

Course Information

Semester & Year: fall 2019
Course ID & Section #: ENGL 10 / E7114
Instructor's name: P. Blakemore
Day/Time or *Online: TTh/11:40-1:05
Location or *Online: SC 208
Number of units: 3

Instructor Contact Information

Office location or *Online: CA 134
Office hours: TWTh 1:30-2:30
Phone number: 476-4314
Email address: peter-blakemore@redwoods.edu

Required Materials

Textbook Title: <i>The Norton Anthology of World Literature</i>
Edition: 4 th Edition: Volumes A, B, & C
Author: Puchner, et. al.

ISBN: 978-0-393-26590-3

Other requirements: materials, equipment or technology skills

Catalog Description

A comparative study of world literature to the 16th century. Students will read critically and analytically in response 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.

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Course Student Learning Outcomes (from course outline of record)

- 1. Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.**
- 2. Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.**

Evaluation & Grading Policy

Grades will be calculated in the following way:

Participation (quizzes, discussion, Canvas 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+ / 70 - 76=C / 60 - 69=D / 59 and below=F.

[Prerequisites/co-requisites/ recommended preparation](#)

ENGL 150 or ENGL 102

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, occasionally more), and I will also be asking you to write two short **Response Papers** of 1-2 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 two or three 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 Canvas website for each of the days when reading has been assigned, beginning Tuesday, September 3rd. 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 Canvas by 11 am on the morning of our class.** I will give you more information regarding essays and exams in the coming weeks.*

The Response Papers

At our September 3rd class meeting, I will ask you to sign up to write two one-plus-page response papers during the term. The papers need to be at least 450 words and will be due on the day that the reading will be discussed. I will also ask you during that class to share your ideas and I might 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

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P. Blakemore's—ENGL 10 / Fall 2019

Reading Schedule

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

Week 1 / Tuesday, August 27: Course introduction and ice-breaking.

Thursday, August 29: Reading literature, imagining the past: hermeneutics and culture: pdf readings in Canvas Week 1.

- Week 2 / Tuesday, September 3:** *Gilgamesh* in the *Norton Anthology of World: Literature (NAWL) Volume A*, pp. 89-145.
Thursday, September 5: The Hebrew *Bible* *NAWL Vol. A*, pp. 145-215.
- Week 3 / Tuesday, September 10:** Aesop & Sappho, *NAWL Vol. A*, pp. 603-23.
Thursday, September 12: Sophocles, *Oedipus the King*, *NAWL Vol. A*, pp. 681-724.
- Week 4 / Tuesday, September 17:** Aristophanes, *Lysistrata*, *NAWL Vol. A*, pp. 791-827.
Thursday, September 19: Plato, *Symposium*, *NAWL Vol. A*, pp. 828-69.
- Week 5 / Tuesday, September 24:** *The Mahabarata*, *NAWL Vol. A*, pp. 1187-1241.
Thursday, September 26: *Mahabarata & Bhagavad-Gita*, *NAWL Vol. A*, pp. 1241-91.
- Week 6 / Tuesday, October 1:** Poetry, Confucius & Laozi, *NAWL Vol. A*, pp. 1305-49.
Thursday, October 3: Songs of the South & Zhuangzi, *NAWL Vol. A*, pp. 1350-97.
- Week 7 / Tuesday, October 8:** *New Testament* & Apulius, *NAWL Vol. B*, pp. 3-44.
Thursday, October 10: Augustine, *NAWL Vol. B*, pp. 45-73.
- Week 8 / Tuesday, October 15:** *The Qur'an*, *NAWL Vol. B*, pp. 73-118.
Thursday, October 17: Ferdowsi, *Shanahmeh*, *NAWL Vol. B*, pp. 195-219.
- Week 9 / Tuesday, October 22:** *Beowulf*, *NAWL Vol. B*, pp. 118-62.
Thursday, October 24: *Beowulf*, *NAWL Vol. B.*, pp. 162-194.
- Week 10 / Tuesday, October 29** – Class selections from *NAWL Vol. B*, pp. 579-834.
Thursday, October 31: Class selections from *NAWL Vol. B*, pp. 919-1241.
- Week 11 / Tuesday, November 5:** Dante Alighieri, *Inferno* *NAWL Vol. B*, pp. 387-468.
Thursday, November 7: Dante Alighieri, *Inferno* *NAWL Vol. B*, pp. 468-548.
- Week 12 / Tuesday, November 12:** Europe & the New World & More's *Utopia*, *NAWL Vol. C*, pp. 109-23 & 205-229.
Thursday, November 14: More's *Utopia*, *NAWL Vol. C*, pp. 229-70.
- Week 13 / Tuesday, November 19:** Marguerite de Navarre, *The Heptameron*, *NAWL Vol. C*, pp. 271-303.
Thursday, November 21: Michel de Montaigne, *Essays*, *NAWL Vol. C*, pp. 318-356.
- Week 14 / Tuesday, December 3:** The New World, *NAWL Vol. C*, pp. 515-44.
Thursday, December 5: The New World, *NAWL Vol. C*, pp. 545-88.
- Week 15 / Tuesday, December 10:** Class selection from *NAWL Vol. B*, pp. 588-853.
Thursday, December 12: Class selection from *NAWL Vol. B*, pp. 588-853.
- Finals Week / Tuesday, December 17th 10:45am -12:45pm – Final Exam**

An Invitation: Finally, experience tells me that people who think carefully about their education and become more reflective about it generally have the greatest success. Probably the best way to get involved in this process is to get to know your teachers and speak with them outside of the classroom. Talk to them after class. Visit them in their offices. Make appointments and let them know what's going through your mind as it relates to your work in their classes. And most important of all, let your teachers know if something in particular isn't coming across clearly for

you. Sometimes your problem is just a particularly difficult concept, a complex section of reading, or a challenging assignment or series of assignments. **You especially need to communicate with me—this is a very involved class that will require a lot of discipline from you.** If you feel that you are falling behind, you should ***let me know right away.*** If you ask, I will offer plenty of extra help and even direct you toward others who can help. I have also kept my office hours minimal or by appointment in order to give students maximum flexibility for meetings. Even if our schedules seem to clash at first glance, come see me—I will definitely be able to schedule a time to meet. If you have to contact me, please call my office (476-4314) and leave a clear, specific message, including a telephone number and time when you can be reached. I will get back to you as soon as possible. I look forward to getting to know each of you better and to seeing all of you succeed. Welcome and good luck!