



# Literature, Journalism, and Modern Languages

## LIT 350, Section 1

### World Literature

In Search of Human Virtues:

Journeys through Early World Literature

Fall 2015

<b>Meeting times:</b> M/W/F 8:30-9:25am	<b>Instructor:</b> Dr. Blessing x2652
<b>Meeting location:</b> Bond Academic Center 103	<b>E-mail:</b> CarolBlessing@pointloma.edu
<b>Final Exam:</b> Friday, December 18 7:30-10:00am	<b>Office:</b> Bond Academic Center 115

#### PLNU Mission To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

#### CATALOGUE DESCRIPTION

An advanced study of works, primarily in translation. The course focuses on selected themes, topics, and/or eras and places the works in their cultural contexts.

#### COURSE LEARNING OUTCOMES

*Students will be able to:*

1. Closely read (comprehension, analysis) and critically analyze (analysis) texts in their original languages and/or in translation.
2. Recall (knowledge), identify (knowledge), and use (application) fundamental concepts of literary study to read and discuss texts
  - a. Standard literary terminology
  - b. Modes/genres of literature
  - c. Elements of literary genres
  - d. Literary periods (dates, writers, characteristics, and important developments)
  - e. Contemporary critical approaches
  - f. Extra-literary research
3. Analyze (analysis) the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect (synthesis, evaluation) the texts with their own lives.

IDEA Center Learning Objective	Course Work
<b>Objective 1:</b> Gaining factual knowledge (terminology, classification, methods, trends)	Reading of all assignments Attending class and taking notes Handouts/PowerPoints posted on Canvas Quizzes/Tests
<b>Objective 3:</b> Learning to apply course material (to improve thinking, problem solving, and decisions)	Analysis Papers Reflection Papers Class discussions
<b>Objective 5:</b> Acquiring skills in working with others as a member of a team	Group oral presentations
<b>Objective 7:</b> Gaining a broader understanding and appreciation of intellectual activity (music, science, literature, etc.)	Readings, Class discussions, Analysis Papers, Reflection Papers

<b>Objective 8:</b> Developing skill in expressing myself orally or in writing	Analysis Papers Reflection Papers Longer Paper Group oral presentations
<b>Objective 9:</b> Learning how to find and use resources for answering questions or solving problems	Resource reports Group oral presentations
<b>Objective 10:</b> Developing a clearer understanding of and commitment to, personal values	Reflection and Analysis Papers
<b>Objective 12:</b> Acquiring an interest in learning more by asking my own questions and seeking answers	Reflection and Analysis Papers Resource Reports

## REQUIRED TEXTS AND RECOMMENDED RESOURCES

Davis, Paul, et. al. The Bedford Anthology of World Literature, Books 1 and 2. Boston: St. Martin's Press, 2004.

## COURSE REQUIREMENTS

- **PREREQUISITE: FULFILLMENT OF THE COLLEGE COMPOSITION REQUIREMENT, LIT 200, AND JUNIOR OR SENIOR STANDING.**
- Reading of all assignments by the dates listed below. A minimum of two hours outside of class is expected for every hour in class (6 hours outside work weekly). (CLO 1)
- Twelve written Reading Analyses/Reflections/Resource Papers (**15%**) (There are 13 listed in the syllabus, so you may skip one). These are marked as ✓+ for A work, which means exceptional insight, ✓ for B work, for good insight, ✓- for C- work, no original insight, or Ø for failing to turn in an analysis or not meeting the minimum analysis requirements. Plagiarism equals failure. (CLO 2 and 3)
- Quizzes, in-class group work, and oral participation (**15%**) (CLO 2 and 3)
- Midterm Exam (**15%**) (CLO 2)
- Final Exam (**20%**) (CLO 2)
- One five-minute group video presentation related to *The Divine Comedy*, (**15%**) presented December 18. (CLO3 and 4)
- One 1500 word paper—developing one of your analysis entries. More details to follow. (**20%**) (CLO 3 and 4) DUE November 13

PERCENT	GRADE
93-100	A
90-92	A-
88-89	B+
83-87	B
80-82	B-
78-79	C+
73-77	C
70-72	C-
68-69	D+
63-67	D
60-62	D-

## READING ANALYSES/REFLECTION PAPERS/RESOURCE REPORTS—WORTH 15% OF YOUR COURSE GRADE

You will write a **one-page** reading analysis, reflection paper, or resource report once a week, for a total of 12, due in class on the dates noted—approximately 300 words each, **typed**, double-spaced. Each entry is to be typed on an 8½" by 11" page and turned in to the class file at the beginning of the assigned date. Collect your graded work and keep them for test review. No late work will be accepted, unless cleared ahead of time because of illness or excused absence, as well as none in my mailbox, office, or email.

**Analysis Papers Format:** This format must be followed to gain the highest credit. One Page.

Date of Analysis paper

Title of literary work, date the literary work was written, and culture/country of the work

Author of the work: (if not known, type "Anonymous")

Specific Genre of the work (such as epic, tragedy, lyric poetry, etc.)

300 word analysis of work:

1. You will choose only one of the questions from that week and turn it in on the day corresponding to the question. Answer the question of the day from the syllabus—one thesis sentence (No introductory paragraph)
2. Use three paragraphs to support your thesis, using examples from the literary text you are analyzing
3. Conclude with one strong sentence (No conclusion paragraph)

**Reflection Papers Format:** This format must be followed to gain the highest credit. One Page.

Date of Reflection Paper

Title of literary work, date the literary work was written, and culture/country of the work

Author of work (if not known, type "Anonymous"); Do not list the translator

Specific Genre of the work (such as epic, tragedy, lyric poetry, etc.)

300 word reflection on how this work relates to your own journey of life

1. Start with a one sentence thesis on how the work relates to your life.
2. Use three paragraphs to support your thesis.
3. Conclude with one strong thesis, showing the lesson you learned from this work.

**Resource Papers:** On the weeks indicated on the syllabus, you will prepare brief resource papers.

1. Locate a good web resource or a good article from a PLNU Ryan Library database that pertains to the literary work we are covering on that date.
2. Upload onto Canvas a brief report with the following information:
  - a. A complete and correct citation of the source in Modern Language Association format (MLA style).
  - b. A one-paragraph (100 word) summary of the resource that clearly covers the following information:
    - 1) The source (for example Harvard University Classics Website, or *Classics Quarterly Journal*, 2010)
    - 2) The important distinctives of the website, including why the resource is helpful, what helpful information, new perspectives, or audio/visual resources the site or article offers.
  - c. Use the following criteria to choose a good source:
    - 1) Relevancy to the work of literature
    - 2) Accuracy of information
    - 3) Reliability of source—that is, it is not on *Wikipedia* or a personal website or blog, it is connected to a university, resource foundation, journal, or Gale Literary resource
    - 4) Currency of source—that is, it is written or created within the last seven years

#### **GROUP PRESENTATIONS—WORTH 20% OF YOUR COURSE GRADE**

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You will break into small groups to create videos related to *The Divine Comedy*. These five-minute videos will be presented in class on December 18 from 7:30-10:00am, during the scheduled final exam time slot, and we will discuss them as well as *The Divine Comedy's* relation to the overall course focus on the human journey, as a class. More details to follow.

#### **1500 WORD ESSAY—WORTH 20% OF YOUR COURSE GRADE.**

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You will choose one of these options:

1. Develop one of your one-page analysis papers into a well-developed essay, or

2. Choose another topic from the handout that will be given closer to the time.

## **COURSE GROUND RULES**

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**Academic Accommodations:** While all students are expected to meet the minimum academic standards for completion of this course as established by the instructor, students with disabilities may require academic accommodations. At Point Loma Nazarene University, students requesting academic accommodations must file documentation with the Disability Resource Center (DRC), located in the Bond Academic Center. Once the student files documentation, the Disability Resource Center will contact the student's instructors and provide written recommendations for reasonable and appropriate accommodations to meet the individual learning needs of the student. This policy assists the University in its commitment to full compliance with Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities (ADA) Act of 1990, and ADA Amendments Act of 2008, all of which prohibit discrimination against students with disabilities and guarantee all qualified students equal access to and benefits of PLNU programs and activities.

**FERPA:** In compliance with federal law, neither PLNU student ID nor social security number should be used in publicly posted grades or returned sets of assignments without student written permission. Also in compliance with FERPA, you will be the only person given information about your progress in this class unless you have designated others to receive it in the "Information Release" section of the student portal. See Policy Statements in the undergrad student catalog.

**General Education Course Statement:** This course is one of the components of the General Education Program at Point Loma Nazarene University, under the category of *Seeking Cultural Perspectives*. By including this course in a common educational experience for undergraduates, the faculty supports the survey of human endeavors from a historical, cultural, linguistic and philosophical perspective, including developing critical appreciation of human expression—both artistic and literary.

**Plagiarism:** Plagiarism in any form will not be tolerated. The following is the LJML Department Policy on Plagiarism:

*The Department of Literature, Journalism, and Modern Languages deems intellectual and academic integrity to be critical to academic success and personal development; therefore, any unethical practice will be detrimental to the student's academic record and moral character. Students who present the work of others, which includes but is not limited to borrowing another student's work, buying a paper, or using the thoughts or ideas of others as if their own (using information in a paper without citation), commit plagiarism. Students will be held accountable for plagiarized material whether the material was plagiarized intentionally or unintentionally. Plagiarized work will result in a failing grade for the assignment and possibly for the course. In either event, a written report will be filed with the department chair and area dean. The dean will review the report and submit it to the Provost and the Vice President for Student Development. It will then be placed in the student's academic file.*

**Attendance:** Please read the Class Attendance section of your PLNU Catalog, carefully. If students miss more than 10% of class meetings (approx. 4 for a MWF course), faculty members may file a written report which may result in de-enrollment from the course. If you miss more than 20% of class meetings (approx. 8 for a MWF course), you may be de-enrolled without notice. De-enrollment may have serious consequences on residence, athletic, and scholarship requirements; it may also necessitate a reduction or loss in your financial aid.

**Public Discourse:** Much of the work we will do in this class is cooperative, by nature of the class discussions and general feedback given to written work and/projects; thus you should think of all your writing and speaking for and in class as public, not private, discourse. By continuing in this class, you acknowledge that your work will be viewed by others in the class. Thinking of our class work as public and shared also gives us the chance to treat one another with gentleness and compassion.

**Maintaining Your Own Class Schedule through Online Registration:** You will be responsible for maintaining your own class schedule. Should you need to drop this or any course, please remember to drop the course before the deadline. If you need to drop a class, be sure to fill out and submit the official forms; simply ceasing to attend may result in a grade of F on your transcript.

**Final Examinations:** Final Examinations are the culminating learning event in a course, and they are scheduled to take into account all the different courses and departments across the university. The exam schedule varies from year to year. The final examination schedule is posted on the Class Schedules site. You are expected to arrange your personal affairs to fit the examination schedule.

**Inclusive Language:** Because the Literature, Journalism, and Modern Language department recognizes the power of language, in its essence and in the ways it may be used either for good or for ill, we ask that all public language used in this course, including written and spoken discourse, be inclusive. This standard is also outlined by all major academic style guides, including MLA, APA, and Chicago, and is the norm in university-level work.

**Class Sessions, Preparation, Assignments, and Technology:**

- a. If you wish to use your laptop during class, you may use the laptop only for note-taking, not checking email, Facebook, or other activities. If you are using an electronic reader for the text book (Kindle, Nook, etc.), please let me know and have no other “file” open on your reader other than the class text/reading.
- b. **All other electronics must be muted or turned off for the entire class period, including cell phones.**
- c. Completion of all assignments is required, and passing the course will be difficult without doing so. Readings and written responses must be prepared in advance of the date scheduled/due and of sufficient length and quality to meet the assignment’s requirements and intents. Missed work (quizzes and written responses) may be made up only in truly extenuating circumstances and only if you and I have had a conversation about your situation. No make-up work will be otherwise given for missed work.
- d. Late assignments will not be accepted either in person, by delivery, or in my mailbox (unless you and I have communicated prior to the deadline about extenuating circumstances).
- e. It is your responsibility to see to it that I receive your work.
- f. Always keep electronic copies of your work so that you can provide duplicate copies if you need to.
- g. Handwritten papers are never acceptable (unless so specified).
- h. You may be requested to attend office hours with the professor if a need arises.

**Email and Canvas:** You are responsible for checking your PLNU email account and Canvas regularly for electronic messages from me (and sometimes from your classmates). You are fully accountable for all course material, announcements, communications that are distributed via email and Canvas; and I will send messages only to these sites. Please let me know if you encounter any technical problems with these sites.

**Extenuating Situations and Grades:** No “Incomplete” grades will be assigned unless extenuating circumstances (e.g., death in the family, automobile accidents, hospitalization) prevail. If you find yourself in such a situation, please contact me immediately and submit any necessary and valid documents to help clarify and document your situation (e.g., doctor's letter on letterhead, funeral service program, police report, etc.).

Your oral participation makes the class more interesting for everyone and will positively affect your grade. Ask questions you have from the reading.

No *Cliff's Notes*, *Barron's Notes*, *Spark Notes* or similar guides are to be used for papers, brought to class, or used as a substitute for the reading.

★The class is designed to encourage regular reading. To that end, there are short analysis papers, reflection papers, and resource reports. These are important tools for developing reading, thinking, and retention skills and are not “busy work.” Regard them as an athlete would his/her regular practice and conditioning times. Keeping up with the reading and writings leads to a higher degree of subject mastery, as well as analytical adeptness and application of the works to your own life.

**Class Schedule - Complete all readings by the assigned days**

For each class, read the material and be ready to discuss the work, think about the analysis question, and raise a question of your own on the reading. Your advance work will be assessed through quizzes and form the basis of class discussion.

DATE	IN CLASS COVERAGE	WORK DUE
<b>Week 1</b>		<b>Analysis Paper this week</b>
Sep. 1	Course Introduction How do we read literature?	
Sep. 2	<b>Bedford Anthology of World Literature: BOOK ONE</b> “Mesopotamia,” pp. 15-21; <i>The Epic of Gilgamesh</i> , pp. 55-74 Analysis: What do Gilgamesh and Enkidu each have to prove?	
Sep. 4	<i>The Epic of Gilgamesh</i> , continued, pp. 74-91 Analysis: What is the symbolic and structural importance of journeys in this work?	
<b>Week 2</b>		<b>Reflection Paper this week</b>
Sep. 7	<b>Labor Day—No Classes</b>	
Sep. 9	Hesiod: <i>Theogony</i> and <i>Works and Days</i> , pp. 259-277 Analysis: What are the views of female in these works?	
Sep. 11	Homer: Introduction, pp. 277-287; <i>The Odyssey</i> , Books 1- 3, pp. 421-459 Analysis: How is Telemachus’s journey integral to <i>The Odyssey</i> ?	
<b>Week 3</b>		<b>Resource Paper this week</b>
Sep. 14	<i>The Odyssey</i> , Books 4 and 5, pp. 459-494; Book 7, pp. 504-513 Analysis: What is the importance of hospitality in the value systems of this epic?	
Sep. 16	<i>The Odyssey</i> , Books 9-12, pp. 529-593 Analysis: What significant knowledge does Odysseus gain on his journey?	
Sep. 18	<i>The Odyssey</i> , Book 13, pp. 593-607, Book 17, pp. 654-674, and Book 19, pp. 687-704 Analysis: Why does <i>The Odyssey</i> not end when Odysseus reaches his home?	
<b>Week 4</b>		<b>Analysis Paper this week</b>
Sep. 21	<i>The Odyssey</i> , Books 21-24, pp.716-768 Analysis: What virtues does Penelope embody?	
Sep. 23	Sappho, pp. 791-798 and handouts Analysis: In what ways does Sappho’s lyric poetry describe love?	
Sep. 25	Sophocles: <i>Antigone</i> , pp. 952-998 Analysis: What conflicts does this tragedy present?	
<b>Week 5</b>		<b>Reflection Paper this week</b>
Sep. 28	<i>Antigone</i> , continued Analysis: How does this ancient play relate to our contemporary life?	
Sep. 30	Aristophanes: <i>Lysistrata</i> , pp. 1044-1082 Analysis: How and why does this play use humor to teach a lesson?	
Oct. 2	<i>Lysistrata</i> , continued Analysis: How does the presentation of women here compare to <i>Antigone</i> ?	
<b>Week 6</b>		<b>Resource Paper this week</b>
Oct. 5	Plato, pp. 1083-1116 Analysis: What is one of Plato’s criticisms of humanity?	
Oct. 7	Aristotle, pp. 1149-1155 and handout Analysis: What is the virtue of literature for Aristotle?	
Oct. 9	Lao Tzu—Intro and Poems, pp. 1601-1610 Analysis: How does Lao Tzu’s philosophy compare to the ideas presented in any one of the Greek works?	

<b>Week 7</b>		<b>Analysis Paper this week</b>
Oct. 12	Virgil: "Introduction" and <i>The Aeneid</i> , Books 1 and 2, pp. 1174-1215 Analysis: How does Aeneas compare to Odysseus?	
Oct. 14	<i>The Aeneid</i> , Books 3 and 4, pp. 1215-1240 Analysis: What is the significance of the Dido and Aeneas love story and its outcome to the issue of Aeneas' destiny?	
Oct. 16	<i>The Aeneid</i> , Book 6, pp. 1240-1265 Analysis—Compare Virgil's presentation of the Afterlife with Homer's in <i>The Odyssey</i> .	
<b>Week 8</b>		
Oct. 19	Recap—The Virtues in Ancient Literature	
Oct. 21	<b>MIDTERM EXAM</b>	<b>MIDTERM EXAM</b>
Oct. 23	<b>Fall Break Day—No Classes</b>	
<b>Week 9</b>		<b>Reflection Paper this week</b>
Oct. 26	BOOK TWO St. Augustine: Intro and <i>The Confessions</i> , pp. 64-96 Analysis: What is Augustine's view of God and divine workings?	
Oct. 28	Lady Murasaki: <i>The Tale of Genji</i> , Introduction and Chap. 2, pp. 1094-1117 Analysis: How do the male speakers categorize women?	
Oct. 30	<i>The Tale of Genji</i> , Chapter 4, pp. 1118-1139 Analysis: Describe the character of Genji and his relations with others.	
<b>Week 10</b>		<b>Analysis Paper this week</b>
Nov. 2	<i>The Song of Roland</i> , pp. 540-577 Analysis: What virtues and vices are represented?	
Nov. 4	<u>Love in Medieval France</u> Andreas Capellanus: Intro and <i>The Art of Courtly Love</i> , pp. 611-627 French Provençal Poems, pp. 655-669; Marie de France, pp. 670-677 Analysis: How do ideas from <i>The Art of Courtly Love</i> influence the poems?	
Nov. 6	Jalaloddin Rumi: Intro and Poetry, pp. 420-434 Analysis: What are Rumi's views of the Divine, as seen in his poems?	
<b>Week 11</b>		<b>Reflection Paper this week</b>
Nov. 9	<i>The Thousand and One Nights</i> , pp. 435-467 Analysis: How are women portrayed in this work?	
Nov. 11	Margery Kempe: Intro and <i>The Book of Margery Kempe</i> , pp. 987-1009 Analysis: How does Kempe's autobiography relate to Augustine's?	
Nov. 13	Julian of Norwich, Handout Analysis: Discuss Julian's view of Christ.	<b>1500-word Paper DUE</b>
<b>Week 12</b>		<b>Resource Paper this week</b>
Nov. 16	Dante Alighieri: Intro. and <i>Inferno</i> , Cantos I-V, pp. 678-713 Analysis: Why does Dante have to journey through the Inferno?	
Nov. 18	<i>Inferno</i> , Cantos VI- XI, pp. 713-738 Analysis: How does the law of contrapasso function in one of these cantos?	
Nov. 20	<i>Inferno</i> , Cantos XII-XVII, pp. 738-766 Analysis: How does <i>The Inferno</i> relate to our modern society?	
<b>Week 13</b>		
Nov. 23	<i>Inferno</i> , Cantos XVIII-XXIII, pp. 766-795 Analysis: How does lack of virtue affect the sinners in one Canto?	
Nov. 25-27	<b>Thanksgiving Break—No Classes</b>	
<b>Week 14</b>		<b>Analysis Paper this week</b>
Nov. 30	<i>Inferno</i> , Cantos XXIV-XXIX, pp. 795-824 Analysis: What is the ultimate consequence of the lack of virtue as shown in the work?	
Dec. 2	<i>Inferno</i> , Cantos XXX-XXXIV, pp. 824-848 Analysis—How does Dante's Lucifer embody Vice?	
Dec. 4	<i>Purgatorio</i> , Handout Analysis—What process does Dante have to go through at the top of Purgatory and why?	

<b>Week 15</b>		<b>Reflection Paper this week</b>
Dec. 7	<i>Paradiso</i> , Handout Analysis—What virtues are highlighted in the representations of Paradise and God in this section?	
Dec. 9	Final Exam—Short answer	
Dec. 11	Final Exam—Essay	
<b>Dec. 18</b>	<b>Final Exam—Friday, 7:30-10:00am.</b> Do not make travel arrangements that will require you to miss the final. <b>You may <u>not</u> take it at another time.</b> The published time for the final examination is one of the considerations when enrolling for a course. Students are expected to arrange their personal affairs to fit the examination schedule.	<b>FINAL EXAM—Student Video Presentations on <i>The Divine Comedy</i></b>