**ENG 234, Foundations of World Literature, Fall 2015, 3 Credit Hours**

Dr. Sarah Stafford Sims

Carter 215A

Office Hours: 2:00-3:20 MWF; 9:15-11:15 TTh

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**Course Description**

Foundations of World Literature covers major works of world literature, mostly in translation, from ancient times to the present; western literature written prior to the 1600s receives primary emphasis. ENG 112 is prerequisite.

**Textbooks**

Mack, Maynard, ed. *The Norton Anthology of World Masterpieces*. 5th continental ed. New York: Norton, 1987.

*The MLA Handbook* and *A Handbook to Literature* are recommended.

**Course Objectives**

1. To gain a perspective of literary history and chronology, demonstrating knowledge of key authors, works, periods, terms, and themes of world literature from ancient times through the present.
2. To develop skills in critiquing literary texts, giving informed interpretations of a variety of genres, persuasively defending such analyses orally and in writing, and performing in-depth library and Internet research to support a lengthy literary analysis written in MLA style.
3. To recognize patterns in literary texts, making connections among an author’s works, various writers, and literary periods; among English, American, and world writers and historical events; among information within other academic disciplines; and among students’ personal views and creative work.
4. To find value in varied critical approaches; in the wide-ranging views of other eras, cultures, and opinions; in connections between literature and one’s own life; and in worthy ideas and skills.
5. To recognize literary quality and the power of literary expression as an agent of change while enjoying the pleasure of reading and the beauty of language.
6. To learn methods of problem-solving for literary texts and to view the reading of literature as a pleasure well worth cultivating and continuing.

**Course Outline**

Aug. 26: Introduction

 28: *Iliad* 70-93

 31: *Iliad* 93-138

Sept. 2: *Iliad* 138-72

 4: *Odyssey* 172-212

 7: Labor Day

 9: *Odyssey* 212-46

 11: *Agamemnon* 254-78

 14: *Agamemnon* 278-305

 16: *Oedipus* 310-58

 18: *Medea* 360-94

 21: Test 1

 23: Plato 432-58; *Poetics* 458-64

 25: *Aeneid* 473-508

 28: *Aeneid* 508-47; Poem Analysis due

 30: *Metamorphoses* 548-53, 560-68; Satyricon 596-616

Oct. 2: *Confessions* 617-47

 5: *Song of Roland* 683-708

 7: *Song of Roland* 708-37

 9: *Inferno* 766-95

 12: *Inferno* 795-825

 14: Test 2

 16: Fall Break

 19: *Inferno*; Character Analysis due

 21: Fall Break

 23: *Inferno* 825-58

 26: *Inferno* 858-88

 28: *Inferno* 888-911

 30: *Decameron* 960-85; Petrarch 1014-17

Nov. 2: *Praise of Folly* 1020-43; *Book of the Courtier* 1045-57

 4: *Prince* 1062-74; *Don Quixote* 1206-19; Research Paper conferences

 6: *Life Is a Dream* 1333-63

 9: *Life Is a Dream* 1363-92

 11: Test 3

 13: *Tartuffe* 1406-33

 16: *Tartuffe* 1433-62

 18: *Candide* 1545-83

 20: *Candide* 1583-1618; Research Paper due

 23: *Confessions* 1629-39; *Faust* 1643-56

 25-27: Thanksgiving Break

 30: Faust 1672-1701

Dec. 2: *Faust* 1701-31

 4: Flaubert 1819; Tolstoy 1943; Dostoevksy 1852; Ibsen 2014; Kafka 2301; Borges 2456; Marquez 2588

 7-11: Final Exam

**Course Requirements**

4 Exams: Tests include identification, paragraph answers, and essay questions. Essay questions may be comprehensive.

Research Paper: The scholarly research paper presents the student’s original argument concerning a text or texts written during the literary periods studied. A minimum of eight scholarly sources are to be cited in addition to the text(s) studied. The paper covers 10-12 pages, follows MLA format, and includes a formal sentence outline. The essay argues in support of the student’s interpretation of a debatable literary problem, perhaps centering on a symbol, character, word, setting, theme, or idea. Research is incorporated to support the student’s position; however, the research paper focuses not on what critics say about the text but on the student’s defense of his or her position within an interpretative debate. Thus, the literary text itself is the primary focus

 of the analysis. Close reading of a text, soundly-based and well-presented argument interpreting the text, and skillful research are the goals of the paper. Students express their topic, plan, and resources for the paper within a research proposal early in the semester. Students planning to do graduate work in English should research a text not studied within the course. Copies of sources should be submitted with the essay.

Analysis of a Literary Character: Students develop five-page arguments analyzing a character, noting a range of possible interpretations of the literary figure’s personality and actions, arguing for a particular view of the character, and providing strong textual support for their conclusions. The text selected must be a literary piece written between ancient times and the Enlightenment, not an English or American work, perhaps selected from among pieces the class has read.

Poem Analysis: In a minimum of four pages, students thoroughly explicate and analyze a short poem from world literature written prior to 1900. The class should not have discussed the poem.

Conferences: Students are expected to visit the instructor’s office at least once during the semester to discuss their progress and to receive guidance in writing the research paper.

Participation: Students are expected to attend class, student conferences, theater trips, and the spring play; to be prepared to participate actively in every class meeting; to contribute to class and peer group discussions; to complete writing and reading assignments on time; and to participate in all in-class exercises.

**Evaluation**

These elements compose the final grade:

4 Exams – 400 points

Research Paper – 130 points

2 Literary Analyses – 100 points

 Participation – 20 points

Grading Scale:

 A = 585-650 points

 B = 520-584 points

 C = 455-519 points

 D = 390-454 points

 F = 389 or fewer points

Essays submitted late receive a letter-grade penalty. Essays more than one week late will not be accepted.

Plagiarized work is unacceptable, unethical, and fraudulent. It results in automatic failure of the course. In addition, expulsion from the University can occur.

**Attendance Policy**

Students are expected to attend every meeting of ENG 234. For illness, unavoidable personal emergencies, and participation in university-sponsored events, the equivalent of two weeks of class (6 sessions in MWF classes; 4 sessions in TTh classes) may be missed without penalty. Work missed during an absence that is not approved may not be made up. A total of twelve absences results in automatic withdrawal from the course.

**Academic Support**

The Writing Center and Learning Commons, both located in the Badgett Academic Support Center, provide tutors and general support for reading, writing, research, and learning on all topics. Consult the CU webpage for Learning Commons and Writing Center hours as well as posted announcements. Ask for tutoring in any subject with which you need help. Students may also use the Center and Commons in self-guided learning, employing the study rooms or computers and checking out video cameras.

**Title IX Information**

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Educational Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University’s Title IX Coordinator.

Title IX Coordinator:

Terry VanMeter

1 University Drive

UPO Box 944

Administration Office 8A

Phone: (270) 789-5016

E-mail: twvanmeter@campbellsville.edu

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at [www.campbellsville.edu/titleIX](http://www.campbellsville.edu/titleIX).

**Disabilities Information**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.