English 2110   Sample Syllabus 1

Fall 2003
Class Meeting Times

Representations of Women in World Literature: The Virgin, Whore, and Mother

Instructor:
Office:
Office Hours:
Office Phone:
E-mail:

Required Texts:

Course Description:
English 2110 is a survey of important works in world literature. Although gaining familiarity with all of the “important” works from world literature would be ideal, students should keep in mind that this survey is intended merely to introduce them to a wide variety of literary works spanning vastly different cultures and time periods, with the ultimate goal of encouraging them to appreciate textual diversity and make connections between works and cultures that would, on the surface, seem unrelated. In other words, English 2110 should not only teach you to appreciate works from other cultures and time periods, but should also encourage the cultivation of analytical tools that you will need to become well-rounded readers. Although we may occasionally stop on one or two works from England or America, this course is designed to introduce you to texts and concepts that don’t generally appear in the British or American Literature courses and that you may not have been exposed to before. By way of encouraging you to make connections between the texts and cultures that we explore in World Literature, your reading list for this class focuses on representations of women. Of course, class discussion will oftentimes move away from this central idea as we explore other significant aspects of these works, but this theme will be the unifying element for our discussions this semester.

Prerequisite: A grade of C or higher in English 1102 or equivalent. Students who have not completed this requirement will be asked to withdraw.

Course Goals and Outcomes:
General Outcomes –
· identify and explain the fundamental features of the genres of poetry, fiction, non-fiction, and drama
· define key literary terms/concepts and implement these in oral/written discussion as well as in literary interpretation
· describe, examine, and evaluate their own reading practices and oral/written critical analyses
· analyze literature and explain how various components of literature work together to create meaning.
· apply writing and revision as tools for understanding literature and its interpretation
Specific Outcome(s) –
- differentiate between Western and non-Western literature
- recognize, describe, and analyze the influence of various cultures in literary works

Attendance Policy:
Attendance is mandatory, as this is not a lecture course and requires your participation. While this class has no specific attendance policy, students should be aware that they may not make up in-class activities, including quizzes, in-class writing, group work. I will not accept late responses and homework assignments. Missed in-class work and work that is not handed in on time will receive a “0.” Furthermore, I reserve the right to drop any student who misses more than six days before the semester drop date.

Academic Honesty:
Plagiarism is not acceptable. The penalty for plagiarism is a zero on the assignment and possible failure of the course. Students should be familiar with the section on Academic Honesty in the student handbook and should feel free to consult me if they have any further questions.

Special Needs:
Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek academic accommodations must first take appropriate documentation to the Office of Disability Services located in Suite 230 of the New Student Center. Students with special needs should then make an appointment with me during the first week of class to discuss any accommodations that need to be made.

English Majors:
Students planning to major in English should keep copies of their best papers to submit as their senior portfolio. Information regarding the senior portfolio can be located in the English department.

Course Requirements:
Assignments prepared outside the classroom must be typed and should reflect your mastery of English 1101 and 1102 writing skills. Assignments are to comply with the MLA format (i.e. double-spaced / one inch margins / 12 point font). All assignments must be turned in at the beginning of the class on the day due. No late work will be accepted.

Reading Responses and Final Paper: 40%
Students will complete 10 reading responses. The responses should be no fewer than 250 words in length. These responses are not plot summaries or confessionals, but careful commentaries on the ideas/images expressed in the works that you will be reading. You may choose to respond to an individual work or make comparisons between works, but you must limit your responses to the works we are covering as a group. Your responses can be thesis-driven, argumentative attempts to establish a singular point about the text, or they can be exploratory, positing one or two questions on a topic and exploring the complications that those dilemmas raise. Support your observations by quoting from the text. The responses are due on the day we discuss the work. You may submit responses early, but no late responses will be accepted. (20%)

In addition to the reading responses, each student will hand in a 3-5 page paper that expands upon the discussion presented in one of their responses. This short paper should be a thesis-driven, textually-based, literary analysis, and students should use quotations from the text to support their observations. This essay is an opportunity for you to explore and develop your
ideas about a text, so the only source for your essay will be the literary text. (20%).

**Presentation: 20%**

Students will offer a ten-minute in-class presentation focusing on a cultural aspect of an assigned work (i.e. the author’s biography, social or political context, or religious connections) or comparative analysis between two works offering some insight into thematic, character, narrative, or other similarities between the two texts. Presentations are due on the day the class discusses the work, and the student must hand in a 2-3 page synopsis of their discussion.

**In-class Assignments: 10%**

During the course of the semester, students will receive several quizzes to test reading comprehension and preparedness. Additionally, students will occasionally be asked to respond to the readings in short essays or work in groups to create points for class discussion. Quizzes and daily grades are usually administered at the beginning of the class period and cannot be “made up,” so students are advised to arrive on time and ready to work. Finally, this grade will take your participation into account. The participation portion of this grade is based on your attendance, your preparedness, and your class discussion.

**Final Exam: 30%**

The final assignment of this semester will be a cumulative final exam that covers key literary terms, requires literary analysis, tests students’ recognition of the elements of poetry, fiction, and drama, and asks for a comparative interpretation of works.

**Reading Calendar**

**Week 1:** Introduction and *Epic of Gilgamesh* pp. 10-42


**Week 3:** Aeschilus, *The Oresteia* pp. 339-388

**Week 4:** Euripides, *Medea* pp. 433-466 and *Book of Songs* pp. 536-545

**Week 5:** The *R̄m̄yana of V̄lm̄yki* 576-626

**Week 6:** Catullus, *Lyrics* pp. 632-636 and Saint Augustine, *Confessions* pp. 722-739

**Week 7:** *1001 Nights* pp. 923-950 and Marie de France, *Eliduc* pp. 996-1009

**Week 8:** Boccaccio, *The Decameron:* *The Second Tale of the Fourth Day* pp. 1156-1165 and Chaucer, *Miller’s Tale* pp. 1189-1204

**Week 9:** Midterm and Petrarch, *Sonnets* pp. 1484-1488

**Week 10:** William Shakespeare *Hamlet* pp. 1629-1727

**Week 11:** Jonathan Swift “A Modest Proposal” pp. 2027-2034 and Alexander Sergeyevich Pushkin: “The
Queen of Spades” pp. 2284-2305

**Week 12:** Leo Tolstoy, “The Death of Ivan Ilyich” pp. 2432-2476

**Week 13:** Henrik Ibsen, *Hedda Gabler* pp. 2476-2537

**Week 14:** Bertolt Brecht, *Mother Courage and Her Children* pp. 2813-2871

**Week 15:** Chinua Achebe, *Things Fall Apart* pp. 2931-3031 and Yeats and Kippling Handout

**Week 16:** Chinua Achebe, *Things Fall Apart* pp. 2931-3031

This syllabus reflects a plan for the semester. Deviations may become necessary as the semester progresses. Students are responsible for making note of any changes that may occur.