

EN 255: Short Story and Novel: Alternate Histories  
Fall 2024  
MWF, 9:30-10:20 a.m.  
225 Henry Hall  
Chaminade University of Honolulu

### Instructor

Prof. Justin Wyble  
Office: 206-B Henry Hall  
Office hours: MWF 8:30-9:30 a.m. and 12:30-1:30 p.m.  
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### Description

“Hard times are coming, when we’ll be wanting the voices of writers who can see alternatives to how we live now, can see through our fear-stricken society and its obsessive technologies to other ways of being, and even imagine real grounds for hope. We’ll need writers who can remember freedom—poets, visionaries—realists of a larger reality.”

Ursula K. Le Guin, at the 2014 National Book Awards

This introductory literature course surveys classical, modern, and contemporary short stories and novels from around the world. Our guiding theme this semester will be American novelist Ursula K. Le Guin’s call for “realists of a larger reality.” In heeding Le Guin’s call, we will be reading several recent works of alternate history, a subgenre of science fiction that offers a critique of the present through an alternate version of the past. As we read together this semester, we will be focusing on the Marianist characteristic of service, justice, and peace and the integrity of creation.

### Required Texts

No ebook editions will be allowed in this class. You are required to purchase or rent the paper editions of the following books:

- Colson Whitehead, *The Underground Railroad*
- R. F. Kuang, *Babel*
- P. Djèlí Clark, *A Master of Djinn*

You will also need a college-ruled notebook (preferably with perforated pages), as well as a pen or pencil.

You will be required to print out paper copies of your written work for peer review and final submission.

### General Education Program Learning Outcome

Students will evaluate and articulate the social, environmental and ethical dimensions of service, justice, and peace in the context of their particular course and field or discipline of study (Education for Service, Justice, and Peace and the Integrity of Creation).

## Course Learning Outcomes

Students who complete this course will:

- Define the elements of fiction and literary terms used to discuss them.
- Read and analyze literary texts using the elements of fiction.
- Situate and explain literary texts within their socio-historical contexts.
- Describe the characteristics of the genres of literature.
- Combine and apply interpretive skills in order to participate in class discussions of literary texts.
- Write unified, coherent, well-developed essays about literary texts.

## Requirements

- Attendance = 10%
- Reading Quizzes = 15%
- Weekly Short Response Papers = 30%
- Essay 1 = 15%
- Essay 2 = 30%

\*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.

## Attendance (10%)

Absences due to illness may be excused only if you provide a doctor's note. All other absences, other than those officially excused by the university, will be unexcused.

Late arrivals and/or early departures will be counted as unexcused tardies. Three unexcused tardies will count as one unexcused absence. Tardy students are responsible for seeing me after class in order to confirm that their initial absence has been changed to a tardy.

Your attendance grade will be determined as follows:

0-3 unexcused absences = 100 points  
 4 unexcused absences = 88 points  
 5 unexcused absences = 82 points  
 6 unexcused absences = 78 points  
 7 unexcused absences = 72 points  
 8 unexcused absences = 68 points  
 9 unexcused absences = 62 points  
 10 or more unexcused absences (the equivalent of more than three weeks of class) = 0 points

Your attendance record may also impact other components of your overall grade. For example, in-class assignments (including reading quizzes, weekly short response papers, peer-review workshops, etc.) cannot be made up unless your absence is excused.

Remember, if you are absent for two consecutive weeks or more, the professor may administratively withdraw you from the class.

### Reading Quizzes (15%)

Students are expected to complete assigned readings before each class meeting. Reading quizzes will not be announced in advance, so be ready for a “pop quiz” at any time.

You will not be able to make up a missed reading quiz due to an unexcused absence. In order to make up a missed reading quiz due to an excused absence, please see me during my office hours upon your return to class.

### Weekly Short Response Papers (30%)

Each week you will be required to write a short response paper based on that week’s assigned reading. These will be written during class time. As with the reading quizzes, you will not be able to make up a missed weekly short response paper due to an unexcused absence. In order to make up a missed weekly short response paper due to an excused absence, please see me during my office hours upon your return to class.

### Essays (45%)

Students will produce two formal essays. Essay 1 (15%) will be a 4-page textual analysis (or “close reading”) of key passages from one of our first two novels. Essay 2 (30%) will be an 8-page relational analysis of two or more of our assigned texts. Detailed assignment guidelines will be provided for each essay approximately one month prior to the submission deadline.

Essays may be submitted via a plagiarism and AI detector. Late essays will earn a 10-point deduction (out of a possible 100 points) for each day (or fraction thereof) they are late.

### Policies

No electronic devices (including laptops, tablets, cell phones, ear buds/headphones, etc.) are allowed in class, unless approved in advance by the professor. Please keep your devices silenced and in your bag.

Late essays will earn a 10% deduction for each day (or fraction thereof) they are late.

In-class assignments (including reading quizzes, weekly short response papers, peer-review workshops, etc.) cannot be made up unless your absence is excused.

Plagiarized assignments and AI-generated or AI-assisted assignments will earn zero points. In this course, students are not permitted to use generative AI applications, in whole or in part, to generate course materials or assignments. Simple grammar and spell checking tools such as those integrated into MS Word or Google Docs may be used. If you have any questions about whether a particular tool or specific use is permitted, check with the professor. I reserve the right to require you to submit your written assignments via a plagiarism and AI detector.

We will not be using Canvas in this in-person class.

I expect all students to treat each other and the professor with respect at all times. This includes listening carefully and speaking thoughtfully to others during our class discussions.

### Marianist Characteristics

Chaminade is a Marianist Institution and uses the following characteristics as a guide:

1. Educate for Formation in Faith
2. Integral Quality Education
3. Educate in the Family Spirit
4. Service, Justice, and Peace and the Integrity of Creation
5. Adaptation and Change

### Credit Hour Policy

The unit of semester credit is defined as university-level credit that is awarded for the completion of coursework. One credit hour reflects the amount of work represented in the intended learning outcomes and verified by evidence of student achievement for those learning outcomes. Each credit hour earned at Chaminade University should result in 45 hours of engagement. This equates to one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, 10 week term, or equivalent amount of work over a different amount of time. Direct instructor engagement and out-of-class work result in total student engagement time of 45 hours for one credit.

The minimum 45 hours of engagement per credit hour can be satisfied in fully online, internship, or other specialized courses through several means, including (a) regular online instruction or interaction with the faculty member and fellow students and (b) academic engagement through extensive reading, research, online discussion, online quizzes or exams; instruction, collaborative group work, internships, laboratory work, practica, studio work, and preparation of papers, presentations, or other forms of assessment. This policy is in accordance with federal regulations and regional accrediting agencies.

This is a three-credit hour course requiring a minimum of 135 clock hours of student engagement, per the official CUH Credit Hour Policy. Students enrolled in this course are anticipated to spend 32.5 hours in class. In addition, students are expected to spend about 8 hours on Essay 1, and 16 hours on Essay 2. The remaining time (78.5 hours) will be devoted to the assigned readings, averaging approximately 5.2 hours each week.

### Overview of Course Schedule

(Subject to change.)

Week 1:

- Colson Whitehead, *The Underground Railroad*

Week 2:

- Colson Whitehead, *The Underground Railroad*

Week 3:

- Colson Whitehead, *The Underground Railroad*

Week 4:

- Colson Whitehead, *The Underground Railroad*

Week 5:

- R. F. Kuang, *Babel*

Week 6:

- R. F. Kuang, *Babel*

Week 7:

- R. F. Kuang, *Babel*
- Essay 1 (draft for peer review) due in class on Friday, October 4<sup>th</sup>, 9:30 a.m.

Week 8:

- R. F. Kuang, *Babel*
- Essay 1 (final edition) due in class on Friday, October 11<sup>th</sup>, 9:30 a.m.

Week 9:

- R. F. Kuang, *Babel*

Week 10:

- R. F. Kuang, *Babel*

Week 11:

- P. Djèlí Clark, *A Master of Djinn*

Week 12:

- P. Djèlí Clark, *A Master of Djinn*
- No class meetings Wednesday, November 6<sup>th</sup> and Friday, November 8<sup>th</sup> (Prof. Wyble's conference)

Week 13:

- P. Djèlí Clark, *A Master of Djinn*

Week 14:

- P. Djèlí Clark, *A Master of Djinn*

Week 15:

- P. Djèlí Clark, *A Master of Djinn*
- Essay 2 (draft for peer review) due in class on Monday, November 25<sup>th</sup>, 9:30 a.m.

Finals Week:

- Essay 2 (final edition) due by Wednesday, December 4<sup>th</sup>, 11:00 a.m.

## Academic Honesty

Academic honesty is an essential aspect of all learning, scholarship, and research. It is one of the values regarded most highly by academic communities throughout the world. Violations of the principle of academic honesty are extremely serious and will not be tolerated.

Students are responsible for promoting academic honesty at Chaminade by not participating in any act of dishonesty and by reporting any incidence of academic dishonesty to an instructor or to a University official. Academic dishonesty may include theft of records or examinations, alteration of grades, and plagiarism, in addition to more obvious dishonesty.

Questions of academic dishonesty in a particular class are first reviewed by the instructor, who must make a report with recommendations to the Dean of the Academic Division. Punishment for

academic dishonesty will be determined by the instructor and the Dean of Academic Division and may include an “F” grade for the work in question, an “F” grade for the course, suspension, or dismissal from the University.

For the most up to date information, please refer to the [Academic Honesty Policy](#) on the Chaminade University Catalog website.

### **Title IX and Nondiscrimination Statement**

Chaminade University of Honolulu is committed to providing a learning, working and living environment that promotes the dignity of all people, inclusivity and mutual respect and is free of all forms of sex discrimination and gender-based violence, including sexual assault, sexual harassment, gender-based harassment, domestic violence, dating violence, and stalking. As a member of the University faculty, I am required to immediately report any incident of sex discrimination or gender-based violence to the campus Title IX Coordinator.

### **Nondiscrimination Policy & Notice of Nondiscrimination**

Chaminade University of Honolulu does not discriminate on the basis of sex and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admission and employment. Inquiries about Title IX may be referred to the University’s Title IX Coordinator, the U.S. Department of Education’s Office for Civil Rights, or both and contact information may be found at the [Chaminade University Title IX Office Contact Information and Confidential Resources website](#). On-campus Confidential Resources may also be found here at [CAMPUS CONFIDENTIAL RESOURCES](#).

The University’s Nondiscrimination Policy and Grievance Procedures can be located on the University webpage at: <https://chaminade.edu/compliance/title-ix-nondiscrimination-policies-procedures/>.

To report information about conduct that may constitute sex discrimination or make a complaint of sex discrimination under Title IX, please refer to the [Campus Incident Report form](#). Chaminade University of Honolulu prohibits sex discrimination in any education program or activity that it operates. The NOTICE of NONDISCRIMINATION can be found here: [Notice of Nondiscrimination](#).

### **CUH Alert Emergency Notification**

To get the latest emergency communication from Chaminade University, students’ cell numbers will be connected to Chaminade’s emergency notification text system. When you log in to the Chaminade portal, you will be asked to provide some emergency contact information. If you provide a cellphone number, you will receive a text from our emergency notification system asking you to confirm your number. You must respond to that message to complete your registration and get emergency notifications on your phone.

### **Assessment for Student Work**

With the goal of continuing to improve the quality of educational services offered to students, Chaminade University conducts assessments of student achievement of course, program, and institutional learning outcomes. Student work is used anonymously as the basis of these assessments, and the work you do in this course may be used in these assessment efforts.

### **Student with Disabilities Statement**

Chaminade University of Honolulu offers accommodations for all actively enrolled students with disabilities in compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act (ADA) of 1990, and the ADA Amendments Act (2008).

Students are responsible for contacting Kōkua Ike: Center for Student Learning to schedule an appointment. Verification of their disability will be requested through appropriate documentation and once received it will take up to approximately 2-3 weeks to review them. Appropriate paperwork will be completed by the student before notification will be sent out to their instructors. Accommodation paperwork will not be automatically sent out to instructors each semester, as the student is responsible to notify Kōkua Ike via email at [ada@chaminade.edu](mailto:ada@chaminade.edu) each semester if changes or notifications are needed.

### **Kōkua 'Ike: Tutoring & Learning Services**

Chaminade is proud to offer free, one-on-one tutoring and writing assistance to all students. Tutoring and writing help is available on campus at Kōkua 'Ike: Center for Student Learning in a variety of subjects (including, but are not limited to biology, chemistry, math, nursing, English, etc.) from trained Peer and Professional Tutors. Please check [Kōkua 'Ike's](#) website for the latest times, list of drop-in hours, and information on scheduling an appointment. Free online tutoring is also available via TutorMe. Tutor Me can be accessed 24/7 from your Canvas account. Simply click on Account > TutorMe. For more information, please contact Kōkua 'Ike at [tutoring@chaminade.edu](mailto:tutoring@chaminade.edu) or 808-739-8305.