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| **Fall 2022, English 202.K01 (TR 01:30 PM to 02:45 PM)**  **and K02 (TR 03:00 PM to 04:15 PM), G201**  **History of Children’s Literature**  Dr. Michals Office: 649 [tmichals@gmu.edu](mailto:tmichals@gmu.edu)  Office Hours: TR and Wed.10:00-11:00 with no appointment; please email to meet at any other time.  Children’s literature is fueled by a paradox.  It praises the idea that the child is close to Nature, to the ideal of living free from all social constraints.  At the same time, because families and societies care about their values and their future, children’s literature is at its core a socializing project, one that directs strong ideological messages at children.  This course introduces the critical study of children’s literature, offering an introduction to the history of the genre and to the tools of literary analysis.  It will begin with the Anglo-American tradition, then focus on writing for and about children from colonial-era Korea, a key time in the development of Korean ideas about childhood and the child’s role in national identity.  It will include short essays, quizzes, and a group project: creating a website on colonial-era Korean children’s literature.  This project will require multi-lingual students and those who speak only English to work together to find relevant images from the Seoul Museum of History archives, and to translate into English and to write introductions for a short story from that era now available only in Korean.  The course is structured to achieve the following Mason Core goals:   * Reading for comprehension, detail and nuance. * Identifying the specific literary qualities of language as employed in the texts we read. * Analyzing the ways specific literary devices contribute to the meaning of a text. * Identifying and evaluating the contribution of the social, political, historical and cultural contexts in which a literary text is produced. * Evaluating a critical argument in others’ writing as well as your own.   **Required Texts:**  John Locke, *Some Thoughts Concerning Education* (1693) (selections on Blackboard)  Maria Edgeworth, Rosamund stories (1796) (selections on Blackboard)  Randolph Caldecott, *Hey Diddle Diddle and Baby Bunting* (1880)  Grimm's Fairy Tales (selections on Blackboard)  R.M. Ballantyne, *Coral Island* (1857)  Louisa May Alcott, *Little Women* (1868)  J. M. Barrie, *Peter Pan* (1902-1911)  A.A. Milne, *The House at Pooh Corner* (1928)  Maurice Sendak, *Where the Wild Things Are* (1963)  Selected stories by Hyeon Tok:  <https://digitalcollections.lib.washington.edu/digital/collection/korean/id/9586/rec/1>  Selected stories by by Pang Chŏng-hwan: <https://newcatalog.library.cornell.edu/catalog/10092732>  **COURSE POLICIES**  **Office Hours and Writing Conferences**  I really like talking to students about their work-in-progress while there's still time to improve it! Come to my office hours to talk about your draft, your idea for a draft, or your lack of an idea for a draft. If you can’t make my office hours, then please let me know. With a few days' warning, we can always set up another time. E-mail is also good for very quick and simple questions about something you’re writing.  If you are unable to attend a class, then please contact another student to get the notes and/or assignments and check Blackboard, where all major assignments will be posted. Please do not call or e-mail me to ask what you missed (if you want to e-mail me just to apologize and tell me you’re still alive, that’s fine, but you’re not obliged to). I strongly urge you to find a partner whom you can call to discuss what you miss. If you still have questions after looking at someone else's notes, then please come talk to me in office hours.  **Resources**  When you come across a word that you do not understand, please look it up. The most interesting place to look up any word in the English language is the *Oxford English Dictionary*, a dictionary that shows how the meanings of words have changed over time. It is available under “Research Databases” on the University Library homepage:  <https://www-oed-com.mutex.gmu.edu/>  You should also get familiar with and use GMU’s Writing Center’s excellent “Resources” page: <https://writingcenter.gmu.edu/writing-resources>  **Attendance and Participation**  I strongly advise you to come to every class, on time, having read the assigned text slowly and carefully, having drawn stars, hearts, daggers, arrows, question marks, exclamation points or any other notation you find useful in the margins by striking or confusing passages, and having written down some questions or insights that you want to bring up in class discussion. This is the way to get the most out of an English class. It’s harder to do this with electronic texts, so please buy hard-copy books.  **Method of Instruction**  Please expect to speak in each class meeting. I want to hear your voice!  Multi-lingual students expect to improve their English through an English language immersion experience, and English-speakers expect to participate fully, so I ask students to speak English in both whole-class and small-group settings. If we meet on-line, please turn on your camera at the beginning of each class meeting and keep your camera on during your work in small groups.  Please bring a laptop to each class to collaborate on writing and revision, take quizzes, etc. in a safe and socially distanced way.Be sure to carry an extra face mask and follow all university covid prevention policies.  I’ll also appreciate your help opening and shutting classroom windows as needed to improve ventilation without freezing or broiling us all.  **Names**  I will need help with your names. Please print the name you go by in English-speaking circles in big bold letters on a piece of paper that can stand on your desk, bring it to class, and stand it on your desk.  **Exams**  There will be a mid-term exam and a final exam that will focus on identifying and analyzing passages we have read and on explaining key terms for the study of children’s literature. The final exam is cumulative. There will also be unannounced quizzes on course material.  **Things Go Wrong**  At some point or other, our printers, alarm clocks, cars, smart phones, laptops, servers, and immune systems all will fail. These failures are miserable but inevitable: they are not reasons to request making up missed in-class work, quizzes, or Blackboard posts. I’ve built enough flexibility into these requirements so that the normal miseries of life will not torpedo your grade if you do not cut things close on those days when everything and everyone you depend on work more or less as they should. On the other hand, if a life-changing tragedy should come your way this semester, then please let me know and we’ll figure out whether withdrawing from the class or re-scheduling some deadlines is the best option for you.  **GMU-Korea IT Services and GMU Technical Support Center:** You can get help with technology problems from 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 networkoutages, 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/>  **Essential Tech**   * Be sure your internet browser compatible with Blackboard*.* Go [HERE](https://help.blackboard.com/Learn/Instructor/Getting_Started/Browser_Support) to see the current list of supported browsers. * To view video and audio files, you must also have [Adobe Flash](http://www.adobe.com/downloads/) and [Quicktime](https://support.apple.com/downloads/quicktime), [Real Player](http://www.real.com/realplayer), or [Windows Media Player](http://windows.microsoft.com/en-us/windows/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](https://support.apple.com/guide/preview/welcome/mac) *(for Macs) or* [Adobe Reader](http://get.adobe.com/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.   **Academic Resource Center**  The Academic Resource Center at GMUK will look at your papers, projects and problems to help you improve your academic achievement. Tutors help with specific writing or projects; more importantly, they also help you identify error patterns that emerge throughout your work. For more information, please contact Professor Eunmee Lee, Director of Academic Resource Center (elee45@gmu.edu, office #638), or stop by the ARC on the 6th floor of the GMUK building.  **Submitting Your Work and Using ‘Crisis Passes’**  Unless I tell you otherwise, submit all assignments on Blackboard. Low-stakes work goes on the Discussion Board; major assignments at the appropriate link. I do not accept late submission of low-stakes work, as that work is keyed to participation in each class.  Late submission of major assignments will lower that grade by 5% each day the assignment is late, unless I approve an extension before the assignment is due, or in the case of personal tragedy.  It’s best not to leave submitting your work to the last minute.  If you do leave submitting a major assignment to the last minute and Blackboard does not work properly, do not despair. Please send the assignment to me in an e-mail attachment as a time-stamp and keep trying to submit it on Blackboard, so all your graded work will be where it ought to be.  Please keep a copy of your work somewhere else in case Blackboard spontaneously self-destructs or becomes inaccessible for a while (please see “Things Go Wrong,” above).  You are welcome to use three (3) 24-hour “**crisis passes**” during the semester.  A crisis pass gives you an extra 24 hours to work on a major assignment beyond the deadline **with no penalty or explanation**.  You may use these passes one at a time, or all at once.  Please email me about your intent to use the crisis pass before the original due date and time for the assignment (please include “Crisis Pass” in the subject heading of the email). **Crisis passes cannot be used for first drafts that require someone else to review and respond to your work in a timely way.**  **Re-Write Option:**  You have the option to re-write each your first two essays for a new grade. If you choose to use this option, then the new version must respond in a substantive way to my feedback: at least half of the new version must be substantially new language, and must include some structural change, such as new organization. You must meet with me, discuss your essay and my feedback, and submit the new version with the new material marked in some easy-to-read way, such as underlined by a Track Changes program. You must also include a short paragraph telling me the most important changes that you tried to make in your work, and what you hoped to accomplish through these changes. You must submit the new version within two weeks of receiving my grade and feedback on the first one. There is no formal re-write option for the Translation Project, but I invite you to show me a draft for feedback.  **Discussion Board Responses**  You need to hand in 10 responses on the Blackboard Discussion Board. Each one is due by 11:59 PM the day before class. I offer a Discussion Board prompt for most classes – please think about them all, but you need to write only 10 of them. Please pace your responses prudently. Try to do them early so you won’t be swamped by busy times and malfunctioning technology (please see “Things Go Wrong,” above). These responses will help you to begin to analyze course material and give me a glimpse of what you’re thinking. I also encourage you to use your responses as starting points for your formal essays. If you want to explore a response further in an essay, then please let me know. Write about 250 words and express yourself as clearly as possible (if I can’t understand what you mean, then I can’t give you credit for it), but these do not have to be your most polished writing. You can address **the specific response prompt listed on the syllabus**, or take another direction entirely. Here are some good general strategies for writing a response:   * ask a question about the text -- and explain why you think this question matters * disagree with something in the text * relate some element of its form to its content, * connect this new text to something else we’ve read, some other story, show, or game you like, or something else you know about childhood. * take a classmate’s response to the reading one step farther   Do not merely summarize the text! If your response does not rise beyond summary, then I will not award credit for it (I’ll let you know if this is the case so you can figure out how to do something more than summarize in your next response). I will not accept late responses.  I often bring in selections from student responses and other writing as **positive examples in class**. If you ever feel that something you have written is too personal to share in this way, then please write that on the piece and I’ll respect your wishes.  **Question of the Day:**  Working with a partner or small group, you will start two class sessions by bringing in a news story or personal reflection about childhood, children’s literature, films, computer games, etc. and asking a question about it in terms of ideas introduced in this course, or by asking a question about the day’s assigned reading and explaining why it matters in terms of this course main ideas. You must e-mail me your question 24 hours before class so I can think about how it fits with my goals for the week. Please plan to speak for more than a minute, but less than five minutes. Once you have asked your question, the class will thank you with quick round of applause. Then other students will respond to your question. **Please see the examples from past semesters on Blackboard**.  **Final Grade:**  Here are the points available for each assignment; there are 1000 points available for the course as a whole. This is a discussion-oriented class. Usually, some people are quicker than others to speak up in a classroom setting. I will call on students and create other structures to ensure that no one carries too much of the work of class discussion, and that everyone’s voice is heard.  **Grade Percentages: 1000 points available, plus up to 10 points of extra credit:**  100 Points: Blackboard Reading Responses  100 Points: Question of the Day (group project)  100 Points: Quizzes  90 Points: Midterm Exam  100 Points: Final Exam  140 Points: Essay 1 (3 pages, with re-write option)  150 Points: Essay 2 (3 pages, with re-write option)  150 Points: Translation Project (group project: no formal re-write option, but I will see a draft and give feedback)  50 Points: In-Class Participation. “Participation” means being present in class and focused on class work. No penalty for first two class absences; after that, absences must be excused. Please don’t come to class if you are sick, but don’t skip class because of a time crunch, and please, never check your social media while in class.  15 Points: Peer Reviews  5 Points: Individual 20-minute writing conference with Professor Michals by September 15.  Extra Credit: A total of up to 10 points of Extra Credit is available for a 1-page response to an approved out-of-class activity (3 points) and/or asking a substantive question of a student presenter in class (1 point per question; see Blackboard for details).  **Resources for the study of the history of childhood and children’s literature:**Since this class emphasizes the development of your own close reading skills, your essays are not intended to be research papers. However, if you are interested in children’s literature as a field of study and want to learn more about it, look at the syllabus’s suggestions for further reading about specific topics the class introduces.  In addition, here are some good places to start. George Mason's own Center for History and New Media has a great site on children and youth in world history <http://chnm.gmu.edu/cyh/> . The Children’s Literature Association <https://chla.memberclicks.net/> is the major professional organization in the field. The [*Children’s Literature Association*](https://www.childlitassn.org/chla-quarterly) *Quarterly* and [*The Lion and the Unicorn*](https://www.press.jhu.edu/journals/lion-and-unicorn) are two major journals scholars read by in the field. A general guide to children's literature (bibliographies, authors' websites, resources for teachers, and more; not updated recently but still useful as an overview) can be found at  [Children's Literature on the WWW](http://www.ucalgary.ca/%7Edkbrown/index.html) .  **Accommodations for Students with Disabilities:**Students with documented disabilities are legally entitled to certain accommodations in the classroom. If you have a documented disability, then please give me your faculty contact sheet from the Disability Resources Center as soon as possible and I will be delighted to comply. Please get your paperwork in order early, even if you think you may not choose to use an accommodation this semester.  **GMU Nondiscrimination Policy and Diversity Statement:** 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. For the full statements of this university policy, visit <https://universitypolicy.gmu.edu/policies/non-discrimination-policy/>  **Plagiarism:**  I refer all cases of suspected plagiarism to the Mason Korea’s Committee of Academic Integrity. Plagiarism means using words or ideas from another source without giving that source credit, whether that source is a literary critic, another student, or “some entity from the Internet” (Clark, Keith, Plagiarism Statement. George Mason University English Dept. Faculty Resources. Web. 18 January 2012). Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or endnotes. A simple listing of books, articles, and websites at the end of your paper is not sufficient. Student writers are sometimes 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. Exceptions to this include factual information that can be obtained from a variety of sources (what has been called common knowledge), the writers' own insights or findings from their own field research. What constitutes common knowledge can be tricky; what is common knowledge for one audience may not be so for another. In such situations, it is helpful to think of citations as being something that actual readers may bless you for. In other words, provide a citation for any piece of information that you think someone might want to investigate further. Not only is this attitude kind to readers, it will almost certainly ensure that writers will not be guilty of plagiarism. The George Mason Honor Code offers more detail on plagiarism and its consequences. |

**Schedule:** Subject to Revision; all changes will be announced in class.

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| **Date** | **Readings** | **Deadlines and In- Class Work** |
| **Week 1: Stories for All Ages v. Stories for Children**  **Fairy Tales: “And you, Cinderella, what do you want?”** | | |
| Aug.23 | Traditional storytelling for all ages:  [“An Old Story” (Ireland)](https://sites.pitt.edu/~dash/type0327.html#elliott)  “[The Willful Child”](https://sites.pitt.edu/~dash/type0779.html#grimm)  Introduction to the history of childhood and children’s literature.    Active reading: comprehension v. interpretation, inferences, assumptions, values, patterns, close reading.  Powerpoint: Stories and Audiences | Start talking with your group about your Question of the Day presentation. |
| Aug.25 | **Before Class Work:**  [Chronology of Jacob and Wilhelm Grimm](https://sites.pitt.edu/~dash/type0510a.html#saddleslut)  Versions of “Cinderella”:  [“Little Saddleslut” (Greece)](https://sites.pitt.edu/~dash/type0510a.html#saddleslut)  [“Cinderella” (Italy)](https://sites.pitt.edu/~dash/type0510a.html#saddleslut)  [“Cinderella” (Germany, Jacob and Wilhelm Grimm)](https://sites.pitt.edu/~dash/grimm021.html)  Key Concepts for Literary Anaylsis: Character, Plot, Tone  **In-Class Work:**  Powerpoints:  Three Ideas about Childhood  Fairy Tales: History, Plot and Character, the Modest Choice  Recommended further reading:  [**AS Byatt on the lure of the fairy tale | Books | The Guardian**](https://www.theguardian.com/books/2004/jan/03/sciencefictionfantasyandhorror.fiction)  Maria Maria Tatar: a good starting point for her extensive work is "Sex and Violence: The Hard Core of Fairy Tales." *The Hard Facts of the Grimms’ Fairy Tales.* Princeton: Princeton University Press, 1987.  J.R.R Tolkien, “On Fairy Stories” (Blackboard). |  |
| **Week 2: Fairy Tales: Transformation and Wish-Fulfillment: “the woman had died.”** | | |
| Aug.30 | **Before Class Work:**  Versions of “Little Red Riding Hood”  [“Little Red Hat” (Italy/Austria)](https://sites.pitt.edu/~dash/type0333.html#italy)  [“The Grandmother” (France)](https://sites.pitt.edu/~dash/type0333.html#italy)  [“Little Red Cap” (Germany, Jacob and Wilhelm Grimm)](https://sites.pitt.edu/~dash/type0333.html#grimm)  Versions of “Hansel and Gretel”  [“An Old Story” (Ireland)](https://sites.pitt.edu/~dash/type0327.html#elliott)  [“Molly Whuppie” (England)](https://sites.pitt.edu/~dash/type0327.html#mollywhuppie)  [“Hansel and Gretel” (Germany, Jacob and Wilhelm Grimm)](https://sites.pitt.edu/~dash/grimm015.html)  Key Concepts for Literary Anaylsis: Setting, Theme  **In-Class Work:**  Fairy Tales: Power, Wish-Fulfillment | Start talking about Essay 1 |
| Sept.1 | **Before Class Work:**  Versions of Sleeping Beauty:  [“Sun, Moon, and Talia” (Italy, Giambattista Basile)](https://sites.pitt.edu/~dash/type0410.html#basile)  [“Gold-Tree and Silver-Tree” (Scotland)](https://sites.pitt.edu/~dash/type0709.html#goldtree)  [“Death of the Seven Dwarfs” (Switzerland)](https://sites.pitt.edu/~dash/dwarfs.html)  [“Little Snow White” (Germany, Jacob and Wilhelm Grimm)](https://sites.pitt.edu/~dash/type0709.html#snowwhite)  **In-Class Work:**  Powerpoints:  Children’s Literature: Our Definition |  |
| **Week 3: Picture Books: Children and Other Animals, Development: “The wild things roared their terrible roars“** | | |
| Sept.6 | **Before Class Work:**  <https://slate.com/human-interest/2019/11/animal-hats-clothes-kids-cute-history.html>  Sendak, *Where the Wild Things Are*    Powerpoint: Developmental Narrative  **In-Class Work:**  Powerpoint: Useful Terms for Analyzing Picture Books  Powerpoint: Children and Other Animals | Check in about Essay 1: What’s going well? What are you concerned about? |
| **Sept.7-12: Fall Break** | | |
| **Week 4: Picture Books Con’t; Reason, Power, Didactic Literature:**  **“The Dignity and Excellency of a Rational Creature”** | | |
| Sept.13 | **Before Class Work:**  Powerpoints:  *The Snowy Day*  Caldecott, Greenaway, and Sendak  Award-Winning Korean Picture Books  **In-Class Work:**  Powerpoints:  Home-Away-Home  Childhood, the Country, the City  Children’s Literature and Global Entertainment |  |
| Sept.15 | **Before Class Work:**  Locke, *Some Thoughts Concerning Education* (selections on Blackboard)  **In-Class Work:**  Newbery, *A Little Pretty Pocket-Book* |  |
| **Week 5: Reason, Power, Didactic Literature:**  **“Nay, my dear, I want you to think for yourself.”** | | |
| Sept.20 | **Before Class Work:**  Edgeworth’s Rosamond stories: “The Purple Jar,” “The Two Plums,” “The Thorn,” “The Bee and the Cow,” “The Microscope,” and “The Wager” <http://urweb.roehampton.ac.uk/digital-collection/childrens-literature-collection/rosamond/index.html>  Powerpoint:  Didactic Narrative  Recommended:  M.O. Grenby on the Moral Tale: <https://www.bl.uk/romantics-and-victorians/articles/moral-and-instructive-childrens-literature>  Mitzi Myers, ["A Taste for Truth and Realities": Early Advice to Mothers on Books for Girls](http://muse.jhu.edu/article/248538) [Children's Literature Association Quarterly, Volume 12, Number 3, Fall 1987](http://muse.jhu.edu/issue/13355), pp. 118-124 (Project Muse) |  |
| Sept.22 | **Before Class Work:**  Edgeworth, “The Silver Cup”  Essay 1 Workshop | Reminder: Essay 1 is due by 11:59 pm Friday, Sept. 23 |
| **Week 6: Mid-Term Review and Exam** | | |
| Sept.27 | Review for Mid-Term Exam |  |
| Sept.29 | Mid-Term Exam |  |
| **Week 7: Empire, The Boys’ Adventure Story, and Fantasy:  “We’ve got an island all to ourselves. We’ll take possession in the name of the king”** | | |
| Oct.4 No Class! | Make-Up Day for Monday Classes that did not meet on National Foundation Day. Tuesday Classes do not meet on Tuesday, Oct. 4. |  |
| Oct.6 | **Before Class Work**  Powerpoints:  Golden Ages  Empire and the Golden Age of Children’s Literature | Start talking about Essay 2. |
| **Week 8: The Boys’ Adventure Story: “I say, Jack, you’re a Briton!”** | | |
| Oct.11 | **Before Class Work:**  Ballantyne, read through Chapter XVIII (skim and concentrate on selected chapters) |  |
| Oct.13 | **Before Class Work:**  Ballantyne, finish the book, (skim and concentrate on selected chapters) |  |
| **Week 9: Domestic Realism – Stories for Girls: “How rich she was in home and happiness”** | | |
| Oct.18 | **Before Class Work:**  Powerpoint  Realism  19th-Century Woman: The Angel in (and out of) the Home  Alcott, read through Chapter 8, “Jo Meets Apollyon” | Bring a draft of Essay 2 to class |
| Oct.20 | **Before Class Work:**  Powerpoint  Caring About How You Look: Children’s Lit. v. YA  Alcott, finish the book (Volume I, not II!) |  |
| **Week 10: Golden Age Fantasy: “All children, except one, grow up”** | | |
| Oct.25 | **Before Class Work:**  Powerpoint:  Peter Pan, Fantasy, Alternative Worlds  Barrie, read through Chapter 6, “The Little House”  The Role of the Narrator in Children’s Lit. | Essay 2 Due before Midnight (11:59 pm) |
| Oct.27 | **Before Class Work:**  Barrie, finish the book. |  |
| **Week 11: Animals, Nostalgia, The 404,686 Square Meter Woods: “Christopher Robin was going away”** | | |
| Nov.1 | **Before Class Work:**  Powerpoints:  The House at Pooh Corner: Tolerance, Gender, Houses, Animals  Milne, read through Chapter V, “In Which Rabbit Has a Busy Day, and We Learn What Christopher Robin Does in the Mornings”  In-Class Work:  Powerpoint:  Christopher Robin Milne |  |
| Nov.3 | Milne, finish the book |  |
| **Week 12: Translation Project** | | |
| Nov.8 | **Before Class Work:**  “Children’s Literature in Late Colonial Korea,” Dafna Zur (powerpoint)  “A Shirt to Last Ten Thousand Years,” by Pang Chonghwan. Translated by Daphna Zur  “The Sky,” by Hyon Tok. Translated by Dafna Zur  For images of colonial-era Korea taken by US Christian missionaries, browse USC’s [English-language digital archive:](https://digitallibrary.usc.edu/Archive/Korean-Digital-Archive-2A3BF1OBEYR?Flat=1#/SearchResult&VBID=2A3BXZS8N9N9N&PN=1&WS=SearchResults)  If you are to read Korean, then start browsing these collections:  Selected stories by Hyeon Tok:  <https://digitalcollections.lib.washington.edu/digital/collection/korean/id/9586/rec/1>  Selected stories by by Chŏng-hwan Pang: <https://newcatalog.library.cornell.edu/catalog/10092732>  **In-Class Work:**  Plot, Characters, Setting, Tone, Theme | Start work on Translation Project. |
| Nov.10 | Guest Lecture on History of Colonial-Era Korea by Professor Oh |  |
| **Week 13: Translation Project** | | |
| Nov.15 | **Before Class Work:**  Translation Project  Deborah Smith, “On Translating *Human Acts* by Han Kang”  In-class work on Translation Project  **In-Class Work:**  Plot, Characters, Setting, Tone, Theme |  |
| Nov.17 | In-class work on Translation Project **In-Class Work:** Plot, Characters, Setting, Tone, Theme |  |
| **Week 14: Translation Project** | | |
| Nov.22 | No Class Meeting this Week: Required Small Group Meeting with Professor Michals on Translation Project |  |
| Nov.24 | No Class Meeting this Week: Required Small Group Meeting with Professor Michals on Translation Project | Reminder:  Translation Project Due by 11:59 PM Nov. 25 |
| **Week 15** | | |
| Nov.29 | Review for Final Exam |  |
| Dec.1 | Review for Final Exam/Wrap Up |  |
| K01 Final Exam: Thursday, December 8, 12:30-3:15  K02 Final Exam: Tuesday, December 13, 4:00-6:45 | | |
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