

8 English 2010/2011H: Introduction to World Literature I

English 2010/2011H is the last English course required by the core curriculum, and its purpose is to introduce students to the literature of the early cultures of the world. Beginning with the earliest writings available, the course introduces students to literature from early civilizations, moving to Greek and Roman literature, then Medieval and Renaissance literature, usually ending with a play from Shakespeare or selections from Cervantes' *Don Quixote*. The literature should not be solely from Western culture, but should include at least one pre-modern work from a tradition other than Western literature.

Students in this course should perform a minimum of 20 pages of writing (for example, essays, essay exams, portfolios, and other evaluated writing), including a paper with library research.

However, like English 1023H, English 2011H should be more rigorous and require a higher standard of work from the students.

8.1 Guidelines & Objectives

The objectives of English 2010/2011H are:

- To provide students with a broad knowledge of world literature from the ancient world through the Renaissance.
- To acquaint students with major movements, genres, authors, and works in the development of world literature.
- To expose students to the use of literary terms and the questions raised by the use.
- To encourage an understanding of literature as a means of reflecting and commenting upon human experience across culture and time.
- To aid students in developing their ability to make critical judgements and to express them effectively.
- To reinforce the writing skills of the freshman English sequence (1010-1020) through the writing of essays and a research paper.

8.1.1 The Literary Essay

While the essay in 2010 is much like the essay in 1020, considering both concern writing about literature, the essay in 2010 should be of a better quality and should show evidence of more developed thinking skills.

8.1.2 The Literary Research Paper

Once again the research paper in 2010 is much like the research paper in 1020, but should show evidence of better and more thorough research and writing skills.

8.1.3 Examinations

Since 2010 is more focused on literature than writing, instructors are more likely to use examinations in this course. Instructors often use a combination of quizzes, objective tests, and essay exams to assess students on their knowledge of the literature.

8.1.4 Literary Terms

While the literary terms required for 2010 are not as extensive as those for 1020, students need to be familiar with the and be able to use them in their discussions and analysis of texts. These terms are: Ancient/classical period, allegory, archetype, catharsis, chorus, comedy, deus ex machina, epic, *hamartia*, hero, hubris, irony, medieval period, myth, oral tradition, poetic justice, Renaissance, romance, satire, and tragedy.

8.2 Texts and Literature Supplements

The required text for English 2010/2011H is the handbook required for all English classes:

Hacker, Diane. *The Bedford Handbook*. 4th ed. New York: Bedford, 1998.

Instructors have their choice of texts for English 2010/2011H. However, the current default text ordered for courses is:

Mack, Maynard, et al., eds. *The Norton Anthology of World Masterpieces*. Vol. I
Expanded Edition.

Desk copies are available from the department secretary.

Instructors may also use a collection of texts if they do not wish to use a single textbook, such as separate copies of *The Odyssey*, *The Iliad*, *Don Quixote*, *Gilgamesh*, Dante's *Inferno*, *The Canterbury Tales*, *Sundiata*, and/or *Hamlet*.

8.3 General Syllabus

A copy of the General Syllabus for English 2010/2011H follows. Please note that while it does give extensive information about the course, it is designed to be “general.” Instructors must create an additional syllabus that supplies more detailed information to the student to accompany the General Syllabus. Copies of the General Syllabus to disperse to classes can be obtained from the Department Secretary.

English 2010/2011H: Introduction to World Literature I

TEXTS: *The Norton Anthology of World Masterpieces*. Vol. I Expanded Edition. Maynard Mack, et al., eds.

OR: *Literature of the Western World*. Vol. I., 3rd ed., Brian Wilkie, et al., eds.

OR: Selected paperbacks (assigned by instructor).

COURSE DESCRIPTION: A critical examination of masterpieces of literature of the ancient period through the Renaissance, including at least on non-European work. This course counts toward completion of Xavier’s core curriculum English requirement. Prerequisite: English 1020 or 1023H.

COURSE OBJECTIVES:

- To provide student s with a broad knowledge of world literature from the ancient world through the Renaissance.
- To acquaint student with major movements, genres, authors, and works in the development of world literature.
- To expose student to the use of literary terms and the questions raised by the use.
- To encourage an understanding of literature as a means of reflecting and commenting upon human experience across culture and time.
- To aid students in developing their ability to make critical judgements and to express them effectively.
- To reinforce the writing skills of the freshman English sequence (1010-1020) through the writing of essays and a research paper.

COURSE CONTENT: All classes will examine ancient/classical literature (including Homer and/or a Greek dramatist), medieval literature (including Shakespeare and/or Cervantes). At least one pre-18th century, non-European work will be covered, as well as key terms from the vocabulary of the discipline ancient/classical period, allegory, archetype, catharsis, chorus, comedy, deus ex machina, epic, *hamartia*, hero, hubris, irony, medieval period, myth, oral tradition, poetic justice, Renaissance, romance, satire, and tragedy.

WRITING REQUIREMENT: A minimum of 20 pages of writing (for example, essays, essay exams, portfolio, and other evaluated writing), including a paper with library research.

INTELLECTUAL HONESTY: Passing off any other person's work as one's own, whether in essays or in the research paper, constitutes plagiarism, a violation of intellectual honesty. Since students will be given precise instructions on the most effective ways to document information, there should be no problem acknowledging sources and avoiding plagiarism. **Any assignment that gives evidence of not being completely one's own work will receive the grade of "F."**

8.4 Sample Syllabus

As mentioned above, instructors must supply a supplemental syllabus to accompany the General Syllabus. An example is provided below. (Note that this example does not list a text. The instructor indicates to the students during the first week of classes which text listed on the General Syllabus to purchase.)

English 2010: Introduction to World Literature I

Fall 2000

204 Xavier South

9:00 – 9:50 MWF

(Syllabus issued: 17 August 2000)

Professor: Dr. Jane Deaux

Office: 201F Admin. Annex

Phone: (504) 485-5154

Office Hours: 10-11 am & 2:3 pm MWF

Email: jdeaux@xula.edu

Course Goals

This course is designed to introduce students to literature that will enable them to explore forces on earth that continually have contributed to the shaping of a transnational world. Intent is to present a global perspective on aspects of cultural and intellectual history. This course will examine examples of Ancient, Classical, medieval and Renaissance literature and explore how these examples illuminate, in both traditional and non-traditional ways, terms from the vocabulary of the discipline, including epic, tragedy, comedy, myth, hero, genre, irony, satire and allegory. The goal of English 2010 is to help students develop skills, competency and knowledge necessary to cultivate their potential as learners and scholars. The course encourages students to engage in four processes--relationality, interaction, reflection and inquiry.

Course Objectives

- A. Introduce students to origins of respective literature and specific historical, cultural and literary design processes that have shaped a particular work (*relationality*).
- B. Provide students with information on responses to challenges, struggles and design operative in literature from respective world cultures (*interaction*).
- C. Provide students with critical and analytical frameworks necessary for examining literature from respective world cultures (*reflection*).
- D. Introduce students to interdisciplinary theories and paradigms in a number of traditions that assist in the examination of literature from respective cultures (*inquiry*).

Course Outcomes

Demonstrate the origin of a particular literary work and the role a respective artist plays in shaping that work relative to a respective culture (*relationality*).

Demonstrate general knowledge of the unique role of history and culture that surfaces in a particular work as well as an appreciation for its role as part of a wider human experience (*interaction*).

Show a capacity for sustained and independent intellectual inquiry in the body of knowledge that comprises literature from respective world cultures (*reflection*)

Successfully employ appropriate and critical analytical approaches when investigating literature or material applicable to a particular work from respective world cultures (*inquiry*). The textbook for this course is **World Masterpieces** (the Norton Anthology, expanded edition, Volume I). This text can be purchased in the University Bookstore. Particular full length major works to be read and discussed in this course are included in the textbook.

Course Requirements

The instructor will designate required readings and other materials necessary for matriculation in this course. Students must read all materials assigned by the instructor. Readings will serve as the basis for classroom discussions and are to be completed prior to class date listed on course outline.

Regular and punctual attendance at scheduled classes is necessary. This course is governed by three hours of academic credit; no more than six absences are encouraged. Excessive absences adversely will affect fulfillment of the course requirement.

Students are expected to participate actively in discussions and other learning activities that take place in the classroom.

No text listed for required reading can be utilized for research; b) commercial magazines cannot be utilized for research; c) students are required to take the final exam on the official date scheduled by the University.

Criteria for Evaluation

The handwritten mid-term and handwritten final exam will be essay style. The typewritten research paper must comprise exactly 6 (six) pages. Participation grade (inclusive of turning in all assignments on time, adherence to assignment guidelines, and involvement in classroom discussions and other assigned activities). Late assignments will be lowered one letter grade for each day these are overdue. Absences adversely will affect the participation component of one's grade. Failure to complete all course requirements subjects a student to failure for the course.

Grading

		assessment points on individual assignments
class participation	10%	
critique	10%	9-10 points = A
four quizzes (each 10%)	40%	7- 8 points = B
mid-term exam	10%	5- 6 points = C
research paper	20%	3- 4 points = D
final exam	10%	1- 2 points = F

90-100=A

80- 89=B

70- 79=C

60- 69=D

0- 59=F

Course Content: The schedule below is general and based on week-by-week goals for the course. Please be aware that the schedule may change depending upon timing conflicts and the students' abilities to process material.

Aug.	24 Introduction; approaches to World Literature 26 Writing task; discussion of critique, mid-term, research paper “The Invention of Writing & the Earliest Literatures,” 3-6 31 Discussion of key term “Gilgamesh,” (Akkadian), 13-25 2 “Gilgamesh,” 25-42
Sept. 2	7 “Akahaten’s Hymn to the Sun, (Egyptian) 44-48 9 from “Job,” 83-89, Quiz 14 <i>Antigone</i> , (Greek), 632-666 16 <i>Antigone</i> , (continuation) Quiz 21 “The Apology,” (Greek), 735-754 23 “The Apology, (continuation) 28 from the “Analects,” (Chinese) 791-799 from the “Second Teaching,” (India), 964-967 30 from the “Aeneid,” (Rome) 1000-1008
Oct.	5 “The Sermon on the Mount,” (New Testament), 1121-1125 (Mid-term exam due) 7 Library assignment Quiz 12 “Conversion,” (St. Augustine/African), 1144-1147 14 Open (1st page draft of research paper due) 19 “The Table,” (the Koran/Arabic), 1364-1373 21 “The Ox and the Donkey,” (Persian) 1524-1528 26 “The Miller’s Tale,” (English), 1917-1925 (to line 280) 28 “The Miller’s Tale,” (from line 280), 1925-1933
Nov.	2 from <i>Don Quixote</i> , (Spanish) 2542-2555 4 from <i>Don Quixote</i> , 2555-2563 9 Quiz 11 from <i>Hamlet</i> , (English), 2741-2748 (Act 1, scenes 4 & 5) 16 “The Epic of Son-Jara,” (African), 2341-2364 18 “The Epic of Son-Jara,” 2365-2388 (Research paper due)
Nov.	23 Quiz “Origin of Humanity, First Dawn,” 2949-2953 25 Thanksgiving holiday
Dec.	30 2 Overview