

HNRS 1352.005/006—Spring 2026
World, Text, and Image II
Dr. Randy LeBlanc and Dr. Colin Snider

Room: HPR 135

MW 2:00 p.m.–3:25 p.m.

Dr. Snider's Contact Information:

Office: CAS 118

Office Phone: 903-566-5758

Office Hours:

Email: csnider@uttyler.edu

Dr. LeBlanc's Contact Information:

Office: HPR 126-A

Office Hours:

Email: jleblanc@uttyler.edu

Course Description (from catalog): Comparative study in the humanities and social sciences from the Renaissance to the Twentieth Century. This seminar course takes an interdisciplinary approach to literature, history, and art of this period. This course is writing intensive. **Prerequisite:** Invitation by Honors Committee.

Student Learning Outcomes:

- To develop and improve critical thinking and writing and speaking skills about ethics and the human condition. (papers and exams)
- To learn how to read critically, analyze, and interpret literary and philosophical texts. (papers and exams)
- To define and study the ethical dilemmas of the last three centuries. (papers and exams)
- To differentiate the characteristics of Early Modern, Enlightenment, Modernist, and Post-Modernist thought and world views. (papers and exams)

Required Texts: (listed in order of reading)

--Kant, Immanuel. "What is Enlightenment?" [PDF available on Canvas]

--Nietzsche, Friedrich. "Parable of the Madman." [PDF available on Canvas]

--Walker, Charles F. *Witness to the Age of Revolution: The Odyssey of Juan Bautista Tupac Amaru*. Oxford University Press. ISBN: 9780190941154

--Conrad, Joseph. *Heart of Darkness*. 1899. Petersborough, Ontario, Canada: Broadview Press, 2020. ISBN: 9781554815531

--Beckett, Samuel. *Waiting for Godot* and *Krapp's Last Tape*. [PDF available on Canvas]

--Camus, Albert. *The Plague*. Translated by Laura Marris. New York: Vintage Books, 2022. ISBN: 9780593082096

N.B. Please secure copies of all texts before the start of the semester. Students must use these editions and bring them to class on the days they are assigned.

Grade Breakdown: Grading is done on a 10-point scale: A = 90-100; B = 80-89; C = 70-79, etc. The formal requirements of the course and their relative impact on your final grade are as follows:

Worksheets	45%
Final Paper Draft	10%
Final Paper	25%
Final Paper Presentation	10%
Attendance/Participation	10%

Final Paper Draft (10%) and Final Paper (25%): Over the course of the semester, students will engage in a step-by-step process of putting together a final essay paper. Initially, this process will result in a First Draft—worth 10% of your grade--to be submitted in early April for review, revision, and editing which we will do in part in class. Students will then revise the essay into a final paper—worth 25% of your grade--for submission and presentation. Both the draft and the final essay will be three to four pages in length, double-spaced, etc. In this paper, the student will be asked to explore some dimension of our class discussions through an analysis of the class readings. All writing assignments will be evaluated according to the following rubric:

Criterion	Good (90-100%)	Fair (75-90%)	Poor (<75%)
Content and Development ____/50 points	Content is comprehensive, addresses itself to the issues raised by the prompt and the major points are clearly stated and well supported.	Content is not comprehensive or persuasive. Major points are identified but not well addressed. Content is inconsistent with regard to purpose and clarity of thought.	Content is incomplete. Paper demonstrates little or no understanding of the issues raised by the prompt. The content is confused or confusing and without apparent purpose.
Organization and Structure ____/25 points	The structure of the paper is clear. The Introduction/Thesis paragraph demonstrates sufficient understanding of the issues and previews major points. Paragraph transitions are present, logical, and maintain the flow of thought throughout the paper. The conclusion is logical and flows from the body of the paper.	Structure of the paper is not easy to follow. The Introduction/Thesis is missing or, if provided, does not demonstrate an understanding of the issues or preview major points. Paragraph transitions need improvement. The conclusion is missing or, if provided, does not flow from the body of the paper. You should not use crutch phrases like "In conclusion..."	Poor or missing organization and structure detract from the writer's discussion. The Introduction/Thesis is missing. Paragraphs are disjointed and lack transition of thought—or they are merely missing.
Format ____/5 points	Paper follows these guidelines and is of the appropriate length.	Paper follows most guidelines or is too long or too short.	Paper lacks many elements of proper formatting. Writer does not follow directions.
Grammar, Spelling, and Punctuation ____/20 points	Rules of grammar, usage, and punctuation are followed. Spelling is correct. Language is clear and precise. Sentences display consistently strong, varied structure.	Paper contains few grammatical, punctuation, and spelling errors. Language lacks clarity or includes the use of some jargon or conversational tone.	Paper contains numerous grammatical, punctuation, and spelling errors. Language uses jargon or is too conversational in tone.

Reading Worksheets: For each text this semester, students will complete at least one reading worksheet which consists of analytical questions about the readings. Students will be asked to read the assigned texts and answer the accompanying questions. Students will use their own reading of the texts and our discussions of the appropriate passages (do not use outside sources!) to answer each of the worksheet questions in a coherent paragraph of not more than 100 words. Paragraphs should identify the elements or ideas involved and how they are related to one another (thus, "coherence"). Students should not simply list the relevant elements and/or ideas. Students should also follow all rules of grammar and write with clarity and purpose. Rubrics for the grading of these worksheets may be found in the assignment on Canvas. Late worksheets will not be accepted and may not be made up.

Attendance: Attendance in this class is not only mandatory but also very important. Your contributions will be invaluable and you need to attend class every day. You will be allowed two unquestioned absences. After the second absence, each additional absence will result in a full letter-grade reduction (10%) of your attendance grade. Obviously, this is a serious matter, so try to plan ahead. Unquestioned absences include sickness, job interviews, personal matters, etc. Therefore, if you anticipate having to miss class at any point during the semester, please plan accordingly. If a University activity will cause you to miss more than two classes please see your instructors. Students who anticipate being absent from class due to a religious observance are requested to inform us by the second class meeting of such absences.

Participation: Reading assignments are clearly listed below. All students are expected to have read the assigned material by the beginning of class. Partial completion of an assignment is unacceptable; coming to class unprepared will result in a full letter-grade reduction (10%) of your participation grade. On the other hand, please understand that while we expect you to have read the assigned readings, we do not necessarily expect you to have mastered them. Like all readers, you will have questions and perhaps even occasional problems with these texts. That's part of the reading process. In such cases, please be sure to bring those problems and questions to class so that we can discuss them as a group. **We strongly suggest that you take notes on each text while you read it, focusing on its central ideas, characters, and plot points. Such careful reading will prepare you for discussion, a vital part of this class.** Also, be sure to plan ahead. Because of scheduling constraints, reading assignments are not always evenly divided. The participation grade also includes active participation in the group project at the end of the semester.

A note on lateness: Attendance will be taken at the beginning of the hour. If you come in late, it is your responsibility to make sure that your name has been recorded on the role. Repeated lateness indicates a lack of respect for your colleagues and professors; to avoid showing such disrespect, please be on time or you may be denied entry.

A note on academic honesty: Any sort of unauthorized aid such as copying or loaning homework assignments, talking or the use of notes during tests or quizzes, will not be tolerated. Plagiarism, the unacknowledged use of another person's language or ideas, will not be tolerated. If you cheat on anything in this class you will receive an "F" for the course. If you are unsure of what constitutes cheating in this class, please ask. Ignorance of the rules will not be tolerated as an excuse for cheating.

A note on disturbances in class: Limit cell phone use to class purposes only. Students who send text messages during class will be asked to leave.

A note on student absence due to religious observance or athletics. Any student who will miss any class days during the semester because of religious observance or participation in University athletics must inform the instructors of this course no later than the second day of class.

Required Statement on Artificial Intelligence and this Course

UT Tyler is committed to exploring and using artificial intelligence (AI) tools as appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

The use of AI (including Grammarly and similar programs) is NOT PERMITTED in this course. We expect all the work students submit for this course to be their own. We have carefully designed all assignments and class activities to support your learning. Doing your own work, without human or artificial intelligence assistance, is best for your efforts in mastering course learning objectives. For this course, we expressly forbid using ChatGPT, Grammarly or any other artificial intelligence (AI) tools for any stages of the work process, including brainstorming. **Any instance of the following constitutes a violation of UT Tyler's Honor Code and academic honesty values:** a student has another person/entity do any portion of a graded assignment, which includes purchasing work from a company, hiring a person or company to complete an assignment or exam, using a previously submitted assignment and/or using AI tools (such as ChatGPT, Grammarly, etc.).

Schedule/Assignment List:

(Note: This schedule is tentative and subject to revision Readings should be completed by the date they appear on the syllabus.)

Week 1: (1/12-1/14)

M: Course introduction, syllabus; Immanuel Kant's "What is Enlightenment?" (PDF on Canvas—read for the first day of class)

W: Immanuel Kant's "What is Enlightenment?" (PDF on Canvas) [LeBlanc]

Week 2: (1/19-1/21)

M: Immanuel Kant's "What is Enlightenment?" (PDF on Canvas) [LeBlanc]

W: Enlightenment TBA [Snider]

Week 3: (1/26–1/28)

M: *Witness to the Age of Revolution* (all) [Snider]

W: *Witness to the Age of Revolution* (all) [Snider]

Worksheet 1 (Enlightenment and Revolution) Due February 1 @ 11:59pm

Week 4: (2/2-2/4)

M: Friedrich Nietzsche's "Parable of the Madman" (PDF on Canvas) [LeBlanc]

W: Friedrich Nietzsche's "Parable of the Madman" (PDF on Canvas) [LeBlanc]

Week 5: (2/9–2/11)

M: Joseph Conrad's *Heart of Darkness* (pp. 74–107) [LeBlanc]

W: Joseph Conrad's *Heart of Darkness* (pp. 108-135) [LeBlanc]

Week 6: (2/16–2/18)

M: Joseph Conrad's *Heart of Darkness* (pp. 108-135) [LeBlanc]

W: Joseph Conrad's *Heart of Darkness* (pp. 136-163) [LeBlanc]

Worksheet 2 (Nietzsche and Conrad) Due February 22 @ 11:59pm

Week 7: (2/23-2/25)

M: TBA [Snider]

W: TBA [Snider]

Week 8: (3/2–3/4)

M: TBA [Snider]

W: TBA [Snider]

Worksheet 3 Due March 8 @ 11:59pm

Week 9: (3/9-3/13) Spring Break

M: No Class—Spring Break

W: No Class—Spring Break

Week 10: (3/16-3/18)

M: Beckett, “Waiting for Godot” (PDF on Canvas) [Snider]

W: Beckett, “Waiting for Godot” (PDF on Canvas) [Snider]

Week 11: (3/23–3/25)

M: Beckett, “Krapp’s Last Tape” (PDF on Canvas) [Snider]

W: Albert Camus’s *The Plague* (pp. 1–68) [LeBlanc]

Worksheet 4 (Beckett) Due March 29 @ 11:59pm

Week 12: (3/30-4/1)

M: Albert Camus’s *The Plague* (pp. 69-129) [LeBlanc]

W: Albert Camus’s *The Plague* (pp. 129-198) [LeBlanc]

Worksheet 5 (Camus) Due April 5 @ 11:59pm

Week 13: (4/6–4/8)

M: Albert Camus’s *The Plague* (pp. 199-276) [LeBlanc]

W: Albert Camus’s *The Plague* (pp. 276–332) [LeBlanc]

Week 14: (4/13–4/15)

M: Student Presentations

W: Student Presentations

Week 15: (4/20–4/22)

M: Student Presentations

W: Student Presentations

Sun: Final Paper Due (4/26 @ 11:59pm)