

English 205: Survey of World Literature I

(Ancient World -- 17th Century)

“WORLD LITERATURE’S GREATEST HITS”

Cedar Crest College
Spring Semester 2008
Section 70; T 7-9:30PM; ALH 214
Format: Lecture/Discussion

Henry Marchand

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(All email between students and instructor must utilize cedarcrest.edu addresses)

Books (Required):

Davis, Paul, *et al*, eds. *The Bedford Anthology of World Literature, Books 1, 2, and 3* (Set A). Boston/New York: Bedford/St. Martin’s. ISBN 0-312-24873-3 (Book 1); 0-312-24872-5 (Book 2); 0-312-40262-7 (Book 3).

Course Description: The purpose of this 3-credit, one-semester course is to provide an engaging and informative introduction to some of the most culturally, historically, and artistically significant literary works created around the world from the earliest days of written language through the Renaissance. Reading, discussion and analysis of verse, prose, and dramatic works will focus on their individual themes and literary qualities as well as their literary, historical, and cultural contexts. Special attention will be paid to the ways in which the literature of different civilizations, regions, and time periods may be seen to reflect similarities as well as differences among and between peoples.

Requirements: Readings and associated writing/note-taking will be assigned for each class session, and every class member is required to participate regularly in discussion of these materials. The historical and cultural contexts of various literary periods and works will be provided via lecture, the course website, editorial material in the required texts, video presentations, and the Bedford Anthology’s companion website, bedfordstmartins.com/worldlit. Writing requirements include regular Journal responses to assigned readings (on the course website), short answers to questions in weekly reading quizzes, and essays included in the mid-term and final exams. Each exam will include a short answer section and an essay component through which you will demonstrate understanding of literary analysis and your ability in college-level writing. The exams can be expected to test your command of key terms, concepts, periods, works, and authors.

Grading: Final Course Grades will be calculated using the percentages below.

Contributions to Discussion: 15%

Journal Responses to Assigned Readings: 15%

Weekly Quizzes: 10%

Mid-Term Exam: 25%

Final Exam: 35%

Attendance: One absence from class is permitted without penalty, but each subsequent absence will lower the final course grade by one increment (A to A-, for example). In the event of an absence you must provide your Journal responses to that week's readings as scheduled. Class notes should be acquired from a classmate.

Handing In Work/Lateness: Journal responses will not be accepted late. Quizzes missed due to absence cannot be completed late. Neither the mid-term nor the final exam may be taken later than the assigned date(s); arrangements may be made to take an exam early in appropriate (and very unusual) circumstances. Exams not completed as scheduled will receive failing grades.

Honor Philosophy: The Honor Philosophy of Cedar Crest College obliges all students to uphold community standards for academic and social behavior to preserve a learning environment dedicated to personal and academic excellence. **In the context of this course, this means that the class as a whole must be able to rely upon each individual as a thoughtful and prepared contributor to discussion of the works we read and the issues we address, and that the insights, observations, opinions, and interpretations of class members will be considered and responded to in an environment of mutual respect and in the spirit of academic inquiry and exploration.**

Academic Honesty: Plagiarism, whether inadvertent or intentional, is a violation of academic honesty and must be avoided. Everything that appears in your written work must be yours, unless otherwise noted. All phrases, sentences, paragraphs, key ideas -- even, at times, individual words -- taken from a source outside yourself must be properly attributed to their source. If you fail to provide such attribution, the result is plagiarism. The penalty for this transgression and other violations of academic honesty is an F for the work at hand or for the final course grade, as appropriate.

Classroom Protocol: Talking a lot is expected and encouraged in this class, but the talking should be limited to meaningful and informed engagement in class discussions. Private conversations conducted at any volume, whether within the room or ranging outside via cell phone or text messaging (cell phones must be turned off in class), create a disruption of the academic environment. Likewise, coming late to class and/or leaving early is not acceptable. Eating in class is also prohibited; drinking (that is, drinking coffee, tea, water, juice, or soft drinks) is fine. Laptops are to be used in class only with prior approval of the instructor; likewise, guests are not to be brought to class without prior approval.

E-mail Policy: All e-mail correspondence between students and the instructor must utilize Cedar Crest College e-mail accounts. I will only respond to emails sent from your cedarcrest.edu address to hmarchan@cedarcrest.edu.

Special Accommodations: Students with documented disabilities who may need academic accommodations should discuss these needs with their professors during the first two weeks of class. Students with disabilities who wish to request accommodations should contact the Advising Center.

Course Outcomes, Objectives, and Assessment:

English 205: Survey of World Literature I is designed to facilitate the following educational outcomes:

- Students will demonstrate knowledge of important literary works and periods
- Students will demonstrate understanding of how individual works fit into larger literary, cultural, and historical contexts
- Students will demonstrate reading and analytical/critical thinking skills through oral presentation of ideas in discussion and through writing activities
- Students will demonstrate competency in basic writing skills
- Students will demonstrate knowledge of basic literary terms

To attain these outcomes, English 205 pursues the following course objectives:

- At the completion of this course, students will have an overview of chronological developments in World literature
- Students will have knowledge of works of World literature and their historical and cultural contexts
- Students will be able to analyze a work of literature, considering both its formal qualities and its various contexts
- Students will be able to devise approaches to teaching a similar course on the high school level
- Students will be able to write effective literary essays
- Students will have gained an appreciation of literature and of the connections to be made among literary works (and, via the study of literature, among cultures)

English 205 achieves its intended educational outcomes through the following forms of assessment:

- Students will demonstrate knowledge of course content through the completion of two essay/short answer exams, weekly quizzes, reading Journal entries, and regular and informed contributions to whole class discussion
- Students will demonstrate analytical/critical thinking ability through class discussions and writing activities
- Students will demonstrate the ability to write clearly and effectively through completion of reading Journal entries and answers to quiz and exam questions

The instructor reserves the right to make changes to the course syllabus and schedule as the semester progresses. Students will be informed of any such changes as they are made.

Reading/Discussion Schedule

(Reading Journal responses required for all assigned readings)

“WORLD LITERATURE’S GREATEST HITS”

Week 1: Mesopotamia

T 1/15: Endless Sumer: Let there be rock!

Cue the Cuneiform:

The Descent of Inanna

The Epic of Creation (Enuma Elish)

The Epic of Gilgamesh

Weeks 2-7: Egypt, Greece and Rome

T 1/22: Walk like an Egyptian

The Seasons of the Nile: Pyramids, Tombs, and Hieroglyphics (Bedford Anthology Introductory Material)

Creating the World and Defeating Apophis: A Ritual Hymn

Hymn to Osiris

Hymn to Aten

Egyptian Love Poems

Video: *The Greeks: Crucible of Civilization* (in-class viewing)

T 1/29: Greece is the word

Hesiod, From *Theogony*: The Castration of Uranus; Kronos Swallows His Children and the Birth of Zeus; Prometheus Steals Fire. From *Works and Days*: Prometheus and Pandora; The Ages of Man.

Power Trio: Socrates, Plato and Aristotle:

Diogenes Laertius, From *Lives of Eminent Philosophers* [Socrates]

Plato, *Apology*; and From *The Republic* [The Allegory of the Cave]

Aristotle, Quoted in Sextus Empiricus From *Adversus Dogmaticos*: The Origin of Religion; From *Metaphysics* [On Philosophical Wisdom].

Sappho, *It's no use; Sleep, darling; Don't ask me what to wear; Lament for a Maidenhead; He is more than a hero; You know the place: then; I have not one word from her.*

T 2/5: Back to Back Hits

Homer: *The Iliad*: Book 1 (Quarrel, Oath and Promise); Book 6 (Interludes in Field and City), from pg. 312 ("Now, when Hektor reached the Skaian Gates...") to end, pg. 320; Book 8 (The Battle Swayed by Zeus); Book 22 (Desolation Before Troy); Book 24 (A Grace Given in Sorrow), from Pg. 410 ("Now Hermes turned, departing for Olympos...") to end, pg. 420.

Homer, *The Odyssey*; Book 9 [New Coasts and Poseidon's Son]

Video: Epic Movies or Busts of Homer? (in-class viewing)

T 2/12: **She's So Cold** (thanks to Mick & Keith for the title)

Aristophanes, *Lysistrata*

Video: *The Roman Empire in the First Century* (in-class viewing)

T 2/19: **Ch- Ch- Ch- Changes...**

Ovid, *Metamorphoses*, from Book 1, "The Creation," "The Four Ages," "Jove's Intervention," "The Story of Lycaon," "The Flood" and "Apollo and Daphne"; *Metamorphoses*, from Book 2, "The Story of Orpheus and Eurydice"; "The Story of Pygmalion"; "The Story of Adonis"; Venus Tells Adonis the Story of Atalanta; The Fate of Adonis." (pgs. 1265-1293)

Catullus, *Sparrow, O sweet sparrow; Dress now in sorrow, O all; Come, Lesbia, let us live and love; Poor damned Catullus, here's no time for nonsense; Furius, Aurelius, bound to Catullus; He is changed to a god he who looks on her; If man can find rich consolation; I hate and love; Dear brother, I have come these many miles.* (pgs. 1164-1174)

T 2/26: **Will it go 'round in circles?**

Virgil, *The Aeneid*: Book 1 [Arriving in Carthage]; Book 2 [The Fall of Troy]; Book 3 [Helenus's Prophecy and Andromache's Sorrow]; Book 4 [Aeneas and Dido]; Book 6 [Aeneas Visits the Underworld]. (pgs. 1174-1265)

Marcus Aurelius, From *Meditations*, "To Himself" (1639-1642)

Weeks 8-11: Three Religions: Judaism; Christianity; Islam

T 3/4 Spring Break

T 3/11: Mid-Term Exam