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# World Literature I

Mary Anne Andrade Dr.  
*Collin College*

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## COURSE INFORMATION

**Course Number:** ENGL 2332

**Course Title:** World Literature I

**Course Description:** A survey of world literature from the ancient world through the sixteenth century. Students will study works of prose, poetry, drama, and fiction in relation to their historical and cultural contexts. Texts will be selected from a diverse group of authors and traditions.

**Course Credit Hours:** 3  
Lecture Hours: 3

**Prerequisite:** ENGL 1301

**State-mandated Outcomes:** Upon successful completion of this course, students will:

1. Identify key ideas, representative authors and works, significant historical or cultural events, and characteristic perspectives or attitudes expressed in the literature of different periods or regions.
2. Analyze literary works as expressions of individual or communal values within the social, political, cultural, or religious contexts of different literary periods.
3. Demonstrate knowledge of the development of characteristic forms or styles of expression during different historical periods or in different regions.
4. Articulate the aesthetic principles that guide the scope and variety of works in the arts and humanities.
5. Write research-based critical papers about the assigned readings in clear and grammatically correct prose, using various critical approaches to literature.

**Student Learning Outcomes:** Upon successful completion of this course, students should be able to do the following:

1. Demonstrate familiarity with a scope and variety of works.
2. Demonstrate knowledge of literature as expressions of individual and cultural values within social, political, historical, and religious contexts
3. Demonstrate critical thinking skills in oral and written discussion and argumentative analysis
4. Demonstrate correct MLA documentation conventions
5. Relate literature to personal experiences

**Withdrawal Policy:** See the current *Collin Registration Guide* for last day to withdraw.

**Census date:** Sept. 11. (Students must be participating in the course by this date.)

**Collin College Academic Policies:** See the current *Collin Student Handbook*  
**Plagiarism policy:** zero for the assignment; if it is a response paper, students may not choose to skip it.

**Americans with Disabilities Act Statement:** Collin College will adhere to all applicable federal, state and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to contact the ACCESS office, SCC-G200 or 972.881.5898 (V/TTD: 972.881.5950) to arrange for appropriate accommodations. See the current *Collin Student Handbook* for additional information.

## INSTRUCTOR INFORMATION

**Dr. Mary Anne Andrade**  
**Collin County Community College District**  
**Spring Creek Campus, Office B-106**

**Office hours:** Monday, Wednesday, Friday: 10:30-11:00; Monday 1-2; Wednesday 1-2; Friday 1-1:30; Monday through Thursday; online office hours 5-6

**Internet address:** <http://faculty.collin.edu/mandrade>  
**E-mail:** [mandrade@collin.edu](mailto:mandrade@collin.edu)  
**Fax:** (972) 881-5629  
**Office phone:** (972) 881-5823

**Class information:**  
**Section Number:** SO2  
**Meeting Times:** MWF 12-12:50  
**Meeting Location:** B112 SCC

### Course Resources:

**Help:** For help with your writing, please use the services of the [Writing Centers](#), either with a one-on-one appointment at any one of the three campuses, or online.

**Attendance:** Your attendance will be reflected in the participation grade (10%) along with your participation in class discussions.

**Textbooks:** *The Norton Anthology of World Literature: Beginnings to 1650*, fourth edition (3 volumes)

**No laptop computers, tablets or telephones in the classroom.**

**Keep graded essays in case of grade disputes.**

**I reserve the right to change the calendar, so please do not rely on a printed copy.**

**I will not accept more than one e-mailed assignment.**

### **Method of Evaluation:**

**10% Participation Grade:** this is based on attendance and class discussion. For a 90, you must have only missed three classes. Frequent tardiness will cause this grade to suffer, as well.

**Exams: 20%:** Mid-Term and Final each count 10%

**50%: Response papers.** Using the response paper topics listed in Weekly Assignments, write a one -page typed response. The grade will be based on the thoughtfulness of the response; the response paper must be in my hands before we discuss the particular topic; in other words, I want you to read the material assigned and respond to the topic question before we discuss it in class; therefore, I will not accept any late responses, but students may skip one without penalty.

Response papers are graded for content not form, so you don't need a formal organization. I will not grade off for grammar on these, unless the grammatical errors prevent my understanding of the paper. Length should be one to one and a half pages. Response papers with the grade of 85-90 will have quotations as well as a good response to the question; 75, good response but no quotations; 70, skimpy responses that are off the mark.

**Support:** for response papers and essays, it's important to remember that you have to back-up every assertion -- every point you make -- with quotations. And the quotations must support the thesis -- or main idea. Choosing the right quotations is important. Not just any quotation will do. Quotations are your proof; otherwise, all you are writing is an opinion. The essays and response papers should be analytical, not plot summary. Please read the samples below:

**20% Essay:** 1 essay, typed, 4-5 pages long. Correct grammar and formal organization are required. See essay example for organization. See essay example for organization. Each essay must have at least two scholarly sources from college data bases or library books. MLA style with a Works Cited page.

**Obtaining secondary sources:**

**[Library online databases:](#)** click here and this will take you to page entitled

## Online Collections

Click on the tab at top, "Articles," then scroll to find a list of databases: Academic Search Complete, JSTOR, or Project Muse.

Do not use the Internet for your sources.

**Primary sources:** the text; that is to say, the story/stories/poem/poems you are analyzing. A citation for each of these must go on the Works Cited page.

**Secondary sources:** these are scholarly articles written about the texts. A citation for each of these must go on the Works Cited page.

[Knight Cite](#): this site helps you prepare your Works Cited page.

Just fill in the blanks and this machine orders correctly the bibliographic information and provides the appropriate punctuation.

[Grammar errors](#)

[Sample essay with sources](#)

[Grading checklist](#): I use this checklist to grade your essays. If you have too many grammatical errors, you cannot make higher than a C.

[Sample response paper](#)

**Late essays:** 5 points off per day; I will not accept an essay more than 2 days late no matter what the excuse unless you make arrangements with me before the absence.

**Final Exam:** Dec. 8, Tues. 1:00

## World Literature Grade Sheet

Name \_\_\_\_\_

1 Essay \_\_\_\_\_ X

20% \_\_\_\_\_

1 Response\_\_\_\_\_

2 Response\_\_\_\_\_

3 Response\_\_\_\_\_

4 Response\_\_\_\_\_

5 Response\_\_\_\_\_

6 Response\_\_\_\_\_

Total\_\_\_\_\_divided by 5=\_\_\_\_\_X 50%\_\_\_\_\_

Participation (In-class discussion and attendance) \_\_\_\_\_10%

Mid-Term Exam\_\_\_\_\_X 10%\_\_\_\_\_

Final Exam\_\_\_\_\_X 10%\_\_\_\_\_

Total\_\_\_\_\_

### **Ancient World**

*Gilgamesh; Egyptian Poetry; Iliad; Odyssey; Oedipus, the King*

### **Medieval**

*The Divine Comedy: Inferno*

### **Renaissance**

*Hamlet*

<a href="#">Week 1</a>	<a href="#">Week 5</a>	<a href="#">Week 9</a>	<a href="#">Week 13</a>
<a href="#">Week 2</a>	<a href="#">Week 6</a>	<a href="#">Week 10</a>	<a href="#">Week 14</a>
<a href="#">Week 3</a>	<a href="#">Week 7</a>	<a href="#">Week 11</a>	<a href="#">Week 15</a>
<a href="#">Week 4</a>	<a href="#">Week 8</a>	<a href="#">Week 12</a>	<a href="#">Week 16</a>

**Week 1 Aug. 27-31**

**M:** Introduction to the class, syllabus, weekly assignments. Introduction to Mesopotamia and *Gilgamesh*: timeline, maps

**W:** *Gilgamesh*: Tablets 1-5, pp. 99-124; archaeology, slides

**F:** *Gilgamesh*: Tablets 1-5

**Week 2 Sept. 3-7 (Sept. 10 is census date)**

**M:** Labor Day, no class

**W:** *Gilgamesh*: Tablets 6-11, pp. 124-151; **Response paper 1 due: What is the good advice given to Gilgamesh by two characters he meets during his travels at the end of the epic.**

**F:** Egyptian culture: read handouts; slides and discussion  
Ancient Egyptian Poetry, pp. 41-52

**Week 3 Sept. 10-14 (Sept. 10 census)**

**M:** Introduction to *Iliad*: map of Europe, Greece, plot and names, archaeology, slides of Troy, timeline, slides Mycenae and Crete

**W:** Heroic Code, Sin vs. Shame cultures, read Book I, The Rage of Achilles, *Iliad*; What do Achilles and Agamemnon sound like? How would you characterize their "conversation"? Why does Homer begin where he does? Discussion of Homer and the culture that created the *Iliad*

**F:** *Iliad*, Book VI, Hector Returns to Troy (begin with line 154); **Response paper 2 due: compare Achilles to Hector. How are they different?**

**Week 4 Sept. 17-21**

**M: Book IX, The Embassy to Achilles. What is Achilles's reaction to the ransom?**

**W: Book XVI, Patroclus Fights and Dies.**

**F: Book XVIII, The Shield of Achilles (end your reading at line 415)**

**Week 5 Sept. 24-28**

**M: Book XXII, The Death of Hector.**

**For discussion in class: Is Achilles's anger normal or excessive? Why?**

**W: Achilles and Priam: Book XXIV. Response paper 3 due: Has Achilles reentered the world of civilized behavior? In what ways?**

**F: *Odyssey*, Book I (Telemachos and the suitors); Book V (Odysseus on Kalypso's island)**

**Week 6 Oct. 1-5**

**M: *VIII (Odysseus has been shipwrecked on the island of the Phaiakians; he is winned and dined and encouraged to tell the story of his adventures.)***

**W: *Odyssey*, Books IX-XII (chronological recounting of Odysseus's adventures since leaving Troy); Response paper 4 due: What are the taboos that Odysseus encounters in his adventures? Why does Homer feel it is important for Odysseus to experience these behaviors?**

**F: Continue discussion of Odysseus's travels**

**Week 7 Oct. 8-12**



**M: XXII-XXIV; Response paper 5 due: What progress has been made from the days of the *Iliad*? How is the nature of the violence different in *Odyssey* from the violence in *Iliad*?**

**W: Introduction to Greek drama; discussion of 5th century B.C. Athens; slides of Greek theaters, architecture, the Parthenon, sculpture, pottery**

**F: watch the film in class, *Oedipus the King* (PA 4414 07 T39 2004dvd) by Sophocles, 120 minutes**

**Week 8 Oct. 15-19 (Friday is the last day to withdraw.)**

**M: continue the film**

**W: continue the film**

**F: Oct. 20. Write the Mid-Term Exam. Topic for the Mid-Term: Trace the development of the hero in *Gilgamesh*, *Iliad*, and *The Odyssey*. Concentrate on how the heroes become more evolved, offering new ideas for their societies.**

Checklist for grading:

\_\_\_\_\_ Focuses on the topic:

\_\_\_\_\_ Develops ideas well

\_\_\_\_\_ Needs more development, more explanation

\_\_\_\_\_ Writes on all the texts in the prompt

\_\_\_\_\_ Supports the analysis with quotations from the texts

\_\_\_\_\_ Good grammar and diction

**Week 9 Oct. 22-26**

**M: Mid-Term Exam Due. Oct. 22**

**A look at other world civilizations: art from China, India, and Africa**

**Time line.**

**W: Introduction to the medieval world: cosmology; painting, architecture, social structures, music.**

**F: Introduction to the medieval world: cosmology; painting, architecture, social structures, music.**

**Week 10 Oct. 29-Nov. 2**

**M: Medieval ideas: courtly love; the influence of Augustine and Aquinas. Introduction to Dante, his biography, explanation of allegory.**

**W: Dante, *Inferno*, Cantos I-XI (Circles 1-6).**

**F: *Inferno*, Cantos I-XI (Circles 1-6).**

**Week 11 Nov. 5-9**

**M: Dante, *Inferno*, Cantos XII-XVII (Circle 7).**

**Example of the exam on Dante**

**Study guide**

**W: Discussion of Circle 8; pictures by Dore, Botticelli, Blake. Circle 8: fraud, malice, false counselors. Ulysses, a tongue of flame, is the Roman name for Odysseus. Read his speech to Dante, pp. 1914-1916**

**F: Read Cantos XXX-XXXIV (Circle 9)**

**Response paper 6: What is Dante's reaction to the sinners in circle nine?**

**Week 12 Nov. 12-16**

**M: Nov. 13. Dante quiz, extra credit.**

**Introduction to the Renaissance. Cathedral movie**

**W: Introduction to the Renaissance. Cathedral movie**

**F: Introduction to Shakespeare. Globe movie.**

**Week 13 Nov. 19-23(Wed. Thanksgiving Holiday)**

**Hamlet**

**M: Hamlet, Act I; see film in class**

**W: Thanksgiving Holiday, no class**

**F: No class**

**Week 14 Nov. 26-30**

**M: Act II**

**W: Act III**

**F: IV**

**Week 15 Dec. 3-7**

**M: Act V**

**Essay due, Dec. 3:**

**Topic: It is certainly no coincidence that Hamlet's university is the University of Wittenberg, the university of Martin Luther, who broke with the Catholic Church, destroying the neat hierarchical power structure of the medieval world**

and forcing on the individual the burden of figuring out the bible and the meaning of God's world.

The play, Hamlet, was written in 1601; Galileo's findings were not published until 1609, but the word was out among the intelligentsia of the age that there was proof the earth not at the center of God's universe.

Hamlet is the first fictional character to show the effects of Galileo and Martin Luther. Argue that Hamlet is a "modern" man. Use the "old" medieval world, as you know it from your study of Dante, as a foil to the "modern" world of the Renaissance.

See Syllabus on guidelines for writing the essay.

**W: Discussion of play and essays.**

**F: Conferences**

**Week 16 Dec. 10-14 Final Exam Week**

**Take-home exam due Fri., Dec. 14 at 12 p.m. sharp.**

**Be sure you support your argument with textual evidence (quotations):**

**2) Analyze these relationships in view of the meaning of the play, Hamlet.**

**Father/ child relationships**

**Hamlet to ghost/father; Hamlet to his uncle, Claudius**

**Laertes to Polonius**

**Ophelia to Polonius**

**Fortinbras to Fortinbras, Sr.; Fortinbras to his uncle, "Old Norway"**

