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Syllabus
Around the World in Short Stories
11XX-FIUXX-LIT-4023-SECUHA-XXXXX

GENERAL INFORMATION

PROFESSOR INFORMATION

Instructor: Dr. Rhona Trauvitch

Phone:

Office:

Fax:

Office Hours: Tuesdays and Thursdays:
XXXX - XXXX,
and by appointment

E-mail: rhona.trauvitch@fiu.edu

Website: www.rhonatrauvitch.net

Face-to-face meetings: Tuesdays, XXXX - XXXX p.m., XX XX

COURSE DESCRIPTION AND PURPOSE

Course

Our section of the course focuses on a narrow grove within the vast forest of international short stories: a cross-cultural comparison of the aberrant and the fantastic.

These stories are grouped according to four modules:

1. Madness
2. Mirrors, Labyrinths, Illusion
3. Dreams, Enchantment, the Paranormal
4. Metafiction

The aim is to present you with a wide range of stories from different places across the world. The themes, styles, and characterizations in these stories vary greatly. However, what they all have in common are allusions to some sort of aberrant or the fantastic. We will see how different cultures across time periods perceive and address these themes in the short story form.

Global Learning

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This is a Discipline-Specific Global Learning course that counts towards your FIU Global Learning Graduation requirement. Per Landorf & Doscher, "Global learning is the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders." Our course fits into this definition in the following way:

Global learning is the process of diverse people (**students, authors, characters**) collaboratively analyzing and addressing (**in short stories and discussions**) complex problems (**madness, aberration, and how we approach the fantastical**) that transcend borders (**national, class, gender, and so on**).

COURSE OBJECTIVES AND STUDENT LEARNING OUTCOMES

Course Learning Outcomes

Students will be able to:

- Identify and evaluate the tropes of the short story and how these are presented across regions and decades
- Reflect critically on how and why literature affects readers
- Analyze and discuss readings with an eye to context – both that of the story and that set up by a group of stories
- Engage in analytical discussions of plot and literary devices, and recall these in a comparative setting
- Examine and compare stories in their writing by building informed and supported arguments

Global Learning Course Outcomes

Students will be able to:

- Analyze the ways in which cultural, local, and global factors play into a wide array of narratives, and how these may be interrelated
- Critically compare the ways authors from around the world approach specific themes in the short story form
- Demonstrate an understanding of how literary analysis and critical comparison may promote intercultural problem solving

TEACHING METHODOLOGY

This is a hybrid course; half of the course's activities will be conducted in the classroom, and half will be conducted online.

In the classroom, you will:

- Discuss assigned material
 - Listen and respond to classmates' reactions to the assigned material
 - Ask and answer questions
- Present your work

Online, you will:

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- Discuss the assigned material in discussion posts and blog entries
 - Ask questions
 - Read classmates' discussion and blog submissions
 - Pose and respond to prompts
- Submit all course assignments and review your grades

COURSE AWARDS

Affordability Counts

This course has been awarded the Affordability Counts Medallion. The Affordability Counts initiative at FIU seeks to make learning more affordable by reducing the cost of course materials to \$60 or less. Find out more by visiting the Affordability Counts website at lowcost.fiu.edu.

IMPORTANT INFORMATION

POLICIES

Please review [FIU's Policies](#). The policies webpage contains essential information regarding guidelines relevant to all courses at FIU, as well as additional information about acceptable netiquette for online, hybrid, and web-assisted courses.

Course Pebble Economy

Our course operates within a pebble economy. Each student begins the course with 4 virtual pebbles -- 2 grey and 2 pink -- and can earn more. You may exchange pebbles for opportunities to resubmit assignments considered incomplete, submit certain assignments past their deadlines, or discount an absence or a late attendance. You may earn pebbles by attending an event and submitting a reflection on your experience, completing additional assignments, or submitting certain work early. For complete rules, regulations, and details see the **Course Pebble Economy Ordinance** (Course Menu > Guidelines).

Attendance

All students can earn a maximum of 100 participation points for each of our 15 Tuesday classes.

If you arrive to class late (after 12:30 p.m.), you will write your full name on the back of the attendance sheet at the front of the class before taking a seat. You will incur a 25-point deduction from your participation grade for that day, and receive 75 instead of 100 points.

If you are absent for *any* reason, you will forfeit the participation points for that day.

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Please see the **Course Pebble Economy Ordinance** regarding how to exchange pebbles for full attendance points.

Due Dates/Times

In our Blackboard course, each week's folder lists under the verb Complete the items you must *complete and submit* that week, followed by the days by which you must complete and submit them. ALL DUE TIMES ARE 11:59 P.M. Eastern Time.

The due date policy for this course is very strict:

- Discussion Board Assignments (A through M) submitted after their respective due dates will not receive credit.
- All non-Discussion Board Assignments (Blog Entry, Collaborative Prezi, Term Paper) submitted after their respective due dates will incur point deductions. The amount of points deducted will be commensurate with the extent of the delay such that every additional hour may make a significant difference.

If you submit any assignment even 1 second past its due time, it will be considered late.

Please give yourself plenty of time to submit your assignments. The Internet is unpredictable: you may try to click "submit" at 11:58 p.m., realize that you have been logged out, try to resubmit, only to post by 12:00 a.m. In this situation your submission will be considered late. I highly recommend that you take this into account and not submit at the last minute. In other words, connection and technical issues do not constitute a valid excuse (unless Blackboard is experiencing a system-wide problem).

Likewise, "I thought I submitted my assignment but the next day I noticed that the submission did not go through" is also not a valid excuse. *You are responsible for making sure that your submission goes through, and goes through on time.*

Submitting your assignments well ahead of the due time also gives you enough time to contact Support Services should you have technical problems with your submission. "My submission is late because I was contacting Support Services" is not a valid excuse.

I encourage you to write and submit your assignments even if you have not finished reading and watching a given week's material -- write about what you *have* read and watched.

Please see the **Course Pebble Economy Ordinance** regarding how to exchange pebbles for opportunities to resubmit assignments considered incomplete and submit certain work after it is due.

Extenuation

An important benefit of our Course Pebble Economy is that it renders much of extenuation unnecessary. You are not required to explain why you have submitted a Discussion assignment after it is due or why you cannot make it to class on time or at all on a certain day, and I am not required to determine which circumstances constitute extenuating circumstances. As long as you have pebbles to exchange, you may exchange them -- no questions asked.

However, since, according to the Ordinance, pebble exchange is not applicable to our three big assignments -- Blog Entry, Collaborative Prezi, and Term Paper -- extenuation may come into play. There are situations both expected and unexpected that constitute extenuating circumstances. Here are examples of different situations:

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Valid excuses:

- Religious holiday (look through all of the term's due dates and let me know well in advance)
- Psychological hardship
- A medical emergency that pertains to you, an immediate family member, or a grandparent

Excuses that are not valid:

- The Internet went out or your laptop doesn't work (create a hot spot with your cell phone, go to an establishment that offers WiFi, go to a library and use a computer there)
- Your course materials have yet to arrive (order your materials well in advance and locate library copies and backups)
- You're very busy and you forgot (set up a schedule with reminders)
- You didn't submit an assignment on time because of technical difficulties (make sure to read through Technical Requirements & Skills, below, and attempt to submit your assignment well in advance of its due time so that you can deal with any difficulties that may arise)

This applies only to our three big assignments. In matters of attendance and Discussion assignments, the following is not necessary: if extenuating circumstances have prevented or will prevent you from submitting any of the three big assignments on time, you must email me as soon as possible so that we can figure out a solution such as an extension schedule. If you are not sure whether your situation constitutes extenuating circumstances, email me anyway and describe your situation.

Electronic Devices

As a general rule, phones, laptops, and tablets are off limits during class time. Exceptions are as follows, and fall into two categories:

- In-class activities. At times I may announce that you may use electronic devices (if available)
 - To retrieve information
 - During group work
- Individual need
 - If you are an avid note-taker and prefer to type rather than write, you may use a laptop or tablet during class. In this case, you must come speak to me in advance and discuss the matter.
 - If you are accessing any of our course books as ebooks and would like to view the ebooks or other course materials I have linked on Blackboard on a portable device, you must come speak to me in advance and discuss the matter.
 - If you need to use electronic devices as an accommodation, you must either come speak to me in advance and discuss the matter, or, if applicable, make sure the DRC contacts me early in the term.
 - If you are expecting communication about an urgent matter during class, come talk to me before hand.

TECHNICAL REQUIREMENTS & SKILLS

One of the greatest barriers to taking a course with an online component is a lack of basic computer literacy. Computer literacy includes the ability to manage and organize computer files efficiently, and use your computer's operating system and software quickly and easily. Keep in mind that while this is not a computer literacy course, students enrolled in courses with an online component are expected to have moderate proficiency using a computer. Please visit the [What's Required](#) webpage for more information on this subject.

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Technical course requirements include:

1. A reliable Internet connection.
2. Regular access to a laptop or desktop computer with an updated operating system and web browser.
3. An active FIU email account that is checked daily (or forwarded to an email account that is checked daily).
4. Microsoft Office Suite (Word, Excel, PowerPoint, etc). Please note that all students are eligible for free downloads of Microsoft Office. Visit the [Free Software from FIU Panther TECH](#) site for more information.
5. Anti-virus software.

Please perform the [Blackboard Learning Requirements Check](#).

This course utilizes the following tools:

- Turnitin.com ([Privacy Policy](#))
- Prezi ([Privacy Policy](#))

Please visit our [Technical Requirements](#) webpage for additional information.

ACCESSIBILITY AND ACCOMMODATION

The Disability Resource Center collaborates with students, faculty, staff, and community members to create diverse learning environments that are usable, equitable, inclusive, and sustainable. The DRC provides FIU students with disabilities the necessary support to successfully complete their education and participate in activities available to all students. If you have a diagnosed disability and plan to utilize academic accommodations, please contact the Center at 305/348-3532 or visit them at the Graham Center (GC) 19.

Please visit our [ADA Compliance](#) webpage for information about accessibility involving the tools used in this course.

Please visit [Blackboard's Accessibility Commitment](#) webpage for more information.

For additional assistance please contact FIU's [Disability Resource Center](#).

ACADEMIC MISCONDUCT STATEMENT

Florida International University is a community dedicated to generating and imparting knowledge through excellent teaching and research, the rigorous and respectful exchange of ideas and community service. All students should respect the right of others to have an equitable opportunity to learn and honestly to demonstrate the quality of their learning. Therefore, all students are expected to adhere to a standard of academic conduct, which demonstrates respect for themselves, their fellow students, and the educational mission of the University. All students are deemed by the University to understand that if they are found responsible for academic misconduct, they will be subject to the Academic Misconduct procedures and sanctions, as outlined in the Student Handbook.

Academic misconduct includes: **Cheating** – The unauthorized use of books, notes, aids, electronic sources; or assistance from another person with respect to examinations, course assignments, field service reports, class recitations; or the unauthorized possession of examination papers or course materials, whether originally authorized or not. **Plagiarism** – The use and appropriation of another's work without any indication of the source and the representation of such work as the student's own. Any student who fails to give credit for ideas, expressions or materials taken from another source, including internet sources, is responsible for plagiarism.

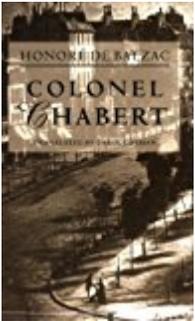
In order to avoid plagiarism, please follow these procedures in all your assignments:

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- If you reproduce statements verbatim, place them in quotation marks and explicitly state the author's name and cite your source. In the case of a block quotation, forego quotation marks (per MLA guidelines) but make sure to indent the quotation and clearly cite your source.
- If you reproduce or rephrase the general idea (not verbatim), forego quotation marks but still explicitly state the author's name and cite your source.

Learn more about the [academic integrity policies and procedures](#) as well as [student resources](#) that can help you prepare for a successful semester.

TEXTBOOKS



Colonel Chabert

Honoré de Balzac, Carol Cosman
New Directions, 60260th, 1997
ISBN-10: 0811213595
ISBN-13: 9780811213592

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

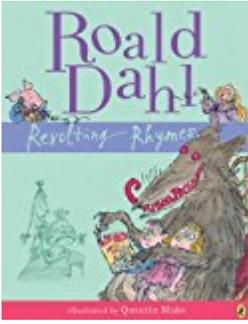


The Little Prince

Antoine de Saint-Exupéry
Mariner Books, 1st, 2000
ISBN-10: 0156012197
ISBN-13: 9780156012195

[Book Info](#). You may purchase your textbook online at the [FIU Bookstore](#).

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Revolting Rhymes

Roald Dahl

Puffin Books, Reprint, 2009

ISBN-10: 9780142414828

ISBN-13: 9780142414828

Book Info. You may purchase your textbook online at the FIU Bookstore.

The rest of the narratives we will read are available via links (to websites or PDFs) on our course's Blackboard site. Each of these can be found in the folder that corresponds to the week during which we will read it.

EXPECTATIONS

As students, you are expected to:

- Read the Syllabus (Course Menu > Syllabus)
- Read the Course Pebble Economy Ordinance (Course Menu > Guidelines)
- Review the information and follow the directions listed in each week's folder
- Check your FIU email at least once daily and respond to any emails from me within 48 business hours
- Submit assignments by the corresponding due dates
- Attend and participate in every class
- When applicable, bring to class the physical book that contains the reading that we will discuss that day (except if you are using an ebook and do not have a portable device on which to access it). You are not required to print out and bring any reading that I have linked on Blackboard.

As your instructor, I will:

- Engage you in class discussions
- Respond to emails within 48 business hours
- Grade assignments within 1 week of their due dates
- Be available for appointments via Skype and in person

PROFESSIONALISM

I call this section Professionalism to highlight that your course-related behavior should be similar to and as respectful as your work-related behavior.

Tardiness

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Tardiness is a big problem for two reasons:

1. When you arrive late, you may miss important announcements and -- more crucially -- meetings with your group. In the case of class periods that involve group work, missing the initial meeting may lead to spending the remainder of the period unprepared.
2. When you arrive late, you disrupt the class. I strive to make each class period productive and meaningful, and cannot do so as effectively with continuous disruptions.

Always take traffic and parking into account, and plan to arrive at least 10 minutes before class begins so as to give yourself a buffer.

Just as you would arrive to work on time, arrive to class on time.

Stepping out

Stepping out of the classroom while class is in session creates the same problems as tardiness, as it leads you to miss what's going on in class and causes disruptions. Because of this, stepping out should be avoided as much as possible. While at times it is necessary, it is also often exploited. Use the bathroom and pick up snacks *before* class. Do not leave class to answer a phone call or purchase a drink.

Just as you would not step out of work for these reasons, do not step out of class for these reasons. In the same way that you would take a break at work to answer personal phone calls and grab a bite to eat, do these things during break time on campus (i.e., between, and not during classes).

Comportment

Your comportment in the classroom must adhere to certain standards of respect and decency. Be respectful to myself and your classmates: do not wear headphones, surf social media, do not belittle or yell at each other, listen to one another, and address each other kindly even if you don't agree with what is being said.

Just as you would follow the above at work, follow it in the classroom.

Communication

When sending an email, it is customary to address the person to whom you are writing, and sign off with your name. In your email, please address me as Dr. Trauvitch or Professor Trauvitch.

Since in a given semester I typically have about 200 students across 4 courses, I ask that in your email you also include your course's number (in this case, 1000). This will allow me to better assist you.

The above (addressing me, and identifying yourself and the course in question) is necessary only in the first email of an email thread. Subsequent emails in a given thread do not require all this information.

Just as you would probably not send an email to your new boss that reads *only*, for example, "I don't understand when this is due," do not send such an email to your college instructors.

COURSE DETAIL

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SETUP

On Blackboard, within each module, you will find folders for the weeks covered in that module.

In each week's contents folder, you will find a list of the course work you are to prepare for that week's class meeting. This includes what you may be required to read, watch, and complete.

COMMUNICATION OUTSIDE THE CLASSROOM

Outside of the classroom, communication in this course will take place via **email**. Calling my office and leaving a voicemail is not recommended because I check my office voicemail infrequently. I will be able to address your concerns much more promptly if you send me an email.

Please email me at rhona.trauvitch@fiu.edu.

To ensure that your message does not go to spam, please email me only from your FIU email account.

You are responsible for checking your FIU email *at least once daily on non-holiday weekdays* throughout this term, and for reading everything I communicate with you via email. When I use the Announcements tool on Blackboard, the announcement will be automatically sent to your FIU email as well. At times links and attachments I might include in these announcements may not be accessible if you read the announcements as emails. To access these links and attachments, please read the announcements on Blackboard.

Please come talk to me before/after class, come to office hours, or contact me via email if you have any questions regarding the course's policies, structure, or materials. If you are experiencing technical difficulties such as logging into the course or submitting assignments, please contact [FIU Online Support Services](#).

Visit our [Writing Resources](#) webpage for more information on professional writing and technical communication skills.

ASSIGNMENTS

This course consists of the following assignments:

- Discussion Board Assignments (13)
- Blog Entry (1)
- Collaborative Presentation
- Term Paper (1)

Before you begin working on these assignments, make sure you read any associated rubrics (Course Menu > Rubrics) and/or guidelines (Course Menu > Guidelines).

DISCUSSION BOARD ASSIGNMENTS (ongoing)

There will be a total of 13 online Discussion Board Assignments throughout this term. Each discussion pertains to the material listed in the relevant week's folder.

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There are two types of Discussion Board Assignments:

- The Open Discussion Post assignments
 - The first and two last discussion assignments -- Discussions A, L, and M -- are Open Discussion Post assignments. For these assignments you will submit a post about the material to be discussed during the relevant week's Tuesday meeting. This material is listed in the relevant week's folder.
- The Response and Quoting Posts assignments
 - The remaining 10 discussion assignments -- Discussions B through K -- are Response and Quoting Posts, and they follow a different format. For these 10 discussion assignments, you will respond to prompts posed by the given week's bloggers (see below). The reason these are called *Response and Quoting Posts* -- plural -- is that assignments B through K require two posts each.

The guidelines for the Discussion Board Assignments appear in the document **Discussion Board Assignments Guidelines** (Course Menu > Guidelines).

Your Open Discussion Post assignments must follow the specifications listed in the **Open Discussion Post Rubric** (Course Menu > Rubrics), according to which they will be graded. This is a binary rubric that allows one of two outcomes: Complete or Incomplete. You must meet *all* the specifications listed therein in order to receive a Complete, which equals 100 points. There is no partial credit.

Your Response and Quoting Posts assignments must follow the specifications listed in the **Response and Quoting Posts Rubric** (Course Menu > Rubrics), according to which they will be graded. This is a binary rubric that allows one of two outcomes: Complete or Incomplete. You must meet *all* the specifications listed therein in order to receive a Complete, which equals 100 points. There is no partial credit.

BLOG ENTRY (due date varies by group)

Each student will submit *one* blog entry this term: for discussions B through K, members of the relevant groups will submit one blog entry each. The relevant guidelines provide information about groups, as well as the schedule for Blog Entry submission by group.

The guidelines for the Blog Entry appear in the document **Blog Entry Guidelines** (Course Menu > Guidelines).

Your Blog Entry must follow the specifications listed in the **Blog Entry Rubric** (Course Menu > Rubrics), according to which it will be graded. This is a binary cumulative rubric that allows for partial credit: you will get the points for the specifications you meet, and get no points for the specifications you do not meet.

COLLABORATIVE PREZI: due Friday, October X, by 11:59 p.m.

You will work on this assignment with the members of the group to which you are assigned at the beginning of the term. Since groups will not be finalized before August XX, please do not begin communicating with your group members about your prezi before that day.

Your group will present your prezi to the class during our Week 8 class meeting.

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The guidelines for the Collaborative Prezi appear in the document **Collaborative Prezi Guidelines** (Course Menu > Guidelines).

Your Collaborative Prezi must follow the specifications listed in the **Collaborative Prezi Rubric** (Course Menu > Rubrics), according to which it will be graded. This is a binary cumulative rubric that allows for partial credit: you will get the points for the specifications you meet, and get no points for the specifications you do not meet.

TERM PAPER: due Tuesday, December X, by 11:59 p.m.

The guidelines for the Term Paper appear in the document **Term Paper Guidelines** (Course Menu > Guidelines).

Your Term Paper must follow the specifications listed in the **Term Paper Rubric** (Course Menu > Rubrics), according to which it will be graded. This is a gradational cumulative rubric that allows for partial credit: you will get the points for the degree to which you meet specifications, and get no points for the specifications you do not meet.

Grading for All Assignments

Grading in this course is completed according to three types of rubrics: binary, binary cumulative, and gradational cumulative. Your Discussion Board Assignments are graded according to a binary rubric, your Blog Entry and Collaborative Prezi are graded according to a binary cumulative rubric, and your Term Paper is graded according to a gradational cumulative rubric.

The differences among the three are as follows:

- Binary:
 - A binary rubric allows one of two results: Complete (100 points) or Incomplete (0 points). There is no partial credit.
 - The submission must meet *all* of the specifications listed in order for it to be considered complete.
 - One of the specifications pertains to punctuality, such that a late submission results in an Incomplete.
 - You may exchange a grey pebble for the opportunity to:
 - Complete and resubmit a Discussion Board Assignment for which you received an Incomplete (i.e., 0 points).
 - Submit any Discussion Board Assignment up to 24 hours after the time it is due.
- Binary cumulative:
 - A binary cumulative rubric allows for partial credit: each specification is either met or not met (binary), and your grade is the aggregate number of points you earn for the specifications you meet (cumulative).
 - Punctuality does not figure into the specifications. A late assignment will still receive credit, but it will incur point deductions commensurate with the lateness of the submission.
 - Pebbles may *not* be exchanged for the opportunity to resubmit assignments graded with a binary cumulative rubric (since these may receive partial credit), or submit these assignments after the

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time they are due (since a late submission results in point deductions, but does not result in an Incomplete).

- Gradational cumulative:
 - A gradational cumulative rubric allows for partial credit: there are degrees to which each specification is met (gradation), and your grade is the aggregate number of points you earn for the specifications you meet (cumulative).
 - Punctuality does not figure into the specifications. A late assignment will still receive credit, but it will incur point deductions commensurate with the lateness of the submission.
 - Pebbles may *not* be exchanged for the opportunity to resubmit assignments graded with a gradational cumulative rubric (since these may receive partial credit), or submit the assignments after the time they are due (since a late submission results in point deductions, but does not result in an Incomplete).

Once I have graded your work, you will be able to see which selections I have made on your individual rubric, or instructions on how to access your individual rubric, check the FAQs tab on the Course Menu (Q3 and Q4).

CLASSROOM PARTICIPATION

We will spend class time discussing the given week's material. Our discussions will be informed and inspired by your blogs and Discussion Board Assignments. We will participate in several classroom activities, some of which involve group work.

As noted elsewhere on this syllabus, you should have certain items in class:

- When applicable, bring the physical book that contains the reading that we will discuss that day (except if you are using an ebook and do not have a portable device to which to access it). You are not required to print out and bring any reading that I have linked on Blackboard.
 - If you are accessing any of our course books as ebooks and would like to view the ebooks or other course material I have linked on Blackboard on a portable device, you must come speak to me in advance and discuss the matter.
- During the weeks that pertain to Discussions B through K -- except for when it is your turn to blog -- bring your printout, written reproduction, or photo of a post you quoted in your Response and Quoting Posts assignment.

GRADES: ITEMIZATION AND RANGE

Course Requirements	Number of Items	Weight			
Classroom Participation	15	27%			
Discussion Board Assignments (either Open Discussion Posts [A and L] or Response and Quoting Posts [B-K])	13	27%			
Blog Entry	1	6%			
Collaborative Prezi	1	20%			
Term Paper	1	20%			
Total	31	100%			
Letter	Range	Letter	Range	Letter	Range

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A	93 or above	B	83 - 86	C	70 - 76
A-	90 - 92	B-	80 - 82	D	60 - 69
B+	87 - 89	C+	77 - 79	F	59 or less

COURSE CALENDAR

WEEKLY SCHEDULE

<p>Week 1 (August 21-27)</p>	<p>MODULE I: MADNESS (1 OF 4)</p> <p>Read:</p> <ul style="list-style-type: none"> • Course syllabus • Introduction <p>Complete:</p> <ul style="list-style-type: none"> • Introduce Yourself by Sunday, August 27 • Discussion A (covers the material listed in the Week 2 folder) <ul style="list-style-type: none"> ○ Everyone: Submit your discussion post by Sunday, August 27
<p>Week 2 (Aug. 28 - Sept. 3)</p>	<p>MODULE I: MADNESS (2 OF 4)</p> <p>Read for Discussion A:</p> <ul style="list-style-type: none"> • “The Psychiatrist,” Joaquim Maria Machado de Assis (Brazil) • “The Madman with the Red Lilies,” Gregorios Xenopoulos (Greece) • “I Only Came to Use the Phone,” Gabriel García Márquez (Colombia) • “Gateman’s Gift,” R. K. Narayan (India) <p>Complete:</p> <ul style="list-style-type: none"> • For Discussion B (covers the material listed in the Week 3 folder) <ul style="list-style-type: none"> ○ Each member of Group 1: Submit your blog by Friday, September 1 ○ Everyone except for the members of Group 1: Submit your response and quoting posts by Sunday, September 3
<p>Week 3 (September 4-10)</p>	<p>MODULE I: MADNESS (3 OF 4)</p> <p>Read for Discussion B:</p> <ul style="list-style-type: none"> • “The Diary of a Madman,” Nikolai Gogol (Russia)

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	<ul style="list-style-type: none"> • "A Madman's Diary," Lu Xun (China) • "Auntie Kadrajan," Ahmad al-Siba'i (Saudi Arabia) • "The Colour Out of Space," H. P. Lovecraft (U.S.A.) <p>Complete:</p> <ul style="list-style-type: none"> • For Discussion C (covers the material listed in the Week 4 folder) <ul style="list-style-type: none"> ○ Each member of Group 2: Submit your blog by Friday, September 8 ○ Everyone except for the members of Group 2: Submit your response and quoting posts by Sunday, September 10
<p>Week 4 (September 11-17)</p>	<p>MODULE I: MADNESS (4 OF 4)</p> <p>Read for Discussion C:</p> <ul style="list-style-type: none"> • <i>Colonel Chabert</i>, Honoré de Balzac (France) • "Toba Tek Singh," Saadat Hasan Manto (India, Pakistan) <p>Complete:</p> <ul style="list-style-type: none"> • Confirmation of Group Communication by Friday, September 15 • For Discussion D (covers the material listed in the Week 5 folder) <ul style="list-style-type: none"> ○ Each member of Group 3: Submit your blog by Friday, September 15 ○ Everyone except for the members of Group 3: Submit your response and quoting posts by Sunday, September 17
<p>Week 5 (September 18-24)</p>	<p>MODULE II: MIRRORS, LABYRINTHS, ILLUSIONS (1 OF 4)</p> <p>Read for Discussion D:</p> <ul style="list-style-type: none"> • "The Garden of Forking Paths," Jorge Luis Borges (Argentina) • "The Aleph," Borges • "Tlön, Uqbar, Orbis Tertius," Borges <p>Complete:</p> <ul style="list-style-type: none"> • For Discussion E (covers the material listed in the Week 6 folder) <ul style="list-style-type: none"> ○ Each member of Group 4: Submit your blog by Friday, September 22 ○ Everyone except for the members of Group 4: Submit your response and quoting posts by Sunday, September 24
<p>Week 6 (Sept. 25 - Oct. 1)</p>	<p>MODULE II: MIRRORS, LABYRINTHS, ILLUSIONS (2 OF 4)</p>

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	<p>Read for Discussion E:</p> <ul style="list-style-type: none"> • “The Mirror Maker,” Primo Levi (Italy) • “Axolotl,” Julio Cortázar (Argentina) • “The Trail of Your Blood in the Snow,” García Márquez <p>Complete:</p> <ul style="list-style-type: none"> • For Discussion F (covers the material listed in the Week 7 folder) <ul style="list-style-type: none"> ○ Each member of Group 5: Submit your blog by Friday, September 29 ○ Everyone except for the members of Group 5: Submit your response and quoting posts by Sunday, October 1
<p>Week 7 (October 2-8)</p>	<p>MODULE II: MIRRORS, LABYRINTHS, ILLUSIONS (3 OF 4)</p> <p>Read for Discussion F:</p> <ul style="list-style-type: none"> • "A Very Old Man with Enormous Wings" García Márquez • "A Fairy Tale " ("The Fairy Tale of the Green Snake and the Beautiful Lily"), Johann Wolfgang von Goethe (Germany) • "The Paper Menagerie," Ken Liu (China/U.S.A.) <p>Complete:</p> <ul style="list-style-type: none"> • Collaborative Prezi by Friday, October 6
<p>Week 8 (October 9-15)</p>	<p>MODULE II: MIRRORS, LABYRINTHS, ILLUSIONS (4 OF 4)</p> <p>Collaborative Prezi presentations</p> <p>Complete:</p> <ul style="list-style-type: none"> • For Discussion G (covers the material listed in the Week 9 folder) <ul style="list-style-type: none"> ○ Each member of Group 6: Submit your blog by Friday, October 13 ○ Everyone except for the members of Group 6: Submit your response and quoting posts by Sunday, October 15
<p>Week 9 (October 16-22)</p>	<p>MODULE III: DREAMS, ENCHANTMENT, THE PARANORMAL (1 OF 4)</p>

	<p>Read for Discussion G:</p> <ul style="list-style-type: none"> • "Government by Magic Spell," Saida Hagi-Dirie Herzi (Somalia) • "Darkness Box," Ursula K. Le Guin (U.S.A.) • <i>The Little Prince</i>, Antoine de Saint-Exupéry (France) <p>Complete:</p> <ul style="list-style-type: none"> • For Discussion H (covers the material listed in the Week 10 folder) <ul style="list-style-type: none"> ○ Each member of Group 7: Submit your blog by Friday, October 20 ○ Everyone except for the members of Group 7: Submit your response and quoting posts by Sunday, October 22
<p>Week 10 (October 23-29)</p>	<p>MODULE III: DREAMS, ENCHANTMENT, THE PARANORMAL (2 OF 4)</p> <p>Read for Discussion H:</p> <ul style="list-style-type: none"> • "The Nose," Gogol • "The Advertisement," Ilse Aichinger (Austria) • "The Miracle," Ba'Bila Mutia (Cameroon) <p>Complete:</p> <ul style="list-style-type: none"> • For Discussion I (covers the material listed in the Week 11 folder) <ul style="list-style-type: none"> ○ Each member of Group 8: Submit your blog by Friday, October 27 ○ Everyone except for the members of Group 8: Submit your response and quoting posts by Sunday, October 29
<p>Week 11 (Oct. 30 - Nov. 5)</p>	<p>MODULE III: DREAMS, ENCHANTMENT, THE PARANORMAL (3 OF 4)</p> <p>Read for Discussion I:</p> <ul style="list-style-type: none"> • "Rappaccini's Daughter," Nathaniel Hawthorne (U.S.A.) • "The Birthmark," Hawthorne • "The Circular Ruins," Borges <p>Complete:</p> <ul style="list-style-type: none"> • For Discussion J (covers the material listed in the Week 12 folder) <ul style="list-style-type: none"> ○ Each member of Group 9: Submit your blog by Friday, November 3 ○ Everyone except for the members of Group 9: Submit your response and quoting posts by Sunday, November 5

<p>Week 12 (November 6-12)</p>	<p>MODULE III: DREAMS, ENCHANTMENT, THE PARANORMAL (4 OF 4)</p> <p>Read for Discussion J:</p> <ul style="list-style-type: none"> • <i>Revolting Rhymes</i>, Roald Dahl (Great Britain) • "Journey Back to the Source," Alejo Carpentier (Cuba) • "Fatso," Etgar Keret (Israel) • "A Very Strange, Enchanted Boy," Tsushima Yuko (Japan) <p>Complete:</p> <ul style="list-style-type: none"> • For Discussion K (covers the material listed in the Week 13 folder) <ul style="list-style-type: none"> ○ Each member of Group 10: Submit your blog by Friday, November 10 ○ Everyone except for the members of Group 10: Submit your response and quoting posts by Sunday, November 12
<p>Week 13 (November 13-19)</p>	<p>MODULE IV: METAFICTION (1 OF 4)</p> <p>Read for Discussion K:</p> <ul style="list-style-type: none"> • "Suddenly There's a Knock on the Door" Keret • "Continuity of Parks," Cortázar <p>Complete:</p> <ul style="list-style-type: none"> • For Discussion L (covers the material listed in the Week 14 folder) <ul style="list-style-type: none"> ○ Everyone: Submit your discussion post by Sunday, November 19
<p>Week 14 (November 20-26)</p>	<p>MODULE IV: METAFICTION (2 OF 4)</p> <p>Read for Discussion L:</p> <ul style="list-style-type: none"> • "A Most Parisian Episode," Alphonse Allais (France) • "Reports of Certain Events in London," China Miéville (Great Britain) <p>Complete:</p> <ul style="list-style-type: none"> • For Discussion M (covers the material listed in the Week 15 folder) <ul style="list-style-type: none"> ○ Everyone: Submit your discussion post by Sunday, November 26
<p>Week 15 (Nov. 27 - Dec. 3)</p>	<p>MODULE IV: METAFICTION (3 OF 4)</p>

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	<p>Read for Discussion L:</p> <ul style="list-style-type: none">• "The Man Who Created Woman," Svend Åge Madsen (Denmark)• <i>The Arabian Nights</i>; frame tale and a few of the stories , unknown author/s (Middle East & South Asia)
Week 16 (December 4-10)	<p>MODULE IV: METAFICTION (4 OF 4)</p> <p>Complete:</p> <ul style="list-style-type: none">• Term Paper by Tuesday, December 5

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