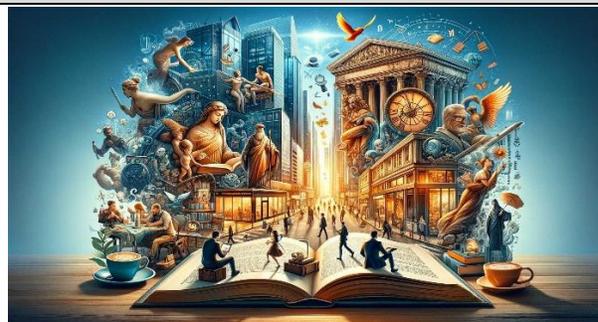


	Literature, Journalism, Writing, and Languages
	<hr/> ENG 3050-3 Literature and Culture (3 Units)
SPRING 2026	



Instructor	Professor Lisa Balderston
Meeting Days/Times	TR 2:30 PM - 3:45 PM (01/12/2026 - 05/01/2026)
Meeting Location	Liberty Station (Rm. 203)
E-mail	lbalders@pointloma.edu
Office Hours	<i>(Zoom session by appointment)</i>
Office Location	N/A
Final Exam	Final Exams: TBA

PLNU Mission: To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

General Education Mission

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Course Description

ENG 3050-3 Literature and Culture (GE) (3 Units) This course is an “advanced study of works, primarily in translation. The course focuses on selected themes, topics, and/or eras and places the works in their cultural contexts.” (PLNU Course Catalog for ENG 3050). We will examine representative works of high literary value in various genres for the ideas they communicate, their intellectual underpinnings, their

philosophical content, and the vision of the world they contain. We are engaging with “books of ideas” here and you will learn to examine literary works not only for their style and language, namely, how they communicate their author’s vision of the world, but their intellectual content as well.

Program & Course Learning Outcomes:

Course Learning Outcomes By the end of ENG 3050, you should be able to: 1. Apply the conventions of the English language and creative skills in various forms of academic writing genres. 2. Demonstrate knowledge of the stages of the writing process in academic writing: planning, drafting, organizing, composing, revising, and editing. 3. Evaluate and utilize rhetorical modes of organization in written compositions: narrative, cause/effect, compare/contrast, persuasion, process analysis, and others. 4. Demonstrate knowledge of and apply documentation formats to properly cite research in written compositions. 5. Critically analyze writing to determine point-of-view, tone, purpose, audience, and theme to enable reflection and response in written compositions. 6. Evaluate and examine differing perspectives; evaluate and locate the points of agreement and disagreement and the strengths and weaknesses of the argument.

Required Texts & Recommended Study Resources:

Students are responsible for having the required course textbooks prior to the first day of class. All supplemental materials posted on this course site (including articles, book excerpts, or other documents) are provided for your personal academic use. These materials may be protected by copyright law and should not be duplicated or distributed without permission of the copyright owner.

- The Metamorphosis – Franz Kafka, from Prague
- If Cats Disappeared from the World – Genki Kawamura, from Japan
- Flowers for Algernon – Daniel Keyes, from the United States
- The Death of a Soldier Told by His Sister - Olesya Khromeychuk, from Ukraine
- Like Water for Chocolate – Laura Esquivel, from Mexico
- Frankenstein – Mary Shelley, from England

Course Credit Hour Information:

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. The time estimations are provided in the Canvas modules.

Assessment & Grading:

A	93-100	B-	80-82	D+	67-69
A-	90-92	C+	77-79	D	63-66
B+	87-89	C	73-76	D-	60-62
B	83-86	C-	70-72	F	0-59

Course Requirements:

- Participation Points
- Quizzes: 6
- 1st Short Essays (in Blue Books)
- Student & Class Assignments: Discussion/Short Answer responses
- 2nd Short Essay (in Blue Books)
- Midterm Exam: True/False, Multiple-Choice (in Canvas)
- Signature Assignment: This signature assignment is a formal, but personal, essay due by the beginning of the final examination period. This essay will require you to reflect on your interpretive reading and as such will rely solely on the literary text and your own thoughts and perspectives.
- Final Exam: True/False, Multiple-Choice (in Canvas)

Gelo Signature Assignment:

This signature assignment is a formal, but personal, essay due by the beginning of the final examination period. This essay will require you to reflect on your interpretive reading and as such will rely solely on the literary text and your own thoughts and perspectives. *(The signature assignment essay prompt will be provided 1-2 weeks before the final examination session.)*

PLNU Final Examination Policy:

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the Traditional Undergraduate Records: Final Exam Schedules site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

Content Warning:

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In ENG 2000-5, all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Trigger Warning:

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive several types of information. In ENG 2000-5, we will cover a variety of topics, some of which you may find triggering. Each time this topic appears in a reading or unit, it is marked on the syllabus. The experience of being triggered versus intellectually challenged are different. The main difference is that an individual must have experienced trauma to experience being triggered, whereas an intellectual challenge has nothing to do with trauma. If you are a trauma survivor and encounter a topic in this class that is triggering for you, you may feel overwhelmed or panicked and find it difficult to concentrate. In response, I encourage you to take the necessary steps for your emotional safety. This may include leaving class while the topic is discussed or talking to a therapist at the Counseling Center. Should you choose to sit out on discussion of a certain topic, know that you are still responsible for the material; but we can discuss if there are other methods for accessing that material, and for assessing your learning on that material. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

Incompletes & Late Assignments

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Spiritual Care:

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the Office of Spiritual Life and Formation.

State Authorization:

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to

conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow distance education outside California.

PLNU Copyright Policy:

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU Recording Notification:

In order to enhance the learning experience, please be advised that this course may be recorded by the professor for educational purposes, and access to these recordings will be limited to enrolled students and authorized personnel. Note that all recordings are subject to copyright protection. Any unauthorized distribution or publication of these recordings without written approval from the University (refer to the Dean) is strictly prohibited.

PLNU Academic Honesty Policy:

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. For all student appeals, faculty and students should follow the procedures outlined in the University Catalog. See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

Artificial Intelligence (AI) Policy:

The use of Artificial Intelligence (AI) tools (e.g., ChatGPT, iA Writer, Marmot, Botowski, GrammarlyGo, Perplexity, etc.) is prohibited in this course for any aspect of your work, including idea generation, drafting, editing, or final submissions. This course is designed to assess your independent critical thinking, writing, and research skills without the assistance of AI technologies. Violations of this policy will be treated as breaches of academic integrity.

[MLA Style Center: Citing Generative AI](#)

[APA Style: How to Cite ChatGPT](#)

[Chicago Manual of Style: Citing Content Developed or Generated by AI](#)

PLNU Academic Accommodations Policy:

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities in accordance with the Americans with Disabilities Act (ADA). Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2533). Once a student's eligibility for an accommodation has been determined, the EAC will work with the student to create an Accommodation Plan (AP) that outlines allowed accommodations. Professors are able to view a student's approved accommodations through Accommodate.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course. Accommodations are not retroactive so clarifying with the professor at the outset is one of the best ways to promote positive academic outcomes.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC. Students cannot assume that because they had accommodations in the past, their eligibility at PLNU is automatic. All determinations at PLNU must go through the EAC process. This is to protect the privacy of students with disabilities who may not want to disclose this information and are not asking for any accommodations.

Language and Belonging:

Point Loma Nazarene University faculty are committed to helping create a safe and hospitable learning environment for all students. As Christian scholars we are keenly aware of the power of language and believe in treating others with dignity. As such, it is important that our language be equitable, inclusive, and prejudice free. Inclusive/Bias-free language is the standard outlined by all major academic style guides, including MLA, APA, and Chicago, and it is the expected norm in university-level work. Good writing and speaking do not use unsubstantiated or irrelevant generalizations about personal qualities such as age, disability, economic class, ethnicity, marital status, parentage, political or religious beliefs, race, gender, sex, or sexual orientation. Inclusive language also avoids using stereotypes or terminology that demeans persons or groups based on age, disability, class, ethnicity, gender, race, language, or national origin. Respectful use of language is particularly important when referring to those outside of the religious and lifestyle commitments of those in the PLNU community. By working toward precision and clarity of language, we mark ourselves as serious and respectful scholars, and we model the Christ-like quality of hospitality.

If you (or someone you know) have experienced other forms of discrimination, you can find more information on reporting and resources at www.pointloma.edu/nondiscrimination.

Sexual Misconduct and Discrimination:

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/Title-IX. If you (or someone you know) have experienced other forms of discrimination or bias, you can find more information on reporting and resources at www.pointloma.edu/bias

PLNU Attendance and Participation Policy:

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university withdrawal date or, after that date, receive an “F” grade.

PLNU Course Modality Definitions:

1. Online Courses: These are courses with class meetings where all instruction and interaction is fully online.
 - a. Synchronous Courses: At least one class meeting takes place at a designated time.
 - b. Asynchronous Courses: All class meetings are asynchronous.
2. Hybrid Courses: These are courses with class meetings that take place both in the classroom and online synchronously and/or asynchronously.
3. In-Person Courses: These are courses that meet in person with the instructor and students in a physical classroom setting. With approval by the area dean, this may include up to 25% of qualified class interactions through a Learning Management System (such as Canvas).

In some courses, a portion of the credit hour content will be delivered asynchronously and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) in the Undergraduate Academic Catalog.

Asynchronous Attendance/Participation Definition:

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

Loma Writing Center:

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

- [Appointment Calendar](#)
- [Website](#)
- Email: writingcenter@pointloma.edu

Assignments At-A-Glance & Lomabooks Instructions for Students:

This course is part of our course material delivery program, LomaBooks. The bookstore will provide each student with a convenient package containing all required physical materials; all digitally delivered materials will be integrated into Canvas.

You should have received an email from the bookstore confirming the list of materials that will be provided for each of your courses and asking you to select how you would like to receive any printed components (in-store pick up or home delivery). If you have not done so already, please confirm your fulfillment preference so the bookstore can prepare your materials.

For more information about LomaBooks, please go: [HERE](#)

Schedule Changes:

Changes can be made in the class schedule at any time, at the discretion of the professor. Changes may be necessitated by illness, class rhythm or by instructional need. Students are responsible to note all schedule changes.

Making Use of Canvas:

Most of the class assignments, materials and documents are on Canvas. Please do check Canvas **before** coming to class, the day before at the least, and download the appropriate documents and assignments.

SCHEDULE OF COURSE INSTRUCTION: Global Voices: Literature, Identity, and Crisis

WEEK 1: 1/13/26 (TU)			
Lecture Topic(s)	Class Discussion	Short Essays/ Exams	Assignment(s)
<p>Week 1: Review the Syllabus</p> <p>Lesson Categories:</p> <ol style="list-style-type: none"> 1. What is "World Literature"? 2. The Writer as Cultural Voice 3. Literature as Cultural Bridge <p>Alienation, Bureaucracy, and the Absurd (Central Europe) - The Dehumanizing Effect of Modern Life</p>	<p>What is "World Literature"?</p> <p>The Writer as Cultural Voice</p> <p>Literature as Cultural Bridge</p>		<p>Novel: Franz Kafka, <i>The Metamorphosis</i> (1915)</p> <p>Read: Sections I</p>

WEEK 1: 1/15/26 (TH)			
Lecture Topic(s)	Class Discussion	Short Essays/ Exams	Assignment(s)
Week 1: Alienation, Bureaucracy, and the Absurd (Central Europe) - The Dehumanizing Effect of Modern Life <ul style="list-style-type: none"> • Influences on the Author's Writing • Historical & Political Context 	Questions about Section I	Quiz #1 (Section I)	Novel: Franz Kafka, <i>The Metamorphosis</i> (1915) Read: Sections II
WEEK 2: 1/20/26 (TU)			
Lecture Topic(s)	Class Discussion	Short Essays/ Exams	Assignment(s)
Week 2: Alienation, Bureaucracy, and the Absurd (Prague) - The Body and Language in Transformation <ul style="list-style-type: none"> • Key Textual Themes 	Questions about Section II		Novel: Franz Kafka, <i>The Metamorphosis</i> (1915) Read: Sections III
WEEK 2: 1/22/26 (TH)			
Lecture Topic(s)	Class Discussion	Short Essays/ Exams	Assignment(s)
Week 2: Alienation, Bureaucracy, and the Absurd (Prague) - The Body and Language in Transformation <ul style="list-style-type: none"> • Contemporary Significance 	Questions about Section III		Novel: Genki Kawamura, <i>If Cats Disappeared from the World</i> (2012) Read: Monday & Tuesday
WEEK 3: 1/27/26 (TU)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 3: Existentialism, Materialism, and Grief (Japan) - The Meaning of a Life Defined by Absence <ul style="list-style-type: none"> • Author & Cultural Context 	Questions about Monday & Tuesday	Quiz #2 (Monday & Tuesday)	Novel: Genki Kawamura, <i>If Cats Disappeared from the World</i> (2012) Read: Wednesday & Thursday
WEEK 3: 1/29/26 (TH)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 3: Existentialism, Materialism, and Grief (Japan) - The Meaning of a Life Defined by Absence <ul style="list-style-type: none"> • Influences on the Author's Writing • Historical & Political Context 	Questions about Wednesday & Thursday		Novel: Genki Kawamura, <i>If Cats Disappeared from the World</i> (2012) Read: Friday & Saturday
WEEK 4: 2/3/26 (TU)			
Lecture Topic(s)	Class Discussion	Short Essays/ Exams	Assignment(s)
Week 4: Existentialism, Materialism, and Grief (Japan) - The Role of the Devil and the Power of Negotiation	Questions about Friday & Saturday		Study for Short Essay

<ul style="list-style-type: none"> • Key Textual Themes • Contemporary Significance 			
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WEEK 4: 2/5/26 (TH)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Short Essay Question: (Write in Blue Book, which I will provide) 100 Points		Short Essay Questions regarding <i>The Metamorphosis</i> and <i>If Cats Disappeared From the World</i>: (I will provide Blue Books) 100 Points - Note: 3–5 pages (750–1,250 words)	Novel: Olesya Khromeychuk, <i>The Death of a Soldier Told by his Sister</i> (2023) Read: Volodya, Part One – A Facebook Message

WEEK 5: 2/10/26 (TU)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 5: War, Identity, and Historical Truth - The Intimate Cost of Geopolitical Conflict <ul style="list-style-type: none"> • Author & Cultural Context 	Questions about Volodya, Part One – A Facebook Message	Quiz #3 (Volodya, Part One – A Facebook Message)	Novel: Olesya Khromeychuk, <i>The Death of a Soldier Told by his Sister</i> (2023) Read: The Funeral, Part I – The Funeral, Part III

WEEK 5: 2/12/26 (TH)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 5: War, Identity, and Historical Truth - The Intimate Cost of Geopolitical Conflict <ul style="list-style-type: none"> • Influences on the Author’s Writing • Historical & Political Context 	Questions about Volodya, Part One – The Funeral, Part I – The Funeral, Part III		Novel: Olesya Khromeychuk, <i>The Death of a Soldier Told by his Sister</i> (2023) Read: Twenty-Five Folders – Harvest

WEEK 6: 2/17/26 (TU)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 6: War, Identity, and Historical Truth - The Soldier, the Civilian, and the Historian <ul style="list-style-type: none"> • Key Textual Themes 	Questions about Volodya, Part One – Twenty-Five Folders - Harvest		Novel: Olesya Khromeychuk, <i>The Death of a Soldier Told by his Sister</i> (2023) Read: Cosy Grave - I Can’t Believe You’re Dead: A Letter

WEEK 6: 2/19/26 (TH)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 6: War, Identity, and Historical Truth - The Soldier, the Civilian, and the Historian <ul style="list-style-type: none"> • Contemporary Significance 	Questions about Cosy Grave – I Can’t Believe You’re Dead: A Letter		Novel: Daniel Keyes, <i>Flowers for Algernon</i>

			Read: Progress Report 1- Progress Report 9
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WEEK 7: 2/24/26 (TU)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 7: Charlie Gordon -Intelligence, Identity, and the Human Desire to Belong” <ul style="list-style-type: none"> • Author & Influences on the Author’s Writing 	Questions About Progress Reports 1–9	Quiz #4 (Progress Report 1- Progress Report 9)	Novel: Daniel Keyes, <i>Flowers for Algernon</i> Read: Progress Report 10- Progress Report 13

WEEK 7: 2/26/26 (TH)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 7: Charlie Gordon -Intelligence, Identity, and the Human Desire to Belong” <ul style="list-style-type: none"> • Key Textual Themes • Contemporary Significance 	Questions About Progress Reports 10–13		Novel: Daniel Keyes, <i>Flowers for Algernon</i> Read: Progress Report 14 - Progress Report 17

WEEK 8: 3/3/26			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 8: Awakening Awareness: Charlie’s Intellectual Growth and Emotional Challenges	Questions About Progress Reports 14-17		Study for Midterm Exam

WEEK 8: 3/5/26			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Midterm Exam		Midterm Exam <i>(Multiple Choice & True or False)</i> 50 Questions - 2 points each	Enjoy Spring Break!

WEEK 9: 3/10/26 (TU)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
			Enjoy Spring Break!
WEEK 9: 3/12/26 (TH)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
			Novel: Laura Esquivel’s <i>Like Water for Chocolate</i> by Read: Chapters 1-4 Enjoy Spring Break!

WEEK 10: 3/17/26 (TU)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)

Week 10: Magic, Gender, and Patriarchy - The Soldier, the Civilian, and the Historian - Subversion Through Domestic Arts • Author, influences and motivations	Questions About Chapters 1-4	Quiz #5 (Chapters 1-4)	Novel: Laura Esquivel's <i>Like Water for Chocolate</i> Read: Chapters 5-8
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WEEK 10: 3/19/26 (TH)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 10: Magic, Gender, and Patriarchy - The Soldier, the Civilian, and the Historian - Subversion Through Domestic Arts • Key Textual Themes	Questions About Chapters 5-8		Novel: Laura Esquivel's <i>Like Water for Chocolate</i> Read: Chapters 9-12

WEEK 11: 3/24/26 (TU)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 10: Magic, Gender, and Patriarchy - The Soldier, the Civilian, and the Historian - The Oppressive Power of Familial Law • Contemporary Significance	Questions About Chapters 9-12		Prepare for Short Essay Questions

WEEK 11: 3/26/26 (TH)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 10: Magic, Gender, and Patriarchy - The Soldier, the Civilian, and the Historian - The Oppressive Power of Familial Law	Discussion Questions		Prepare for Short Essay Questions

WEEK 12: 3/31/26 (TU)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Short Essay Question: (Write in Blue Book, which I will provide) 100 Points		Short Essay Questions: (I will provide Blue Books) 100 Points Note: 3–5 pages (750–1,250 words)	Enjoy Easter Break!

WEEK 12: 4/2/26 (TH)	EASTER RECESS	NO CLASSES	
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
			Novel: Mary Shelley's <i>Frankenstein</i> Read: Chapters 1-3

WEEK 13: 4/7/26 (TU)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 13: Science, Hubris, and Responsibility - The Perils of Unchecked Scientific Ambition	Discussion Questions	Quiz #6 (Chapters 1-3)	Novel: <i>Frankenstein</i> Read: Chapters 4-6

WEEK 13: 4/9/26 (TU)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)

Week 13: Science, Hubris, and Responsibility - The Perils of Unchecked Scientific Ambition	Discussion Questions		Novel: Mary Shelley's <i>Frankenstein</i> Read: Chapters 7-9
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WEEK 14: 4/14/26 (TU)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 14: Science, Hubris, and Responsibility - Narrative Layers and the Construction of Identity	Discussion Questions		Novel: Mary Shelley's <i>Frankenstein</i> Read: Chapters 10-12

WEEK 14: 4/16/26 (TH)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 14: Science, Hubris, and Responsibility - Narrative Layers and the Construction of Identity INSTRUCTIONS: Signature Assignment: This signature assignment is a formal, but personal, essay due by the beginning of the final examination period. This essay will require you to reflect on your interpretive reading and as such will rely solely on the literary text and your own thoughts and perspectives. (Due: 4/30 by 11:59 pm)	Discussion Questions		Novel: Mary Shelley's <i>Frankenstein</i> Read: Chapters 13-15

WEEK 15: 4/21/26 (TU)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 15: Mary Shelley's <i>Frankenstein</i> Ambition and the Pursuit of Knowledge Responsibility and Consequences Isolation and Alienation	Discussion Questions		Novel: Mary Shelley's <i>Frankenstein</i> Read: Chapters 16-18

WEEK 15: 4/23/26 (TH)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 15: Mary Shelley's <i>Frankenstein</i> Isolation and Alienation Nature vs. Science The Double / Monstrosity	Discussion Questions		Novel: Mary Shelley's <i>Frankenstein</i> Read: Chapters 19-21

WEEK 16: 4/28/26 (TU)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
Week 15: Mary Shelley's <i>Frankenstein</i> Life, Death, and the Limits of Human Power Revenge and Justice	Discussion Questions		Novel: Mary Shelley's <i>Frankenstein</i> Read: Chapters 22-24

WEEK 16: 4/30/26 (TH)			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)

Week #16: Mary Shelley's <i>Frankenstein</i> Compassion & Empathy	<i>Review Session for Final Exam</i>	<i>Signature Assignment Essay</i> (Due by 11:59 pm)	Study for Final Exam
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FINALS WEEK: 5/4-5/8			
Lecture Topic(s)	Class Discussion	Short Essays/ Quizzes/Exams	Assignment(s)
		Final Exam (TBA)	