

SYLLABUS

ENGL 2303 - World Literature (Section VC01)

May 27 – Aug. 9, 2008

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It is University policy that no otherwise qualified disabled person be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university.

WBU Mission Statement:

“Wayland Baptist University exists to educate students in an academically challenging, learning centered, and distinctively Christian environment for professional success, lifelong learning, and service to God and humankind.”

Catalog Course Description

Introduction to selected studies in important works of world literature beginning with Homer

Prerequisite

ENGL 1302

Required Textbook

The Norton Anthology of World Masterpieces, the expanded edition in one volume, ISBN 0-393-97143-0

Other Required Materials

Online lectures and assigned Web site readings, as described below in the Course Schedule.

Course Outcome Competencies

Upon the conclusion of this course, students actively engaged in learning will be able to:

1. Discuss a representative selection of canonical pieces of World literature from the past 3000 years.
2. Relate major world events to the development of pieces of World literature and vice versa.
3. Demonstrate knowledge of major literary movements, correlated with significant authors and their notable works.
4. Demonstrate the ability to read critically and communicate persuasively about select canonical works of world literature.
5. Conduct research on a topic related to world literature, articulate and support a thesis, and follow through with appropriate documentation.

The more the student puts into the course, the higher his or her outcome competencies will be.

Course Requirements and Means of Assessment

General statement of requirements:

Discussion posts of about 200 words for each unit; two 7-page essays, one final exam (for further information, see the "More on Essays," "More on Discussion Posts" and "More on Final Exam" sections below).

Grading scheme:

Final exam	25%	
Course essays	(2 @ 25% each)	50%
Discussion Board postings	25%	

Grade Scale

A = 90% to 100%
B = 80% to 89%
C = 70% to 79%
D = 60% to 69%
F = 0% to 59%

A = Exhibits excellent scholarship, takes initiative in exploring 90 - studies, motivates others in cooperative efforts, improves 100 consistently, all work is on time.
B = Exhibits accurate scholarship, benefits class with 80 - achievements, works effectively in groups, improves 89 noticeably, most work is on time.
C = Completes most assignments, possibly late with some

70 -	assignments, contributes to discussions, exhibits some
79	interest in studies, improves somewhat.
D =	Does not meet most assignments, turns in most major
60 -	assignments at the end of the term, exhibits indifference to
69	studies, slows the progress of the class, improves
	unremarkably if at all.
F = 0	Misses class excessively, detracts from class progress, shows
- 59	no improvement, fails to do assignments, plagiarizes .

Attendance

As stated in the Wayland Catalog, students enrolled at one of the University's external campuses should make every effort to attend all class meetings. All absences must be explained to the instructor, who will then determine whether the omitted work may be made up. When a student reaches that number of absences considered by the instructor to be excessive, the instructor will so advise the student and file an unsatisfactory progress report with the campus dean. Any student who misses 25 percent or more of the regularly scheduled class meetings will receive a grade of F in the course. Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of the University's attendance policy.

Military students who are unexpectedly deployed may still be able to complete the course. If you are being deployed, contact me.

Instructor's Policy on Academic Dishonesty

University students are expected to conduct themselves according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of someone else's work as one's own work. See current Wayland Baptist University Catalog, pp. 76-77, for penalties that may be applied to individual cases of academic dishonesty.) At the minimum, a student caught cheating will be given an F on that assignment, and may possibly fail the course. Plagiarism occurs when even a single sentence or paragraph is reproduced verbatim in a student essay, without crediting the original author. If the instructor suspects plagiarism, the burden of proof of the originality of the writing lies with the student. Evidence of originality would include copies of early drafts of the writing, research and interview notes, as well as the ability to discuss the themes of the writing with the instructor. Students should consider their

instructor's vigilance in such matters a normal part of the academic process and should be prepared to present evidence of originality if requested. Students are strongly advised to save files of early drafts of essays, along with outlines, research notes and other supporting documentation, as the instructor may at any time require that they be presented.

More about Discussion Posts

For each unit, students are required to submit primary and secondary responses on the Discussion Board. A primary response answers a discussion question (see the syllabus or the Discussion Board for the questions). Each primary discussion post should be at least 200 words in length. You should also address some of the other students' postings. These secondary discussion posts should be at least 50 words in length. In general, students will post a minimum of 30 topical messages during the course, preferably more. The aggregate of your postings will count 25% of your final grade. Postings should not just duplicate what has already been said by other students, but should offer your own unique insights. Strong opinions are okay, but be courteous to others. Please be very detailed and specific in what you have to say about the text(s). Late postings will be marked down.

Your lively participation is required, and counts as part of your grade.

More about the Final Exam

The final exam will consist of a multiple choice section, and an essay section. Yes, the multiple choice section will be comprehensive, covering all of the material we have read for the term. The best way to prepare is simply by reviewing the readings and discussion board postings. The exam will be closed book. Please do not ask me for a "study guide" prior to the exam. I deliberately do not provide one. Please do not ask me what you should study to perform well on the test. However, I do give you an advance list of the essay topics that will be used in the essay section.

More about Essays

There are two required essays, worth 25 points each (50 points total). Criteria for grading will be based on student explanations that are clear, concise, and thorough and that begin with a thesis sentence articulating the main point of the essay, present arguments and relevant quotes from the text(s), and offer a suitable conclusion. Essays should employ the thesis/body/conclusion format and should display good critical thinking skills. This means that the writer not only needs to read the relevant texts and know the content, but to discuss them intelligently and offer opinions. The essay should not be a summary of the material, but a critical analysis of the material. Be original, but be sure that your claims are supported by evidence from the book(s).

Many students wonder how to choose a topic. It helps to choose a topic that interests you. For that reason, you are relatively free to choose your topic, as long as it explores a work that we actually cover in class. However, there are some constraints as to period and cultural origin. **One essay must deal with a topic from early world literature, on a work written before 1500 A.D., while the second essay must deal with a topic from a later work of world literature. Also, one essay must deal with a western work, another with a non-western work.** You can combine these two requirements any way that you like (for example, your first essay can deal with an early western or non-western work, but your second essay must then deal with a later work of the other culture). If you're having trouble deciding on a topic, some suggestions are: (1) write about symbolism in some piece of literature; (2) examine the psychology of a character or group of characters; (3) consider feminist or multicultural themes in one of the readings; (4) compare and contrast two works; (5) explore what a piece of literature can reveal about a historical setting; (6) consider how biography can illuminate a piece of literature; and so on. Please be detailed and specific in what you have to say about the text(s). I would like the essays to be about 7 pages each, in Times New Roman 12-point font. The cover sheet, abstract, and works cited pages do not count toward this total page count. Use APA documentation style. Late essays will be marked down. Please ask me if you do not understand these instructions, or if you have any questions.

Extra Web Site Navigations

Most units require you to navigate extra Websites. These sites will be listed under the appropriate unit in the "Schedule" section of this syllabus. The extra navigations can be fun, because they sometimes entail virtual tours, listening to auditory clips, and so on. There are also many optional Websites for you to explore if you wish to do further research. You do not need to view optional Websites unless you want to. E-texts are not usually necessary, but are posted for students who have not yet received their textbooks. However, during Unit Nine, there are two required e-texts which are not found in your book.

Netiquette

Always please put your name in the subject line of every Discussion Board post. Never post new material under another post ("posting under" is only used to respond to someone else's original post) unless you are responding to an existing student post. Instead, reply to the original question. Always maintain a civil tone. You can disagree with ideas, but don't personally attack anyone. Please be kind to your instructor and your fellow students.

Course Schedule

UNIT ONE (May 27 – June 1): Roots of Western Literature/ Greek Writings

Early literary achievements, the transition from oral to written literature, the cultural significance of oral literature the origins of drama the Greek roots of western literature, the canon.

Textbook reading: *Read pp. 87 - 118 ("Ancient Greece and the Formation of the Western Mind" and Book V of The Odyssey; also 388 - 433 (the play Oedipus Rex by Sophocles) and pp. 499-520 (The Apology by Plato)*

This unit's discussion question: Do you think that Oedipus had free will, or was he a puppet of fate? How do Oedipus' decisions and outlook exemplify Greek ideas? Are there any similarities between Oedipus and Socrates? Explain. Post your answer on the Discussion Board by midnight on Sunday, June 1. Also post an introduction on the Discussion Board by Sunday, June 1.

Required Websites for this unit:

- 1) "Introduction to Greek Tragedy" by the Classics Technology Center
<http://ablemedia.com/ctcweb/netshots/tragedy.htm>
- 2) "Aristotle on Greek Tragedy" by Dr. Larry A. Brown
http://larryavisbrown.homestead.com/Aristotle_Tragedy.html
- 3) Slide show by J. Rodrig giving a brief history of Greece:
http://www.eureka.edu/emp/jrodrig/webpage/261POL1_files/frame.htm#slide0001.htm
- 4) "The Athenian Origins of Direct Democracy" by Steven Kreis:
<http://www.historyguide.org/ancient/lecture6b.html>
- 5) Homeric singing (listen to the Odyssey being sung)
<http://www.oeaw.ac.at/kal/sh/>

Optional Websites for this unit:

- 1) The Homer Homepage
http://www.gpc.edu/~shale/humanities/literature/world_literature/homer.html
- 2) Ancient Greece site, including a map of ancient Greece, showing the location of Thebes, as well as Athens and Sparta
http://www.ancientgreece.com/html/mythology_frame.htm
- 3) Photo of Socrates
<http://www.csupomona.edu/~plin/ls201/greece1.html>
- 4) "The Legacy of Socrates" radio listening (NPR)

<http://www.npr.org/templates/story/story.php?storyId=1150941>

5) Oral recitation of Plato

<http://www.princeton.edu/~clip/>

6) Virtual tour of the city of Athens

<http://www.stoa.org/athens/sites.html>

7) Homer in a Changing Tradition

<http://community.middlebury.edu/~harris/Humanities/homer.html>

8) Center for Studies in Oral Tradition

<http://www.oraltradition.org/>

Electronic texts:

1) The *Apology*: <http://socrates.clarke.edu/aplg0100.htm>

1) Electronic version of *King Oedipus* by Sophocles: <http://classics.mit.edu/Sophocles/oedipus.pl.txt>

UNIT TWO (June 2 – June 8): Literature of China: T'ang Poetry

Discussion of the works of T'ao Ch'ien (pre-T'ang), Li Po (T'ang Dynasty), Tu Fu (T'ang Dynasty), Yüan Chen (T'ang Dynasty), Li Ch'ing-chao (Song Dynasty), and Chuang Chouon (pre-T'ang philosopher). The flourishing of poetry during the T'ang Dynasty. The decline in importance of Confucian thought, and the rise in importance of Buddhism and Taoism. The impact of the development of printing in the eleventh century. Women poets of China.

Textbook reading: *Read pp. 827 - 858 (the works of T'ao Ch'ien, Li Po, Tu Fu, Yüan Chen, and Li Ch'ing-chao); also read pp. 545 - 565 (the work of Confucius and of Chuang Chouon)*

This unit's discussion question: Consider the poetry of Tao Ch'ien versus the poetry of Li Po. How are their works alike? How are they different? To what extent are the differences due to the prevailing literary trends of the period two periods, and to what extent can they be ascribed to temperamental differences between the two poets? Post your answer by midnight on Sunday, June 8.

Required Websites for this unit:

1) T'ao Ch'ien (Tao Qian): Poems and Biography (includes links to further poems)

<http://www.poetry-chaikhana.com/T/TaoChien/index.htm>

2) Other Women's Voices: Li Ch'ing-chao (Li Qingzhao)

<http://home.infionline.net/~ddisse/liquinzh.html>

3) Read the "Women Poets" section of this Website

<http://www.bopsecrets.org/rexroth/translations/chinese.htm#Women%20Poets>

4) A Journey Through the T'ang Dynasty

http://www.gpc.edu/~shale/humanities/literature/world_literature/classprojects/china/tufu.html

5) Chuang Chouon (Chuang Tzu)

<http://www.humanistictexts.org/chuang.htm>

Optional Websites for this unit:

5) Li Ch'ing-chao by Kathleen Collins, Creighton University

<http://mockingbird.creighton.edu/english/worldlit/wldocs/collins/liching.htm>

6) Great Chinese Poets

<http://www.chinapage.org/poet-e.html>

7) Archive of Chinese Poetry

<http://www.darsie.net/library/chinese.html>

8) Chinese poems

<http://www.chinese-poems.com/>

9) Tang Dynasty

http://en.wikipedia.org/wiki/Tang_Dynasty

10) The Song Dynasty

http://en.wikipedia.org/wiki/Song_Dynasty

11_ Chinese Cultural Studies: A Brief Chinese Chronology

<http://acc6.its.brooklyn.cuny.edu/~phalsall/texts/chron.html>

12) Du Fu (Tu Fu)

http://en.wikipedia.org/wiki/Du_Fu

13) Li Bai (Li Po)

http://en.wikipedia.org/wiki/Li_Bai

UNIT THREE (June 9 – June 15): Literature of the Japanese Golden Age

Discussion of *The Tale of Genji* and the rise of the novel as an art form during the eleventh century, courtly Japan, the perspective of women in the lower ranks of the aristocracy. The rise of the great military houses and the Samurai ideal.

Textbook reading: Read 1292 - 1279 ("*The Golden Age of Japanese Literature*"); also pp. 1275 - 1393 (*The Tale of Genji*).

This unit's discussion question: Are you shocked or disturbed by any of Genji's morals? If so, which ones? Do you think Genji should be considered a hero or an antihero? Does Genji ever reflect on his actions, or regret the harm he caused others? State your reasoning. Also comment on how you reconcile your answer with the need to respect the values and customs of other cultures. Post your answer by midnight on Sunday, June 15.

Required Websites for this unit:

- 1) The Picture Scroll of *The Tale of Genji*
<http://instruct1.cit.cornell.edu/courses/asian377/studentspring99/asian377e/genji/>
- 2) Genealogical chart of the characters in *The Tale of Genji* (Richard Bowring)
<http://www.meijigakuin.ac.jp/~pmjs/resources/genji/genji-chart.html>

Optional Websites for this unit:

- 1) Japanese Literature
<http://www.lib.duke.edu/ias/eac/literature.html>
- 2) A Brief Genji Character List and Glossary:
<http://oldweb.uwp.edu/academic/english/canary/genjicha.htm>
- 3) Diaries of Court Ladies of Old Japan
<http://digital.library.upenn.edu/women/omori/court/court.html>
- 4) Japanese Literature Resources Page
<http://mockingbird.creighton.edu/english/worldlit/wldocs/japan.htm>
- 5) Tale of Genji character list and glossary
<http://oldweb.uwp.edu/academic/english/canary/genjicha.htm>
- 6) The Japanese Literature Homepage
<http://www.f.waseda.jp/mjewel/jlit/>

Electronic texts:

e-text of *The Tale of Genji*
<http://www.globusz.com/ebooks/Genji/00000010.htm>

UNIT FOUR (June 16 – June 22): Post-Colonial African Literature

Discussion of "the Other" and issues of postcolonialism and *Things Fall Apart* by Chinua Achebe.

Textbook reading: *Read 2931 - 3030 (Things Fall Apart by Chinua Achebe).*

This unit's discussion question: Is Okonkwo a better man than his father? Why or why not? What kind of conflict is there between the Igbo people and the outside world? How does the outside world view Okonkwo and the Igbo? Post your answer by midnight on Sunday, June 22.

Required Websites for this unit:

- 1) "The Igbo People - Origins and History" by Katherine Slattery
<http://www.qub.ac.uk/en/imperial/nigeria/origins.htm>
- 2) "Postcolonial Responses to the Missionaries" by Richard Bleakley
<http://www.qub.ac.uk/en/imperial/nigeria/respmiss.htm>
- 3) "Religion and the Igbo People" by Katherine Slattery
<http://www.qub.ac.uk/en/imperial/nigeria/religion.htm>
- 4) "Things Fall Apart: The Gender Debate" by Debbie O'Neill
<http://www.qub.ac.uk/en/imperial/nigeria/achebe-gender.htm>
- 5) "Igbo Government and Social Structure" by Katherine Slattery
<http://www.qub.ac.uk/en/imperial/nigeria/govt.htm>

Optional Websites for this unit:

- 1) "Does Globalization Diminish Cultural Diversity?" (The Globalization Website)
<http://www.sociology.emory.edu/globalization/issues05.html>

UNIT FIVE (June 23 – June 29): Literature of Latin America: From Cervantes to Borges

Discussion of excerpts from *Don Quixote* by Cervantes; discussion of "The Garden of Forking Paths" by Nobel Prize winning author Borges. Note: In Unit Nine, we will look at a story by another Latin American author (and another Nobel Prize winner), Gabriel García Márquez. If you are interested in relating his work to other Latin American authors, you may want to skip ahead and read the Márquez story now.

Textbook reading: *Read pp. 1523 - 1629 (the excerpts from Don Quixote by Cervantes); also read pp. 2871 - 2881 ("The Garden of Forking Paths" by Borges)*

This unit's discussion question: What is the role of imagination in *Don Quixote*? Is *Don Quixote* a hero or a fool? Is there anything to be said for "tilting at windmills?" What values is Cervantes celebrating? Is Borges celebrating any of the same values in

his work? Do these works have anything to say about what is "real" or "unreal?" Post your answer by midnight on Sunday, June 29. Bonus question: Could either author have written his work at a different point in history? Explain.

Essay #1 due by Sunday, June 29. (See the "More on Essays" section of this syllabus). I prefer that you e-mail the essay, either through the course messaging system or to hansenc003@gmail.com. Put your name and the words "World Lit. Section 1" in the subject line. I prefer that you not use the Digital Dropbox, but if there is no other option, you can use it.

Required Websites for this unit:

Miguel de Cervantes
<http://www.kirjasto.sci.fi/cervante.htm>

Jorge Luis Borges: The Garden of Forking Paths
<http://www.themodernword.com/borges/>

Borges: The Blind Visionary (monograph by Joyce Smaragdis)
<http://ebbs.english.vt.edu/pmsf/etudes/smaragdis/IhopeIknowwhat.html>

Optional Websites for this unit:

Life and Times before Writing Don Quijote
<http://web.archive.org/web/20060425103107/http://www.members.shaw.ca/b-cia/EQuijote/Intro.htm>

Cervantes institutions
http://www.csd.tamu.edu/cervantes/english/links/cervantes_institutions.html

Cervantes online journals
http://www.csd.tamu.edu/cervantes/english/links/cerv_journal.html

Cervantes Project
<http://cervantes.tamu.edu/V2/CPI/index.html>

Borges Center
<http://www.uiowa.edu/borges/>

Cervantes Society
<http://www.h-net.org/~cervantes/csapage.htm>

Don Quijote Virtual Museum
<http://www.donquijote.org/vmuseum/quixote-newspaper/index.asp?pag=14>

Cervantes Bulletin

<http://users.ipfw.edu/jehle/cervante/bcsalist.htm>

The Cervantes Homepage

http://www.gpc.edu/~shale/humanities/literature/world_literature/cervantes.html

Literature in Latin America

<http://www1.lanic.utexas.edu/la/region/literature/>

Language and Culture (Spain)

<http://www.sispain.org/english/language/index.html>

Electronic texts:

list of e-texts for Cervantes? works

http://www.csdl.tamu.edu/cervantes/english/links/cervantes_works.html

e-text Don Quijote

<http://www.gutenberg.org/browse/authors/c#a505>

UNIT SIX (June 30 – July 6): Dante's *Inferno*

Discussion of excerpts from Dante. The ebbing of secular society and the rise of Catholicism as both a religious and secular authority. The role of symbolism in medieval life and art.

Textbook reading: *Read pp. 1010 - 1142 (the excerpts from Dante)*

This unit's discussion questions: In the Dante reading, explain the symbolism of being lost in a dark wood, which occurs at the beginning of the poem. What is the purpose of his journey? Also, do you feel *The Inferno* does a good job of exemplifying Christian values? What do you think of the geography (circles) of Dante's hell? Post your answer by midnight on Sunday, July 6.

Websites for this unit:

None

Optional Web resources for this unit:

1) Medieval religion (part of an interesting medieval site):

<http://www.learner.org/exhibits/middleages/religion.html>

2) Medieval Professions (part of an interesting medieval site)

<http://www.geocities.com/elangoc/medieval/careers.html>

3) Anthology of Middle English Literature:

<http://www.luminarium.org/medlit/>

4) The Dante Home Page

http://www.gpc.edu/~shale/humanities/literature/world_literature/dante2.html

5) The World of Dante

<http://www3.iath.virginia.edu/dante/>

6) The Clickable Inferno

<http://www.carthage.edu/dept/english/dante/Title.html>

Electronic texts:

1) e-text of The Inferno

http://www3.iath.virginia.edu:1321/dynaweb/dante/inferno/@Generic__BookView

UNIT SEVEN (July 7 – July 13): Chaucer

Discussion of Middle English literature, the metaphor of the journey, social criticism through humor.

Textbook reading: *Read pp. 1165 - 1217 (Excerpts from The Canterbury Tales)*

This unit's discussion question: How does Chaucer use humor to make social criticisms? How is "The Miller's Tale" different from "The Pardoner's Tale?" Can you relate the idea of the journey to your own Christian life? Post your answer by midnight on Sunday, July 13.

Required Websites for this unit:

1) A recitation of Chaucerian English (click on item #9 on the page, "The Wife of Bath's Prologue" lines 1-29 read by Marie Borroff of Yale University. Other recordings of Chaucerian English are also available on the page, if you want to try them too):

<http://www.wwnorton.com/nael/noa/audio.htm>

2) Biography and essays on Chaucer: <http://www.luminarium.org/medlit/chaucer.htm>

3) Pilgrims Passing to and fro: The Lives & Times of the Canterbury Tales Pilgrims

<http://www.godecookery.com/pilgrims/pilgrims.htm>

Optional Web resources for this unit:

1) Chaucer "metapage":

<http://www.unc.edu/depts/chaucer>

2) Harvard Chaucer page by Larry Benson

<http://www.courses.fas.harvard.edu/~chaucer/>

3) Luminarium Essays on Chaucer
<http://www.luminarium.org/medlit/chaucessays.htm>

4) Chaucer: Essays and Criticism
<http://geoffreychaucer.org/commentary/>

Electronic texts:

1) *The General Prologue* - An Electronic Edition
Middle English with popup translations by Edwin Duncan
<http://www.towson.edu/~duncan/chaucer/index.htm>

2) *The Canterbury Tales* in Middle English
Frames version with glossary by Librarius
<http://www.librarius.com/>

3) *The Canterbury Tales* in Modern Translation
<http://www.litrix.com/canterby/cante001.htm>

UNIT EIGHT (July 14 – July 20): Shakespeare

Discussion of Renaissance literature in the West, including Shakespeare; tragedy; Elizabethan drama.

Textbook reading: *Read pp. 1629 - 1726 (Hamlet by William Shakespeare)*

This unit's discussion question: Why was Shakespeare so fascinated by themes of mortality, time, and the finite nature of human mortal existence? Consider the role that outbreaks of plague may have played in his views (Shakespeare's only son, Hamnet, who died at the age of 11 during an outbreak of plague). Post your answer by midnight on Sunday, July 20.

Required Websites for this unit:

1) Virtual tour of the Globe Theater:
http://search.eb.com/shakespeare/ind_globe.html

2) Shakespeare Timeline:
<http://shakespeare.palomar.edu/timeline/summarychart.htm>

3) "Bubonic Plague and Shakespeare":
<http://www.william-shakespeare.org.uk/bubonic-plague-shakespeare.htm>

4) "The Plague":
<http://ise.uvic.ca/Library/SLT/society/plague.html>

Optional Websites for this unit:

1) Life in Elizabethan England:
<http://renaissance.dm.net/compendium/index.html>

2) Mr. William Shakespeare and the Internet
<http://shakespeare.palomar.edu/>

3) Shakespeare: Life and Times
<http://shakespeare.palomar.edu/life.htm>

Electronic texts:

1) All of Shakespeare's plays are available online at <http://the-tech.mit.edu/shakespeare/>

UNIT NINE (July 21 – July 27): Self & Other in World Literature:

Discussion of "A Modest Proposal" by Jonathan Swift; "The Metamorphosis" by Franz Kafka; "A Very Old Man with Enormous Wings" (not in the book - see the Web site below); "The Birthmark" (not in the book - see the Web site below)

Textbook reading: Read pp. 2027 - 2034 ("*A Modest Proposal*" by Jonathan Swift); and pp. 2746 - 2784 ("*The Metamorphosis*") by Franz Kafka. Also read the electronic text of "*A Very Old Man with Enormous Wings*" at this URL:

http://www.geocities.com/cyber_explorer99/garciamarquezoldman.html and the electronic text of "The Birthmark" at this URL: <http://ee.1asphost.com/shortstoryclassics/hawthornebirthmark.html>

This unit's discussion question: Why do we sometimes mistreat others? What is Swift saying about the treatment of the Irish "Other" by the English? What is Kafka saying about the treatment of the dehumanization of ordinary workers in hierarchical society? Similarly, what is Hawthorne saying about science's treatment and dehumanization of art, beauty, and purity in "The Birthmark"? What is Marquez saying about the treatment of "the Other"? Can you relate his story to the historical treatment of prophets, artists, and others sent to the earth by God? Post your answer by midnight on Sunday, July 27.

Required Websites for this unit:

1) Franz Kafka Homepage
<http://family.knick.net/thecastle/>

2) Jonathan Swift

<http://www.heureka.clara.net/art/swift.htm>

3) Gabriel García Márquez

<http://www.themodernword.com/gabo/>

Electronic texts:

1) Jonathan Swift online

<http://onlinebooks.library.upenn.edu/webbin/book/search?amode=start&author=Swift%2c%20Jonathan>

2) "A Modest Proposal" by Jonathan Swift

<http://www.gutenberg.org/etext/1080>

3) "A Very Old Man with Enormous Wings" (short story by Nobel Prize winner Gabriel García Márquez)

http://www.geocities.com/cyber_explorer99/garciamarquezoldman.html

3) "The Birthmark" (short story by Nathaniel Hawthorne)

<http://ee.1asphost.com/shortstoryclassics/hawthornebirthmark.html>

Essay #2 due by Sunday, July 27 (See the "More on Essays" section of this syllabus). I prefer that you e-mail the essay, either through the course messaging system or to hansenc003@gmail.com. Put your name and the words "World Lit. Section 1" in the subject line. I prefer that you not use the Digital Dropbox, but if there is no other option, you can use it.

UNIT TEN (July 28 - Aug. 3): Comparative Literature

Discussion of "The Song of Roland" and "The Thousand and One Nights."

Textbook reading: Read "The Song of Roland" and "The Thousand and One Nights" on pp. 923 – 996.

This unit's discussion question: How are the portrayals of Arab culture different in "The Song of Roland" versus "The Thousand and One Nights?" What does this suggest to you about cultural context and its impact on the portrayals of events? Post your answer by midnight on Sunday, Aug. 3.

Required Websites for this unit:

None.

Final exam: Take the final exam by midnight on Aug. 24.

Additional Resources

Voice of the Shuttle: Literatures Other Than English

<http://vos.ucsb.edu/browse.asp?id=2719>

Exploring Ancient World Cultures

<http://eawc.evansville.edu/chpage.htm>

Resources for the Study of World Cultures

<http://www.gpc.edu/~shale/humanities/literature/culture/culture.html>

Nonwestern World Literature and Literary Criticism

http://www.gpc.edu/~shale/humanities/literature/world_literature/nonwestern.html

Resources for the Study of Women and Their Historic Roles

<http://www.faculty.de.gcsu.edu/~dvess/women.htm>

Storytelling, the Meaning of Life, and the *Epic of Gilgamesh*

<http://www.rastko.org.yu/civ2/sumer/abrown-gilgamesh.html>

Bible Gateway

<http://www.biblegateway.com/>

Old French Literature

<http://www.geocities.com/Athens/Acropolis/8716/literature.html>