



SLO 2: Apply specific techniques of literary analysis to texts, using appropriate literary terms.  
SLO 3: Identify and discuss literary themes in a comparative historical and cultural context .  
SLO 4: Write coherent organized papers which present an independent response to a literary text, demonstrating an understanding of comparative literary themes and critical theories and how to discuss them.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

Upon completion of this course, the student will be able to

- Analyze literary works from all genres to identify major themes
- Create independent critical response to literary works
- Identify the context of major works of World Literature
- Discuss a broad range of authors from literary traditions world-wide
- Assess the impact of changing social values and historical developments on literature from around the world
- Recognize and analyze metaphoric language, symbolism and other literary concepts

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

Introduction to World Literature covers international literary and textual traditions and criticism from antiquity to the present in a regional context. Students will learn of changes in literary forms and styles across continents and cultures in the course of studying works of fiction, drama, poetry and film as well as some expository writing. While representative works from the Western canon will be included, the instructor will focus on introducing students to works in English translation by prominent authors from historically unrepresented literary traditions, including voices from Asia, Africa, Latin and South America and the Middle-East.

Literature from Asia: Lao Tzu, the Mahabaratha, Bhagavad Gita, Lady Murasaki, Rabindranath Tagore, Bei Dao, Narayan, Arundhati Roy,

Literature from Africa and the Middle East: Gilgamesh, The Arabian Nights, Jalaluddin Rumi, Bessie Head, Nazim Hikmet, Chinua Achebe, Yahuda Amichai, Naguib Mahfous

Literature from Europe: Homer, Dante Aligheri, William Shakespeare, Miguel de Cervantes, Charles Baudelaire, Anton Chekov, Franz, Kafka, Czeslaw Milosz, Albert Camus, Milan Kundera, Italo Calvino

Literature from Latin America and the Caribbean: Sor Juana Inés de la Cruz, Jorge Luis Borges, Pablo Neruda, Gabriel García Márquez

Literature from the United States and Canada: Native American texts, Edgar Allen Poe, Emily Dickinson, Eugene O'Neil, Sylvia Plath, Margaret Atwood, Raymond Carver, Anne Hébert

Literature of Colonialism, Post-Colonialism and Diasporas: Joseph Conrad, Ngugi wa Thiong'o, Athol Fugard, Albert Camus, V.S. Naipal, Bharati Mukherjee, David Henry Huang

9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)

Instructional methods may include the following:

- Lectures: Instructor gives an oral presentation to introduce students to a new work, historical concept, or author.
- Inductive Presentations: Instructor provides students with an array of data from which they draw general conclusions about a work, author, time period, skill set, or other course material.
- Guided readings: Students read and interpret specific works with instructor guidance (questions).
- Journal work: Students write journal entries in response to specific questions.
- Student discussions: Student led oral discussion based on journal reading and other class activities; structured small-and large-group interaction.
- Dramatic presentations: Recorded readings/dramatizations of appropriate material (e.g. plays, poetry readings, film adaptations)
- Collaborative/Individual projects: Student-initiated projects into coursework or course-related material (research, drama, presentations, etc.)

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

- Essays: Critical essays to demonstrate completion and understanding of material and independent critical analysis of literary works.
- Exams and quizzes: In-class and/or take-home examinations to demonstrate understanding of material.
- Oral presentations: Active participation in class discussions to demonstrate understanding of material and independent response to literary texts.
- Journals: Written responses to assigned readings to demonstrate completion and understanding of material and to aid student in synthesizing course works and themes.

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

- Davis, Paul et al ed. The Bedford Anthology of World Literature. Volume 1-6. Boston: Bedford/St. Martin's, 2004.
- Students should read at least one full-length work. Suggested texts (note that some full-length works are reprinted in part or in whole in various publishers' anthologies):

The Bhagavad Gita.

Lao Tsu. Tao Te Ching.

The Arabian Nights: Tales from a Thousand and One Nights.

Dante, The Inferno.

Sor Juana de la Cruz. Selected Writings.

Voltaire, Candide.

Cao, Xueqin. Story of the Stone: The Golden Days.

Dickens, Charles. Great Expectations.

Tolstoy, Leo. The Kreutzer Sonata.

Chopin, Kate. The Awakening and Selected Stories.

Kafka, Franz. The Castle.

Greene, Graham, The Quiet American.

Achebe, Chinua Things Fall Apart.  
Roy, Arundhati The God of Small Things.  
Kundera, Milan. The Book of Laughter and Forgetting.  
Fugard, Athol. Master Harold and His Boys  
Mahfous, Naguib. Palace Walk.  
Máquez, Gabriel García. One Hundred Years of Solitude.  
Mishima, Yukio. Spring Snow.

Prepared by: \_\_\_\_\_  
(Signature)

Email address: garfinkled@smccd.edu

Submission Date: \_\_\_\_\_