**Comparative Literature 201: Major Texts: Ancient to Medieval**

**Time and Literature**

**Fall 2017**

Instructor: Judith Levy

Email: j.t.levy@emory.edu

Class Day/Time: M/W/F 9:00-9:50 am

Room: Callaway Center S109

Section #: CPLT 201W-1 (3196)

Office Hours: M/W 10:00 am-11:00 am in Peet’s coffee shop in Woodruff Library, and by appointment

Course Website: <http://cplt201.judithtlevy.com/>

**Course Description**

This course will investigate both how time is perceived and how time plays out in ancient to medieval literature. It will consider how texts exhibit the makeup of time, exploring what makes time, whether it is linear, and whether space is connected to time. Crucial to this understanding, we will engage in an analysis of various calendars (such as the Hellenic, Roman, Hebraic, and Christian calendars) and textual responses to them. Using an analysis of time’s supposed nature (as it emerges in literature and philosophy), we will consider the time’s functionality, asking why certain conceptions of time emerge and how they are used as platforms upon which to construct an understanding of “Western” civilization. This writing-intensive course will involve texts from authors such as Plato, Aristotle, St. Augustine, and Ovid.

**Required Texts and Domain**

* You will each be required to purchase a domain. If this is a financial burden, there are scholarships available.
* All other texts will be found in the Course Reserves through Emory’s library website. Specific editions of the texts we read will be listed on the course website.

**Grade Breakdown**

15% Rhetorical Analysis

25% Textual Argument

30% Multimodal Definition

20% Reading Response Blog Posts

10% Participation

**Grading Scale**

|  |  |  |
| --- | --- | --- |
| 93.00-100 | A |  |
| 90.00-92.99 | A- |  |
| 86.00-89.99 | B+ |  |
| 83.00-85.99 | B |  |
| 80.00-82.99 | B- |  |
| 76.00-79.99 | C+ |  |
| 73.00-75.99 | C |  |
| 70.00-72.99 | C- |  |
| 66.00-69.99 | D+ |  |
| 60.00-65.99 | D |  |
| 0-59.99 | F |  |

A: A clear, well thought response to the assignment. Demonstrates a sophisticated use of writing techniques and rhetorical structures which we have discussed in class.

B: A good response to the assignment. Demonstrates an effective use of writing techniques and rhetorical structures which we have discussed in class; however, there may be minor problems which distract the reader.

C: An average response to the assignment. Demonstrates acceptable use of writing techniques and rhetorical structures which we have discussed in class, but it may have problems in clarity and purpose which distract the reader.

D: A poor response to the assignment. Demonstrates a lack of writing techniques and rhetorical structures which we have discussed in class. There may be significant problems that distract reader, and/or elements of the required assignment which are not properly addressed.

F: A failure to respond to the assignment appropriately.

**Participation**

This class relies heavily on class discussion and group work, so participation will be counted as a large portion of your grade. **You will be expected to come prepared, whether that means having completed the assigned readings or having written the assigned drafts or responses.** Because I understand that some people are less inclined to speak during class discussion, I will also take other in-class work (such as freewrites and group activities) into consideration when calculating your participation grade. I expect everyone to give his or her best effort when it comes to discussion and to also remain respectful of others who are contributing to discussion.

**Attendance**

With participation as an important factor for your success in this class, attendance will be noted and can affect your grade. You are allowed **three absences** throughout the semester that will **not** negatively affect your grade. After three absences, your final grade will decrease 3% for each subsequent absence. Similarly, significantly late arrivals will be recorded, so three lates will be counted as the equivalence one absence. This policy is solely to encourage your success as an individual and foster growth for the whole class as a community. If you have any emergency situations during the semester that will cause you to have a significant number of absences, please inform me, and we will work out the best solution.

**Assignments**

**Reading Responses**

In order to prepare you for your larger assignments, to practice writing frequently, and to help facilitate class discussion, you will be responding to the out-of-class readings on your blog. You will submit a personal response to the reading, along with a visual element to further your point. Your visual element can be from another source or you can create it yourself; however, if you use someone else’s work, you must cite the source or include a link to the original content. The text must be a minimum of 350 words, and the visual element can be anything from a video to a photo, or even a meme. For your response, you may choose any of the readings we have done between the last reading response and the time the new one is due. You may discuss whichever element of the reading you desire in these posts; however, your post must make a clear claim about the reading which is supported by evidence within the text or from external critical material. The feedback you receive on these posts will help prepare you for larger assignments. These **five blog posts** will be due each **Wednesday noted on the calendar,two hours before class begins.**

**Rhetorical Analysis (750-1250 words, uploaded to your blog):**

In this essay, you will be analyzing the claim of one text (either literary or critical) which we have encountered in class or another text that is relevant to course material *which I have approved during office hours*. Using the interpretation tools and rhetorical devices we have been discussing in class, your paper will interrogate whether and how the text achieves its purpose.

**Textual Argument (with a minimum of 1000 words and at least 1 visual element):**

Using texts we have encountered in class, this assignment will consider a debatable topic, consider the viewpoints and conversations surrounding that topic, take a stance, and support it with evidence. You must closely analyze at least one text from the course in order to make your argument, and you must use at least one outside source to support this argument. If you use the same source as your rhetorical analysis, you may utilize key points from this assignment in order to add to any of the specific evidence used to prove your point. Please note that if you utilize key points from your previous assignment, they must be clearly adjusted in order to fit the scope of this specific argument. This assignment will require at least one visual element that connects to your argument’s point.

**Definition (multimodal; with particulars to be determined by a 250 word proposal and individual conferences):**

Ideas form into concepts that can take on a generalized meaning, but can be defined differently within specific contexts using explanation and evidence. Using any concept or idea which we have seen in course readings, you will explain what that concept entails with the support of at least one text which we’ve read in class and at least two texts which you find on your own.

This assignment will be multimodal, so you can decide what form you would like the assignment to take, granted that it can be uploaded to your blog. For this assignment, you must first submit a 250 word proposal which explains your plan for writing, what medium your assignment will be in, and how this will support your overall claim. Your proposal will be discussed and approved during individual conferences.

**Writing Center**

The Writing Center is an incredible resource, where fellow students give helpful feedback on your writing process. They can help you through any part of the writing process, so you may visit the Writing Center at any stage of writing (even if you just want to talk about your topic and see if it makes sense). You are able to go as frequently as you want (they allow one appointment per week, and one walk-in per day), so feel free to get extra assistance if you enjoy going to the Writing Center. Please take note that the Writing Center tutors will not simply “proofread” your papers; they are there to help you through the writing process, which means that you will be doing the work, they will just be giving you feedback and helpful advice along the way.

Website (General Information): <http://www.writingcenter.emory.edu/>

Appointment System Website: <https://emory.mywconline.com/>

Phone: 404-727-6451

Location: 212 Callaway North

**Conferences**

Conferences are a beneficial time where you can receive direct feedback from me on your assignments. We will hold one week of conferences for your argumentative post and for your blog-style portfolio. For conferences, you will sign up for a specific time, and you will only have to show up at my office for that time the entire week. **However, if you do not show up for your scheduled conference, you will be considered absent for the entire week.**

**Web Domain**

For this course, you will use a variety of digital tools to compose your own website. No experience with web design is necessary for this work. Please be aware that your work will be published to the web and available for audiences beyond the class and university. Because of the public nature of your work, please consider your essay topics with care, and only write on material which you are comfortable sharing with others.

**Contact**

Generally, the best way to contact me is through email. I will respond quickly, within approximately 24 hours, except for weekends and holidays. Please be considerate of your email format, including relevant subject headings and clear communication. I will also occasionally send course information through email, so you are responsible for checking your own email regularly to receive such notifications.

**Late Work**

All essays and assignments must be turned in at the beginning of class on the days that they are due. Late work for online responses will not be accepted; however, late essays will be accepted with a 10 percent deduction for each day that it is late. This class is extremely fast paced, so falling behind on essays will affect you negatively in the long run. Also, if you turn in a late essay, I cannot guarantee that it will receive as much feedback compared to if it were turned in on time.

**Classroom Etiquette and Electronic Devices**

Please be respectful of your other classmates by engaging in discussion in a kindly fashion. I expect you to not be disruptive of other students speaking. Cell phones are not allowed, and the use of phones can result in deductions from your participation grade. Eating and drinking are allowed, so long as you clean up your mess and you are not causing any distractions. I would like to create a classroom community that is fun and engaging while maintaining respect and understanding of others.

Because we will be doing various sorts of digital, multimodal writing, **I encourage the use of laptops**; however, the use of laptops is only allowed for course-related activities, and participation will be deducted if it is utilized for purposes not related to class.

**Tutoring for Multilingual Students**

If English is not your first language and you are struggling with course materials, you may benefit from working with an ESL instructor. ESL instructors are undergraduate students who will help you develop your English language skills. They can meet with you to simply practice talking, or even to discuss specific assignments.

Visit the website of the Office for Undergraduate Education (http://college.emory.edu/oue/) and select "Student Support" and then "ESL Program" to schedule an appointment, read the tutoring policies, and view the offerings of the ESL Program (direct link to ESL Tutoring: http://college.emory.edu/oue/student-support/esl-program/esl-tutoring.html). If you do not have a scheduled appointment, you may want to meet with a drop-in tutor in the ESL Lab, Callaway S108. Here, you may have less time with a tutor if other students are waiting, but you can briefly discuss an assignment and some of your concerns. For more information, visit the website or contact Levin Arnsperger at [larnspe@emory.edu](mailto:larnspe@emory.edu)

**Emory Counseling Services**

If you’re stressed or dealing with difficult challenges in your personal life, free and confidential counseling services and support are available from the Emory Counseling Center. Call (404) 727-7450 or visit <http://studenthealth.emory.edu/cs/> .

**Special Needs**

In order to foster a comfortable and productive classroom environment, I am happy to assist any special needs which you may have. Please register with Access, Disability Services, and Resources (ADSR) (<http://www.ods.emory.edu/index.html>) and present the Accommodation Letter from ADSR to me during the first week of classes, or once the letter is attained.

**Plagiarism**

Academic communities can only be successful through the means of critical thinking and honesty. Plagiarism violates this academic integrity, and it will not be tolerated. Do not submit the work of others, turn in work that you have already turned in for another class, or neglect to acknowledge any sources you use in essays or other assignments. Engaging in plagiarism can result in you receiving an “F” on the assignment, an “F” in the entire course, and can potentially result in dismissal from the university. Please go to <http://catalog.college.emory.edu/academic/policy/honor_code.html> to review Emory’s Honor Code involving plagiarism.

**Tentative Course Outline**

**Week 1**

Wed. 8/23: Introduction to the Course; Domain of One’s Own

Fri. 8/25: Gunnel, “Introduction”, *Political Philosophy and Time* (p. 3-16)

Domain of One’s Own

**Week 2**

Mon. 8/28: Plato, *Timaeus* p. 52-61; end before “Our starting point”

Wed. 8/30: Plato, *Timaeus*, p. 61-76; end before “Anyway”

Fri. 9/1: Plato, *Timaeus,* p. 76-92; end before “We’ve been discussing”

**Due: Email me the link to your domain.**

**Week 3**

Mon. 9/4: **Labor Day; Class does not meet.**

Wed. 9/6: Aristotle, *Timeaus,* p. 92-118

**Due:** **Reading Response 1**

Fri. 9/8: Continue Discussion of Timaeus; Writing a Rhetorical Analysis

**Week 4**

Mon. 9/11: Irma: Class Cancelled

Wed. 9/13: Slaveva-Griffin, “‘A Feast of Speeches’: Form and Content in Plato’s ‘Timaeus’”

**Due: Reading Response 2**

Fri. 9/15: Finding Sources

**Week 5**

Mon. 9/18: Aristotle, *Physics*, Chapter IV, “Time”, p. 100-115

Wed. 9/20: Sophocles, *Oedipus the King*

Fri. 9/22: **Peer Review**

**Week 6**

Mon. 9/25: Sophocles, *Oedipus the King*

Wed. 9/27: Sophocles, *Oedipus the King*

Fri. 9/29: Sophocles, *Oedipus the King*

**Due: Rhetorical Analysis**

**Week 7**

Mon. 10/2: Benjamin, *Illuminations*, “The Storyteller”

Wed. 10/4: Benjamin, *Illuminations,* “The Storyteller”

**Due: Reading Response 3**

Fri. 10/6: Argument Assignment

**Week 8**

Mon. 10/9: **Fall Break; Class does not meet.**

Wed. 10/11: *Old Testament,* “Genesis”, Ch. 1-30

Fri. 10/13: *Old Testament,* “Genesis”, Ch. 31-50

**Week 9**

10/16-20 Conferences

Come prepared with 250 word explanation of your topic, including a tentative thesis.

Find and read your source for next week’s Calendar Workshop.

**Week 10**

Calendar Workshop

**Bring one source that you have read which discusses the structure of a specific calendar*.***

Wed. 10/25: Ovid, *Fasti*, Book I

Fri. 10/27: **Peer Review**

**Week 11**

Mon. 10/30: Ovid, *Fasti*, Book II

Wed. 11/1: Ovid, *Fasti*, Book II

Fri. 11/3: Defining a Concept

**Due: Argument Assignment**

**Week 12**

Mon. 11/6: St. Augustine, *Confessions*, “Book XI”; p. 207-225; sections I-VII

Wed. 11/8: St. Augustine, *Confessions*, “Book XI”; p. 225-237; sections VIII-XIII

**Due: Reading Response 4**

Fri. 11/10: St. Augustine, *Confessions*, “Book XI”; p. 237-251; sections XIV-XVIII

**Week 13**

Mon. 11/13: St. Augustine, *Confessions*, “Book XI”; p. 251-265; sections XIX-XXIV

Wed. 11/15: St. Augustine, *Confessions*, “Book XI”; p. 251-285; sections XXV-End of Book XI

**Due: Reading Response 5**

Fri. 11/17: St. Augustine, *Confessions*, “Book XI”; wrap-up discussion

**Week 14**

Mon. 11/20: Multi-Modal Argumentation

**Due: Definition Assignment Proposal**

**Week 15**

Mon. 11/27: Conferences

Wed. 11/29: Conferences

Fri. 12/1: Additional Office Hour in Peet’s

**Week 16:**

Mon. 12/4: **Peer Review**

**Last Assignment due: Wednesday, December 13 by 11:30 am (posted to website).**