

University of Houston-Downtown

Course Prefix, Number, and Title: ENG 2301: Survey of World Literature: Ancient to 17th Century

Credits/Lecture/Lab Hours: 3/3/0

Foundational Component Area: Language, Philosophy and Culture

Prerequisites: Completion of, or concurrent enrollment in, ENG 1302.

Co-requisites: None

Course Description: A study of the literature of the world from its beginnings through the 17th century.

Fee: \$10

TCCNS Number: ENG 2332

Demonstration of Core Objectives within the Course:

Assigned Core Objective	Learning Outcome Students will be able to:	Instructional strategy or content used to achieve the outcome*	Method by which students' mastery of this outcome will be evaluated
Critical Thinking Communication Social Responsibility	Describe how ideas, values, beliefs and other aspects of culture express and affect human experience.	Assign texts that present ideas, values, or beliefs about topics that arise in literature and culture of Africa, Asia, Europe, and the Americas from the ancient times to the 17 th century. Topics might include creation mythology, religion, class and caste relations, gender dynamics, war, empire, and familial and class hierarchies. Readings might address intellectual, aesthetic, religious, or political systems. Each reading will be followed by lecture, class discussion, or group work developed to teach students to view these ideas within their cultural and historical contexts.	15-20 pages of writing through assignments such as the midterm exam, final exam, and analytical essays.
Critical Thinking Communication Social Responsibility	Analyze fundamental ideas that foster intellectual and aesthetic creation across human cultures.	In lectures, guided discussions, course notes, and writing prompts, analyze readings and artworks to reveal the ways in which ideas fundamental to Asia, Africa, Europe, and the Americas from the beginnings to the 17 th	15-20 pages of writing through assignments such as the midterm, final exam, and analytical essays.

		<p>century fostered aesthetic movements. These ideas might include war, empire, religion, literacy, orality, and the invention of writing. Intellectual and aesthetic movements might include the epic tradition across cultures, the Vedic period, Mediterranean philosophers, mystic traditions, medieval Christian theology, Renaissance, and Bhakti Movement.</p>	
<p>Critical Thinking Communication</p>	<p>Evaluate assumptions, concepts, and language to develop defensible conclusions based on analysis and interpretation of information relevant to course content.</p>	<p>In lectures, guided discussions, course notes, and writing prompts, evaluate cultural assumptions displayed in texts from Asia, Africa, Europe, and the Americas from ancient times to the 17th century. Evaluate concepts as they change and develop over time and across cultures. Evaluate language use as it relates to dominant and marginal cultures, including languages of religion, the lower orders, the aristocracy, women, racial and colonized others</p>	<p>15-20 pages of writing through assignments such as the midterm, final exam, and analytical essays.</p>
<p>Critical Thinking Communication</p>	<p>Synthesize and deliver well-constructed analyses and arguments about course content using multiple modalities (including written, oral, and visual formats).</p>	<p>In lectures, courses notes, assignment prompts, and small-group work, demonstrate how to synthesize and analyze arguments from historical and/or contemporary sources. Historical sources might include philosophers, and historians of Asia, Africa, Europe, and the Americas from the ancient times to the 17th century. The instructor will provide direct instruction on how to design and deliver effective presentations that include the purposeful integration of visuals.</p>	<p>Essay assignments designed to foster writing skills. Team-based activities such as rubric-assessed oral group projects, group generated visual presentations, and collaborative analyses.</p>
<p>Social Responsibility Personal Responsibility</p>	<p>Investigate ethical dimensions of behavior and language use in different cultural contexts.</p>	<p>Discuss ethical standards by which authors, bards, narrators, and characters operate and/or are culturally constrained. Adopt a comparative approach to</p>	<p>The midterm exam and final exam.</p>

		understand different world cultures of the period.	
Social Responsibility Personal Responsibility	Connect choices, actions, and consequences to ethical decision-making through the analysis of ethical dilemmas explored through literary, philosophical, or intercultural texts.	Demonstrate how representations of choices within the texts reflect or critique cultural norms in Asia, Africa, Europe, and the Americas during the period. Adopt a comparative approach to the study of ethical beliefs and practices in different historical communities and cultures. In lectures and writing prompts, discuss the ethical standards of American higher education, especially with respect to PS 03.A.19, the UHD Academic Honesty Policy.	Midterm exam, final exam, and a quiz on UHD Academic Honesty Policy.

Additional Course Outcomes: See outcomes above.

Course Outline:

The Invention of Writing and the Earliest Literatures

Ancient Near Eastern and Mediterranean Culture

Epic Poetry & Sumerian/Babylonian Culture: Lecture and PowerPoint Presentation

The Epic of Gilgamesh

Egyptian Love Poems: "My god, my lotus," "I Wish I Were Her Nubian Maid," "I Passed By His House," "Seven Whole Days"

Student Poetry Recitations (oral presentation)

Classical Greece and Epic Poetry: *The Iliad*

Homer in Popular Culture

Ancient Indian Epics

The Ramayana of Valmiki: Book 2 (Ayodhya)

The Ramayana of Valmiki: Book 6 (Yuddha)

The Mahabharata: Book 2 (Sabha)

Book 8 (Karna)

The Mahabharata: Book 11 (Stri)

Cross-cultural Interpretations

Classical Greek Tragedy

Sophocles, *Oedipus the King*

Gender Identities in Medieval Poetry

Marie de France, *Lanval*

Chaucer, *The Wife of Bath's Prologue*

Gender Identities in India's Classical Literature

Kalidasa, *Sakuntala and the Ring of Recollection*

Poetry After Islam: Mystical Traditions

The Bhakti Movement in India: Lecture and PowerPoint Presentation

Kabir, poems 3, 9, 20, 37 and 46

Mirabai, "Darling, come visit me," "My lord who lifts mountains"

Tukaram, "The Rich Farmer," "The Harvest," "The Waterwheel"

Humanism and the Rediscovery of the Classical Past

Humanism in Arts and Letters: Lecture and PowerPoint Presentation

Machiavelli, "Letter to Francesco Vettori"

Montaigne, "To the Reader," "Of the Power of the Imagination"

The Changing Face of the Sonnet

Petrarch, "You who hear in scattered rhymes," "It was the day when the sun's rays turned pale with grief,"

Shakespeare, "Let me not to the marriage of true minds," "My mistress' eyes are nothing like the sun"

Student Presentations on Petrarchan Conventions

Europe's Encounter with the New World

Christopher Columbus, "Letter Concerning the First Voyage"

Jean de Lery, From *History of a Voyage to the Land of Brazil*

Grading/Course Content which Demonstrates Student Achievement of Core Objectives:

Grading Scale: 90-100 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 and below = F

Summary of Course Exams, Quizzes, Assignments and Final	
Group Projects (group presentation project)	5% of final grade
Quizzes (close-reading of texts, academic honesty policy)	10% of final grade
Essay 1 (literary concepts, historical contexts, close-reading of primary texts):	20% of final grade
Essay 2 (literary concepts, historical contexts, comparative close-readings, research methodology)	20% of final grade
Midterm Exam	20% of final grade
Participation (group discussion and contribution to in-class discussion)	5% of final grade
Final Exam	20% of final grade