

ENGL 44.1 Course Outline as of Fall 1988

CATALOG INFORMATION

Dept and Nbr: ENGL 44.1 Title: MASTERPCE/EUROP LIT
Full Title: Masterpieces of European Literature
Last Reviewed: 7/1/2002

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable
Grading: Grade or P/NP
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP
Also Listed As:
Formerly: ENGL 44A

Catalog Description:
Study in translation of a number of the great masterpieces of Continental literature from Homer to the Renaissance.

Prerequisites/Corequisites:
ENGL 1A with grade of "C" or better.

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: Study in translation of the great masterpieces of Continental literature from Homer to the Renaissance. (Grade or P/NP)
Prerequisites/Corequisites: ENGL 1A with grade of "C" or better.
Recommended:
Limits on Enrollment:
Transfer Credit: CSU;UC.
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area			Effective:	Inactive:
	E	Humanities		Fall 1981	Spring 2010
CSU GE:	Transfer Area			Effective:	Inactive:
	C2	Humanities		Fall 1981	Spring 2010
IGETC:	Transfer Area			Effective:	Inactive:
	3B	Humanities		Fall 1981	Spring 2010
CSU Transfer:	Transferable		Effective:	Fall 1981	Inactive:
					Spring 2010
UC Transfer:	Transferable		Effective:	Fall 1981	Inactive:
					Spring 2010

CID:

Certificate/Major Applicable:

Not Certificate/Major Applicable

COURSE CONTENT

Outcomes and Objectives:

The students will:

1. Broaden his or her literary experience, and acquire a first reading acquaintance with some of the classics of the Western literary tradition, and thereby be able to read and write more knowledgeably and competently about other works belonging to that tradition.
2. Become aware of some of the major themes and issues that have concerned that most influential writers of early Western civilization.
3. Also, it is hoped, acquire a greater sensitivity to the depth and range of cultural differences.
4. Acquire greater sophistication about the processes of reading, writing, interpreting, the making of meaning and the construction of literary and cultural histories.

Topics and Scope:

1. The Ancient World.
 - A. Egyptian, Hebraic and other early religious writings: the origins and uses of literature.
 - B. Homer: heroic values and literature.
 - C. Greek tragedy: the classical age in Greece, and the origins of Western theater.
 - D. Virgil, Ovid: Roman epic, heroic and fabulist.
 - E. Love songs: from the Greek, by Sappho and Alcaeus; from Latin, by Catullus and Horace; from the modern era; also, perhaps, from Manyoshu.
 - F. Early Christian meditational and didactic writings: New Testament, St. Augustine.
2. The Middle Ages.
 - A. Icelandic Saga.

- B. Medieval Romance.
 - C. Dante: the medieval world view, and the birth of vernacular literature.
 - D. Tale Cycles: Boccaccio.
3. The Renaissance.
- A. Love poetry: Petrarch.
 - B. Didactic and Descriptive literature revelatory of the values and modes of the time: Machiavelli, Castiglione.
 - C. Ribald tales and the new questioning of tradition: Rabelais.
 - D. Cervantes: the ironic-herioc view of human institutions.

Note on Range of Topics and on Multicultural Literacy - The above list of authors and topics includes both too much and too little. There is too much literature to be treated adequately in seventeen weeks; instructors are expected to make a representative, but robust selection. There are too few topics to give an adequate idea of the range of possible approaches the faculty may bring to the course. The prospective student can nevertheless expect any approach to be both critical and broad-minded. Instructors can also be expected, at their individual discretion, to include works from outside the Western tradition, for the sake of cultural and literary contrast (the list above hints at this possibility by the inclusion of Manyoshu, an ancient collection of Japanese poems).

Note on Critical Thinking and Metaconcepts as applied to Literary Study - As a means to accomplishment of Objective No. 2 (above), the student will be exposed to more than critical approach to one or more texts, and will be exposed to competing cultural and literary histories (histories that might give meaning to such terms as "Renaissance," "Middle Ages", and so on).

Assignment:

1. Regular reading assignments.
2. Notebook or other written preparation for class.
3. Class discussions and group work, in which each student is expected to participate.
4. Occasional leading of class discussions, and preparation appropriate to this task.
5. Carefully composed and typed (or wordprocessed) papers that interpret the course texts, or expound their cultural contexts.
6. Library research into historical backgrounds or critical response to the course texts.
7. Oral readings or other performance exercises.
8. Examinations and quizzes involving the writing of reasoned interpretive arguments as well as simple factual responses.
9. Attentive, critical viewing of video material illustrative of course texts.

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Written homework, Reading reports, Term papers,
READING JOURNAL ENTRIES

Writing
20 - 100%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Homework problems, Field work, Quizzes, Exams

Problem solving
0 - 30%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances

Skill Demonstrations
0 - 30%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, True/false, Matching items, Completion,
RECOGNITIONS & IDENTIFICATIONS

Exams
0 - 80%

Other: Includes any assessment tools that do not logically fit into the above categories.

None

Other Category
0 - 0%

Representative Textbooks and Materials:

THE NORTON ANTHOLOGY OF WORLD MASTERPIECES, 5th ed. Vol. 1. Maynard Mack et al., eds. New York: W.W. Norton & Co., 1985.