

ENGL 2110 - 02 SURVEY OF WORLD LITERATURE
Spring Semester 2012

Section meets Tuesdays and Thursdays at 3:30—4:50 in PAFFORD 306

INSTRUCTOR: JOHN STURGIS

OFFICE (HOURS): PAFFORD 319 (8:00-9:00 T-W-R and 2:00-5:00 W) by APPOINTMENT ONLY)

WRITING CENTER: 10:00-1:00 W: APPOINTMENT WITH UWC REQUIRED

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“English means, in the first place, the mother tongue. As that, it’s the most practical subject in the world: you can’t understand anything or take any part in your society without it. The native language takes precedence over every other subject of study: nothing else can compare with its usefulness.”—Northrop Frye, *The Educated Imagination*.

Course Description for World Literature:

Perhaps the most effective means of perceiving this course before you begin it is to think of what we are going to do is travel; we are departing today on a journey through time and space that will take us to the palpable roots of our existence, and even unto the bare edge of the continuum of thought and feeling that is our common experience regardless of our particular origins. The great works of literature we encounter here reveal the realities of human-ness that no other body of knowledge can evoke in us, and defining ourselves, identifying ourselves and constantly reinventing ourselves in the manner of our ancestors are the works of an educated imagination. A chronological approach to World Literature offers us the opportunity to discover origins and first principles and to trace the growth of civilization through the power of ideas as they were first conceived and later put into practice, providing the underpinning for social and power relations in the world that now surrounds us.

COURSE POLICIES: ATTENDANCE, LATENESS, CLASS PARTICIPATION, AND ELECTRONICS

Attendance Requirements: Regular attendance is **MANDATORY**. The only way we can achieve our course objectives is through your consistent attendance and participation in class. However, I know that occasional emergencies arise, so I allow *three* no-questions-asked absences—please use them wisely, and keep me informed! **NOTE: I count "lates" (i.e. arriving after class has begun) as 1/2 an absence...so please be on time!** I don't distinguish between "excused" and "unexcused" absences; you owe me no explanations or documentation for your absences; all I ask is that you use these absences wisely. If you must be absent, I expect you to keep up with the assignments; if you're absent on the day an assignment is due, I will still expect you to make arrangements to get it to me on time. Students who are absent receive a zero for in-class work missed; more than five absences will result in a 5 point reduction of your final grade per additional absence. **Persistent absences will result in administrative withdrawal from class.** I will ask any student who falls asleep (or whom appears to be asleep) during class to leave my classroom, and will count that student absent for the day. I am absolutely serious about this policy, so snooze at your own risk.

Disruptive Behavior: Students will be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Such behavior includes-but is not limited to: arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or video devices. Each dismissal of this kind will count as an absence and will be applied toward the attendance requirements policy above. The instructor reserves the right to administratively withdraw from the course (for sufficient academic, disciplinary, or other clearly apparent cause) any student at any time. This policy is enacted in an effort to protect the combined class from individual academic or classroom misbehavior that disrupts or negates the potential for learning in the classroom or the exploratory learning process that occurs outside of the formalities. Disruptive behavior includes not turning in assigned work on time or in the proper format,

repeated or aggravated tardiness or absence, consistent evidence of the absence of effort, plagiarism, and other academic malfeasance.

Reading is of the utmost importance. Your purpose for taking this course is to be understood as this: learning to read and write and think critically at the university level. If you do not read the assigned texts, your classroom discussion will suffer and will be noted by the instructor and acted upon. Part of your final grade is dependent on your reading as you will discover when unannounced reading quizzes are given when reading assignments are due. Your two lowest reading quiz grades will be dropped in the evaluation of your final grade.

Writing for this course includes substantial assignments throughout the term in the *formal* of out of class essays. More informal assignments support and sustain the formal essays, and are ongoing: A Reader's Journal, *and* writing-to-learn Response Papers. While informal assignments will not be graded in the way that formal papers would be, students must complete all of these assignments in order to receive a passing grade. You are expected to use these assignments to develop your ideas and to improve and strengthen your writing abilities. I view these assignments as part of an ongoing *dialogue with yourself* about issues raised in the course objectives and evolving ideas that will emerge in our class discussions. If you are absent and fail to turn in a Response Paper on time, it cannot be "made up" though it still may be turned in. Response Papers are defined for you in class and are most often assigned only by word of mouth. *If a student fails to submit a Formal Essay on time, the student should not expect a passing grade.*

Late work: Late work will not be accepted unless you have made arrangements with me *in advance* or, in the case of an emergency, have immediately contacted me.

Format for all papers (strictly enforced): All papers should be formatted in MLA style. *There are no exceptions unless you are instructed otherwise in class.* Violations of the MLA style sheet (as presented in the Writer's Resource) include, but are not limited to margin widths, vertical linear spacing, failure to achieve specified length, color of ink, printing irregularities (printing on the reverse), failure to provide a Works Cited page, too much space between paragraphs, improper paper size and weight, and so forth. Violations such as these will result in lower grades in early essays and failures in later ones. Please govern yourself and your submissions accordingly.

Revision of graded work: The idea of Revision of previously graded work will be discussed a length in class and specific instructions will be given to those who qualify and wish to pursue this option.

Required Texts

The texts required for this course are the Longman and the Joseph Campbell coursepak described below. It is an imperative that each student possess her very own copy of the texts; it will not be possible to pass the course without it. Failure to bring your text to class will impede the work of others and will be noted as an absence, so get this out of the way by the end of the Drop Add period

Longman Anthology of World Literature, Compact Edition. Edited by David Damrosch et. al.
ISBN: 978-0-321-43690-0.

"The Hero's Adventure" Coursepak copy of the essay by Joseph Campbell. Available only at the UWG bookstore for a nominal cost.

UNIFORM COURSE OBJECTIVES and PROGRAM GOALS

Course Goals:

- Students will develop the ability to recognize and identify significant achievements in world literature.
- Students will understand the relevant social, historical, and aesthetic contexts of these literary works.

- Students will appreciate the implications of theoretical and critical approaches to such literature.
- Students will develop enhanced cultural awareness and analytical skills.
- Students will demonstrate their command of academic English and of the tenets of sound composition by means of thesis-driven analytical prose.

Program Goals:

- Oral and written communication will be characterized by clarity, critical analysis, logic, coherence, persuasion, precision, and rhetorical awareness.
 - Cultural and Social Perspectives: Cultural and social perspective will be characterized by cultural awareness and an understanding of the complexity and dynamic nature of social/political/economic systems; human and institutional behavior, values, and belief systems; historical and spatial relationship; and, flexibility, open-mindedness, and tolerance.)
 - Aesthetic Perspective: Aesthetic perspective will be characterized by critical appreciation of and ability to make informed aesthetic judgments about the arts of various cultures as media for human expression.
 - This course fulfills the Area C.2 requirement in the core for all students.
 - Area C (Humanities/Arts) Learning Outcomes:
 1. To develop the ability to recognize and identify achievements in literary, fine and performing arts;
 2. To have an appreciation of the nature and achievements of the arts and humanities; and
 3. To develop the ability to apply, understand, and appreciate the application of aesthetics criteria to "real world circumstances.
 - This course fulfills an Area F requirement for English majors (all tracks) in the core.
 - This course fulfills one of the core-level language arts requirements for Middle Grades Education majors.
 - This course contributes to the program goal of equipping students with a foundation in literary history and the issues surrounding literary study in contemporary culture.
 - This course broadens students' desire and ability to take pleasure in their encounter with literature.
- Specific Learning Outcomes:

Critical Reading and Analysis

Analyze literary texts sufficient to produce explications and interpretations of literary works as well as parts and devices within those texts. Develop an understanding of genre and the influence of genre on understanding literature. Achieve a working understanding of the most fundamental terms and ideas of literature, such as types of narration and point of view, plot, character, image, symbol, and figurative language.

Writing Process and Rhetorical Objectives

Writing processes are the same as those in ENGL 1101 except the papers are longer and require the use of secondary materials to a greater extent. Rhetorical concerns are a continuation of ENGL 1101 with the new rhetorical situation of writing about literature for academic audiences.

Minimal Competency Requirements

Essay Level: Continuation of the learning objectives of freshman composition courses will be emphasized; that is, creation of clear theses, effective introductions and conclusions, and logical patterns of essay organization. Additional requirements include the ability to develop a logical argument advancing a particular explication or interpretation of a literary text, an argument which is distinct from plot summary and from sociological writing about literature.

Paragraph Level: Continuation of the paragraph development skills required in freshman composition courses. Additionally, be able to manage quotations from literary and secondary texts as a means for developing paragraphs, neither letting the quotations dominate paragraphs inappropriately nor under-explaining the quotations once used.

Sentence Level: Continuation of freshman composition principles, consistent evidence of sentence variety and control of syntax to achieve clarity with the consistent use of apt and varied diction, the use of quotations in sentences while maintaining grammatical correctness and competent punctuation, and the demonstration of the command of mechanics, grammar, and usage conventions of Standard Edited English.

Documentation Style

Use the MLA style for documenting sources and in-text citations of literary material.

Technological Objective

Demonstrate the ability to use word processing and to find and evaluate electronic resources when required.

Students With Special Needs

Students With Special Needs will be accommodated per University policy to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make these known to me, either yourself or through Disability Services in 272 Parker Hall (770) 839-6428. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services as noted above, in the *Student Handbook* and the *Uncatalogue*.

Assessment

All students will be provided with a website address from which they will download and print out a hard copy of the English Department documents: "Grading Criteria 2000 Level and Above". The grading rubric applies to all papers prepared for this course, including the informal writing produced in the Response Papers and the Reader's Journal. "Ruby" is herewith made a part of this Syllabus.

Complete instructions for the assembly of an assignment will be distributed in writing, usually two weeks ahead of the submission date (Response Papers excepted here). Any violation of formatting instructions, including specified length (given in "number of pages" terms) or contents (absence of a Works Cited page for instance) can result in a failing grade.

NOTE: English majors must make a C to pass ENGL 2110. For reference purposes only, the nominal grading system is as follows: A = 91-100; B = 81-90; C = 71-80; D = 61-70; F = 51-60.

FORMAL REQUIREMENTS

Unless otherwise specified below or on a specific assignment sheet, all papers submitted for this course will adhere to current MLA style and possess the following features:

All written work will be the product of a word processor (MS Word—no exceptions) and printed in black ink on white paper with double-spacing throughout. A one-inch margin will be provided. Improper formatting will result in loss of points. Your name, class and section, date of submission, and assignment description will be located in the upper left-hand corner of the first page (only) of the text.

Each essay will be provided with an imaginative title of its own, thoughtfully and specifically developed for the paper. Proofreading and editing are considered very high order concerns in these submissions. The learning process that is facilitated by these writing exercises should not be mitigated by a distracting assortment of grammatical and mechanical writing errors. Shoddy work and poor writing habits will not be tolerated.

All written work, excepting that developed in class, will be in accordance with current MLA style. Students are referred to Maimon's *Writer's Resource*, TAB 6 for further information.

PLAGIARISM POLICY
(Required on all English Department Syllabi)

“The Department of English defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is that of fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course. Consistent with the last caveat, any instance of plagiarism or academic dishonesty in ENGL 2110 will result in an automatic course grade of F.”

Course Requirements and Assignments

I not only expect you to take yourself seriously as a student, thinker and writer, I demand it. I sincerely believe that the material we cover in this course is indispensable and crucial to your intellectual growth and development, especially in the long term, and though you may be unable to perceive the same from your perspective at this time, it would behoove you to arrive at the same conclusion before proceeding any further. If you are looking for an easy three-hours credit and a good grade, I urge you to consider another avenue towards that end; you will not find it here. The value you will get out of this course (the grade, if you must) will be commensurate with the effort and the thought that you put in to the execution of your responsibilities to yourself and your ultimate goals.

Grading: Reader’s Journal, in-class participation, quizzes, 10%; Writing Assignments and Response Papers (3)=45%; Midterm 20%, and Final Exam=25%.

OFFICE HOURS AND CONFERENCES

For the purposes of this course, my office hours are as noted above (and also by appointment at other specifically agreed-upon times). My office is PAFFORD 319. Phone is 678 839 4866. E-mail is jsturgis@westga.edu. I am always available to all of my students to discuss course-related concerns and material and will do as best I can to work with each of you individually as need be. You are expected to appear in my office as necessary in order to individually address performance and assessment results or other personal concerns. This is not unusual and may be mandatory, depending upon the situation. *I encourage you to view my role as a facilitator of your educational experience, but you must also understand that you are responsible for your education, not me.* All student—professor email correspondence must occur via your my.uwg account. Email is the best way to reach me outside of class or office hours.

SYLLABUS AND ASSIGNMENTS

The syllabus below presented has been prepared well in advance of this presentation and is a fairly reliable calendar of proposed activities and course functions. I must reserve the right, however, to modify the readings as necessary to accommodate the emerging apparent but unexpected needs of the course sections and its participants. You will of course be advised of any such changes as they proceed out of necessities as they may arise.

Summary

Ongoing from the first:	Reader’s Journal: informal writing about every title we assay in the course; I will ask for your Journals at strategic times throughout—you never know . . .
Response Papers	More or less informal, but confined to the concept of academic writing, these occasional papers will be of about 500 words in length and essentially will respond to a specific reading, literary period, or theoretical concern that evolves from class discussion. Writing that emerges from these brief essays may be used in longer formal essay assignments, but only with my approval.
Midterm	Questions requiring short written responses over readings to date; quotation derivation and identification; historical period assignment.
Final	Comprehensive, with a series of essay questions.
Weeks 1 thru 4:	Overview, Thematics and Theory of Study. Classical Tradition, Classical Criticism. Reading: <i>Gilgamesh</i> and <i>The Odyssey</i> . Plato.
Weeks 5 and 6:	Reading: Sophocles, <i>Oedipus Rex</i> ; Euripides. <i>The Medea</i>

Weeks 7 and 8:	Reading: Ovid, <i>The Metamorphoses</i> (excerpts).
Weeks 9 through 12:	Midterm Exam. Reading: Dante, Chaucer, Boccaccio
Weeks 12 through 14:	Reading: Petrarch, Shakespeare, Montaigne
Weeks 15 through 17:	Reading: Romanticism and on through the 20 th Century: Blake, Wordsworth, Keats, Flaubert, Tolstoy, Joyce. Final Exam.

PROVISIONAL CALENDAR

Readings and assignments are due on the day they're noted.

As the semester progresses, dates and assignments may well change; I will advise you of such changes in class, where it is important to be every day as you can see

Week 1

01/10 Welcome to World Literature! Get Thursday's reading assignment from Campus Bookstore; entire interview due on Wednesday.

01/12 Joseph Campbell "The Hero's Adventure"

Week 2

01/17 T *The Epic of Gilgamesh* pp. 71-113

01/20 R *Gilgamesh*, continued.

Week 3

01/24 T "Homer": 137-40; *The Odyssey*: Book III: "King Nestor Remembers," pp. 215-28;

01/26 R *The Odyssey*. continued: Book IX: "In the One-Eyed Giant's Cave," pp. 291-304; Book X: "The Bewitching Queen of Aea," pp. 305-18.

Week 4

01/1 T Sophocles, *Oedipus the King*, pp. 500-540.

02/2 R Euripides, *The Medea*, pp. 575-608.

Week 5

02/7 T Genesis 3 and Job

02/9 R Special Instructions

Week 6

02/14 T *The Ramayana* pp. 609-43

02/16 R *The Ramayana*, continued.

Week 7

02/21 T Ovid, pp.777-802

02/23 R Continue Metamorphosing; you have no choice

Week 8

02/28 T Murasaki Mishibu, *Tale of Genji* (selections TBA)

3/1 R *One Thousand and One Nights*, pp. 1099-11; 1137-51.

Week 9

03/6 T Dante Alighieri, *The Inferno*, pp. 1259-65; Canto 5, pp. 1279-83; Canto 28, 1359-62; Canto 34, 1380-84

03/8 R Giovanni Boccaccio, *The Decameron*, pp. 1453-78.

Week 10

03/12 M Shakespeare, *The Tempest* Act I and II (pp.1664-95)

03/14 W *The Tempest*, Act III and IV (pp.1695-1720)

Week 11--Spring Break! Yahoooooo!!

Week 12: No classes on Tuesday, the 27th: Honors Convocation. Do your Reading!!!!!!

03/27 T Goethe, pp. 2036-9; *Faust, Part I*: "The Prologue in Heaven," through "Faust's Study," pp. 2045-78.

03/29 R Goethe, *Faust, Part I*, concluded: "A Witch's Kitchen," through "A Prison," pp. 2078-2118.

Week 13

04/3 T Charles Baudelaire and selections from *The Flowers of Evil*: pp. 2194-2207.

04/5 R Gustave Flaubert and "A Simple Heart," 2207-28.

Week 14

04/10 T Leo Tolstoy and: *The Death of Ivan Ilych* : pp. 2307-43.

04/12 R Tolstoy and the Russians

Week 15--Last Week of Class

04/17 T Postcolonial Conditions: Derek Wolcott, 2793-2802; Mahmoud Darwish, 2803-12

04/19 R Semester in Review.

Final Exam

04/26 R 2:00 PM

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