

World Literature I: Ancient to Renaissance (Online)

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Course Description

LIT 231 is a survey of culturally and aesthetically significant works of world literature. Beginning with the world's earliest surviving records of literary works, this course chronicles several historical and cultural moments across the globe. It seeks to examine all major literary genres—poetry, epic, fictional and nonfictional narratives, and performance works. World Literature emphasizes the development of critical thinking and interpretative skills as well as the ability to think across disparate cultural contexts and to appreciate a variety of aesthetic forms. Philosophical, religious, scientific, and social viewpoints will be studied insofar as they shape these literatures. This course aims to foster a keen awareness of the place of world literature in the ongoing cultural, social, and historical dialogues that inform, influence, and inspire our human experience.

Learning Objectives & Outcomes

By the end of the semester, students should:

1. Become more sophisticated readers of literary works as well as of the cultural legacy of peoples around the world.
2. Demonstrate close reading skills.
3. Improve writing skills and the ability to respond analytically to a variety of cultural and aesthetic questions.
4. Understand basic characteristics of world literary genres, such as the epic, poetry, drama, non-fiction philosophical and religious texts as well as prose fiction.
5. Develop sensitivity to language and awareness of linguistic expressivity.
6. Develop editing skills.
7. Compose original theses and argumentation.
8. Engage in rigorous analytic dialogue with a group of similar readers.

All instruction for this course will be conducted online. Office hours are available either via email, Skype appointment, or phone. However, if you live in Butte, feel free to come to make an appointment in person. All work must be submitted through Moodle's Turn-It-In software, or other Moodle activity files. All communication pertaining to class will occur via email so that you must check your Montana Tech account at least once a day. Please be aware that I cannot respond to any emails sent from your personal non-Montana Tech accounts. I can only reply to your Montana Tech email. All announcements will be posted on Moodle. It is fundamental that you familiarize yourself with Moodle and login every day. For questions about Moodle, go here: <http://www.mtech.edu/cts/moodle2/student/index.htm>

All writing assignments must be uploaded to Turn-It-In. I will not accept work via email. I will not accept late work. All quizzes must be taken through Moodle by clicking the appropriate link. You have only one attempt, but the quizzes are not timed. Weekly journals and peer-reviews are also accessed through Moodle. Thus, you will find all assignments, including instructions, topics, and due dates are available on Moodle

All assignments are due on Saturdays by 11:59 PM, except for the forum posts that close at 11:55 PM. For some reason, the settings for forum posts on Moodle only go as far as 11:55 PM!

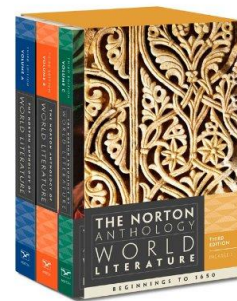
Grades will be submitted on Moodle. Check them weekly. To see my comments on your work, return to your uploaded file on Turn-It-in or your quiz once it has been graded.

Required Texts

Puchner, Martin and Suzanne Conklin Akbari (editors.) *The Norton Anthology of World Literature* (Third edition), (Vol. Package 1: Volumes A, B, C), W. W. Norton & Company, 2012

Course Requirements

- 10% Forum Posts
- 10% Quizzes
- 10% Student-Curated Reading
- 10% Writing Journals
- 10% Peer-review
- 10% Introduction Papers
- 15% Literary Analysis Essay
- 25% Literary Analysis Research Essay



Forum Posts

Every other week I will post a discussion forum question. This question is available always Monday through Saturday. Comments must be posted no later than each Saturday by 11:55 PM. Posting on the earlier side of the week is better since you will contribute to the conversation more directly. Your interventions in these forums entail two stages. On the one hand, your post should address one or more questions of the discussion forum prompt, (which I will post.) On the other hand, you must reply to at least one of your colleagues' posts.

These posts will be graded according to how accurately and thoughtfully do you respond to the discussion questions and to your colleagues' posts. This is a chance to create dialogue through an online setting and to learn from others' reading experiences and backgrounds. Thus, try very hard not to repeat what has been said. Repetition will also give the impression that you did not read other comments carefully. Contribute with something new. You should

write a minimum of 150 words per post. Less than this length probably indicates that you did not develop enough your idea, or response to others' ideas.

90-100% – Posts are original, elaborated, creative, and demonstrate an ability to think critically

70-90 % – Posts are interesting but not developed in depth

50-60 % – Posts are satisfactory but superficial in scope

1-40% – Posts were clearly written in a hurry; are scattered; and/or state the obvious

Quizzes

Every other week you will complete a quiz on Moodle that will assess how attentively have you completed the assigned readings. The quizzes are not timed, but you have only one attempt to complete each one.

Student-Curated Reading

On week 6, each student will select a reading from any volume and create a WikiPage featuring writing, as well as found materials, such as videos, maps, images, etc. This assignment will involve analyzing student selections in relation to other readings in the syllabus. A detailed assignment sheet will be available on Moodle.

Writing Journal

Every other week you will write on a subject of your choice in a digital writing journal accessed through Moodle. I will ask you to free-write or to respond to a podcast, video, or other materials related to that week's reading. Details about each week will be available on Moodle.

Peer-Review

You will exchange essays with your colleagues and will provide detailed feedback on their work following specific guidelines. You will be graded on how well you follow the feedback instructions and how thoughtfully you engage with your colleagues' writing.

Introduction Papers

Twice during the semester you will submit, the introduction, thesis statement, and proofs for your "Literary Analysis Essay" and your "Research Paper." A detailed assignment sheet will be available on Moodle.

Literary Analysis Essay

You will write an essay analyzing a literary text using close reading techniques. A detailed assignment sheet will be available on Moodle.

Literary Analysis Research Essay

You will write an essay analyzing a literary text, using close reading techniques, and engaging with three scholarly sources. A detailed assignment sheet will be available on Moodle.

Course Policies

EMAIL PROTOCOL

Always email your professor using your official university email account. When emailing any professor, please use the following format:

Subject of the email: [Course Number] WRIT 101

Body of the email:

Dear Professor [Last Name],

[Be as specific as possible as you explain your question, needs, or concerns]

Sincerely,

[Sign your full name so that I can clearly identify who you are]

DEMONSTRATING RESPECT

You are expected to contribute positively to the course by ensuring that everyone has the opportunity to work and learn during class meetings. When communicating for the purposes of this class, you should use language that is respectful of others; use of language that is racist, sexist, ageist, homophobic, or in any way discriminatory or disrespectful will not be tolerated.

ACCOMODATION

Please speak to me if you require special assistance in completing this course. Also note that policies regarding accommodation are discussed in the Writing Program Policies document posted on Moodle.

ACADEMIC DISHONESTY

Montana Tech regards acts of academic dishonesty (e.g. plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. Moreover, I am committed to enforcing academic integrity and will pursue cases of academic dishonesty according to Montana Tech Integrity Procedures. If you are unsure about what constitutes plagiarism, come speak with me.

DISABILITY

All persons with disabilities have the right to participate fully and equally in the programs and services of Montana Tech. Montana Tech is committed to ensuring full and equal participation by eliminating barriers and making the appropriate accommodations that allow persons with disabilities to have equal opportunity in all aspects of campus life.

Student Life Counselors are the Montana Tech Disability Service Coordinators. For further information about Disability Services, please refer to the Disability Services Website:

http://www.mtech.edu/student_life/disability/

WORKLOAD

If you take full advantage of this course, you can expect a *minimum* of six hours of homework every week. Time investment in a class usually correlates closely with final grades earned. Strategies for success: Attend every class and arrive on time, ready to work and participate; complete all the assignments, daily work and reading; read and follow assignment sheets carefully; ask questions and take notes during class; work on and submit projects early in case you run into problems; and consult with Academic Center for Excellence (ACE), library, counseling, Computer Technology Services, and other learning support staff, and your instructor as needed. Also, read your peer review and instructor-generated feedback and apply it to your assignments.

Your assignments will be graded according to criteria outlined on rubrics. Feedback will center on the strengths present in each assignment, and on areas for improvement.

Your overall grade in this course will be comprised of your work on a number of different types of assignments, plus daily work/participation and quizzes (which means that I do not *bump up* or *round up* grades for any reason at the end of a semester). Further, the quality of each major assignment will be graded rather than the number of hours spent developing an assignment (in reality, the quality of an assignment reflects the time spent preparing it).

GRADES

Please check your gradebook regularly, at least once a week. Students who wish to discuss grades on assignments and quizzes should contact the instructor within 48 hours of posting to arrange a meeting time or phone conference. Grades in this class will be issued according to the scale below. Please see the Writing Program Policies document on Moodle for further information on evaluation procedures and criteria.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
100-93	92-90	89-88	87-82	81-80	79-78	77-72	71-70	69-68	67-62	61-60	59-0

Please do not wait until the end of the semester to question grades or to request special consideration. The instructor does not give grades; students earn their grades. Your final grade is your responsibility. The only legitimate reason to change a grade is if there was a mistake in the grading process. The following are not legitimate reasons: (1) you need a higher grade or will fail to graduate, will lose a scholarship, or will lose athletic eligibility; or (2) you are only a point or two shy of a higher grade.

RUBRICS & FEEDBACK

Rubrics will show you which areas in an assignment are the strongest and which are the weakest. Commentary may help you to revise your assignment and/or to prepare future assignments.

Be aware that the comments on rubrics are general and are not meant as a comprehensive listing of every issue in a document. Rubric commentary is merely a description of the quality of the document (within certain categories, using specific criteria) in its current state. Commentary is not meant to serve as a justification for a grade.

If you have questions on the commentary you receive (if you need clarification of wording, for example), please consult with your instructor as soon as possible. An in-person meeting would likely be the most helpful format for this discussion or over phone. Email is not the best way to handle these questions. Request an appointment for clarification either in person or by phone/Skype.

If you set a conference with your instructor, come with specific questions and an open mind for improving your work. You should approach these meetings the same as you would with a supervisor at work who has provided feedback you do not fully understand. Try not to be defensive or otherwise dismissive of the feedback you are receiving. The feedback offered can help you improve next time. Remember, the point of feedback is to help you improve your work, and that should be the attitude you come into the meeting with.

Course Plan

WEEK 1: Introduction to the Course/The Creation and the Cosmos

- Introduction, pp. 3-21.
- The Babylonian Creation Epic (*Enuma Elish*), Introduction, p. 34.
- The Babylonian Creation Epic (*Enuma Elish*), pp. 34-39.
- Hesiod, Introduction, p. 39.
- *Theogony*, pp. 40-44.
- *Works and Days*, pp. 44-47.
 - ▶ Video lecture: What is World Literature?
 - ▶ Video lecture: Creation and the Cosmos
 - ▶ Participate in the discussion forum

WEEK 2: Ancient Mesopotamian Epic, Part I

- *The Epic of Gilgamesh*, Introduction, pp. 95-99.
- *The Epic of Gilgamesh*, Tablet I-VI
 - ▶ Video lecture: The Epic of Gilgamesh (1)
 - ▶ Podcast: "In Our Time: The Epic of Gilgamesh"
 - ▶ Writing Journal I is due

WEEK 3: Ancient Mesopotamian Epic, Part II

- *The Epic of Gilgamesh*, Tablet VI-XI
 - ▶ Complete quiz
 - ▶ Video lecture: The Epic of Gilgamesh (2)
 - ▶ Participate in the discussion forum

WEEK 4: Sunjata: A West African Epic, I

- Introduction, pp. 3-11.
- *Sunjata: A West African Epic of the Mande Peoples*, Introduction, pp. 12-15.
- *Sunjata*, pp. 15-47.
 - ▶ Video lecture: *Sunjata*
 - ▶ Writing Journal II is due
 - ▶ Introduction Paper for Literary Analysis Paper is due

WEEK 5: Sunjata: A West African Epic, II

- *Sunjata: A West African Epic of the Mande Peoples*, Introduction, pp. 12-15.
- *Sunjata*, pp. 47-74.
 - ▶ Participate in the discussion forum
 - ▶ Upload peer-review draft
 - ▶ Upload peer-review assessment
 - ▶ Complete quiz

WEEK 6: Student-Curated Readings

- Readings TBD
 - ▶ Create Wiki-page for your curated readings
 - ▶ Literary Analysis Essay is due

WEEK 7: Philosophical Traditions: Plato's *Symposium*

- Introduction, pp. 863-867.
- Plato, *Symposium*, 868-880.
 - ▶ Writing Journal III is due
 - ▶ Podcast: "In Our Time: Plato's *Symposium*"

WEEK 8: Philosophical Traditions: Plato's *Symposium*

- Introduction, pp. 1311-1319.
- Plato, *Symposium*, 880-907
 - ▶ Complete quiz is due
 - ▶ Participate in the discussion forum

WEEK 9: Philosophical Traditions: Confucius and Laozi

- Introduction, pp. 1311-1319.
- Confucius, Introduction, pp. 1330-1334.
- *The Analects*, 1334-1344.
- *Daodejing*/Laozi, Introduction, pp. 1344-1346.
- *Daodejing*, pp. 1346-1354.
 - ▶ Video lecture: *The Analects*
 - ▶ Video lecture: *Daodejing*
 - ▶ Complete quiz
 - ▶ Writing Journal IV is due

WEEK 10: Ancient Drama: *Shakuntala* and the Ring of Recognition

- Introduction, pp. 871-875.
- Kalidasa, *Shakuntala*, 876-901.
 - ▶ Participate in the discussion forum

WEEK 11 – Ancient Drama: *Shakuntala* and the Ring of Recognition

- ***Shakuntala*, 901-942**
 - ▶ Complete quiz
 - ▶ Writing Journal V is due
 - ▶ Watch: Kalidasa's *Shakuntala* <https://www.youtube.com/watch?v=LNhbJdTfkLs>

WEEK 12 – Classical Indian Poetry and Classical Japanese Poetry

- Introduction, pp. 837-845.
- The Classical Sanskrit Lyric, pp. 943-944.
- Bhartrhari, Introduction; Poems, pp. 944-946.

- "I haven't been the cloud," "When she's out of sight," "When I knew little," "To his patron," "A human being."
- Vikatanitamba, Introduction; Poem 572, pp. 947-948.
- Bhavakadevi, Introduction; Poem 646, p. 948.
- Vidya, Introduction; Poem 807, pp. 948-949.
- Poetry of the Heian Court, p. 1099.
- *The Kokinshu*, Introduction pp. 1104-1105.
- *The Kokinshu*, pp. 1106-1118.
 - ▶ Video lecture: Poetry of the Heian Court
 - ▶ Video lecture: Classical Sanskrit Lyric
 - ▶ Participate in the discussion forum
 - ▶ Introduction paper with annotated bibliography is due
 - ▶ Complete quiz

WEEK 13 – Sacred Texts: The Qur'an

- Introduction, pp. 3-17.
- The Qur'an, Introduction, pp. 71-73.
- The Qur'an, pp. 74-87.
- Ibn Ishaq, Introduction, pp. 98-99.
- *The Biography of the Prophet*, pp. 100-106.
 - ▶ Video lecture: *The Qur'an*
 - ▶ Watch: *Empire of Faith*

THANKSGIVING BREAK

WEEK 14 – Prose: Thomas More's Utopia

- Introduction, pp. 204-206.
- Thomas More, *Utopia*, pp. 207-228
 - ▶ Participate in the discussion forum
 - ▶ Upload draft of your Literary Analysis Research Essay
 - ▶ Peer-review assessment is due

WEEK 15 – Prose: Thomas More's Utopia

- Thomas More, *Utopia*, pp. 228-269
 - ▶ Writing Journal VI is due
 - ▶ Complete quiz
 - ▶ Literary Analysis Research Essay is due