



World Lit I (ENGL 201-01) Fall 2020

Course Information

Course: World Literature I ENGL 201.01
 Credit Hours: 3 Semester Credits
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 Office Hours:
 MWF 3-5p, TR 1-3p, and by appointment
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Course Description

A study of selected masterpieces of World Literature with an emphasis of the genres and major literary movements and themes. Opportunities for enrichment through special literary studies, in-depth research, independent study, creative writing, and analytical thinking.

Prerequisites: ENGL 103

Note to Students: We are operating on the normal plan, listed below, until further notice. If we go to contingency plan for a day or days, it will be posted in course announcements in Blackboard and we would shift completely online, with no face to face class day.

Required Text(s) and Materials:

- *Sundiata: An Epic of Old Mali*
- *Sivadasa*
- *Blazing World*
- Other resources and materials as needed (hyperlinked below or available as PDFs in Blackboard)

Our work will explore and seek to find answers to several essential questions:

- How do we form and shape our identities?
- Why is it important for people and cultures to construct narratives about their experience?
- How is our understanding of culture and society constructed through and by language?

Student Learning Objectives

Written Communication: To enhance students' ability to effectively convey and receive information in writing at the college level. Students should also be able to use a variety of modern information resources and technologies and have the ability to differentiate content from style of presentation, and to suit content and style to the purpose of the communication.

Critical Thinking: To enhance the ability of students to summarize, synthesize, and evaluate information and to employ critical thinking skills in addressing real-life issues and problems.

Information Technology Literacy: The goal of information technology literacy includes a student's use of general purpose software applications, discipline specific software applications, or a technological device to complete tasks.

Students will be able to:

- Use and apply computers, software applications, and other resources to achieve a wide variety of academic, professional, and personal goals
- Use a set of abilities to solve problems, collect data, manage information, communicate with others, create effective presentations, and use information to make informed decisions

In order to socially distance for safety AND make sure we can discuss and collaborate as a class, you are assigned a day to attend. Please only attend on that day. [Your day is listed here.](#) If you cannot attend on your assigned day please check this week by week schedule and use the materials on Blackboard to stay up to date.

Week by week schedule

<p>Module 1 Africa</p>	<ul style="list-style-type: none"> ● Week of 11 August: <ul style="list-style-type: none"> ○ Before class: <ul style="list-style-type: none"> ■ read this article "The Supernatural in African Epic Traditions as a Reflection of the Religious Beliefs of African Societies" (PDF in course) ■ Module 1: read background on Mali empire ■ Look at Epic elements ○ In class: <ul style="list-style-type: none"> ■ Introduction to the course: overview, what our course is about ■ Class notes ■ Discuss article ■ Elements of an epic ○ After class: <ul style="list-style-type: none"> ■ Post to discussion board: Why is it important to study World Literature? ■ Pre assessment: what do you know? What do you want to know? ■ SLO reflection ● Week of 17 August: <ul style="list-style-type: none"> ○ Before class: <ul style="list-style-type: none"> ■ Read <i>Sundiata: Epic of Old Mali</i> (13th century) Introduction to the Revised Edition p1-40 ■ Take notes on the epic elements ○ During class: <ul style="list-style-type: none"> ■ List examples of epic elements and discuss in groups/class notes the examples from p1-17 ■ Then share elements you identified from 18-40 ○ After class: <ul style="list-style-type: none"> ■ Review class notes ○ Other resources: <ul style="list-style-type: none"> ■ https://www.theguardian.com/cities/2016/aug/18/great-zimbabwe-medieval-lost-city-racism-ruins-plundering ■ If you want to learn more about African history Read Wendy Laura Belcher CH 1, 2-4 ● Week of 24 August:
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	<ul style="list-style-type: none"> ○ Read <i>Sundiata: Epic of Old Mali</i> (13th century) p40-84 <ul style="list-style-type: none"> ■ For class: Choose a chapter from this week to focus on <p>Week of 31 August: Major writing assignment</p> <p>For your assigned day this week you will spend the time working on this assignment. I suggest before your assigned day you choose the topic you want to focus on, maybe identify the textual examples to use, and the source you want to use. That way you can spend the class time writing, and I will be there to answer any questions you have.</p> <p>You will write a paragraph that summarizes the text and includes the title, author, and genre of the piece</p> <p>You will write a paragraph that gives your opinion and reaction to a text.</p> <p>You will then write a paragraph that provides the historical and cultural context of the text (when it was set and written) and the impact of those things on the text.</p> <p>Should be written in MLA format, and cite sources in the historical and cultural context paragraph.</p> <p><u>Embedded Assessment #1</u>: Complete and submit on your own, any time this week</p>
Module 2 India	<ul style="list-style-type: none"> ● Week of 7 September: NO in person class, instead read the lecture notes on folklore and post to discussion board <ul style="list-style-type: none"> ○ In the Norton, read background on Ancient India p621-629 ○ Read this webpage to get an overview of what myth and folklore is. ○ Read this article gives some background on the jinn, who are both a religious and cultural figure. <ul style="list-style-type: none"> ■ post to discussion board ● Week of 14 September: Mentor text: Śivadāsa's <i>The Five and Twenty Tales of the Genie</i> <ul style="list-style-type: none"> ○ What is a frame story? ○ Read p12-19 ○ Choose one tale and find a piece of art, architecture, meal, music, that you think connects to it and post it to discussion board and explain how it connects <ul style="list-style-type: none"> ■ Tale 4: Of Viravara, the Noble Warrior p50-58 ■ Tale 9: Of Madanasenā Who Kept Her Vows p77-83 ● Week of 21 September: Śivadāsa's <i>The Five and Twenty Tales of the Genie</i> <ul style="list-style-type: none"> ○ Tale 11: Of King Janavallabha and His Fairy Bride p89-94 ○ Tale 14: Of Mūladeva, Prince of Tricksters p103-113 ○ Tale 19: Of the Brāhmana Boy Who Laughed Facing Death p147-153 ○ Tale 25: The Epilogue and Conclusion p179-181 <p>Week of 28 September: Major writing assignment</p> <p>Meet in Johnson Hall computer lab for class workshop day</p> <p>All texts are a reflection of their historical and cultural moment. Create a presentation that focuses on art, architecture, dance, music, meals, etc., that you think connects to <i>Śivadāsa, The Five and Twenty Tales of the Genie</i>. Your presentation should explain your topic in detail and describe specifically how it relates to the text with connections to specific textual examples.</p> <p><u>Embedded Assessment #2</u></p>
Module 3 The West	<p>Week of 5 October: The New World</p> <ul style="list-style-type: none"> ■ List of terms/people to know

	<ul style="list-style-type: none"> ■ Science, philosophy, exploration, trade ■ 1580 Montaigne's "Of Cannibals" <ul style="list-style-type: none"> ■ Web of adjectives ■ How does Montaigne describe Indigenous people? ■ What do you think the impact of this is? ■ Compare and contrast Montaigne's images with the following sets of images: <ul style="list-style-type: none"> ■ Images of the Americas ■ 1585 John White's drawings (scroll down to the bottom) ■ Why are these images, presentations important? ■ The Blazing World opening poem p121 <ul style="list-style-type: none"> ■ Annotate <p>Week of 12 October: Global connections</p> <ul style="list-style-type: none"> ■ Slide share on World Economy ■ 1584 Richard Hakluyt "Discourse of Western Planting" <p>Week of 19 October: Close Readings</p> <ul style="list-style-type: none"> ■ The Blazing World Readings worksheet, read and prep these sections for class discussion <ul style="list-style-type: none"> ■ In class writing: knowing what you do about the early modern period, how is Cavendish's novel a reflection of early modern ideas? <p>Week of 26 October: Major writing assignment:</p> <p>No class this week. No office hours Wednesday for "Wellness Wednesday" Check posted office hours in announcements if you want to come by to present your unessay, otherwise, email me the materials and the grading reflection.</p> <p>An unessay is a creative way to respond to a text. It should focus on a single topic, but how you respond to that topic is up to you. Maybe you write a series of poems as a character, or create a collage of images, or design a map for the Blazing World, or trace all the historical science movements at the time. The project should be creative but it should also demonstrate your knowledge of the text.</p> <p>Embedded Assessment #3</p>
Module 4 Colonialism and Imperialism	<ul style="list-style-type: none"> ● Week of 2 November: <ul style="list-style-type: none"> ○ Before Class Read: <ul style="list-style-type: none"> ■ background on Hawai'i ■ Labor in Hawai'i ■ About Queen Lili'uokalani <ul style="list-style-type: none"> ● Her letters and papers ■ Mark Twain's letters ○ For class, be prepared to ask what questions you had AND what you want to talk about from the readings ○ In class we'll discuss the texts then workshop your thesis for MWA #4 ○ Additional resource: Look at the timeline for Hawai'i <ul style="list-style-type: none"> ■ Think of how the kanaka were displaced by missionaries, then companies, and how quickly this occurred (100 years) ● Week of 9 November: <ul style="list-style-type: none"> ○ Before class: <ul style="list-style-type: none"> ■ Watch Haole video

- Read excerpt from *From a Native Daughter: Colonialism and Sovereignty in Hawai'i* (emailed)
- Read [“‘Hawaiian at Heart’ and Other Fictions”](#)
- In class we’ll discuss the text then workshop your textual evidence for MWA #4
- Additional Resources if you’re interested:
 - [Read “Hawaiian Authors on the Island’s Literature”](#)
 - Watch: [Act of War: The Overthrow of the Hawaiian Nation](#)
 - Read [About overthrow of Hawai’ian monarchy](#)
 - Read [Plantations](#)
- **F 13 November is the last day to turn in any missing work**
- **M 16 November**
 - **Everyone will attend this day because it’s the last day of class**
 - Open your pre-assessment KWL chart and fill out the final column, what you learned
 - email it to me
 - Course reflection

Major Writing Assignment #4

You will write a well-supported, well-researched paper that explains what you’ve learned this semester in world literature.

You will be graded according to how well you argue and support your point, and the quality of your examples.

To earn a “C” all of the following must be present:

- ☐ It needs to have a clear introduction that outlines all the subtopics of the paper
 - ☐ There should be a clear thesis that tells me what topic you’re covering AND what you have to say about it
- ☐ It needs to have body paragraphs where each subtopic builds on the previous
 - ☐ Body paragraphs should have a topic sentence that tells me what that body paragraph is about AND what you have to say about it
 - ☐ You need to have specific examples from world literature texts that support your point
 - ☐ These need to be correctly cited in the paper, parenthetical MLA citation and in the Works Cited at the end
 - ☐ You need to explain how those examples show/prove your point
 - ☐ You should have a body paragraph for EACH work we studied:
 - ☐ *Sundiata: An Epic of Old Mali*
 - ☐ *Five and Twenty Tales of the Genie*
 - ☐ *The Blazing World*
 - ☐ Hawaiian pieces
- ☐ Your conclusion should talk about big picture lessons learned
- ☐ Paper needs to be formatted in MLA style, use MLA citation, and have a Works Cited
- ☐ Errors should not interfere with comprehension
- ☐ Remember, to earn a B or above, the paper must show evidence of substantial revision, that you explain in detail, in your grade reflection

Final Draft due by end of posted Final Exam Day (M 23 November)

When you email me your final paper [also fill out this learning reflection](#)

Assignments and Grade Weight

Your grades in Blackboard will always be up to date.

<p><u>Week of 31 August: Major writing assignment</u></p> <p>You will write a paragraph that summarizes the text and includes the title, author, and genre of the piece</p> <p>You will write a paragraph that gives your opinion and reaction to a text.</p> <p>You will then write a paragraph that provides the historical and cultural context of the text (when it was set and written) and the impact of those things on the text.</p> <p>Should be written in MLA format, and cite sources in the historical and cultural context paragraph.</p>	25%
<p><u>Week of 28 September: Major writing assignment</u></p> <p>All texts are a reflection of their historical and cultural moment. Create a presentation that focuses on art, architecture, dance, music, meals, etc., that you think connects to <i>Śivadāsa, The Five and Twenty Tales of the Genie</i>. Your presentation should explain your topic in detail and describe specifically how it relates to the text with connections to specific textual examples.</p>	25%
<p><u>Week of 26 October: Major writing assignment:</u></p> <p>An unessay is a creative way to respond to a text. It should focus on a single topic, but how you respond to that topic is up to you. Maybe you write a series of poems as a character, or create a collage of images, or design a map for the Blazing World, or trace all the historical science movements at the time. The project should be creative but it should also demonstrate your knowledge of the text.</p>	25%
<p><u>Final Paper: Due by end of day of schedule final exam day</u></p> <p>Using specific examples from the texts we've studied write a well-supported paper that tells me what you learned in world literature this semester.</p>	25%

Grading Scale

A: Designates work of exceptionally high quality. The "A" grade represents the highest level of academic attainment; it is given only for work of the highest quality.

B: Designates work which is above average and of good quality. The "B" grade represents a high level of academic attainment; it is given for work which is above average but lacks the high quality of "A" work.

C: Designates work which is satisfactory and of average quality. The "C" grade represents an adequate level of academic attainment; it is given for work which is acceptable but lacks the superior quality of "B" work.

D: Designates work of less than satisfactory quality. The "D" grade represents a minimal level of academic attainment; it is given for work which is less than average in quality but is at least of sufficient quality to meet minimum standards in most courses and thus carries credit. However, in General Education courses courses within the Professional Education sequences, and English major courses, grades of "D" work do not meet the minimum standards and must be repeated.

F: Designates work of such unsatisfactory quality that no credit is awarded.

W: Withdrawal. The grade of "W" is given to indicate withdrawal from a course by the designated deadline

***ECSU does not award minus or plus grades**

[Link to Course Policies and Information](#)