

## English 108: World Literature

Instructor: Hannah Godwin  
Email: [hgodwin@uoregon.edu](mailto:hgodwin@uoregon.edu)  
CRN: 36583  
M/W/F: 1:00-1:50 pm in CON 360

Office: PLC 104  
Phone: 346-1518  
Office Hours: M: 2:00-4:00/W: 2:00-3:00;  
and by appointment.

### REQUIRED COURSE MATERIALS

Puchner, Martin, gen. ed. *The Norton Anthology of World Literature*. 3rd. ed. Vol. C. New York: Norton, 2012.

\*Note: A University of Oregon email account is a requirement of this course as announcements and assignments will be distributed periodically through email.

### COURSE DESCRIPTION

Welcome to World Literature! This is one of three courses that form a three-part chronological survey of international trends in literature from its archaic and classical origins to the present. These courses can be taken as a yearlong sequence, or they can be taken individually. All works are read in English translation. There are no prerequisites, and no background knowledge of international literary history is expected. ENG 108 spans the period from the European Renaissance to the beginnings of the Industrial Revolution. In this course, we will ponder the following questions: what is world literature? Why do we read it? What effect does it have on us? What cultural power does it possess? We will attempt to address these questions through experiencing and analyzing various prose and poetic forms from different global perspectives and locations. We will pay careful attention not only each work's historical context, but also to how form influences and shapes content and meaning. Some of our readings will be more experimental than others and will thus challenge our established modes of reading and comprehension. The thematic current running through our readings is organized, rather broadly, around the concepts of love, the erotic, and alternative expressions of desire. You will encounter key literary terms and devices, perform close readings, formulate responses to both the form and content of our selected texts, take responsibility for guiding discussion, and create thesis driven original papers which analyze these texts. You must be prepared to read aloud from our chosen texts, and to share your own reflections and work with your classmates. You'll explore literary analysis not only through writing but also through in-class, in-person, rigorous discussion. Together, we'll investigate what it means to think critically, read consciously and closely, and write effectively.

\*Note: This course satisfies credits toward the Arts & Letters category general education requirement, the Multicultural requirement, and the English Major I and II lower-division elective.

**English Department Learning Outcomes:**

1. Read literary and cultural texts with discernment and comprehension and with an understanding of their conventions.
2. Draw on relevant cultural and/or historical information to situate texts within their cultural, political, and historical contexts.
3. Perform critical, formal analyses of literary, cinematic, and other cultural texts.
4. Write focused, analytical essays in clear, grammatical prose.
5. Employ logic, creativity, and interpretive skills to produce original, persuasive arguments.
6. Employ primary and/or secondary sources, with proper acknowledgment and citation, as they contribute to a critical essay's thesis.

## **POLICIES**

**Attendance:** Your regular attendance is vital to the goals of this course. You may miss three class meetings without penalty. Your final grade will drop one-third of a letter grade for each subsequent absence, unless you have contacted me and we have agreed on an alternative arrangement. Six unexcused absences constitutes an automatic failure of the course. **RESERVE ABSENCES FOR EMERGENCIES, TRAVEL, AND PRE-PLANNED ENGAGEMENTS.** Students are excused from classes while engaged in official university activities such as sports, but they must make arrangements with me for all assignments in advance. You are always responsible for making sure your work is turned in on time, despite absence. Remember, as soon as it becomes apparent that you may need to miss additional classes, it is your responsibility to contact me. In addition, I take notice if you are consistently late to class and reserve the right to deduct points from your participation grade. Arriving more than 20 minutes late constitutes an absence. Sleeping through class does not constitute attendance.

**Access for Students with Disabilities:** The University of Oregon is working to create inclusive learning environments. 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. You may also wish to contact the Accessible Education Center in 164 Oregon Hall at 541-346-1155 or [uoac@uoregon.edu](mailto:uoac@uoregon.edu).

**Observance of Religious Holidays:** Students who observe their religious holidays at times when academic requirements conflict with those observances must inform instructors in advance of the holiday. Students are responsible for making up missed work according to a schedule determined with the teacher.

**Written Work:** All written work (outside of class) must be typed, double-spaced, spell-checked, proofread, and in Times New Roman 12 point font. Use 1-inch margins and indicate your name, date, the assignment, course title, and instructor name on the top left hand corner of the first page. Each subsequent page should include your last name and the page number in the right-hand corner of the header. Make sure to number all pages after the first. **ALL WORK MUST BE STAPLED.** I am not responsible for lost pages due to loose, unstapled work. Also, see **COMPUTER LITERACY** below.

**Late Work, etc.:** A hardcopy of all work is due at the beginning of class on the date indicated on the attached schedule of assignments. Failing to turn in an assignment at the beginning of class means that the assignment is late. If you are absent from class due to illness, email attachments sent by the time class regularly begins will be accepted. In this case, you must bring

a hard copy of the assignment to me during our next class meeting. (In all other cases, emailed assignments are NOT accepted.) For every day an essay is late, it will be marked down one letter grade. (For example, a B+ paper that has been turned in a day late would earn a C+ grade.)

**Computer Literacy:** Save, transfer, and submit all work in WORD (.doc or .docx format.) You must keep duplicate electronic copies of all your work, whether on flash drives, Dropbox, or by emailing yourself attachments. Make back-up paper copies of everything. You will be permitted to bring laptops to class if you prefer to access our readings in electronic format rather than printing them out in hard copy. However, if during class I witness any student using his/her laptop to access any site or document other than our assigned reading for the day, all students will be required to print out our required readings and bring them to class for the remainder of the term.

**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 any other course. The use of sources (ideas, quotations, paraphrases) must be properly documented. Please see me if you have any questions about your use of sources. The most common form of plagiarism is incorrect or absent citation of material that you did not write. Refer to the Student Conduct Code on the Office of Student Conduct and Community Standards Website.

**Communication:** Remember, emails are written communication and should be crafted as such. I will not respond to emails that do not include a subject line, greeting, and closing. In addition, I frequently email the entire class with reminders of information concerning the class, so it would be wise to check your email on a daily basis. When communicating with me via email, you should expect a response within 24 hours. If you email me during the weekend, expect a response the next business day. You must communicate with me through your university email account. Please put your cell phone on silent while in class. It is rude to me and to your classmates to have the phone ring during class. If you read or respond to text messages during class, you will be asked to leave and marked absent.

## **ASSIGNMENTS/REQUIREMENTS**

- \* Essay One
- \* Essay Two
- \* Midterm
- \* Quizzes and In-class Writing
- \* Assigned Reading and Participation
- \* Discussion Co-leadership

**Essays:** You will write two formal essays of literary analysis in this course. Essay One will be a three page thesis driven close reading on any of our poems, prose, and drama excerpts from the term. Your paper should contain a clearly articulated thesis statement, and should support your interpretation of the text with evidence in the form of quotes from your chosen reading. I will provide more detailed guidelines for this assignment in advance of the essay due date. Essay Two will require you to employ and extend the skills acquired in crafting your first essay, as you will produce a more sustained literary analysis. More explicit guidelines for this assignment will be provided in the second half of the term.

**Midterm:** The midterm, which will take place in week five, will be composed of multiple choice, short answer, and short essay questions. You will need to bring a green book to class.

**Quizzes and In-class Writing:** Once a week, and at the beginning of class, you will be given a quiz on that day's reading. These quizzes are to encourage your thoughtful and engaged reading of our course materials. Sometimes, in lieu of a quiz, you may be asked to write a short paragraph reflecting on the day's reading. I will drop your lowest quiz score. Thus, no make-up quizzes will be permitted.

**Discussion Co-leadership:** Once during the term you will sign up to be a discussion co-leader for the day's readings; you and one or two classmates, along with Hannah, will lead our discussion for the day. As discussion leaders, you will work only with the assigned reading for that class meeting. Potential discussion leader days are indicated on the schedule of assignments. You will sign up at the start of the term for a day to lead discussion, and you must be present on that day in order to get points for this assignment. You may decide with your partner how to break up the requirements for this assignment. Each group will be responsible for devising eight questions that interrogate and respond to our readings for the day. It is often a good idea to refer to specific passages or lines from the reading when crafting your questions. These questions should be well-thought out and should provoke interesting class discussion. I will evaluate your work based on quality of thought, clarity of expression, and your ability to interact with your classmates' responses to your questions. You will email me your questions by 3 pm the day before our class meeting when your group will guide discussion. I will then distribute these questions via email for your classmates to review before the day we discuss the reading. If you fail to submit your questions to me via email by the deadline, I will deduct points from your discussion leader grade.

**Assigned Readings and Participation:** You are expected to have read the assigned texts before coming to class and to be prepared to discuss them. This is a discussion-based class and I hope we can create an environment in which everyone feels comfortable expressing her/his opinions and ideas. You must be ready and open to speak, read your written work aloud, and to offer constructive criticism about your classmates' work. Also, I strongly encourage you to visit me during my office hours.

### GRADING BREAKDOWN

Essay 1: 25 %	Quizzes and In-class Writing: 10 %
Essay 2: 30%	Participation: 10 %
Midterm: 15 %	Discussion Co-leadership: 10 %

### GRADING SCALE

97-100	A+	87-89	B+	77-79	C+	67-69	D+	59 or below	F
93-96	A	83-86	B	73-76	C	63-66	D		
90-92	A-	80-82	B-	70-72	C-	60-62	D-		

### Tentative Schedule of Assignments

All readings, other than the few I will distribute via email, can be located in your *Norton Anthology*. You will read all work listed by each author unless specified otherwise. An (E)

located after a reading's title means that the text will be distributed over email. You are expected to come to class having read the readings assigned for that class day. You must have access during class to the assigned reading, whether in electronic format or in hard copy. I reserve the right to alter this schedule of assignments if needed.

### **Week 1**

4/3 Syllabus Overview; Introductions; Short Writing Assignment Guidelines Discussed

4/5 Set Discussion Guidelines; What is World Literature? Group Discussion; **Short Writing Assignment Due**

4/7 Excerpt from Jeanette's Winterson's *Written on the Body (E)*; In-class Close Reading Exploration; **Bring in Sample Discussion Question**

### **Week 2**

4/10 Excerpt from Luce Irigaray's *The Way of Love (E)*

4/12 Mahādēviyakka's poetry; Discussion Leaders

4/14 Mīrābāī's poetry; Discussion Leaders

### **Week 3**

4/17 Francis Petrarch's sonnets; Discussion Leaders

4/19 Petrarch's sonnets continued; Louise Labé's sonnets; Discussion Leaders

4/21 Veronica Franco's poetry; Discussion Leaders

### **Week 4**

4/24 William Shakespeare's sonnets; Discussion Leaders

4/26 Ludovico Ariosto's *Orlando Furioso*, from Cantos 23 and 24; Discussion Leaders

4/28 Ludovico Ariosto's *Orlando Furioso*, from Canto 25; Discussion Leaders

### **Week 5**

5/1 **Midterm**

5/3 Michel de Montaigne's "Of the Power of the Imagination"; Discussion Leaders

5/5 Thesis Workshop

### **Week 6**

5/8 Excerpt from Francesco Colonna's *Hypnerotomachia Poliphili (E)*; Discussion Leaders

5/10 Excerpt from Francesco Colonna's *Hypnerotomachia Poliphili* (E); Discussion Leaders

5/12 **Full Draft of Essay 1 Due** in class for peer workshop

**Week 7**

5/15 **Essay 1 Due** (3 pages); Excerpt from *Malleus Maleficarum* (E)

5/17 Excerpt from Diane Purkiss' *The Witch in History* (E); Discussion Leaders

5/19 Selection of Contemporary Poetry on Witches from Lucy Corin, Elizabeth Willis, Audre Lorde, and James Weldon Johnson (E); Discussion Leaders

**Week 8**

5/22 Miguel de Cervantes' *Don Quixote*, Part I: Prologue, Chapters 1,2,3; Discussion Leaders

5/24 *Don Quixote*, Part I: Chapters 4, 5, 7, 8; Discussion Leaders

5/26 *Don Quixote*, Part I: Chapters 10-13; Discussion Leaders

**Week 9**

5/29 **Class Cancelled for Memorial Day**

5/31 *Don Quixote*, Part I: Chapters 14, 18, 22, 52; Discussion Leaders

6/2 Thesis Workshop

**Week 10**

6/5 *Don Quixote*, Part II: Prologue, Chapters 3, 12, 13, 14; Discussion Leaders

6/7 *Don Quixote*, Part II: Chapters 15, 16, 17, 64, 65, 73, 74; Discussion Leaders

6/9 Final Thoughts and Reflections

**Finals Week**

6/12 **Essay 2 Due** (5 pages) in my office, PLC 104, between 10 am-12 pm