**Course Number**
English 203

**Course Title**
World Literature I

**Credits**
3

**Hours:**
3 Lecture

**Co- or Pre-requisite:**
Minimum C grade in English 102

**Implementation**
sem/year

**Catalog description (2016-2017 Catalog):**

A survey of important literary works from cultures around the world dating from ancient times through the 17th century.

**Is course New, Revised, or Modified?** Modified

**Required texts/other materials:**
Care should be taken in this writing-intensive course to find literature the six populated continents rather than focusing strictly on Western civilization. The three anthologies listed below, although extensive, should be supplemented by indigenous literatures from the oral traditions and other .pdf materials from the web. Critical approaches to literary study are also available on the Internet and listed below. A variety of voices and genres spanning the Archaic, Classical, and Medieval periods should be studied.

**Sample Anthologies for World Literature:**


**Revision date:** Fall 2016  
**Course coordinator:** Barbara Hamilton, x3354, hamiltob@mccc.edu
Information resources:

Other instructor reference texts:


General literary studies resource websites:

Purdue OWL: Writing About Literature:  [http://owl.english.purdue.edu/owl/resource/618/1/](http://owl.english.purdue.edu/owl/resource/618/1/)
Dr. Kristi Siegel’s Introduction to Modern Literary Theory:  [http://www.kristisiegel.com/theory.htm](http://www.kristisiegel.com/theory.htm)
The Voice of the Shuttle:  [http://vos.ucsb.edu](http://vos.ucsb.edu)
Literary Research Tools on the Web:  [http://andromeda.rutgers.edu/~jlynch/Lit](http://andromeda.rutgers.edu/~jlynch/Lit)
American Comparative Literature Association General Research Portal:  [http://www.acla.org/resources/general-research](http://www.acla.org/resources/general-research)
Georgetown Medieval Studies Scholarly Resources:  [http://labyrinth.georgetown.edu](http://labyrinth.georgetown.edu)

Specialized sites:

Institute for World Literature:  [http://iwl.fas.harvard.edu/icb/icb.do](http://iwl.fas.harvard.edu/icb/icb.do)
Eclat! U.Penn’s “Essential” Comparative Literature and Theory Sites:  [http://ccat.sas.upenn.edu/Complit/Eclat](http://ccat.sas.upenn.edu/Complit/Eclat)

Supplemental Web Texts:

(Several):  [http://www.indigenouspeople.net/legend.htm](http://www.indigenouspeople.net/legend.htm)
(Lenape):  [http://henryhahn.net/myths/lenapecreation.html](http://henryhahn.net/myths/lenapecreation.html)
(Fulani):  [http://exploringafrica.matrix.msu.edu/students/curriculum/m14/stories.php](http://exploringafrica.matrix.msu.edu/students/curriculum/m14/stories.php)

Course Competencies/Goals

The student will be able to demonstrate knowledge of these concepts by being able to perform these tasks:

1. **Close Reading**: interpret complex texts which may include images, epic and lyric poetry, fiction, orature, memoir, and drama through close reading
2. **Literary Strategies**: demonstrate knowledge of the distinctive ways writers and translators use words and different literary structures to shape a reader’s response to their work
3. **Synthesis of Texts**: create original essays using course texts and scholarly research, synthesizing readings to create original interpretations
4. **Critical Analysis**: analyze a piece of literature using the most appropriate critical framework(s) for that particular work (psychological, historical, philosophical, feminist, Marxist, etc.)
5. **Literary Context**: evaluate literature’s dual role as both product of and producer of culture using textual evidence of major historical and social shifts (conquest, trade, slavery, migration, colonization, economic, political, or religious change, social justice movements).

6. **Documentation of Sources**: use correct MLA documentation format for citing literature in essays

**This course meets the following General Education Knowledge Goals and MCCC Core Skills.**

**General Education Knowledge Goals**

**Goal 1. Communication.** Students will communicate effectively in both speech and writing.

**Goal 4. Technology.** Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.

**Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

**Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Goal 8. Diversity.** Students will understand the importance of a global perspective and culturally diverse peoples.

**Goal 9. Ethical Reasoning and Action.** Students will understand ethical issues and situations.

**MCCC Core Skills**

**Goal A. Written and Oral Communication in English.** Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

**Goal B. Critical Thinking and Problem-solving.** Students will use critical thinking and problem solving skills in analyzing information.

**Goal C. Ethical Decision-Making.** Students will recognize, analyze and assess ethical issues and situations.

**Goal D. Information Literacy.** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Goal E. Computer Literacy.** Students will use computers to access, analyze or present information, solve problems, and communicate with others.

**Goal F. Collaboration and Cooperation.** Students will develop the interpersonal skills required for effective performance in group situations.

**Goal G. Intra-Cultural and Inter-Cultural Responsibility.** Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

**Unit I   Introduction to the Study of World Literature**

**Learning Objectives**

*The student will be able to...*

- differentiate between reading and analyzing works in translation and works written in the original language, especially in regard to “close reading” [Course competency 1; Gen Ed goals 1, 6; MCCC Core Skill G]

- describe the ways literature is embedded in cultural, historical—and therefore linguistic and ethical—context. [Course competencies 1, 4,5, 6; Gen Ed goals 6, 7, 8, 9; MCCC Core Skills A, F, G]
• demonstrate understanding that interpreting world literature involves acknowledging and expanding one’s own cultural/critical boundaries [Course competency 1, 4, 6; Gen Ed goals 1, 6, 8, 9; MCCC Core Skills A, F, G]

• explain the interconnectedness and mutual influence of world cultures throughout literary history due to factors such as trade, conquest, war, imitation, appropriation, missionizing, and colonization [Course competencies 5, 6; Gen Ed goals 1, 6, 7, 8; MCCC Core Skills A, G]

• apply a variety of critical frames or lenses through which to interpret world literature [Course competency 4; Gen Ed goals 1, 5, 6, 7; MCCC Core Skill A, F]

Unit II  The Archaic Period

Learning Objectives
The student will be able to...

• identify the themes and characteristics of oral narrative and epic poetry. [Course competencies 1, 2; Gen Ed goals 1, 6, 7, 8, 9; MCCC Core Skills A, B]

• present in small groups to the class about how an oral narrative reflects a culture’s assumptions about the nature of things, the relationship of one group to their gods, one group to another, the efficacy of humans in the world, and other cultural codes. [Course competencies 1, 2, 4, 5; Gen Ed goals 1, 6, 8; MCCC Core Skills A, B, F]

• juxtapose different cultures’ oral stories to notice similarities and differences [Course competencies 1, 2, 4, 5; Gen Ed goals 1, 6, 8; MCCC Core Skills A, B, C, F, G]

• evaluate the epic poem as a means of thematically stabilizing culture, reinforcing the values of the ruling elite, and sometimes appropriating another cultural heritage to establish a more heroic past through translatio imperii [Course competencies 1, 2, 4, 5, 6; Gen Ed goals 1, 5, 6, 7, 8, 9; MCCC Core Skills A, B, C, G]

• create an original, peer-reviewed interpretation in essay form of one work from the Archaic Period using the most helpful critical lens and synthesizing scholarly sources [Course competencies 1, 2, 3, 4, 7; Gen Ed goals 1, 5, 6, 7, 8, 9; MCCC Core Skills A, B, C, D, E, F]

Unit III  The Classical Period

Learning Objectives
The student will be able to...

• comprehend the connections between religion, ethics, and drama in the classical Greek world [Course competencies 1, 2, 4, 5; Gen Ed goals 1, 6, 9; MCCC Core Skill A]

• apply interpretive dramatic strategies and vocabulary from Aristotle’s Poetics, Freytag’s dramatic theory, and psychology to read Greek classical tragedy [Course competencies 1, 2, 4; Gen Ed goals 1, 5, 6; MCCC Core Skills A, B]

• evaluate the impact of historical, social, political, and religious change on previously discussed themes in Greek thought [Course competencies 1, 2, 5, 6; Gen Ed goals 1, 5, 6, 7, 8; MCCC Core Skills A, B, C, G]
• analyze the poetry of Sappho as providing an alternative voice in Greek society [Course competencies 1, 2, 4, 5; Gen Ed goals 1, 5, 6, 7, 8; MCCC Core Skills A, B]

• compare the Indian epic *The Ramayana of Valmiki* to the epic in Babylon, Greece, or Rome, noticing similarities and differences such as the conception of heroism, the role of women, the role of the gods [Course competencies 1, 2, 4, 5; Gen Ed goals 1, 6, 8, 9; MCCC Core Skills A, B, C, G]

• describe the historical and philosophical context of Confucius as a thinker working at a time of great cultural change. Recognize his impact on Asian thought as reflected in “The Ballad of Mulan” and excerpts from *The Book of Songs*. [Course competencies 1, 2, 5, 6; Gen Ed goals 1, 6, 7, 8, 9; MCCC Core Skills A, B, C, G]

• discuss the role of literature in capturing moments of cultural change or upheaval through close analysis of poetry such as Ovid’s Metamorphosis or excerpts from Boethius’s *The Consolation of Philosophy* [Course competencies 1, 2, 5, 6; Gen Ed goals 1, 6;]

• create an original, peer-reviewed essay analyzing one work from the Classical Period using the most helpful critical lens and synthesizing scholarly sources [Course competencies 1, 2, 3, 4, 7; Gen Ed goals 1, 5, 6, 7, 8, 9; MCCC Core Skills A, B, C, D, E, F]

• present in pairs a short original performance or creative presentation aiding in the class understanding of a work from the classical period [Course competencies 1, 2; Gen Ed goals 1, 6; MCCC Core Skills A, B, D, F]

**Unit IV The Medieval Period**

*Learning Objectives*

*The student will be able to...*

• compare structural patterns, social function, and thematic content between Chinese *Zaju* drama, Japanese *Noh* drama, and Western drama following Greek and Roman models [Course competencies 1, 2, 4, 5, 6; Gen Ed goals 1, 6; MCCC Core Skills A, B, G]

• analyze literature in an increasingly global context through studying works produced in areas of cultural interchange ("contact zones") such as early medieval England, the Iberian peninsula, Mesoamerica, Ethiopia [Course competencies 1, 2, 5, 6; Gen Ed goals 1, 5, 6, 7, 8, 9; MCCC Core Skills A, B, C, G]

• discuss the role of literature in reflecting and shaping the cultures of these contact zones [Course competencies 1, 2, 5, 6; Gen Ed goals 1, 5, 6, 7, 8, 9; MCCC Core Skills A, B, C, G]

• describe the great influence of Islamic thought and poetry on medieval European and African spirituality and poetry [Course competencies 1, 2, 5, 6; Gen Ed goals 1, 6, 7; MCCC Core Skills A, B, G]

• explain the social forces leading to the rise in women’s voices across the world, differentiating between female authors (Murasaki Shikibu, Sharazade, Hadewijch, Marie de France, Sor Juana Ines de la Cruz) and female protagonists in works written by men (Sharazad, Dou E, The Wife of Bath) [Course competencies 1, 2, 4, 5, 6; Gen Ed goals 1, 6, 7, 8; MCCC Core Skills A, B, G]

• present in pairs a short original performance or creative presentation aiding in the class understanding of a work from the medieval period [Course competencies 1, 2; Gen Ed goals 1, 6; MCCC Core Skills A, B, D, F]
• create an original, peer-reviewed essay analyzing one work from the Medieval Period using the most helpful critical lens and synthesizing scholarly sources [Course competencies 1, 2, 3, 4, 7; Gen Ed goals 1, 5, 6, 7, 8, 9; MCCC Core Skills A, B, C, D, E, F]

Unit V: The Early Modern Period

Learning Objectives

The student will be able to...

• analyze literature in an increasingly global context through studying works produced in areas of cultural interchange (“contact zones”) such as Mesoamerica, demonstrating working knowledge of the concept of cultural hybridity [Course competencies 1, 2, 5, 6; Gen Ed goals 1, 5, 6, 7, 8, 9; MCCC Core Skills A, B, C, G]

• discuss the role of literature in reflecting and shaping the cultures of these contact zones [Course competencies 1, 2, 5, 6; Gen Ed goals 1, 5, 6, 7, 8, 9; MCCC Core Skills A, B, C, G]

• apply the sociological concept of The Other to analyze the impact on Europeans of expanding beyond their national boundaries, as evidenced in the literature [Course competencies 1, 2, 5, 6; Gen Ed goals 1, 6, 7; MCCC Core Skills A, B, G]

• present in pairs a short original performance or creative presentation aiding in the class understanding of a work from the Early Modern period [Course competencies 1, 2; Gen Ed goals 1, 6; MCCC Core Skills A, B, D, F]

• create an original, peer-reviewed essay analyzing one work from the Medieval through Early Modern Period using the most helpful critical lens and synthesizing scholarly sources [Course competencies 1, 2, 3, 4, 7; Gen Ed goals 1, 5, 6, 7, 8, 9; MCCC Core Skills A, B, C, D, E, F]

Evaluation of student learning: The weighted percentage of these means of assessing student learning will vary slightly, but the greatest emphasis should be on formal written work.

Participation 20%. Students are expected to come to class having read the material closely and carefully, prepared to discuss. Students will also participate in informal small group work and peer review of essay drafts.

Formal Written Work: 60%. Students will submit @ 15-20 pages of peer-reviewed, final draft essay, split into individual essays at the instructor’s discretion. These research essays should demonstrate careful text-based analysis, use of an appropriate critical lens, location of the text within an historical, social context, analysis of the characters or speakers in a variety of socially-defined categories, and integration of scholarly sources.

Essay Exams: 10%. Students will submit a final exam. The exam will offer students a choice of topics for two short essays, allowing them to make a point about the literature of the period through text-based analysis, thematic comparison, and/or use of a critical framework.

Presentation/Performance Art/Discussion Leading Assignment: 10%. Students work in pairs to perform/present some aspect of a work and then help to lead class discussion for the day.

Academic Integrity: Claiming another’s work as one’s own is one of the most serious academic crimes. Students are guilty of plagiarism if they submit another person’s writing or ideas as their own in threaded discussion, in-class discussion, paper, or exam work. This includes both intentional (copy/pasting ideas from the web, another student, or any other source without citation) and unintentional plagiarism (providing a citation but not using quotation marks around exact borrowed wording, for instance). Students in doubt as to whether or not to cite an
idea they borrow from someone else should always provide citation to be safe. We will review how to use other people’s ideas and words legally, and students will be graded on how carefully they do this. Except when students are clearly substituting another’s work for their own, most cases of plagiarism can be avoided by careful citation.

**Plagiarism Policy:** In English 203, all plagiarized work (whether homework, threaded discussion, or essay) will receive zero points toward the final course grade. If students plagiarize more than once, they will receive an “F” final course grade. All plagiarism will be reported to Mercer’s Academic Integrity Council

**Accessibility Statement.** Mercer County Community College is committed to ensuring the full participation of all students in all activities, programs, and services. If you have a documented differing ability or think that you may have a differing ability that is protected under the ADA and Section 504 of the Rehabilitation Act, please contact Arlene Stinson in LB 216 stinsona@mccc.edu for information regarding support services.

If you do not have a documented differing ability, remember that other resources are available to all students on campus, including academic support through our Academic Learning Center located in LB214.

**Sample Schedule**

Page numbers are from Damrosch, *Gateways to World Literature, Vol. 1*. Asterisks (*) mark days when students might present and help lead the discussion.

<table>
<thead>
<tr>
<th>Date</th>
<th>In class, we will go over this work:</th>
<th>After class, complete for homework:</th>
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<tbody>
<tr>
<td>Week 1, Day 1</td>
<td>Introductions, choosing the readings for the class. What is myth? Creation Stories distributed and homework assigned. Groups formed for discussion/presentation. Writing sample on Babylonian Creation Story.</td>
<td>Read all 8 creation stories but focus on your group’s passage. Look for evidence of how the stories provide clues as to how people see themselves and their place in the cosmos. Investigate the function of myth in a culture defining itself/excluding others.</td>
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<tr>
<td>1.2</td>
<td>Discussion of the creation stories. Choosing your discussion/performance topic.</td>
<td>Read “The Ancient World” (2-28) and <em>The Epic of Gilgamesh</em>, Tablets I-VIII (29-56).</td>
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<td>2.1</td>
<td><em>Gilgamesh</em>, Tablets I-VIII. The functions of epic/mythic poetry.</td>
<td>Read <em>Gilgamesh</em>, Tablets IX-XI (57-74) and Genesis Chapters 1-11 (74-84).</td>
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<td>2.2</td>
<td>Wrap-up of <em>Gilgamesh</em> and connections with Genesis. Workshop I: Be a Cultural History Detective. Differences in self-identification. First essay assigned.</td>
<td>Start drafting your first essay.</td>
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<tr>
<td>3.1</td>
<td>Introduction to classical Greek culture and drama. (Approaching Greek Drama .ppt). Women in the ancient Mediterranean.</td>
<td>Read <em>Oedipus the King</em> (240-81).</td>
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<tr>
<td>3.2</td>
<td>Screening of <em>Oedipus the King</em>.</td>
<td>Complete your rough draft and bring two copies to the next class. Re-read the play to identify major questions.</td>
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<td>4.1</td>
<td>Discussion of <em>Oedipus</em>—why has this play made such a lasting impression on the world? <strong>Essay 1 rough draft and peer review due.</strong></td>
<td>Work on the Greek tragedy worksheet using the websites on Bb and the text. Come in ready to discuss passages from the play.</td>
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<td>5.1</td>
<td><em>Lysistrata</em> discussion. <strong>Essay 1 is due.</strong></td>
<td>Read Sappho (236-40).</td>
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<tr>
<td>Intro to Virgil and the Roman Empire.</td>
<td>Read <em>The Aeneid</em> (414-41).</td>
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<td><strong>8.1</strong> * Rough draft of Essay 2 is due. Workshop V: Storyboarding Ovid. The decline of the Roman Empire. <strong>Share drafts.</strong></td>
<td><strong>Complete your peer review; email your comments to your partner and me.</strong> Read “The Medieval Era” (477-99).</td>
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<td><strong>9.1</strong> * Zaju drama, impact of Confucius, and <em>Dou E.</em> Chinese poetry (TBA)</td>
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<td><strong>10.1</strong> * Genji 1-7. Read <em>Genji</em>, excerpts from chapters 9-34, (542-63).</td>
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<td><strong>10.2</strong> * Genji 9-34. Read <em>Suras from the Qur’an</em> (592-606) and <em>The Thousand and One Nights</em> (606-16).</td>
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<td><strong>11.1</strong> * Suras; <em>The Thousand and One Nights</em> Read <em>The Thousand and One Nights</em> (616-647).</td>
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<tr>
<td><strong>11.2</strong> * The Thousand and One Nights* Read excerpts from <em>Kebra Negast</em> (.pdf)</td>
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<tr>
<td><strong>12.1</strong> * Kebra Negast: Ethiopia as a contact zone. More <em>translatio imperii</em>. Read “Iberia, The Meeting of Three Worlds” (712-5) and @20 min of the Islamic History of Europe video under Week 12 on Bb.</td>
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<td><strong>12.2</strong> * In class: courtly love, medieval poetry. <strong>Step 1 of Final Essay is due.</strong> Read Marie de France, <em>Bisclavret</em> (731-40).</td>
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<td><strong>13.2</strong> * Boccaccio, “The Patient Griselda” <strong>Step 2 of Final Essay is due.</strong> Bring a draft of your final essay for next time. Read “Songs of the Aztec Nobility” (1167-74).</td>
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<tr>
<td><strong>14.1</strong> * Share drafts for homework peer review. “Songs of the Aztec Nobility” (1167-74) Complete the peer review for your partner and return comments in the next class. Read Sor Juana, “Loa for the Auto Sacramental” (1175-83).</td>
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<tr>
<td><strong>14.2</strong> * Peer Review of Final Essay is due back to your partner. Sor Juana “Loa” Prepare any final presentations.</td>
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<tr>
<td><strong>15.1</strong> * Course Evaluations and wholistic draft comments. Looking ahead to the final Submit your final essay on Bb.</td>
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<tr>
<td><strong>15.2</strong> * Final Essay due. Wrap up of class; study session for final exam. Gather your sources (text, handout readings) and prepare a ½ page of notes to use.</td>
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<tr>
<td><strong>Final Exam</strong> Place to be announced. <strong>Bring your texts and 1/2 page of notes.</strong> Keep reading World Literature! It’s the only way to fly.</td>
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