

English 2650-501. World Literature I, Fall 2021. Juliette Cunico, Ph.D.

Gilgamesh

Iliad and Odyssey

Om

Fafnir Guards the Gold-Hoard. By Arthur Rackham

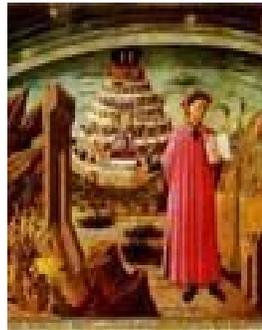


The Tale of Genji

The Ramayana

Sandro Botticelli, *Divina Commedia*

The Wife of Bath, Ellesmere Manuscript



The New Globe, Bankside

Don Quixote. By Pablo Picasso

Policy Syllabus

Course Description. English 2650 is one of the required courses in the World Literature Survey that fulfills core curriculum requirements. The course focuses strongly on examining the ways literature and culture intersect. We'll read representative world masterpieces from ancient, medieval, and Renaissance times and broaden our understanding of the literature of other cultures by exploring how their stories reflect the individuals, ideas and customs of cultures worldwide. We will engage with texts from ancient Mesopotamia, Mesoamerica, Native American creation stories, early modern Europe, Norse mythology, and texts from the Near and Far East, Elizabethan England and New World explorers. As we read, analyze, discuss, and enjoy, we will learn about the political, social, and cultural contexts which shaped them, and via video lectures and "live" group discussions, discover how the issues raised in these texts form the base of our perceptions of current events, social norms, political ideologies, and cultural constructs. To emphasize the timeless of these texts, we'll find out how they have influenced one or two popular stories, current films, and current events **Prerequisites: None**

Student Learning Outcomes (SLOs)

By the end of this course you should be able to

1. Identify and comprehend key authors and literary works from ancient periods to the Enlightenment.

2. Understand each text's historical and cultural context.
3. Identify and analyze a variety of literary forms, including poetry, plays, and philosophical and religious texts.
4. Compare works from different cultures and historical periods examining genre, style, and content or theme.
5. Analyze how literary works reflect historical, national, cultural, and ethnic differences.

Required Texts and Materials

Internet access and access to a computer.

For the required texts, you have two format options:

***Either* The Norton Anthology of World Literature. Shorter 4th edition, Vol. 1. Edited by Martin Puchner, et al. W.W. Norton, 2019. Print. ISBN 9780393602876**

***Or* The Norton Anthology of World Literature. Shorter 4e, Vol. 1. eText - eISBN: 9780393876765**

Either one is fine; the ebook's contents are the same as the paperback, and the page numbers are the same for both versions.

You will not need the Norton textbook until the second week of classes, but please purchase it as soon as you can.

Additional materials: These are all free! All resources are available in Learn and through the appropriate *Norton* websites. They include authors' background information, audio recordings, films, instructional videos, art works, short readings, musical compositions, paintings, videos, illustrations, background materials, and student resources. Some are required reading, others are optional. These and other materials are designed to help us gain a fuller understanding of the written text, as well as to serve as sources for papers.

Oftentimes, current events, special programs, films, etc. that relate directly to our course material surface. When this happens, please send a message to the class with details. We can also discuss these via Zoom.

Web Resources: To find information on the historical and cultural contexts of the works we are reading, as well as an interactive timeline, and links to other related websites, visit the websites listed in the assignment schedules, and the general website links to Volumes A, B, and C of the fourth edition.

<https://digital.wwnorton.com/worldlit4pre1650>. Before you can access the site, you will need to register at "Getting Started with Norton Digital Products," register your Norton digital product(s) and join the course.

Supplemental Resources: These will consist of authors' background information, Audio recordings, films, instructional videos, art works, and other materials designed to help us gain a fuller understanding of the written text, as well as to serve as sources for papers. All resources are available (free) **in Learn and through the appropriate *Norton* websites.**

A Film on Demand Account: This account must be set up through the UNMVC library <http://valencia.unm.edu/library/> even if you are a Main Campus student. Please contact Kat Gullahorn, Public Services Librarian at the UNM-Valencia Campus Library 505-925-8990 | krq@unm.edu and she will set the account up for you. **If you come to campus (Valencia), anyone in the Library can help you set up the account. You must use the link from the UNM Valencia Library website; the Main Campus version of Films on Demand is not the same. For resources from main campus, please see** <http://www.unm.edu/libraries/>

Meeting Times and Online Availability

Office Hours / Meeting Times

Monday and Wednesday, 4:00-5:00 p.m.

Tuesday and Thursday, 10:30-11:30 a.m. and 8:00-8:30 p.m.

Friday, 2:00-3:00 p.m.

And by appointment

To join, click on the Zoom Office Hours Link and follow the instructions. If you need to discuss anything outside of regular office hours, email me and we will set up an appointment.

Online Availability: Daily, especially during the following times:

- Monday-Wednesday 10:00 a.m. - 12:30 p.m.; 9:00 -11:00 p.m.
- Tuesday-Thursday 10:00 a.m. -12:30 p.m., 2:00-4:00 p.m., 9:00-11:00 p.m.
- Fridays: mornings 11:00 a.m.-3:00 p.m.

Times may vary on Tuesday, Thursday, and Friday evenings and on weekends. I am generally not online on a regular basis on Saturday or Sunday, but I will login on those days.

Contact Information:

Keep in touch! Contact me via UNM email or Course Messages, or call or text me at 505-220-7614. I do not answer unidentified callers, so if I don't pick up, please leave a message. Include your name, a phone number, and the best time to call. I will return your call in a timely manner.

Success in Online Classes: Online classes require self-discipline and engagement with classmates, even more so than face-to-face classes. Here are some ways to help you be successful in this class.

1. Set and keep to an established study schedule that fits in with your individual schedule.
2. Login to the course at least once a day to check for announcements, scheduling changes, etc.
3. Make the most of online discussions.
4. Ask thoughtful questions of both instructor and other students.
5. Let the instructor know which techniques work best for you.
6. Develop a personal motivation strategy.

Full participation is required. Students are expected to check Learn daily and are responsible for all materials, assignments, responses to discussion topics, and any changes.

Check the assignment schedule and the announcements to find out what is due and whether assignments have been modified, omitted, or added.

“Attendance”: UNM requires that students’ participation in online courses be monitored. I monitor attendance by checking assignment submissions, messages, and discussion participation. There will be two assignments due per week. Dates will vary, but plan to submit these during the first two weeks on the dates indicated in the announcements and / or in the assignment schedule. Response papers and quiz due dates will usually be Saturday or Sunday by midnight. You may, of course, submit assignments before the due date.

Student Learning Outcomes (SLOs)

By the end of this course you should be able to

1. Identify and comprehend key authors and literary works from ancient periods to the Enlightenment.
2. Understand each text's historical and cultural context.

3. Identify and analyze a variety of literary forms, including poetry, plays, and philosophical and religious texts.
4. Compare works from different cultures and historical periods examining genre, style, and content or theme.
5. Analyze how literary works reflect historical, national, cultural, and ethnic differences.

Positive Learning Environment

UNM affirms its commitment to the shared responsibility of instructors and students to foster and maintain a positive learning environment online and face-to face. This commitment has consequences for a range of academic and interpersonal dynamics. Many of our readings address political ideologies, religious beliefs, and other “hot-button issues.” Some tend to be controversial and elicit strong emotions. It is therefore critical that in our discussions, we remain sensitive to one another’s viewpoints and feelings. If we respect each other’s ideas and opinions, we can maintain open dialogue and even engage in heated debate. The benefit of such open dialogue is that it helps us to understand what these texts tell us about not only its original audiences but also ourselves.

Classroom Behavior

While this is an online course, the policies below still apply. The following policies are listed in the University of New Mexico Student Handbook and are set to ensure a safe and productive learning environment for all students.

- 1) Students must treat one another and the instructor with respect. Derogatory remarks or name-calling is prohibited.
- 2) Students should not interrupt lectures or discussion with non-related comments.
- 3) Students may discuss complaints about the course with their instructor; however, the students must do so in the proper environment, such as through the individual zoom meetings. hours. Constant complaining in class may result in the student being asked to leave for the day’s lesson; continued complaining after the first warning may result in the student being dropped from the course.
- 4) Students should not yell or curse at other students or at the teacher. Discussion time is a professional learning environment. Obscene language will not be tolerated.
- 5) Sexual harassment will not be tolerated.
- 6) Behavior that threatens the safety of any class member, including the instructor, will not be tolerated. The offending student will be asked to logout of the course for the day and may be dropped from the course. Intoxication, verbal assault and or battery, violence, online stalking, or threats fall into this category.
- 7) Students must not threaten the instructor concerning their grades. This type of behavior is considered harassment and/or verbal assault.

UNM Student Handbook.

The UNM Student Handbook contains, among other things, the Student Code of Conduct. See <https://pathfinder.unm.edu>

Racism, classism, sexism, homophobia/heterosexism, ableism, ageism, or any other discriminatory attitude will not be tolerated in this class. **Please feel free to share any concerns you might have.**



I support undocumented students.



Safe Zone

This class is free of racism, classism, sexism, homophobia /heterosexism, ableism, ageism, or any other discriminatory attitude.

Title IX

In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see page 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>.

Course Requirements

Students will

- Write a minimum of 3 response papers.
- Complete 3-4 short writing assignments.
- Engage in all online discussions
- Watch assigned films and videos available in Blackboard Learn or through Films on Demand
- Complete short quizzes over the assigned material
- Complete two open book exams
- Complete one longer synthesis-type paper
- Complete all assignments in order to pass the course.

Participation: Students are expected to check Learn daily and are responsible for all materials, assignments, responses to discussion topics, and any changes. Check the assignment schedule, announcements, and the Major Assignments Due Dates calendar to find out what is due when and check to see whether any changes have been made.

Late Work: Students who do not respond to postings or who consistently submit papers late with no explanation or notification will receive a lower course grade. Students will not be allowed to make up work missed without instructor permission.

Course Grades

Students may earn a course grade of A, B, C, D (fractionated), F, or I

Course grades are based upon the following:

- Full participation in and completion of 10 required discussion topics @ 6 points each.... 60 points
- Policy Syllabus, Online Learning Skills, and Plagiarism Quiz25 points
- Quizzes, including the NortonInQuizitives.....175 points
- Short writing assignments (4 @ 50 points each).....200 points
- Response / Analysis Papers (3 @ 100 points each)300 points
- Two Open Book Exams @ 100 points each 200 points
- A Course Synthesis Paper.....50 points
- Addendum: Inquiry in Action. Plagiarism, Citation, and Research Workshop.....25 points
- Total.....1035 points

Extra Credit is available. Completion of extra credit items will result in points added to your overall course grade. Extra credit is not a substitute for a missing assignment, however.

The following approved forms of extra credit work will count toward your grade:

2 points if you view / listen to one of the following and post a summary of it on our Discussion Board within 48 hours: lecture, talk, live performance, video recording, audio performance or recording, television program, or film showing related to our class focus.

Extra credit quizzes: If you complete one or more of these, the one with the highest score will replace a low score on a required quiz.

Additional extra credit short writing assignments are available in the Extra Credit Content area, Course Menu.

Points-to-Grade Conversion

There are 1035 points possible in this course. Grades will be determined using a traditional percentage system, with the appropriate plus or minus sign: 100-90% = A (1035-935 points); 89-80% = B (934-834 points); 79-73%= C (833-733 points); 69-60% = D (732--632); and below = F.

| A+ 99-100+% | B+ 86-89.9% | C+ 76-79.9% | D+ 66-69.9% | F 0-59.9% |
|--------------------|--------------------|--------------------|--------------------|------------------|
| A 93-98.9% | B 83-86.9% | C 73-76.9% | D 63.66.9% | |
| A- 90-92.9% | B- 80-82.9% | C- 70-72.9% | D- 60-62.9% | |

Discussion Topics: The topics are a combination of those posted by the instructor and students. Most of our discussions will be traditional text-only postings in the Learn Discussion Module. The other(s) will be conducted via Zoom. Whatever the venue, each student is to post at least one topic that **shares a new idea or formulates a question**. Remember that your discussions, as well as your response papers, will be read with an eye to the timeliness, content and completeness of your response as well as the overall coherence of the discussion. To communicate your written thoughts clearly, be mindful of your sentence structure, grammar, punctuation, spelling, word choice, and so forth. While your written responses and individual entries may use informal language, you are expected to present ideas in relatively error-free writing (i.e., few typos, no grammatical errors, no texting abbreviations, etc.). Again, these are not text or e-mail messages but rather reflections of your thought processes and reactions.

Blogs: Open-ended. Propose a topic, ask and answer questions, or vent here! Anonymous postings allowed.

Writing Requirements and Policies

Requirements: The following are the general requirements for any written material.

Assignments must contain a Works Cited unless otherwise indicated; 2) include support from outside sources when appropriate; 3) use current (2016) MLA formatting for both parenthetical citations and the works cited page; 4) address the questions asked, and 5) not be plagiarized (See Plagiarism section).

Use MLA Parenthetical Citation (no footnotes) and a separate Works Cited. For the works cited page, **use the title Works Cited**; "Bibliography" is used only when the writer provides a lengthy list of everything major written about the topic!

Websites and other Sources for MLA formatting

MLA Handbook 2016
Pocket Style Manual by Diana Hacker
[MLA Style and Formatting \(Purdue Owl\)](#)

[MLA 8th ed. guide](#)

[APA help from APA](#)

OWL at Purdue Writing Lab https://owl.purdue.edu/owl/purdue_owl.html (This site is your best friend).

[EasyBib.com](#)

Nota bene: Do not use Wikipedia as a source. It is a good place to go to for an overview and for references, but since anyone can edit it, it is not to be used as a reliable source itself.

Submission Dates: When you submit written assignments, please include the date you submitted the assignment, not the due date.

Specific Requirements for Papers

Response/Analysis papers should be a minimum **3 full pages** long, **plus a Works Cited page**. Each paper must follow current (2016) MLA format unless otherwise indicated, both for parenthetical citations and the works cited page; address the questions asked; **contain at least three quotations for support** and not be plagiarized. **(ALL sources must be cited in the text of the paper; plagiarism, whether intentional or unintentional, can result in a failing grade. See Plagiarism section).**

These papers require careful reading of the materials and support from outside sources as well as thinking hard about your own relationship to the texts. The short format of these papers should encourage you to focus on expressing your thoughts clearly and succinctly. **All papers must be completed to pass the course. All papers must reflect an accurate reading of authors' ideas.**

Shorter writing assignments: Length will vary.

All papers and other assignments must include complete identifying information: your name, my name, English 2650-501, and the date submitted **on the document paper / quiz itself**. Assignments lacking that information will be returned and will not be graded until the information appears on the assignment itself.

Graded Assignments Returns

Please allow 3 business days for your work to be graded and returned to you. Feel free to ask questions at any time either by using the "Message" function on the left or via UNM email. All messages will receive a prompt reply.

Revisions: You may revise some of your assignments. Sometimes I will ask individuals to do so; other times, students will have that option. **The revision is due one week from the time of the graded original's return.** Revisions must illustrate substantial work, including both revising and editing and a date change in the identifying information. Revisions must be attached to the first graded draft. Some revisions may be graded holistically. **The revision grade replaces the original.**

Assessment: The response papers and short writing assignments will be assessed using the following criteria:

- 1) a demonstration of critical reading,
- 2) analysis and /or interpretation
- 3) an ethical and correct integration of research,
- 4) proper MLA documentation including works cited pages when required
- 5) show an understanding of the conventions of literature
- 6) address audience and purpose using effective strategies
- 7) maintain focus and mature expression of ideas
- 8) employ the conventions of Standard American English
- 9) revision which improves writing.
- 10) Times New Roman 12-point font, double-spaced, and least three quotations for support

- 11) Use only MLA format, 8th edition (2016). For the works cited page, use the title Works Cited; "Bibliography" is used only when the writer provides a full list of everything written about the topic! Use in-text citation only – no footnotes!
- 12) Always title your paper.

Synthesis Paper / Essay

You will complete this assignment in the Discussion Board toward the end of the semester. This assignment consists of a synthesis and integration of your thoughts on the course focus, ideas, themes, readings, assignments, and discussions. While you need not mention every reading, please be sure to reference "a goodly number." As you do so, look at the Student Learning Outcomes; choose **one**, and reflect upon how the above relate to that objective. Include a Works Cited which contains the texts you reference and is presented in correct MLA format.

Two Open Book Exams

The exams are not cumulative. Each will cover the material studied during the appropriate half of the semester. The questions will be a combination of single identifications, short answers, and short essays. The exams will incorporate definitions, short identifications of passages, characters, authors of works, and a short essay or two.

Late Assignment Policy: I will accept late assignments, but only when

- a) you have contacted me about the delay, and / or in my opinion,
- b) good and sufficient reason exists for so doing. If an emergency prevents you from completing an assignment or contacting me before the due date, please contact me as soon as you can, so that we can plan.
- c) Assignments, if submitted late without explanation, will not be accepted.

Assignment Submission

Submit all papers and exams through the Assignments Links unless otherwise noted.

Include your name, the name of the assignment, and the date submitted on the document itself. Dates must accurately reflect the date the paper -- draft or revision -- was submitted.

Plagiarism

Academic Honesty and Integrity: "Each student is expected to maintain the highest standards of honesty and integrity in academic and professional matters"—this statement, which you will find in the UNM Catalog and in [Academic Dishonesty :: The Pathfinder - UNM Student Handbook | The University of New Mexico](#), establishes the expectations for the University, the College, the English Department, and this class. This means that you are expected to write your own papers, and to provide full and accurate citations when you use others' specific language (words, phrases, sentences) visuals, or ideas.

Plagiarism is defined as presenting someone else's work, including the work of other students, as one's own, or submitting **your own work completed for another class without my permission**. Any ideas or materials taken from another source for either written or oral use must be fully acknowledged, unless the information is common knowledge. What is considered "common knowledge" may differ from course to course.

1. A student **must not** adopt or reproduce ideas, opinions, theories, formulas, graphics, or pictures of another person without acknowledgment.
2. A student **must** give credit to the originality of others and **acknowledge** indebtedness whenever:
 - a. Directly quoting another person's actual words, whether oral or written;
 - b. Using another person's ideas, opinions, or theories;

- c. Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
- d. Borrowing facts, statistics, or illustrative material; or
- e. Offering materials assembled or collected by others in the form of projects or collections without acknowledgment.

(modified from *Code of Student Rights, Responsibilities, and Conduct*. By action of the University Faculty Council (April 12, 2005) and the Trustees of Indiana University (June 24, 2005).)

This is not to say that students cannot use other sources; they should! Sources provide support for ideas. When using **any** sources, however, students **must** cite them properly. Students should also consult with the instructor and use the sources listed below to discover how to avoid plagiarism.

The University considers plagiarism a serious form of academic dishonesty. Academic dishonesty, especially plagiarism, will not be tolerated and may result in administrative withdrawal with a final grade of F– and can result in dismissal from the University. For UNM’s policies, refer to the UNM Catalog and the UNM Student Handbook– Pathfinder which defines academic dishonesty as “including, but not limited to, dishonesty in quizzes, tests, or assignments; claiming credit for work not done or done by others; hindering the academic work of other students; misrepresenting academic or professional qualifications within or without the University; and nondisclosure or misrepresentation in filling out applications or other University records” (2.4.). <https://pathfinder.unm.edu/>

If you do plagiarize, you will face one or more of the following consequences: failing the assignment, failing the course, or facing disciplinary action taken by the University. Any infraction of UNM’s policies on academic integrity and honesty will be documented and may also be reported to the Chair of CHESS. To avoid plagiarism, students can speak to the instructor, consult a tutor, and complete two Plagiarism Tutorials located in

The departmental policy on cheating is as follows: If a paper is intentionally plagiarized, all or in part, the student will receive a "0" and may be reported to the Humanities Division Chair. Plagiarism is an offense that meets with dire consequences; simply put, it is theft.

Consequences: I check each paper for plagiarized material. Any paper which is plagiarized, either whole or in part will receive an automatic grade of 0. Students will NOT be allowed to redo the assignment. Plagiarism in this course will result in one or more of the following: failure of the assignment, failure of the course, or disciplinary action by the University.

This is not to say that students cannot use other sources; they should! Sources provide support for ideas. When using **any** sources, however, students **must** cite them properly. Students should also consult with the instructor and use the sources listed below to discover how to avoid plagiarism

Student Privacy: The Student Privacy Act, a federal statute called **FERPA**, strictly prohibits instructors or administrators from talking to anyone but the student about his/her grades, progress, or work. If a student has questions about a grade on an assignment or about the final grade for the course, FERPA dictates that the student is the **ONLY ONE** who may speak the instructor regarding grades, work, or progress. In other words, UNM instructors and administrators cannot speak to parents or anyone else about student grades, progress, or work unless the student is present and gives his / her permission to do so.

Students can expect that UNM instructors and administrators will follow the guidelines set forth by FERPA.

Instructors and administrators

1) MUST and WILL protect student privacy.

2) CANNOT and WILL NOT discuss a grade with or hand back assignments to a student’s parents, friends, or relatives.

3) WILL NOT make any exceptions to this policy.

Grade Disputes

There are several guidelines concerning grade disputes, Below is a BRIEF outline of some of the policies.

- 1) A student must discuss the grade dispute with the instructor first.
- 2) If a student has discussed the problem with his/her instructor and if the problem has not been solved, then the student may discuss the problem with the Humanities Division Chair.
- 3) If the student has discussed the problem with the Chair and if the problem has not been solved, then the student may discuss the grade dispute with the Dean of Instruction. Students can read more about how to dispute a grade by consulting the University of New Mexico Student Handbook, which outlines the procedure in detail.

Accessibility Services

In accordance with University Policy 2310 and the Americans with Disabilities Act (ADA), accommodations may be made for qualifying students. If you qualify for ADA or have a disability that I need to provide accommodation for, please let me know, as I am not legally permitted to inquire. You should also contact UNM's Accessibility Services at 277-3506 or online at as.unm.edu/home

Conferences: I want you to succeed in this class. If you are having difficulty, please contact me right away--don't wait until you feel completely lost. Keep the lines of communication open. E-mail me; arrange a time to meet--whatever we need.

MOST IMPORTANT! This is your class. Do not hesitate to ask questions and / or voice your opinions. It is not my intention to tell you **what** to think; instead it is to act as a guide through ways in **how** to think about these texts and issues.

Alternate Format Course Materials

If you are a student with a disability who is having problems with any of the content delivered through UNM Learn, you should contact your instructor and the UNM [Accessibility Resource Center](#). Your instructor may be able to provide you with a more accessible version of the information or make other accessibility accommodations. You, your instructor and the Resource Center staff can help both of you determine the best format.

Adaptive Technology Support

UNM Valencia Academic Services Support, and Student Services Support
<http://valencia.unm.edu/students/student-services.html> ([505\) 925-8581](tel:5059258581)

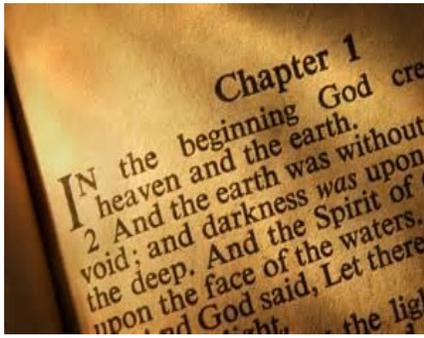
Resource Center staff may also be able to provide you with access to adaptive technology that can help you use UNM Learn course sites. The [Accessibility Resource Center](#) website contains a listing of computer labs and adaptive software available to Resource Center clients. Contact Details for ARC Phone: (505) 277-3506 Fax: (505) 277-3750 Email: arcsrvs@unm.edu

Please check the Accessibility and Accommodations content area for detailed information about all of the above.

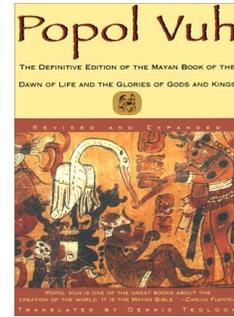
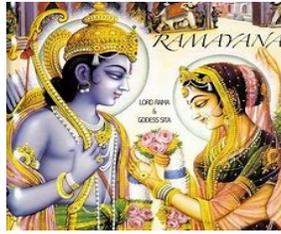
Blackboard Learn

Blackboard, the company that develops the Learn software, is committed to ensuring that the software is usable and [accessible](#). Blackboard measures and evaluates accessibility levels using two sets of standards: Web Content Accessibility Guidelines (WCAG) issued by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act issued in the United States federal government. The Learn software has been awarded Non-visual Accessibility Gold Certification by the National Federation of the Blind.

If you have any concerns regarding the functionality of the UNM Learn application in relation to accessibility, please [contact UNM Learn Support](#) .



Genesis 1.1. KJV, 1611.



English 2650. 501, World Literature I Fall 2021

Assignment Schedule Week 1

Nota Bene: The assignment syllabus is a tentative schedule of assignments. Assignments may be deleted, added, or changed. Any changes will be posted in the Announcements Module and e-mailed through Course Messages. Changes are usually made to give students more time.

Course Organization: Our discussions / assignments will follow interrelated themes-Creation and the Cosmos, Travel and Conquest, Speech, Writing, Poetry, Medieval Lyrics, Travel and Encounter, Literature About Literature, Humanism and the Rediscovery of the Classical Past, Petrarch and the Love Lyric, Encounters of Europe and the New World, God, Church, and Self

You will notice that each major section as indicated in the *Norton* Table of Contents has introductory material. These sections contain valuable background information and provide context for each of the readings listed therein. Each might not appear in the Assignment Schedule proper but assume that each is always required reading.

Unit 1: Introduction to the Course. Creation and Cosmos. Mesoamerica, Mesopotamia, Egypt, and the Middle East.

Course Objective: Discover the roots of eastern and western stories and cultural archetypes.

Unit Objective: Identify and recall basic course policies and tools by describing selected tools and completion of plagiarism tutorials, discussions and responses to quizzes.

Identify and demonstrate understanding of the similarities and differences in the creation stories of ses

Week 1. August 23-28

Introduction to the Course. In **“Start Here,”** Watch “Navigating the Course.” “The Birth of World Literature,” and “Invitation to World Literature Overview,” and read “A Guide to Instructor Teaching and Grading Philosophy.”

In **Course Home**, “Recipes for Success in Online Courses” folder, read “How Students Develop Online Learning Skills”

In **Syllabus and Schedule**. Read Policy Syllabus. **Purchase** textbooks. As soon as you have the texts, **register** for Access to Norton Quizzes (InQuizitive) and other Norton Materials. Check Start Here! for the complete directions. **Visit this link** <https://digital.wwnorton.com/worldlit4pre1650>

First, click on the link above. Then click on <https://wwnorton.knowledgeowl.com/help/getting-started-students-DLP-registration>

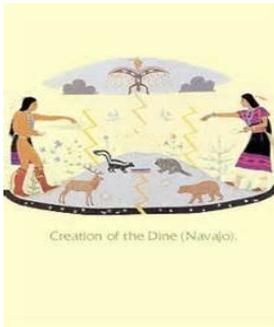
Lastly, go to how-do-i-register-for-my-norton-digital-product? The instructions will take you through the registration process.

Respond to Discussion Topic #1. Introductions, Who Are We? **Due by midnight, Friday August 27th.**

Choose two Plagiarism Tutorials from the “Plagiarism: Definition, Articles, and Tutorials” Content Area. When you have finished the tutorials, **create a post and** share one or two things you learned about plagiarism that you didn’t know before (two or three sentences) in the **Course Blog. Due Sunday, August 29th.**

Take “Policy Syllabus and Plagiarism Quiz.” It’s available in the Syllabus and Schedule Content Area. **Submit** through the Assignments link in the Syllabus and Schedule Content Area. **Due Sunday, August 29th.**

In Course Materials. Read “Myths and Legends: Origins and Major Figures” and “What has gone before: Overview-Ancient Mesopotamia.” Watch “Western vs Eastern Storytelling - What’s the Difference? (A General Overview).”



English 2650.501, World Literature I Fall 2021

Assignment Schedule Weeks 2-3

Weeks 2-3. August 29-September 11

Unit 1 continued. Creation and Cosmos. Mesoamerica, Mesopotamia, Egypt, and the Middle East.

Week 2. August 29-September 5

Labor Day Holiday Monday, September 6th

Course Objective: Compare works from different cultures and historical periods, examining genre, style, and content or theme.

Unit Objective: To Identify and demonstrate understanding of the similarities and differences in the creation stories of world cultures through discussion, short essays, and quizzes.

In Course Resources. Watch all segments of **Film #8** “Sign, Symbol, and Script: Origins of Written

Communications” and the Birth of the Alphabet” and **Film #2** “Myths and Legends of Lost Civilizations. **In Norton. Read** The Hebrew Bible 74; Genesis, Bks 1-4, 80-84; Genesis, Bks 6-9, “Noah and the Flood” 84-88; Bk11, “Tower of Babel” 88-89, and Genesis Bks 19-20 from Exodus 92-93.

Read in Course Materials “Navajo Creation Stories” (folder); “Zuni Creation Stories and Cosmology” weblink; **Read** file in the Norse / Icelandic Creation Stories folder: the Poetic Edda -“Creation Story – The Prose and Poetic Eddas / The Story of the Volsungs.” **Read** “The Great Hymn to the Aten, and The Babylonian Creation Epic *Enuma Elish* .

Prepare to respond to Discussion Topic #2. **Due 9/13**

Prepare to take Norton InQuizitive [Quiz #1] <https://digital.wwnorton.com/29030> **Popol Vuh**. **Due** Tuesday, September 7th by midnight.



Akhenaten's Hymn to the Aten

Assignment Schedule Week 3



Gilgamesh Tablet, B. Museum

Unit 1 continued. Creation and Cosmos. Mesoamerica, Mesopotamia, Egypt, and the Middle East.

Week 3. September 6-11

Monday, September 6, Labor Day Holiday. No class

Course Objectives: Compare works from different cultures and historical periods, examining genre, style, and content or theme.

Analyze how literary works reflect historical, national, cultural, and ethnic differences.

Unit Objectives: To identify their similarities and differences in the creation stories from eastern and western cultures, especially as the commonalities between cultures as these same concepts and metaphors inform our current notions of a) the afterlife and b) the concept of “hero.”

Identify and analyze 3-5 central metaphors central to the stories read so far, focusing on the commonalities between cultures.

In Course Materials. Read Hesiod's *Theogony*, lines 1-282 (**Ancient Greece folder**); the *Enuma Elish 1* "The Beginning", and "The Great Hymn to the Aten (**Ancient Egypt folder**). These are fairly short read

Read in *Norton*, *The Epic of Gilgamesh* 18-73.

In Course Materials. Explore the *Epic of Gilgamesh* related items, such as "Previously Unknown Lines to the Epic of Gilgamesh discovered in Stolen Cuneiform Tablet" (Holloway, April. 3 October 2015). **Listen to / explore** the audiobooks.

In Course Materials, the *Epic of Gilgamesh* folder. **Watch CBS Star Trek-The Next Generation / Darmok.** web link). This episode from Season 5 (1991) is perhaps one of the best illustrations of the importance of finding out what imagery / metaphors are central to the literatures of different cultures and what those metaphors mean.

Take *Norton InQuizitive #2 [The Epic of Gilgamesh.](#)* Due 9/12.

Assignment Schedule Week 4



The Ramayana



The Odyssey

Unit 2: Creation, Travel and Conquest - Heroes, Adventure, and Quests

Week 4. September 13-18

Course Objectives. Compare works from different cultures and historical periods, examining genre, style, and content or theme. Analyze how literary works reflect historical, national, cultural, and ethnic differences.

Unit Objectives. To identify the similarities and differences in epic tales from eastern and western cultures and, especially as the commonalities between cultures and these same concepts and metaphors inform our current notions of a) the afterlife and b) the concept of "hero" in quizzes and discussions

Identify and analyze 3-5 central metaphors central to the stories read so far, focusing on the commonalities between cultures in quizzes and discussions.

In Discussions. Respond to Topic #2. Don't forget to reply to and discuss each other's posts. **Due 9/13**

In Norton. Read "Ancient India" 621-628; *The Rāmāyana of Vālmīki* 629-668, and *The Bhagavad Gita* 669-687.

In *Norton*. Read “Homer” 122; *The Iliad* 138-194, and from the *Odyssey* 195-378.

In **Course Materials**. Read “The Hero Archetype in Literature, Religion, and Popular Culture” <http://www.tatsbox.com/hero>

Take *Norton InQuizitive #3* [Introduction: India’s Ancient Epics and Tales](#)

<https://digital.wwnorton.com/28680> and InQuizitive #4 [The Rāmāyana of Vālmīki](#)
<https://digital.wwnorton.com/28689> Due Sunday 9/20.

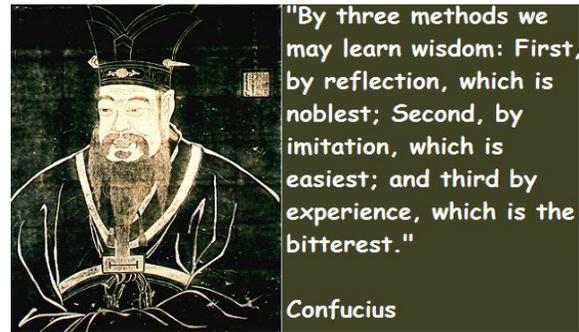
In **Discussions**. Respond to Topic #3. Due 9/22.

Prepare to write **Response Paper #1b**. Please feel free to use any of the materials in **Course Resources for ideas**. Please look through the Writing about Literature folder. Read, “Literary Devices” (web link) the definitions for: Metaphor, Archetype, Epithet; There are many resources here to assist you with writing your first paper for this class, so please choose those which will help you the most. “Writing about Literature” (OWL) and “Writing about Literature - Guidelines for Prose, Poetry, and Drama” might be especially helpful.

The prompt, the grading rubric, and the submission link for **Response Paper #1b** are located in the **Assignment Schedule Week 5** folder. It’s not due until **September 26th**, but if anyone wants to get a head start, look there :)!



OM



English 2650-501. World Literature I, Fall 2021

Assignment Schedule Week 5

Reminders: You will notice that each major section as indicated in the *Norton* Table of Contents has introductory material. These sections contain valuable background information and provide context for each of the readings listed therein. Each might not appear in the Assignment Schedule proper but assume that each is always required reading.

The assignment syllabus is a tentative schedule of assignments. Assignments may be deleted, added, or changed. Any changes will be posted in the Announcements Module and e-mailed through Course Messages. Changes are usually made to give students more time.

Unit 3. Poetry and Life Lessons: Asia, India, Greece and Rome.

Week 5. September 19-25

Course Objectives. Compare works from different cultures and historical periods, examining genre, style, and content or theme. Analyze how literary works reflect historical, national, cultural, and ethnic differences.

Unit Objectives. To identify the imagery / metaphors central to the poetry of different cultures and demonstrate an understanding of what those metaphors mean in quizzes.

To demonstrate how these same concepts and metaphors inform our current notions of the concept of “hero” in quizzes and short essays.

In Norton. Read “Early Chinese Literature and Thought” 689-695; **Laozi (Lao Tzu)**, from *Dao De Jing* .722-731.

In Course Materials, Chinese and Japanese Early Literatures and Analysis folder. **Skim** <https://plato.stanford.edu/entries/laozi/>

In Norton. Read Confucius 708-712 and “from *Analects* 712-721

Take **Norton InQuizitive #5 Introduction: Early Chinese Literature and Thought**. Due **Wednesday, September 22nd**

Write Response Paper #1b. **Due 9/26**. Submit through the assignments link.

English 2650-501. World Literature I, Fall 2021



Heaven and Hell: Islam



[File:Gaziantep Zeugma Museum Zeus and Europa mosaic 4085.jpg - Wikimedia Commons](#)

Assignment Schedule Week 6

Week 6. September 26-October 2

Unit 3 continued. Poetry and Life Lessons: Asia, India, Greece and Rome (and the Middle East)

Course Objectives. Identify and analyze a variety of literary forms, including poetry, plays, and philosophical and religious texts.

Compare works from different cultures and historical periods examining genre, style, and content or theme. Analyze how literary works reflect historical, national, cultural, and ethnic differences.

Unit Objectives. To demonstrate understanding of the above through responses to quizzes and to short writing assignments’ prompts.

Note: You might be asking yourself, “Why is she including these selections here instead of Unit 1?”) **The answer is** “Because these texts are all spoken and written in verse not prose and, as such, demonstrate the importance of verse as the medium through which these stories were passed down orally before they were written.”

In Norton. Read Ovid, *Metamorphoses* 58. **Read** from Book I through Book X 580-614.

In Course Resources, “Scanned Selections from *The Norton Anthology of World Literature*, Fourth Edition 3-

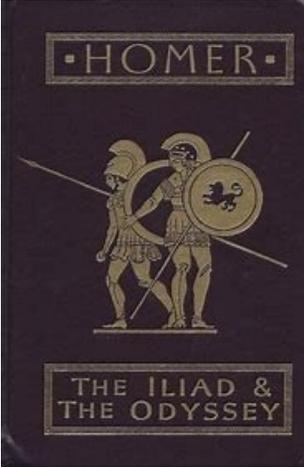
volume set" folder. **Read** "Encounters with Islam" 2-11.

In Norton. Read "Introduction to The Qur'an" 791-793; Surah 1: The Opening, Surah 12: Yusuf or Joseph, Surah 19: Mary, Surah 24 (excerpt): Light, Surah 36: Ya Sin, Surah 55: The All-Merciful, Surah 91: The Sun, and Surah 112: Purity [of Faith] 794-836.

Take **Norton InQuizitive #6** [Introduction: Encounters with Islam](#). Due 9/30

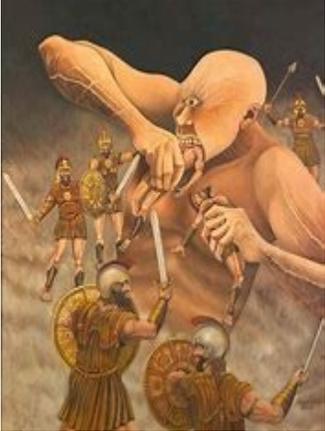
Prepare for Short Writing Assignment #1. **Due 10/3**. Submit through the Assignments link.

English 2650-501. World Literature I, Fall 2021



Key Facts: Iliad

- **PROTAGONIST** • Achilles
- **MAJOR CONFLICT** • Agamemnon's demand for Achilles' war prize, the maiden Briseis, wounds Achilles' pride; Achilles' consequent refusal to fight causes the Achaeans to suffer greatly in their battle against the Trojans.
- **RISING ACTION** • Hector's assault on the Achaean ships; the return of Patroclus to combat; the death of Patroclus
- **CLIMAX** • Achilles' return to combat turns the tide against the Trojans once and for all and ensures the fated fall of Troy to which the poet has alluded throughout the poem.
- **FALLING ACTION** • The retreat of the Trojan army; Achilles' revenge on Hector; the Achaeans' desecration of Hector's corpse



Assignment Schedule Week 7

Week 7. October 3-9

Unit 4. Catch-up and Exam #1 prep.

Short Writing Assignment #1 Due.

Catch up! Please use this time to catch up on any readings, assignments, that you might have missed :)

Prepare for Open Book Exam #1. The exam will cover material through Weeks 1-7 only.

Prepare for the exam by answering the questions on the Exam #1 preparation and study guide. **Submission of this paper is optional.** You may submit it if you wish for review and for 50 extra credit points. Please be sure to review the source citation and Works Cited guidelines.

If you decide to do submit your responses, please submit them through the assignments link. Due midnight Saturday, October 9^h.

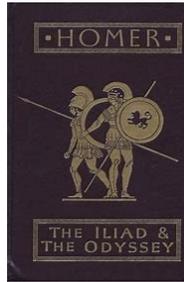
The exam will be divided into two parts. The first part is short answer identifications. You will be asked to choose 10 of these from a list

More exam prep. To help you prepare for Open Book Exam #1, please [take Norton InQuizitives Homer, The Iliad](https://digital.wwnorton.com/28684) <https://digital.wwnorton.com/28684> and [Homer, The Odyssey.](https://digital.wwnorton.com/28687) <https://digital.wwnorton.com/28687>

For grading purposes, the scores on these quizzes will not be included in your *Norton InQuizitives* 175 points total, but they will be recorded in the Instructor's *Norton Gradebook*. They are to help you prepare for Open

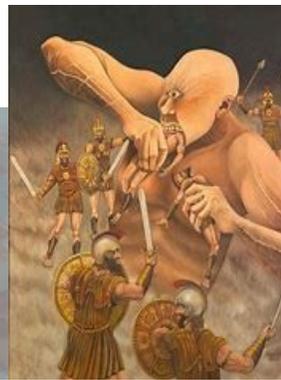
Book Exam #1.

English 2650-501. World Literature I, Fall 2021



Key Facts: Iliad

- **PROTAGONIST** • Achilles
- **MAJOR CONFLICT** • Agamemnon's demand for Achilles' war prize, the maiden Briseis, wounds Achilles' pride; Achilles' consequent refusal to fight causes the Achaeans to suffer greatly in their battle against the Trojans.
- **RISING ACTION** • Hector's assault on the Achaean ships; the return of Patroclus to combat; the death of Patroclus
- **CLIMAX** • Achilles' return to combat turns the tide against the Trojans once and for all and ensures the fated fall of Troy to which the poet has alluded throughout the poem.
- **FALLING ACTION** • The retreat of the Trojan army; Achilles' revenge on Hector; the Achaeans' desecration of Hector's corpse



Assignment Schedule Week 8

Fall Break October 14-15, No Classes

Week 8. October 10-16

Unit 4a. Exam Time

Exam #1 will be available on **Monday October 11th**. **Due by Monday October 18th**.
Please submit through the assignments link.

Preview of Coming Attractions:



English 2650. 501. CRN 64646. World Literature I, Fall 2021

Assignment Schedule Week 9

Week 9. October 17-23

Exam #1 due, Monday October 18th.

Unit 5: The Ancient World-Greece and Rome. Drama: Rulers, The Law, Politics

Course Objective. Identify and analyze a variety of literary forms, including poetry, plays, and philosophical and religious texts.

Unit Objective. Using critical terms of literary analysis, demonstrate and explain how works from different cultural traditions and genres address questions about civil versus moral law and the importance of burial rituals.

