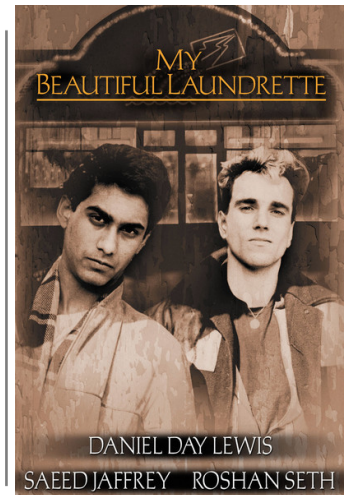
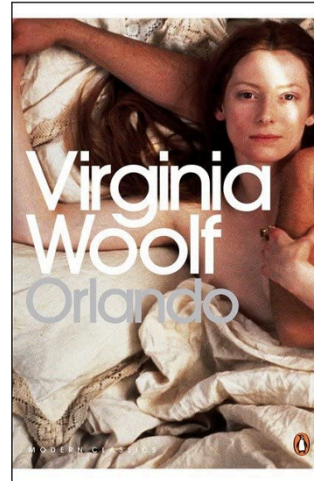
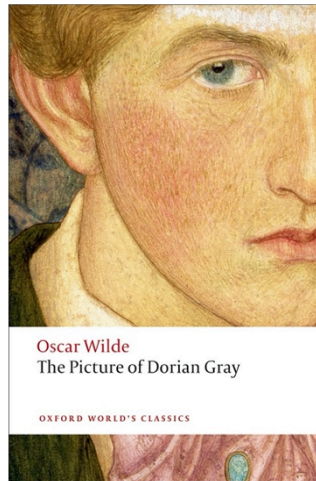
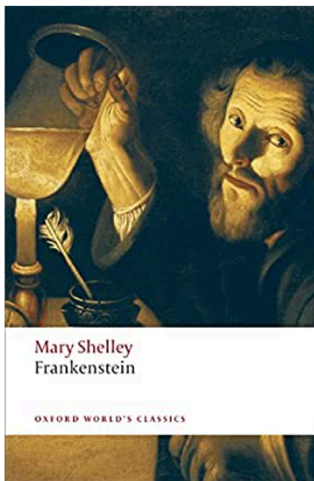




ENGL 232. 501: Survey of English Literature II Romanticism to Postmodernism, The Making of the “Self”



Location: HELD 119

Meeting Times: MWF 10:20 – 11:10 AM

Instructor: Professor Jungah Kim (Please call me Professor Kim or simply, Prof Kim)

Email address: myjungah92@tamu.edu

Office Location: LAAH 334 (but office hours are on zoom)

Office Hours: W 2PM to 4PM (and by appointment, please email me in advance!)

Course Description:

ENGL 232: (3-0). Credit 3. This course is a survey of British writings ranging from poetry to novels to non-fiction prose from the late eighteenth century to the present. Whilst becoming familiar with major works of British authors, this course serves to enhance our understanding of the “self,” and how it transformed over centuries. Looking at works of Mary Shelley to the Pre-Raphaelites to Virginia Woolf and to contemporary authors, we will explore historical and literary texts that influenced how the “self” was shaped.

Required Texts and Resource Material:

Books, available at the TAMU Bookstore:

Romanticism

- Poem Selections from Wordsworth and Blake (Provided on Canvas)
- *Frankenstein*, Mary Shelley

Victorian

- Poem Selections from The Pre-Raphaelites from Rosetti to Ruskin (provided on Canvas)
- “The Importance of Being Earnest,” Oscar Wilde
- *The Picture of Dorian Gray*, Oscar Wilde

Modernism

- Selections from *A Room of One’s Own*, Virginia Woolf (Provided On Canvas)
- *Orlando*, Virginia Woolf

Postmodernism (21st Century and beyond)

- Postmodern Poems on Seamus Heaney and Philip Larkin (provided on Canvas)
- *My Beautiful Laundrette*, Film (available on Canvas on Mediasite tab)

Grading and Course Policies

Your grade is based on the average of the assignments listed below. Specific due dates and detailed instructions for all assignments will be provided on canvas.

Grade Categories	Breakdown	Points
Attendance & Participation	10%	100
4 Reflection Discussion Posts + 2 responses Reflection Post	15%	150
Group Presentation	15%	150
Quizzes on each Era (Four in Total)	10%	100
Midterm Exam	20%	200
Final Exam	30%	300
Total	100%	1000

Attendance & Participation: Please read the attendance policy below very carefully. Due to covid, if you are sick, you should not come to class. Simply let me know that you feel sick by email. As always, any form of doctor's note for any sickness, if sent to me, you will be excused, if it is one day before class or one day after class. In the case of an emergency, if you email me as soon as possible with a valid reason and some certification of the problem, the absence will be excused.

For participation, when you are present, you are expected to actively participate in classroom activities. Also, students should complete assigned readings before class and bring reading materials in class.

After **exceeding seven unexcused absences**, your whole grade will also be deducted of 10% for each absence afterwards. Your excessive absences will also be recorded on Howdy and your academic advisor will be notified

Reflection Discussion Posts:

You need to write a total of **four reflection** posts in total and one for each era (Romanticism, Victorian, Modernism, Postmodernism) throughout the semester and **two additional reflections on anyone's post** (this will be a lengthy critique/response to a person's post). The post should be 250 to 500 words and an analysis of a text from one of the days we are reading each period. It can be any of the days on the text of that era. Say something that you found interesting. You can start with a quote or a question you had while you were reading the text for that day. Provide textual analysis by close-reading the text and quoting parts that support your interpretation of the text. You must post this reflection post before the class so that I can read it before you come to class.

The post is always due 9PM before the day of class. For instance, if we have class on Monday 10:20 AM, you should have the post done by 9PM Sunday or if we have class on Wednesday 10:20 AM, you should have the post done by 9PM Tuesday, or if we have class on Friday 10:20 AM, you should have the post done by Thursday 9PM. It can never be turned in after the class. I want to see what your thoughts were, before coming to class. You only have to do a total of four of these throughout the semester. However, you can only write one post per era, you can't write more than one per era. You need one for each era.

I will check up sometimes on if you've written one for each era, so that you are reminded of this. **Once you miss the era section, you cannot make up the post.**

Response to Discussion Posts:

You will write **2 response discussion posts**. With these responses, I won't limit **at what time you can reply** to them, don't wait until the last minute to do these.

Preferably, you should do one before the midterms and one after the midterms, or if you like to get a head start, just go ahead, and finish the two before the midterms. These responses should also be 250 to 500 words, as a direct response to what your peer said. You should be responding to if you agree/disagree with their interpretation and specifically bring in textual evidence.

The responses should always be posted within the two days after it has been posted by your peer. It can be after class, but within the two days your peer has posted.

Group Presentations:

Our class consists of 30 to 35 people, so I will split everyone into six groups of five. Within these groups, on one of the "**presentation days**," (check the **syllabus dates**) you, as a group, will sign up for one of these days. On this day, your group will do a 15 - 20 minute presentation on the text that we read that week. Using a PowerPoint, handout, or both, your group will create a mini thesis statement of what we have read that week and do a short **close** analysis of some key passages that match your thesis statement. After doing your analysis, your group must conduct a student-led discussion by bringing 1-2 passages and asking students how these passages may also be read, according to your thesis statement. I will provide group presentation instructions on canvas. A rubric will also be provided. You will also be grading your own peers and it will be part of your grade for the presentation.

Numerical Grade Equivalents:

Course grades are calculated on the standard scale:

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 or less

Quizzes:

Quizzes will be based on the key ideas of the era that I introduced at the beginning of each era and on some details of the novel that we read. The quiz will have five short

answer questions with always a bonus question at the end. The quiz will always be scored in total by 10 points. There will be four of these quizzes. I will also have one bonus quiz at the end of the semester for anyone who wants to makeup one of the scores. I will give you 15 minutes at the beginning of the day of the class to finish the quiz.

If you miss a quiz, you can not make up the quiz. However, you can take the bonus quiz at the end of the semester, and I will have one makeup assignment for one more quiz grade if you don't have enough quizzes. **Do not ask me if you can make up a quiz.**

Midterm Exam (Offline Portion + Online portion):

Your midterm is on the Romanticism to the Victorian Era, but your final is on Romanticism to Postmodernism.

The midterm is scored a total of 200 points and it will ask

Pay close attention to class and the powerpoints that will be uploaded each class. I will be bringing certain concepts surrounding the topic of the era that will allow you to close-read the passages in the novel/poem. There will also be some identification questions. For instance, I might ask which novel a famous quote will be coming from. If you pay attention in class, you will be able to identify this.

15 Questions in Total:

Offline Portion (150 points):

- 1) 5 Identification Questions (Famous and pivotal quotes)
- 2) 5 Multiple Choice Questions (on the plot – very simple)
- 3) 4 Short Answer Questions on Interpretations (that uses Norton Anthology + Concepts we learnt in class)

Online Portion (50 points) (will be given 24 hours):

- 4) 1 Final Essay Question – Close Reading (Done Online) – (min. 500 words) [will be given a day, no collaboration allowed. If for some reason I find that you have collaborated or have plagiarized, you will immediately get a 0 for the midterm.]

Final Exam (Offline Portion + Online portion):

The final is scored a total of 300 points and it will ask

25 Questions in Total:

Offline Portion (100 points):

- 1) 5 Identification Questions (Famous and Pivotal Quotes)
- 2) 10 Multiple Choice Questions (on the plot/era – very simple)

Online Portion (200 points) (will be given 24 hours):

- 3) 8 Short Answer Questions on Interpretations (that uses Norton Anthology + Concepts we learnt in class)
- 4) 2 Final Essay Question – Close Reading (Done Online) – (min. 500 words per question) [will be given a day, no collaboration allowed. If for some reason I find that you have collaborated or have plagiarized, you will immediately get a 0 for the course.]

Extra Credit Assignment: You can do one extra credit assignment by watching one of the films of the novels that we read and do a 500 word reflection to gain a total of an extra 100 points. Here are the films you may view:

Any version of *Frankenstein* Film

Any version of *The Portrait of Dorian Gray*

Orlando (Film)

Oranges are Not the Only Fruit (originally on the syllabus, you can read a chapter or two and also write a response to this!) or even watch the film and respond

more details to follow

Attendance and Late Paper Policy

Attendance: Please do not be late. **If you exceed 10 minutes in tardiness**, you will be counted as absent. After **exceeding seven unexcused absences**, your whole grade will also be deducted of 10% for each absence afterwards. Your excessive absences will also be recorded on Howdy and your academic advisor will be notified.

The English Department and the University Rules are that you complete coursework and submit all assignments in the sequence they are assigned by the deadlines posted on Canvas. You are also expected to attend class regularly.

Make-up Policy (Excused absences): You must have a University-approved excuse in order to make up a missed course activity or turn in any other assignment, without a penalty. You are responsible for providing evidence to substantiate “authorized absences.” If you must miss the course and you are aware of this for whatever reason (get this approved by me with an official document) at least one class before this happens.

Contacting Your Instructor

Email: As college students, you are expected to approach email as a professional form of correspondence. Please include a clear subject line that gives your instructor information about the contents of the email, a greeting, and a professionally written email text. Emails should include proper capitalization and formatting. Course emails will be responded to within 24 hours (48 over weekends and during university holidays). A sample is provided below, as is a link to a longer article about the use of email in academic settings that may be of interest.

Dear [Earned Title—when in doubt, go with Professor] [Last Name],

This is a line that recognizes our common humanity (“I hope you had a great weekend”).

I’m in your Class Name, Section Number that meets on This Day. This is the question I have or the help I need. I’ve looked at the syllabus, my notes from class, and the course website, and I asked someone else from the class. I think This Is The Answer, but I’m still not sure. This is the action I would like you to take.

Signing off with a Thank You is always a good idea,
[Your name]

Sample email is derived from one created by Laura Portwood-Stacer. For further information and tips, see
<https://www.insidehighered.com/views/2015/04/16/advice-students-so-they-dont-sound-silly-emails-essay>

NOTE: I will do my best to answer emails within 24 hours from receiving them Monday-Friday. On weekends, I will do my best to answer them within 48 hours. However, generally, I will not respond to emails after 9 PM until the following morning, and I will not respond to emails on holidays. Emails sent on holidays will be responded

to after the holiday is over. I will alert students to any changes in my ability to answer emails during the course of the semester.

Please send one email per request or topic of inquiry unless you do not receive a response back in two business days. Furthermore, **I will not discuss grades over email.** It is your responsibility to meet with me in person to discuss your grade.

DO NOT ask me when things will be graded over email.

Policies

Academic Integrity

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

Students are expected to be aware of the Aggie Honor Code, the specific rules on plagiarism, and the Honor Council Rules and Procedures pertaining to classroom behavior as explained at <http://aggiehonor.tamu.edu>.

PLAGIARISM (Know what it is and avoid it like the plague!!!)

Please take a moment to review the material available via this link:

https://library.tamu.edu/services/library_tutorials/academic_integrity/academic_integrity_5.html

Netiquette

Alongside the Aggie Honor Code, Texas A&M university observes proper internet etiquette. Hold yourself to the same standard online as you do in everyday life. Remember there is another human on the receiving end of your content. This is an opportunity to put your best foot forward and grow as a professional. Respect other people's time, bandwidth, and privacy, all the while giving them the respect that you would also like to receive. Share information that is worth someone else's time. Be forgiving of other people's mistakes, because you will make them too.

COPYRIGHT Statement

All materials produced for this course are protected by federal copyright law. These materials can include, but are not limited to, this syllabus, class handouts, course notes, PowerPoint slides, slides or information printed on paper or provided virtually using any or all other software, course packets, and content on Canvas. You may not sell, lend, make publicly available, or copy these materials. Distribution of these materials in any way, including digital versions of documents and information, may constitute a violation of copyright law, the Texas A&M University Student Code of Conduct as described in Student Rule 24, and/or the Aggie Honor Code as described in Student Rule 20.

English Department Diversity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexual orientation, disability, age, religion, socioeconomic status, ethnicity, race, culture, perspective, and other background characteristics. I encourage your suggestions about how to improve the value of diversity in this course.

This course meets the following standards for diversity content and instruction in the following way(s):

1. Course content that includes readings and other materials that address various categories of social difference (gender, nationality, religion, ethnicity, age, sexuality, political affiliation, socio-economic status, ability, linguistic background, etc.) on the course topic.
2. Tying current events and local histories centered on the production of social difference into classroom activities.
3. Course content that is inclusive of various learning needs and that has a clear plan to utilize a variety of teaching techniques so as to contribute to an overall inclusive learning environment, in which students feel equally valued.

Territorial Acknowledgements foreground our connections to Indigenous dispossession.

We, the Department of English, acknowledge that Texas A&M University (College Station) is situated on the land of multiple Native nations, past and present. These original homelands are the territory of Indigenous peoples who were largely dispossessed and removed. We specifically acknowledge the traditional stewardship of this land by the Tonkawa, Tawakoni, Hueco, Sana, Wichita, and Coahuiltecan peoples. We pledge to support and advocate for the histories, cultures, languages, and territorial rights of historic Indigenous peoples of Texas and those of the Indigenous peoples who live here now. This statement affirms continuous Indigenous presence and rights, acknowledges the ongoing effects of settler colonization, and supports Indigenous struggles for political, legal, and cultural sovereignty.

However, acknowledgements and statements are insufficient without action behind their words, as Summer Wilkie argues in “So You Want to Acknowledge the Land” (**High Country News** 22 April 2021: <https://www.hcn.org/issues/53.5/indigenous-affairs-perspective-so-you-want-to-acknowledge-the-land>).

We encourage you to learn more about affiliated groups of Native nations and tribes in your community and to support the Native American and Indigenous Student Organization at Texas A&M (https://maroonlink.tamu.edu/organization/american_indian_student_assoc). The College of Liberal Arts also offers coursework in Native and Indigenous history and culture, including ANTH 301: Indians of North America, HIST 258: American Indian History, and ENGL 357: Native American Rhetorics and Literatures.

To learn more about the over 10.7 million acres of Indigenous land and territory used by the United States government as land-grant university endowments, including for Texas A&M, review **High**

Country News's study on the Morrill Act of 1862 (<https://www.hcn.org/issues/52.4/indigenous-affairs-education-land-grab-universities>).

To further understand the importance of land and territorial acknowledgments, consult additional resources, such as <http://landacknowledgements.org/>.

Students Needing Support Service

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Resources Department in the Student Services Building (SSB) in Suite 122 or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in proper self-care by utilizing the resources and services available from Counseling & Psychological Services (CAPS) at <https://caps.tamu.edu/>. Students who need someone to talk to can call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

Title IX and Statement on Limits to Confidentiality

Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with Counseling & Psychological Services (CAPS) at <https://caps.tamu.edu/>.

Students and faculty can report non-emergency behavior that causes them to be concerned at <http://tellsomebody.tamu.edu>.

Covid Syllabus Statement for Fall 2022

To help protect Aggieland and stop the spread of COVID-19, **Texas A&M University urges students to be vaccinated and to wear masks in classrooms and all other academic facilities on campus, including labs.** Doing so exemplifies the Aggie Core Values of respect, leadership, integrity, and selfless service by putting community concerns above individual preferences. COVID-19 vaccines and masking — regardless of vaccination status — have been shown to be safe and effective at reducing spread to others, infection, hospitalization, and death.

Course syllabus is subject to change throughout the semester

ENGL 232 Notable Dates Overview

9/12	Quiz on Romanticism + Frankenstein
9/14	First Group Presentation
10/5	Quiz on Victorian + Portrait of Dorian Gray
10/7	Second Group Presentation
10/12	MIDTERM EXAM
11/2	Quiz on Modernism + Orlando
11/4	Third Group Presentation
11/18	Quiz on Postmodernism + My Beautiful Laundrette
11/21	Fourth Group Presentation
12/7	FINAL EXAM (offline portion done in class) Online Portion due 12/9 the exam questions will be handed to you 12/8 10:20 AM (and you will have to turn it in on Canvas by 12/9 11:59 PM).

ENGL 232 Course Schedule

Students are expected to have completed the readings BEFORE class on the assigned date

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
Week 1		
Wed Aug 24	Course Introduction: Syllabus	Read the syllabus. Come to our class with an eager mind ☺. Write self-introductions within discussion post section by next class.
Fri Aug 26	How to close read and what is British Literature?	Read selections of Norton Anthology pdf that I've put on Canvas and get ready to do some close reading activities in class. <u>Get ready to sign up for presentations, starting from next Monday! + Go buy books!</u>

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
Week 2		
Mon Aug 29	Introduction to Romanticism: Poems on Blake (short excerpt from Norton Anthology)	Selections of Poems from Blake, "The Lamb," "The Tyger," "London" (provided on Canvas) Reflection Post Day
Wed Aug 31	Frankenstein	Frankenstein (p.5 – 49) Reflection Post Day
Fri Sep 2	Frankenstein	Frankenstein (p.50 – 102) Reflection Post Day
Week 3		
Mon Sep 5 (Labor Day)	LABOR DAY (NO CLASS)	
Wed Sep 7	Frankenstein	Frankenstein (p. 102 – 149) Reflection Post Day
Fri Sep 9	Frankenstein	Frankenstein (p.149 – 194) Reflection Post Day
Week 4		
Mon Sep 12	Frankenstein	Frankenstein (p.194 – 223) Quiz on Romanticism + Frankenstein Reflection Post Day
Wed Sep 14	Group Presentation on Romanticism	Group 1: Group 2:
Fri Sep 16	Introduction to Victorian: Selections of Poems from The Pre-Raphaelites from Rosetti to Ruskin, (accompanied with some paintings) (short excerpt from Norton Anthology)	Christina Rosetti, "In an Artist's Studio" Dante Gabriel Rosetti, "Jenny," Dante Gabriel Rosetti, "Goblin Market" Reflection Post Day
Week 5		

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
Mon Sep 19	The Importance of Being Earnest	"The Importance of Being Earnest" Part 1 – Oscar Wilde (will be provided on Canvas) Reflection Post Day
Wed Sep 21	The Importance of Being Earnest	"The Importance of Being Earnest" Part 2 – Oscar Wilde (will be provided on Canvas) Reflection Post Day
Fri Sep 23	The Picture of Dorian Gray	Chapter 1 – 3 (5 – 40) Reflection Post Day
Week 6		
Mon Sep 26	The Picture of Dorian Gray	Chapter 4 – 7 (p. 40 – 80) Reflection Post Day
Wed Sep 28	The Picture of Dorian Gray	Chapter 8 – 11 (p. 80 – 124) Reflection Post Day
Fri Sep 30	Conference Travelling (NO CLASS)	(Review for midterms on your own (Extra credit opportunity will be provided on this day – doing a worksheet related to midterms))
Week 7		
Mon Oct 3	The Picture of Dorian Gray	Chapter 12 – 16 (p. 124 – 162) Reflection Post Day
Wed Oct 5	The Picture of Dorian Gray	Chapter 17 – 20 (p. 162 – 188) Quiz on Victorian + The Picture of Dorian Gray Reflection Post Day
Fri Oct 7	Group Presentation on Victorian	Group 3: Group 4: <You should have two reflection posts by the end of this week – remember to check up on this>
Week 8		
Mon Oct 10 Midterm grades due by noon	Fall Break (NO CLASS)	
Wed Oct 12	Midterm Exam (Offline Portion)	(Take Midterms on Romanticism + Victorian)
Fri Oct 14	Introduction to Modernism (short excerpt from Norton Anthology) + Room of One's Own	Selections of <i>Room of One's Own</i> from Virginia Woolf (will be provided on canvas) Reflection Post Day
Week 8		
Mon Oct 17	Room of One's Own + Orlando	Continuing <i>Room of One's Own</i> from Virginia Woolf (will be provided on canvas) Orlando: Chapter 1 (p. 13– 65) Reflection Post Day

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
Wed Oct 19	Orlando	Orlando: Chapter 2 (p. 65 – 119) Reflection Post Day
Fri Oct 21	Group Discussion on Orlando/Close Reading Practice	(Catching up on reading if it's too much)
Week 9		
Mon Oct 24	Orlando	Orlando: Chapter 3: (p. 119 – 153) Reflection Post Day
Wed Oct 26	Orlando	Orlando: Chapter 4 (p. 153 – 227) Reflection Post Day
Fri Oct 28	Group Discussion on Orlando/Close Reading Practice	(Catching up on reading if it's too much)
Week 10		
Mon Oct 31	Orlando	Orlando: Chapter 5 (p. 227 – 263) Reflection Post Day
Wed Nov 2	Orlando	Orlando: Chapter 6 (p. 263 – 330) Quiz on Modernism + Orlando Reflection Post Day
Fri Nov 4	Group Presentation on Modernism	Group 5: Group 6:
Week 11		
Mon Nov 7	<u>Introduction to Postmodernism & Neo-Works</u> (short excerpt from Norton Anthology)	Reviewing concepts from Romanticism to Modernism, before moving on to Postmodernism <Changing Ideas of the “Self”> Seamus Heaney’s “Digging” and Selected Poems from Philip Larkin (will be provided on Canvas) Reflection Post Day
Wed Nov 9	My Beautiful Laundrette	Film Watching in class, <i>My Beautiful Laundrette</i> <Worksheet will be provided for participation points>
Fri Nov 11	My Beautiful Laundrette	Film Watching in class, <i>My Beautiful Laundrette</i> <Worksheet will be provided for participation points>
Week 12		
Mon Nov 14	My Beautiful Laundrette	Discussion on <i>My Beautiful Laundrette</i>, Part 1 Reflection Post Day
Wed Nov 16	My Beautiful Laundrette	Discussion on <i>My Beautiful Laundrette</i>, Part 2 Reflection Post Day

Date	Topic/Reading List	ASSIGNMENT(S)/Activities
Fri Nov 18 Last day to Q drop or withdraw by 5PM	My Beautiful Laundrette	Quiz on Postmodernism + My Beautiful Laundrette <You should have four reflection posts by the end of this week – remember to check up on this> Reflection Post Day
Week 13		
Mon Nov 21	Group Presentation on Postmodernism	Group 7:
Wed Nov 23	Reading Day	
Fri Nov 25	Thanksgiving Holiday	
Week 14		
Mon Nov 28	Reviewing for Finals	Romanticism <close reading passages again together> Group Close Reading Activity
Wed Nov 30	Reviewing for Finals	Victorian <close reading passages again together> Group Close Reading Activity
Fri Dec 2	Reviewing for Finals	Modernism <close reading passages again together> Group Close Reading Activity
Week 15		
Mon Dec 5	Reviewing for Finals	Postmodernism <close reading passages again together> Group Close Reading Activity
Wed Dec 7 Last day of Fall Semester Classes	Final Exam (Offline Portion)	(Take Final Exam in person on this day on Romanticism to Postmodernism and take online short answers +Essay question – to be turned in 24 hours)