



3140 Waialae Avenue - Honolulu, HI 96816

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#CUH25619

Course Number: **English 256-02-1**

Course Title: **Poetry and Drama**

Department of English, Division of the Humanities

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Office Location: Henry Hall 206 C

Office Hours: M/W/F 11:30 – 12:30 pm, T 11:30 - 1:30 pm, and by appointment

Term: Spring 2019

Class Meeting Days: M/W/F

Class Meeting Hours: **1:30 pm - 2:20 pm**

Class Location: **Eiben Hall 202**

“You do not know what your life is, nor what you are doing, nor who you are.”

-Euripides (*Bacchae*)

Syllabus

Course Description

Where do we come from? Our families play an instrumental role in our development. Indeed, the idea of the individual, apart from the family, challenges notions of family as a continual process, as something permanent. How old is the idea that the individual can strike out on her own, separate from her family, and thus do as she pleases? Families teach children how to be in the world, and particularly, how to be in that world immediately surrounding them; these teachings make up culture. Groups of families comprise communities, cities, and then nation. So at what point does the larger culture of community, or nation, come into conflict with the family? Similarly, when does (Western) culture begin to move away from the family model as center? To what extent has individualism always already been there? In what manner do we see culture clash with, or even in, society?

We'll begin with classical Greek drama, and Euripides' *The Bacchae*. Euripides sets his play about the Greek god Bacchus among family. Part of being mortal is thus manifest as being part of family, wherein authority and family are at odds. Shakespeare, some 1,400 years later, uses pastoral comedy as a means to explore the family in opposition to authority. John Milton, in that same early modern period, returns the genre of poetry to the classics, with his revision of the Biblical origin of humanity as sinning souls. We'll explore a wide selection of English, American, and Hawaiian poets to bridge the gap

between the long eighteenth century and the present. Continuing our study of the family on stage, we will read Edward Albee's *The American Dream* and Alani Apio's *Kamau*. We'll also be wrapping up the semester with a smattering of Modern and Post-Modern poets, from both the Western and Hawaiian traditions.

Student Learning Outcomes

Upon completion of this course, students will be able to...

1. improve upon the critical reading and writing skills developed in EN 101 and 102
2. demonstrate familiarity with the elements of fiction and the literary terms used to discuss and analyze literary works, using the elements of fiction
3. define various literary critical approaches and use them to analyze literary texts
4. demonstrate the ability to situate literary texts within their genre and historical contexts
5. develop the skills necessary to lead class discussions during group presentations on literary texts
6. demonstrate the ability to write unified, coherent, well-developed essays about literary works
7. educate for formation in faith; provide for an integral quality education; educate in family spirit; educate for service, justice, and peace; and, educate for adaptation and change¹

Program Learning Outcomes

1. Proficiency in creative writing through an original production of poetry, fiction, or non-fiction
2. The ability to define various literary critical approaches and apply them to given texts
3. The ability to define, identify and articulate major movements/periods in British and American literature
4. The ability to critically analyze significant authors, texts, and issues in British and American Literature

Institutional Learning Outcomes

1. Written Communication 2. Oral Communication 3. Critical Thinking
4. Information Literacy 5. Quantitative Reasoning

Marianist Values

1. Educate for formation in faith 2. Provide an integral quality education
3. Educate in family spirit
4. Educate for service, justice & peace 5. Educate for adaptation & change

¹ These descriptors are taken from the "Characteristics of Marianist Universities," available online.

LO Alignment Table

CLO	Knowledge	Skill	Disposition	Program LO	CUH LO	WASC Core Competency	Marianist Values
1	D	D	D	1	Basic Skills	Written, Oral, Critical Thinking, Information Literacy, Quantitative Reasoning	Provide an integral quality education; Educate for adaptation & change; Educate for formation in faith; Educate in family spirit; Educate for service, justice & peace
2	D	D	D	1, 2, 3, & 4	Basic Skills	Written, Oral, Critical Thinking, Information Literacy, Quantitative Reasoning	Provide an integral quality education; Educate for adaptation & change; Educate for service, justice & peace
3	I	I	I	1, 2, 3, & 4	Basic Skills	Critical Thinking, Written, Oral, Quantitative Reasoning	Provide an integral quality education; Educate in family spirit; Educate for adaptation & change
4	I	I	I	1 & 4	Basic Skills	Written, Critical Thinking, Oral, Quantitative Reasoning	Provide an integral quality education; Educate for service, justice & peace; Educate in family spirit; Educate for adaptation & change
5	D	D	D	2	Basic Skills	Oral, Written, Critical Thinking, Quantitative Reasoning, Information Literacy	Educate in family spirit; Provide an integral quality education; Educate for service, justice & peace
6	D	D	D	1 & 2	Basic Skills	Critical Thinking, Quantitative Reasoning, Written, Information Literacy, Oral	Provide an integral quality education; Educate for adaptation & change; Educate for service, justice & peace; Educate in family spirit
7	D	D	D	1, 2, 3, & 4	Basic Skills	Critical Thinking, Oral, Written, Quantitative Reasoning, Information Literacy	Provide an integral quality education; Educate for adaptation & change; Educate for formation in faith; Educate in family spirit; Educate for service, justice & peace

Required Learning Materials

A digital reader of select Hawaiian poetry and drama will also be provided to the student at no cost.

Albee, Edward. *The American Dream, The Sandbox, The Death of Bessie Smith, Fam and Yam*. Dramatists Play Service, Incorporated, 2009. (ISBN 9780822223917)

Euripides. *The Bacchae*. Cambridge U P, 2000. (ISBN 978-0-521-65372-5)

Milton, John. *Paradise Lost*. Edited by Stephen Orgel. Oxford U P, 2008. (ISBN 978-0199535743)

Shakespeare, William. *As You Like It*. Edited by Barbara A. Mowat and Paul Werstine. Simon & Schuster Paperbacks, 2004. (9780743484862)

Supplementary Learning Materials

Students will need a device to access the internet, and then the web applications, or platforms, Google Drive, Instagram, and Twitter. Any brand of device is acceptable. It is recommended that you bring a device to class, preferably a laptop or tablet, along with pen and paper (a notebook).

Basis for Final Grade

Your course grade is dependent upon: your contribution to class; the quality of your presentations, participation, and writing; your improvement; and your effort. I am looking for progress in your work.

The goal of quizzes and online participation will be to introduce material, and offer space for critical thought development, as well as to address lower level skills, not mention helping students to learn various components of research, bibliographic record, grammar and punctuation. Both papers must be digitized, spell checked, and edited. Presentations will be oral, in front of the class, but students must also submit an outline as a material artifact.

Assessment

Papers (2):	22.5%
Midterm and Final:	22.5%
Mobile Learning:	22.5%
Service Learning:	22.5%
Attendance, Presentations and Participation:	10%

*You must complete all assignments to be eligible for a passing grade in the course (papers, presentations, and the final).

**You must earn at least a C, or 70%, to pass the course.

***Please retain all graded assignments returned until the end of the semester; English majors should save graded copies of their essays in all English classes, insofar as a subset of these essays will be required for the Senior Seminar portfolio in English 499.

Grading Scale

90 – 100% A work demonstrates outstanding scholarship, a claim-driven argument, fresh and exciting analysis, and clear, cogent, and persuasive prose.

80-89% B work responds clearly and effectively to the prompt with a claim, as well as organized and supported analysis, using reader-based prose, with very little syntactical disruption or breakdown of the analytical voice.

70-79% C work offers evidence of global construction, although it may require more sentence level revision. A claim or argument is evident, albeit not insightful or persuasive. Textual evidence and support tend to be poorly presented, with analysis that fails to connect examples to topics and points.

60-69% D work is insufficient in a number of ways, often being more summary than analysis, and clearly in need of revision. Syntax and grammar mistakes make comprehension difficult.

0-59% F work fails to respond critically at the collegiate level. Failures of syntax and grammar, as well as lack of critical thought and focus, render comprehension unlikely, if not impossible.

Course Policies

Service-Learning

English 256-02-1 also works in collaboration with Chaminade's award-winning Service-Learning program. Project S.H.I.N.E. requires 21 hours of service (16 tutorial hours and five training/reflection hour-orientation, training, and reflection workshop). In addition, students will be asked to write a two to three page reflection paper, due upon admittance to the Final Exam. More details will be provided in class.

Late Work Policy

There are no make-ups for in-class writing, quizzes or exams. Essays turned in late will be assessed a penalty: a half-letter grade for every class session late. I will share complete information on assignments to allow ample time for completion if you do not procrastinate. Please respect my time and your colleagues, plan ahead and submit on time, so that we can all progress through this learning experience together.

Grades of "Incomplete"

The current university policy concerning incomplete grades will be followed in this course. Incomplete grades are given only in situations where unexpected emergencies prevent a student from completing the course and the remaining work can be completed the next semester. Incomplete work must be finished within 90 days, or the "I" will automatically be recorded as an "F" on your transcript.

Rewrite Policy

Rewrites are entirely optional; however, only the papers may be rewritten for a revised grade. Note that an alternate grading rubric will be used for the rewrite, focusing specifically on the changes made. No revisions will be accepted in the last two weeks of the semester.

Group Work Policy

Everyone must take part in a group project. Should a grade be assigned, all members of a group will receive the same score. Collaboration is an essential skill in the twenty-first century, and we will practice collaborating and working in groups regularly. Once

formed, groups cannot be altered or switched, except for reasons of extended hospitalization.

Appropriate Technology

Email

I will normally respond within one to three days via email, and email is the best way to communicate, outside of face to face contact, both in class and during office hours. Please indicate the class number and a key word in the subject heading when you email me. Weekend emails are most likely not to be read until Monday, so schedule accordingly. Email is a dialogic process requiring form and content. Context is important.

Mobile Devices

(laptop/tablet/smartphone) I encourage the use of mobile devices during lecture, discussion, group work, etc., so as to maximize the educational experience. You know when your employment of and leap into the web is on task, or off. Be responsible and be active.

Other Electronic Information Sites

(Google Drive, Twitter, and Instagram) Your participation grade depends upon your communication in class sessions and online. In addition to email and discussion boards, you may also communicate via “comments” on the course micro-blog, podcasts, and/or Instagram account, or wherever I post news items and provocative questions related to our content.

Student Expectations

To improve your writing, you must write. This is a workshop class, and thus will involve reading, writing, presenting, discussing, editing, and revising your own writing. You will be writing every day. I will evaluate two of your papers over the course of the semester, but to improve your writing, you will need to do much more.

All papers are to be typed, double-spaced, in New Times Roman, 12-point font, with one-inch margins on all sides, following the MLA format. The proper heading will be double-spaced and aligned left, including:

Your Name

English 256-02-1

1/15/19

Assignment Title

Your own creative title should appear one line below your heading, centered. Papers are to be stapled, and the student’s last name should appear on the second and subsequent pages, with the page number, in the upper right hand corner. Papers are due at the beginning of class on the assigned due date. No papers will be accepted via email.

Sample papers can be perused on [Purdue’s Online Writing Lab](#). **Please note that I require a slightly different heading. Papers without the proper heading will earn a D, regardless of content**

You will spend a great deal of time in class discussing ideas and writing about things that will be important to you. I encourage you thus to come ready to contribute your ideas and questions. To that end, I ask you to write an Annotated Bibliography for your own personal use. I will call on every student during class meetings, but students should also readily engage in discussions and exercises. Be kind, courteous, and respectful in the classroom to cultivate a safe space for discussion and learning. The ability to rationally discuss topics with others is a necessary skill for living in the twenty-first century, both in person and in social media (Twitter, Facebook, micro-blogs, comments, texts, etc.). Indeed, we will be working with Twitter and Instagram as a way to think critically across various tools and platforms. I recommend you create new accounts on these platforms for this class.

Disability Access

The University is committed to providing reasonable accommodations for all persons with disabilities. This syllabus is available in alternate formats upon request. Students who need accommodations must be registered with Student Disability Services. Students with special needs who meet criteria for the Americans with Disabilities Act (ADA) provisions must provide written documentation of the need for accommodations from the Counseling Center by the end of week three of the class, in order for the instructor to plan accordingly. Failure to provide written documentation will prevent me from making the necessary accommodations. Please refer any questions to the Dean of Students.

Title IX Compliance

Chaminade University of Honolulu recognizes the inherent dignity of all individuals and promotes respect for all people. Sexual misconduct, physical and/or psychological abuse will NOT be tolerated at CUH. If you have been the victim of sexual misconduct, physical and/or psychological abuse, we encourage you to report this matter promptly. As a faculty member, I am interested in promoting a safe and healthy environment, and should I learn of any sexual misconduct, physical and/or psychological abuse, I must report the matter to the Title IX Coordinator. Should you want to speak to a confidential source you may contact the following:

- Chaminade Counseling Center 808-735-4845.
- Any priest serving as a sacramental confessor or any ordained religious leader serving in the sacred confidence role.

Attendance Policy

Attending class means not only a physical presence, and arriving on time, but also being prepared and participating. Every three (3) unexcused absences will reduce your

semester grade by 10%. Students who miss two consecutive weeks of class will be withdrawn.

Professionalism Policy

Promptness, punctual attendance, participation, and responsible behavior will influence the instructor's (and future employer's) perception of student professionalism. Active, positive, engaging, participation in class activities is essential. As pre-professionals, you should be at the point in your career where you have learned to ask and answer these questions:

- i. How do I know when I know something? What is the evidence and how reliable is it?
- ii. How are things, events, theories, models or people connected? What is the cause and effect?
- iii. What is new and what is old - have I run across this idea before? When, where, what did it mean to me then, and how I can expand and further connect the concept now?
- iv. So what? Why does it matter? What does it all mean?

Academic Conduct Policy

The success of the Honor Code is made possible only with the acceptance and cooperation of every student. Each student is expected to maintain the principles of the Code. Example of Honor Code violations include:

- Giving or receiving information from another student during an examination
- Using unauthorized sources for answers during an examination
- Illegally obtained test questions before the test
- Any and all forms of plagiarism – submit all or part of someone else's work or ideas as your own
- The destruction and/or confiscation of school and/or personal property

A violation is reported either to the professor involved, who will report it to the Dean of Students, or directly to the Dean of Students. Violations of the Honor Code are serious. They harm other students, your professor, and the integrity of the University. Alleged violations will be referred to the Office of Judicial Affairs.

Violations of Academic Integrity

Violations of the principle include, but are not limited to:

- Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices in any academic exercise.

- **Fabrication and Falsification:** Intentional and unauthorized alteration or invention of any information or citation in an academic exercise. Falsification is a matter of inventing or counterfeiting information for use in any academic exercise.
- **Multiple Submissions:** The submission of substantial portions of the same academic work for credit (including oral reports) more than once without authorization.
- **Plagiarism:** Intentionally or knowingly presenting the work of another as one's own (i.e., without proper acknowledgment of the source).
- **Abuse of Academic Materials:** Intentionally or knowingly destroying, stealing, or making inaccessible library or other academic resource materials.
- **Complicity in Academic Dishonesty:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty.

Plagiarism includes, but is not limited to:

- Copying or borrowing liberally from someone else's work without his/her knowledge or permission; or with his/her knowledge or permission and turning it in as your own work.
- Copying of someone else's exam or paper.
- Allowing someone to turn in your work as his or her own.
- Not providing adequate references for cited work.
- Copying and pasting large quotes or passages without properly citing them.
- The unacknowledged and inappropriate use of the ideas or words of another writer.
- Students who plagiarize will earn an F. Guidelines for plagiarism are in the General Catalog (online).

Tutorial and Writing Assistance

The University Student Services is a free resource, where professionals will work individually with you. Appointments are recommended, but not required. For more information or to make an appointment, visit their website. Please refer to the Student Handbook for more information.

*Please be aware that I am only allowed to respond to emails that are sent from your official Chaminade email account. This is University policy.

Dates and assignments may change.

Reading assignments are to be completed before the class for which they are scheduled. This means, for example, that Euripides' *The Bacchae*, should be read before we meet on Wednesday, January 16. Similarly, assignments are due on the date indicated. If students are poorly prepared, quizzes will be administered to demonstrate knowledge of the readings.

Schedule

Week One

Introduction
Euripides. *Bacchae*.

Week Two

Euripides. *Bacchae*.

Week Three

Euripides. *Bacchae*.
Shakespeare, William. *As You Like It*. Edited by Alan Brissenden.
Oxford University Press, 1993. 1.1-3

Week Four

Shakespeare. *As You Like It*. 2.1-3
2.4-7
3.1-5.

Week Five

Shakespeare. *As You Like It*. 4.1-3
5.1-2
5.3-4.

Week Six

Shakespeare. *As You Like It*. Epilogue.
Milton, John. *Paradise Lost*. Edited by Stephen Orgel. Oxford
University Press, 2008.

Week Seven

Milton. *Paradise Lost*. Books I – III.
Books IV – VI.
Books I - VI.

Week Eight

Milton. *Paradise Lost*. Books VII – IX.
Books VII - IX.
Books X – XII.

Week Nine

Milton. *Paradise Lost*. Books X – XII.
[“The Kumulipo”](#) and Early Modern Poetry
Albee, Edward. *The American Dream*. The Penguin Group, 1997.

Week Ten

Albee, Edward. *The American Dream*.

Spring Break 3/20-26

Week Eleven

Apio, Alani. *Kamau*. Palilia Books, 1994.

Week Twelve

Modern Poetry
Post-modern Poetry

Week Thirteen

Post-Modern Poetry
poetry of the Pacific: [Kathy Jetnil-Kijiner](#) [Craig Santos Perez](#)
[Joshua Iosefo](#) and [Kealoha](#)
[Jamaica Osorio](#) and [Darron Cambra](#) and [“Aloha State of Mind”](#)

Week Fourteen

poetry of the Pacific
Final Study Guide
Class Evaluations

Week Fifteen

Final Exam: Tuesday, May 7th, 11 am – 1 pm