LIT2110 – World Literature: Ancient to Renaissance
(Section 1951 & M181, Class #14668 & 30676), Spring 2020

Instructor Name: Satit Leelathawornchai
Course meeting times & locations:
>   Tuesdays, periods 5-6 (11.45-1.40) / MAT 0103 & Online
>   Thursdays, period 6 (12.50-1.40) via Zoom Conferences

Office Hours: Thursdays, 13.45-15.45 pm
Course website: Canvas
Instructor Email: satitl@ufl.edu

NOTE: This course meets onsite (in the assigned classroom) for 51% of the semester. Other class time will be held online via synchronous Zoom session.

Course Description:

This course surveys world literature from the ancient world to the 1600s. Course materials will include canonical works that represent major civilizations of the world, many of which continue to hold a place in national and global memories to this day. For instance, the epic of *Sunjata*, according to Jan Jansen, has created the "feelings of interconnectedness and belonging" for the multiethnic population of modern Mali while the *Iliad* of Homer, ever since it was composed, has been celebrated as a literary masterpiece throughout western history. A close examination of these works will bring a better understanding not only of the past but also the present of the peoples who have canonized them. At the same time, we will follow modern criticisms of these works and ponder these questions: Is it possible to attain a deep understanding of the foreign past without an inference of our modern bias? Should we treat foreignness with the cool contemplation of a historicist, or should we approach it with the passion of a presentist? We will probe into the minds of people in other temporal and cultural spaces, and we will look for what we can take away to build our present and future.

COVID Statement:

This semester, the university has mandated a return to face-to-face (F2F) teaching. To this end, it has required courses such as our own to observe the HyFlex model, wherein some students are present in the classroom even as others are simultaneously participating from remote locations. I am mindful, however, of the fact that we are still in the midst of a global pandemic and that a vaccine has not been made available to the general population.

If you are enrolled in a F2F section of this class, you are required to send me proof of a negative COVID test before you may attend class. As the instructor, I have the right to deny entry to any student who has not been tested or who has tested positive for COVID.

If you are registered for a F2F section of this class and suspect you may have been exposed to COVID, you should report for testing immediately and observe an obligatory quarantine period: https://coronavirus.ufhealth.org/screen-test-protect-2/. You should also report to me immediately so that you may continue your coursework by joining your classmates enrolled in remote sessions. Likewise, if I suspect I have been exposed to the virus, I will immediately report and quarantine. During this time, I will continue to teach all my students on the platform initially reserved for those enrolled in a remote section; I will give students enrolled in my F2F section clear instructions about joining online synchronous sessions.

I am aware of the fact that COVID-19 continues to impact our daily lives. Thus, if you are experiencing any hardships because of the virus, please contact me as soon as possible so that we may make any necessary arrangements contingent on your circumstances.

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:

The Norton Anthology of World Literature, Shorter Third Edition, Volume 1 (ISBN: 0393919609)

The following texts are available on Canvas:

1. Terry Eagleton, "What is Literature?"
2. Homer, *The Iliad* (Book 3 & Book 22)
3. Ovid, *Metamorphoses* (Book 1, Book 3, and Book 10)
4. Ruby Blondell, "'Bitch that I Am': Self-Blame and Self-Assertion in the Iliad"
5. Peter J. Ahrensdorf, "The Limits of Political Rationalism: Enlightenment and Religion in Oedipus the Tyrant"
6. Bina Gupta, "'Bhagavad Gita' as Duty and Virtue Ethics: Some Reflections"
7. Hektor K. T. Yan, "A Paradox of Virtue: The Daodejing on Virtue and Moral Philosophy"
8. James W. Earl, "The Forbidden Beowulf: Haunted by Incest"
9. Paul G. Chevigny, "From Betrayal to Violence: Dante's Inferno and the Social Construction of Crime"
10. Andrew Taylor, "Was There a Song of Roland?"
11. Jan Jansen, "The Intimacy of Belonging: Literacy and the Experience of Sunjata in Mali"

The following texts are in *Norton Anthology of World Literature*

- Sophocles, *Oedipus the King*
- *The Bhagavad Gita* (abridged)
- Laozhi, *Daodejing* (abridged)
- *Beowulf*
- *The Song of Roland* (abridged)
- Marie de France, *Lais* (abridged)
- Dante Aligheri, *Inferno*
- *Sunjata: A West African Epic of the Mande Peoples* (abridged)
- Miguel de Cervantes, *Don Quixote* (abridged)
- *Popol Vuh* (abridged)

Assignments (see below for Grading Rubric):

10% (100 points) - Active Participation/Attendance
Starting the third week of class, you will be required to generate questions or observations on the course readings. Please post your questions/observations on Canvas prior to the days the readings are discussed in class. Your posts will not be graded for content, but failure to submit them will result in a reduction of your participation grade. 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) - 4 Critical Response Papers (400 words each)
Throughout the semester, you will write and submit 4 response papers analyzing the reading and addressing larger concerns evoked through your reading. These responses should be a close reading that raises *critical* issues concerned with textual meaning. For example, you may detect a problem or obscurity within the text and respond to that, or you may discuss the meaning of a certain theme or motif.

10% (100 points) – Essay 1: Close Reading Analysis (700 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 (1,200 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 Analysis 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:

1. You must complete all *assignments* to receive credit for this course.

2. *Attendance*: Attendance is mandatory and will be taken daily. You will fail the course if you accrue six 50-minute absences. You will earn a lowered course grade if you accrue 4 absences. Note that missing a *double* session counts as 2 absences. Absences will be excused only in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and those absences covered by UF's twelve-day rule (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/).

3. Latecomers receive partial absences and must see me after class so I know you attended.

4. *Paper Format & Submission*: All assignments are due via Canvas prior to the start of class on the noted due date. If an emergency occurs that affects your ability to complete your work, please notify your instructor as soon as possible. Your papers should be formatted according to MLA style and should be in 12-point Times New Roman font and double-spaced with 1-inch margins with the appropriate heading and pages numbered.

5. *Late Papers/Assignments*: Except in the case of certified illness or other UF accepted excuse (https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/), there will be no make-up option for a missed exam or late assignment. Where possible, make-ups should be arranged by email or in person prior to the expected absence. In case of illness, student should contact instructor on his or her return to classes and produce documentation of their illness or emergency.

6. *Paper Maintenance Responsibilities.* Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.

7. *Academic Honesty and Definition of Plagiarism.* Plagiarism violates the Student Honor Code and requires reporting to the Dean of Students. All students must abide by the Student Honor Code: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/.

8. Students with *disabilities* who are requesting accommodations should first register with the Disability Resource Center (352-392-8565, https://disability.ufl.edu/), which will provide appropriate documentation to give the instructor early in the semester.

9. For information on UF Grading policies, see: https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

10. *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). Please contact Ms. Blount at cblount@ufl.edu. Grade appeals may result in a higher, unchanged, or lower final grade.

11. *Course Evaluations.* Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: https://ufl.bluera.com/ufl/

12. 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: https://counseling.ufl.edu/

13. *Classroom behavior and netiquette:* 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).

14. *UF's policy on Harassment*: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty: https://titleix.ufl.edu/about/title-ix-rights/

15. *Policy on environmental sustainability.* Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County Friends of the Library annual book sale.)

	Course Schedule	Assignments
Week 1		
T Jan 12	Course Introduction	
R Jan 14	- Terry Eagleton, "What is Literature?" *[Canvas]*	
Week 2		
T Jan 19	- Homer, *The Iliad* (Book 3, pp. 67-83) *[Canvas]* - Ruby Blondell, "'Bitch that I Am': Self-Blame and Self-Assertion in the Iliad" *[Canvas]* Summary of *Iliad*: https://youtu.be/nig3gDWwISA Summary of Book 3: https://youtu.be/C8NjV9qYeU0 Summary of Book 22: https://youtu.be/naDTV8_AKaU Trojan war: https://public.wsu.edu/~delahoyd/mythology/preiliad.html	
R Jan 21	- Homer, *The Iliad* (Book 22, pp. 515-531) *[Canvas]*	
Week 3		
M Jan 25		Critical Response 1
T Jan 26	Workshop 1: Close Reading - Ovid, *Metamorphoses*, Book 1 & 3 (pp. 2-16 & 62-87) *[Canvas]*	
R Jan 28	- Ovid, *Metamorphoses,* Book 10 (pp. 277-286) *[Canvas]*	
Week 4		
T Feb 2	- Sophocles, *Oedipus the King* (pp. 475-509)	
R Feb 4	- Sophocles, *Oedipus the King* (pp. 509-525) - Peter J. Ahrensdorf, "The Limits of Political Rationalism: Enlightenment and Religion in Oedipus the Tyrant" *[Canvas]*	Close Reading
Week 5		
T Feb 9	Workshop 2: Finding Sources - *The Bhagavad Gita* (pp. 726-736) - Bina Gupta, "'Bhagavad Gita' as Duty and Virtue Ethics: Some Reflections" *[Canvas]*	
R Feb 11	- *The Bhagavad Gita* (pp. 736-745)	Critical Response 2
Week 6		
T Feb 16	- Laozhi, *Daodejing* (pp. 780-788) - Hektor K. T. Yan, "A Paradox of Virtue: The Daodejing on Virtue and Moral Philosophy" *[Canvas]*	
R Feb 18	- Laozhi, *Daodejing* (pp. 788-790)	
Week 7		
T Feb 23	- Beowulf (pp. 885-928)	
R Feb 25	- Beowulf (pp. 928-960) - James W. Earl, "The Forbidden Beowulf: Haunted by Incest" *[Canvas]*	Close Reading with Research
Week 8		
T Mar 2	- Marie de France, *Lais* (pp. 1029-1045)	
R Mar 4	- Marie de France, *Lais* (pp. 1045-1048)	
Week 9		
T Mar 9	- *The Song of Roland* (pp. 985-1004)	
R Mar 11	- *The Song of Roland* (pp. 1004-1029) - Andrew Taylor, "Was There a Song of Roland?" *[Canvas]*	

Week 10		
M Mar 15		Critical Response 3
T Mar 16	- Dante Aligheri, *Inferno* (pp. 1049-1111)	
R Mar 18	- Dante Aligheri, *Inferno* (pp. 1111-1172) - Paul G. Chevigny, "From Betrayal to Violence: Dante's Inferno and the Social Construction of Crime" *[Canvas]*	
Week 11		
T Mar 23	- *Sunjata: A West African Epic* (pp. 1514-1540)	Prospectus
R Mar 25	- *Sunjata: A West African Epic* (pp. 1540-1554)	
Week 12		
T Mar 30	- *Sunjata: A West African Epic* (pp. 1554-1576) - Jan Jansen, "The Intimacy of Belonging: Literacy and the Experience of Sunjata in Mali" *[Canvas]*	
R Apr 1	- Miguel de Cervantes, *Don Quixote* (pp. 1666-1703)	
F Apr 2		Critical Response 4
Week 13		
T Apr 6	- Miguel de Cervantes, *Don Quixote* (pp. 1703-1767)	
R Apr 8	- Miguel de Cervantes, *Don Quixote* (pp. 1767-1800)	
Week 14		
T Apr 13	- *Popol Vuh* (pp. 1905-1911)	
R Apr 15	- *Popol Vuh* (pp. 1911-1919)	
Week 15		
T Apr 20	Workshop 3: Critical Analysis Peer Review (online)	Researched Critical Analysis (Rough Draft)
W Apr 21		Researched Critical Analysis (Final Draft)

Grading/Assessment Rubric:

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

Assessment Rubric

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.