

I. CATALOG DESCRIPTION:

- A. Department Information:
Division: Humanities
Department: English
Course ID: ENGL 281
Course Title: World Literature: From the 17th Century to the Present
Units: 3
Lecture: 3 Hours
Prerequisite: English 101
- B. Course and Schedule Description:
An introduction to world literature from the seventeenth century to the present, 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 the course the student should be able to:

- A. Read, discuss, and write about the poetry, drama, and fiction in 17th, 18th, 19th, and 20th century Western Literature.
- 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 selections, e.g. farce and satire, lyrical expression, symbol, image, monologue, and stream of consciousness.
- 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 Age of Reason
 - a) The Thirty Years War
 - b) The Reign of Louis XIV
 - c) Classicism and the Age of Voltaire
 2. Nineteenth Century European Literature
 - a) The Age of Rousseau
 - b) The French Revolution and Napoleon Bonaparte
 - c) The Industrial Revolution and everyday life
 - d) Romanticism, Realism, Early Modernism
 3. Twentieth Century Western Literature
 - a) The Great War and its Aftermath
 - b) World War II and the Modern World
 - c) Twentieth Century Modernism and Existentialism
- B. Literary types and concepts
 1. Literary genres: poetry, drama, fiction, journals and essays.
 2. Period ideas: Reason and common sense, the folly of vanity, the social contract, government by consent of the people, freedom and individual expression, everyday people in everyday situations, the industrialization of society, Symbolism, Impressionism, Naturalism, Realism, "make it new," the "lost generation," and Existentialism.
- C. Literary forms and elements:
 1. Narrative: Farce, moral tale, satire, essay, letter, short story, novel, etc.
 2. Poetry: Ballad, lyrical poetry, symbolist poetry, modernist poetry, etc.

3. Drama: Neoclassicism, naturalism, modernism, etc.
 4. Literary elements: plot development, conflict, climax, resolution, character development, symbol, image, tone, atmosphere, setting, irony, metaphor, interior monologue, stream of consciousness, 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 major novels and dramas have been made into successful films (e.g. Tartuffe, A Doll's House, and Death in Venice). Hence, films and videos are useful tools that not only make the literary work more visual, but also lead to discussion concerning the relationship of film to literature.

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 – In his comedy, The Flying Doctor, which characters represent exaggerations or stereotypes, and what aspects of the medical profession does Moliere mock through these characters?
 2. Writing – In six to eight paragraphs, compare Tolstoy's "How Much Land Does a Man Need?" with Maupassant's "A Piece of String." Give specific examples from each story explaining which story may be considered to be more realistic.
 3. Research – Existentialism has influenced much modern European literature. Research the scope of the Existentialist movement, and write an essay considering the elements of Existentialism that are present in Camus' The Stranger.
 4. Film – In a 3 to 5 page paper, discuss the interpretation required to translate the play from what is written to what is put on stage or film. What are some of the crucial decisions a director must make and how do they influence the audience's perception?

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, how is modern poetry a reaction to the Romantic period?
- D. Term papers will be evaluated primarily on the student's ability to support or develop his/her thesis. For example, with the turn of the century, European writers sought to break with nineteenth century concepts of form and content. In order to "make it new," research the impact modern painting, music, and psychology had on forming new structures in literature.

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, W. W. The Norton Anthology of World Masterpieces 6th ed., Norton and Co,
1992.

IX. OTHER SUPPLIES REQUIRED OF STUDENTS: None