ENGL 5370-115 Comparative Literature

Allen H. Redmon, PhD
Professor of English and Film Studies
Chair, Department of Humanities
Texas A&M University Central Texas
Heritage Hall 216G

Email: allen.redmon@tamuct.edu

Office Hours:
Available by appointment. Appointments can be made over email.

Mode of instruction and course access:
This course is 100% online course, which means that all required interactions will occur in the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
   Email: helpdesk@tamu.edu
   Phone: (254) 519-5466
   Web Chat: [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

911 Cellular:
Emergency Warning System for Texas A&M University-Central Texas
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account.

Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

Course Description:
A comparative study of great literature in the world in translation. Topics may vary and may include examination of theme, technique, and type. May be repeated for credit when topic varies.

This particular section adopts a reception studies and adaptation studies approach to examine adaptations of Greek tragedies in apartheid and post-apartheid South Africa, and colonial and post-independence Nigeria.

Instructor reserves the right to amend this syllabus at any time
Course Objectives:
Students who successfully complete this course will be able to:
-- Situate dramatic readings of plays in a variety of cultural contexts
-- Formulate non-essentialist readings of a text using techniques from reception studies
-- Assess moments of adaptation as instances of a process of ongoing adaptation
-- Synthesize a broad scholarly discussion so that a more focused question or topic emerges
-- Evaluate one’s own scholarly interests against a tangentially related scholarly discussion

Required Texts:
• *Antigone* (available as an ebook in our library)
• *The Bacchae*, translated by Sutherland (available as an ebook in our library)
• The Oresteia Trilogy (available on streaming media in our library)
• *Trojan Women* (available as an ebook in our library)
• *The Island*, Athol Fugard (see *Township Plays*, which we have in the library)
• *Tegonni: an African Antigone*, Femi Osofisan (a copy will be provided)
• *The Bacchae of Euripides*, Wole Soyinka (see *Collected Plays 1* in our library)
• *In the City of Paradise* (a copy will be provided)
• Molora, Yaël Farber
• *The Women of Owu*, Femi Osofisan

Gradable Requirements:
This course will have two directly gradable requirements:

Reflections: reflections allow students to produce a 3-4 page contemplative response to our first five units. These responses are not meant to advance an argument. Neither are they summaries. They are a chance to consider in writing some position or context our readings (literary and scholarly) invite students to consider.

We will have five reflection essays. Each essay is worth up to ten (10) points. Reflective essays, then, can contribute up to fifty (50) total points.

Synthesis and Application Essay: this essay allows students to produce a 12-15 page response that accomplishes two objectives. On the one hand, these essays will synthesize one idea as it develops throughout our course. On the other, these essay will apply this idea to either a) some other scholarly proposal over the same literary material we have read or b) some other period or place that also adapts Greek tragedy. Each piece should constitute roughly half the essay.

We will have just the one essay. The essay is worth up to one hundred and fifty (150) points. Each section is worth fifty (50) points. The remaining fifty (50) points will depend on how well the two parts cohere and suggest an interesting study.

Grading Rubric

<table>
<thead>
<tr>
<th>Reflection Essays (x5)</th>
<th>50 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>150 points</td>
</tr>
<tr>
<td>Total</td>
<td>200 points</td>
</tr>
</tbody>
</table>

Instructor reserves the right to amend this syllabus at any time
A student needs 180 points to earn an A; 160 points to earn a B; 140 points to earn a C; 120 points to earn a D; anything less than 120 points will earn an F. Final point totals will not be rounded up, so, please, take every assignment seriously.

**Course Outline and Calendar**

<table>
<thead>
<tr>
<th>Unit</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>3 June -10 June</td>
</tr>
<tr>
<td>Two</td>
<td>11 June – 24 June</td>
</tr>
<tr>
<td>Three</td>
<td>25 June – 1 July</td>
</tr>
<tr>
<td>Four</td>
<td>2 July – 15 July</td>
</tr>
<tr>
<td>Five</td>
<td>16 July – 20 July</td>
</tr>
<tr>
<td>Six</td>
<td>21 July – 28 July</td>
</tr>
</tbody>
</table>

Please see the unit modules in CANVAS for the specifics for each unit. All readings and assignments are outlined in those. Any change to the schedule will be posted at least three days before the new due date. Failure to notice a change will not be a reason to miss an assignment or to submit an assignment late.

**Posting of Grades**

Students will receive grades and comments on each assignment in CANVAS. If you are not seeing your grade or a comment, please contact me immediately.

**Late Work**

This course will not accept late work. All assignments are due before 6am on the day they are due. I set the deadline at 6am because some students work during the early morning hours. I do not grade during those hours. Please ensure that you receive credit for all your work by having every assignment in by the deadline. I will grade your assignments very soon after the deadline for submission passes.

**Drop Policy**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf).

Professors cannot drop students; drops are the responsibility of the student. The Registrar’s Office will provide on the University Calendar a deadline for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. Attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Students that find themselves facing an unexpected, life altering circumstance before the drop deadline published on the academic calendar should drop the course. Should a student encounter an unexpected, life altering circumstance after the drop deadline, that student may be eligible for an incomplete so long as all work due before the circumstance has been submitted and the student has a reasonable chance to pass the course should remaining work be completed as soon as the circumstance resolves itself. No student should expect to receive an incomplete, and certainly not if there was time to drop the class.

**Academic Integrity**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, and 

*Instructor reserves the right to amend this syllabus at any time*
fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity.

The University Writing Center
Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. Ideally, by providing a practice audience for students’ ideas and writing, the tutors can highlight the ways in which a text will be read and interpreted, offering guidance and support throughout the various stages of the writing process.

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [https://tamuct.libguides.com/].

Program Assessment
The English program uses student assignments to determine if they are meeting departmental learning outcomes. To that end, some of the projects you complete for this course may be used for programmatic assessment. An effort is made to remove all identifying markers from any artifact used in this manner. Your identity should, therefore, be protected. Still, please let your instructor know by the end of the first week if you do not want your work used in this way. Contact your instructor if you have any questions or concerns about this process.

Academic Accommodations
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the

Instructor reserves the right to amend this syllabus at any time
Instructor reserves the right to amend this syllabus at any time.