A survey course is, by its very nature, an incomplete project which must be selective. Instead of worrying about a ‘complete picture’ of world literature, let us instead think of ourselves as explorers or ‘surveyors,’ using literary texts as fixed points with which we might measure, triangulate, and map out various cultural landscapes.

This survey of world literature will focus on free thinkers from Europe to the Americas in the early modern era. We will trace their ideas of myth and magic, metaphysics and natural science, to examine how literature migrates across national boundaries, how it encounters and influences its host countries, and how it is itself transformed in the encounter.

“"I AM MORE AND MORE CONVINCED THAT POETRY IS THE UNIVERSAL POSSESSION OF MANKIND, REVEALING ITSELF EVERYWHERE AND AT ALL TIMES IN HUNDREDS AND HUNDREDS OF MEN… I THEREFORE LIKE TO LOOK ABOUT ME IN FOREIGN NATIONS, AND ADVISE EVERYONE TO DO THE SAME. NATIONAL LITERATURE IS NOW A RATHER UNMEANING TERM; THE EPOCH OF WORLD LITERATURE IS AT HAND, AND EVERYONE MUST STRIVE TO HASTEN ITS APPROACH."

— Goethe, Conversations with Eckermann, 1827

Our texts will include a variety of genres, including poetry, drama, essay, treatise, and manifesto. The writers we will consider include Giordano Bruno, Michel de Montaigne, Guaman Poma De Ayala, Thomas Vaughn, Sor Juana Ines de la Cruz, and William Shakespeare. All works will be read in English translation, and you need not have prior familiarity with global literary history to succeed in this class.

By committing to full engagement with the course assignments and materials, you will leave having read carefully from the works of several writers, and you will have acquired interpretive, analytical skills that will aid you in future coursework in English and other disciplines.

“"IN PLACE OF THE OLD LOCAL AND NATIONAL SECLUSION AND SELF-SUFFICIENCY, WE HAVE INTERCOURSE IN EVERY DIRECTION, UNIVERSAL INTERDEPENDENCE OF NATIONS… NATIONAL ONE-SIDEDNESS AND NARROW-MINDEDNESS BECOME MORE AND MORE IMPOSSIBLE, AND FROM THE NUMEROUS NATIONAL AND LOCAL LITERATURES, THERE ARISES A WORLD LITERATURE."

— Marx and Engels, The Communist Manifesto, 1848
You must have access to UO WebMail, blogs.UO.edu, and Canvas.

Check your Canvas Inbox daily for announcements and reminders.

Go to www.blogs.uoregon.edu to sign up if you have never logged in to the university's blog platform.

This course's assessment procedure is built around seven learning outcomes.

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<th>Students will have the opportunity to</th>
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<tr>
<td><strong>READ</strong></td>
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<td><strong>DRAW</strong></td>
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<td><strong>PERFORM</strong></td>
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<td><strong>ENGAGE</strong></td>
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<td><strong>PRACTICE</strong></td>
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In this class, we will use a form of assessment called Contract Grading. A detailed explanation of this method will be provided to you, and we will discuss it at length in class. In short, Contract Grading does not tie your engagement with the course material to percentages that correspond to letter grades. Instead, your final course grade is determined by how much you apply yourself and put in the labor necessary to engage the content of this course.

The final grade you earn for the class will necessarily be a letter grade—or a P/NP, if you choose—so the method of assessment has no bearing on your GPA.

If you do all that is asked of you in the manner and spirit it is asked, if you put in the labor, then you are guaranteed to pass the course with at least a B (85%).
This course includes five categories of assignments:

<table>
<thead>
<tr>
<th>Number</th>
<th>Category</th>
<th>Assignment Details</th>
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<tbody>
<tr>
<td>1</td>
<td>Tracking Effort</td>
<td>Weekly Labor Log</td>
</tr>
<tr>
<td>2</td>
<td>Acquiring Knowledge</td>
<td>Reading Primary Texts as assigned</td>
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<tr>
<td>3</td>
<td>Showing Knowledge</td>
<td>Quizzes</td>
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<td>Midterm Exam</td>
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<td>4</td>
<td>Applying Skills</td>
<td>Discussion Posts/Responses</td>
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<td></td>
<td></td>
<td>Two Short Essays</td>
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<tr>
<td>5</td>
<td>Capstone Project</td>
<td>Option One: Final Exam</td>
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<td></td>
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<td>Option Two: Creative Project &amp; Analysis</td>
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**COURSE REQUIREMENTS | RECORDING EFFORT**

**LABOR LOG**

Investigating literature takes significant effort on the part of students—labor that goes largely unassessed in any meaningful way. To acknowledge your work to engage the activities of this class, we will track the following data on a Google spreadsheet: time/effort spent reading, writing, and attending class.

You will share your individual spreadsheets with me, which I will review periodically and which we will use to reflect on your progress throughout the term. See the Canvas Assignments link for instructions.

You should be aware that the University of Oregon requires students to be assigned and expected to complete **120 hours of engagement** in a four-credit course. Consult the Registrar’s website for details:

[https://registrar.uoregon.edu/faculty-staff/academic-scheduling/summer-engagement-hours](https://registrar.uoregon.edu/faculty-staff/academic-scheduling/summer-engagement-hours)
READING

You are expected to read all assigned readings in their entirety in advance of the class session in which they will be discussed.

A NOTE ON USING ONLINE SUMMARIES, PARAPHRASES, AND OTHER SOURCES:

Online summaries are not written for college-level courses, and thus they are only a good supplement if you are struggling.

Relying on someone else’s work in any capacity on an assignment constitutes Academic Dishonesty and be treated as such. If you do quote from, get an idea from, or even read an online summary or other source, that source must appear in a “Works Consulted” list on any subsequent assignment.

I expect to see your own grappling for meaning with these texts in your writing and contributions for this course. You have something valuable to contribute, and there is not one “correct” interpretation.

Remember that online summaries are other people’s interpretations. They reflect the choices other people make about what to include and what to emphasize. They are themselves arguments, and their paraphrasing of the original texts erases some possible meanings while privileging others.

QUIZZES & EXAMS

Quizzes and exams are opportunities to show and reflect on what you know.

Everyone will take short, in-class quizzes that include questions designed to gage your comprehension of lecture content and course reading as well as questions that ask you to reflect on the outcomes of your effort.

Everyone will take a midterm exam that may include multiple choice, true/false, short answer, matching, or essay questions. You may also opt to take a final exam for your Capstone assignment.

TAKING DETAILED NOTES IN CLASS AND AS YOU READ CAN SIGNIFICANTLY IMPROVE YOUR CHANCES FOR SUCCESS
**Course Requirements | Applying Skills**

**Classroom Engagement**  
This class emphasizes the communal nature of learning and the ethical obligation to support your co-investigators of literature, so your active participation is essential—both in class and online.

By preparing for and making significant contributions to course activities, you have the opportunity to show your engagement with the course material.

You will have a reading assignment due for each class session to prepare you to participate in class activities, which may include discussions (in person and online), in-class writing, workshops, and small group work.

Anything less than full and informed involvement in all of these activities carries significant consequences for your final course grade because lack of preparation does not indicate responsible engagement with course materials in the spirit in which they were assigned nor does it support your ability to participate in meaningful ways.

You will know that you are prepared to participate when you have

- read the assigned texts carefully in advance of class
- bring the text(s) to class in hard copy
- contribute valuable or significant comments to most class discussions and activities

Not engaging is the surest way to fail the course.

**Discussion Boards**  
Our course Discussion Boards provide you with the opportunity to test your analytical skills, share your insights, extend the conversations begun in class, and engage with each other. Each week, you will craft one substantive post and two substantive responses on our course blog. Directions and requirements will be provided.

**Short Essays**  
In two Short Essay assignments, you will apply your comprehension and analysis skills to demonstrate and deepen your understanding of course readings. Directions and requirements will be provided.

If you are concerned about speaking up in class, see me early in the term.
**COURSE REQUIREMENTS | CAPSTONE**

**CAPSTONE OPTIONS**

For the final course assignment, you may choose between two options.

*Option One:* You may choose to take a Final Exam that will cover content from second half of the course. The format will be similar to the Midterm Exam and may include multiple choice, true/false, short answer, matching, or essay questions.

*Option Two:* You may choose to produce a Creative Project that may take a visual or written form.

Directions and requirements will be provided.

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**COURSE LOGISTICS**

**FORMATTING & SUBMITTING ASSIGNMENTS**

All written work must be typed and double-spaced, using 10- or 12-point font and one-inch margins. Include the following information on upper left corner of the first page:

- Your Name
- ENG 108
- Dr. Myers
- Description of the assignment (Close Reading, etc)
- Word count
- Date due

Your original title (centered)

Insert your last name and page numbers in the header on subsequent pages of each document (Name 2, etc.). Use MLA format for quoting and citing plays.

**ALL FORMAL WRITING PROJECTS MUST BE SUBMITTED ON CANVAS.**

**ASSIGNMENT FEEDBACK**

You will receive written feedback on major assignments on Canvas. In order to see comments, click on Grades → your assignment name → View Feedback. See the Finding Feedback document posted on Canvas under Resources.
**ADVISORY**

This class offers a safe space to explore competing and controversial ideas, but a safe space is not the same as a comfort zone. Learning is uncomfortable.

Expect to have your ideas challenged and to challenge the ideas of others. However, seek to remain open to understanding perspectives different from your own. Engaging your own biases is one of the most important and most uncomfortable components of education.

Please be prepared for thoughtful engagement with the texts and with your classmates on a spectrum of provocative and potentially uncomfortable topics.

I do not expect you to like (or to agree with) everything you read, but I do expect gracious and responsible treatment of your classmates and of these intellectually challenging texts.

**DECORUM & NETIQUETTE**

As a community of learners, we need to be respectful of each other, both in class and online. The following suggestions are a starting point. We can discuss the needs of members of our class together in the first weeks of the term.

Please turn off all electronic gadgets, including cell phones, iPods, tablets, and computing devices. **If you want to take notes using your laptop, please make arrangements with me first.** Otherwise, I will notify you of occasions when having a laptop in class would be helpful.

Please refrain from chatting with your neighbors during class.

**ACCESS**

The University of Oregon is working to create inclusive learning environments.

You may wish to contact the Accessible Education Center in 164 Oregon Hall at 541.346.1155 or uoaec@uoregon.edu.

**PLEASE NOTIFY ME IN WEEK ONE IF THERE ARE ASPECTS OF THE INSTRUCTION OR DESIGN OF THIS COURSE THAT RESULT IN DISABILITY-RELATED BARRIERS TO YOUR PARTICIPATION.**


**Course Policies**

**Contact | Email**

Feel free to email if you have questions. I will usually respond within 24 hours.

**Office Hours**

Please consult the guidelines for email etiquette available on Canvas.

I will communicate with you via Canvas. Check your Canvas inbox daily.

You are also welcome to speak with me after class, drop in during office hours, or email me to schedule an appointment.

I only discuss grades in my office, not in the classroom.

**Attendance**

Attendance is required. You may miss the equivalent of one week of class meetings for any reason. Additional absences will affect your final course grade. Please notify me ahead of time if you must miss class or leave class early.

You are responsible for anything you miss if you are not in class.

Consult your classmates for class notes

Consult Canvas for missed assignments

Please make every effort to arrive on time. If you arrive late, you are responsible for approaching me at the end of class to ensure that you are marked tardy rather than absent.

**Late Work**

All assignments are due on the date and by the time indicated on the course schedule. If you are unable to submit an assignment on time, you should make arrangements with me via email at least 24 hours before the due date/time.

**Technical Difficulties**

These things happen. However, technical difficulties are not an excuse for failing to produce your assigned work on time. Back up your files, and verify that your assignments are accurately submitted on Canvas.

When in doubt, email a copy of your assignment, and post it to Canvas as soon as possible.
**ACADEMIC HONESTY**

All work submitted in this course must be your own and be written exclusively for this course, which means you may not submit papers or portions of papers you have written for another class, even if you’ve read the plays before. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please consult the Code of Student Conduct on the Office of Student Conduct and Community Standards website. In cases where academic dishonesty has been clearly established, the award of an F for the final course is standard practice. Please see me if you have any questions about your use of sources.

**ADVOCACY & ASSISTANCE**

If you need help finding resources related to violence, discrimination, harassment, physical or mental health concerns, or any other problem unrelated to academics, feel free to ask me. I am a mandatory reporter, but my role in most cases is to provide assistance.

**DACA**

Justine Carpenter, director of Multicultural and Identity-Based Support Services, is the campus point-person in support of undocumented and DACA students. Carpenter and can be reached at justcarp@uoregon.edu or 541-346-1123.

For additional information on the UO’s support for DACA students, please visit the UO DREAMers Workgroup website. Should an immigration official ask for information about a UO student, employee, or visiting scholar, please immediately contact the Office of the General Counsel at 541-346-3082 or gcounsel@uoregon.edu.

“There is no ambiguity…about the importance of continuing DACA. My view of Resources morality dictates that young people, many of whom were brought here as infants or toddlers, must be allowed to remain in the United States to learn, work, and make a life for themselves.”

--UO President Schill 9/4/2017
Students who are victims of sexual violence: if you wish to speak to someone confidentially, you can call 541.346.SAFE to be connected to a confidential counselor to discuss your options. You can also visit the SAFE website at http://safe.uoregon.edu/.

Any student who has experienced sexual assault, relationship violence, stalking, and/or sexual harassment is encouraged to seek help by contacting the Renae DeSautel, Sexual Violence Response and Support Services Coordinator—desautel@uoregon.edu. They will keep your information confidential.

In addition, the UO Ombudsperson, Brett Harris, ombuds@uoregon.edu or 541.346.6400, can provide assistance. You can also contact any pastor, priest, imam, or other member of the clergy. All of these people, including all UO faculty members, have an obligation not to reveal your name or other specific information without your permission, although faculty members do have to provide “general information” (nothing that identifies anyone) that will help us create a safer campus.

“The U.S. Department of Education on Friday provided new interim guidance on Title IX, the federal law that prohibits sex- and gender-based discrimination in education, which includes sexual harassment and violence.

As was clearly stated in a recent reaffirmation of the University of Oregon’s strong commitment to Title IX, the new federal guidelines in no way erode our resolve to provide services to survivors, encourage those who experience sexual violence to seek help, and to be fair and equitable to all, including those accused.

We believe that the new guidance will have very little, if any, impact on our current policies and procedures related to Title IX.”

--UO President Schill 9/23/2017