

**San José State University**  
**Department of English and Comparative Literature**  
**ENGL 112A, Crossing Borders: Contemporary Children's Literature from the**  
**Periphery, Section 80, FALL 2021**

**Course and Contact Information**

Instructor(s):	Dr. Tanja Nathanael
Office Location:	Canvas/Zoom/Twitch
Telephone:	Contact via email, Canvas messaging, Zoom, and Twitch
Email:	Tanja.Nathanael@sjsu.edu
Office Hours:	By Appointment
Class Days/Time:	Course is online and asynchronous
Classroom:	Canvas
Prerequisites:	Upper division standing.
GE/SJSU Studies Category:	A2 Written Communication I

**Course Description**

*English 112A is an upper division course designed to introduce the literature of childhood experience to adult readers. Although children are the central characters and the targeted readers, writers of this genre still structure their works using the same complex literary devices and themes found in adult literature. We will therefore apply standard literary techniques in analyzing the readings for this class.*

**Course Theme**

**Crossing Borders: Contemporary Children's Literature from the Periphery**

*"Touch the sea and at once you are joined to its farthest shore." – Salmon Rushdie*

*During this course students acquire an understanding of how children's literature functions in an international context and how cultural diversity may be reflected in children's books. This course will focus on a range of contemporary transnational literatures, either originating from or set in various locales around the world. In the study of these texts, students will gain insight into diverse human experiences, helping to broaden their perspectives by offering windows into other cultures. Thematically, we will focus on borders and how by crossing borders or through the journey itself protagonists strengthen or redefine individual, cultural, and national identities. Furthermore, students will be introduced to concepts and contexts that define borders as physical spaces (such as mountains, seas, outer space), ideological spaces (such as national borders), conceptual spaces (such as the past, the future), and imaginary spaces (such as myth, fantasy). With these concepts in mind, texts will be evaluated as literature with the goal of building greater cross-cultural understanding.*

*The course is designed to meet the subject matter requirement for those considering a teaching credential. The information and curriculum approaches we will explore should be helpful for elementary, middle, and/or secondary levels of instruction. Nevertheless, this is a literature, not an educational methodology course.*

### **Course Format: Online & Asynchronous**

*This course adopts an online delivery format. Although this course is asynchronous and does not require a weekly meeting, it is required that students check in weekly to view lectures and complete assignments. Pre-recorded lectures will be posted weekly on Canvas. To keep pace with the course, students are required to view the lectures online in a timely manner in order to gain mastery of the material. While viewing the recorded lectures, students are strongly recommended to listen carefully, pay attention, and take notes just as you would in an in-person class. To best view and access the online content, students must have consistent, reliable, high-speed internet access, using a PC or MAC or other compatible device. Please note that it is the student's responsibility to check for compatibility. Technical issues will not be considered a valid excuse for failure to view lectures or submit assignments on time. That being said, students who diligently seek help from technical support and communicate clearly with me will be allowed a grace period to resolve difficulties.*

*See [University Policy F13-2](http://www.sjsu.edu/senate/docs/F13-2.pdf) at <http://www.sjsu.edu/senate/docs/F13-2.pdf> for more details.*

### **Canvas & MYSJSU Messaging**

*As this course is held entirely online, announcements will be made weekly to provide current information to students in the course. You are responsible for regularly checking with the messaging system through [MySJSU on Spartan App Portal](http://one.sjsu.edu) <http://one.sjsu.edu> to learn of any updates.*

*Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on the [Canvas Learning Management System course login website](http://sjsu.instructure.com) at <http://sjsu.instructure.com>.*

*For help with using Canvas see [Canvas Student Resources page](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources) ([http://www.sjsu.edu/ecampus/teaching-tools/canvas/student\\_resources](http://www.sjsu.edu/ecampus/teaching-tools/canvas/student_resources))*

### **Other technology requirements: ZOOM and TWITCH**

*You will be required to create a [Zoom](https://zoom.us) account to participate in one-on-one conferences and group discussions. Creation of a Zoom account is free of charge.*

*The instructor will also maintain “drop-in” office hours throughout the semester on [Twitch](https://www.twitch.tv). Students are encouraged (but not required) to visit office hours with general questions. For a private meeting, please email the instructor to set an appointment on Zoom. Creation of a Twitch account is free of charge.*

### **English Department Program Learning Objectives (PLO)**

Upon successful completion of this course, students will be able to:

- 1. Read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of children's literature.*
- 2. Show familiarity with major literary works, genres, periods, and critical approaches to children's literature.*
- 3. Write clearly, effectively, and creatively, and adjust writing style appropriately to the content, context, and the nature of the subject.*
- 4. Develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively.*
- 5. Articulate the relations among culture, history, and texts.*

## Required Texts/Readings

*Eight novels plus selected short stories and picture books. Other Non-fiction essays and video TED Talks as assigned. See individual modules and weekly assignments for details. All of the novels listed below are available in e-book and paperback editions through the campus bookstore or other online venues.*

### Novels

Bredsdorff, Bodil. *The Crow-girl: The Children of Crow Cove* (Denmark; 1993)  
ISBN-13: 978-0374400033

Fleischman, Paul. *Seedfolks* (U.S.A.; 1997)  
ISBN-13: 978-0064472074

Ihimaera, Witi. *Whale Rider* (New Zealand; 1987)  
ISBN-13: 978-0435131081

Iwaoka, Hisae. *Saturn Apartments, Vol. 1* (Japan; 2005)  
ISBN-13: 978-1421533643

Lake, Nick. *In Darkness* (Haiti; 2012)  
ISBN-13: 978-1619631229

Magnason, Andri Snaer. *The Story of the Blue Planet* (Iceland; 2000)  
ISBN-13: 978-1609805067

Okorafor, Nnedi. [Selected stories](#) (online). (Nigeria; 2016)  
Selected short stories will be available on the author's website.

Pausewang, Gudrun. *Traitor* (Germany; 1995)  
ISBN-13: 978-0761365716  
E-copies of this text will be available through the university library.

Rushdie, Salman. *Haroun and the Sea of Stories* (India; 1990)  
ISBN-13: 978-0140157376

### Picture Books

*A selection from the following picture books will be provided in .PDF format.  
**No purchase required.** Translations will be provided when needed.*

Baasansuren, Bolormaa. *My Little Round House*. Illustrated by Bolormaa Baasansuren. (Mongolia; 2009)

Croza, Laurel. *I Know Here*. Illustrated by Matt James. (Canada; 2010)

Lofthouse, Liz. *Ziba Came on a Boat*. Illustrated by Robert Ingpen. (Australia; 2007)

Müller, Birte. *Herr Meier und Herr Müller*. Illustrated by Birte Müller. (Germany; 2001)

Robinson, Anthony. *Mohammed's Journey: A Refugee Diary*. Illustrated by June Allan. (U.K.; 2009)

Trottier, Maxine. *Migrant*. Illustrated by Isabelle Arseneault. (Canada; 2011)

Waddell, Martin. *The Park in the Dark*. Illustrated by Barbara Firth. (U.K.; 1989)

### Library Liaison

Peggy Cabrera

Email: peggy.cabrera@sjsu.edu

## Course Requirements and Assignments

*NOTE: "Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus."*

*In other words, expect to dedicate **about 10 hours per week** to this course. See breakdown of grading and assignment descriptions below.*

*Course assignments (described in detail below) will consist of six module quizzes, one essay, one team project, one book talk, weekly "side trips" (participation credit), and one final exam.*

## Grading Information

*Student progress will be assessed by means of essays and exams, along with a team project and some shorter assignments (Side Trips). Students will receive assignment sheets and rubrics—posted to Canvas and discussed in lectures—that will outline the specific expectations of the assignments. Students will receive written feedback on assignments along with a letter grade based on a 10- to 15-point scale per assignment. As this is an online class, students are encouraged to stay in regular contact with the instructor with regard to any questions about assignments or class expectations.*

*Specific grading criteria for assignments are indicated in the descriptions. Late papers and make-up exams must be arranged with the instructor. By department policy, in all English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs. The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure*

## Determination of Grades

Grades are determined on a 100-point scale, as follows:

25 points = Five Quizzes; 5 points each

10 points = Short Essay (to be completed after Module 1)

15 points = Team Project (to be completed after midterm; see schedule for details)

10 points = Book Talk (to be completed by end of term; see schedule for details)

20 points = Side Trips (Participation Badges; 20 minimum required)

20 points = Final

100 points total

## Grading Scale:

A 90-100

B 80-89

C 70-79

D 60-69

F 0-59

This course must be passed with a C or better as a CSU graduation requirement.

## **Description of Assignments**

### **Module Quizzes (25 points; 5 quizzes at 5 points each)**

*Module quizzes will be taken online in Canvas and will be available during a seven day window at the conclusion of each module (see schedule for details). Once the window is closed, no one may take the exam except with a university approved excuse (illness, etc.) Module quizzes will consist of 10 questions at one half point (0.5) each. Module quizzes will contain a selection of matching, multiple choice, short answer questions. Study guides and practice quizzes will be available. (PLO 2)*

### **Short Essay (10 points total; 3-4 pages, or 750-1000 words required)**

*Students will demonstrate their ability to critically evaluate literature and defend a position in a three to four page critical essay. Some additional research will be required and essays must quote from credible academic sources with citations. Successful essays will have a clear thesis, present ideas in an organized, logical, and coherent form, and use Standard English grammar, punctuation, spelling, and usage. Formal assignment sheets and grading rubrics will be distributed at the time the essays are assigned. The essay will be due at the conclusion of Module 1. (PLO 1-5)*

### **Team Project: A Lesson Plan (15 points total)**

*Students will complete a Lesson Plan as part of a collaboration with a team of two or three other students. Student teams will be expected to set up a regular meeting schedule to discuss a project plan, assigned roles, and expected outcomes. Student teams may utilize email, phone calls, and Zoom to conduct their meetings, depending on individual schedules. Students will be graded individually on their roles as a team member and their contribution to the overall project. Grading criteria will include: 1) analysis of overall project; 2) analysis of contribution to project; 3) overall presentation. Formal assignment sheets and grading rubrics will be distributed at the time the project is assigned. Student teams will confirm their project plan with the instructor. The Lesson Plan assignment will be due at the conclusion of Module 3. (PLO 3-5)*

### **Book Talks (10 points total)**

*Students are required to research **one** international picture book **not assigned in class** and present a 10-minute Book Talk to their peers. In their Book Talks, students will provide brief biographical information about the author and artist, some cultural background about the country/culture in which the book is published, any interesting textual history about the publication of the book, a summary of the book's contents and plot, an evaluation of the text, and a recommendation about pairing that text with others we have read for use in teaching or study. Every student will present one Book Talk in a recorded video format on Canvas. A sample Book Talk and a rubric will be distributed on Canvas upon assignment. Book Talk books do not need to be purchased, but may be ordered from the library. Book Talk books must be approved by the instructor. Book Talks will be due throughout the semester but no later than the conclusion of Module 5. (PLO 1, 2, 4, 5)*

### **Side Trips (Participation Badges; 20 minimum required for 20 points)**

*Each week students will be given the opportunity to complete "Side Trips" to earn participation credit, as well as other rewards. Side Trips will consist of a selection small activities in which the student may demonstrate additional knowledge or skills based on the current module's assignments. The completion of one Side Trip = one badge. Over the 16 week semester, students are required to achieve 20 badges to earn participation credit. However, students may earn more badges to gain additional privileges, such as raising a quiz or essay grade. Activities include: illustrating a text, watching a TED Talk, responding to an scholarly article, attending a Zoom meeting, and more. See Side Trips in Canvas for more details. (PLO 1-5)*

### **Final Examination (20 points)**

*The Final Exam will be taken online in Canvas and will be available during a seven day window during Finals Week. Once the window is closed, no one may take the exam except with a university approved excuse (illness, etc.) The Final will consist of 20 questions at one point each. The Final will contain a selection of matching, multiple choice, short answer questions. A Study Guide will be provided. (PLO 2, 3)*

## **Online Classroom Protocol**

### **Email and Electronic Communication Etiquette**

For this online course, we will do all of our writing in digital spaces—some formal, some informal. An important part of learning to be a successful student and writer is knowing what is appropriate in a given situation. An email to me, to any other faculty or staff member on campus, or to anyone in any position of authority must be respectful and professional in tone, should come from your official SJSU email account or Canvas message board, and should follow this sample format:

Subject: Request to schedule an appointment

*\*A subject line is always required and should clearly and briefly represent your purpose for emailing. Emails with no subject line may be mistaken as “junk mail” and may not be read.*

Dear Professor Nathanael,

*\*Always use a formal address, such as Professor, Dr., Ms., Mr. Never use the person’s first name unless you have been given explicit permission to do so. Never use informal address like “Hey, Prof!”*

I am a student in your ENGL 22 class, and I would like to schedule an appointment with you to discuss my essay draft. I am having trouble with my thesis statement and hope to get your help in clarifying it. Are you available to meet this Wednesday afternoon?

*\*State your question, concern, or request briefly and clearly, using standardized English. Maintain a polite, respectful tone and avoid using exclamation points, emoticons, texting abbreviations, or coarse language. Avoid asking questions that are answered on the syllabus or assignment page, such as “When is our paper due?” or “What is our homework for tomorrow?” Emails that are not professional in style or tone, or that ask questions that are clearly answered on the syllabus or assignment sheets, may be ignored.*

Thank you,

*\*Use a formal closing, such as “Sincerely,” “Respectfully,” “Thank you,” or “Best regards.”*

Martha Jones

*\*Always sign your full name at the end of your email. Include your student ID and course number as a courtesy if you are not using Canvas messages.*

## **University Policies**

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>). Make sure to visit this page to review and be aware of these university policies and resources.

## **Additional Information**

### **Recording of Class and Public Sharing of Instructor Material**

Common courtesy and professional behavior dictate that you notify someone when you are recording him/her. You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. Where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

### **Academic Integrity**

Students should know that the University's [Academic Integrity Policy](#) is available on the university website. Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of [Student Conduct and Ethical Development](#). Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **Accommodations for Disabled Employees & Students**

Reasonable accommodations are made for students and employees who are accepted or work at San José State University.

The [Accessible Education Center](#) (AEC) counsels and serves students with disabilities.

The [Employment Accommodations Resource Center \(EARC\)](#) facilitates the provision of accommodations and services to employees with disabilities.

The Americans with Disabilities Act, ADA Compliance is the on-campus office for ADA Compliance issues for students and employees.

For more information, see [ADA Compliance](#) or [Unlawful Discrimination](#).

### **Student Technology Resources**

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

### **SJSU Writing Center**

[The SJSU Writing Center](#) is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers.

### **Peer Connections**

[Peer Connections](#) offers free mentoring, tutoring, and supplemental instruction services for students at SJSU. Peer Educators are students just like you; they understand the triumphs and challenges of being a student at San José State University.

1. The Peer Connections locations on campus are currently closed due to the pandemic, and we know that it may be challenging for you to get the resources/support that you may need. Therefore, Peer Connections has pushed forward our plans for online/virtual tutoring and mentoring, so you can now meet with your tutor and/or mentor online.
2. If you'd like to schedule an appointment to meet with your tutor/mentor online, you can do that from Spartan Connect. [Learn more about appointment scheduling options here.](#)
3. If you need to contact Peer Connections, please e-mail us at [peerconnections@sjsu.edu](mailto:peerconnections@sjsu.edu). We will be checking voicemail, but e-mail is currently the fastest way to reach us. We will be answering e-mails as quickly as possible during business hours (Monday-Friday 9-5pm).

## ENGL 112A Children's Literature FALL 2021 Course Schedule

*Schedule is subject to change at instructor's discretion. Schedule adjustments will be announced via Canvas Announcements and email.*

### Course Schedule

Week & Theme	Date Weeks run Wed thru Tues	Modules, Topics, Readings, Assignments, Deadlines
<b>MODULE 0: GETTING STARTED</b>		
DAY 1 GETTING STARTED	THURS AUG 19th	WATCH/READ: Getting Started Materials  READ: Spring 2021 Syllabus READ: Genre: A Short Introduction (.PDF provided)  DUE: MODULE 0 QUIZ [three attempts possible; score best of three] DUE: SIDE TRIP: INTRODUCE YOURSELF
<b>MODULE 1: INTERNATIONAL PICTURE BOOKS</b>		
WEEK 1 INTRO TO CHILDREN'S LITERATURE & COURSE THEME	AUG 19 – AUG 24	WATCH: Lecture: Intro to Children's Literature WATCH: Lecture: Course Theme: Crossing Borders WATCH: TEDTalk: Adichie, " <a href="#">The Danger of the Single Story</a> "  READ: Perry Nodelman's "How Picture Books Work" (.PDF provided)  HEADS UP: BOOK TALKS! (Read Assignment page)  DUE: SIDE TRIP: SCHOLAR
2 PICTURE BOOKS	AUG 25 – AUG 31	WATCH: Lecture: The Power of Picture Books  READ: Philip Nel's "Migration, Refugees, and Diaspora in Children's Literature" (.PDF provided) READ: Picture Book: Lofthouse, Liz. <i>Ziba Came on a Boat</i> . Illustrated by Robert Ingpen. (Australia/Afghanistan) (.PDF provided) READ: Picture Book: Robinson, Anthony. <i>Mohammed's Journey: A Refugee Diary</i> . Illustrated by June Allan. (U.K./Iraq) (.PDF provided) READ: Picture Book: Trottier, Maxine. <i>Migrant</i> . Illustrated by Isabelle Arsenault. (.PDF provided) (Canada/Mexico)  HEADS UP: SHORT ESSAY (Read Assignment page)

<p>3 PICTURE BOOKS</p>	<p>SEPT 1 – SEPT 7</p>	<p>WATCH: Video: “A History of Children’s Books”</p> <p>READ: Sonia Landes’ “Picture Books as Literature”</p> <p>READ: Picture Book: Baasansuren, Bolormaa. <i>My Little Round House</i>. Illustrated by Bolormaa Baasansuren. (Mongolia) (.PDF provided)</p> <p>READ: Picture Book: Croza, Laurel. <i>I Know Here</i>. Illustrated by Matt James. (Canada) (.PDF provided)</p> <p>READ: Picture Book: Waddell, Martin. <i>The Park in the Dark</i>. Illustrated by Barbara Firth. (U.K.) (.PDF provided)</p> <p>[SEPT 6 – LABOR DAY]</p>
<p>4 PICTURE BOOKS</p>	<p>SEPT 8 – SEPT 14</p>	<p>BEGIN: SHORT ESSAY: PICTURE BOOKS</p> <p>WATCH: ESSAY WORKSHOPS – REQUIRED VIEWING!</p> <p>MEET UP: Meet with writing buddy to brainstorm essay ideas.</p> <p>DUE: MODULE 1 QUIZ [5 points; 7-day window]</p> <p>DUE: BOOK TALKS SIGN-UP</p>
<p><b>MODULE 2: SCANDINAVIA &amp; WESTERN EUROPE</b></p>		
<p>5 SCANDINAVIA &amp; WESTERN EUROPE</p>	<p>SEPT 15 – SEPT 21</p>	<p>WATCH: Lecture: Andri Snær Magnuson’s <i>The Story of the Blue Planet</i></p> <p>WATCH: Video: Iceland on Google Earth View</p> <p>WATCH: YouTube: “<a href="#">On Time and Water</a>”</p> <p>READ: Novel: Magnuson, <i>The Story of the Blue Planet</i> (full text)</p> <p>READ: Essay: Steven Wolk’s “<a href="#">Reading Democracy</a>”</p> <p>MEET UP: Meet with writing buddy to give feedback on drafts.</p> <p>HEADS UP: TEAM PROJECT: LESSON PLAN (Read Assignment page)</p> <p>DUE: BOOKS TALKS! (as assigned)</p>
<p>6 SCANDINAVIA &amp; WESTERN EUROPE</p>	<p>SEPT 22 – SEPT 28</p>	<p>WATCH: Lecture: Bodil Bredsdorff’s <i>The Crow-Girl</i></p> <p>WATCH: YouTube: Denmark Time-Lapse Map</p> <p>READ: Novel: Bredsdorff, <i>The Crow-girl: The Children of Crow Cove</i> (full text)</p> <p>DUE: SHORT ESSAY: PICTURE BOOKS</p> <p>DUE: BOOKS TALKS! (as assigned)</p>
<p>7 SCANDINAVIA &amp; WESTERN EUROPE</p>	<p>SEPT 29 – OCT 5</p>	<p>WATCH: Lecture: Gudrun Pausewang’s <i>Traitor</i></p> <p>WATCH: YouTube: History of Germany</p> <p>READ: Novel: Pausewang, <i>Traitor</i> (Ch 1-11) (begin)</p>

		BEGIN: TEAM PROJECT: LESSON PLAN (Meet with Teams)  DUE: BOOKS TALKS! (as assigned)
8 SCANDINAVIA & WESTERN EUROPE	OCT 6 – OCT 12	WATCH: YouTube: Eastern Front of WWII animated:1944/45  If you are interested in military history, you may want to watch the whole 17:05 minutes, but you may start watching at the 11:00 minute mark if you just want to see what occurs during the novel.  READ: Novel: Pausewang, <i>Traitor</i> (Ch 12-22) (finish)  DUE: MODULE QUIZ: SCANDINAVIA & WESTERN EUROPE (5 points; 7-day submission window) DUE: BOOKS TALKS! (as assigned)
<b>MODULE 3: CARIBBEAN &amp; AFRICA &amp; INDIA</b>		
9 CARIBBEAN & AFRICA & INDIA	OCT 13 – OCT 19	WATCH: Lecture: Nick Lake's <i>In Darkness</i>  READ: Novel: Lake, <i>In Darkness</i> (Ch 1-12) (begin)  DUE: BOOKS TALKS! (as assigned)
10 CARIBBEAN & AFRICA & INDIA	OCT 20 – OCT 26	WATCH: YouTube: A Brief History of Haiti  READ: Novel: Lake, <i>In Darkness</i> (Ch 13-24) (finish)  DUE: BOOKS TALKS! (as assigned) DUE: Sign up for Student Conferences next week!
11 CARIBBEAN & AFRICA & INDIA	OCT 27 – NOV 2	*****STUDENT CONFERENCES THIS WEEK*****  WATCH: Lecture: Nnedi Okorafor & Africanfuturism WATCH: YouTube: Where is Nigeria located? WATCH: YouTube: The history of Nigeria explained in six minutes (3000 years of Nigerian history)  READ: Blog post: <a href="#">What is Africanfuturism ?</a> READ: Essay: " <a href="#">Stephen King's Super-Duper Magical Negroes</a> " READ: Okorafor, <a href="#">Selected stories</a> (online): 1. Short story: " <a href="#">The Key</a> " 2. Short story: " <a href="#">The Palm Tree Bandit</a> " 3. Short story: " <a href="#">The Baboon War</a> "  DUE: BOOKS TALKS! (as assigned)
12	NOV 3 –	WATCH: Lecture: Salmon Rushdie's <i>Haroun &amp; the Sea of Stories</i>

CARIBBEAN & AFRICA & INDIA	NOV 9	<p>WATCH: Video: India: Location WATCH: YouTube: 5000 Years History of India</p> <p>READ: Novel: Rushdie, <i>Haroun and the Sea of Stories</i> (full text)</p> <p>DUE: MODULE QUIZ: CARIBBEAN &amp; AFRICA &amp; INDIA (5 points; 7-day submission window)</p> <p>DUE: TEAM PROJECT: LESSON PLAN DUE: BOOKS TALKS! (as assigned)</p>
<b>MODULE 4: PACIFIC RIM</b>		
13 PACIFIC RIM	NOV 10 – NOV 16	<p>WATCH: Lecture: Witi Ihimaera's <i>Whale Rider</i> WATCH: Video: Location: New Zealand Google Earth WATCH: YouTube: Entire History of New Zealand</p> <p>READ: Novel: Ihimaera, <i>Whale Rider</i> (full text)</p> <p>DUE: BOOKS TALKS! (as assigned)</p> <p>[NOV 11 – VETERAN'S DAY]</p>
14 PACIFIC RIM	NOV 17 – NOV 23	<p>WATCH: Lecture: Japan, Manga &amp; Saturn Apartments WATCH: YouTube: Helen McCarthy's "A History of Manga" WATCH: YouTube: "History of Japan: Every Year" - This is a timeline of geographic territory and emperors. WATCH: YouTube: "History of Japan" - This one has more culture and history.</p> <p>READ: Graphic Novel: Iwaoka, <i>Saturn Apartments, Vol. 1</i> (full text) DUE: BOOKS TALKS! (as assigned)</p>
<b>HAPPY THANKSGIVING NOV 24 – NOV 28</b>		
<b>MODULE 5: U.S.A.</b>		
15/16 U.S.A.	NOV 29 – DEC 6	<p>WATCH: Lecture: Paul Fleischman's <i>Seedfolks</i> WATCH: YouTube: An excerpt from Sonja Parks' one-woman show</p> <p>READ: Novel: Fleischman, <i>Seedfolks</i> (full text)</p> <p>DUE: MODULE 4 &amp; 5 QUIZ: PACIFIC RIM &amp; SEEDFOLKS (5 points; 7-day submission window)</p>

		DUE: BOOKS TALKS! (as assigned)
<b>FINAL EXAM</b>	<b>DEC 8 – DEC 14</b>	<b>DUE: FINAL EXAM (Available on Canvas DEC 8 – DEC 14)</b>