

LIT2110 – World Literature: Ancient to Renaissance (Section 4C93), Fall 2023



Instructor Name: Dinalo Chakma

locations:

Instructor Email: dinalo.chakma@ufl.edu

Office Hours: Thursdays 1.45-3.45 PM

Course website: Canvas

Course meeting times &

Tuesdays, periods 5-6 (11.45-1.40) / LIT01

Thursdays, period 6 (12.50-1.40) / TUR2303

Course Description

Literature has the power to transport our imagination across time, space, and cultures. By prompting deep connections and building empathy, it can help us evaluate our present conditions and even revise our worldview. World literature classes should facilitate students in interacting with cultures they are not familiar with. 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.

Course materials will include literary 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.

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. Ruby Blondell, "'Bitch that I Am': Self-Blame and Self-Assertion in *The Iliad*"
3. Bina Gupta, "'Bhagavad Gita' as Duty and Virtue Ethics: Some Reflections"
4. Hektor K. T. Yan, "A Paradox of Virtue: The Daodejing on Virtue and Moral Philosophy"
5. James W. Earl, "The Forbidden Beowulf: Haunted by Incest"
6. Selections from Indigenous creation stories
7. Paul G. Chevigny, "From Betrayal to Violence: Dante's Inferno and the Social Construction of Crime"
8. Jan Jansen, "The Intimacy of Belonging: Literacy and the Experience of Sunjata in Mali"

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

- Virgil, *The Aeneid*
- *The Bhagavad Gita* (abridged)
- Laozhi, *Daodejing* (abridged)
- *Beowulf*
- Marie de France, *Lais* (abridged)
- Dante Alighieri, *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. 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 (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

You must complete all *assignments* to receive credit for 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.

As indicated in the course schedule, the last two classes will be held on zoom. I will be outside of Gainesville due to personal commitments.

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:

Above 3 absences and less than 7 absences: 5% off participation grade

7 absences: 10% off participation grade

8 absences: 15% 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.

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

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 E-Learning is not functioning properly when you attempt to submit a paper, you can always send me an email attachment.

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 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.

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., Chakma_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)

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).

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>

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.

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>

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.)

1. For information on UF Grading policies, see:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>
2. *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.
3. *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/>
4. 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/>
5. *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).
6. *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/>
7. *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 | | |
| R Aug 24 | Course Introduction | |
| Week 2 | | |
| T Aug 29 | - Terry Eagleton, "What is Literature?" [Canvas] - <i>Epic of Gilgamesh</i> , "Prologue" and Tablets 1-7 | |
| R Aug 31 | - <i>Epic of Gilgamesh</i> , Tablets 8-11; | |
| Week 3 | | |
| M Sep 4 | | Critical Response 1 |
| T Sep 5 | - Introduction to Greek Myths - <i>The Iliad</i> , Book I [The Rage of Achilles] - <i>The Iliad</i> , Book XXII [The Death of Hector] Summary of <i>Iliad</i> : https://youtu.be/nig3gDWwISA Trojan war: https://public.wsu.edu/~delahoyd/mythology/preiliad.html | |
| R Sep 7 | Workshop 1: Close Reading Book XXIV [Achilles and Priam] | |
| Week 4 | | |
| T Sep 12 | - Virgil (70-19 BCE), From <i>The Aeneid</i> | |
| R Sep 14 | - Virgil, From <i>The Aeneid</i> | Close Reading |
| Week 5 | | |
| T Sep 19 | Workshop 2: Finding Sources - <i>The Bhagavad Gita</i> (pp. 726-736) Bina Gupta, "'Bhagavad Gita' as Duty and Virtue Ethics: Some Reflections" [Canvas] | |
| R Sep 21 | - <i>The Bhagavad Gita</i> (pp. 736-745) | Critical Response 2 |
| Week 6 | | |
| T Sep 26 | - Laozhi, <i>Daodejing</i> (pp. 780-788) - Hektor K. T. Yan, "A Paradox of Virtue: The Daodejing on Virtue and Moral Philosophy" [Canvas] | |
| R Sep 28 | - Laozhi, <i>Daodejing</i> (pp. 788-790) | |
| Week 7 | | |
| T Oct 03 | - Beowulf (pp. 885-928) | |
| R Oct 05 | - Beowulf (pp. 928-960) - James W. Earl, "The Forbidden Beowulf: Haunted by Incest" [Canvas] | Close Reading with Research |

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|----------------|--|--|
| Week 8 | | |
| T Oct 10 | - Marie de France, <i>Lais</i> (pp. 1029-1045) | |
| R Oct 12 | - Marie de France, <i>Lais</i> (pp. 1045-1048) | |
| Week 9 | | |
| T Oct 17 | Selections from Indigenous creation stories [Canvas] | |
| R Oct 19 | - Peer Review | |
| Week 10 | | |
| M Oct 23 | | Critical Response 3 |
| T Oct 24 | - Dante Alighieri, <i>Inferno</i> (pp. 1049-1111) | |
| R Oct 26 | - Dante Alighieri, <i>Inferno</i> (pp. 1111-1172) - Paul G. Chevigny, "From Betrayal to Violence: Dante's <i>Inferno</i> and the Social Construction of Crime" [Canvas] | |
| Week 11 | | |
| T Oct 31 | - <i>Sunjata: A West African Epic</i> (pp. 1514-1540) | Prospectus |
| R Nov 02 | - <i>Sunjata: A West African Epic</i> (pp. 1540-1554) | |
| Week 12 | | |
| T Nov 07 | - <i>Sunjata: A West African Epic</i> (pp. 1554-1576) - Jan Jansen, "The Intimacy of Belonging: Literacy and the Experience of Sunjata in Mali" [Canvas] | |
| R Nov 09 | - Miguel de Cervantes, <i>Don Quixote</i> (pp. 1666-1703) | |
| F Nov 10 | | Critical Response 4 |
| Week 13 | | |
| T Nov 14 | - Miguel de Cervantes, <i>Don Quixote</i> (pp. 1703-1767) | |
| R Nov 16 | - Miguel de Cervantes, <i>Don Quixote</i> (pp. 1767-1800) | |
| Week 14 | | |
| T Nov 21 | - <i>Popol Vuh</i> (pp. 1905-1911) | |
| R Nov 23 | - <i>Holiday</i> | |
| Week 15 | | |
| T Nov 28 | - <i>Popol Vuh</i> (pp. 1911-1919) | |
| R Nov 30 | Selections from <i>The Book of the City of Ladies</i> - Christine de Pizan (On Zoom) | |
| Week 16 | | |
| T Dec 05 | Workshop 3: Critical Analysis Peer Review (on Zoom) | Researched Critical Analysis (Rough Draft) |
| R Dec 07 | | Researched Critical Analysis (Final Draft) |

Grading/Assessment Rubric

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 |

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.