CERRITOS COLLEGE
ENGLISH 248A: MASTERPIECES OF WORLD LITERATURE
FALL 2019
(SECTION 20694)

CLASSROOM: LA 205
CLASS TIME: 9:30-11 a.m., Tuesdays and Thursdays
INSTRUCTOR: Chad Greene
OFFICE: LA 231
OFFICE HOURS: 8:30-9 a.m. and 3:45-4:15 p.m., Tuesdays and Thursdays
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WHY IS IT WORTHWHILE FOR US, AS MODERN AMERICANS, TO SPEND A SEMESTER READING THE LITERATURE OF OUR ANCIENT ANCESTORS FROM ALL AROUND THE WORLD?

Reading the earliest masterpieces of world literature is an opportunity to "visit" the ancient cultures whose ideas and ideals continue to shape our modern society. Appropriately enough, the heroes of the epics on which we will spend the most time this semester are all travelers whose encounters with cultures other than their own lead to opportunities to win not only glory, but also knowledge. Our own journeys through these ancient texts, which may at times seem similarly arduous, also offer the reward of knowledge – through the exploration of both their seemingly universal similarities and seemingly distinctive differences.

The seemingly universal similarities of these earliest masterpieces of world literature suggest one of the reasons for their immortal appeal. These masterpieces attempt to answer some of the most common questions asked by all people all around the world: *Who are we? Where did we come from? How much control do we have over our own lives? How can we lead lives of virtue, balancing our desires as individuals with the needs of our communities? How can we achieve immortality?*

And the seemingly distinctive differences of many of these earliest masterpieces of world literature suggest a second reason. These masterpieces are artifacts that capture some of the most uncommon characteristics possessed by one particular people in one place in the world. Even in our modern society, these earliest literary masterpieces created by our ancient ancestors from all around the world hold the potential to help us to understand the attitudes and actions of specific cultures.

WHAT ARE THE STUDENT LEARNING OUTCOMES FOR ENGLISH 248A?

According to the student learning outcomes specified by the Cerritos College English Department, by the end of the semester you should be able to:

1. **Analyze contributions of major authors to the development of literature from the ancient times through 1700 CE.**
2. **Identify prominent features of individual cultures as depicted in literature.**
3. **Recognize literary, cultural, and historical influences on specific texts.**
4. **Write critical analyses of literary works.**
5. **Recognize and interpret the importance of literary periods and traditions in world literature.**
6. **Identify aesthetic and technical components of genres in world literature.**

WHAT ARE THE PREREQUISITES FOR ENGLISH 248A?

You should be prepared to take English 248A if you have either earned a grade of *C* or higher in English 52, English 72, or English as a Second Language 152, or completed the English Placement Process with eligibility for English 100.

WHAT ARE THE TEXTBOOKS?

The textbook we will be reading for most of this semester is *The Norton Anthology of World Literature* (Shorter Third Edition, Volume 1), edited by Martin Puchner. Toward the end of the semester, we will also read *Utopia*, written by Thomas More, and *300*, written and drawn by Frank Miller.

In addition to these textbooks, there are shorter required readings that will be posted as Portable Document Format (PDF) files to the "Files" folder of the *Canvas* site for this section of English 248A.

WHAT ARE THE REQUIREMENTS FOR ENGLISH 248A?

In order to demonstrate your ability to critically read, think, and write about the masterpieces of world literature you will encounter in English 248A, you will compose two essays outside of class and complete two exams inside of class.

At the end of the semester, you will also introduce your classmates to an ancient or medieval masterpiece of world literature that is not one of your assigned readings this semester. You will sign up for a timeslot for this short presentation in advance.

You will also take quizzes on concepts covered in the class lessons and the required readings.

WHAT WILL THE GRADES BE BASED ON, EXACTLY?

Your first essay will be worth up to 100 points; your second, up to 200 points. Your midterm exam will count for as many as 100 points; your final examination, as many as 200 points. Your presentation on an ancient or medieval masterpiece of world literature will earn you up to 100 points. Taken together, your quizzes will account for 150 potential points. Your participation in class activities and discussions will comprise the remaining 150 points.

Your initial target for this semester, then, is to complete assignments worth a total of 1,000 points. However, if your professor ultimately makes adjustments to the class schedule necessary to meet the particular learning needs of you and your classmates, it is possible the final point total may turn out to be either higher or lower than that. At the end of the semester, your final grade for the class will be determined by the percentage of the total points actually available that you earn.

WHAT IS THE GRADING SCALE?

- **A** 90-100 percent (for example, 900-1,000 out of 1,000 points)
- **B** 80-89 percent (for example, 800-899 out of 1,000 points)
- **C** 70-79 percent (for example, 700-799 out of 1,000 points)
- **D** 60-69 percent (for example, 600-699 out of 1,000 points)
- **F** 0-59 percent (for example, 0-599 out of 1,000 points)

WHAT IS THE ATTENDANCE POLICY?

Attendance will be taken at the beginning of each class meeting. If you arrive after attendance has been taken, you will be considered tardy, which will lead to an automatic decrease in your participation points for that particular class session. If you miss more than three classes, you will likely be dropped from the course.

Although you should make the effort to attend every class, from time to time, an absence may be unavoidable. In that case, you should email me as soon as possible to inform me that you will be absent. However, absences will only be excused when they are due to documented circumstances beyond the control of the students.

WHAT ARE THE EXPECTATIONS FOR CLASSROOM CONDUCT?

A paraphrase of the legendary "Golden Rule" serves as a summary of the expectations for your classroom conduct in English 248A: "Treat others as you would want them to treat you." Specifically, in order to treat your classmates and your professor with the respect we all deserve, you are expected come to class – on time – prepared to focus on the task at hand and to not distract from the concentration of others, either by engaging in side conversations or by using cell phones or other handheld devices to send voice or text messages. If I have to tell you more than once to stop disrupting the rest of the class on a given afternoon, you will likely be ejected for the remainder of that class session. Students who are ejected three times this semester may be dropped from the course altogether.

WHAT IS PLAGIARISM? WHAT ARE THE CONSEQUENCES IF A STUDENT COMMITS IT?

The Cerritos Community College District defines *plagiarism* as "the act of taking the ideas, words, or specific substantive material of another and offering them as one's own without giving credit to the source." If a submission is discovered to have plagiarized passages in it, the student turning it in will receive a failing grade on that assignment. Repeat offenders will likely be referred to the Office of Student Conduct and Grievances for further administrative action, such as suspension or expulsion.

WHAT IF I WANT TO WORK WITH A WRITING TUTOR? OR ATTEND A WRITING WORKSHOP?

If you want to work with a writing tutor or attend a writing workshop, you should visit the Cerritos College Success Center. In addition to tutoring, the Success Center also offers supplemental learning activities – such as workshops – designed to help students to develop the skills and strategies you will need to succeed in English 248A.

The section of the Success Center devoted to Language Arts is located in the Learning Resource Center. For more information, visit the Success Center site: **www.cerritos.edu/sc.**

WHAT IF I HAVE A DOCUMENTED DISABILITY AND NEED ACADEMIC ACCOMMODATIONS?

If you have a documented disability and need academic accommodations, you are encouraged to contact not only me, but also a Disabled Student Programs and Services (DSPS) counselor as soon as possible. DSPS is located in the Liberal Arts/Disabled Students Programs and Services Building. For more information, visit the DSPS site: **www.cerritos.edu/dsps.**

WHAT ARE WE READING IN ENGLISH 248A?

WEEK ONE		
	SEPTEMBER 10 **Introductions**	**SEPTEMBER 12** *** Xenophon,** "The Choice of Heracles"
WEEK TWO		
THE EPIC OF GILGAMESH **SIN-LEQI-UNNINNI**	**SEPTEMBER 17** Introduction (to *The Epic of Gilgamesh*), Tablet I, and Tablet II, *The Norton Anthology of World Literature (TNAOWL)*, pg. 33-50	**SEPTEMBER 19** Tablet III, Tablet IV, and Tablet V, *TNAOWL*, pg. 50-62 *** Roy Thomas and Larry Alexander,** "An Epic Adventure"
WEEK THREE		
	SEPTEMBER 24 Tablet VI, Tablet VII, and Tablet VIII, *TNAOWL*, pg. 62-72	**SEPTEMBER 26** Tablet IX, Tablet X, and Tablet XI, *TNAOWL*, pg. 72-88 *** Iclal Vanwesenbeeck,** "Translating Gilgamesh: A Conversation with Benjamin Foster"
WEEK FOUR		
POETIC INTERLUDE: SAPPHO	**OCTOBER 1** Introduction (to Sappho) and Poem 1, *TNAOWL*, pg. 467-470 *** Holly Knight and Mike Chapman,** "Love Is a Battlefield"	**OCTOBER 3** Poem 16, Poem 31, Poem 44, Fragment 48, Fragment 51, and Fragment 55, *TNAOWL*, pg. 470-472
WEEK FIVE		
OEDIPUS THE KING **SOPHOCLES**	**OCTOBER 8** Poem 94, Fragment 102, Fragment 130, Poem 168B, and "The New Sappho," *TNAOWL*, pg. 473-474	**OCTOBER 10** Introduction (both to ancient Athenian drama and to Sophocles), *TNAOWL*, pg. 475-485
WEEK SIX		
	OCTOBER 15 Act I and Act II, *TNAOWL*, pg. 485-517	**OCTOBER 17** Act III, *TNAOWL*, pg. 517-525
WEEK SEVEN		
POETIC INTERLUDE: CATULLUS	**OCTOBER 22** Introduction (to Catullus) and Poem 1, Poem 2, Poem 3, Poem 5, Poem 7, Poem 8, and Poem 11, *TNAOWL*, pg. 565-570	**OCTOBER 24** Poem 51, Poem 70, Poem 72, Poem 75, Poem 83, Poem 85, and Poem 92, *TNAOWL*, pg. 570-572
WEEK EIGHT		
MIDTERMS	**OCTOBER 29** Poem 101, Poem 107, and Poem 109, *TNAOWL*, pg. 572	**OCTOBER 31** **Midterm Exam**
WEEK NINE		
UTOPIA **THOMAS MORE**	**NOVEMBER 5** **Due: Midterm Paper (Essay 1)** *** Thomas More,** Book I, *Utopia* *** Espen Hammer,** "A Utopia for a Dystopian Age"	**NOVEMBER 7** *** Thomas More,** Book II, (through "Of the Travelling of the Utopians"), *Utopia* *** Tim Madigan,** "Utopia: Living in a Nowhere Land"
WEEK TEN		
	NOVEMBER 12 *** Thomas More,** Book II, (from "Of Their Slaves, and of Their Marriages" through "Of Their Military Discipline"), *Utopia*	**NOVEMBER 14** *** Thomas More,** Book II, (from "Of The Religions of the Utopians" through the end), *Utopia* *** John Lennon and Yoko Ono,** "Imagine"

WEEK ELEVEN		
THE HISTORIES **HERODOTUS** + ***300*** **FRANK MILLER**	**NOVEMBER 19** *** Herodotus,** "This, Then, Is How the Greeks Fought at Thermopylae," Book Seven, *The Histories*	**NOVEMBER 21** *** Frank Miller,** Chapter One and Chapter Two, *300*
WEEK TWELVE		
	NOVEMBER 26 *** Frank Miller,** Chapter Three, Chapter 4, and Chapter Five, *300* *** Zack Snyder,** *300* (2006)	**NOVEMBER 28** **No Class** **(Thanksgiving)**
WEEK THIRTEEN		
UNASSIGNED MASTERPIECES	**DECEMBER 3** **Presentations**	**DECEMBER 5** **Presentations**
WEEK FOURTEEN		
	DECEMBER 10 **Presentations**	**DECEMBER 12** **Presentations** **Due: Final Paper (Essay 2)**
FINALS WEEK		
	DECEMBER 17 **Final Exam** ***(10 a.m.-12 p.m.)***	**DECEMBER 19** **No Class**