

**LIT 2110: Survey of World Literature - Ancient to the Renaissance**  
**Section M181, Class# 27467, Spring 2022**

**Instructor Name:** Chandler Mordecai

**Pronouns:** she/her/hers

**Instructor Email:** [mmordecai@ufl.edu](mailto:mmordecai@ufl.edu)

**Course meeting times & locations:** Tuesday (T), period 4 and Thursday (R), period 4-5

**Location:** Turlington 2346

**Office Location and Hours:** TBD. Wednesday 1:00-3:00 p.m. or by appointment

**Office hours link:** <https://ufl.zoom.us/j/93274691571>

**Resource Personnel:**

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

**Course Description:**

This course takes you on an exploration of narratives, cultures, and literary traditions from around the world during a time in history that helped shape some of our modern ideas and ideals. We will read texts ranging from the ancient, medieval, and early modern periods in a variety of genres, including epics, drama, poetry, and prose. We will voyage across the sea, battle terrifying monsters, meet meddlesome gods and goddesses, and journey with heroes as we discuss the creation of the world, the purpose of life, along with themes of love, lust, war, peace, betrayal, and salvation. You will strengthen your own understanding of world literature while learning about the cultural and historical contexts that birthed these texts. Students will analytically and creatively explore texts through close readings, critical responses, and a research-based multimodal project. Students will also practice analyzing and researching literature and presenting arguments through writing and participating in class discussions.

**General Education Objectives:**

- This course confers General Education credit for Composition (C) and 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

### **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 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 Fourth Edition) Volume 1, ISBN: 978-0-393-60287-6**

### **Assignments (see below for Grading Rubric):**

**200 (50\*4) points - 4 Critical Response Papers (500 words each, 2,000 words total)**

Throughout the semester, you will write and submit 4 response papers analyzing the assigned

reading. These response papers can be completed on readings of your choosing, but cannot be submitted after the class in which the reading is assigned. These papers should employ close reading strategies and raise critical issues or observations concerned with textual meaning, such as a certain theme, motif, symbol, or character within the text. You may also use these response papers to pose questions about the text you wish to discuss in class. You must submit response papers **prior** to the day of class by **midnight** on the day before. Responses submitted after midnight prior to the day of class will not be accepted.

**(100 points) – Essay 1: Close Reading Analysis (700 words)**

This essay will be a close reading (without any outside sources or research) of any one text on our syllabus that we have previously covered in class. These papers must be thesis driven and focus on critically examining one passage, symbol, theme, etc, of the text.

**(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 that we have previously covered in class and supported by two peer-reviewed, critical articles.

**(300 points) Final Project: (2,000 words) (2 parts)**

The final project will be a multimodal project that incorporates a written paper and a digital adaptation or interpretation. This project is designed to continue to build research skills and develop digital literacy skills. This is a two-part project.

**(Part 1, 250 points)-Researched Critical Analysis Essay**

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.

**(Part 2, 50 points)-Digital Adaptation or Interpretation Component**

You are required to create a digital project or presentation that summarizes and explains your research. Options for this include a video essay, a digital presentation, a digital map outlining your project, a creative rendition, such as memes, TikTok video, Twitter thread, art. You will present your digital adaptation to the class. You will be introduced to digital writing tools during the course.

**(100 points)-Prospectus for the Researched Critical Essay (100 words)**

The prospectus will present your idea for the Researched Critical Essay. This should present your tentative thesis and detail at least one source, and a description of the source and how you intend to use it in your paper.

### **(100 points) - Active Participation/Attendance**

Attendance and participation in discussion and group activities are vital to success in this course. Students will be required to work in small groups, participate in class discussion, conduct writing workshops, and complete peer reviews. Students are expected to be prepared for unannounced quizzes and activities on readings. Students must be present for all in-class activities in order to receive credit. In-class activities cannot be made up.

You will be required to generate at least one question, comment, observation, or criticism of the assigned reading and share it with the class during discussion. Failure to participate in class discussion will result in a reduction of your participation grade. Students are required to bring a copy of the assigned text to class. Failure to bring a copy of the assigned reading will also result in a reduction of your participation grade. I will complete “text checks” to make sure you have your textbook or copy of the assigned reading.

All students should participate in each class session in some manner by offering points of view, raising questions, asking for clarification, participating in group activities, and/or writing when it is required. If you have concerns with public speaking, please see me for alternative activities to meet participation requirements. These can include submitting observations, questions, or discussion topics prior to class.

### **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 receive a lowered course grade after **four** 50-minute absences (or equivalent). Double-period classes count as 2 absences. Like all lecture-discussion courses, this one needs you! Use your allotted absences wisely (for emergencies, major illness) as you would for any job. You will fail the course if you accrue **six** 50-minute 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. Students who arrive late to class will receive a partial absence.
4. **Paper Format & Submission:** All assignments are due via Canvas by the due date and time stamp. 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 Work or Assignments:** You are allowed to make up **one** writing assignment. If an emergency occurs that affects your ability to complete your work, please notify me as soon as possible. Extensions may be granted at my discretion, but requests must be made at least one day prior to the due date of the assignment. A late paper or assignment will receive a ten point deduction for each day it is late. I understand that emergencies and extenuating circumstances can occur, so please communicate with me your issues or concerns.
  
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. **Paper Maintenance Responsibilities.** Keep duplicate copies of all work submitted in this course. Save all returned, graded work until the semester is over.
  
8. **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.
  
9. **Academic Honesty and Definition of Plagiarism.** 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.

A Student must 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. 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.

10. **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.

11. **Accessibility:** The process for receiving accommodations for your disability may be more complicated than you realize. For many universities, documentation requires access to affordable healthcare, time, printer services, and knowledge of the institution's bureaucratic processes. You might face experiences that may not qualify you for accommodations, such as:

Your disability is undiagnosed, self-diagnosed, or is difficult to document

Your disability only affects you sometimes

You are injured and do not qualify for accommodations

Your disability is stigmatized, such as anxiety or depression

You may be estranged from your family or support system

You may be a caregiver for a sick, elderly, or young person

You are a single parent

You work a full-time, part-time, or multiple jobs

You are food, housing, or clothing insecure

Further, the concept of disability is rapidly changing during the COVID-19 pandemic. It is highly likely that some of our class community will be directly affected by COVID-19, and our job is to collectively show compassion and patience.

**Whatever you face, it is my responsibility as an educator to work with you to achieve the learning outcomes of LIT 2110. If I am not meeting your learning needs, please see me directly about ways I can adjust the course to your situation.**

12. **Students in Distress:** For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

U Matter We Care: <http://umatter.ufl.edu>, [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-294-2273 (CARE)

Dean of Students: <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261

Counseling and Wellness Center: <https://counseling.ufl.edu/>, 3190 Radio Road, (352) 392-1575

Field and Fork Pantry: <https://fieldandfork.ufl.edu/>, located near McCarty B, 352-294-2208

Student Health Care Center: <http://shcc.ufl.edu/>, multiple locations, (352) 392-1161

**Please note: I am a mandatory reporter of any known instances of sexual violence, sexual harassment, domestic and intimate partner violence, stalking, gender-based discrimination, discrimination against pregnant and parenting students, and gender-based bullying and hazing. Outside of these issues, I will always talk with you confidentially about the things you are facing.**

13. **Inclusivity:** To affirm and respect the identities of students in the classroom and beyond, I will do my best to refer to you by the name and/or pronouns you tell me. Please contact me at any time during the semester if you wish to be referred by a name and/or pronouns other than what is listed in the student directory or that you have included in the syllabus acknowledgment form.

14. **For information on UF Grading policies, see:**

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

15. **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](mailto:cblount@ufl.edu) Grade appeals may result in a higher, unchanged, or lower final grade.

16. **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>

17. **Classroom behavior:** You should use computers, laptops, and e-readers for course-related activities only, including taking notes and using e-copies of readings. 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. Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior, as determined by the instructor, will result in dismissal, and accordingly absence, from the class.
18. **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.)
19. **Recording Policy:** Class lectures may only be recorded for purposes defined by House Bill 233/Section 1004.097. A class lecture does not include 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.
20. **Covid-19 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.
  - 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.
  - 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](mailto: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.
  - 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.
  - 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](https://coronavirus.UFHealth.org) and [coronavirus.ufl.edu](https://coronavirus.ufl.edu) for up-to-date information about COVID-19 and vaccination.

## **Grading and 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? Does the paper offer a strong understanding of the text and is your content relevant to your argument/assignment? Do you provide adequate support, such as outside sources and textual evidence?

2) **Organization:** How well-structured are your paragraphs? Do your overall ideas flow well? Does the paper employ topic sentences? Do paragraphs support the thesis statement?

3) **Mechanics:** How frequently do you make errors in grammar, style, and spelling? Is the paper formatted correctly in MLA style?

**An A-level paper:** Follows and meets the assignment requirements. The paper has a thesis statement that is clearly articulated, supported, and is analytical. Paragraphs build and support the argument of the paper. Examples and quotes from texts are used to support ideas and claims. Writing is clear and the paper uses varied sentence structure and diction. Paper is free of most grammatical and spelling errors. MLA format is correct. The paper should have a clear conclusion that does more than just summarize.

**A B-level paper:** Follows and meets most of the assignment requirements. The paper includes a thesis, but wording may be unclear or weaker in argument. Paragraphs build on the argument, but do not necessarily offer strong connections between the text and argument. The paper does not analyze the text as in-depth as the “A” paper. Paper may have vague language, spelling and grammar errors, or superficial analysis. MLA formatting is correct. Paper includes a strong conclusion.

**A C-level paper:** Follows and meets some of the assignment requirements. Does not have a fully developed or articulated thesis statement. It is descriptive rather than analytical. Paragraphs do not engage or defend the thesis statement. Writing is disorganized, but may include some analysis of text. Paper does not incorporate sufficient textual evidence to support the main argument. MLA format has some errors. Conclusion lacks clarity.

**A D-level and below paper:** Does not meet assignment requirements. The paper lacks a developed thesis statement. Paper does not engage or defend key arguments. Does not successfully incorporate textual evidence. Paper includes disregard of proper grammar and spelling rules. Writing is vague and includes errors and weak argumentation. Does not follow MLA format. Paper does not include a conclusion.

### **Grading Scale:**

A 4.0 93-100%

A- 3.67 90-92%

B+ 3.33 87-89%

B 3.0 83-86%

B- 2.67 80-82%  
 C+ 2.33 77-79%  
 C 2.0 73-76%  
 C- 1.67 70-72%  
 D+ 1.33 67-69%  
 D 1.0 63-66%  
 D- 0.67 60-62%  
 E 0.00 0-59%

**Tentative Weekly Schedule:**

**Schedule may change throughout the semester. Schedule notes major assignment due dates, but does not note homework assignments and class activities you are required to complete.**

**Texts that are not in your textbook will be uploaded to Canvas under the files tab. The syllabus also provides links to supplemental material you are required to read in advance to class and in connection to the assigned reading.**

**The course calendar notes readings and assignments that should be completed PRIOR to each class session.**

<b>Week:</b>	<b>Date:</b>	<b>Topic:</b>	<b>Due Dates:</b>
<b>1</b>	<b>1/6</b>	Course and Syllabus Overview  Calvino's "Why Read the Classics?" (pdf on Canvas) and discussion of writing/literature and close reading  Italo	

2	1/11	<p><i>The Epic of Gilgamesh ca. 1900-250 BCE</i></p> <p>Tablet I-V; pg. 22-47</p> <p><b>Watch:</b> Mesopotamia and Gilgamesh Historical Context:  <a href="https://www.youtube.com/watch?v=xVf5kZA0HtQ">https://www.youtube.com/watch?v=xVf5kZA0HtQ</a></p> <p><b>Timeline:</b> <a href="https://www.learner.org/series/invitation-to-world-literature/the-epic-of-gilgamesh/the-epic-of-gilgamesh-map-timeline/">https://www.learner.org/series/invitation-to-world-literature/the-epic-of-gilgamesh/the-epic-of-gilgamesh-map-timeline/</a></p>	
	1/13	<p><i>The Epic of Gilgamesh ca. 1900-250 BCE</i></p> <p>Tablet VI-X-10; pg. 47-74</p>	
3	1/18	<p>Homer-The Iliad (8<sup>th</sup> century BCE)</p> <p>Book 1 [The Wrath of Achilles] pg.138-152</p>	
	1/20	<p><b>Workshop 1: Close Reading Paper</b></p> <p>Homer-The Iliad (8<sup>th</sup> century BCE)</p> <p>Book XXII [The Death of Hector] pg. 166-177</p>	
4	1/25	<p>Euripides-Medea (480-406 BCE)</p> <p>Pg. 441-455</p>	
	1/27	<p>Euripides-Medea (480-406 BCE)</p> <p>Pg. 455-472</p> <p>Marianne McDonald- “Medea as Politician and Diva: Riding the Dragon into the Future” (PDF on Canvas)</p>	
5	2/1	<p>Ovid-Metamorphoses (43 BCE-17 CE)</p> <p>Book 1-pg.580-592</p>	<b>Close Reading Paper Due</b>
	2/3	<p><b>Workshop 2: Finding Sources</b></p> <p>Ovid-Metamorphoses (43 BCE-17 CE)</p> <p>Book X pg. 607-619</p>	

6	2/8	<i>The Bhagavad Gita</i> (4th Century BCE-4th Century CE) <i>pg.672-679</i>	
	2/10	<i>The Bhagavad Gita</i> (4th Century BCE-4th Century CE) Pg. 679-687 Bina Gupta "Bhagavad Gītā as duty and virtue ethics: Some reflections" (PDF on Canvas)	
7	2/15	<b>Introduction to Digital Tools and Projects with Dr. Tiffany Esteban</b>	
	2/17	<i>Laozi-Daodejing</i> (6th-3rd Centuries BCE) Pg. 723-731 Wu, Yajun, and Xia Kang. "The Core Value and Moral Codes in Laoist Politics" (PDF on Canvas)	
8	2/22	Beowulf (9th Century) Pg. 843-871	
	2/24	Beowulf (9th Century) Pg. 871-912	
9	3/1	Dante Alighieri- <i>Inferno</i> (1265-1321) Canto I-XVII Pg. 929-1004	<b>Close Reading Analysis with Research Paper Due</b>

	3/3	<b>Workshop 3: Prospectus for the Researched Critical Essay</b>  Dante Alighieri- <i>Inferno</i> (1265-1321) Canto XVIII-end pg. 1005-1084	
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10	3/7-13	<b>Spring Break</b>	
11	3/15	<i>The Thousand and One Nights</i> (14th Century) Pg. 1088-1098	
	3/17	<i>The Thousand and One Nights</i> (14th Century) Pg. 1098-1108	
12	3/22	Sunjata: A West African Epic of the Mande People (late 13th-early 14th Century) Pg. 1424-1441	<b>Prospectus for the Researched Critical Essay Due</b>
	3/24	<i>Sunjata: A West African Epic of the Mande People</i> (late 13th-early 14th Century) pg.1441-1467	
13	3/29	Miguel de Cervantes- <i>Don Quixote</i> pg.1540-1579	
	3/31	<b>Workshop 4: Digital Project Component</b>  Pg.1579-1642  Miguel de Cervantes-Don Quixote	
14	4/5	Miguel de Cervantes-Don Quixote  Part II: pg. 1642-1692	
	4/7	<b>Shakespeare-Othello-PDF on Canvas</b>	
15	4/12	<b>Shakespeare-Othello PDF on Canvas</b>	
	4/14	<b>Digital Presentations in class</b>	
16	4/19	<b>Digital Presentations in class</b>	
	4/23		<b>Final Project Due</b>

