

# World Literature

*A Survey Course*

English 5

Third Edition

Janice Campbell

Excellence in Literature: Reading and Writing through the Classics

Introduction to Literature (English I)

Literature and Composition (English II)

American Literature: A Survey Course (English III)

British Literature: A Survey Course (English IV)

**World Literature: A Survey Course (English V)**

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\*Note: Week 3 assignments and those marked with an asterisk have instructions and a model for imitation. See Formats and Models chapter for details.

## Excellence in Literature Pacing Chart

Suggested Pacing of Modules: Move through all nine modules every year, adapting your pace as needed.					
WEEK	What to Read	What to Write	Module Focus	Optional Honors Reading	Optional Honors Writing
1	Module 5.1 Introduction, <i>Odyssey</i> , and Context Resources	Summarize each of the 24 books of <i>The Odyssey</i> .	Epic poetry; heroic ideal; honor and cunning		
2		Historical Period/Event Approach Paper* on Ancient Greece			
3		Write a first draft and turn in for feedback.			
4		Edit and revise assignment; turn in.			
5	Module 5.2 Introduction, <i>Antigone</i> and Context Resources	Author Profile*	Elements of tragedy; Greek drama; use of chorus	<i>The Iliad</i>	Approach Paper*
6		Approach Paper*			
7		Write a first draft and turn in for feedback.			
8		Edit and revise assignment; turn in.			
9	Module 5.3 Introduction, <i>The Aeneid</i> , and Context Resources	Author Profile*	Differences between <i>The Odyssey</i> and <i>The Aeneid</i> ; between Greece and Rome		
10		Literature Summary*			
11		Write a first draft and turn in for feedback.			
12		Edit and revise essay; turn in.			
13	Module 5.4 Introduction, <i>Inferno</i> , and Context Resources	Author Profile*	Medieval worldview		
14		Summarize each canto.			
15		Write a first draft and turn in for feedback.			
16		Edit and revise essay; turn in.			
				<i>Lives of the Noble Greeks and Romans</i>	Approach Paper*
				<i>Oedipus Rex</i>	Approach Paper*
				<i>Paradiso</i> and/ <i>Purgatorio</i>	Approach Paper*

\*Note: Assignments marked with an asterisk have a model for imitation. See Formats and Models chapter for details.

Excellence in Literature Pacing Chart					
Suggested Pacing of Modules: <i>Move through nine modules each school year, adapting your pace as needed.</i>					
WEEK	What to Read	What to Write	Module Focus	Optional Honors Reading	Optional Honors Writing
17	Module 5.5 Introduction, <i>Don Quixote</i> , and Context Resources	Author Profile*	The picaresque novel; Cervantes' view of truth, justice, and reality		
18		Summarize and select an epigraph for each book.			
19		Write a first draft and turn in for feedback.		<i>The Pickwick Papers</i>	Approach Paper*
20		Edit and revise assignment; turn in.			
21	Module 5.6 Introduction, <i>Les Misérables</i> , and Context Resources	Author Profile*	Transition from Romantic to Realist period; 19th-century France		
22		Approach Paper*			
23		Write a first draft and turn in for feedback.		<i>The Hunchback of Notre Dame</i> or <i>Democracy in America</i>	Approach Paper*
24		Edit and revise essay; turn in.			
25	Module 5.7 Introduction, <i>The Portable Nineteenth-Century Russian Reader</i> , and Context Resources	Author Profile*	Russian worldview and literary style	<i>The Brothers Karamazov</i>	Approach Paper*
26		Historical Period/Event Approach Paper* on nineteenth-century Russia			
27		Write a first draft and turn in for feedback.			
28		Edit and revise assignment; turn in.			
29	Module 5.8 Introduction, <i>Faust</i> , and Context Resources	Author Profile*	Adaptation of legend; <i>Sturm und Drang</i>	<i>The Screwtape Letters</i> and <i>The Picture of Dorian Grey</i> or <i>Frankenstein</i> or <i>Dr. Faustus</i>	Approach Paper*
30		Approach Paper* or letter			
31		Write a first draft and turn in for feedback.			
32		Edit and revise assignment; turn in.			

33	Module 5.9 Introduction, <i>Out of Africa</i> , “Babette’s Feast,” Context Resources	Author Profile*		The conventions of memoir	
34		Retell each section in medium of your choice.			
35		Write a first draft and turn in for feedback.			<i>Surprised by Joy</i>
36		Edit and revise assignment; turn in.			Approach Paper*

## Quick Guide to Excellence in Literature Learning Tools

This handy chart will help you remember some EIL basics.

<p><b>Writing Process</b>                      1. Read/Research                      2. Think on Paper                      3. Organize                      4. Write                      5. Revise                      p. 35</p>	<p><b>Formats and Models</b>                      • Approach Paper Model                      • Historic/Event Approach Paper Model                      • Author Profile Model                      • Literature Summary Model                      • Literary Analysis Model                      • Poetry Analysis Model                      • MLA Format Model Model                      p. 126</p>	<p><b>Honors Texts</b>                      • <i>The Iliad</i>                      • <i>Oedipus Rex</i> by Sophocles                      • <i>Lives of Noble Grecians and Romans</i> by Plutarch                      • <i>Paradiso or Purgatorio</i> by Dante                      • <i>The Pickwick Papers</i> by Dickens                      • <i>The Brothers Karamazov</i> by Dostoyevsky                      • <i>The Screwtape Letters</i> by Lewis and <i>The Picture of Dorian Grey</i> by Wilde or <i>Frankenstein</i> by Shelley or <i>Doctor Faustus</i> by Marlowe                      • <i>Surprised by Joy</i> by Lewis</p>	<p><b>Focus Texts</b>                      • <i>The Odyssey</i>                      • <i>Antigone</i> by Sophocles                      • <i>The Aeneid</i> by Virgil                      • <i>Inferno</i> by Dante                      • <i>Don Quixote</i> by Cervantes                      • <i>Les Misérables</i> by Hugo                      • <i>Nineteenth-Century Russian Reader</i>                      • <i>Faust</i> by Goethe                      • <i>Out of Africa</i> by Dinesen</p>
<p><b>Basic Literary Periods</b>                      • Medieval                      • Renaissance                      • Neoclassical                      • Romantic                      • Realist                      • Modernist                      p. 41</p>	<p><b>MLA Page Setup</b>                      • 1" margins                      • Times New Roman or similar font                      • 12 point font size                      p. 139</p> <p>Tip: Remember to space once, not twice, after terminal punctuation (periods, question marks, etc.).</p>		
<p><b>Pencil Annotations</b>                      • Draw vertical line beside important paragraphs.                      • Underline important ideas or themes.</p>			
<p><b>Inside Covers</b>                      • List characters in order of appearance.                      • Make a timeline of events in the story.                      • Note context items to look up.                      p. 28</p>	<p><b>Learning Cycle</b>                      Weeks 1 &amp; 2                      • Read text and context resources.                      • Do a short assignment each week.                      Week 3                      • Write essay or creative assignment.                      • Turn in for evaluation of content and organization.                      Week 4                      • Revise assignment according to evaluation feedback.                      • Turn in for evaluation of all standards on rubric.</p>	<p><b>What to do for the optional Honors Track:</b>                      • Read honors texts.                      • Do approach paper on one honors text.                      • Write research paper.                      • Take CLEP test (optional).                      p. 142</p>	<p><b>Necessary Resources</b>                      • writer's handbook</p> <p><b>Optional Resources</b>                      • dictionary                      • thesaurus                      • calendar for scheduling                      • English notebook to store your papers                      p. 18</p>
<p><b>Evaluation Criteria</b>                      • <b>Content</b>                      · ideas/concepts                      · organization                      • <b>Style</b>                      · voice                      · sentence fluency                      · word choice                      • <b>Mechanics</b>                      · conventions                      · presentation                      p. 147</p>	<p><b>Word Count Equivalent</b>                      • 250 words = one double-sided page typed in MLA format</p>	<p><b>Prerequisites for Success</b>                      • Have grade-level skills in language arts.</p> <p><b>Commitment to</b>                      • read instructions;                      • refer to a writer's handbook as needed;                      • revise according to feedback.                      p. 9</p>	<p><b>Remember</b>                      • Follow weekly schedule for each module.                      • Use the Formats and Models as a guide.                      • If you have questions about grammar, style, or mechanics, consult your writer's handbook.</p>
<p><b>Websites to Remember</b>                      • Context Resources: <a href="http://www.Excellence-in-Literature.com">www.Excellence-in-Literature.com</a>                      • Writing Reference at Purdue Online Lab: <a href="http://owl.english.purdue.edu/owl/">owl.english.purdue.edu/owl/</a></p>			



# Module 5.1

## ***The Odyssey* by Homer (c. 7th–9th century BC)**

*Among all men on the earth bards have a share of honor and reverence,  
because the muse has taught them songs and loves the race of bards.*

—Homer, *Odyssey* 8. 457 ff

### **Focus Text**

*The Odyssey* by Homer, translated by Robert Fagles or Richard Lattimore

I strongly recommend that you also listen to a professionally produced audio-book version of this epic poem.

### **Honors Texts**

*The Iliad* by Homer

### **Literature Type**

Ancient Greek Epic

### **Module Focus**

We will look at the conventions of epic poetry, and the concept of the heroic ideal in Greek literature, and the value of honor and of cunning in *The Odyssey*.

### **Introduction**

In *The Odyssey*, three story-lines capture the reader's attention and keep the action moving. In the first, Odysseus seeks to return home after a ten-year absence

following the Trojan War. The second story-line deals with Odysseus' faithful wife Penelope, who efficiently wards off suitors and maintains the estate in Odysseus' absence. Finally, a third story-line follows the goddess Athena as she helps Odysseus in his quest to return home. The twenty-four books of the poem can be roughly grouped in four divisions:

- The adventures of Telemachus
- Odysseus' homecoming
- The story of Odysseus' wanderings
- Odysseus on Ithaca

*The Odyssey* is an epic poem, intended to be heard rather than read, so be sure to listen to at least part of it. As you read, consider the contrast between the mythological gods of the Greeks and the God of the Hebrews.

#### **Something to think about . . .**

*The Iliad* is a companion tale that tells of a brief period of the Trojan War. Its 24 books are considered tragedy, in contrast with the 24 books of *The Odyssey*, which take place over many years and are considered comedy (in the literary sense). When you are finished with the book, think about the literary definition of "comedy" and ways in which *The Odyssey* fits that definition. As you read or listened to it, did you catch the various elements that made it comedic?

#### **Be sure to notice . . .**

##### *Epic Characteristics:*

- Long narrative poem (tells a story)
- Vast setting develops episodes important to history of a nation, state, people.
- Didactic, giving lessons on appropriate action for the audience
- Great deeds by a hero of mythical, legendary, or historical significance; a person of heroic proportions, high position
- Supernatural forces intervene.
- Elevated style, reflected in formal speeches by main characters

### *Epic Conventions:*

- Poet states theme at opening.
- Invokes muse
- Begins in *medias res*—exposition comes later.
- Catalogues of warriors, ships, armies, weapons
- Extended formal speeches
- Frequent use of formal and sustained epic similes (extended comparison using figurative language)

### *Context Resources*

#### **Readings**

Why read *The Odyssey*? Teacher Deborah Stokol’s letter to her students offers an interesting view of why you should read it and what you will gain. I recommend starting your context readings here.

<http://excellence-in-literature.com/world-lit/e5-resources/why-we-read-the-odyssey-by-deborah-stokol>

For a look at other events from Homer’s time, you may want to read I and II Kings in any translation of the Bible.

If you find *The Odyssey* a bit intimidating, you may want to start by reading Charles Lamb’s children’s version, *Tales of Odysseus*.

<http://excellence-in-literature.com/excellence-in-lit/world-lit/e5-resources/the-adventures-of-ulysses-by-charles-lamb>

Another version of *The Odyssey* for young readers is *The Wanderings of Odysseus* by Rosemary Sutcliff. You may also find it useful to read *Black Ships Before Troy*, her retelling of *The Iliad*. Sutcliff is an outstanding writer, and her books bring the historical period to life, especially when combined with the vivid illustrations of artist Alan Lee.

Homer used figures of speech that are now known as Homeric epithets. These included descriptive terms such as “wine-dark sea,” “rosy-fingered dawn,” and “softly-braided nymph.” Some modern writers, including poet W.H. Auden and novelist Thomas Wolfe, have incorporated Homeric epithets into their own writ-

ing. The article below is hosted on the digital library, JSTOR, which can often be accessed through your local community or college library.

<http://www.jstor.org/pss/3291715>

View a timeline of ancient literature from Greek alphabetic scripts in the late 8th-century BC to Matthew and the Gospels around AD 80.

<http://www.wwnorton.com/college/english/nawest/content/timeline/ancient.htm>

Tufts University hosts Perseus, a respected site at which you can view Homeric texts in Greek and see a variety of art and architecture illustrations.

<http://www.perseus.tufts.edu/hopper/collections>

This brief article by Cheryl Lowe addresses the question of “Why Study the Pagans”?

<http://excellence-in-literature.com/world-lit/e5-resources/why-study-the-pagans-by-cheryl-low>

### **The Author’s Life and Historical Context**

Very little is known about Homer, but he is thought to have been a blind poet who lived around 700–800 BC. Read more about his life in an encyclopedia or the other context resources suggested.

PBS hosted an interesting interview and question and answer session with *Odyssey* translator Robert Fagles. Do not miss this!

[http://www.pbs.org/newshour/forum/march97/odyssey\\_3-13.html](http://www.pbs.org/newshour/forum/march97/odyssey_3-13.html)

This excellent University of Cincinnati website offers a great introduction to the question, “Who was Homer?” Do not hesitate to explore other pages on this fascinating site to learn more about Troy and the Trojan war.

<http://cerhas.uc.edu/troy/q4o2.html>

### **Poetry**

*The Odyssey*, like many other great works, has inspired works of art, music, and literature, including the following poems:

“Ithaka” by C. P. Cavafy speaks of the concept of Odysseus’ long journey toward home, as well as the true meaning of home.

<http://www.cavafy.com/poems/content.asp?id=74&cat=1>

“Odysseus to Telemachus” by Joseph Brodsky is written as a letter from an aging, absent father to his growing son.

<http://www.poets.org/viewmedia.php/prmMID/15205>

“Ode On a Grecian Urn” by John Keats speaks of the beauty and symbolism of a Grecian urn. When you read this, be sure to look at the images referenced in the Visual Arts section so that you understand Keats’ imagery.

<http://excellence-in-literature.com/excellence-in-lit/british-lit/e4-resources/ode-on-a-grecian-urn-by-john-keats>

This study guide will help you understand Keats’ poem:

<http://www.cummingsstudyguides.net/Guides2/Keats.html>

### **Audio**

Listen to the Robert Fagles translation as an audio book performed by Ian McKellen. You can get it on CD from Amazon.com, as a download from Audible.com, or as a cassette tape from AudioBooksOnline.com.

The entire poem is available as a free audio download, but this is not the best way to listen to it, as the translation is not as good, and the reading is done by a variety of amateurs with mixed results. Only use this if you absolutely cannot get a professionally-produced audiobook.

<http://librivox.org/the-odyssey-by-homer>

### **Music**

If you would like to hear the sound of ancient Greek music, the resources below are interesting. The first link listed automatically plays the music of the ancient lyre, such as King David used, and provides a very interesting history of this type of music. The second link features the sound of a bagpipe-like instrument, and it is nicely accompanied by scenes of Greece art, architecture, and scenery. FYI, there is a brief shot of an ancient, unclothed marble statue.

<http://ancientlyre.com/biography/>

<http://excellence-in-literature.com/world-lit/e5-resources/ancient-greek-music-macedonia>

Here is an interesting overview of ancient Greek instruments:

<http://www.mlahanas.de/Greeks/Music.htm>

[http://www.homoecumenicus.com/ancient\\_instruments.htm](http://www.homoecumenicus.com/ancient_instruments.htm)

Listen to a brief audio sample of “Calypso and Ulysses” as it may have originally been sung, and read the original Greek text and its English translation.

[http://homoecumenicus.com/ioannidis\\_homer\\_odyssey.htm](http://homoecumenicus.com/ioannidis_homer_odyssey.htm)

### **Video**

*The Odyssey* was filmed as a TV movie in 1997, but I have not seen it, so cannot judge whether it is suitable for family viewing. According to one review, it is “absorbing and believable,” and a second commenter recommends it, saying that he/she watched it in a ninth-grade class.

<http://www.imdb.com/title/tt0118414/>

### **Visual Arts**

The Metropolitan Museum of Art’s *Heilbrun Timeline of Art History* offers excellent images, including photos of several urns and detailed, interesting information on “The Art of Classical Greece” (ca. 480–323 BC) Click on images to enlarge them.

[http://www.metmuseum.org/toah/hd/tacg/hd\\_tacg.htm](http://www.metmuseum.org/toah/hd/tacg/hd_tacg.htm)

This University of Pennsylvania website features an interactive map of Odysseus’ journey.

<http://www.classics.upenn.edu/myth/content/homer/multimap.html>

Another map focusing on the locations for *The Iliad* can be found at this website developed by classics professor Walter Englert at Reed College:

<http://academic.reed.edu/humanities/11otech/iliad.html#Homeric%20Geography>

*Ancient Greece* (DK Eyewitness Books) by Anne Pearson offers beautiful maps, photos of Greek architecture, mosaics, weapons, armor, jewelry, and much more. You can most likely find this at your local library.

This site provides a list of scenes from *The Odyssey* along with links to art and pottery on which these scenes have been illustrated.

<http://ablemedia.com/ctcweb/consortium/aftermathpath.html>

### **Just for Fun**

If you are studying *The Odyssey* in a class or co-op, you may enjoy playing the Trojan War game.

<http://teacherweb.nixa.k12.mo.us/~zakhamby/TrojanWarGame.html>

At the *Norton Anthology* site, you can take a quiz or do a crossword puzzle on *The Odyssey* and other classic works. Click on “Ancient Greece and the Formation of the Western Mind” for the crossword puzzle. It’s fun to test your knowledge!

<http://www.wwnorton.com/college/english/nawest/content/quiz/reading/ancient.htm>

You can even do a crossword puzzle or two based on *The Odyssey*. Here are two to get you started—the first is fairly simple; the second a little more complex:

<http://www.armoredpenguin.com/crossword/Data/best/literature/odyssey.o4.html>

<http://www.grosecutionalmedia.ca/greekm/ody.html>

### **Vocabulary**

Here is a downloadable guide to the vocabulary you will encounter in *The Odyssey*.

Click on the link below to download a PDF of this excellent resource from Advanced Placement Strategies, Inc.

<http://bce-fall2009.wikispaces.com/file/view/vocabulary+list.pdf>

### **Assignment Schedule**

#### **Week 1**

Begin reading the context resources and listening to or reading the epic. You may wish to begin by reading Charles Lamb’s version or a summary; then move into the full version of *The Odyssey*. As you finish each of the twenty-four books, write a brief (five sentences or fewer) summary of its events. If you prefer, you may create a sketch of the major scenes in each book. This will help you find specific sections as you are writing your essay.

#### **Week 2**

When you finish the poem, write a historical approach paper on Ancient Greece. You will find the format and a sample paper in the Formats and Models chapter. In addition to the context links I have provided, you may use other resources such as your encyclopedia, the library, and quality Internet resources to complete this assignment.

### Week 3

Begin drafting a 750-word paper on one of the topics below. I recommend that you follow the writing process outlined in the “How to Write an Essay” chapter, consulting the models in the Formats and Models chapter and your writer’s handbook as needed.

#### 1) Model: Literary Analysis Essay and MLA Format Model

Prompt: Although *The Odyssey* is written from a pagan worldview and features mythical creatures, including beings described as gods and goddesses, the poem praises virtues such as honor, justice, respect for elders, hospitality to strangers, and fidelity to marriage and to duty. Choose one of these virtues, and draft a 750-page paper discussing ways in which Homer illustrates this virtue and its results through his characters’ lives. You may compare and contrast Homer’s portrayal of the virtue with the Biblical portrayal of the same virtue if you wish. Be sure to use quotes from the text to support your thesis.

#### 2) Model: A chapter in *The Odyssey* and MLA Format Model

Prompt: Using the brief book-by-book summary you created in the first weeks of this module as a guide, focus on the story of Telemachus, Penelope, or Odysseus, to retell the story with a modern setting and characters. Be sure to maintain the balanced tone and pacing of the original version. Remember that mythical characters play a substantial role in this classic quest tale, so you may choose to use them in your retelling, as well. Your story should be at least 750 words, and may be as long as necessary to tell a good story.

Turn in the draft at the end of the week, so your writing mentor can evaluate it using the Content standards (Ideas/Concepts and Organization) on the rubric.

### Week 4

Use the feedback on the rubric along with the writing mentor’s comments to revise your paper. Before turning in the final draft, be sure you have addressed any issues marked on the evaluation rubric, and verify that the thesis is clear and your essay is well-organized. Use your writer’s handbook to check grammar or punctuation so that your essay will be free from mechanical errors. Turn in the essay at the end of the week so that the writing mentor can use the evaluation rubric in the “How to Evaluate” chapter to check your work.