

Course Information

Course Number: ENGL 221.200 / MODL 221.200
Course Title: Honors World Literature
Section: 200
Credit Hours: 3

Instructor Details

Instructor: Dr. Katayoun Torabi

Course Description

Catalogue Description: World Literature. Survey of world literature from the ancient world through the sixteenth century in relation to its historical and cultural contexts; texts selected from a diverse group of authors, traditions and genres; Cross Listing: MODL 221/ENGL 221.

Course Description: This course explores key works of world literature from approximately 2100 BCE through the early modern period. Students will examine how authors position their narratives within specific historical contexts, addressing life's fundamental questions about creation, death, the afterlife, and the human experience. Through a comparative literary framework, the class will investigate how the stories we have told about ourselves throughout history have shaped our perceptions of reality. By analyzing texts from diverse cultures and time periods, students will deepen their understanding of global literature and enhance their critical thinking skills, particularly in articulating ideas about culture and history. English 221 is cross-listed with Modern Languages 221 and includes embedded honors sections.

Course Prerequisites

<https://catalog.tamu.edu/>.

Special Course Designation

MODL 221/ENGL 221.

Core Curriculum: Language Philosophy and Culture Core Area, for Written Communication and Personal Responsibility

Core curriculum course designations may be found at <https://core.tamu.edu/>

Core Curriculum Objectives

- *Critical Thinking (CTS):* The course will enhance creative thinking; innovation; inquiry; and analysis, evaluation, and synthesis of information through consistent reading and class discussion of key ideas in various literary traditions in world literature.

- *Communication Skills (CS)*: The course will focus on the effective development, interpretation, and expression of ideas through written, oral, and visual communication.
- *Social Responsibility (SR)*: The course enhances intercultural competence; knowledge of civic responsibility; and the ability to engage effectively in regional, national, and global communities through various activities, written assignments, exams, and class discussions that focus on how history, religion, culture, and broader social forces have shaped the distinctive literary traditions from around the world.
- *Personal Responsibility (PR)*: The course enhances the ability to connect choices, actions, and consequences to ethical decision-making.

Course Learning Outcomes

At the end of the semester students will be able to:

1. Demonstrate a broader awareness of the scope and variety of key themes and ideas in world literature.
2. Understand these works as expressions of individual and human values within their historical and social context.
3. Respond critically to world literature by analyzing the authors' rhetorical and literary techniques.
4. Construct clear arguments about key issues, themes, and ideas in world literature through oral and written assignments.
5. Enhance communication skills through small and large group discussions and writing about ideas, issues, and questions central to course readings.
6. Engage with complex ethical and moral ideas in various works of world literature. Students will reflect on, discuss, and write about difficult issues in order to connect choices, actions, and consequences to ethical decision-making.
7. Collaborate with other students in groups to improve critical thinking and writing skills.
8. Learn how to lead effective group discussions and improve oral presentation skills

Textbook and/or Resource Materials

Foster, Benjamin R. (ed.), *Epic of Gilgamesh* (Edition: 2ND 19), ISBN 13: 9780393643985

Alighieri, Dante / Ciardi, John (translator), *Inferno* (Edition: 09), ISBN 13: 9780451531391

Additional readings will be available on Canvas

Grading Policy

Grading (1,000 points total available)

Grading Scale

900-1000 points A
800-899 points B
700-799 points C
600-699 points D
599 points and below

Major Grade Categories/Assignments	Percentage of Grade
Consistent Class Participation	5%
Unit Quizzes (3 total, 100 points each)	30%
Presentation Discussions	10%
Canvas Forum Posts	15%
Research Paper Proposal, Outline, and Annotated Bibliography	20%
Research Paper	20%
Total	100%

Late Work Policy

Extensions for assignments and quizzes/exams are granted for excused absences, with proper documentation. These cases include illness, family emergencies, COVID-19 related issues, or other similarly urgent events. It is the student's responsibility to inform the instructor of such circumstances—when possible, before the due date. See TAMU Student Rule #7 for university deadlines on submission of documentation for excused absences: <http://student-rules.tamu.edu/rule07>.

For each DAY (not each class meeting) all assignments are late without a documented excuse and approved extension, the final grade will be reduced by a full letter grade. Thus, an assignment that is one day late and would have received an A if submitted on time will receive a B; an assignment that is two days late and that would have received an A if submitted on time will receive a C, etc. No make-up quizzes or exams will be given without documentation for an excused absence. If you miss assignments due to an excused absence, it will be up to you to contact the instructor to make up work.

Other Course Information*Technology Support:*

- Canvas course systems are only offered to officially registered TAMU students (no correspondence students).
- Instructor will post, encourage, and be available for regular office hours.

- Grades can only be made available on a secure (password protected) site such as Canvas, Howdy, or Turnitin.com. **Email mention or discussion of specific grades is not allowed due to FERPA laws.**
- Students must retain their own copies of all assignments in case of any technological failure where resubmission of work might be required. Instructor will maintain her own separate copy of the grades because some Course Management Systems (Canvas, Turnitin.com) regularly purge files, including grades.
- As noted in the TAMU Student Rules (<http://student-rules.tamu.edu/rule61.htm>), it is every student's responsibility to check their Texas A&M University official e-mail account for University-related communications on a frequent and consistent basis. The University recommends checking e-mail at least once per day.
- **Student Responsibility to Backup All Work for the Course:** Students and Instructor should realize that all work stored in Turnitin.com is deleted from student access after each semester ends. As also mentioned above, it is the student's responsibility to backup and retain all work done for the course for the entire semester, in case there is a reason to hand the work in again. Students must keep electronic or hardcopy versions of all work and major projects, complete with instructor comments. The instructor is only responsible for keeping a record of the grade book from each semester.

Professionalism/Respectful Communications

Students should be aware of and employ professionalism in all communications for the course, both in the classroom and in all online situations (including email to the instructor and peers). Students will treat this course as a professional obligation in accordance with the university's Student Rules. In all, students should employ the same polite, respectful behavior with peers and instructor that is expected in a professional situation or workplace. Questions about the assignments should be addressed to the instructor. Inappropriate behavior (such as, rudeness in any form, spam, baiting, bullying, use of disrespectful language, sharing of materials in inappropriate ways--especially copyrighted materials) in the classroom or in the online environment will be cause for the instructor to take action in removing the offending student and materials without notice, and may result in the student being called in to the Aggie Honor Office for inappropriate behavior, as cited in the university's Student Rules regarding student disruption of class.

Email Responses

Instructor will make every effort to respond to student emails and discussion questions as soon as possible within 24 hours of receipt of email (excepting weekends and holidays) and within standard business hours (9am-5pm). Please send only one email per request or topic of inquiry—multiple emails risk appearing to be spamming, thus can be reviewed under Student Rules. Students should also keep in mind that instructors are not required to respond to emails during evenings, weekends or holidays. Likewise, students should be aware that the Helpdesk for Canvas primarily operates during the week, Monday-Friday, 9:00-5:00. Answers to queries about IT will be sent during the week, not on the weekend.

Important Note About Course Content:

At times this semester we will be reading literature, watching movies, television shows, or clips, and discussing issues or historical events that may be disturbing, even traumatizing, to some students. If you suspect that specific material is likely to be emotionally challenging for you, I'd be happy to discuss any concerns you may have before the subject comes up in class. Likewise, if you ever wish to discuss your personal reactions to course material with the class or with me individually afterwards, I welcome such discussions as an appropriate part of our classwork. If you ever feel the need to step outside during a class discussion you may always do so without academic penalty. You will, however, be responsible for any material you miss. If you do leave the room for a significant time, please make arrangements to get notes from another student or see me individually to discuss the situation.

University, College, and Department Policies, Procedures, and Resources

Attendance Policy

The university views class attendance and participation as an individual student responsibility. Students are expected to attend class and to complete all assignments. **Attendance at section meetings is expected. Students will be allowed up to 3 unexcused absences**, after which a deduction of 5 points will be given from the final grade for each unexcused absence. See TAMU Student Rule #7 for university deadlines on submission of documentation for excused absences: <http://student-rules.tamu.edu/rule07>.

As stated above, extensions for assignments are granted only for excused absences with proper documentation. These cases include illness, family emergencies, COVID-19 related issues, or other similarly urgent events. It is the student's responsibility to inform the instructor of such circumstances—when possible before the due date. See TAMU Student Rule #7 for university deadlines on submission of documentation for excused absences: <http://student-rules.tamu.edu/rule07>.

Makeup Work Policy

Students will be excused from attending class on the day of a graded activity or when attendance contributes to a student's grade, for the reasons stated in Student Rule 7, or other reasons deemed appropriate by the instructor.

Please refer to [Student Rule 7](#) in its entirety for information about makeup work, including definitions, and related documentation and timelines.

Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than 30 days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor" ([Student Rule 7, Section 7.4.1](#)).

"The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence" ([Student Rule 7, Section 7.4.2](#)).

Students who request an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. (See [Student Rule 24](#).)

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.”

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must always keep appropriate records. The inability to authenticate one’s work, should the instructor request it, may be sufficient grounds to initiate an academic misconduct case” ([Section 20.1.2.3, Student Rule 20](#)).

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You can learn more about the Aggie Honor System Office Rules and Procedures, academic integrity, and your rights and responsibilities at aggiehonor.tamu.edu.

According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person's ideas, processes, results or words without giving appropriate credit (aggiehonor.tamu.edu). You should credit your use of anyone else's words, graphic images, or ideas using standard citation styles. Artificial Intelligence (AI) text generators and natural language processing tools (colloquially, chatbots - such as ChatGPT), audio, computer code, video, and image generators should not be used for any work for this class without explicit permission of the instructor and appropriate attribution. This includes, but is not limited to,

- i. Creating or revising drafts
- ii. Editing your work
- iii. Reviewing a peer's work

This excludes pre-existing software additions such as spelling and grammar checkers, which are acceptable.

Copyright Statement

All materials produced for this course are protected by federal copyright law. These materials can include, but are not limited to, this syllabus, class handouts, course notes, PowerPoint slides, slides or information printed on paper or provided virtually using any or all other software, course packets, and content on Canvas. You may not sell, lend, make publicly available, or copy these materials. Distribution of these materials in any way, including digital versions of documents and information, may constitute a violation of copyright law, the Texas A&M University Student Code of Conduct as described in Student Rule 24, and/or the Aggie Honor Code as described in Student Rule 20.

Americans with Disabilities Act (ADA) Policy

Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact the Disability Resources office on your campus (resources listed below). Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

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Disability Resources is located in the Student Services Building or at (979) 845-1637 or visit disability.tamu.edu.

Title IX and Statement on Limits to Confidentiality

Texas A&M University is committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws prohibit gender-based discrimination and sexual harassment, including sexual assault, sexual exploitation, domestic violence, dating violence, and stalking.

With the exception of some medical and mental health providers, all university employees (including full and part-time faculty, staff, paid graduate assistants, student workers, etc.) are Mandatory Reporters and must report to the Title IX Office if the employee experiences, observes, or becomes aware of an incident that meets the following conditions (see [University Rule 08.01.01.M1](#)):

- The incident is reasonably believed to be discrimination or harassment.
- The incident is alleged to have been committed by or against a person who, at the time of the incident, was (1) a student enrolled at the University or (2) an employee of the University.

Mandatory Reporters must file a report regardless of how the information comes to their attention – including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Although Mandatory Reporters must file a report, in most instances, a person who is subjected to the alleged conduct will be able to control how the report is handled, including whether or not to pursue a formal investigation. The University's goal is to make sure you are aware of the range of options available to you and to ensure access to the resources you need.

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Students wishing to discuss concerns in a confidential setting are encouraged to make an appointment with [Counseling and Psychological Services](#) (CAPS).

Students can learn more about filing a report, accessing supportive resources, and navigating the Title IX investigation and resolution process on the University's [Title IX webpage](#).

Statement on Mental Health and Wellness

Texas A&M University recognizes that mental health and wellness are critical factors that influence a student's academic success and overall wellbeing. Students are encouraged to engage in healthy self-care by utilizing available resources and services on your campus

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Students who need someone to talk to can contact Counseling & Psychological Services (CAPS) or call the TAMU Helpline (979-845-2700) from 4:00 p.m. to 8:00 a.m. weekdays and 24 hours on weekends. 24-hour emergency help is also available through the National Suicide Prevention Hotline (800-273-8255) or at suicidepreventionlifeline.org.

Academic Freedom

Academic freedom is a cornerstone of the University. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning.

- 1) Each faculty member is entitled to full freedom in the classroom discussing the subject which the faculty member teaches.
- 2) Texas A&M will not penalize or discipline members of the faculty because of their exercise of academic freedom.

Along with this freedom comes responsibility. It is the responsibility of faculty members to ensure that topics discussed are related to the classroom subject. Students should be free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.

- 3) It is not the proper role of the university or any outside agency to attempt to shield individuals from ideas and opinions they find unwelcome, disagreeable, or even deeply offensive.
- 4) Engaging with new ideas and perspectives helps students grow intellectually and is beneficial to the educational process.

Classroom Discussion and Engagement Guidelines

This class embraces academic freedom to support learning objectives and promote educational excellence. Throughout this semester, we will explore new and sometimes controversial ideas. It is possible that discussions of these topics will reveal diverse but legitimate differences of opinion. Such differences are not only likely but can be desirable, as they can be essential to the promotion of a dynamic and informative learning environment for us all. As we embark on a journey of learning with and from one another, it is important to remember that the introduction

of challenging topics is not only a faculty responsibility but a crucial component of your education. Discussions that reveal divergence of opinion are not introduced in this course to influence your values and beliefs but to provoke thought and foster a deeper understanding of complex subjects.

Here are discussion guidelines embraced in this course to help us all engage one another respectfully and productively, honoring the Aggie Core Values of respect and excellence. These guidelines apply equally to students and the instructor:

1. **Listen Actively and Respectfully:** Understanding begins with listening. Whether it's a peer's comment or an instructor's lecture, strive to comprehend the rationale behind differing viewpoints. This mutual respect for dialogue enhances our collective learning.
2. **Engage One Another Constructively:** Focus your responses on the arguments, not the individuals presenting them, whether these ideas come from classmates or the instructor. This approach ensures our discussions remain respectful and centered on educational growth.
3. **Base Arguments on Evidence:** Support your viewpoints with reasoned analysis and be open to considering the validity of responses you receive. This practice not only deepens your grasp of the subjects but also upholds the academic integrity of our debates.
4. **Embrace Diversity of Thought and Experiences:** A variety of perspectives not only enriches our discussions but also deepens our collective understanding. Challenge your own preconceptions by engaging with the diverse ideas presented in this classroom and expect the same openness from others.
5. **Maintain Civility:** Respect, an Aggie Core Value, must anchor our interactions, especially during passionate debates. Upholding standards of civility and composure ensures that our class promotes a supportive environment for open and honest discourse.
6. **Embrace Challenge as a Learning Tool:** Encountering ideas that challenge your perspectives can be a crucial part of education. Respectful engagement with difficult concepts, whether they originate from you or others, can lead to significant personal and intellectual development. View these moments as opportunities to critically assess and refine your perspectives.

Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. Currently enrolled students wishing to withhold any or all directory information items may do so by going to howdy.tamu.edu and clicking on the "Directory Hold Information" link in the Student Records channel on the MyRecord tab. The complete [FERPA Notice to Students](#) and the student records policy is available on the Office of the Registrar webpage.

Items that can never be identified as public information are a student's social security number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to

protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Directory items include name, UIN, local address, permanent address, email address, local telephone number, permanent telephone number, dates of attendance, program of study (college, major, campus), classification, previous institutions attended, degrees honors and awards received, participation in officially recognized activities and sports, medical residence location and medical residence specialization.

Technology Support

Texas A&M University at Qatar students can also direct their technical questions to servicedesk@qatar.tamu.edu

University Writing Center

The University Writing Center (UWC) has trained peer consultants available to work with you on any kind of writing or speaking project, including research papers, lab reports, application essays, or creative writing, and at any stage of your process, whether you're deciding on a topic or reviewing your final draft. You can also get help with public speaking, presentations, and group projects. We can work with you in person at our Evans or BLCC locations or via Zoom or email. To schedule an appointment or to view our handouts, videos, or interactive learning modules, visit writingcenter.tamu.edu. If you have questions, need help making an appointment, or encounter difficulty accessing our services, call 979-458-1455 or email uwc@tamu.edu.

Course Schedule

Spring 2025 English 221 / MODL 221 Course Schedule (Honors):

Topic	Dates	Readings and Assignments
Stories of Creation	Monday, 1/13	Introductions and Syllabus Review
	Wednesday, 1/15	In class reading and discussion of <i>Genesis</i> 1-2 (Bible), Link
	Friday, 1/17	In class reading and discussion of Creation myths and religious beliefs: <i>Genesis</i> 3-4 and 6-9 Link ; HW: Read <i>Bundahishn</i> 1-15 Link ; Rig Veda, Hinduism Creation Story Link ; and Hooke "Middle Eastern Mythology" Link
	Monday, 1/20	NO CLASS MEETING
	Wednesday, 1/22	Lecture and Discussion: <i>Bundahishn</i> 1-15 Link ; Rig Veda, Hinduism Creation Story Link ; and Hooke "Middle Eastern Mythology" Link

		HW: Read Rig Veda, Hinduism Creation Story Link ; and Hooke “Middle Eastern Mythology” Link
	Friday, 1/24	Lecture and Discussion: Rig Veda, Hinduism Creation Story Link ; and Hooke “Middle Eastern Mythology” Link HW: Read <i>The Epic of Gilgamesh</i> (Introduction, Tablets I-IV); Honors Students Sign up for Presentation Groups HERE
	Monday, 1/27	Lecture and Discussion: <i>The Epic of Gilgamesh</i> (Introduction, Tablets I-IV); HW: Read <i>Gilgamesh</i> (Tablets V-VIII)
	Wednesday, 1/29	Lecture and Discussion: <i>Gilgamesh</i> (Tablets V-VIII) HW: Read <i>Gilgamesh</i> (Tablets IX-XI)
	Friday, 1/31	Lecture and Discussion: <i>Gilgamesh</i> (Tablets IX-XI) HW: Read <i>Tao Te Ching</i> Link (selections on Canvas)
	Monday, 2/3	Lecture and Discussion: Early Eastern Philosophies on Creation: <i>Tao Te Ching</i> H-Presentation Group 1 and Responses by Students in 500 Section HW: Read Greek Myths on Creation and Death: <i>Greek Mythology</i> : Part I, Chapter I: "The Gods" Link (selections on Canvas)
	Wednesday, 2/5	Lecture and Discussion: Read Greek Myths on Creation and Death: <i>Greek Mythology</i> : Part I, Chapter I: "The Gods" Canvas Forum Post and Response #1 Due Before Class HW: Read Greek Myths on Creation and Death: <i>Greek Mythology</i> Chapter III: "How the World and Mankind were Created" Link (selections on Canvas)
	Friday, 2/7	Lecture and Discussion: Read Greek Myths on Creation and Death: <i>Greek Mythology</i> Chapter III: "How the World and Mankind were Created" HW: Read <i>The Book of Arda Viraf</i> Ch. 1-15 Link (Canvas)
Stories of Death and the Afterlife	Monday, 2/10	Lecture and Discussion: <i>The Book of Arda Viraf</i> Ch. 1-15 Unit Quiz #1 HW: Read <i>The Book of Arda Viraf</i> Ch. 16-101 Link (Canvas)
	Wednesday, 2/12	Lecture and Discussion: <i>The Book of Arda Viraf</i> Ch. 16-101 HW: Read <i>The Vision of Tundale</i> pp. 1-15 Link (Canvas)
	Friday, 2/14	Lecture and Discussion: <i>The Vision of Tundale</i> pp. 1-15 HW: Read <i>The Vision of Tundale</i> pp. 16-27 Link (Canvas)
	Monday, 2/17	Lecture and Discussion: <i>The Vision of Tundale</i> HW: Read <i>The Inferno</i> Cantos I-VI
	Wednesday, 2/19	Lecture and Discussion: <i>The Inferno</i> Cantos I-VI HW: Read <i>The Inferno</i> Cantos VII-XII

	Friday, 2/21	Lecture and Discussion: <i>The Inferno</i> Cantos VII-XII HW: Read <i>The Inferno</i> Cantos XIII-XVII
	Monday, 2/24	Lecture and Discussion: <i>The Inferno</i> Cantos XIII-XVII HW: Read <i>The Inferno</i> Cantos XVIII-XXIII
	Wednesday, 2/26	Lecture and Discussion: <i>The Inferno</i> Cantos XVIII-XXIII HW: Read <i>The Inferno</i> Cantos XXIV-XXIX
	Friday, 2/28	Lecture and Discussion: <i>The Inferno</i> Cantos XXIV-XXIX HW: Read <i>The Inferno</i> Cantos XXX-XXXIV
	Monday, 3/3	Lecture and Discussion: <i>The Inferno</i> Cantos XXX-XXXIV H-Presentation Group 2 and Responses by Students in 500 Section HW: Read Ghosts and the Afterlife in the Japanese Tradition: “ <i>The Story of Mimi-Nashi Hoichi</i> ” Link and “ <i>Rokuro-Kubi</i> ” pp. 153-155
	Wednesday, 3/5	Lecture and Discussion: Ghosts and the Afterlife in the Japanese Tradition: “ <i>The Story of Mimi-Nashi Hoichi</i> ” and “ <i>Rokuro-Kubi</i> ” Canvas Forum Post and Response #2 Due Before Class HW: Read Ghosts and the Afterlife in the English Tradition: “ <i>St. Erkenwald</i> ” Link and “ <i>St. Austin at Compton</i> ” pp. 213-237
	Friday, 3/7	Lecture and Discussion: Ghosts and the Afterlife in the English Tradition: “ <i>St. Erkenwald</i> ” and “ <i>St. Austin at Compton</i> ” HW: Read “Women Behaving Piously” Link ; “Against Women Unconstant” Link ; “Abuse of Women” Link (p. 555); Pandora’s Box
	3/10-3/14	SPRING BREAK
And Stories of Our Striving In Between: Witches, Heretics, and Saints	Monday, 3/17	Lecture and Discussion (with TA): Read “Women Behaving Piously”; “Against Women Unconstant”; “Abuse of Women”; Pandora’s Box Unit Quiz #2 HW: Read “Finding Resources” Link 1 and Link 2 and Read Hildegard of Bingen selections from Scivias (only the sections/chapters highlighted in yellow in Canvas) Link
	Wednesday, 3/19	Lecture and Discussion (with TA): Heresy and Testing the Boundaries: Part I - Hildegard von Bingen “Finding Resources” and Hildegard of Bingen selections from Scivias HW: Read <i>Malleus Maleficarum</i> (<i>Hammer of the Witches</i>) Link and <i>The Inquisitor’s Handbook</i> Link (both on Canvas) PROPOSAL, OUTLINE, ANNOTATED BIBLIOGRAPHY ASSIGNMENT DUE
	Friday, 3/21	READING DAY, NO CLASS MEETING
	Monday, 3/24	Lecture and Discussion: <i>Malleus Maleficarum</i> (<i>Hammer of the Witches</i>) and <i>The Inquisitor’s Handbook</i> HW: Read Popular Religion: Divination and Magical Arts Link (Canvas); Biblical ideas of good and evil Link (Canvas)
	Wednesday, 3/26	Lecture and Discussion: Popular Religion: Divination and Magical Arts; Biblical ideas of good and evil

		HW: Read <i>Joan of Arc: By Herself and Her Witnesses</i> Pp. 1-83 (Canvas)
	Friday, 3/28	Lecture and Discussion: Heresy and Testing the Boundaries Part II: <i>Joan of Arc: By Herself and Her Witnesses</i> Pp. 1-83 HW: Read <i>Joan of Arc: By Herself and Her Witnesses</i> Pp. 93-118 (Canvas)
	Monday, 3/31	Lecture and Discussion: <i>Joan of Arc: By Herself and Her Witnesses</i> Pp. 93-118 HW: Read <i>Joan of Arc: By Herself and Her Witnesses</i> Pp. 119-144 (Canvas)
	Wednesday, 4/2	Lecture and Discussion: <i>Joan of Arc: By Herself and Her Witnesses</i> Pp. 119-144 HW: Read <i>1001 Arabian Nights</i> Link 1
	Friday, 4/4	Lecture and Discussion: <i>1001 Arabian Nights</i> HW: Read <i>1001 Arabian Nights</i> Link 2 and Link 3 (Canvas)
	Monday, 4/7	Lecture and Discussion: <i>1001 Arabian Nights</i> HW: Read <i>Shahnameh</i> Link (Canvas)
	Wednesday, 4/9	Lecture and Discussion: <i>Shahnameh</i> HW: Read <i>Beowulf</i> (lines: 1-1037) Link
	Friday, 4/11	Lecture and Discussion: <i>Beowulf</i> (lines: 1-1037) HW: Read <i>Beowulf</i> (lines: 1038-1849) Link
	Monday, 4/14	Lecture and Discussion: <i>Beowulf</i> (lines: 1038-1849) H-Presentation Group 3 and Responses by Students in 500 Section HW: Read <i>Beowulf</i> (lines:1850-3182) Link
	Wednesday, 4/16	Lecture and Discussion: <i>Beowulf</i> (lines:1850-3182) Canvas Forum Post and Response #3 Due Before Class HW: Work on Final Papers
	Friday, 4/18	READING DAY, NO CLASS MEETING
	Monday, 4/21	Unit Quiz # 3
Writing Workshops and Conferences	Wednesday, 4/23	READING DAY, NO CLASS MEETING
	Friday, 4/25	Student Conferences
	Monday, 4/28	No regular course examinations Student Conferences
	Tuesday, 4/29	Rough Draft Review + Workshop Day
	Tuesday, 5/6	Final Papers Due End of the Day on 5/6