



## ENGL 272 - Survey of World Literature II

### Catalog Entry

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Discipline English

Course Number 272

Course Title Survey of World Literature II

**Units:** 3.000

**Lecture Hours:** 54.000

**Scheduled Laboratory Hours:**

**TBA:**

**Total Contact Hours:** 54.000

**Additional Outside-of-Class Hours:** 0.000

**Total Outside Class Hours:** 108.000

**Total Student Learning Hours:** 162.000

COURSE IDENTIFICATION NUMBER(S) (C-ID) C-ID ENGL 145

### Requisites

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*Prerequisite: Completion with a grade of "C" or better or a Passing grade in: ENGL 101 Completion with a grade of "C" or better in or ENGL 101H*

### Catalog Description

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Survey of world literary masterworks since the Renaissance studied for artistic form, cultural influence, and contributions to modern and contemporary thought.

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Classification Code Y - Credit Course

Transfer Code A - Transferable to both UC and CSU.

SAM Priority Code E - Non-Occupational

TOPS Code 1501.00 - English

Repeatability Code NR - Non-Repeatable

Open Entry/Exit No

Grading Options Letter Grade or Pass/No Pass

### CIC Approval

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11/27/2023

## Student Learning Outcomes

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

1. identify major authors, works, themes, historical events, and literary conventions in a variety of world literature from 1650 to present;
2. consider form, content, literary conventions, historical and cultural context to analyze literature from a variety of critical perspectives;
3. produce college-level academic writing that demonstrates literal comprehension of texts, critical analysis, ethical use of primary and secondary sources, and correct MLA format and documentation.

## Course Objectives

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*At the conclusion of this course, the student should be able to:*

1. demonstrate familiarity with important authors, works, genres, and themes of the period;
2. analyze and interpret themes found in the literature and intellectual movements of the period;
3. demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis;
4. relate the literary works to their historical, philosophical, social, political, religious, regional, and/or aesthetic contexts;
5. demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate form.

## Course Content

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### Course Lecture Content

The use of critical skills will be used to varying degrees in order to:

1. identify and respond to the writer's central purpose;
2. determine the philosophical/artistic assumptions implicit in the content and structure of literary works;
3. apply criteria of literary/artistic excellence developed by the various "schools of interpretation";
4. discover the importance and utility of a student's own experience in the world as a tool for criticizing literature;
5. distinguish between a student's own responses to a work and the work itself;
6. identify levels and shades of meaning in figurative language and in literary symbols;
7. predict probable consequences within the plot line by recognizing foreshadowing and then justify those assumptions;
8. recognize the close relationship between form and content in literature;
9. analyze the works in terms of generic conventions and changes;
10. identify the form and stylistic elements used within works;
11. situate works within their social, historical, and literary contexts.

## Unit I, 1650-1800

A representative sample of the following literature and its background:

### Chinese Vernacular Literature

*The Story of the Stone* (selections)

*Monkey* (selections)

### The European Enlightenment

Moliere -- *Tartuffe*

Voltaire -- *Candide*

Racine -- *Phaedra*

Pope -- *The Rape of the Lock*

Swift -- *Gulliver's Travels* (Part IV)

### Japanese Popular Arts

Saikaku -- "The Barrelnaker Brimful of Love"

Basho -- "The Narrow Road of the Interior"

Akinari -- "Bewitched"

## Unit II, 1800-1900

A representative sample of the following literature and its background:

### Romanticism

Rousseau -- *Confessions* (selections)

Goethe -- *Faust* (selections)

Blake -- selected poems

Wordsworth -- selected poems

Shelly -- selected poems

Keats -- selected poems

Heine -- selected poems

Whitman -- selected poems

Dickinson -- selected poems

Pushkin -- *The Queen of Spades*

Tennyson -- selected poems

Browning -- selected poems

Jacobs--*Incidents in the Life of a Slave Girl*

Douglass -- *Narrative of the Life of Frederick Douglass, an American Slave*

### Realism

Dostoyevski -- *Notes from Underground*

Tolstoy -- "The Death of Ivan Ilych"

Baudelaire -- *The Flowers of Evil* (selections)

Ibsen -- *Hedda Gabler*

Chekhov -- *The Cherry Orchard*

## Unit III, 1900 to present

A representative sample of the following literature and its background:

Tagore -- selected poems  
Yeats -- selected poems  
Pirandello -- *Six Characters in Search of an Author*  
Rilke -- selected poems  
Premchand -- "The Road to Salvation"  
Xun -- "Upstairs in a Wineshop"  
Joyce -- "The Dead"  
Kafka -- "Metamorphosis"  
Eliot -- *The Waste Land*  
Borges -- "The Garden of Forking Paths"  
Neruda -- selected poems  
The War poets of both World Wars  
Wright -- "The Man Who Was Almost a Man"  
Mahfouz -- "Zaabalawi"  
Solzhenitsyn -- "Matryona's Home"  
Lessing -- "The Old Chief Mshlanga"  
Chang -- "Love in a Fallen City"  
Bukowski -- "Ladies and Gentlemen, to the Gas Chamber"  
Marquez -- "Death Constant Beyond Love"  
Achebe -- *Things Fall Apart*  
Silko -- "Yellow Woman"

## Course Materials

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### Textbook

Puchner et al Norton Anthology of World Literature Volume 2 (DEF) 4 WW Norton 978-0393265910  
2018 Latest Edition; no comparable options on subject matter

Damrosch et al Longman Anthology of World Literature Volume 2 (DEF) 2 Pearson 9780205625925  
2008 Latest Edition; no comparable options on subject matter

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- **Class Discussions**

Description

- Both class and small group discussion.

- **Directed Learning Activities**

Description

- DOTAs at Learning Center, Learning Center or English Department workshops and the Library Research workshops may be suggested to students for specific remediation needs, for deeper understanding of concepts, or for related literary career and study information.

- **Field Trips**

Description

- If possible to see a relevant exhibit or live performance such as is sometimes held at the Getty or Bowers or South Coast Repertory.

- **Group Study & Exercises**

Description

- Students may participate in group activities such as peer reviews, group writing activities, in-class analysis group work, etc.

- **Handouts**

Description

- Handouts on key concepts such as Epic Conventions, the tragic hero, poetic elements, period highlights.

- **Instructor Demonstrations**

Description

- Instructor may perform dramatic readings.

- **Lecture**

Description

- Instructor may use whiteboard/PowerPoint/Prezi (or similar) for lectures.
- Lectures on key concepts across genres.
- Lectures on literary criticisms.

- **Media Presentations**

Description

- Performances of dramatic readings.

- **Oral Presentations**

Description

- Student presentations.

- **Reading Assignments**

Description

- Extensive reading across cultures, genders, time periods, and genres.

- **Visual Aids**

Description

- Charts, diagrams, infographics when applicable.

- **Writing Projects & Reports**

**Description**

- Analytical essays with textual evidence utilizing correct documentation and citation in MLA format.
- Journals and reading responses along with some character analysis, poetic explication, dialogues, parodies, imitations or other creative responses.

- **Other**

**Description**

- Outlines or other preparation for exams.
- Memes, social media accounts, venn diagrams of two works, or other creative visual or interactive tools for understanding.

## **What learning activities or assignments are required outside of class?**

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### **Reading Assignments**

- Students will read various genres.
- Students will read criticism/analysis that reflects major literary historical, social, artistic, political, and cultural movements.
- Instructor may assign specific texts for outside reading or provide a list of approved texts for outside reading.

### **Writing Assignments**

- Students will respond to readings via journal assignments or similar along with some character analysis, poetic explication, dialogues, parodies, imitations or other creative responses.
- Students will develop documented, analytical essays that they will draft, revise, and peer review.
- Students complete take home written quizzes or exams.

## Other Assignments

**Total:** 108 hours

## Standards of Achievement

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How will learning be assessed? (Multiple measures must be used)

- Quizzes
- Exams—must include analytical essays requiring primary sources and textual evidence; the essay portion may be take-home. May include objective responses such as identification, short-answer and/or quotation identification.
- Journal of at least ten pages of thorough reading responses, may also include creative responses such as dialogues or Venn diagrams to be graded on basis of thoroughness of response utilizing evidence from the text(s) and answering all parts of the prompt.
- Analytical Paper of at least five pages using secondary source(s) and appropriate MLA citation and documentation format adhering to English department standards of college-level writing.
- Homework including outlines or other exam preparation, self-assessments, or other activities to be graded for completeness of assignment, depth of thought, standard MLA format.
- Participation in in-class activities, discussions, and group work and/or presentations.

Departmental standards for English 101 will be extended to all writing in this course.

The instructor will indicate the weighting of the graded activities in his or her individual course overview.

### Suggested Weighting

- (10-15%) Quizzes and Homework including a self-assessment of student participation and learning
- (15-20%) Journal of at least 10 pages; analytical paper
- (50-60%) Exams (to include Analytical Essays that may be take-home and must use primary sources and textual evidence but may also require short-answer, identification and/or quotation identification responses to be done in-class)
- (10-20%) Participation in in-class activities, discussions and/or presentation work (presentations to be assessed by self, peers according to a rubric and professor)

## Grading Scale

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### Scale:

A 90 - 100%

B 80 - 89%

C 70 - 79%

D 60 - 69%

F less than 60%

### For Pass/No Pass:



P = 70% and above

NP = Below 70%

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CB11: Course Classification Status Y - Credit Course