



**LIT 2110: Survey of World Literature - Ancient to the Renaissance (section 4C93)
(class# 15832), Fall 2021**

Instructor Name: Deepthi Siriwardena

Course meeting times & locations: MWF: Period 8 (3.00pm-3.50pm)

Location: TUR 2353

Office Location and Hours: TBD. Wednesdays period 8 & 9 or by appointment

Office hours link: <https://ufl.zoom.us/j/2871623888>

Instructor Email: deesiri@ufl.edu

Resource Personnel:

- 1) Rare Books Librarian: Dr. Neil Weijer n.weijer@ufl.edu
- 2) Digital Humanities Specialist: Ms. Tiffany Esteban tcesteban@ufl.edu

Course Description:



Figure 1: A partial view of Raphael's School of Athens (1508)

This course takes you on an exploration of a truly fascinating period of human history in an exciting quest to discover the roots of some of our modern-day ideas, ideals and creativity. Reading a variety of texts from a range of genres such as epics, dramas, poetry and prose, we will meet a host of delightful characters including a whole array of meddling gods and goddesses, great heroes, terrifying monsters, illustrious rulers, star-crossed lovers and some of the world's greatest sages whose thought still shape modern day views about life and salvation. These texts will take us on some incredible journeys - right around Halloween we



will descend into Hell and meet the Devil - as we discuss lofty topics such as the creation of the world and the purpose of life, along with more mundane topics like love and lust, treachery and revenge, war and intrigue that will dispel the myth of the ancients as boring, solemn, God-fearing people. Temporally, our discussion will span from the time before Christianity to the 15th-16th centuries, known as the height of European Renaissance. Geographically, we will cover texts from both the Western and the Eastern world. Due to the length of the texts and time constraints, some of our texts will be limited to excerpts. However, they would still provide us with sufficient engagement with these acclaimed classics that are considered to be the cornerstone of human thought and civilization.

Our expansive survey covers a period that is highly significant in human history and civilization. Politically, the vast period we cover saw the emergence and the collapse of some of the world's greatest empires. Culturally, the period produced some of the most generative texts in human history that continue to inspire our own literary-cultural production today. In this course, we will engage especially with the cultural significance of the period we cover and will discuss how these texts reflect the context of their production as well as how they influence our contemporary culture. Students will have ample opportunities for both analytical and creative work through close readings, critical and creative responses as well as the chance to improve a variety of research and writing skills.

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.

Recommended Texts:

The texts for this course will be provided as e-copies. You can find them on Canvas under Files. The following text is highly recommended. This text is recommended because it provides annotations that help you understand the text better. If you don't purchase this text, you will be provided with an e-copy but the e-text will not have any helpful notes or annotations.

- Shakespeare, William. *The Tempest*. The Arden Shakespeare; 4th edition. ISBN: 978-1408133477

The Texts we are reading

Text	Country
<i>The Epic of Gilgamesh</i>	Mesopotamia (modern day Iraq/Syria)
Homer's <i>The Odyssey</i>	Greece
Hesiod's <i>Theogony & Work and Days</i>	Greece
Ovid's <i>Metamorphosis</i>	Rome
<i>The Rig Veda</i>	India
<i>Therigatha and Theragatha</i>	India
Aristophanes' <i>Lysistrata</i>	Greece
Vergil's <i>The Aeneid</i>	Rome
<i>Beowulf</i>	England



Dante's <i>Inferno</i>	Italy
Shakespeare's <i>The Tempest</i>	England
<i>A Thousand and One Nights</i>	Arabia (modern day Iran, Saudi Arabia, India)
Cervantes' <i>Don Quixote</i>	Spain
Basho's <i>The Narrow Road to the Deep North</i>	Japan
Lao Tzu's <i>Tao Te Ching</i>	China

Assignments (see below for Grading Rubric):

Assignments	Word count	Points
<p>Close Reading Paper For this paper you are required to focus on a single passage in a text we have read so far and trace out how the author develops a particular idea/theme through that passage. You should attempt to trace out the way the author creates meaning through his choice of characterization, diction, literary devices and narrative structure. You need to develop an argument regarding the entire text through your reading. There should be no reference in your essay to outside texts. This is your chance to establish your own critical sense about the text so don't be afraid to voice out your opinion and support it with evidence from the text.</p>	700	100
<p>Critical Analysis paper This paper requires you to build an argument about a single theme about one of the works we have examined. You need to consult 2 outside sources that have examined this work.</p>	1200	180
<p>Final Project The Final Project is a Digital project. This project is targeted to allow you to learn a transferable skill by developing your digital literacy skills. This project requires you to create an online project on one of the texts we read for class. You may choose ONE from the following options:</p>	2000	300



<ol style="list-style-type: none"> 1. Historical context approach: create an online project that presents your chosen text with relevant socio-historical background information, related resources. 2. Socio-cultural approach: create an online project that showcases your chosen text and some adaptations of it. 3. Literary studies approach: create an online project that showcases how a single concept (i.e: Hell) has been developed in 2-3 texts we have read in class. 4. Creative approach: this is your own creative rendition (i.e: comic, memes, anime, art, photography etc.) that is inspired by one of the texts which is presented in a digital format. You may develop one of your creative responses. 5. Science focused approach: create a digital project that explores how one of the concepts in the texts (i.e: creation) converges with and diverges from modern scientific views. <p>If you have a different idea for a project, please come and discuss it with me.</p> <p>Please note that:</p> <ul style="list-style-type: none"> ● You will be introduced to digital writing tools during the course ● Pair work will be allowed for those who wish to do so. Each individual must fulfill the individual word count. ● To receive full credit, your project must be accompanied with a reflection. Instructions will be provided in class. 		
<p>Creative Personal Responses</p> <p>This ongoing assignment gives you credit for your creative responses inspired by the texts we study in class. This is geared to make you think out of the box and give a fun opportunity to put your own personal creative spin on the texts you are reading. You may choose ONE of the following approaches when drafting your responses:</p> <ol style="list-style-type: none"> 1. You may purpose a sequel, an alternative ending, a narration of the story from the perspective of a different character, setting the story in a different spatio-temporal context, adapting characters from a story to narrate a story of our own time etc..You need not write the actual story for your response but explain your general idea and why it would be an interesting supplement to the text. You need to argue that your proposed creative venture could enhance the text or our understanding of it. 	1000	150 (50*3)



<p>2. An idea for presenting the story in a different, preferably more modern genre/format (i.e: memes, video games, songs etc)</p> <p>3. Additionally, you may comment on an instance in a text we read (theme, characters etc) appear to resonate with our contemporary society: Have you come across similar characters or seen similar themes being explored in pop culture media of our own time?</p> <p>To receive full credit:</p> <ul style="list-style-type: none"> ● These responses should be approximately 330 words and in the form of a coherent paragraph. ● You need to submit three responses for the three course sections. ● After submitting your own response, you must read and offer constructive feedback on one classmate's entry. 		
<p>Critical Discussion Lead Responses</p> <p>Critical Reading Response papers allow you to work through and put down on paper ideas that occurred to you while you were completing the reading assignments BEFORE we discuss the text in class.</p> <p>For these short reading responses, you will write a critical reflection about the thoughts that occurred to you while you were reading the text. Focus on a single theme/an issue the author is exploring, the possible connections you see between the text and other texts (books, poems, tv shows, films) that we read in class or that you have read elsewhere. You will finish the response by posing 2-3 questions that you would like to discuss further in class. The questions should be focused on not only the issue you explored but must consider the entire reading assigned for that day. Think of these responses as a more polished version of your regular in class check-in responses.</p> <ul style="list-style-type: none"> ● You are required to submit two responses on two chosen texts in the three sections of the course. ● These will be posted on Canvas. ● These responses must be submitted prior to class, midnight on the day before. ● These should be approximately 350 words each inclusive of the questions at the end. ● The texts and the dates will be assigned to you at the end of the first week. 	700	100 (50*2)
Library Archives Journal	400	50



<p>Throughout the semester we will be accessing the archives in Library East to look at some rare editions of texts that we are reading in class. During these sessions, you will be able to see firsthand how the texts we are reading for class have been adapted and reworked throughout centuries.</p> <p>You are expected to take notes and photos of these editions and compile 3 journal entries based on what we saw and discussed during the three visits. You will submit all three entries together on a deadline stipulated in the syllabus.</p> <ul style="list-style-type: none"> ● Look at the syllabus schedule for the days marked for Library Archives sessions. More details will be provided in class. <p>Extra Credit Opportunity: If you do one additional entry based on the consultation of editions in Library East of one additional text we are reading, you will receive 10 points of extra credit. For this, you need to contact Dr. Neil Weijer (Rare Books librarian), express your interest and ask him to show you the editions he has available for the text you have in mind.</p>		
<p>Class activities and Participation</p> <p>Participation is a crucial part of success in this class. Students will be expected to work in small groups and participate in group discussions, writing workshops, peer reviews, and other in-class activities. Be prepared for unannounced quizzes and activities on the readings or classroom discussion. Class participation includes:</p> <ul style="list-style-type: none"> ● In class check-in: students are expected to come to each class session with at least one question/comment/criticism of the assigned reading and share it with the class during discussion. ● In addition, the planning and preparation also involves the submission of the Prospectus for the final paper. ● Class activities may include individual work, group work, pop quizzes, peer reviews etc...Students must be present for all in-class activities to receive credit for them. In-class work cannot be made up. ● Missing a peer review will result in a 5% deduction from the final grade of the essay. 		120
<p>Peer Reviews</p>		



Peer reviews for the three major papers are required for this class. In order to ensure best quality work, the peer review will happen online during class time (not via zoom). You will be assigned a peer review partner. On the day of the peer review, please upload your completed draft to the Peer Review discussion post by 3pm. The earlier you can do this the better. Then find your partner's uploaded draft and download it to your computer. Complete your review using the Review tab on MS word (More instructions on the Discussion post) Upload the reviewed paper on the Discussion thread with your overall comment by 3.50 pm.

Note: The peer review is not graded. However, missing a peer review (either failing to upload yours or failing to comment on your partner's within the given time) will cost you a 5% deduction from the final grade you will get for that particular essay. If you neither upload your paper nor comment on your partner's, the deduction will be 10% of the grade.

Course Policies:

1. You must complete all *assignments* to receive credit for this course.
2. **Attendance:** Because of the participatory nature of this course, attendance is crucial. After three unexcused absences, each subsequent absence will result in a letter-grade deduction from your final grade (4 absences: 5% off final course grade, 5 absences: 10% off final course grade). **Six absences will result in the automatic failure of the overall course.**

Excused absences are for participation in university sponsored events (e.g: athletic meets etc), religious holidays or state requirements like court appearances or jury duty. To be considered an excused absence, the student should produce a note of excuse from the relevant authorities and must inform the instructor **prior** to getting absent.

During the present circumstances, excused absences will be given for personal and family illness. In such a case, write an email and inform me as soon as possible. You may produce your doctor's note later on.

Remember that excused absences require appropriate documentation from relevant authorities. If you are absent, you are still responsible for knowing the



material and for turning in any assignments due that day (except for in-class activities that may be assigned on that day.)

If you have a chronic medical condition that will use up more than your 3 allotted absences, you should contact me and provide documentation.

Latecomers receive partial absences and must see me after class so I know you attended. You are responsible for keeping track of your absences.

To be considered present, students are expected to read and bring the required reading for the day to class with them.

For more information on UF attendance policy see
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

3. **Paper Format & Submission:** All papers must be in 12-point Times New Roman font, double-spaced with 1-inch margins, and every page should include your name and a number.
All papers should be submitted on Canvas. All citations must be in the MLA format.
4. **Late Papers/Assignments:** I do not generally accept late papers. However, depending on the case you make for extenuating circumstances, I will consider a request for an extension if you approach me at least two days before the assignment is due. A late paper or other assignment will lose half a letter grade for each day it is late. I advise completing all assignments early to ensure that you can print or submit them without problems.
5. **Participation:** The quality and frequency of your contributions to class discussions determine the participation grade. Learning to participate effectively in discussions, is an important professional skill that you need to develop. Please do not hesitate to ask questions and offer your impressions- even your confusions – because it is your input that will enrich our discussions.
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. **Canvas and Email:** Be sure to check Canvas often for announcements, assignments, readings, and updates to the schedule. When emailing me, please allow at least 24 hours for a response.
8. **Academic Honesty and Definition of Plagiarism:** UF students are bound by The Honor Pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the



Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment.’” The Honor Code (<https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions:

Plagiarism includes but is not limited to:

- a. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- b. Self-plagiarism, which is the reuse of the Student’s own submitted work, or the simultaneous submission of the Student’s own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- c. Submitting materials from any source without proper attribution.
- d. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

9. 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.
10. *Students who are in distress* or who are in need of counseling or urgent help: please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to you. UF’s Counseling and Wellness Center offers additional support: 352-392-1575, or contact them online: <https://counseling.ufl.edu>
11. For information on UF Grading policies, see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
12. **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, (cblount@ufl.edu) in the Department office (4008 TUR). Grade appeals may result in a higher, unchanged, or lower final grade.
13. **Course Evaluations.** Toward the end of the semester, you will receive email messages asking you to go online and evaluate this course: <https://evaluations.ufl.edu/evals/Default.aspx>
14. 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/>
15. **Classroom behavior and netiquette:** The best classroom experience comes from students respecting each other and the instructor. This includes everything from



coming to class on time, to refraining from private conversations during class, to not texting during a lecture. You are encouraged to join in class discussions, and varying views are welcomed, but please refrain from using obscene or offensive language and from interrupting others.

As I may assign in-class work that need to be submitted on Canvas, you are required to bring laptops and tablets to class. However, these devices are to be used only for accessing texts or doing the work the instructor has assigned. If you are not using a soft-copy of the text, you are required to put away the devices during discussion time.

In consideration of the health and safety of you and your classmates, **you are expected to wear approved face masks at all times while in class even if you are vaccinated.** For more on this, please read policy 19 on current UF policies.

16. *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/>

17. *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.)

18. *Recording Policy*

A Student may record a class lecture for three specified purposes as outlined in House Bill 233/Section 1004.097, Florida Statutes:

1. For the student's own personal educational use;
2. In connection with a complaint to the University where the recording is made
3. As evidence in, or in preparation for, a criminal or civil proceeding.

Students may audio or video record a class lecture for a class in which the student is enrolled. Students do not need advance permission, or to provide notice, to record. A class lecture is defined as an educational presentation delivered by faculty (instructor of record) or guest lecturer, as part of a University of Florida course, intended to inform or teach enrolled students about a particular subject. Lecture is inclusive of faculty-led discussions that are integrated into the educational presentation.



A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

A recording of a class lecture may not be published without the consent of the lecturer.

Publish is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet.

A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

19. Current UF Policies

In response to COVID-19, the following practices are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.
- **You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated.** Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators.
 - a) Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
 - b) Hand sanitizing stations will be located in every classroom.



- If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - a) Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - b) If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.
- Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.
- Synchronous remote meeting option may be made available. Details will be provided in class.

20. Office Hours policy

Students are required to wear a mask when they come to meet me in my office. For those who do not wish to do so or for those who prefer to meet remotely, please use the following link: **Office hours link:** <https://ufl.zoom.us/j/2871623888>

Grading/Assessment Rubric

In each written assignment, I will be looking at:

1. **Content:** How strong is your argument, development, and support? Is there a clear and complex thesis statement? Do you display a firm understanding of the text and does your content seem relevant to your assignment? Do you provide adequate support in terms of quotes from both the primary and secondary sources? Are the sources well synthesized?
2. **Organization:** How well-structured are your paragraphs? Do they have clear topic sentences and does the para support ideas introduced in the topic sentence? Do



your overall ideas flow well with proper transitions? Instead of sounding like a catalogue of ideas, does the essay show a sense of development/progression while supporting the thesis statement?

3. **Style:** Do you display a firm grasp of vocabulary in terms of apt word choice? Is your word choice suitable to the context, genre and discipline? Do your sentences display complexity and logical structure? Is there sentence variety (a mix of simple, complex and compound sentences) Are your sentences overly long or awkward or are they well-crafted and read smoothly?
4. **Mechanics:** How frequently do you make errors in grammar, spelling, MLA citations, paper formatting (title, page numbers, due dates etc) ?

“A-level” Paper

- Follows and meets all the requirements in the assignment guidelines
 - The thesis (or argument) is clearly articulated, original, and well-supported; the argument is analytical rather than descriptive. *Important note: An “A” paper usually goes beyond analyses and ideas shared in class.
- Subsequent paragraphs build on and support the paper’s central thesis or argument
- Examples and evidence from the texts back up (but do not subsume) your own critical analysis
 - The writing is clear and dynamic with varied sentence length and structure.
 - The paper is free of most grammatical and spelling errors.
 - MLA formatting is uniformly (and correctly) followed throughout.
 - Should have a distinct and strong conclusion that does not simply rehash the paper’s original thesis

“B-level” Paper

- Follows and meets most of the requirements in the assignment guidelines
 - Has a good thesis, but the wording might be less clear and/or fluid or weaker in its argumentation
 - Still builds up and supports the paper’s main argument but does not create compelling nor strong connections between the ideas presented in each paragraph
 - Does not analyze textual evidence as critically or as in depth as the “A” paper
 - Puts forth a solid argument but may have unclear language, spelling, or grammatical errors and superficial or vague analysis in a few places
 - MLA formatting is uniformly (and correctly) followed throughout
 - Conclusion is strong

“C-level” Paper

- Follows and meets some of the requirements in the assignment guidelines
- Does not clearly articulate or fully develop thesis; it is more descriptive rather than analytical
 - Does not wholly engage with or defend the paper’s key argument throughout



- The writing is largely incoherent and disorganized but may have instances of proper analysis and clear argumentation
- Does not incorporate sufficient textual evidence to support the main argument and claims
- MLA formatting is not uniformly (nor correctly) followed throughout
- Lacks a clear conclusion

“D-level” Paper and below

- Does not meet any of the requirements in the assignment guidelines
- Lacks a clearly articulated and well-developed thesis
- Does not engage with or defend the paper’s key argument throughout
- Does not successfully incorporate any textual evidence to support the main argument and claims
- Shows blatant disregard of proper grammar and punctuation
- The writing is vague and has several errors in analysis and argumentation
- Does not follow MLA formatting guidelines
- Lacks a conclusion

Grading/Assessment Rubric:

A	93-100%	B	83-86.9%	C	73-76.9%	D	63-66.9%
A-	90-92.9%	B-	80-82.9%	C-	70-72.9%	D-	60-62.9%
B+	87-89.9%	C+	77-79.9%	D+	67-69.9%	E	0-59.9%

Tentative Weekly Schedule:

*****The Work Due column only notes the due dates of peer reviews and major papers. It does not list the homework assignments and class activities you are required to complete.**

*****All texts can be found on Canvas under Files. In addition to these texts, the syllabus provides links to brief supplementary materials you are expected to read in conjunction with the text. If a student does not wish to read the e-copy provided, he/she may consult with me and purchase the unabridged version of the text.**

*****Please understand that given the unpredictability of the times we live in, the schedule and modality are subject to change. You will be notified accordingly.**

WEEK	DATE	DISCUSSION/REQUIRED READING	DUE
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		Unit 1	
1	M 8/23	Syllabus and Preliminary remarks	
	W 8/25	Italo Calvino's "Why Read the Classics?" (on Canvas) + discussion of writing	
	F 8/27	<p><i>The Epic of Gilgamesh</i> tablet 1- 4</p> <p>Watch: Mesopotamia and Gilgamesh background https://www.youtube.com/watch?v=xVf5kZA0HtQ https://www.youtube.com/watch?v=JzljAnq5-ys&ab_channel=CrashCourse</p> <p>Timeline: https://www.learner.org/series/invitation-to-world-literature/the-epic-of-gilgamesh/the-epic-of-gilgamesh-map-timeline/</p>	
2	M 8/730	<i>The Epic of Gilgamesh</i> tablet 5-8	
	W 9/1	<p><i>The Epic of Gilgamesh</i> tablet 9 -11</p> <p>Watch: Summerian creation myth https://www.youtube.com/watch?v=VMgeU5ObVLU&ab_channel=FionaPassantinoFionaPassantino</p>	
	F 9/3	Homer's <i>The Odyssey</i> - Book 1, 2, 4	
	M 9/6	No class: Public holiday	



3	W 9/8	<i>The Odyssey</i> - Books 5 - 8	
	F 9/10	How to construct a thesis and do a close reading?	
4	M 9/13	<i>The Odyssey</i> - Books 9 - 12 Watch: https://www.youtube.com/watch?v=CVo225pUaSA&ab_channel=TED-EdTED-Ed	
	W 9/15	<i>The Odyssey</i> - 13, 16, 18	
	F 9/17	<i>The Odyssey</i> - Book 21 -24 Library Archives session.	
5	M 9/20	Hesiod's extract from <i>Theogony</i> (210) & from <i>Work and Days</i> (60 -150)	
	W 9/22	Ovid's <i>Metamorphoses</i> from Book 1: creation and after Read: The Bible: Genesis: chapter 1 and chapter 2 https://www.vatican.va/archive/bible/genesis/documents/bible_genesis_en.html	
	F 9/24		



		<i>From Book 10: Orpheus, Pygmalion, Myrrha, Venus & Adonis</i>	
6	M 9/27	<p><i>The Rig Veda</i>: Creation Hymn: 10: 9 and 10:129</p> <p>Watch:</p> <p>Hinduism & the Hindu Pantheon: https://www.youtube.com/watch?v=xlBEEuYIWwY</p>	
	W 9/29	Peer review of the Close Reading paper	Peer review draft due
	F 10/1	<p>Buddhist literature: Selections from <i>Theragatha</i> and <i>Therigatha</i></p> <p>Watch:</p> <p>Buddhism & Nirvana https://www.youtube.com/watch?v=tilBs32zN7I&ab_channel=TheSchoolofLifeTheSchoolofLifeVerified</p> <p>https://www.youtube.com/watch?v=QfVtcxSI96w&ab_channel=TheSchoolofLifeTheSchoolofLifeVerified</p> <p>Buddhist “creation” story https://www.youtube.com/watch?v=qansyCThC_k&ab_channel=BethHeathBethHeath</p>	Close Reading paper due by midnight
Unit 2			
7	M 10/4	<p>Aristophanes’s <i>Lysistrata</i> - pg 4 - 40</p> <p>Watch: Greek Comedy https://www.youtube.com/watch?v=H-BvMbfkxcc</p>	First creative personal reflection due - texts from 8/27 - 10/1



	W 10/6	<i>Lysistrata</i> -Pg 41 - end	
	F 10/8	No class: Homecoming	
8	M 10/11	Virgil's <i>The Aeneid</i> Book 1 & 2 Watch: Augustus Caesar & Pax Romana https://www.youtube.com/watch?v=lWh6dvdrQkQ&ab_channel=NBCNewsLearn	
	W 10/13	<i>The Aeneid</i> Book 4 & 6	
	F 10/15	<i>The Aeneid</i> Book 12	
9	M 10/18	<i>Beowulf</i> line 1 - 836 Intro: https://www.youtube.com/watch?v=vJaW0Q4UNyY&ab_channel=historyteachershistoryteachers Literary devices: https://www.youtube.com/watch?v=6Bcb2_CoO_w	
	W 10/20	<i>Beowulf</i> line 837 - 2220 Read: "Monsters" https://sites.nd.edu/manuscript-studies/2018/07/20/mearcstapan-monsters-across-the-border/	
	F 10/22	<i>Beowulf</i> : lines 2221 - end	
	M 10/25	Dante's <i>Inferno</i> - canto I - XVIII	.



10		Watch: The Divine Comedy https://www.youtube.com/watch?v=DyRaCwgRKXk&ab_channel=historyteachers	
	W 10/27	<i>Inferno</i> - canto IX - XVII	
	F 10/29	<i>Inferno</i> - canto XVIII - XXV	
11	M 11/1	<i>Inferno</i> - canto XXVI - end Library Archives session:	
	W 11/3	Peer Review of the second paper	Peer Review draft due
	F 11/5	Introduction to Digital Projects with Dr. Tiffany Esteban Class meets in Scott Nygren Scholars studio, Library West	Critical Analysis paper due by midnight
Unit 3			
12	M 11/8	Selections from <i>A Thousand and One Nights</i> pg 1 - 19 Read: "Orientalism" https://scholarblogs.emory.edu/postcolonialstudies/2014/06/21/orientalism/ Watch 2 videos: https://www.youtube.com/watch?v=7I5CXW2qEfY&ab_channel=TRTWorldTRTWorld https://www.youtube.com/watch?v=MKz8D2ykBhw&ab_channel=artspace	Second creative reflection due - texts from 10/4 - 11/5



	W 11/10	<i>A Thousand and One Nights</i> pg 19 - 50	
	F 11/12	<i>A Thousand and One Nights</i> pg 50 -120 Library Archives session	
13	M 11/15	Shakespeare's <i>The Tempest</i> - Act 1 Watch: Elizabethan theater: https://www.youtube.com/watch?v=m3VGa6Fp3zl&ab_channel=i2iTraveli2iTravel Shakespeare in our time: https://www.youtube.com/watch?v=lv4fWhObaTM&ab_channel=TheNewYorkTimes	Brainstorm the final project discussion post due by midnight
	W 11/17	Shakespeare's <i>The Tempest</i> - Act 2 - end of Act 3 scene 2	
	F 11/19	Shakespeare's <i>The Tempest</i> - Act 3 scene 3 - end Watch: Shakespeare & Hip Hop https://www.youtube.com/watch?v=JvvUv5oxGqE	
14	M 11/22	Cervantes's <i>Don Quixote</i> Part 1: Author's Preface & chapters 1- 5 Watch: Knights and Chivalry https://www.youtube.com/watch?v=pG0dMxybV_8&ab_channel=FacesofAncientEuropeFacesofAncientEurope	Library visit journal due by midnight
	W 11/24	No class: Thanksgiving break	



	F 11/26	No class: Thanksgiving break	
15	M 11/29	<i>Don Quixote</i> Chapter 7(pg.92) - 12 & 22	Prospectus due
	W 12/1	<i>Don Quixote</i> Part 2: Author's Preface & chapter 64-65 & 73 & 74 Summaries: https://www.spainthenandnow.com/spanish-literature/don-quixote-part-ii-1615-summary	Course evaluations
	F 12/3	Matsuo Basho's <i>The Narrow Road to the Deep North</i> Watch: Basho & Zen Buddhism https://www.youtube.com/watch?v=90-2Dg2CJdw Haiku https://www.youtube.com/watch?v=qnXY5-DJdd0	
16	M 12/6	Lao Tzu's <i>Tao Te Ching</i>	Third creative reflection due: texts from 11/8 - 12/6
	W 12/8	Peer Review of the Final Project	
	F 12/10		Final project due by midnight



