POINT 1902 LOMA NAZARENE UNIVERSITY	**Department of Literature, Journalism, Writing, and Languages** **LIT 2052 World Literatures: Ancient and Medieval – Independent Study** **3 Units**
Summer 2023	

Meeting days: TBD	**Instructor title and name:** Dr. Schuyler Eastin
Meeting times: TBD	**Phone:** 619-849-2695 (LJWL Office)
Meeting location: TBD	**Email:** seastin2@pointloma.edu
Final Exam: TBD	**Office location and hours:** TBD

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 is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

COURSE DESCRIPTION

A study of the literary classics of the ancient and medieval periods, including various genres, particularly epic and drama. Focuses on major works of world literatures within their historical/cultural contexts, from the *Epic of Gilgamesh* to Dante's *Divine Comedy*.

Prerequisite: Fulfillment of the College Composition requirement.

Our Course Focus: The idea of developing a cohesive narrative that links 3000 years of global literary history is essentially impossible. If anything, the goal of a course like this is to develop an appreciation and understanding of the diversity of human thought and experience over time and space. And yet, we still need some kind of basis of comparison. In his highly influential 1949 book *The Hero With a Thousand Faces*, Joseph Campbell argued that every heroic story, despite the culture that produces it, exhibits a common set of narrative moments that demonstrate something fundamental or universal about the human condition. While the proliferation of heroic narratives in modern cinema might support this theory, in the 2020's we are also constantly negotiating our understanding of cultural and racial difference and are learning to recognize and appreciate the nuances that characterize the vast multitude of cultural and racial histories that make up our world. This course will be guided by the following questions: *To what extent are the archetypal elements of our heroic narratives actually indicative of a fundamental commonality to the human experience? What dangers could archetypal thinking represent to our modern understanding of diversity and inclusion?*

COURSE LEARNING OUTCOMES

Successful students in this course will be able to:

- Closely read and critically analyze texts in their original languages and/or in translation.
- Recall, identify, and use fundamental concepts of literary study to read and discuss texts
    - Standard literary terminology
    - Modes/genres of literature
    - Elements of literary genres
    - Literary periods (dates, writers, characteristics, and important developments)
    - Contemporary critical approaches
    - Extra-literary research
- Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.
- Create detailed and informed textual analysis of literary works that examine several of the fundamental concepts of literary study.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

The Norton Anthology of World Literature. Ed. Martin Puchner. Shorter 4th Edition. Vol. 1. ISBN: 978-0-393-65602-2

Any other assigned readings will be made available via link or PDF in Canvas.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 15 weeks. It is anticipated that students will spend a minimum of 37.5 participation hours per credit hour on their coursework. For this course, students will spend an estimated 112.5 total hours meeting the course learning outcomes. The time estimations are provided in the Canvas modules.

ASSESSMENT AND GRADING

Grades have probably been a factor of your life for as long as you've been a student. A's seem to confirm our intelligence while D's make us doubt it, but how often do these letters encourage us to reflect on what we have actually learned? Recent scholarship on student assessment has demonstrated three major drawbacks to grades in higher education:

1. Grades focus our attention on acquiring points rather than acquiring knowledge.
2. Grades discourage us from taking risks in favor of the "safe" choices that we think will ensure a good grade.
3. Grades rarely reflect the diversity in the pace at which students learn or the varied intellectual assets they start with.

As a student, you should be both *invested in your learning* and *willing to take risks* and for that reason I will not be applying point or letter values to most of the work you produce this semester. You will still receive a final course grade, but this grade will be based on the labor you are willing to put in. This policy is a "labor-based grading contract" (ref. Inoue) that establishes the expectations we will have for each other throughout the course. This contract operates on the following principles:

- Your final grade will be determined by the labor you are willing to put into the class rather than by your ability to perform under artificially stressful conditions.
- You will demonstrate evidence of your labor by meeting all stated expectations on all assignments.
- Instead of point values or letter grades on your work, all assignments will be marked according to a Rubric that indicates whether an appropriate amount of work has been done. The rubric will indicate if an assignment is Unsubmitted, In Progress, Late, or Meets Expectations. Due to the limitations of the Canvas platform, these assignments may simply appear as Incomplete (X) or Complete (✓) until you click the feedback symbol in the Assignment link. Since Canvas requires numerical data, all assignments will have a point value of 1; these numbers will not be used to determine your final grade
- Complete or In Progress assignments will receive detailed feedback in Canvas that should offer confirmation of your approach or detail the requirements for further follow-up (usually in the form of added content, a brief email or DM response, or an office hours meeting). Changing or adding to In Progress assignments will allow you to change their status to Meets Expectations. In either case, assignment feedback is never final and is *always* an invitation to further conversation.

- Complete or Incomplete. In either case, I will provide thorough feedback that should help you further develop your analytical approaches or redirect those approaches as needed.
- Any assignments that are still Unsubmitted/Incomplete or In Progress at the end of the semester will bring your grade down. Taking the time to follow-up on these assignments will keep your grade level and can even improve it. Deadlines for follow-up will be posted on the course syllabus.
- Instead of Quizzes or Midterms, we will complete two Learning Checks that will help us assess your engagement with the course material. As with other assignments, you may choose to change the results of these Checks by visiting Office Hours.

Grades will be based on the following scale. However, it should be noted that this is not a point-based scale but a weighted system based on the density of complete/incomplete assignments in each of the categories listed under "Assignments at-a-Glance" below:

- A: You can earn an A in the course if you complete all assignments AND demonstrate meaningful progress or additional effort. This doesn't mean simply increasing word count or the length of your works cited, but can include: conducting additional research beyond what is expected in assignment instructions, making use of office hours to address questions or expand your understanding of the material, actively applying feedback to improve subsequent assignments, and supporting the learning of your peers through active discussion. Even if you miss some assignments, you can still earn an A as long as you've made the effort to visit office hours to discuss them.
- B: **The default final grade in the course is a "B."** You will receive this letter grade if you complete the minimum requirements on all assignments.
- C: You will earn a C if 2-3 weekly assignments are incomplete (In Progress or Unsubmitted), if any required components are absent from your Major or Minor projects, or if any requests for follow-up have not been addressed by the end of the semester.
- D: You will earn a D if 4-5 weekly assignments are incomplete, if multiple required components are absent from your Major or Minor projects, or if all requests for follow-up have gone unaddressed by the end of the semester.
- F: You will earn an F if you have not completed your Major or Minor projects and all requests for follow-up have gone unaddressed by the end of the semester.
- +/-: You can earn a plus or minus on your final grade based on your level of engagement with class discussion and/or use of office hours.

SPIRITUAL CARE

PLNU strives to be a place where students grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If you have questions, a desire to meet with the chaplain, or if you have prayer requests, you can contact the Office of Student Life and Formation.

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on State Authorization to view which states allow online (distance education) outside of California.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See Academic Policies for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

SEXUAL MISCONDUCT AND DISCRIMINATION

Point Loma Nazarene University faculty are committed to helping create a safe learning environment for all students. If you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking,

know that help and support are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, it is required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation.

ADDITIONAL POLICIES

Supportive Environments: we will be dealing with a multitude of topics, some of which are likely to be challenging and/or controversial. The inherently performative nature of our texts will also likely to force us outside of our comfort zones. Our class should be a space for productive and supportive collaboration and performative expression. It is each student's responsibility to:

1. Be open to trying out new ideas and pushing the boundaries of your experience
2. Recognize and support the notion that everyone else is making this same attempt

This doesn't mean we will shy away from disagreement or debate. Quite the contrary: we should be open to questioning and challenging each other, provided we always do so in a way that fosters growth.

Preparedness and Workload: you should be sure to read all assigned materials before class and to have the readings on-hand in order to help with class discussion. Active reading and annotation is highly encouraged in order to help you contribute evidence to our analytical approaches and raise valuable questions during discussion.

The reading assignments in this course will sometimes be long and challenging. I recognize that Middle English and Early Modern English aren't the easiest to read and for that reason, I actually recommend seeking out plot summaries or textual guides as a *supplement* (but not a *substitute*) to your reading (unless you *really* hate spoilers). These supplements might even offer us insight into expanding or challenging established interpretations of a text. Just be sure to clearly distinguish between your own ideas and those of others in accordance with the PLNU Academic Honesty Policy.

Multimodal Learning: during our past year of online learning we all learned a great deal about how we learn and how we teach. Many of these lessons will directly inform the way that we manage our engagement with course material and with class discussions. While the primary interactions in our course will be in-person we will also have a number of synchronous and asynchronous options for sharing ideas and collaborating. This will include a dedicated class Slack channel, various Padlets, shared Google Docs, and other tools we may discover as the course progresses. It is my hope that new and innovative digital tools will help us find fascinating ways to explore textuality and performativity and to supplement our discussions with

easily-shared media and information. Be prepared to take advantage of these digital learning opportunities both in and outside of class.

ASSIGNMENTS AT-A-GLANCE

Grading

For the sake of consistency, I've chosen to leave the course's usual non-Independent-Study labor-based grading contract in this syllabus. Keep in mind that any references it makes to assignment rubrics and assignment-based grading procedures are designed for a traditional semester-length course with full enrollment.

For this Independent Study, the emphasis for grading will be placed primarily on 1) your Preparation for each of our meetings (refer to the bullet-pointed list below) and 2) the quality of your Final Project. Each of these elements will demonstrate the labor you have dedicated to the course material.

Meeting Preparation

As an independent study, this course will not require the usual weekly writing assignments or midterm/final assessments of a typical course. Instead, you will be expected to do the reading and the bulk of the analytical work of the course outside of our usual meetings. Each time we meet, you will be expected to arrive having:

- Read the assigned works in their entirety
- Developed an analytical reading of the text(s)
- Identified 2-3 key passages that could be central to your reading
- Explored ways that this text appears (or doesn't appear) in the modern cultural consciousness
- Prepared to discuss how the text(s) you've read might help you answer the Course Questions. This point of preparation will involve a small writing component. Medium TBD.

Final Project

This nature and scope of this project will be developed over the course of the Independent Study. Whether this project will be primarily analytical or creative will be up to you, provided the work you produce 1) responds to the course question and 2) demonstrates (in writing and/or in another relevant medium of your choice) your analytical understanding of a work or group of works we have covered.

Since the pace of the course is so significantly compressed, you'll have the better part of Quad II to research and prepare this project.

READING/ASSIGNMENT SCHEDULE

All page numbers below are from *The Norton Anthology of World Literature* vol. 1 unless otherwise noted. This schedule is subject to changes and additions throughout the semester so please be prepared to note any changes or regularly download the most current version from Canvas. Links to online material can be found here and in Canvas.

Week	Date	Reading
1	5/8-5/12	On archetypes: watch the following • "Why are the same myths everywhere?" Frazer's Golden Bough • Freud, Jung, Luke Skywalker, and the Psychology of Myth: Crash Course World Mythology (3:10 to end) • The Hero's Journey and the Monomyth: Crash Course World Mythology #25 (0:00 to 8:45) • What Makes a Hero? • Jordan Peterson's Archetypes Debunked (disclaimer: as you watch this one, be skeptical both of Peterson AND the producer(s) of this video) The Warrior part 1 • *The Epic of Gilgamesh* 3-74 • *The Ramayana* 629-669
2	5/15-5/19	The Warrior part 2 • Tacitus, *Annals: The Revolt of Boudica* • *The Legend of Maui* • *The Volsung Saga* chapters 15-18 • *The Cualnge Cattle-raid* VII-VIIIB • *Popol Vuh* 1693-1708 • Miguel de Cervantes, *Don Quixote* 1535-1600, 1604-1612
3	5/22-5/26	The Hero's Journey • Homer, *The Odyssey* 245-378 • Virgil, *The Aeneid* 473-564
4	5/29-6/2	Rebirth part 1 • St. Augustine, *The Confessions* 763-791 • Mohammad, *The Qur'an* 791-811 • Dante Alighieri, *The Divine Comedy: Paradiso* cantos 1-16
5	6/5-6/9	Rebirth part 2 • Dante Alighieri, *The Divine Comedy: Paradiso* cantos 17-33 • Ovid, *The Metamorphoses:* Orpheus and Eurydice, Pygmalion, and Venus and Adonis 577-580, 607-619 • *Sir Orfeo*
6	6/12-6/16	Love and Politics • Euripides, *Medea* 438-472 • *The 1001 Arabian Nights* 1084-1108 • Murasaki Shikibu, *The Tale of Genji* 1231-1288 • *The Epic of Sunjata* 1422-1467
	7/14? (end of Quad II)	Final Project Due