

**COURSE SYLLABUS**  
**ENGLISH 2433: WORLD LITERATURE II**

**COURSE DESCRIPTION:** World Literature II surveys the literary, cultural, philosophical, religious, social and economic dimensions of the Enlightenment, Romantic, Realism and Modern periods through a chronological study of the major authors and their writings.

**RECOMMENDED TEXTBOOK:**

Mack, *The Norton Anthology of World Masterpieces Expanded*, 1<sup>st</sup> edition, Norton.

**UNIT OBJECTIVES:** Complete unit objectives will be distributed to students.

**UNITS OF STUDY:**

- Masterpieces of the Enlightenment (1660-1770)
- Masterpieces of the 19<sup>th</sup> Century: Varieties of Romanticism (1770-1860)
- Masterpieces of the 19<sup>th</sup> Century: Realism, Naturalism, and the New Poetry (1860-1920)
- Masterpieces of the 20<sup>th</sup> Century: Varieties of Modernism (1920-Present)

**COURSE REQUIREMENTS:** Students will be required to earn a D average or better in the course based on a combination of any class assignments, class projects, and tests.

**PLAN OF EVALUATION:** Students must be evaluated by at least one major assessment tool, such as a research paper, test which includes essay questions or unit project for each unit of study. Other assessment tools may be reading logs, oral presentations, homework assignments, or collaborative activities. Students will take a comprehensive final exam.

**DISTRICT ENGLISH DEPARTMENT GRADING SCALE:** Students in English courses will be graded according to the District English Department Grading Scale:

A	100 - 95
B	94 – 85
C	84 - 75
D	74 - 70
F	69 and below

**EXIT REQUIREMENTS:** At the conclusion of World Literature II, students must have demonstrated the ability to analyze, evaluate, and think critically about the material studied by successfully completing the course requirements.

**UNIT 1: MASTERPIECES OF THE ENLIGHTENMENT (1660-1770)**  
**ENGLISH 2433: WORLD LITERATURE II**

**UNIT OBJECTIVE:** The student will study the cultural and intellectual background influencing major works of literature representative of the period 1660 to 1798, examine significant forms of literature, and become familiar with the lives of major authors and the characteristic techniques, and themes of representative works of the period.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major assessment tool.

**LEARNING OBJECTIVES:**

The student will

1. explain why the terms “Age of Enlightenment” and “Age of Reason” are used to describe the intellectual climates of the late 17<sup>th</sup> and 18<sup>th</sup> centuries
2. point out examples from major works of the author’s concern with human limitations, social disharmony, and self-criticism
3. explain the controversy between “Ancients” and “Moderns” in regard to standards which may be applied to works of literature
4. explain what is meant by the “Great Chain of Being” or “Order of Being” and illustrate its key ideas by referring to specific examples in major works
5. define the term “satire” and point out its characteristics in specific works

**RECOMMENDED READINGS:**

- One Enlightenment drama---Moliere’s *Tartuffe*, Racine’s *Phaedra*
- One major work of satire---Swift’s *Gulliver’s Travels* (selections), Pope’s *An Essay on Man*, or the mock epic *The Rape of the Lock*, Voltaire’s *Candide* (selections)

**UNIT 2: MASTERPIECES OF THE 19TH CENTURY: VARIETIES OF ROMANTICISM (1770-1860)**  
**ENGLISH 2433: WORLD LITERATURE II**

**UNIT OBJECTIVE: UNIT OBJECTIVE:** The student will study the cultural and intellectual background influencing major works of literature representative of the period 1660 to 1798, examine significant forms of literature, and become familiar with the lives of major authors and the characteristic techniques and themes of representative works of the period.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major assessment tool.

**LEARNING OBJECTIVES:**

The student will

1. point out the characteristics of Romanticism and discuss specific examples of these characteristics in assigned readings
2. discuss ways in which "Nature" is in conflict with urban life in specific instances portrayed within major works of the period
3. explain and give specific evidence drawn from the poetry of Wordsworth and Coleridge to illustrate what specific powers these writers ascribed to the "creative Imagination"
4. examine a variety of international poets' writings and demonstrate an understanding of their variety of treatments of the subject of the alienated individual
5. be able to describe the characteristics of the Romantic hero protagonist and point out specific instances of such characteristics as they are portrayed within major works
6. explain Romantic poets' concern with concrete, sensual imagery and their examination of relationships between the world of physical reality and the world of imagination by pointing out specific examples

**RECOMMENDED READINGS:**

- Two major works of Wordsworth---"Intimations of Immortality," "Lines Composed a Few Miles Above Tintern Abbey," sonnets
- Coleridge---"Dejection, An Ode," "Kubla Khan"
- Keats---"Ode to a Nightingale," "Ode on a Grecian Urn"
- An example of a non-English Romanticist---Rousseau, Goethe, Hugo, Douglass, Whitman, Dickinson

**UNIT 3: MASTERPIECES OF THE 19th CENTURY: REALISM, NATURALISM, AND THE NEW POETRY (1860-1920)**

**ENGLISH 2433: WORLD LITERATURE II**

**UNIT OBJECTIVE: UNIT OBJECTIVE:** The student will study the cultural and intellectual background influencing major works of literature representative of the period 1660 to 1798, examine significant forms of literature, and become familiar with the lives of major authors and the characteristic techniques and themes of representative works of the period.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major assessment tool.

**LEARNING OBJECTIVES:**

The student will

1. explain what is meant by “Naturalism” and “Realism” and be able to point out specific elements which illustrate ideas associated with each of these two schools of thought
2. examine a variety of nineteenth century characterization and study the writers’ use of information concerning states of mind, association of ideas, and patterns of behavior derived from early scientific studies of the nineteenth century—especially noting the theories concerning the influence of heredity/environment/biology upon the portrayal of character motivation and conflict
3. define what is meant by “New Poetry” and explain its characteristics, giving examples from assigned works

**RECOMMENDED READINGS:**

- One example of Realism/Naturalism in drama---Ibsen’s *Hedda Gabler*, Chekhov’s *The Cherry Orchard*
- One example of Naturalistic/Realistic fiction---Flaubert or Dostoevsky
- One example of “New Poetry”---Baudelaire, selections from *Flowers of Evil* or from *Paris Spleen*

**UNIT 4: MASTEPIECES OF THE 20th CENTURY: VARIETIES OF MODERNISM  
(1920-Present)  
ENGLISH 2433: WORLD LITERATURE II**

**UNIT OBJECTIVE:** The student will study the cultural and intellectual background influencing major works of literature between the mid-twentieth century and the present time, examine significant forms of literature, and become familiar with the lives of major authors and the characteristic techniques and themes of representative works of the period.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major assessment tool.

**LEARNING OBJECTIVES:**

The student will

1. discuss the world view associated with Existentialism and identify major Existential themes and concepts concerning man's life and meaning as these are portrayed in selected major works
2. describe what is meant by the term "Modernism" and explain characteristics of Modernism which are found in representative works
3. discuss the influence of twentieth century psychology and behavioral sciences upon literature; explain and illustrate by specific examples drawn from assigned works the concepts of alienation, communication break-down, "stream of consciousness" writing, and selected aspects of Freudian, Jungian, or Gestalt psychology.

**INSTRUCTIONAL GOALS**  
**ENGLISH 2433: WORLD LITERATURE II**

1. that the student be made aware of the historic and cultural milieu in which the major works of world literature were created
2. that the instructor facilitate the student's understanding of this cultural context by providing learning experiences which bring the student into immediate contact with art, music, architecture and artifacts whenever possible; that the instructor utilize the expertise of faculty knowledgeable in such areas
3. that the student be aware of the continuity of literature, that is, the thread of recurring themes (such as the hero-quest, the confrontation with mortality, the trials of love) which connect works of diverse forms and cultural traditions
4. that literature be presented as communication across time of common human experiences--- experiences of life which can be appreciated by and become useful to contemporary readers
5. that the student be made aware of movements of ideas (such as Classical and Renaissance Humanism) and of the development of critical theories concerning the purpose of literature and standards by which we define literary excellence
6. that the student be made aware of specific characteristics of major genres of literature (forms such as heroic epic, lyric and narrative poetry, drama, essay
7. that the student be made aware of various writing techniques employed in the creation of literary works (such as the use of recurring motifs, symbols, imagery, foreshadowing, irony and satire)
8. that the instructor assign student writing which demands the use of critical thinking, logical organization, and a personal response to assigned readings
9. that the instructor use essay or discussion questions to evaluate the student's comprehension of the major works, the unique characteristics and circumstances of major authors, and the cultural context surrounding and influencing the works
10. that each instructor work closely with learning resource personnel to maintain a variety of material (books, videos, software, maps) which are of significant value in teaching world literature effectively

**COURSE SYLLABUS**  
**ENGLISH 2433: WORLD LITERATURE II ONLINE**

**COURSE DESCRIPTION:** World Literature II surveys the literary, cultural, philosophical, religious, social and economic dimensions of the Enlightenment, Romantic, Realism and Modern periods through a chronological study of the major authors and their writings.

**RECOMMENDED TEXTBOOK:** Mack, ed. *The Norton Anthology: Western Literature*, 8<sup>th</sup> edition, Vol.2, Norton.

**UNIT OBJECTIVES:** Complete Unit Objectives will be distributed at the beginning of each unit of study.

**UNITS OF STUDY:**

- Masterpieces of the Enlightenment (1660-1770)
- Masterpieces of the 19<sup>th</sup> Century: Varieties of Romanticism (1770-1860)
- Masterpieces of the 19<sup>th</sup> Century: Realism, and Symbolism (1860-1920)
- Masterpieces of the 20<sup>th</sup> Century: Varieties of Modernism (1920-Present)

**PLAN OF EVALUATION:** Students will be required to earn a D average or better in the course. Students will be evaluated by at least one major assessment tool, including unit exams, research paper, test which includes essay questions, or unit project for each unit of study.

Other evaluation of student learning might include reading logs, oral presentations, homework assignments, or collaborative activities. Assessment will be designed to determine whether student learning is thorough and should reflect the student's ability to analyze, evaluate, and think critically about the material studied.

**DISTRICT ENGLISH DEPARTMENT GRADING SCALE:** Students will be graded according to the following scale:

A	100 - 95
B	94 - 85
C	84 - 75
D	74 - 70
F	69 and below

**UNIT 1: MASTERPIECES OF THE ENLIGHTENMENT  
ENGLISH 2433: WORLD LITERATURE II**

**UNIT OBJECTIVE:** The student will study the cultural and intellectual background influencing major works of literature representative of the period 1660 to 1798. The student will examine significant forms of literature and become familiar with the lives, characteristic techniques, and themes of major authors and works representative of the period.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major assessment tool.

**LEARNING OBJECTIVES:**

The student will

1. explain why the terms “Age of Enlightenment” and “Age of Reason” are used to describe the intellectual climates of the late 17<sup>th</sup> and 18<sup>th</sup> centuries
2. point out examples from major works of the author’s concern with human limitations, with social disharmony, and with self criticism
3. explain the controversy between “Ancients” and “Moderns” in regard to standards which may be applied to works of literature
4. explain what is meant by the “Great Chain of Being” or “Order of Being” and illustrate its key ideas by referring to specific examples found in major works
5. define the term “satire” and point out its characteristics as seen in specific works

**RECOMMENDED READINGS:**

- One Enlightenment drama---Moliere’s *Tartuffe*, Racine’s *Phaedra*
- One major work of satire---Swift’s *Gulliver’s Travel* (selections), Pope’s *An Essay on Man*, or the mock epic *The Rape of the Lock*, Voltaire’s *Candide* (selections)

**UNIT 2: MASTERPIECES OF THE 19TH CENTURY: VARIETIES OF ROMANTICISM  
ENGLISH 2433: WORLD LITERATURE II**

**UNIT OBJECTIVE:** The student will study the cultural and intellectual background influencing major works of the late 18<sup>th</sup> through the 19<sup>th</sup> centuries. The student will examine significant forms of literature which were developed during this period and become familiar with the lives, characteristic techniques, and themes of representative authors and their major works.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major assessment tool.

**LEARNING OBJECTIVES:**

The student will

1. point out the characteristics of Romanticism and discuss specific examples of these characteristics which are found in assigned readings
2. discuss ways in which "Nature" is seen to be in conflict with urban life in specific instances portrayed within major works of the period
3. explain and give specific evidence drawn from the poetry of Wordsworth and Coleridge to illustrate what specific powers these writers ascribe to the "Creative Imagination"
4. examine a variety of international poets' writings and demonstrate an understanding of their variety of treatments of the subject of the alienated individual
5. be able to describe the characteristics of the Romantic hero protagonist and to point out specific instances of such characteristics as they are portrayed within major works
6. Explain Romantic poets' concern with concrete, sensual imagery and their examination of relationships between the world of physical reality and the world of imagination by pointing out specific examples

**RECOMMENDED READINGS:**

- Two major works of Wordsworth---"Intimations of Immortality," "Lines Composed a Few Miles Above Tintern Abbey," sonnets
- Coleridge---"Dejection, An Ode," "Kubla Khan"
- Keats---"Ode to a Nightingale," "Ode on a Grecian Urn"
- An example of a non-English Romanticist---Rousseau, Goethe, Hugo, Douglass, Whitman, Dickinson

**UNIT 3: MASTERPIECES OF THE 19th CENTURY: REALISM AND SYMBOLISM**  
**ENGLISH 2433: WORLD LITERATURE II**

**UNIT OBJECTIVE:** The student will study the cultural and intellectual background influencing major works of literature between the 19<sup>th</sup> century and the middle of the 20<sup>th</sup> century. The student will examine significant forms of literature developed during this period and will become familiar with the lives, characteristic techniques, and themes of representative major authors and works of the period.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major assessment tool.

**LEARNING OBJECTIVES:**

The student will

1. explain what is meant by “Realism” and be able to point out specific elements which illustrate ideas associated with this schools of thought.
2. examine a variety of nineteenth century characters and study the writers’ use of information concerning states of mind, association of ideas, and patterns of behavior derived from early scientific studies of the nineteenth century—especially noting the influence of theories concerning the influence of heredity/environment/biology upon the portrayal of character motivation and conflict

**RECOMMENDED READINGS:**

- Examples of Realism in fiction---Tolstoy and Chekhov

**UNIT 4: MASTEPIECES OF THE 20th CENTURY: VARIETIES OF MODERNISM  
ENGLISH 2433: WORLD LITERATURE II**

**UNIT OBJECTIVE:** The student will study the cultural and intellectual background influencing major works of literature between the mid-twentieth century and the present time. The student will examine significant forms of literature and become familiar with the lives, characteristic techniques, and themes of major authors and works which are representative of the period.

**PLAN OF EVALUATION:** The student will be evaluated by at least one major assessment tool.

**LEARNING OBJECTIVES:**

The student will

1. discuss the world view associated with Existentialism and identify major existential themes and concepts concerning man's life and meaning as these are portrayed in selected major works
2. describe what is meant by the term "Modernism," and explain characteristics of Modernism which are found in representative works by major authors
3. discuss the influence of twentieth century psychology and behavioral sciences upon literature; explain and illustrate by specific examples drawn from assigned works the concepts of alienation, communication break-down, "stream of consciousness" writing, and those aspects of Freudian, Jungian, or Gestalt psychology which the instructor deems meaningful

**INSTRUCTIONAL GOALS**  
**ENGLISH 2433: WORLD LITERATURE II**

1. that the student be made aware of the historic and cultural milieu in which the major works of world literature were created
2. that the student be made aware of parallels between literature of an era and its other various forms of art (music, paintings, etc.); the instructor will provide list of suggested works and lead discussion in which these parallels are addressed. that the student be aware of the continuity of literature, that is, the thread of recurring themes (such as the hero-quest, the confrontation with mortality, the trials of love) which connect works of diverse forms and cultural traditions
3. that the student be aware of the continuity of literature, that is, the thread of recurring themes (such as the her-quest, the confrontation with mortality, the trials of love) which connect works of diverse forms and cultural traditions.
4. that literature be presented as communication across time of common human experiences--- experiences of life which can be appreciated by and become useful to contemporary readers
5. that the student be made aware of movements of ideas (such as Classical and Renaissance Humanism) and of the development of critical theories concerning the purpose of literature and standards by which we define literary excellence
6. that the student be made aware of specific characteristics of major genres of literature forms (such as drama, novel, short fiction, poetry essay)
7. that the student be made aware of various writing techniques employed in the creation of literary works (such as the use of recurring motifs, symbols, imagery, foreshadowing, irony, and satire)
8. that the instructor assign student writing which demands the use of critical thinking, logical organization, and a personal response to assigned readings
9. that the instructor use essay or discussion questions to evaluate the student's comprehension of the major works, the unique characteristics and circumstances of major authors, and the cultural context surrounding and influencing the works
10. that each instructor work closely with learning resource personnel to maintain a variety of material (books, videos, software, maps) which are of significant value in teaching world literature effectively