

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



COURSE OUTLINE

ENGL 203 – WORLD LITERATURE: BC TO THE 16TH CENTURY

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**SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF ENGLISH/ HUMANITIES**

MAY 2015

- A. **TITLE:** World Literature: B.C. to 16th Century
- B. **COURSE NUMBER:** ENGL 203
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** Determined by Semester
- E. **COURSE LENGTH:** 15 weeks
- F. **SEMESTER(S) OFFERED:** Fall or Spring or Both
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 lecture hours per week
- H. **CATALOG DESCRIPTION:** This course examines global literature by tracing patterns of difference and points of contact between literatures developed in various regions throughout the world. Works read will be discussed in the context of their originating culture as well as in relation to Western modes of understanding literature. Three hours lecture per week.
- I. **PRE-REQUISITES/CO-REQUISITES:**
- a. Pre-requisite(s): none
- b. Co-requisite(s): none
- J. **GOALS (STUDENT LEARNING OUTCOMES):**

<i>Course Objective</i>	<i>Institutional SLO</i>
a. <i>Discuss</i> orally and in writing literary works read in the course using correct literary terminology.	1. Communication 2. Crit. Thinking
b. <i>Explain</i> types of cultural expression that have literary value in their own cultures but not necessarily in all cultures, e.g. wampum belts in Iroquoian culture.	1. Communication 2. Crit. Thinking
c. <i>Discuss</i> the religion, history, social structure and worldview of each civilization studied as revealed through its literature.	1. Communication 3. Crit. Thinking
d. <i>Compare</i> and discuss the diversity of ways in which human civilizations have developed in response to living through diverse natural and human-made conditions as reflected in the course readings.	1. Communication 2. Crit. Thinking
e. <i>Apply</i> critical thinking skills to analyze causal relationships between differing value and belief systems reflected in the course readings and international, intercultural, and intracultural conflicts.	2. Crit. Thinking

K. TEXTS:

Longman Anthology of World Literature, Volume I (A,B,C), The: The Ancient World, The Medieval Era, and The Early Modern Period, 2/E . New York: Longman, 2009.

L. REFERENCES:

M. EQUIPMENT: technology enhanced classroom

N. GRADING METHOD: A-F or P/F

O. MEASUREMENT CRITERIA/METHODS: (list in bullet form, all outlines should be created for face-to-face course delivery, attendance is not measurable, but you can list participation – see examples below)

- Exams
- Quizzes
- Papers
- Participation

P. DETAILED COURSE OUTLINE: (must use the outline format listed below)

I. Creation Myths and Social Realities

- A. Babylonian theogony
- B. Ancient Near East
- C. Classical Greece
- D. Archaic Lyric Poetry
- E. Early South Asia
- F. China
- G. Rome

II. Contact, Conflict, and Conversion

- A. Medieval China
- B. Tang Dynasty
- C. Japan
- D. Islam
- E. Medieval Europe

III. Vernacular Revolutions

- A. Vernacular Writing in South Asia
- B. Rise of the Vernacular in Europe
- C. Early Modern Europe
- D. Mesoamerica: Before Columbus and After Cortes

Q. LABORATORY OUTLINE: None