

University of Houston-Downtown

Course Prefix, Number, and Title: ENGLISH 2302: Survey of World Literature: 17th Century and Beyond

Credits/Lecture/Lab Hours: 3/3/0

Foundational Component Area: Language, Philosophy and Culture

Prerequisites: Completion of, or concurrent enrollment in, ENG 1302.

Co-requisites: None

Course Description: A study of the literature of the world from the 17th century to the present.

Fee: \$10

TCCNS Number: ENG 2333

Demonstration of Core Objectives within the Course:

Assigned Core Objective	Learning Outcome Students will be able to:	Instructional strategy or content used to achieve the outcome*	Method by which students' mastery of this outcome will be evaluated
Critical Thinking Communication Social Responsibility	Describe how ideas, values, beliefs and other aspects of culture express and affect human experience.	Assign texts (novels, poems, plays, essays, artwork, and film) that present ideas, values, or beliefs about topics that are relevant to literature and culture of Africa, Asia, Europe, Australia/Oceania, and the Americas from the 17 th century to the present. Topics might include nature, class, race, enfranchisement, gender, empire, war, anti-colonial resistance, and modernity. Readings will address intellectual, aesthetic, and political movements. Each reading will be followed by lecture, class discussion, or group work developed to teach students to view these ideas within their cultural and historical contexts.	15-20 pages of writing through assignments such as the midterm exam, the final exam, and analytical essays.
Critical Thinking Communication Social Responsibility	Analyze fundamental ideas that foster intellectual and aesthetic creation across human cultures.	In lectures, guided discussions, course notes, and writing prompts, analyze assigned readings or artworks to reveal the ways in which ideas fundamental to Asia, Africa, Europe, Australia/Oceania, and the Americas during the	15-20 pages of writing through assignments such as the midterm exam, the final exam, and analytical essays.

		<p>period fostered aesthetic movements. These ideas might include revolution, post-colonialism, nationalism, transnationalism, and multiculturalism. Intellectual and aesthetic movements might include the Enlightenment, Romanticism, Realism, Naturalism, and Modernism. Aesthetic creations might include lyrics, sonnets, novels, biographies, plays, essays, paintings, photography, and film.</p>	
<p>Critical Thinking Communication</p>	<p>Evaluate assumptions, concepts, and language to develop defensible conclusions based on analysis and interpretation of information relevant to course content.</p>	<p>In lectures, guided discussions, course notes, and writing prompts, evaluate assumptions that characters in texts have about others. Evaluate concepts as they change and develop over time and across literature texts. Evaluate language use as it relates to characters, narrators, or authors from dominant and marginal cultures, including language of the working class, the bourgeoisie, women, racial others, colonized others, and members of the diaspora.</p>	<p>15-20 pages of writing through assignments such as the midterm exam, the final exam, and analytical essays.</p>
<p>Critical Thinking Communication</p>	<p>Synthesize and deliver well-constructed analyses and arguments about course content using multiple modalities (including written, oral, and visual formats).</p>	<p>In lectures, courses notes, assignment prompts, and small-group work, demonstrate how to synthesize and analyze arguments from historical and/or contemporary sources. Historical sources might include philosophers and social theorists of the European Enlightenment. Contemporary sources might include twentieth-century literary critics working in narrative theory, genre theory, critical race theory, Marxism, psychoanalysis, postcolonialism, cosmopolitanism, and diaspora theory.</p>	<p>Essay assignments designed to foster writing skills. Team-based activities such as rubric-assessed oral group projects, group generated visual presentations, and collaborative analyses.</p>
<p>Social Responsibility</p>	<p>Investigate ethical dimensions of behavior and language use in different</p>	<p>Discuss in lectures, course notes, and assignment prompts the ethical standards by which</p>	<p>Midterm exam and final exam.</p>

Personal Responsibility	cultural contexts.	characters, narrators, and authors operate and/or are culturally constrained. Adopt a comparative approach to understanding different world cultures.	
Social Responsibility Personal Responsibility	Connect choices, actions, and consequences to ethical decision-making through the analysis of ethical dilemmas explored through literary, philosophical, or intercultural texts.	In lectures, course notes, and assignment prompts, demonstrate how authors' representations of characters' choices reflect or critique cultural norms in Africa, Asia, Europe, Australia/Oceania, and the Americas during the period. Adopt a comparative approach to the study of ethical beliefs and practices of different communities and cultures. In lectures and writing prompts, discuss the ethical standards of American higher education, especially with respect to PS 03.A.19, the UHD Academic Honesty Policy.	Midterm exam, final exam, and a quiz on the UHD Academic Honesty Policy.

Additional Course Outcomes: See outcomes above.

Course Outline:

The European Enlightenment
 Swift, "The Logicians Refuted" (Blackboard).
 Moliere, *Tartuffe* Act 1, 2, 3, 4, & 5
 Screening of selected scenes from *Tartuffe* (dir. F.W. Murnau) and *Moliere* (dir. Laurent Tirard)
 Swift, "A Modest Proposal"

Student Group Project: Analysis of Swift's Rhetorical Moves

Romanticism and Revolution: England

Wordsworth, "The World is Too Much with Us," Coleridge, "Kubla Khan"
 Shelley, "Ode to West Wind," Keats, "Ode to a Nightingale"

Student presentations on Romanticism

The Romantic Revolution and Beyond: The Continent and America

Holderlin, "The Half of Life," "Brevity," Heine, "Ah, death is like the long cool night,"
 Leopardi, "The Infinite," De Lamartine, "The Lake," De Castro, "The ailing woman felt her forces ebb"
 Dickinson, *Poems* (258, 328, 449, 465, 712)

Realism, Naturalism and Symbolism in Europe

Baudelaire, "Song of Autumn," Mallarme, "The Tomb of Edgar Poe," Verlaine, "Autumn Song," Rimbaud, "Barbarian"
 Realism and Naturalism in Art: PowerPoint Presentation
 Midterm Exam Review
 Chekhov, "The Lady with the Dog"

Urdu Lyric Poetry in North India

Ghalib, *Ghazals*

Ghalib's Ghazals in Popular Hindi Cinema: An Audiovisual Presentation

India at the Turn of the Century: Poetry and Prose

Tagore, "Where the Mind is Without Fear," "Hide and Seek"

Tagore, "Punishment," Premchand, "The Road to Salvation"

Screening of selected scenes from *The Postmaster* (dir. Satyajit Ray)

Postcolonial Identities

Introduction to Postcolonialism: Screening of selected scenes from *The Battle of Algiers* (dir. Gillo Pontecorvo)

Achebe, *Things Fall Apart*

Walcott, "Verandah," Braithwaite, "The Forest"

Local Voices, Global Fiction

Lessing, "The Old Chief Mshlanga," Clarice Lispector, "The Daydreams of a Drunk Woman"

Mahasweta Devi, "Breast Giver," Final Exam Review

Alice Munro, "Walker Brothers Cowboy"

Anita Desai, "The Rooftop Dwellers"

Nationalism and Transnationalism in Fiction: Student-generated PowerPoint Presentation

Grading/Course Content which Demonstrates Student Achievement of Core Objectives:

Grading Scale: 90-100 = A; 89-80 = B; 79-70 = C; 69-60 = D; 59 and below = F

Summary of Course Exams, Quizzes, Assignments and Final	
Oral Presentation	5% of final grade
Quizzes (close-reading of texts, academic honesty policy)	10% of final grade
Essay 1 (Analytical essay incorporating literary concepts and historical contexts)	20% of final grade
Essay 2 (argumentative essay incorporating research)	20% of final grade
Midterm Exam	20% of final grade
Participation (group discussion and contribution to in-class discussion)	5% of final grade
Final Exam	20% of final grade