

**Draft (subject to revision)**

## ENGH 202 Texts and Contexts: Migration in Literature, Ancient and Contemporary

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Instructor: Dr. Hyunyoung Cho  
 Spring 2022  
 Section 01 TR 12:00 – 1:15  
 Section 02 TR 1:30 – 2:45  
 Classroom: TBD  
 Office: G645  
 Office Hours: TBD and by appointment  
 Email: hcho23@gmu.edu

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Tips to Succeed in this Course:

1. **Complete low-stakes assignments in good faith.** All the learning activities (i.e., low-stakes assignments) such as quizzes, readings, short writing exercises, and group works are designed to help you to learn and practice the key learning outcomes of the course. Therefore, doing them in good faith will help you to write a strong final essay, the culminating assignment of the course.
2. **Follow the schedule:** While I allow some flexibility when grading the low stakes assignments, it is to your benefit to complete them by the deadlines. Each assignment builds into the next learning activity, whether the group work, the class lecture, or a writing exercise. Therefore, only when you complete an assignment by the deadline, you will be able to fully participate in the next class activity that builds on it.
3. **Take advantage of Class Learning Activities:** Engage actively in reading the texts, and in group discussions. The final essay asks you to communicate your own interpretation about the texts, and you need to practice voicing, clarifying, and developing your ideas. Group work also provides a valuable opportunity to see how your peers notice different things from the same texts.

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### *Course Description and Learning Goals*

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English 202 is an introductory literature course that fulfills the Mason Core Literature requirement. This semester we are going to examine various stories, both old and contemporary, under the rubric of migration, broadly construed. We will examine the ways in which these stories represent and are shaped by human movement, both individual and group migration, both forced and voluntary moving, and both physical and social mobility.

In our global and globalizing world, more and more people take advantage of the freedom to move around. Many travel widely, and many study, work, and live far away from their home and hometown, often crossing national boundaries. Indeed, many of you have done so already, and will do so again when you study in Fairfax. In addition to this chosen mobility, our world also continues to see forced displacements of people from their homelands because of war and other conflicts. Whether voluntary or forced, moving away from one's homelands creates unique challenges as well as opening up a new world for those who move. How does one form new bonds with strangers and with the new place? How does one maintain old bonds with one's birth family and one's old

friends? How does one's sense of identity change in a whole new setting? Or how does one maintain and/or reshape one's sense of self? How does this experience of journey offer an opportunity of personal growth? How do peoples in motion facilitate cultural encounters, which lead to fertile exchanges as well as conflicts?

While the ongoing pandemic makes us wonder if the post-COVID world might lead to a less mobile and less globalized world, it is also true that this situation offers us a unique opportunity to pause and examine the challenges, risks, and benefits of moving and migration. In this course, we will examine the ways in which literary texts represent these unique opportunities and challenges triggered by moving and migration. We will read various kinds of writing, orally-transmitted old stories, an epic poem, a short novel, and a graphic novel, from various time periods and from diverse places. These literary texts will help us enhance our insights on our own lives by way of learning and reflecting on the lives far away from our own, both temporally and spatially, as well as deepening our understanding of wide-ranging human experience of migration. Our discussions not only pay attention to the language of these literary texts but also touch on the society and culture in which they are produced, because learning the socio-economic "contexts" of a text helps us to understand the text better, and in turn the text allows us to experience social and economic issues of cultures far away from our own, sharpening our understanding of our own culture(s).

On successful completion of the course, students should be able to

- Read for comprehension, detail, and nuance
- Recall key information about basic tools of literary analysis and Analyze the ways specific literary devices contribute to the meaning of a text;
- Identify and evaluate the contribution of the social, political, historical, and cultural contexts in which a literary text is produced, exploring correlations between a text and its contexts
- Formulate descriptive and analytical statements about works of literature; Apply pertinent techniques and strategies of literary analysis
- Develop an interpretive question & Argue in support of an interpretation
- Communicate literary analysis using written and oral forms
- Compose critical essays integrating the skills developed above to develop and support an interpretation

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### *Course Prerequisites*

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Students should have taken and passed ENGH 100, 101, or its equivalent, **before** taking this course. Please let me know if you have any doubts or concerns on this matter.

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### *Textbooks and Course Materials*

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**Required Purchase:**

**Important Note:** Please purchase paper copies of the textbooks rather than electronic copies; in the past, I saw students with e-book copies experience trouble following the class discussions because e-books often have different or no page numbers. I expect you to have paper copies of the textbook in class and use the page numbers from the paper edition; different editions won't be accommodated in class discussions and assignments. **In addition, only paper copies will be allowed to be used in the open-book exam.**

- **Virgil, *The Aeneid*, Translated by Robert Fagles, Penguin, 2006. ISBN: 9780143106296**  
This classical epic poem was written in Latin at the time of the first Roman emperor, Augustus; we will read it in this contemporary English translation by Robert Fagles.

There are other well-known and respected translations: one by John Dryden (translated in late 17<sup>th</sup> C), and one by Robert Fitzgerald (1981, 1990). Dryden's translation is obviously much harder for us to read, though it is available free online here:

<http://oll.libertyfund.org/titles/virgil-the-aeneid-dryden-trans>

and the IGC library has copies of the Fitzgerald translation. I advise you to check out both of these translations, especially when you want to unpack further the meaning of specific passages. But in our class meetings, we will use the Fagles translation, and follow its pagination.

- **Sandra Cisneros, *The House on Mango Street*, Vintage, 1984. ISBN: 9780679734772**  
(Please note that this is the 25<sup>th</sup> Anniversary Edition with the author's introduction)
- **Marjane Satrapi,**  
***Persepolis: The Story of a Childhood*, ISBN: 978-0-375-71457-3**  
***Persepolis 2: The Story of a Return*, ISBN: 978-0-375-71466-5**

The rest of the required readings will be all provided on Blackboard, either as PDF or as links to e-books. **I strongly recommend that you make paper copies of these readings for class meetings and add annotations as you read them.**

- Selections from the Old Testament of the Bible, i.e., Hebrew Bible.  
We will read the stories of Adam and Eve. We will approach this well-known not as religious writings but as an old story, a piece of literature. The story was originally written in (Biblical) Hebrew, and we will read it in modern, albeit old, English.
- "Brier Rose," "Cinderella," and "Snow White" by Grimm Brothers.  
These fairy tales were collected originally in German by Grimm Brothers in 1819. We will read them in modern English.

### **Blackboard:**

We will heavily use Blackboard in this course. Consider it as our supplementary classroom and learn the layout of our course site.

- Class materials, such as syllabus, schedule, weekly lesson plans, assignment directions, supplementary materials, important announcements, as well as your individual grade, will be available on Blackboard.
- Many learning activities will be carried out on Blackboard, either entirely or partially. Each week's learning activities are grouped in weekly folders.
- If the class is cancelled due to weather or other situations, students should check Blackboard for updates, both the "Announcements" and the week's folder.

**Recommended Readings** (all of them are available in the IGC library):

**For Literary Terms:**

Chris Baldick, *The Oxford Dictionary of Literary Terms*. In addition to the paper copies in the IGC Library, you can use the electronic copy available at the GMU Library.

**For Guidance on Writing:**

Diana Hacker and Nancy Sommers. *A Writer's Reference* (8<sup>th</sup> edition), Boston: Bedford/St Martin's, 2016. This book provides a useful guide on writing in general and contains a chapter on the MLA documentation style. The IGC Library also has many other writing handbooks.

Kelly J. Mays, ed., *The Norton Introduction to Literature*, Shorter 11<sup>th</sup> edition. ISBN: 978-0-393-91339-2. This book contains a useful article on writing about literature.

**For Historical Contexts:**

Marc Van De Mieroop, *A History of the Ancient Near East ca. 3000-323 BC*. (Malden, MA: Blackwell, 2004)

Mary Toliafero Boatwright, *Romans: from Village to Empire* (Oxford: Oxford University, 2011)

Ferdinand Braudel, *Memory and the Mediterranean*. (New York: Alfred A. Knopf, 2001)

Leslie Page Moch, *Moving Europeans: migration in Western Europe since 1650* (Bloomington: Indiana University Press, 1992)

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### *Technology Requirements*

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**You must have regular and reliable access to the following technologies (and the patience to work with them if they are new to you). Please note that due to the mixed modalities of instruction this semester in which we rely on web-conferencing tools as well as the Blackboard learning management system, we have enhanced technology requirements. If you anticipate any difficulty to meet this technology requirement, consult with me immediately.**

- **An Active GMU email account:** GMU policy dictates that Mason account is the only way instructors communicate with students by email, therefore instructors respond to email sent from a Mason email address only. If you regularly use Gmail or another email client, make sure you forward your Mason Mail to your account. Do not, however, send messages to me, or any other professors, from any email client other than Mason account.
- To attend online class meetings, you must have **a computer with a recent version of virtual meeting software**. We will use the **Zoom** and the link to the class meeting will be provided in "Virtual Meeting Room," in the left-side navigation column on our Blackboard course site. You might be prompted to download the free software when you click on the conference link unless you already have it on your computer. It requires you to use a high-speed internet connection and *a reliable computer with a camera and microphone*.
- A laptop computer with a recent version of [Microsoft Word \(free for GMU students: click here for more info\)](#): bring your laptop to class meetings if we switch back to face-to-face instruction. Because of social-distancing rules, we will need to complement our f2f interactions with collaborations facilitated by technology.
- **For online class meetings: online access to a high-speed Internet connection and a computer with a camera and speakers.** *If you don't have a camera and speaker, you can loan them from the IT office (on the second floor of the GMUK building). The IT Office also has a limited number*

*of loaner laptops for students. Please check them out.*

- **Regular back-up of your work:** establish a stable system of back-ups. **It is your responsibility to prepare for unexpected but frequent failures and loss of your laptop computers and the resulting loss of your work.** Save and back up often and in multiple ways: use USB-drives AND save in remote locations by using Cloud services and/or by self-emailing as attachments. **Computer failures will not constitute a legitimate excuse for late assignment submissions.**
- **Internet Browser compatible with Blackboard.** Go [HERE](#) to see the current list of supported browsers. Blackboard will be our home in this course, especially during the first half of the semester. Readings will be provided on Blackboard and some major works will be submitted to Blackboard.
- To view video and audio files, you must also have [Adobe Flash](#) and [Quicktime](#), [Real Player](#), or [Windows Media Player](#) installed on your computer. *These programs require a high-speed Internet connection.*
- To read PDF documents, you will need to have a PDF reader, such as [Preview](#) (for Macs) or [Adobe Reader](#) (the most recent version) installed on your computer. **Adobe Reader DC** is a free program for reading & commenting on pdf documents; do not download the “pro” version which is not free.

#### **GMU-Korea IT Services and GMU Technical Support Center:**

As GMU-Korea students you can obtain assistance with technology issues you encounter by visiting the GMUK IT Services (on the second floor of the GMU building) and by contacting the Instructional Technology Unit (ITU) Support Center. The Instructional Technology Unit (ITU) Support Center provides students with information about a range of technical support issues, including updates about network outages, how to set up a Mason email account, and how to access the library databases from off-campus.

The gateway page for the ITU Support Center is available at <https://itservices.gmu.edu/services/services-students.cfm/>.

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*Course Requirements and Grading*

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Course Requirements	Grade Points	Late Submission Policy: • Standard Deduction Policy Applied (SDP) • Life Happens Passes Allowed (LHP) • Neither are allowed (Neither)	Feedback
Classwork Participation (group works; quizzes; short writing exercises and etc.)	200 points	SDP	Graded Rubric
<b>Quizzes: You will have frequent quizzes as part of weekly classwork. In addition, you will have the following quizzes.</b>			
• Syllabus Quiz	10 points	SDP	
• Literary Terms Quiz 1	20 points	SDP	
• Literary Terms Quiz 2	20 points	SDP	
• Greek-Roman Mythology and Roman History Quiz	20 points	SDP	
<b>Short Writing Assignments</b>			
Terms of Literary Analysis Worksheet	40 points (30 + 10)	LHP or SDP (only for the individual draft)	Graded Rubric
Greek-Roman Mythology & Roman History Worksheet	20 points	LHP or SDP	Graded Rubric
<i>The Aeneid</i> Paraphrase Assignment:	40 points (30 + 10)	LHP or SDP (only for the individual draft)	Graded Rubric
Peer Reviews of the Literary Analysis Essay	20 points	Neither	Graded Rubric
<b>Midterm Exam (multiple choice + short answer questions)</b>	150 points	N/A	N/A
<b>Literary Analysis Essay</b>			
Formal Outline and Introduction	30 points	LHP	Written Feedback from Peers
Revised Introduction and Two Body Paragraphs (Draft 1)	50 points	Neither	Oral Feedback from Instructor (Individual Conference) + Marked Rubric
First Full Draft	50 points	Neither	Written Feedback from Peers
Final Draft + Self-check list + Reflection on Revision	330 points	LHP	Graded Rubric

- Attendance**

**I expect you arrive on time and attend each and every class.** When the class is meeting online, in addition to fulfilling the normal expectations of active class participation, I expect you to make best efforts to do the following:

- Secure a quiet space for class participation and/or use a speaker headset with microphone
- Work in a space with required level of internet connection (see the [Technology requirement](#) above)
- Be ready to participate with the camera and microphone. If you prefer (for privacy), you may opt to use the [virtual background feature](#).

While the attendance is not assigned grade points, the attendance will serve as a gateway for active participation in learning activities of this class. If you miss class meetings, you also miss interactive learning activities carried out in class.

- **Classwork Participation:** You will be assigned various classwork activities, discussion board postings, group collaborative activities, and individual writing exercises. You will get participation points for these activities, up to 20 points per a full week and up to 245 points over the course of the semester. You will get full participation for the course if your accumulated points are at or above 230. When grading these low-stakes assignments, I do not penalize submissions a few dates late; however, in order to have optimal participation in class learning activities and maximize your learning, you are strongly encouraged to stick to these deadlines as best as you can.
- **Short Writing Assignments:** In addition to short writing exercises assigned as Classwork, you will have the following short writing assignments.
  1. **Terms of Literary Analysis Worksheet:**  
I will assign you a handout of literary terms. You will look them up in Chris Baldick's *The Oxford Dictionary of Literary Terms* and explain the terms in your own words, along with an example. Following individual submissions, you will collaborate with your peers in your group to produce a finalized group draft. You will have quizzes based on this assignment and class readings. Follow the detailed instructions in the worksheet.
  2. **Greek-Roman Mythology & Roman History Worksheet:**  
I will assign you a handout of figures and terms of Greek-Roman Mythology and Roman History. You will explain each term in the handout and attach an image/famous painting/picture that you have found on the web. Following individual submissions, you will collaborate with your peers in your group to produce a finalized group draft. You will take a quiz based on this assignment and class readings. Follow the detailed instructions in the worksheet.
  3. **Paraphrase Assignment:**  
You will paraphrase the assigned lines of *The Aeneid*. This is a line-by-line paraphrase, and you will do this individually and then as a group. Your ability to paraphrase lines of *The Aeneid* will be tested in the midterm exam. Follow the detailed instructions in the paraphrase assignment handout.
  4. **Peer Reviews of the Literary Analysis Essay:**  
You will read your peers' essay drafts, because commenting and evaluating other people's writing is integral part of getting trained to become a better writer. The peer review handout is also designed to instruct you the critical expectations of a literary analysis essay. Read it carefully and apply those rules and guidelines to your own writing as you revise. Your performance as reviewer will be graded.
- **Midterm:** Midterm exam will mostly consist of multiple-choice questions and short-answer questions. You should be able to answer them easily as long as you have actively read the assigned

reading and participated in class learning activities. Closer to the exam date, I will provide further details about the exam.

- **Literary Analysis Essay:** This is the culminating assignment of this class. You will write an essay that analyzes one (or two) of the literary texts in light of the contexts covered over the course of the semester, and/or in relation to the course theme. 1500 – 2000 words. To help you develop your topic, I will provide a list of sample prompts, but you are free and **encouraged to formulate your own essay question, following the models provided in sample prompts. You are encouraged to meet with me to discuss your essay topic as early as possible.** In Week 13, you will be asked to submit the paragraph-by-paragraph outline of the paper (with the passages to be quoted) and a draft of introductory paragraph; in Week 14, you will submit the FULL first draft of the essay.

You will write in chunks and in multiple drafts, and you will get feedbacks both from your peers and myself during the writing process. This is a specific kind of argumentative essay in which you make an interpretive claim about one or two of the texts from our class and support it with passages from the readings (i.e., textual evidence). Throughout the semester you will learn the techniques of literary analysis and will practice writing paragraphs by analyzing passages from a literary text.

Both the first full draft and final draft are required for this assignment. You will revise your first draft based on your peers' reviews. Final draft should show significant revision and improvement over the first draft and you will attach 1. a self-check list (the form to be provided by the instructor) 2. a reflection on the feedback you have received and your revision. Throughout the writing process, you are encouraged to come and see me for consultations. **I do not provide email commenting; you will have to meet me either virtually or in my office.**

More details on this assignment will follow in a separate handout.

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### *Final Grades Percentage Break-down*

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Course Grade Range (100 percentile)	Letter Grade
99-100	A+
93-98.9	A
90-92.9	A-
87.5-89.9	B+
83-87.4	B
80-82.9	B-
77.5-79.9	C+
73-77.4	C
*70-72.9	C-
60-69.9	D



Below 60	F
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### *Procedures and Policies*

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## 1. Course Material and Recording Policy

- Students are not allowed to record the class meeting.
- No course materials, both the materials from the instructor and your peers' writings, should be distributed or circulated outside the course.

## 2. Late Work Policy:

To help you manage your schedule and maximize learning in this course, I recommend you to follow the timeline that I have provided in the course calendar. When grading weekly classwork assignments I do not penalize submissions a few dates late; however, in order to participate fully in class activities and optimize your learning, you will need to complete assignments by the due dates. For weekly assignments later than 3 calendar days and other assignments in this course, the following late work policies will apply. See the Course Requirements and Grading table on page 5 for information on which late work policy applies to which assignments.

- ✓ Late Penalty for major assignments: Late submission of a major assignment will result in 5% grade (or up to 10-point) grade reduction for each calendar day it is late, including weekends and holidays.
- ✓ Classwork will not be accepted once the submission folder is closed.
- ✓ The quiz cannot be taken once it is closed.
- ✓ **Standard Deduction Policy (SDP):** Late submission of certain assignments will result in a flat 10% grade deduction as long as they are completed within 7 days of the deadline. See the table on page 6.
- ✓ **Life Happens Passes (LHP):**

Since I know that "life happens" through no fault of your own, you will have **THREE Life Happens Passes** that you can use on certain assignments to secure an automatic extension without a penalty.

Each Life Happens Pass will give a twenty-four-hour extension from the original deadline, no questions asked. When using a pass, you do not need to explain your reasons for using it.

Ground Rules for Life Happens Passes (LHP):

1. As soon as you can, send me an email with the following subject line.  
ENGH202 LHP: [Your Official Name], [the assignment name], [number of passes to be used]

The email will serve as the record. You don't need my approval; in fact, I often do not reply the LHP notification email from students.

2. In addition, indicate that you are using a Life Happens Passes when submitting your assignment on Blackboard (using the memo function).
3. You may use LHP only for certain assignments (see the Course Requirements and Grading

table on page 5).

4. You cannot use LHP for initial drafts of the literary analysis essay (for details, see the Course Requirements and Grading table on page 5).
5. You cannot use LHP retroactively (i.e., after receiving the assignment grade).



### **Other Late Policies**

#### **Technology Failures**

While technology failures do happen, **they are not an excuse for late work**. Excuses such as a crashed hard drive, a corrupted file, common Blackboard glitches, and others are too difficult to verify. Accommodations for tech failures can be made only if there is a verifiable campus-wide technology problem. Otherwise, make sure you start your work early and use email to send your work if you can't upload it to Blackboard. You also have the option to use one of the LHP passes.

## **2. English Department Statement on Plagiarism:**

Plagiarism means using the exact words, opinions, or factual information from another source without giving that source credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; a simple listing of books, articles, and websites is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting.

Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions to this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been called common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will not be guilty of plagiarism.

## **3. GMU Nondiscrimination Policy:**

Nondiscrimination Policy: George Mason University is committed to providing equal opportunity and an educational and work environment free from any discrimination on the basis of race, color, religion, national origin, sex, disability, veteran status, sexual orientation, or age. GMU shall adhere to all applicable state and federal equal opportunity/affirmative action statutes and regulations.

For the full statements of this university policy, visit

<https://universitypolicy.gmu.edu/policies/non-discrimination-policy/>

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## UNIVERSITY RESOURCES

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### 1. [The Mason Library](#) and [IGC Library](#)

As members of GMU community, you have full access to the library resources available online. You can also seek help with your research by contacting subject librarians. “Ask the Librarian” button on the library front page is a useful tool to explore. The library website is a gateway to a treasure trove of resources and tutorials, which I will encourage you to explore and exploit throughout the semester.

I also recommend you visit the IGC library at your earliest convenience and frequent it throughout the semester. I have ordered many resources (including DVDs of Korean films) relevant for our course and I expect they will continue to arrive. The library also offers a beautiful space for study. Please visit and explore.

### 2. [University Writing Center](#)

Even though you cannot visit the writing center on the main campus, you will want to frequent the Writing Center’s excellent website and take advantage of its wonderful collection of resources. In addition, you can sign up for an online tutoring service.

### 3. **Tutoring Services at GMU-Korea**

Writing tutoring is available at [the Academic Resources Center](#) located on the 6<sup>th</sup> floor. I expect submissions of your major assignments largely free from grammatical and stylistic errors. Sign-up for sessions and take advantage of this useful resource.

### 4. [GMU-Korea Counseling Service Center](#)

The Counseling Center provides comprehensive support services that promote the personal, social, and academic success of GMUK students. The Center is located in Multi-Complex Building 3052 (near the IGC Health Center). To reach them, you can visit the center, email [wellness@gmu.edu](mailto:wellness@gmu.edu), or call (032) 626-6142.

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## IMPORTANT DATES

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For the most updated and accurate information, please check the [GMU Korea Academic Calendar](#).

- Last Day to Add Classes: Monday, February 28
- Last Day to Drop Classes (with 100% tuition refund): Monday, March 7
- Last Day to Drop Classes (with 50% tuition refund): Monday, March 14
- Unrestricted Withdrawal Period: Tuesday, March 15 – Friday, April 1
- Selective Withdrawal Period: Saturday, April 2 – Friday, April 29