

Comparative Literature 2: Major Works of the Medieval and Early Modern World



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Welcome to Comparative Literature 2: Major Works of the Medieval and Early Modern World! I'm excited that you decided to take this course and that you're taking it with me. In this class, we will read and write about a range of imaginative literature to develop your skills in critical thinking, reading, and writing. We will think about how literary texts can serve not only as a source of aesthetic enjoyment and appreciation, but as unique objects of intellectual inquiry, and to get there we will compose thesis-driven, argumentative essays supported by textual evidence. We will acquire critical tools and vocabulary to help us better examine, discuss, and write about our diverse course texts, and we will explore how literary language creates and shapes meaning. We will also think and talk about the ways that these analytical skills, explored through reading literature and honed through the act of writing, are portable to other areas of your academic and non-academic lives. This class will be centered on the idea of the environment, as we understand it today, and work produced in this class will attend to the ways that the environment is shaped and encountered by premodern writers. The first half of our class will attend to the 6th-11th centuries, and the second half of our class will attend to the 12th-17th centuries.

Important

The prerequisite for COM 2 is the completion of the Entry Level Writing Requirement (ELWR). If you take COM 2 without having met the ELWR, you will receive credit for the course, but it will not fulfill the lower division writing requirement. You must earn a final grade of C-or higher to fulfill the lower division writing requirement, even if you've completed all of the work. If you receive a D-range grade, you'll still receive credit for the course, but it will not satisfy the lower-division writing requirement. This course fulfills your Arts & Humanities (AH), World Cultures (WC), and Writing Experience (WE) general requirement.

Goals

- Cultivating critical thinking associated with rhetorical and literary analysis
- Developing strategies for reading a range of texts
- Situating texts within their cultural and historical contexts
- Considering audience with your writing
- Understanding reasons behind conventions of usage, specialized vocabulary, format, and citation systems
- Engaging, evaluating, and ethically citing sources
- Close, comparative reading of various literary texts, which includes recognizing and analyzing literary terms and genre conventions, as well as understanding what constitutes textual evidence and analysis
- Constructing and supporting a complex thesis statement
- Revising multiple drafts to develop a polished essay
- Giving and acting on productive feedback through peer review
- Reflecting on how the writing process influences the written product

Required Texts

We will be reading a variety of texts and genres in this course, most of which will come from our Norton Readers. If you have Equitable Access Bookshelf, you will be provided these texts as digital copies. Additionally, the library is working on digitizing our readers. If you would like a physical version, you can find it by typing the title into Amazon or other retailers. Keep in mind that the bookstore **does not** carry physical copies of our texts, but they can special order them for you if asked.

Texts:

- Norton Anthology of World Literature Vol. B 5th ed. [ISBN: 978-1-324-06307-0]

- Norton Anthology of World Literature Vol. C 5th ed. [ISBN: 978-1-324-06309-4]
- All other readings can be accessed digitally through Canvas.* Please make sure to check the modules each week for the required readings.

* Printed course readers will be given out to students upon request and need only. Please let me know if you need your readings printed.

Requirements

Grading

I want and expect that all of you will come prepared to engage with our texts. As such, it is of equal importance that you come to class prepared to discuss and interrogate the texts as it is to complete assignments. As we are still living in a great amount of uncertainty (not unlike the time periods of many of our writers!), I am relatively lenient; however, your learning and engagement is your own. Please be prepared to communicate with me when and if you need course accommodations.

Grade Breakdown

Attendance and Participation	15%
Annotations and Discussion	20%
Words of Advice	10%
Essay #1	20%
Essay #2	20%
Final	15%

Grading Scale

A+ = 97-100
A = 93-96.9
A- = 90-92.9
B+ = 87-89.9
B = 83-82.9
B- = 80-82.9

C+ = 77-79.9
C = 73-76.9
C- = 70-72.9
D+ = 67-69.9
D = 63-66.9
D- = 60-62.9

Late Work Policy

Late work will only be accepted without penalty with prior written communication. I understand that this quarter will be difficult, so I will be as lenient as possible when it comes to late work. I only ask that you tell me at least 24 hours in advance if you are unable to turn in your work on time. I accept late work up until the last instruction week. Keep in mind, it is always better to be transparent about your needs since I encourage taking charge of your learning experience.

Lateness penalties: if up to 24 hours late, 1/3 grade reduction (B- becomes C+); if 24 hours late, 2/3 grade reduction (B- becomes C). For 24-48 hours late, a full grade reduction (A becomes a B). For more than 48 hours late, two full grade reductions (A becomes a C). Please note that it is class policy not to offer written commentary on late essays.

Communication

Communication Etiquette

I am here to support your success. Please seek my help if you need it. I will do everything I can, and I will note your effort. If my office hours are inconvenient for you, do not hesitate to make an appointment or email me with questions or problems. I check my email often and will respond with reasonable regularity. Please note that emails sent before 6am, after 5pm, and on weekends will take me longer to respond to.

I am always happy to talk with you about your ideas and drafts during my office hours or by appointment; however, please do not send drafts via email for me to look at and respond to. I will not respond to drafts over email.

Respectful Classroom

My classroom is a mutually respectful space. I encourage you to take charge of your learning and come to me when issues arise. As college students, I expect that you will be in touch with me regularly if you have issues or concerns. These principles are the basis for which I grade your participation in this class.

As an instructor, I will show you respect in the following ways:

- Grading your work promptly and thoroughly
- Giving feedback regularly on work
- Being available to discuss your work in my course
- Listening to your ideas
- Helping you to think through difficult concepts
- Being prepared for each class

- Allowing you to share ideas without interruption
- Being cognizant and sensitive to your identities and cultures

As a student, I expect that you show respect in the following ways:

- Turning in assignments on time or informing me when you need more time
- Doing assignments to the best of your abilities
- Reading the text and engaging with the assigned materials each week
- Showing up on time
- Being engaged in class discussion and lecture
- Listening to lecture and to other students without interruption
- Being prepared when called upon
- Allowing other students to share ideas without ridicule (i.e. laughing, making fun of, jeering, etc.)
- Always referring to evidence when sharing ideas and opinions
- Critiquing ideas, not people
- Not monopolizing discussion
- Being cognizant and sensitive to other's identities and cultures

Inclusive Language

Pronouns are linguistic tools that we use to refer to people. (i.e. they/them/theirs, she/her/hers, he/him/his). Because pronouns in English are often associated with gender identity, using each other's correct pronouns is an important way to show respect to each other and create a learning environment that is inclusive to trans* and gender-non-conforming scholars. Consistent with core values for this course, we will collectively create an inclusive learning environment by doing the following:

- Offer opportunities for our classmates to share their correct pronouns
- Use each other's pronouns correctly, or if pronouns are not known, refer to people by name or with gender neutral language (they/them).
- Discuss the group using gender neutral language (i.e. "y'all" or "everyone" versus "you guys")

This course is designed to emphasize and explore multilingual and multicultural exchange. We are very fortunate to be in a diverse learning environment where we encounter a range of linguistic and cultural backgrounds and levels of English proficiency. This learning environment reflects a realistic writing and collaborative situation from today's world. You are invited to use all of your languages as resources in this course. You are welcome to write in a language other than English whenever it is

helpful (such as in first drafts and notes), to draw on words and phrases in final drafts that do not have translations in English, and to use print-and web-based sources that are written in languages other than English. **In this class, I expect “written accent” (missing articles, incorrect prepositions, incorrect verb tenses) to be treated with respect.** While all students in this course are expected to challenge themselves to become more effective and accomplished writers in English, we will not spend time worrying too much about the aspects of English that take many years to acquire (i.e. articles, verb tense, prepositions).

Code of Academic Conduct

In written assignments, you must unambiguously cite all work that is not your own and give credit to any person or publication whose language or ideas you use. You may not submit work that you have submitted for credit in other courses, and you may not turn in work that you could not have completed on your own (e.g., you may have a family member or tutor read over a paper and make suggestions, but you may not enlist someone to write or fix your work for you). Additionally, this course is designed to help you become a better writer, so any indication of AI writing will result in an automatic 0. **Using AI writing or writing assistance, including software like Grammarly Go, is a violation of the Code of Conduct and this course.** Penalties for violations of this code of conduct may include failure of an assignment, failure of the course, and other academic penalties.

Please refer to the [UC Davis Code of Academic Conduct](#) for more information. If you are every confused as to what constitutes a violation of the Code of Conduct, please be in contact with me.

Accommodations

Because we all learn differently, we all need accommodations. If an aspect of this course prevents you from learning or participating fully, please let me know. We will work together to create the best learning environment for you in this course. If you need official accommodations, you have a right to have these met. I encourage you to reach out to the [Student Disability Center](#) if you feel that it is a good option for you.

Be Well

Taking care of yourself is always part of my teaching philosophy, but with COVID, the flu, and RSV going around, please take care of yourself. I want to make sure that we all have a safe space to learn together, so if you are experiencing COVID or flu-like

symptoms, please keep me informed so that we can work together to create accommodations.

To access Counseling Services in North Hall and all locations call 530-752-0871

It is also important that I tell you that I am a mandatory reporter. If you tell me something i.e. sexual harassment, stalking, etc. that you want to keep "confidential," I cannot. My job requires me to talk to and involve the appropriate people who have more experience and knowhow. If, however, you would like to talk to someone who is not a mandatory reporter, you can call the CARE (Center for Advocacy Resources and Education) Line at 530-752-3299.

Writing Support Center

The goal of the Writing Center is to help you develop as a writer at UC Davis through encouraging peer feedback and guided practice on a variety of writing topics. The team is made up of undergraduate tutors who are UC Davis students as well as specialists who are experienced in teaching writing at the college level and hold advanced graduate degrees. To help students through the writing process, writing tutors and specialists work with students one-on-one as well as in small groups to discuss topics that range from brainstorming to drafting. Tutors and specialists are trained to help students at any point in the writing process.

If you would like to schedule a writing center appointment, please visit: <https://writingcenter.ucdavis.edu/>

The Writing Center is located on the fourth floor of the TLC (Teaching and Learning Complex). Just one floor above us!

Course Calendar

Week 1: Introduction

Monday – January 6th:

- Read:
 - Syllabus
 - Course Assignments
 - (in class) Liu Zongyuan, "A Theory of Heaven" *NAWL* pg. 120-22
- Due:
 - Nothing

Wednesday – January 8th (No class-Prof. Schuhmacher out of town):

- Read and Annotate:

- Reid, "Ten Ways to Think About Writing"
- Due:
 - Words of Advice #1

Weeks 2-5: 6th through the 11th Centuries

Week 2: Trees

Monday – January 13th:

- Read:
 - "The Dream of the Rood" *Canvas*
 - Ki no Tsurayuki, *From The Japanese Preface NAWL* pg. 176-179
 - Abolqasem Ferdowsi, "Sekander Sees the Speaking Tree" in *Shaknameh NAWL* pg. 741-42
 - Wycliffe Bible Genesis 1-3, *Canvas*
- Due:
 - Notes and Annotations

Wednesday – January 15th:

- Read:
 - Vierregge, "Exigency"
- Due:
 - Words of Advice #2

Week 3: The Sun and the Moon

Monday – January 20th (No class- MLK Jr. Day):

- Read:
 - Nothing
- Due:
 - Nothing

Wednesday – January 22nd:

- Read:
 - Li Bo, "The Sun Rises and Sets" and Translation Lab "Drinking Alone with the Moon" *NAWL B* pg. 101-2 and 128-30
 - Ibn Hamdīs, "204," *Canvas*
 - Murāri, 913 and 958, *NAWL B* pg. 522-23
 - Rājaśekhara, 457 *NAWL B* pg. 524-5
 - *From The Exeter Book "Christ I" Lyric 5 Canvas*
 - Wheeler, "Close Reading of a Literary Passage"
- Due:
 - Notes and Annotations
 - Words of Advice #3

Week 4: Waterways and Seascapes

Monday – January 27th:

- Read:
 - Wang Wei, *From Wang River Collection* pg. 98-9 *NAWL B*
 - “The Seashore: Anxious Waiting” *NAWL B* pg. 427-8
 - “On The New Sand” *NAWL B* pg. 428-9
 - “The Seafarer” *Canvas*
- Due:
 - Notes and Annotations

Wednesday – January 29th:

- Read:
 - The Writing Center, “Thesis Statements”
 - UNR, “The Uneven U”
- Due:
 - Words of Advice #4

Week 5: Animals and Insects

Monday – February 3rd:

- Read:
 - Work on your draft
- Due:
 - Essay #1 Draft

Wednesday – February 5th:

- Read:
 - *From The Thousand and One Nights*, “Prologue,” “The Tale of the Donkey and the Ox,” and “The Tale of the Merchant and His Wife,” *NAWL* pg. 1105-1114
 - Sei Shōnagon, “6: The Emperor’s cat” and “40: Insects” in *The Pillow Book*, *NAWL* pg. 204-06 and 213-14
 - Yehuda Halevi, “Lord” *NAWL* 856
 - *Sir Gawain and the Green Knight*, *NAWL B* pg. 1269-1322
- Due:
 - Notes and Annotations

Weeks 6-9: 12th through the 17th Centuries

Week 6: Forests

Monday – February 10th:

- Read:
 - Thomas Wyatt, "Whoso list to hunt," *Canvas*
 - Petrarch, "Rima 190," *Canvas*
 - Mahādevīyakkā, poems *NAWL C* pg. 83-86
 - Marie de France, "Bisclarvet" (The Werewolf) *NAWL B* pg. 829-835
 - John Lyly, *Gallathea, Canvas*
(<https://www.youtube.com/watch?v=El7m3iOVWmw>)
- Due:
 - Essay #1
 - Notes and Annotations

Wednesday – February 12th:

- Read:
 - Lessner and Craig, "Finding Your Way In"
- Due:
 - Words of Advice #5

Week 7: Gardens

Monday – February 17th (No Class-Presidents' Day):

- Read:
 - Nothing
- Due:
 - Nothing

Wednesday – February 19th:

- Read:
 - Hildegard of Bingen, "Responsory for the Virgin" *NAWL B* pg. 857-8
 - Tukaram, "The Rich Farmer" and "The Harvest" *NAWL C* pg. 102-103
 - Marvell, "The Garden," *Canvas*
 - Boccaccio, Third Day prologue and first story in *The Decameron* pg. 189-99, *Canvas*
 - Amelia Lanyer, "The Description of Cooke-ham," *Canvas*
 - Irvin, "What is Academic Writing?"
- Due:
 - Notes and Annotations
 - Words of Advice #6

Week 8: The Subterranean

Monday – February 24th:

- Read:
 - "Victory over the Underworld" in *Popol Vuh* part 3, *NAWL* pg. 574-79
 - Wu Cheng'en, ch. 1, 5-7 of *Monkey King* or *Journey to the West, Canvas*

- Dante, Canto IV in *The Divine Comedy*, NAWL B pg. 935-940
- Milton, excerpts from Book I of *Paradise Lost*, NAWL C pg. 788-94
- Due:
 - Notes and Annotations

Wednesday – February 26th:

- Read:
 - Rosenwasser and Stephen, “Analysis”
- Due:
 - Words of Advice #7

Week 9: Peer Review

Monday – March 3rd:

- Read:
 - Reread your Essay 2 Draft
- Due:
 - Essay #2 Draft

Wednesday – March 5th:

- Read:
 - Sommers, “Revision Strategies”
- Due:
 - Words of Advice #8

Week 10

Monday – March 10th:

- Read:
 - Read through your essay 2 draft
- Due:
 - Essay #2

Wednesday – March 12th:

- Read:
 - Go back through your Words of Advice
- Due:
 - Final Words of Advice

Final: By March 19th 11:59pm