

<p>English 10 / World Literature: Antiquity to the Early Modern Era #E1762 / Monday 2:50-6 pm / Forum 105</p>

Instructor: Dr. Peter Blakemore

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"I am always doing that which I can not do, in order that I may learn how to do it."

Pablo Picasso

Required Texts, Materials, etc.

The Norton Anthology of World Literature, 3rd Edition: Volumes A, B, & C, Akbari, etc.

A good dictionary (at least 70,000 words).

Paper and pen in every class meeting.

Access to the Internet (at home or on the CR campus).

Student Learning Outcomes

If you successfully complete this course, you should be able to:

1. Critically analyze the significance of a text.
2. Differentiate genres in order to compare the relationship of genre to culture within specific contexts.
3. Compare and synthesize interpretations and claims of others with your own textual interpretations.
4. Trace major ideas and their evolution as they surface in various works of world literature.

Course Description

In this class we will study comparative literature to the 16th century. Students will read critically and analytically in and respond to translated works covering a broad range of time and places, including literatures of Classical Mediterranean cultures, Asia, Africa, Latin and Native America, and the Middle East.

Course Goals

My goals for this course are that each of you will encounter the diversity of world literature and learn something about how people at various times and places have communicated imaginatively about important ideas and events. I will ask you to read difficult texts and think critically about those texts. I will ask your opinion about what you think these texts tell us about the people who wrote them and about ourselves as we interpret them now. As we move through time from about four thousand years ago up to around 1600 AD, we will hear many different voices relating ideas about many different subjects. This means you will have to be prepared to use your imagination in order to enter the lives of diverse people from diverse times.

Course Work/Reading and Writing Requirements

There will be a significant amount of reading in this course (between 60 and 100 pages per week), and I will also be asking you to write two short **Response Papers** of 2 pages each based upon course readings that each of you will choose, and one longer **Critical**

Analysis Essay of at least six pages. I will also be giving brief **Reading Quizzes** to ensure that students keep up with our reading assignments (if people are doing the reading regularly, we may have only a few of these) and a **Final Exam**. Also, because your participation will be vital to the success of this course, I will expect each of you to make significant contributions to our discussion. Toward that end I will require that each of you post at least two questions to our MyCR website for each of the days when reading has been assigned, beginning Monday, September 10th. We will use your inquiry questions for a good portion of each class period. **Note: all reading is to be finished before the beginning of the class period listed in our reading schedule and all reading questions must be posted to MyCR by 11 am on the morning of our class.** I will give you more information regarding papers and exams in the coming weeks.

The Response Papers

At our September 10th class meeting, I will ask you to sign up to write two two-page response papers during the term. The papers will be due on the day that the reading has been assigned for. I will also ask you during that class to share your ideas and may ask you to read from your writing aloud. These papers should be thought of as *your response to the text, not what you think I believe you should say about the reading*. You might want to take up one of your inquiry questions and treat this writing exercise as a chance for further development of some specific issue that arose for you while doing the reading. You may want to relate the work of literature we are dealing with during that class to some work we have read previously, or you may want to point to some interesting echoes that arise related to themes that return from earlier class discussions. You might even want to make some broad cultural comparison to how those “others” acted or spoke or created meaning in *their time* as it relates to *us now*. Whatever you choose to do with the paper, it should keep its focus clearly enough that you can say something meaningful and concrete in just two pages. The primary purpose of these Response Papers is that we bring the literature we are engaging to life through our current ideas and thoughts and discussion. You will receive grades for these papers based on the effort and honest care and attention to ideas you bring to them.

Attendance

Regular attendance is essential to passing this class. Stimulating, useful discussions arise out of prepared people engaging in inquiry about interesting, significant questions. If you are not here, that cannot happen. In addition, the **English Department has developed the following Attendance Policy:** Students at the College are expected to attend all sessions of each class in which they are enrolled. Students **may not miss more than two weeks of class with unexcused absences**, no matter how many times that class meets in one week. If a student exceeds the limit on absences before week 11 of the semester, an instructor will notify the student that he or she has been dropped. After that, students are still responsible to go into Web Advisor and withdraw themselves from the class, in order not to receive an F. After week 10, excessive absences will likely result in failure.

Plagiarism and Academic Misconduct: Plagiarism, which is the act of claiming another writer’s words or ideas as your own without citing them as a source, is a serious breach of academic conduct and will result in failure of the assignment and possible failure for the

course. We will discuss it in detail during the term. If you aren't sure whether you're about to plagiarize or not, ask an instructor. The **Critical Analysis Essay** must be posted to Turnitin.com, which I will explain in thorough detail later in the semester.

Learning Disabilities: Students who have special needs due to physical or learning disabilities should let me know at the very beginning of the course (**I mean during this first week**) so that we can arrange appropriate accommodations.

Grading

Grades will be calculated in the following way:

Participation (pop quizzes, discussion, MyCR question postings)	25%
Response Papers (2 x 15%)	30%
Final Exam	15%
Critical Analysis Essay	30%

Grades will be assigned on the basis of this scale: 93-100=A / 90-92=A- / 87-89=B+ / 83-86=B / 80-82=B- / 77 – 79=C+ / 72 – 76=C / 69 – 71=C- / 60 – 68=D / 59 and below=F.

P. Blakemore's—ENGL 10 / Fall 2012

Reading & Writing Schedule

(Note: if changes are required, you will receive ample notice)

Week 1 / August 27 – Reading Literature, Imagining the Past: Hermeneutics and Culture.

Week 2 / September 3 – No class – Labor Day

Week 3 / September 10 – *Gilgamesh & The Hebrew Bible* (Volume A, pp. 3-39, 95-167, 193-221)

Week 4 / September 17 – Aesop, Sappho, & Sophocles (Vol. A, pp. 623-649, 701-747)

Week 5 / September 24 –Aristophanes & Plato (Vol. A., pp. 823-907)

Week 6 / October 1 – Indian Classical Literature (Vol. A., pp. 1161-69, 1234-1301)

Week 7 / October 8 – Chinese Literature & Thought (Vol. A., pp. 1311-55, 1374-98)

Week 8 / October 15 — Monotheistic Texts & Cultures (Volume B., pp. 3-106)

Week 9 / October 22 – *Beowulf* (Vol. B., pp. 107-81)

Week 10 / October 29 – Class choice (select from Vol. B.)

Week 11 / November 5 – Dante's *Inferno* (Vol. B., pp. 387-512)

