

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



MASTER SYLLABUS

ENGL 204 – WORLD LITERATURE: 17th TO 20th CENTURIES

CIP Code: 230101

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**SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF ENGLISH AND HUMANITIES
FEBRUARY 2020**

A. **TITLE:** World Literature: 17th to 20th Centuries

B. **COURSE NUMBER:** ENGL 204

C. **CREDIT HOURS:**

3 Credit Hours

3 Lecture Hours: 3 per week

Course Length: 15 weeks

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** GER 7 (Humanities)

F. **SEMESTER(S) OFFERED:** Spring

G. **COURSE DESCRIPTION:** In this course, students examine global literature by tracing patterns of difference and points of contact between literature developed in an era defined by colonial expansion and postcolonial nation building. Works read will be discussed in the context of their originating culture as well as in relation to Western modes of understanding literature.

H. **PRE-REQUISITES/CO-REQUISITES:**

a. Pre-requisite(s): None

c. Pre- or co-requisite(s): None

I. **STUDENT LEARNING OUTCOMES:**

<u>Course Student Learning Outcome</u> <u>[SLO]</u>	<u>PSLO</u>	<u>GER</u>	<u>ISLO</u>
a. <i>Apply</i> correct terminology to discuss the literary works read in this course orally and in writing.		7	1 [W]
b. <i>Explain</i> orally and in writing that different types of cultural expression have literary value in different cultures.			1 [W]
c. <i>Explain</i> the importance of cultural translation and how this process has contributed to both the understanding and development of global literature.			4 [IK]
d. <i>Discuss</i> the religion, history, social structure and worldview of each civilization studied as revealed through its literature.			1 [W]
e. <i>Compare</i> orally and in writing 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 [W]
f. <i>Analyze</i> causal relationships between differing value and belief systems reflected in the course readings and international, intercultural, and intracultural conflicts.			2 [IA]

KEY	<u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u>
ISLO #	ISLO & Subsets
1	Communication Skills Oral [O], Written [W]
2	Critical Thinking <i>Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]</i>
3	Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
4	Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
5	Industry, Professional, Discipline Specific Knowledge and Skills

J. **APPLIED LEARNING COMPONENT:** Yes _____ No x

K. **TEXTS:**

Damrosch, David, Bruce Robbins, Haruo Shirane, Jane Tylus, Pauline Yu, David L. Pike, April Alliston, Marshall Brown, Sabry Hafez, Djelal Kadir, and Sheldon Pollock. *Longman Anthology of World Literature Volume II (D, E, F): The Seventeenth and Eighteenth Centuries, the Nineteenth Century, and the Twentieth Century.* Pearson, 2008.

L. **REFERENCES:**

M. **EQUIPMENT:** Technology enhanced classroom

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

- Regular homework assignments (reading and writing)
- Quizzes
- Participation
- Midterm
- Final
- Paper(s)

P. DETAILED COURSE OUTLINE:

- I. Seventeenth and Eighteenth Centuries
 - A. The Mughal Court System
 - B. European Court System (Enlightenment)
 - C. Understanding the Self and The Rise of Liberty
- II. The Nineteenth Century
 - A. Folk Traditions
 - B. Nationalism
 - C. Colonialism
 - D. The Fantastic
 - E. Occidentalism
 - F. Exoticism and Decadence
- III. The Twentieth Century
 - A. The Manifesto
 - B. Modernism and Memoir
 - C. War and Exile
 - D. Orientalism and Indigenous Cultures
 - E. Gendered Spaces and Postcolonial Perspectives
 - F. Literature, Technology, and Media

Q. LABORATORY OUTLINE: None