

• **Syllabus, English 2331: World Literature, Fall 2016, M-W 12:30-1:45**

Instructor: Professor Nelson Sager email: nsager@sulross.edu

tele.: 432/837-8153 Office: MAB 112D Office Hours: MW 9-11; Tues 9-11; others by appt.

COURSE DESCRIPTION: Eng. 2302 [World Literature I (from early beginnings into the 19th century)] is taught as a course in the English literature curriculum of the Department of Languages and Literature; its content this semester (fall 2015) will be a survey of selected major works of world literature which have served as precursors of works to follow in Western literature, in English. Major emphases in this course will be the following: applying techniques of critical literary evaluation and recognizing the importance of culture in the development and understanding of literature—particularly, the origins of literary generic formats and the treatment of cultural themes prevalent in Western civilization. We will also discuss the bases for explicating various generic forms of literature.

COURSE OBJECTIVES: Students will

- read representative masterpieces of world literature from the beginnings to 1900 and identify the genre specific to each work.
- demonstrate their ability to select and apply the appropriate evaluative criteria to each particular literary genre studied.
- explore by critical analysis the significance of culture in the literatures of peoples of the Mediterranean Basin and Western Europe (i.e. selected works of Greek, Roman, Italian, and French literature which affected the literature created in the language of English), by comparing and classifying works, researching cultures, and inferring relationships.
- show evidence of having mastered the content of literary works by identifying characters, genres, and themes, describing major conflicts, and listing specific literary criteria used in evaluation
- show their ability to judge literary quality by applying evaluative criteria and supporting discussion with examples from the texts.

STUDENT LEARNING OUTCOMES (English and Education Generalist Requirements at the Undergraduate Level):

Graduating students will demonstrate that they can

1. Construct essays that demonstrate unity, organization, coherence, and development
2. Analyze literary works by applying principles of literary criticism or theory
3. Produce research papers that demonstrate the ability to locate a variety of acceptable sources, employ them effectively through quotations or paraphrases, integrate them smoothly into the writer's own prose, and document them correctly using MLA format
4. Demonstrate creativity or originality of thought in written or multimedia projects
5. Compare/contrast and analyze major works and periods within World, English, and American literature.
6. Understand how to interpret, analyse, evaluate and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.
7. Understand the defining elements and characteristics of various literary genres contribute to the meaning of a given work (such as historical fiction, poetry, myths, epics, fables, etc.)

COURSE REQUIREMENTS:

Three (3) major examinations (25 % each) [open book and notes]

75 %

One (1) written analysis of one (or more) work(s) studied in this class relative to

concepts in modern written and visual literature [submitted through Blackboard] 25 % [This assignment is discussed in the "Course Documents" section of this Blackboard web site.]

100%

These major assignments will be graded numerically on the basis of 100 points each. Each graded assignment will be added for a total divided by three to arrive at a course average. The course letter grade will be based on letter grade equivalents to the numerical class average as follows:

89.51-100+ = A

79.51-89.50 = B

69.51-79.50 = C

60 -69.50 = D

Below 60 = F

List of Texts for English 2331 for fall 2015 semester:

Homer. *Homer's Iliad and Odyssey: the Essential Books*. Translated by Barry D. Powell. New York: Oxford University Press, 2014. ISBN 9780199394074

Sophocles. *Oedipus Rex*. New York: Dover Thrift Editions, 1991. ISBN 9780486268774

Aristophanes. *Lysistrata and Other Plays*. New York: Penguin Classics, 2008. ISBN 9780140448146

Dante Alighieri. *The Inferno*. Translated by John Ciardi. New York: Signet Classics, 2001. ISBN 9780451531391

Miguel Cervantes. *Don Quixote*. Translated by Edith Grossman. New York: Harper-Collins, 2003. ISBN 9780060934347

Johann Goethe. *Faust, Part 1*. Oxford World Classics. New York: Oxford Univ. Press, 2008. ISBN 9780199536214

Voltaire. *Candide*. New York: Penguin Classics, 2005. ISBN 9780143039426

Leo Tolstoy. *The Death of Ivan Ilych*. New York: Vintage Classics, 2012. ISBN 9780307951335

Henrik Ibsen. *Four Major Plays*. (contains *A Doll's House*) New York: Oxford World Classics, 2008. ISBN 9780199536191

In addition to reading these texts or portions of these texts, we will be reading on-line material and hard-copy hand-outs on Greek Mythology, and other works of Greek, Italian (the sonnet), and Chinese (Haiku Poetry) literature. (Yes, this is a reading and discussion class: you will be held responsible for previously reading the assigned material for a given class day before the class meets that day, as well as being able to discuss elements of the literary work in class that day.)

ATTENDANCE: The attendance policy for this class is that stated in the current SRSU Catalog and the 2016 Fall Class Schedule. In Tues-Thurs classes (1 hr. and 15 min. period), more than 6 absences of any type can result in being dropped from the class with a failing grade. Excused absences (mainly those associated with participation in school activities) are not counted in total absences.

Americans with disabilities Act

Sul Ross State University is committed to equal access in compliance with the Americans with disabilities Act of 1973. It is the student's responsibility to initiate a request for accessibility services. Students seeking accessibility services must contact [Mary Schwartz](#) in counseling and Accessibility Services, Ferguson Hall, Room 112. The mailing address is P.O. Box C-171, Sul Ross State University, Alpine, Texas 79832. Telephone: 432-837-8203

Tentative Schedule of Reading Assignments and Class Activities

Aug 23—Introduction to class; discussion of backgrounds for Greek Literary Works; discuss essential elements of narrative structure; complete a short writing sample based on a segment from *The Iliad*.

https://en.wikipedia.org/wiki/Ancient_Greek_military_personal_equipment

Aug 25—Read *The Iliad*, pp. 1-60 (introduction and books 1-4); screen portions of the film *Troy*

http://www.weapons-universe.com/Swords/Ancient_Greek_Weapons.shtml

<http://www.larp.com/hoplite/greekweapons.html>

Aug 30—Read *The Iliad*, pp. 61-117 (books 5-10)

Sep01—Read *The Iliad*, pp. 118-183 (books 11-17)

Sep 06—Holiday, no class meeting

Sep 08—Read *The Iliad*, pp. 184-247 (books 18-24)

Sep 13—Read *The Odyssey*, pp. 251-310 (*The Odyssey* books 1-7); pp. 311-383 (books 8-12); screen portion of the film *The Odyssey*

<http://www.shmoop.com/odyssey/>

<http://en.wikipedia.org/wiki/Odyssey>

<http://en.wikipedia.org/wiki/Odysseus>

Sep 15—Read *The Odyssey*, pp. 384-447 (books 13-21); pp. 448-493 (books 22-24).

https://en.wikipedia.org/wiki/Suitors_of_Penelope

Sep 20—Wrap-up discussion of *The Iliad* and *The Odyssey*: comparing works to modern literary depictions of warrior culture narratives; discussion of written assignment for English 2331

Sep 22—Read Sophocles' *Oedipus Rex*; discussion of the play

<http://www.shmoop.com/oedipus-the-king/>

https://en.wikipedia.org/wiki/Oedipus_the_King

<http://www.shmoop.com/oedipus-the-king/>

Sep 27—Read Aristophanes' *The Clouds*; and *Lysistrata*.

<https://en.wikipedia.org/wiki/Aristophanes>

https://en.wikipedia.org/wiki/List_of_stock_characters

<http://www.shmoop.com/lysistrata/summary.html>

<https://en.wikipedia.org/wiki/Agon>

Sep29— Wrap-up discussion of Greek drama (tragedy and comedy) and review for exam

Oct 04—Examination 1 (The exam covers *The Iliad*; *The Odyssey*; *Oedipus Rex*, as representative Greek tragedy; *The Clouds*, and *Lysistrata* as examples of Greek comedy.

Oct 06—Read *The Inferno* [Cantos 1-11]

<http://danteworlds.laits.utexas.edu/index2.html>

[http://en.wikipedia.org/wiki/Inferno_\(Dante\)](http://en.wikipedia.org/wiki/Inferno_(Dante))

<http://www.shmoop.com/inferno/>

Oct 11—Read *The Inferno* [Cantos 12-22]

Oct 13—Read *The Inferno* [Cantos 23-34]

Oct 18—The Sonnet as a form of poetry [Read over handouts for this class meeting]

Oct 20—Read *Don Quixote*: Book 1, Chapters 1-7.

Oct 25—Read *Don Quixote*: Book 1, Chapters 8, 22, 46-48, 52.

Oct 27—Read *Don Quixote*: Book 2, Chapters 3, 12-17, 64-65, 73-74.

Nov 01—Read *Don Quixote*: wrap-up *Don Quixote*, other portions of Book 2.

Nov 03—Read Goethe's *Faust*, Part 1

<https://www.youtube.com/watch?v=QFQp1LdUVsE>

Nov 08—Exam 2: *The Inferno*, *The Sonnet*, *Don Quixote*, and Goethe's *Faust*, Part 1

Nov 10—Read *Candide*

Nov 15—*Screen Forrest Gump*

Nov 17—*Screen Forrest Gump*

Nov 22— Finish screening *Forrest Gump* film; Read *The Death of Ivan Ilyich*

Thanksgiving Break (Nov 23-25) [note: final submission date for written critical analysis is approaching]

Nov 29—begin discussing *A Doll's House*; [The final deadline for the written critical analysis assignment: due to be submitted through SAFE ASSIGN Blackboard by 5:00 pm Nov 29.]

Dec 01—Review for exam 3; finish discussing *A Doll's House*

Dec -07 Exam 3 in Course] Note: The exam on the official schedule is to be conducted from 10:15 through 12:15 on this date. Course grades for students enrolled in the course are to be turned in to the Registrar by 12:00, December 8, 2016. Any late or makeup work for this course must be completed by 5:00 pm on Dec. 7, for it to be graded and averaged into your final grade for this course.

The Written Critical Analysis for English 2331

This assignment should be submitted through SAFE ASSIGN in Blackboard within the site for this course, English 2331. It should be (1) a critical essay based on a literary work or works that we have discussed in this class; within its text; (2) you should base your analytic and critical remarks on the actually wording found within the literary work considered; (3) these critical comments should be supported with quotations taken from the text with proper citations using the MLA system of documentation. (4) The format and length of this assignment should be text submitted on 8 ½ by 11 inch paper, with 1 inch margins, with a text length of 500 to 750 words (3-5 pages of text), exclusive of any work cited list of sources consulted.

The concept of the paper should be to compare some kind of content element (such as development of a character, governing beliefs of the age in which the literary work was written, or structure of the literary work) to similar types of human figures, cultural beliefs, or literary equivalents of format that exist today. For example, using *The Iliad* one might consider the concept of the qualities of the hero then (using *Achilles* as the model) and the concept of the hero in present day cultures. Or one might consider the form of the epic in ancient times as compared to the long written work or classic narrative film or television series which is centered around a particular time, place, and types of character.

Here are some suggestions for developing this type of essay based on material from the course:

(1) Select a character and compare/contrast him/her to a character from modern written literature or film.

Examples:

Achilles vs. popular super heroes of today (Batman, Ironman, the Hulk, etc.)

Achilles in *The Iliad* vs. modern hero/warriors such as Chris Kyle in the film, *American Sniper*

Candide vs. Forrest Gump

Odysseus vs. Sherlock Holmes (written, film, or TV versions)

Jocasta vs. Alicia, the protagonist of *The Good Wife* TV series

(2) Select a governing concept from one of the works we have read and project it into whether it makes sense in the world today.

Examples:

The Warrior Culture—is this a necessary way of life for today?

“We must cultivate our Garden” from *Candide* –what does this mean today? Out in our area, should we all go buy a couple of hundred acres of land and go back to raising cattle?

From *Faust, Part I* – Is it possible to live an amoral existence attempting to experience all kinds of situations and activities today, despite any moral or legal rules that might prevent you from doing so?

From “*The Death Ivan Ilyich*” compare Ilyich’s desire to have fulfilled something in his life to what most people today want to accomplish in their lives.

(3) Select a major character from one of the works and discuss how he/she would fare in the world today? What situations and activities would make up this character’s existence today?

This assignment is due Wednesday, November 30, 2016 by 5:00 pm.