English 211.002  
World Literature to 1650  
MWF 10:00–10:50, Ferguson 171, Spring 2018

Dr. Kevin R. West, Dept. of English  
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Office Hours: MW 11:00–12:00; TR 12:30–2:00

Description: Survey of Western and non-Western literatures from the first written literature through 1650. Prerequisite: six semester hours of freshman English.


English Program Learning Outcomes: As English majors and minors are required to take two courses of sophomore-level literature (from ENG 211, 212, 221, 222, 229, 230, 233H), the following Program Objectives are assessed:

1. The student will demonstrate the ability to read complex texts, closely and accurately (this correlates with the Core objective of Critical Thinking).
2. The student will demonstrate the ability to comprehend both traditional and contemporary schools/methods of critical theory and apply them to literary texts to generate relevant interpretations. (Demonstration includes the student’s ability to add to meaningful discourse, in oral communication and written communication; this correlates with the Communication objective.)
3. The student will demonstrate knowledge of literary history in regards to particular periods of world literature; the student will further understand how human interactions, decisions, and actions carry with them consequences. (Knowledge of literary history entails competence in cultural considerations as well as understanding of how social and civic responsibilities impact diverse communications; this correlates with the Core objectives of Social and Personal Responsibilities.)
4. The student will demonstrate the ability to effectively conduct literary research. (This objective correlates with the Core objectives of Communication and Critical Thinking.)
5. The student will demonstrate the ability to write clear, grammatically correct prose for a variety of purposes in regards to literary analysis. (This objective correlates with the Core objective of Communication.)

General Education Core Curriculum: This course has been selected to be part of SFA’s core curriculum. The Texas Higher Education Coordinating Board has identified six objectives for core courses: Critical Thinking Skills; Communication Skills; Empirical and Quantitative Skills; Teamwork; Personal Responsibility; and Social Responsibility. SFA is committed to the improvement of its general education core curriculum by regular assessment of student performance on these objectives. Assessment of these objectives at SFA will be based on student work from all core curriculum courses. This student work will be collected in D2L through LiveText, the assessment management system selected by SFA to collect student work for core assessment. LiveText accounts will be provided to all students enrolled in core courses through the university technology fee. You will be required to register your LiveText account, and you will be notified how to register your account through your SFA e-mail account. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails. If you have questions about LiveText, call ext. 1267 or e-mail SFALiveText@sfasu.edu.

The Core Capstone Essay assignment, due in class and in LiveText on 4 May, will be used to assess the four objectives relevant to courses in Language, Philosophy, and Culture: (1) Critical Thinking (creative thinking, innovation, inquiry, and analysis; evaluation and synthesis of information); (2) Communication Skills (effective development, interpretation, and expression of ideas through written,
oral, and visual communication); (3) Social Responsibility (intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities); (4) Personal Responsibility (the ability to connect choices, actions, and consequences to ethical decision-making). Specifically, students will (1) Demonstrate awareness of the scope and variety of works in the arts and humanities; (2) Understand those works as expressions of individual and human values within an historical and social context; (3) Respond critically to works in the arts and humanities; (4) Articulate an informed personal reaction to works in the arts and humanities; (5) Develop an appreciation for the aesthetic principles that guide or govern the humanities and arts; and (6) Demonstrate knowledge of the influence of literature, philosophy, and/or the arts on intercultural experiences.

**Student Learning Outcomes for ENG 211:** By the end of the course, students should be able to

1. Exhibit an understanding of and appreciation for key works in world literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations (this outcome aligns with the Core objectives of Critical Thinking and Communication Skills);
2. Demonstrate an understanding of periodization in world literature, as evidenced in daily work and quizzes, course discussions, written assignments, and/or examinations. Periodization is not merely a historical consideration; students will demonstrate an understanding that historical, cultural, spiritual, and ethical issues, among others, shape human experiences and affect motivations (this outcome aligns with all four Core objectives);
3. Read literature with increased critical acumen, as evidenced in daily discussions of readings and in responsive essays (this outcome aligns with the Core objectives of Critical Thinking and Communication Skills); and
4. Respond to literature with facility, both orally and on paper, on important thematic considerations having to do with literary and historical milieu, culture, human responsibility, morality, ethics, and the manners in and causes by which humans interact with one another (this outcome aligns with all four Core objectives).

**Course Requirements:** Your reading of each day’s assignment will be explicitly tested during practically every session in some manner, whether through quizzes or other written or oral responses. (The 300 points allotted for quizzes and daily work breaks down basically as 10 points x 30 meetings.) Grades will be computed in terms of the 1000 points possible for the semester as follows:

- Quizzes/Daily Work: 300 pts
- Core Capstone Essay: 100 pts
- Exams 1, 2, 3: 200 pts each (total 600 pts)

Exams include multiple choice, fill-in-the-blank, and short answer questions. Your running points will be available on D2L (http://d2l.sfasu.edu); please advise me ASAP if you see anything that seems amiss. The final course grade will depend entirely on the points earned: 1000–900=A, 899–800=B, 799–700=C, 699–600=D, fewer than 600=F. No individual bonus points arrangements will be made.

**Attendance:** The attendance policy for this course is the official SFASU policy as stated at http://www.sfasu.edu/policies/class-attendance-and-excused-absence.pdf; i.e., regular and punctual attendance is expected for all classes, laboratories, and other activities for which a student is registered. Valid excuses are limited to health, religious observation, family emergencies, and participation in certain SFASU-sponsored events—and documentation may be required. Students with acceptable excuses may be permitted to make up work for absences to a maximum of three weeks of a semester when the nature of the work missed permits. Whether an absence is excused or unexcused, or in the case of a late add, a student is still responsible for all course content and assignments. Note also that you must turn in the
capstone essay and take all three exams to pass the course. **Note regarding make-up and late work:** Make-up tests and quizzes (which will be given only in the case of excused absences) must be taken during my office hours on your own initiative within one week of the absence, and they may be more challenging than the original versions. Late essays will lose one letter grade per business day of lateness. I will not accept the submission of material via e-mail without prior approval. Note also that arriving late to class may mean that you miss that day’s quiz; likewise, leaving early may mean that you forfeit that day’s quiz.

**Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom, especially with respect to phones. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendations for resources or other assistance available to help SFA students succeed.

**Academic Integrity:** Academic integrity is the responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways, including instruction on the components of academic honesty as well as abiding by university policy on penalties for cheating and plagiarism. Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit. Read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.pdf](http://www.sfasu.edu/policies/academic_integrity.pdf).

**Withheld Grades Policy:** Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

**Students with Disabilities:** To obtain disability-related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to [http://www.sfasu.edu/disabilityservices/](http://www.sfasu.edu/disabilityservices/).

**Schedule of Readings/Topics**

**Note:** Always read the biographical and/or topical introduction(s) to the assigned material along with the literary text. Quiz and test material may come from this editorial material as well as from the primary text.
Week One
17 Jan  Introduction to course; “Creation and the Cosmos” material (pp 23–53)
19 Jan  *The Epic of Gilgamesh*

Week Two
22 Jan  The Hebrew Bible (Old Testament): Genesis, Job
24 Jan  Homer, *The Iliad*, books I, VI, VIII, IX
26 Jan  *The Iliad*, books XVI, XVIII, XXII, XXIV

Week Three
29 Jan  Homer, *The Odyssey*, books V–VIII
31 Jan  *The Odyssey*, books IX–XII
2 Feb  Sophocles, *Oedipus the King*

Week Four
5 Feb  Euripides, *Medea*
7 Feb  Virgil, *Aeneid*, books I–II
9 Feb  *Aeneid*, book IV

Week Five
12 Feb  *Aeneid*, books VIII, XII
14 Feb  Ovid, *Metamorphoses*
16 Feb  Exam 1

Week Six
19 Feb  The Bhagavad-Gītā
23 Feb  Augustine, *Confessions*

Week Seven
26 Feb  The Qur’an
28 Feb  *Beowulf*
2 Mar  Marie de France, *Lais*

Week Eight
5 Mar  *The Song of Roland*
7 Mar  Dante, *Inferno*, cantos I–V
9 Mar  *Inferno*, cantos XXVI–XXXIV

Spring Break

Week Nine
19 Mar  Dante, *Purgatorio* and *Paradiso*
22 Mar  *Kebra Nagast*
23 Mar  *The Thousand and One Nights*

Week Ten
26 Mar  Boccaccio, *The Decameron*
28 Mar  Christine de Pizan, *The Book of the City of Ladies*
30 Mar  Easter Break
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<th>2 Apr</th>
<th>Kālidāsa, <em>Sakuntalā and the Ring of Recollection</em></th>
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<td>4 Apr</td>
<td><strong>Exam 2</strong></td>
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<td>6 Apr</td>
<td>Sei Shōnagon, <em>The Pillow Book</em></td>
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<th>9 Apr</th>
<th><em>The Tales of the Heike</em></th>
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<td>11 Apr</td>
<td>“Petrarch and the Love Lyric” (pp 164–80)</td>
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<td>13 Apr</td>
<td>Machiavelli, <em>The Prince</em></td>
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<th>16 Apr</th>
<th>Marguerite de Navarre, <em>The Heptameron</em></th>
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<td>18 Apr</td>
<td>Montaigne, <em>Essays</em></td>
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<td>20 Apr</td>
<td>Cervantes, <em>Don Quixote</em>, part I</td>
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<th><em>Don Quixote</em>, part II</th>
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<td>25 Apr</td>
<td>“Encounter of Europe and the New World” (pp 517–70)</td>
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<td>27 Apr</td>
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<th>30 Apr</th>
<th>Shakespeare, <em>Hamlet</em>, acts 1–3</th>
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<td>2 May</td>
<td><em>Hamlet</em>, acts 4–5</td>
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<td>4 May</td>
<td><strong>Core Capstone Essay due</strong></td>
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**Final Exam (Exam 3)**