

**I. COURSE DESCRIPTION:**

- A. Department Information:  
Division: Humanities  
Department: English  
Course ID: ENGL 080  
Course Title: World Literature to the 17<sup>th</sup> Century  
Units: 3  
Lecture: 3 Hours  
Prerequisite: ENGL 914 or eligibility for ENGL 015 as determined by SBVC assessment process.
- B. Catalog Description:  
An introduction to world literature from the beginning to the seventeenth century, including a critical analysis of selected samples of literature within the context of the culture and time in which they were written. This non-transfer course is taught simultaneously with ENGL 280, a transfer-level course. Assignments differ for the two courses although students participate in the same lectures.
- Schedule Description:  
An introduction to world literature from the beginning to the seventeenth century, including a critical analysis of selected samples of literature within the context of the culture and time in which they were written.

**II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One**

**III. EXPECTED OUTCOMES FOR STUDENTS:**

Upon successful completion of this course the student should be able to:

- A. Read, discuss, and critically evaluate the poetry, drama, and fiction from the beginning of world literature to the seventeenth century.
- B. Research literary works in relationship to their historical contexts.
- C. Read and analyze critical essays on individual authors and works.
- D. Identify and explain literary forms and elements in reading selections, e.g. epithet and simile, tragedy and the tragic hero, allegory, and the sonnet.
- E. Demonstrate the ability to write essays that analyze the literary forms and elements (e.g. plot, character, theme) of specific literary selections and that compare and contrast writers and their works.

**IV. COURSE CONTENT:**

- A. Literary periods
  1. The Classical Heritage (800 B.C. to A.D. 500)
    - a) The Epic Age
    - b) The Lyric Age
    - c) The Dramatic Age
  2. The Medieval Period (500-1500)
    - a) Early Middle Ages
    - b) High Middle Ages
    - c) Late Middle Ages
  3. The Renaissance (1350-1600)
    - a) A time of invention and discovery
    - b) Art in the Renaissance
    - c) Literature in the Renaissance
- B. Literary types and concepts
  1. Literary genres: poetry, drama, fiction, essays.

2. Period ideas: Classicism, The Age of Sophocles and the Democratic Principle, The Rise of the Individual, Courtly Love and Unrequited Love, A Belief in Human Nature; all these concepts as developed in Gilgamesh, Ramayana, Mahabharatha, Panchatantra, Confucianism, Shintoism, the griot culture.

C. Literary forms and elements:

1. Narrative: 1<sup>st</sup> person narrative, fable, morality tale, myth, caricature, letter, etc.
2. Poetry: Epic, romance, poetic fragment, lyric, ode, allegory, sonnet, etc.
3. Drama: Tragedy and comedy.
4. Literary elements: Epithet, simile, tragic hero, plot development, character, theme, imagery, canto, stanza, octave, sestet, simile, rhyme, sonnet, conceit, alliteration, etc.

D. Composition skills:

1. Develop vocabulary skills and an appreciation of words by examining diction and style.
2. Write compositions that analyze literary elements.
3. React creatively to reading selections by writing journal entries and descriptions, or explanations of an abstract idea.
4. Research techniques

**V. METHODS OF INSTRUCTION:**

- A. Lecture
- B. Discussion – Reading selections will be examined both formally and historically. Students will be asked to discuss period concepts and specific literary forms and devices in selected works.
- C. Audio Visual – Many Greek, Sumerian, East Indian, aboriginal, native American tragedies and comedies have been made into successful films (Antigone, Trojan Women, and Medea, Atanjurit). Hence, films and videos are useful tools that not only make the literary work more visual and historically accessible, but also lead to discussion concerning the relationship of film to drama.

**VI. TYPICAL ASSIGNMENTS:**

- A. After reading and discussing selections in terms of literary forms and elements, students will be asked to write about the author and his times or works. For example, assignments will range from citing evidence defending or attacking a literary opinion to analyzing a character based on his/her actions. Also, students will be asked to compare and contrast a specific theme in two or more author's works.
  1. Reading – Find passages in the Illiad, Ramayana, Gilgamesh that qualify their characters as epic heroes.
  2. Writing – In three to five paragraphs compare and contrast the values and cultures of Ulysses and Dante/Kalidas (The Divine Comedy, cantos from "Inferno" or "Shakuntala"). Identify each set of values and develop the similarities and differences between each set of values.
  3. Research – Shakespeare is frequently named the greatest writer in English. Research why Cervantes is often cited as the most famous writer in Spanish. Consider Cervantes understanding of human nature and how his larger than life character (Don Quixote) remains nonetheless real.
  4. Film – In a paper, compare two film versions of Antigone/Ramayana, one in a classical setting, one in a modern setting. What is added, lost or changed in the two versions?

**VII. EVALUATION(S):**

- A. Weekly assignments will be given requiring students to summarize the main idea of specific reading selections.
- B. In class exercises involving critiques will be given for factual information.
- C. Unit exams are primarily essay and will be given at the end of each unit to determine the student's ability to interpret the author's intent, to extend the meaning of the

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literary work, and to establish one's viewpoint. For example, Summarize Creon's point of view in *Antigone*, and make a defense for it.

**VIII. TYPICAL TEXT(S):**

Lin Lim and Spencer, *One World Literature*, Houghton Mufflin Co., 1993.

Caws and Prendergast, *The Harper Collins World Reader*, Harper Collins, 1998.

Mack, Maynard. *The Norton Anthology of World Masterpieces 6<sup>th</sup> ed.*, W. W. Norton and Co., 1997.

**IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None**