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Course Outline for ENG 41
MODERN WORLD LITERATURE
Effective: Spring 2019

I. CATALOG DESCRIPTION:

ENG 41 — MODERN WORLD LITERATURE — 3.00 units

This course is a comparative study of selected works, in translation and in English, of literature from various regions and cultures around the world, including Africa, Europe, the Middle East, Asia, the Americas, and other areas, from the mid- or late-seventeenth century to the present. Emphasis will be on literary analysis as well as providing historical, cultural, and comparative perspectives on the literature.

3.00 Units Lecture

Prerequisite

ENG 1A - Critical Reading and Composition
with a minimum grade of C

Grading Methods:

Letter Grade

Discipline:

- English

	MIN
Lecture Hours:	54.00
Total Hours:	54.00

II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

III. PREREQUISITE AND/OR ADVISORY SKILLS:

Before entering the course a student should be able to:

A. ENG1A

1. Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to:
2. Summarize a thesis and main points;
3. Analyze main ideas;
4. Evaluate the validity and logic of the text's reasoning and support;
5. Relate ideas and information in the text to his/her own experience as well as other texts;
6. Create a coherent position or argument based on reading;
7. Write multiple-paragraph papers that:
8. Accurately and appropriately respond to a given assignment;
9. Develop a relevant, focused thesis;
10. Are well-organized and coherently move from coordinating to subordinating points;
11. Are well-developed with sufficient and relevant evidence;
12. Synthesize facts and ideas originating outside his/her direct experience to develop and support a thesis;
13. Demonstrate stylistic choices in tone, syntax, and diction;
14. Use standard American English correctly;
15. Integrate researched material into his/her own writing with appropriate context, explanation, punctuation, and citation;
16. Document sources in an academically responsible way.

IV. MEASURABLE OBJECTIVES:

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

- A. Demonstrate familiarity with important works, genres, and themes from authors from 17 th Century to the present, including the work of women.
- B. Read literature critically and demonstrate comprehension of the relationship between culture and literary form and idea.
- C. Analyze important historical development of literature around the world from the seventeenth century through modern times.
- D. Analyze the similarities and differences in subject, theme, literary form, and style in works from various regions and cultures (including the Middle East, Europe, Africa, Asia, and others).
- E. Use appropriate academic discourse and the conventions of critical literary analysis
- F. Relate the literary works to their historical, philosophical, social, political, religious, regional, and/or aesthetic contexts.
- G. Discuss how literature both reflects and helps create history and culture
- H. Building on knowledge of MLA citation from English 1A, create presentation aids that cite information from outside sources in a fashion appropriate to the medium (handouts, PowerPoints, etc.).

V. CONTENT:

- A. Readings of prose fiction, poetry, drama: may also include expository essays, graphic novel, performance, transcriptions of oral literature, and/or creative nonfiction
- B. Summary, expressive, and basic analytical written responses to readings
- C. Practice of a writing process, including individual and collaborative prewriting, planning, drafting, revision, and editing
- D. Short essay assignments based on the examination of texts
- E. Reading of selected sources with a mind to using sources to support small research project (oral presentation and/or review)
- F. Seventeenth- and eighteenth-century literature: topics might include vernacular tradition of literature in China and the Enlightenment in Europe
- G. Nineteenth-century literature: topics might include revolution and romanticism, realism and symbolism
- H. Twentieth-century literature: topics might include the self and others in global context, modernism and post-modernism, post-colonialism and Orientalism, gender relations, war and alienation

VI. METHODS OF INSTRUCTION:

- A. **Audio-visual Activity** - Instructor may show films based on fiction or other literary or oral art under consideration in course. Films might also be used to provide historical or biographical background.
- B. **Discussion** - Students will participate in class discussion, whether as individuals or groups. Group discussion projects may involve collaborative work on students' understanding of a theme in the literature (racism in the literature of colonization, for example) or jigsaw activities in which students learn about a theme or topic in literature from peer groups and then take turns "teaching" various themes or topics to their home group.
- C. **Student Presentations** - Students will engage in small research projects presented to the class. Projects might build schema for an upcoming reading; provide information about a culture or era that will not be covered in the class but would contribute to student understanding of a theme or racial group, for example; or provide more detailed information about an author under consideration.
- D. **Lecture** - Instructor will do minimal lecturing on aspects of culture, era, and region that will most directly impact students' reading. This will serve to build schema for students.
- E. **Guest Lecturers** - Guest lecturers will be invited when funding is available.
- F. **Field Trips** - Field trips to local theaters may be included if performing classics of world literature or more contemporary work that aligns with course themes and/or regions discussed. Another option for a field trip would be to build knowledge of a culture, for example by taking a docent-led tour of one section of the Asian Art Museum in San Francisco.
- G. **Observation and Demonstration** - Though English 1A is a pre-requisite for this course, observation and demonstration of the writing process, and of writing a literature essay in particular, will be the focus of some class periods. Adaptation of MLA plagiarism and citation rules (direct quote, paraphrase, summary) to writing about literature will be discussed and demonstrated.

VII. TYPICAL ASSIGNMENTS:

- A. Write an essay, with citations in MLA style, analyzing the representation of the "other" in *The Lover* by Marguerite Duras.
- B. Write an essay, with citations in MLA style, comparing and contrasting the use of magical realism in Russian literature (for example in a short story by Gogol) and Latin American literature (for example in a work by Allende).
- C. Prepare a research project on Belgium's colonization of Africa that will help students build schema prior to their reading of Joseph Conrad's *Heart of Darkness*, Chinua Achebe's "An Image of Africa": Racism in Conrad's *Heart of Darkness* and/or Chinua Achebe's *Things Fall Apart*.
- D. Prepare for class by writing a journal entry on what aspects of Faust's personality and story seem heroic and why and how his dilemmas connect to our modern ideas of the hero.
- E. Prepare for class by creating a synthesis journal, connecting related quotes from Kafka's *The Metamorphosis* and Abe Kobo's *The Red Cocoon*.
- F. Prepare a research project on the Irish Literary Revival to contribute to students' understanding of how cultural revivals like the Harlem Renaissance, under discussion in class, draw on folk material and define "authentic" racial identity. Your handout or PowerPoint must cite information in MLA style. You do not have to cite common knowledge.
- G. Prepare an oral presentation that will facilitate the class discussion on an author's story on a given class day. Provide information on the biography and literary and cultural context of the author and the particular work; identify important themes and relevant quotes that you think the class should discuss; and suggest a connection of the material to a course Student Learning Outcome of the instructor's choosing. Your handout or PowerPoint must cite information in MLA style. You do not have to cite common knowledge.

VIII. EVALUATION:

Methods/Frequency

- A. Quizzes
Some assessment of students' reading comprehension, whether journals or quizzes, will be given weekly.
- B. Research Projects
Once.
- C. Papers
Twice.
- D. Field Trips
Optional; often will be extra credit
- E. Class Participation
Daily.
- F. Class Work
Daily.
- G. Home Work
Daily.

IX. TYPICAL TEXTS:

1. Ibsen, Henrik *Ibsen's Selected Plays*. Norton Critical ed., Norton, 2003.
2. Calvino, Italo *If on a Winter's Night a Traveler*., Everyman's Library-Random House, 1993.
3. Xun, Lu. *The Real Story of Ah-Q and Other Tales of China*., Penguin, 2010.
4. Marquez, Gabriel Garcia *Love in the Time of Cholera*., Vintage, 2007.
5. Duras, Marguerite *The Lover*., Pantheon-Random House, 1998.
6. Locke, Alain *The New Negro*., Touchstone-Simon and Schuster, 1999.
7. Voltaire *Candide*., Dover, 1991.
8. Cervantes, Miguel de *Don Quixote*., Harper Perennial, 2005.
9. Akhmatova, Anna *Anna Akhmatova: Selected Poems*., Overlook, 2009.
10. Tolstoy, Leo. *Great Short Works of Leo Tolstoy*., Harper Perennial, 2004.
11. Achebe, Chinua *Things Fall Apart*., Anchor-Random House, 1994.
12. Belasco, Susan, and Linck Johnson. *Bedford Anthology of World Literature, Vol. II*. Compact ed., Bedford/St. Martin's, 2013.
13. Roy, Arundhati *The God of Small Things*., Perfection Learning, 2010.
14. Kundera, Milan *The Book of Laughter and Forgetting*., Harper Perennial, 1999.
15. Friel, Brian *Selected Plays*., Catholic U of America P, 1986.
16. Dickens, Charles. *Hard Times*. Norton Critical ed., Norton, 2016.

17. Hamid, Mohsin. *Exit West: A Novel*. 1st ed., Riverhead Books, 2017.

X. OTHER MATERIALS REQUIRED OF STUDENTS: