, films and videos, art, etc.) will be assigned throughout the course and made available on D2L.

Minimum Technological Requirements for English 3010G**
Reliable access to the Internet
Ability to navigate various aspects of D2L, our learning management system
Ability to read documents using Word, PowerPoint, and Adobe Acrobat
Ability to create and post documents using Microsoft Word or a comparable format
Ability to record and post a short video of yourself

**If you need help with any of these technological requirements, please contact me ASAP.

I. Course Description, Expectations, and Components of the Course

Course Description
The EIU course catalogue describes ENG 3010G as an analysis of a group of masterworks from the Western cultural tradition that shape for us the identity of the culture and period to which they belong and that represent the great diversity within the tradition. During this semester, we will examine representations of evil across time, place, and literary traditions and genres. Our goal will be to understand how different culture define, explain, and come to terms with the existence of evil.

Course Expectations and Netiquette
Because this is a 6-week online summer course, the reading and writing requirements will be particularly demanding. Please be prepared to devote considerable time to the reading, writing, and other assignments listed below. If you need help, you have several options for contacting
me. I will answer queries both via D2L email and Panthermail (mcaldwell@eiu.edu), typically within 24 hours, sometimes sooner. You may also ask me questions during my virtual office hours via the Chat function in D2L (see your navigation bar) or by using Collaborate during scheduled weekly real-time lectures. If you have questions or find yourself falling behind, please do not wait to contact me.

Regarding course netiquette, I ask you to observe the following policies:

1.) Be considerate of me and each other when interacting via the discussion board or any other electronic form for the duration of this course. Remember that often a writer’s intention and tone can be lost in electronic formats.
2.) Dismissive or inappropriate comments will not be tolerated.
3.) You are absolutely welcome to express your own ideas and opinion and to agree or disagree with your peers, I ask only that you do so courteously.
4.) If you do not respect your classmates or your tone is inappropriate, you may be asked to redo an assignment and/or lose credit for the assignment entirely. In particularly severe cases, you may fail or be dismissed from the course at my discretion.
5.) Read all feedback you receive from me and discuss any questions you have about your feedback. If you are ever in doubt about whether a post violates course netiquette, please email me before you post it.

Course Learning Objectives
In this course, you will

1.) Explore and write about the diversity of cultural perspectives and human values as evidenced by great writers working in a wide range of historical eras and cultural traditions.
2.) Assimilate, abstract, and articulate ideas from a series of intellectual and aesthetic experiences.
3.) Complete a variety of written work and oral presentations treating the literary texts read in the course.
4.) Explore intellectual and aesthetic matters related to the study of literature.
5.) Discover the intellectual and aesthetic pleasure to be derived from reading great books.
6.) Consider the value of expression and creativity, especially in literature and literary analysis.

Synchronous Lectures
Every week there will be a synchronous lecture time (i.e., a time where I will give a lecture online that you may virtually attend). I will poll the entire class at the beginning of term and will try to pick a time during which most students can attend. However, I will be recording these lectures and making them available to you online after the synchronous session is over. It will be beneficial for you to attend the lectures if you can because you will have the opportunity to ask questions as I provide information about the text, but it is not absolutely necessary that you do so. There will be no penalty for not attending.
We will be using Collaborate for our synchronous sessions. In order to join an online synchronous session, do the following:

1. Click on the “Online Rooms” link on the blue navigation bar at the top of the home screen for our course.
2. You will find a list of rooms, each corresponding to a specific lecture. Find the appropriate room and select “join room.”
3. A separate window will open and you will be prompted to download a collab file.
4. Open the file and select “Run.”
5. A new window will open with the Blackboard Collaborate online session. Run the Audio Setup Wizard after accessing the online meeting (Select “Tools” > “Audio” > “Audio Setup Wizard.” Follow prompts to set up your output (headset) and input (microphone). This step should be completed every time you access Collaborate.

II. Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Final Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper 1</td>
<td>15%</td>
<td>90-100</td>
</tr>
<tr>
<td>Shakespeare Solo’s Assignment</td>
<td>15%</td>
<td>80-89</td>
</tr>
<tr>
<td>Paper 2</td>
<td>15%</td>
<td>70-79</td>
</tr>
<tr>
<td>Resource Sharing Assignment</td>
<td>5%</td>
<td>60-69</td>
</tr>
<tr>
<td>Discussion posts (7 total)</td>
<td>20%</td>
<td>Below 60</td>
</tr>
<tr>
<td>Quizzes (7 total)</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td></td>
</tr>
</tbody>
</table>

Guidelines for Strong Discussion Post Assignments

Every week there will be at least one discussion post assignment. Discussion posts should be 250-500 words in length and should respond specifically to the question at hand using textual evidence. While you will be voicing your own opinion in the post, a successful post will provide evidence from the text in order to back up your claims. If you are raising a question in your discussion post, you still must provide some textual evidence to help the reader understand your point and you should indicate some of the ways that the question might be answered (in other words, show us that you have given the question some thought yourself already). Whether you raise a question or make an observation, your post should aim to offer something new and substantial to our understanding of the text. Make sure you cite any and all sources. You do not need to use outside sources for your discussion post (in fact, I would prefer that you don’t); however, if you choose to refer to outside sources, you must cite them.

In addition, you must respond to 2 posts made by two of your classmates. At least one of these two responses must be a response to a new thread, while the other can be (but does not have to be) a response to someone who has responded to you. The length of your responses may vary, but I will be looking to see real engagement with each others’ ideas. To that end, I would expect no less than 150 words.
Posts are due by 5PM on the date assigned, while the additional responses to 2 posts are due by midnight. Late posts will be graded at a rate of 10%/hour deduction for every hour the post is late (e.g., a post turned in at 7PM would receive a 20% deduction, etc.)

For further guidance about discussion posts, please refer to the Discussion Post Rubric.

**Essays and Course Policy Regarding Late Work**

Please follow the guidelines for your essays as listed in the essay assignments. In general, essays should strictly adhere to the page requirements. If you turn in less than the required written pages (and please note that a bibliography does **not** count as a page), your grade will be reduced accordingly. For example, if you turn in 3 ½ pages for a 4-page assignment, the highest grade you can receive for your work is a 75% because you have only turned in 75% of the assignment. Plagiarism will not be tolerated (see policy below). All papers should be correctly cited using MLA format and should include a bibliography of any and all sources cited or consulted.

In the case of late work, your grade will be reduced at a rate of 10%/hour. If you need an extension on your work for any reason, you must email me at least 48 hours prior to the due date of the assignment to ask for an extension.

**Resource Sharing Assignment**

Undoubtedly many of you will use the Internet to research resources that help you better understand one or more of the literary texts that we will read in this class. For this assignment, I would like you to simply share and write a review one resource for two different works that we will read this semester. I will create a Dropbox folder for resources for each major text that we read. Please place a link to the resource and a review of it in the appropriate place by the end of the corresponding module. Your review should comment on the helpfulness (i.e., how does it help you, what kind of information can you gain from it, etc.) and reliability of the resource you have found (i.e., is this resource from a known credible or scholarly source or not; if not, then what are its uses/limitations, etc.). There are countless resources that you might use, and so for that reason I ask that you not duplicate resources that one of your classmates has already posted about.

**Academic Integrity and Plagiarism**

Students are expected to maintain principles of academic integrity and conduct as defined in EIU's Code of Conduct ([http://www.eiu.edu/judicial/studentconductcode.php](http://www.eiu.edu/judicial/studentconductcode.php)). The English Department’s policy on plagiarism states the following:

“Any teacher who discovers an act of plagiarism—‘The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s original work’ (Random House Dictionary of the English Language)—has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including
immediate assignments, of a grade of F for the assigned essay and a grade of F for the course, and to report the incident to the Office of Student Standards.”

To put this another way: plagiarism absolutely will not be tolerated in this class. Plagiarists will be reported to the Office of Student Standards and will fail the course. If you are confused about plagiarism at any point in the semester, it is your responsibility to ask me about it before you turn in an assignment.

III. Course Calendar

Module 1: Course Introduction and Orientation

6/13 What is a “literary masterwork”? Orientation to online learning environment. Homework: Explore the resources of our course on D2L; read my discussion post and PowerPoint; write and post the first discussion forum assignment. Take syllabus quiz. Submit best synchronous lecture times to me via email.

Module 2: Telling and Retelling the Epics of the Ancient World: The Questionable Characters of Homer’s Odyssey

6/14 Odyssey, read Books 1-3; complete quiz
6/15 Odyssey, read Books 4-6; watch video Gods and Monsters: Homer’s Odyssey
6/16 Odyssey, read Books 7-9; synchronous lecture at time TBD
6/17 Odyssey, read Books 10-12; discussion post due
6/20 Odyssey, read Books 13-18; synchronous lecture at time TBD
6/21 Odyssey, read Books 19-21
6/22 Odyssey, read Books 22-24; complete quiz
6/23 read Penelopiad, selections on D2L
6/24 read Carol Ann Duffy, selected poems from The World’s Wife on D2L; Listen to Suzanne Vega’s “Calypso”; images (art) treating Penelope, Calypso, and Circe; discussion post due

****Paper 1 due by Monday, 6/27 at 12 noon****

Module 3: The Identity of Evil in the Early Modern World: Shakespeare’s Othello

6/27 Othello, read Act 1; watch Othello, act 1; watch samples from the “Shakespearean Solos Project”; synchronous lecture at time TBD; paper 1 due
6/28 Othello, read Act 2; watch Othello, act 2; complete quiz
6/29 Othello, read Act 3; watch Othello, act 3
6/30 Othello, read Act 4; watch Othello, act 4; discussion post due
7/1  *Othello*, read Act 5; watch *Othello*, act 5

****Shakespeare’s solos assignment due by Tuesday, 7/5 at noon****

**Module 4: Evil at Our Own Hands: Science and the Search for Knowledge in Mary Shelley’s *Frankenstein***

7/5  *Frankenstein*, read Preface & Letters, Volume 1; complete quiz; synchronous lecture at time TBD
7/6  *Frankenstein*, begin reading Volume 2
7/7  *Frankenstein*, finish Volume 2 and being Volume 3
7/8  *Frankenstein*, finish Volume 3; discussion post due

**Module 5: Systemic Evils: Racism in Toni Morrison’s *The Bluest Eye***

7/11 *The Bluest Eye*, read opening and “Autumn”; examine online images for Dick and Jane books, Mary Janes, and footage from Shirley Temple’s *The Littlest Rebel*; synchronous lecture at time TBD
7/12 *The Bluest Eye*, read “Winter”; complete quiz
7/13 *The Bluest Eye*, read “Spring”
7/14 *The Bluest Eye*, read “Summer”; discussion post due
7/15 Catch Up Day

****Essay 2 due by Sunday, 7/17 at noon****

**Module 6: Setting the Story Straight: Evil and the Retelling of History in Tim O’Brien’s *In the Lake of the Woods***

7/18 *In the Lake of the Woods*, read p. 31-58; synchronous lecture at time TBD
7/19 *In the Lake of the Woods*, read p. 59-146; complete quiz; watch PBS “My Lai Massacre”
7/20 *In the Lake of the Woods*, read p. 147-199; read and listen to “Top 10 Songs of Vietnam,” “Goodnight Saigon,” and “Born in the USA”; discussion post due
7/21 *In the Lake of the Woods*, p. 217-303
7/22 ****Complete Final Exam****