

CATALOG INFORMATION

Dept and Nbr: ENGL 44.1 Title: EUROP LIT/ANCIENT-16THC
Full Title: European Literature from the Ancient through the Renaissance
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 European 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 European 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:

Major Applicable Course

COURSE CONTENT

Outcomes and Objectives:

From a prescribed selection of European Literature relevant to the period of the Ancient World through The Renaissance, (critical studies may also be included) students will:

1. Analyze and critique assigned texts.
2. Recognize and define the evolutionary stages of and the variety of forms used in the development of European Literature.
3. Identify major themes in the period as a whole.
4. Evaluate and classify various themes relating to the time period and culture.
5. Recognize and interpret the variety of forms in which European Literature exists.
6. Recognize the most influential writers of early Western Civilization.

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.

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 papers of 500 to 2,500 words, including research, 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-RESPONSE JOURNALS

Writing
50 - 80%

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

Quizzes, Exams

Problem solving
10 - 30%

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

None

Skill Demonstrations
0 - 0%

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

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

Exams
5 - 30%

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

Attendance and participation

Other Category
5 - 10%

Representative Textbooks and Materials:

THE NORTON ANTHOLOGY OF WORLD MASTERPIECES, 2nd Expanded Edition
Lawall, et al., eds., W.W. Norton & Co., 2001.