

I. CATALOG DESCRIPTION:

- A. Department Information:
Division: Humanities
Department: English
Course ID: ENGL 280
Course Title: World Literature: To the 17th Century
Units: 3
Lecture: 3 Hours
Prerequisite: ENGL 101
- B. Catalog and 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 completion of this course the student should be able to:

- A. Read, discuss, and write about the poetry, drama, and fiction from the beginning of the Western tradition 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 literary forms and elements in reading selections, e.g. epithet and homeric simile, tragedy and the tragic hero, allegory, and the Petrarchan sonnet.
- E. 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.
- C. Literary forms and elements:
 1. Narrative: 1st 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, homeric simile, tragic hero, plot development, character, theme, imagery, canto, stanza, octave, sestet, simile, rhyme, Petrarchan 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.

V. METHODS OF INSTRUCTION:

- A. Lecture/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.
- B. Audio Visual – Many Greek tragedies and comedies have been made into successful films (Antigone, Trojan Women, and Medea). 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 that qualify Hector and Achilles as epic heroes.
 2. Writing – In three to five paragraphs compare and contrast the values and cultures of Ulysses and Dante (The Devine Comedy, cantos from "Inferno"). 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 of 3 to 5 pages, compare two film versions of Antigone, 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. Reading quizzes 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 literary work, and to establish one's viewpoint. For example, Summarize Creon's point of view in Antigone, and make a defense for it.
- D. Term papers will be evaluated primarily on the student's ability to support or develop his/her thesis. For example, research the various critical responses to the Illiad. Then, based on the work's strengths (heroic events, human insights, power to evoke vivid scenes and characters), argue why the poem is considered to be the finest epic in the western tradition.

San Bernardino Valley College
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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, 1994.
Bergren, The Norton Anthology of World Masterpieces 6th ed., W. W. Norton and Co, 1992.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None