

# ENGL 47A: WORLD LITERATURE I

## Foothill College Course Outline of Record

Heading	Value
<b>Units:</b>	5
<b>Hours:</b>	5 lecture per week (60 total per quarter)
<b>Prerequisite:</b>	Eligibility for college-level composition (ENGL 1A or 1AH), as determined by college assessment or other appropriate method.
<b>Advisory:</b>	Successful completion of college-level composition (ENGL 1A, 1AH or 1S & 1T) or equivalent; not open to students with credit in ENGL 47AH.
<b>Degree &amp; Credit Status:</b>	Degree-Applicable Credit Course
<b>Foothill GE:</b>	Area I: Humanities
<b>Transferable:</b>	CSU/UC
<b>Grade Type:</b>	Letter Grade (Request for Pass/No Pass)
<b>Repeatability:</b>	Not Repeatable

## Student Learning Outcomes

- A successful student will demonstrate awareness of literary forms and texts across multiple cultures, not limited to Western.
- Define common literary terms and apply these to analysis of texts.

## Description

A comparative study of selected works, in translation and in English, of literature from around the world, including Europe, the Middle East, Africa, Asia, and other areas, from antiquity through the seventeenth century. A cross-cultural examination of global literatures within broader historical, cultural, political, and social frameworks, including the contexts of class, race and ethnicity, gender, religion, and aesthetics.

## Course Objectives

The student will be able to:

- Demonstrate familiarity with significant authors, works, genres, and themes of this period from a cross-section of global cultures.
- Evaluate, compare, and interpret major literary works of this period from a variety of cultures.
- Define common literary terms and apply these to analysis of texts.
- Demonstrate understanding of common critical theoretical concepts and apply these to textual analysis.
- Interpret literary works within relevant racial, ethnic, gender, class, aesthetic, historical, and cultural contexts.
- Compose formal literary analysis essays demonstrating appropriate academic language and scholarly rigor.
- Demonstrate appropriate formatting and documentation.

## Course Content

- Familiarity with significant authors, works, genres, and themes
  - Literary texts from a global cross-section not limited to Western civilization

- Genres and themes specific to those cultures from antiquity to the seventeenth century
- Oral traditions
- Pictographs and cave paintings
- The "invention" of writing and earliest written texts
- Evaluate, compare and interpret major world literary works
  - Denotative and connotative meaning of words and statements
  - Structure or development of events, emotions, images, and ideas
  - Figurative and symbolic language in relation to central theme(s) of the work
  - Artistic synthesis of literal and figurative details with theme(s)
  - Recognition of issues pertaining to reading works in translation
- Literary terms
  - Poetic structures (e.g., alliterative verse, haiku, sonnet)
  - Symbolic language (e.g., kenning, synecdoche)
  - Narrative devices (e.g., unreliable narrator)
  - Structural devices (e.g., epigraphs, paragraphing)
- Critical theoretical concepts
  - Historical contexts
  - Gender studies
  - Queer theories
  - Psychological theories (Freudian, Jungian)
  - Marxian theories
  - Ethnic and racial theories
  - Postcolonial studies
- Racial, ethnic, gender, class, aesthetic, historical, and cultural contexts
  - Representations of diverse global cultures, not limited to Western civilization
  - Issues of gender and sexuality
  - Socioeconomic diversity
  - Aesthetic movements as contexts for the text
  - Historical and cultural influences upon texts, e.g., the invention of the printing press
- Formal literary analysis essays
  - Development and delivery of a clear literary analysis thesis
  - Effective use of textual evidence
  - Comparisons among texts
  - Stylistic conventions of literary analysis
  - Attention to scholarly language
- Formatting and documentation
  - Modern Language Association (MLA)
  - American Psychological Association (APA)

## Lab Content

Not applicable.

## Special Facilities and/or Equipment

- When taught on campus, no special facility or equipment needed.
- When taught via Foothill Global Access, ongoing access to computer with email software and capabilities and current internet browser, email address.

## Method(s) of Evaluation

- Quizzes
- Participation in class discussion
- In-class essays and tests
- Formal essays
- Oral presentations, reading journals, response papers

## Method(s) of Instruction

- A. Reading texts in the world literary canon
- B. Lectures on the texts and their historical, social, and theoretical contexts
- C. Class discussion regarding those issues and texts
- D. Small group projects and presentations
- E. Analytical writing projects

## Representative Text(s) and Other Materials

### Sample Anthologies:

Damrosch, David, et al. The Longman Anthology of World Literature. 2nd ed. Volumes A, B, and C. London: Longman, 2008.

Davis, Paul, et al. The Bedford Anthology of World Literature. 1st ed. Volumes 1, 2, and 3. Boston: Bedford/St. Martin's, 2010.

D'haen, Theo, Cesar Dominguez, and Mads Rosendahl Thomsen. World Literature: A Reader. London: Routledge, 2012.

Puchner, Martin, et al. The Norton Anthology of World Literature. 3rd ed. Volumes A, B, C. New York: Norton, 2012.

### Sample Single Author Texts:

Alighieri, Dante. Inferno. Benton Classics, 2013.

Basho, Mitsuo. The Complete Haiku. Trans. Jane Reichhold. Kodansha USA, 2008.

Chaucer, Geoffrey. The Canterbury Tales. Trans. David Wright. Oxford: Oxford UP, 2008.

Ch'eng-en, Wu. Monkey: A Folk Tale of China. Trans. Arthur Waley. New York: Grove, 1970.

Guanzhong, Luo. Three Kingdoms. U of California P, 1999.

Gilgamesh. Trans. Stephen Mitchell. Atria Books, 2006.

Heller-Roazen, Daniel. The Arabian Nights. Trans. Hussein Haddawy. Norton Critical Edition. New York: Norton, 2009.

Kebra Nagast. The Glory of Kings. Trans. Miguel F. Brooks. LMH Publishing, 2001.

The Holy Bible. King James Version. Various publishers.

Homer. The Odyssey. Trans. Robert Fagles. New York: Penguin Books, 1996.

Malory, Sir Thomas. Le Morte D'Arthur. Volume 1. Ed. Janet Cowen. New York: Penguin Classics, 1970. 1485.

Shikibu, Murasaki. The Tale of Genji. Trans. Royall Tyler. New York: Penguin, 2001.

Ovid's Metamorphoses. Trans. Arthur Golding. Ed. Madeleine Forey. Baltimore: The Johns Hopkins University Press, 2002.

The Poetry of Petrarch. Trans. David Young. New York: Farrar, Straus and Giroux, 2005.

Popul Vuh. The Sacred Book of the Maya. Trans. Allen J. Christenson. Norman: U of Oklahoma P, 2007.

Shakespeare, William. Hamlet. Norton Critical Edition. New York: Norton, 1992.

St. Augustine. Confessions. Trans. Henry Chadwick. New York: Oxford, 1998.

The Qur'an. Oxford World's Classics. Trans. M.A.S. Abdel Haleem. Oxford: Oxford UP, 2008.

The Upanishads. Trans. Swami Paramananda. US: Renaissance Classics, 2012.

Virgil. The Aeneid. Trans. Robert Fagles. Ed. Bernard Knox. New York: Penguin Classics, 2010.

### Sample Manuals:

Gardner, Janet E. Reading and Writing about Literature: a Portable Guide. 4th ed. Boston: Bedford/St. Martins, 2016.

Griffith, Kelley. Writing Essays about Literature. 9th ed. Boston: Cengage, 2013.

## Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments

- A. Reading and analyzing literary texts
- B. Formal essays
- C. Informal writing projects, such as journal entries, reader responses
- D. In-class examinations
- E. Class participation, student presentations

## Discipline(s)

English