

LIT 2110 - Survey of World Literature: Ancient to Renaissance

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Office: TBA

Office Hours: T & R 2-3 PM

Fall 2017: Section 1848
Classroom: Matherly 0012
T 8-9 (3:00-4:55 PM)
R 9(4:05-4:55 PM)

Course Description

“Once you allow yourself to identify with the people in a story, then you might begin to see yourself in that story even if on the surface it's far removed from your situation. This is what I try to tell my students: this is one great thing that literature can do — it can make us identify with situations and people far away. If it does that, it's a miracle.”

Chimie Achebe

Literature has the power to entertain us while also building empathy and even changing our worldview. Any literature class should push the boundaries to include texts with which students are not familiar. World literature classes should push students into cultures in which they are not familiar. Unfortunately, sixteen weeks is far too short a time to critically consider the vast expanse of world literature. Even limiting the works to before the Renaissance, would leave far too many to analyze in our limited time. Therefore, for our class, we will be studying some of the ‘canonical’ classic works.

Each of the works that has been included in our list has had a significant impact on the direction of literature. We will not only be looking at modern interpretations of these ancient texts to trace how translations and understandings change over time, we will also be considering works that succeeded and were shaped by these texts. In addition to reading them, we will be discussing the social, economic, and political contexts that created these works. We will also be contemplating how these works continue to shape literary trends even today. This course will also introduce critical and theoretical lenses with which modern scholars view texts, and the final paper will be a critical analysis of one of our readings.

General Education Objectives

- This course confers General Education credit for either Composition (C) *or* Humanities (H). This course also fulfills 6,000 of the university’s 24,000-word writing requirement (WR).
- *Composition courses* provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

- The University *Writing Requirement (WR)* ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- **Content:** Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- **Communication:** Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- **Critical Thinking:** Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

Required Texts

Norton Anthology of World Literature (Shorter Third Edition) **ISBN: 0393919609**

All other readings will be supplied by the instructor. (The texts will be placed on Course Reserve in Smathers Library, uploaded to Canvas, or linked in the syllabus.)

Assignments

10% (100 points) - Active Participation/Attendance

Daily and engaged participation is a priority in this course. All students should participate every day in some fashion by offering points of view, raising questions, asking for clarification, participating in group activities, and/or writing when it is required.

10% (100 points) - 6 Analytical Response Papers (250 words each)

Throughout the semester, you will be expected to write and submit 6 brief response papers to a reading of your choice analyzing the reading and addressing larger concerns evoked through your reading. These should be a close reading of a text that connects the reading to either a previous reading during the semester or larger themes discussed in class. Response papers must be submitted prior to the class period in which we will discuss the reading.

10% (100 points) - Essay 1: Close Reading Analysis (750 words)

This essay will be a sustained close reading (without any outside sources or research) of any one text on our syllabus (listed before the essay's due date).

20% (200 points) - Essay 2: Close Reading/Analysis with Research (1,250 words)

This essay will be a close reading of any one text on our syllabus (listed before the essay's due date) supported by one peer-reviewed, critical article.

10% (100 points) - Essay Prospectus and Annotated Bibliography (500 words)

This assignment contains both a formal abstract for your Researched Critical Essay and an annotated bibliography of at least 5 critical academic sources.

40% (400 points) - Essay 3: Researched Critical Essay (2,000 words)

This essay will be a sustained formally researched critical analysis in which you will make an original argument about one or two literary text(s) through a theoretical, historical, or critical lens. This essay must contain 2-3 critical academic sources.

Course Policies

You must complete all assignments to receive credit in this course.

Communication with Your Instructor

The best way to contact me is via email. (Emails must be in a professional format or they will not be answered.) Please allow at least 24 hours for me to respond to all requests/questions/inquiries.

I also encourage you to meet with me during my office hours, or to schedule an appointment with me for a different time.

Classroom Behavior

Please be mindful that students come from diverse cultural, ethnic, and economic backgrounds. We will cover material in this course which students may consider graphic or offensive in terms of sexuality, violence and/or other political perspectives. By remaining enrolled in this course, you are agreeing to complete all assignments and participate in discussions, regardless of objections you might have on these grounds. All ethical perspectives and opinions will be tolerated and respected both by the instructor and by all class members **at all times**.

Absences and Tardiness

Because of the participatory nature of this course, attendance is crucial. **You have up to 6 absences that you can take without penalty.** Students who miss more than ten class periods will fail the course (although the twelve-day rule, laid out below, is the one case for exceptions). It is your responsibility to keep track of your absences.

Because this class is on a Tuesday/Thursday schedule. Tuesday consists of 2 periods. That means that an absence on Tuesday counts as 2 absences.

Prolonged absences will affect your participation/attendance grade, since this grade cannot be made up. They will affect your grade as follows:

7 absences: 10% off participation grade
8 absences: 10% off participation grade
9 absences: 10% off final course grade
10 absences: Automatic failure of the overall course

If you are absent, please make yourself aware of all due dates and turn in assignments on time. Please check with your classmates to obtain notes for the day you missed. All members of the class are expected to adhere to official UF time. If you are frequently late to class or absent, this will also negatively affect your participation grade in the course. Students are expected to bring the required reading for the day to class with them. If a student recurrently fails to bring the reading (in print or electronic format), you may be marked as absent.

Twelve-Day Rule and Absence Exceptions

According to University policy, students who participate in athletic or scholastic teams are permitted to be absent for 12 days. However, students involved in such activities should let me know of their scheduled absences at least 1 week ahead of time. In these cases, I will allow you to make up missed in-class work within a reasonable time frame, but you should still aim to submit major assignments and blog posts on time. Likewise, if you must miss class because of a religious holiday, please let me know at least a week ahead of time, and I will allow you to make up missed in-class work. For the official University policy on absences, please refer to <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> for more detail.

Preparation

Always bring the assigned reading to class with you, along with materials for taking notes and any assignments that may be due during that class meeting. Be prepared for active discussions. To help with this, I highly recommend that you take careful reading notes and write down potential comments for class ahead of time.

Participation

Being present in the classroom is not enough to succeed in this class. While I may lecture on occasion, most classes will rely on your questions and comments relating to our texts and assignments. If you are frequently quiet during class, I may call on you. Your participation grade will be based on your participation in class discussion, in your behavior during group work, possible reading quizzes, asking questions, and other behavior factors. If you sleep during class or are not present mentally in the classroom, I may mark you as absent.

Electronic Devices - Cell Phones, Laptops, Tablets, and E-Readers

Out of courtesy to myself and your fellow classmates, silence your cell phones during class time. Keep your phone in your bag or pocket - if I see you on your phone, I may ask you to leave the classroom, resulting in an absence.

You should use computers, laptops, and e-readers for course-related activities only. Checking Facebook, web surfing unrelated to class, and doing work for other classes are examples of behavior that may result in deductions from your participation grade or you being asked to leave class for the day. You can, however, use an approved device to take notes or view course readings (if you prefer not to print electronic readings).

Assignment Submission

Papers and written assignments are must be submitted to Canvas, in .doc or .docx format, before class on the date indicated on the syllabus. (Not having Word is not an excuse since all UF students have access to free copies of Office 365 ProPlus. This can be downloaded at <http://www.it.ufl.edu/gatorcloud/free-software-downloads-office-365-proplus/get-o365-proplus/>.)

Technology failure is not an excuse for a late assignment. If ELearning is not functioning properly when you attempt to submit a paper, you can always send me an email attachment. This email should include a Help Desk receipt with your paper or other verification of a system-wide Sakai failure.

Always back up your papers on a flash drive or on a cloud service, such as Dropbox. Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

Late Submissions

If you expect to not make a deadline, please contact me in advance of the deadline. I may allow a short extension on a due date once in the term if you contact me before the deadline, and in exceptional circumstances with appropriate documentation.

Academic Paper Format

Every assignment must reach the minimum word count requirement. Any assignment submitted that does not reach the word-count will not be accepted and will receive a zero. (Please note that word counts do not include headers, headings, or Work Cited pages.)

All essays must be formatted in MLA style. This means that your paper must meet the following guidelines:

- Double-spaced
- 12 point, Times New Roman font
- 1 inch margins, on all sides
- MLA style headers with page numbers
- MLA (8th edition) style citations

For help with MLA format, find a copy of the MLA Handbook in the library or refer to the OWL Purdue website (<http://owl.english.purdue.edu/owl/resource/747/01/>).

Any file submitted as a Word document must have a file name that follows the “Last Name” “Assignment Name” format, e.g., Hartnett_MidTerm.

Assignment Originality and Plagiarism

You must produce original material for all assignments in this course - you should not re-use materials that you have written for other courses. This also applies to material within the class - for example, you cannot repeat material from a short assignment wholesale in your research paper. However, you may expand on ideas from your shorter assignments.

Plagiarism is a serious violation of the student honor code

(<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>). The Honor Code prohibits and defines plagiarism as follows:

“Plagiarism. A student shall not represent as the student’s own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- a) Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
- b) Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.”
(University of Florida, Student Honor Code)

I have a zero-tolerance policy for plagiarism. If you plagiarize, you will fail the assignment. You may also fail the class and be reported to the Office of the Dean of Students.

On Campus Assistance

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

Students who are struggling academically for any reason should speak with me during office hours. Additional resources are also available through the Writing Studio, located in 302 Tigert Hall: <https://writing.ufl.edu/writing-studio/>

Students who face difficulties completing the course or who are in need of counseling or urgent help may call the on-campus Counseling and Wellness Center (352) 392-1575, or contact them online: <http://www.counseling.ufl.edu/cwc/Default.aspx>

University Policies

Statement of Student Disability Services:

The Disability Resource Center in the Dean of Students Office provides information and support regarding accommodations for students with disabilities. For more information, see:

<http://www.dso.ufl.edu/drc/>

Statement on Harassment:

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. For more about UF policies regarding harassment, see: <http://www.dso.ufl.edu/sccr/sexual/>

Statement on Academic Honesty:

All students must abide by the Student Honor Code. For more information about academic honesty, including definitions of plagiarism and unauthorized collaboration, see: <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

Grade Appeals:

In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.

Course Evaluations:

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Schedule of Classes and Assignments

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All readings and assignments must be completed before class on the day they are listed.

Week 1

- T 8/22 Syllabus, Introductions; In-class writing activity
- R 8/24 “What is Literature?” - Terry Eagleton
Discussion of Writing Conventions, MLA, and Grammar

Week 2

- T 8/29 *Epic of Gilgamesh*, “Prologue” and Tablets 1-7
- R 8/31 **No Class: Instructor at Conference**
Discussion post due by midnight.

Week 3

- T 9/5 *Epic of Gilgamesh*, Tablets 8-11; Introduction to Greek Myths
- R 9/7 *The Iliad*, Book I [The Rage of Achilles]

Week 4

- T 9/12 *The Iliad*, Book XXII [The Death of Hector] & Book XXIV [Achilles and Priam]
- R 9/14 *Antigone* - Sophocles
Final Draft Essay 1 Due

Week 5

- T 9/19 Finish *Antigone* - Sophocles
“Critical Worlds: A Selective Tour” - Steven Lynn
- R 9/21 *Beowulf*, “Preface” and “Introduction”

Week 6

- T 9/26 *Beowulf*, lines 662-1798
- R 9/28 *Beowulf*, lines 1799-2509

Week 7

T 10/3 Selections from *The Tale of Genji* - Murasaki Shikibu

R 10/5 Peer Review
Rough Draft Essay 2 Due

Week 8

T 10/10 Selections from *A Thousand Nights and a Night*

R 10/12 Selections from *A Thousand Nights and a Night*
Final Draft Essay 2 Due

Week 9

T 10/17 Selection of poems - Rumi

R 10/19 How to Find Sources?
Library Day

Week 10

T 10/24 *The Inferno*, Cantos I-XVII

R 10/26 *The Inferno*, Cantos XVIII - XXXIV

Week 11

T 10/31 Selections from *The Bible* and *The Koran*

R 11/2 Selections from Indigenous creation stories

Week 12

T 11/7 **Conferences**

R 11/9 *Don Quixote*, Part I "Prologue"

Week 13

T 11/14 *Don Quixote*, "I Know Who I Am"
Essay Prospectus and Annotated Bibliography Due!

R 11/16 *Don Quixote*, "Part II "Prologue"

Week 14

T 11/21 *Don Quixote*, "Last Duel"

R 11/23 **No Class: Thanksgiving Break**

Week 15

T 11/28 Peer Review
Rough Draft Essay 3 Due

R 11/30 Selections from *The Book of the City of Ladies* - Christine de Pizan

Week 16

T 12/5 Course Evaluations and Final Questions
Final Draft Essay 3 Due

R 12/7 **No Class: Reading Day**

Grading SCALE

A	4.0	93-100%	930-1000	C	2.0	73-76	730-769
A-	3.67	90-92%	900-929	C-	1.67	70-72	700-729
B+	3.33	87-89%	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

Grading RUBRIC

Assignment specific grading rubrics will be distributed before that assignment is due. A general overview of how I arrive at the grades for all major assignments is below.

You should strive to excel in all three of these areas in each written assignment:

- 1) Content: How strong is your argument, development, and support?
- 2) Organization: How well-structured are your paragraphs? Do your overall ideas flow well?
- 3) Mechanics: How frequently do you make errors in grammar, style, and spelling?

An A level assignment is complete in content, is organized well, and has few to no mechanical errors. An assignment of this level also demonstrates originality and creativity, showing that the student took extra steps beyond what was required.

A B level assignment is solid overall in terms of content, organization, and mechanics, but may need some minor revision to one of these three areas. An assignment that receives this grade fulfills assignment expectations, but is also complete in content and relatively free of grammatical or mechanical errors.

A C level assignment has promise in some areas, but lacks the command, organization, persuasiveness or clarity of the A or B assignments. An assignment that receives this grade may be overlooking an important component of the assignment, or need significant revision.

A D level assignment does not yet demonstrate the basic lower division writing expectations. The paper has major issues in content, organization and / or mechanics. Assignments that receive this grade will often be incomplete, or have major issues with organization.

An 'E' is usually reserved for students who do not do the assignment or fail to attend class. However, an 'E' may also be given if an essay blatantly ignores instructions or has major problems in all three areas of evaluation.