



## ENGL 2740

**Division:** Humanities

**Department:** English

**Course:** ENGL 2740

**Title:** World Literature II

**Catalog Description:**

This class is an introduction to literatures of the world in English translation from the Age of Discovery to the present. The literature of this period is characterized by travel, migration, and complex systems of communication. English 2730 is not a pre-requisite for this class.

**General Education Requirements:** Humanities

**Semesters Offered:** Spring

**Credit/Time Requirement:** Credit: 3; Lecture: 3; Lab: 0

**Clock/Hour Requirements:** 0

**Offered for Non-Credit:** No

**Justification:**

Peoples throughout the world express their national and cultural values in literature, and students are curious about the languages and literatures of other cultures. This class will give students the opportunity to study literatures from other cultures in translation. Students will study the role literature plays in introducing and integrating modern people to their cultural history. Also, students will study the function of literature in integrating the local, regional, national and international interests of various cultures. Finally, the students will become acquainted with the function of literature in the modern world.

The World Literature class will fulfill a General Education requirement in the Humanities (HU).

World literature classes are offered throughout the nation and are especially suited to community colleges, with their diverse student bodies.

**Student Learning Outcomes:**

Students will know the broad characteristics of literatures of the world's continents.

Students will be able to identify literature and language groups.

Students will be able to discuss the responses of readers when they are introduced to literatures of other cultures.

**Content:**

ENGL 2740 covers a geographically diverse but representative selection of works of modern world literatures. A sample of likely works follows:

Machiavelli. chapters from *The Prince*

Shakespeare, *The Tempest*

Garcilaso de la Vega, Selections from *Royal Commentaries of the Incas* and *General History of Peru*.

Ghandi, *Autobiography: The Story of my Experiments with Truth*.

Ho Xuan Huong, "A Buddhist Priest"

Ts'ao Hsueh-Ch'in, selection from *The Dream of the Red Chamber*

Mukai Kyoria, "Hard Travel from Iizuka to Iwanuma"

Douglass, *Narrative of the Life of Frederick Douglass, and American Slave, Written by Himself*.

Emile Habiby "The Secret Life of Saeed, "The Ill-Fated Pessoptimist"

Nadine Gordimer, "A Lion on the Freeway"

Sembene Ousmane, "Love in Sandy Lane"

Camus, "Return to Tipasa"

Li-Young Lee, "Eating Together"

### **General Education Outcomes:**

#### 1) Read effectively, constructively, and critically.

Students read a variety of texts in translation and are quizzed on their content and place of geographic origin. Discussion questions are designed to elicit more critical responses. For instance, students might ask if the landscape determines characters, or if a conflict between two characters indicates a conflict between two cultures.

#### 2) Write clearly, informatively, and persuasively.

Each student will write one or more essays that demonstrate the validity of a thesis. Each essay will be returned with suggestions for improving the student's writing skills. Students will also keep a journal of the responses to the cultural events they attend.

#### 5) Apply a cultural and historical awareness to a variety of phenomena.

Quizzes, essays, examinations and class discussions will all ask students to consider the readings in a variety of geographical and cultural contexts. For example, an analysis of a short story about the conflict between two characters from differing geographic areas will demonstrate the concerns of local peoples and the pressures of globalization.

### **Key Performance Indicators:**

8-10 quizzes (approximately 20%)

2-3 examinations (approximately 30%)

2 essays (approximately 30%)

a journal (approximately 20%)

**Representative Text and/or Supplies:**

Suitable texts might include current editions of any of the following:

Harper/Collins' *World Reader*,  
*The Norton Anthology of World Literature*,  
*Longman's World Literature*

**Optimum Class Size:** 20

**Maximum Class Size:** 40

**Signatures:**

I hereby submit this course syllabus:

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Ron Lamb, MS, Assistant Professor

I hereby find this course consistent with the goals and resources of the English Department:

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Melanie Jenkins, MA, Associate Professor, Chair

I hereby find this course consistent with the goals and resources of the Humanities Division:

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Sheryl James Bodrero, PhD, Associate Professor, Dean

I have discussed the need for library resources related to this class with the person submitting the syllabus:

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Lynn Anderson, MLIS, Technical Services Librarian (Main Campus)

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Michelle Olsen, MLS, Campus Librarian (Richfield Campus)