

UNIT INFORMATION

UNIT CODE	LIT101	
UNIT NAME	Great Books of the Western World I	
ASSOCIATED HIGHER EDUCATION AWARDS	Diploma in the Liberal Arts: Foundations of Wisdom Bachelor of Arts in the Liberal Arts Bachelor of Education (Secondary) Bachelor of Education (Primary) Bachelor of Arts/Bachelor of Education (Secondary)	
DURATION	One semester	
LEVEL	AQF 7	
UNIT COORDINATOR	Dr Simon Kennedy	
TEACHING STAFF	Danielle Carey	
CORE / ELECTIVE	UG Core	
WEIGHTING	Unit credit points 10 Course credit points: 80 – Diploma in the Liberal Arts: Foundations of Wisdom 240 – Bachelor of Arts in the Liberal Arts 320 – Bachelor of Education (Secondary) 320 – Bachelor of Education (Primary) 320 – Bachelor of Arts/Bachelor of Education (Secondary)	
LEARNING DELIVERY	Interactive engagement through on-campus or online learning modes with full access to CHC’s learning portal of resources: On-Campus mode <ul style="list-style-type: none"> • Weekly lecture/tutorial. Plus, CHC learning portal resources (see below). On-line mode <ul style="list-style-type: none"> • CHC learning portal (Moodle™) including: <ul style="list-style-type: none"> ○ Synchronous and asynchronous virtual lectures (multi-user collaborative learning interfaces, lecture capture, interactive Power Point presentation and resources) ○ lecture capture recordings bank ○ weekly readings ○ learning guides; ○ assessment guides ○ Collaborative forums: Student forums and News forum. ○ Turnitin assessment and feedback tool. <p>All unit outlines are reviewed prior to the offering of the unit to take account of student and lecturer feedback.</p>	
STUDENT WORKLOAD	Face-to-face on-site	
	Timetabled hours per semester:	39 hours
	Personal study hours per semester:	111 hours
	Total	150 hours

External/Online

Timetabled hours per semester:	39 hours
Personal study hours per semester:	111 hours
Total	150 hours

Students requiring additional English language support are expected to undertake an additional one hour per week.

PREREQUISITES / COREQUISITES / RESTRICTIONS Nil

RATIONALE

This is the first of two units that will introduce students to the study of the Western literary tradition. Students will explore a range of texts from different genres, cultures, and periods, focusing on the big questions: what does it mean to be human? What is the place of human beings in the cosmos? By comparing and contrasting works from different periods, students will examine both continuities and changes in the way literary forms have been developed throughout Western history. Students will also begin to explore the way these developments in literature have shaped, and been shaped by, the historic Christian faith.

CONTENT

Readings need to be completed before the class session for which they are assigned.

What is our place in the cosmos?

- 1 Cosmic order: Epic of Gilgamesh (pp. 18-34); Genesis (pp. 39-46); Hesiod, Theogony (pp. 786-792)
- 2 Cosmic order and history: Homer, Iliad: the shield of Achilles (pp. 158-173); Virgil, The Aeneid: the shield of Aeneas (pp. 1014-1018)
- 3 Transcendent order: Plato, The Republic (pp. 817-824)
- 4 Eternity in the secular: Dante, Inferno, cantos 1-5 (pp. 1465-1481)

Are we free?

- 5 Ruined by fate: Sophocles, Oedipus the King (pp. 612-652)
- 6 Rescued by providence: Genesis: the Joseph story (pp. 53-64); the Koran: the Joseph story (pp. 1168-1173)

What's wrong with us?

- 7 The fallen race: Genesis 3 (pp. 41-42); Milton, Paradise Lost (pp. 2594-2620)
- 8 The fallen heart: Augustine, Confessions (pp. 1114-1141); Montaigne, 'Of the Inconsistency of Our Actions' (pp. 2199-2204)

Is violence necessary?

- 9 The fallen heart: Augustine, Confessions (pp. 1114-1141); Montaigne, 'Of the Inconsistency of Our Actions' (pp. 2199-2204)
- 10 A satire of heroic violence: Cervantes, Don Quixote (pp. 2226-2256)

How should we live (since we die)?

- 11 Cosmic order and mortality: Lucretius, *On the Nature of Things* (pp. 838-848)
- 12 Mortality and love: John Donne, 'To His Mistress, Going to Bed' and 'The Flea' (pp. 2049-51); 'The Good-Morrow' and 'The Sun Rising' (pp. 2538-9); Andrew Marvell, 'To His Coy Mistress' (pp. 2055-6)
- 13 Death, justice, and the soul: Plato, *Apology of Socrates* (pp. 758-779)

LEARNING OUTCOMES

On completion of this unit, students should be able to:

- 1 Understand the history of literature in Western civilisation - the texts, the authors, the contexts, the content - from Ancient Greece and Rome to the Middle Ages;
- 2 Analyse the response of writers to historical and cultural influences as reflected in their works of literature;
- 3 Compare and contrast texts from different periods, examining changes and continuities in literary genres and themes;
- 4 Appreciate the continuing influence of the texts studied;
- 5 Evaluate the extent to which works of literature reflect and/or challenge aspects of a Christian worldview; and
- 6 Communicate at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation

ASSESSMENT TASKS

A grade of at least 50% overall is required to pass this unit. Students must submit a reasonable attempt at all assessment items.

TASK 1: FORUM POSTS

Word Length/Duration:	An approximate total of 600 words is allocated (150 words x 2 for summaries, plus 7 x posts of approximately 40 words each)
Weighting:	10%
Learning Outcomes:	1-6
Assessed:	Weeks 2-11

On two occasions during the semester, students will be asked to upload a **brief 150-word summary** of one or more key ideas of their own choice from the topic for that week, with the lecturer allocating students to weeks for this task at the end of Week 1.

TASK 2: SHORT ANSWERS

Word Length/Duration:	3 x 500 words
Weighting:	45% (3 x 15%)
Learning Outcomes:	1-6
Assessed:	Week 3, 9, 11

Write a 500-word response to any 3 of the following questions:

Your essay should include quotations from the Norton Anthology of Western Literature, with appropriate referencing. Secondary sources are not required, however you may use up to two additional scholarly sources for each short answer. These sources may include books or academic journal articles. No other online sources can be used. Nearly all (if not all) of your quotations and references should be from the primary source.

- Why does Virgil depict the history of Rome on the shield of Aeneas?

- Why does Jocasta find the truth about Oedipus so unbearable?
- Identify and discuss three moments of irony in the Joseph story (where the reader knows something that the characters in the story don't know). How does the author use irony to represent God's providence?
- How does Augustine's episode of the pear tree echo the story of the fall in Genesis 3?
- How does Beowulf combine Christian and pagan elements?
- In what ways does Cervantes satirise heroic violence in Don Quixote?

TASK 3: ESSAY

Word Length/Duration: 1500 words
 Weighting: 45%
 Learning Outcomes: 1-6
 Assessed: Week 11

Write a 1500-word paper responding to any question that you have not already answered in Task 2. Or write a 1500-word essay on another topic, as approved by the lecturer. (Any approved topic must still focus on one of the set texts from this unit.)

Your essay should include quotations from the Norton Anthology of Western Literature, with appropriate referencing. You should also use three or four additional scholarly sources, with appropriate referencing. These sources may include scholarly books or journal articles. No other online sources can be used. Roughly 80% of your quotations and references should be from the primary source.

ASSESSMENT ALIGNMENT

Assessment Task	Learning Outcome	Content	Graduate Attributes
Task 1	1-6		
Task 2	1-6		
Task 3	1-6		

ASSESSMENT ELABORATION

Task 1: Forum Posts

Task: On two occasions during the semester, students will be asked to upload a **brief 150-word summary** of one or more key ideas of their own choice from the topic for that week, with the lecturer allocating students to weeks for this task at the end of Week 1. When not scheduled to provide a summary, each student shall, in other weeks, respond briefly to the summaries uploaded by other students to the forum.

Students will be assessed on their contribution to the forum over nine weeks of Semester. No forum contributions are required in Weeks 1, 10, 12, 13 or 14. Students must contribute in at least eight out of the nine weeks, otherwise they will receive a mark of zero out of ten.

Task 2: Short Answers

You are required to write a paper that is primarily expository. This means that you are expected to engage almost exclusively with the primary text in question. Use of other sources is not encouraged, although judicious use of secondary sources and other primary texts will not be penalised. Any use of secondary sources should merely bolster your own argument, not take over.

You are expected to reflect critically and answer the essay question with reference to the historical author's own argument in the document/s. In doing this, you will be highly likely to provide a lot of quotes from the text/s in

question and will otherwise provide a summary interpretation. A high-quality paper will provide an accurate interpretation of the primary text in question, which requires both skilful interpretation and an awareness of the historical context for the text.

How to approach the task

It is recommended that you approach the task like so:

1. Carefully read the text/s in question, more than once if necessary.
2. Write a summary of the argument of the text.
3. Make notes on the key quotes and phrases used in the text/s.
4. Read any relevant and scholarly interpretation of the text/s that might help you in the particular task. Remember that this element should be limited and should not become overbearing in your own argument.
5. Think about how you want to structure your paper: What is the one overall argument of the essay? What are two or three subpoints (coming from the primary text) that will support your overall argument? Plan your essay around these questions.
6. Write your paper with these questions in mind. Ensure that each paragraph and section have clear topic sentences so as to guide your own writing and to guide the reader/s of the essay. Ensure that each point relates back to your overall argument.
7. Go back and re-write your introduction and conclusion. Your introduction should provide a clear thesis statement (summarising your overall argument) and, if possible, introduce each subpoint that you're using to support this thesis statement. Your conclusion should be an answer to your introduction: it should wrap up as briefly as is possible, your subpoints and re-state your overall argument.
8. Read over the essay to refine your spelling, syntax, grammar etc.
9. Use a spellchecker and grammar checker to further refine your essay.
10. If possible, get someone else to read your essay.
11. Finalise and submit!

References

1. Whenever you make a statement or assertion, it must be clear where you are drawing it from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using citations.
2. Check to ensure you are using APA 6th or Chicago correctly. (See below in this document for a guide to these referencing styles.)
3. Only use scholarly resources:
 - a. Primary texts, preferably critical editions, or editions from reputable publishers;
 - b. Scholarly and reputable non-scholarly books (whether hardcopy or e-versions from the library or Google books);
 - c. Journal articles.
 - d. As a general rule, do not use websites or blogs. These can be helpful to get you started on understanding a text or task, but they must not be relied upon for scholarly citations. If you find a good quote in a non-scholarly source, go and hunt down the original source.
4. When citing historical documents, do your best to cite the original source from an edited collection (e.g. *The Collected Works of Plato*) or a stand alone publication of the primary text. In general, avoid quoting a primary source as cited in a secondary source. It's always better to go and find the primary source yourself, as the secondary source might be inaccurate.

Submission and feedback

Submit the essay in Word or PDF to Turnitin by the due date. Feedback will be provided via Turnitin.

Task 3: Essay

Task: You are required to write a paper that demonstrates both an ability to interpret and exposit primary texts and a capacity for independent research. You could also think of this paper as an application of the knowledge and interpretative skills you have acquired during the unit.

Competent use of primary sources is expected, and an excellent use of primary texts to answer the essay question will be looked upon favourably. This task also demands wider research, and you will be expected to have familiarity with secondary source interpretations of the texts and ideas in question.

How to approach the task

It is recommended that you approach the task like so:

1. Carefully read any relevant primary source texts out of the Required Reading list relevant to the question. Also consider other primary source texts.
2. Conduct wider secondary source research. Any historical, philosophical or theological sources which provide careful expositions of the relevant primary texts will be particularly helpful (e.g. a book that deals with Augustine's theory of the *saeculum*, or Mill's theory of liberty, or Milton's use of biblical typology).
3. Think about how you want to structure your paper: What is the one overall argument of the essay? What are two or three subpoints (coming from the primary text) that will support your overall argument? Plan your essay around these questions.
4. Write your paper with these questions in mind. Ensure that each paragraph and section have clear topic sentences so as to guide your own writing and to guide the reader/s of the essay. Ensure that each point relates back to your overall argument.
5. As you write, ensure that each of your claims is backed up by primary sources or secondary sources. Sometimes you will cite both. Also ensure that you are using sources to support *your* argument, rather than simply copying someone else's argument.
6. Go back and re-write your introduction and conclusion. Your introduction should provide a clear thesis statement (summarising your overall argument) and, if possible, introduce each subpoint that you're using to support this thesis statement. Your conclusion should be an answer to your introduction: it should wrap up as briefly as is possible, your subpoints and re-state your overall argument.
7. Read over the essay to refine your spelling, syntax, grammar etc.
8. Use a spellchecker and grammar checker to further refine your essay.
9. If possible, get someone else to read your essay.
10. Finalise and submit!

References

1. Whenever you make a statement or assertion, it must be clear where you are drawing it from. When you read through your own work pause at points you are making and ask yourself "who says?" Make sure the reader can clearly see where each idea has been sourced, grounded in the literature, by using citations.
2. Check to ensure you are using APA 6th or Chicago correctly. (See below in this document for a guide to these referencing styles.)
3. Only use scholarly resources:
 - a. Primary texts, preferably critical editions, or editions from reputable publishers;
 - b. Scholarly and reputable non-scholarly books (whether hardcopy or e-versions from the library or Google books);
 - c. Journal articles.

- d. As a general rule, do not use websites or blogs. These can be helpful to get you started on understanding a text or task, but they must not be relied upon for scholarly citations. If you find a good quote in a non-scholarly source, go and hunt down the original source.
4. When citing historical documents, do your best to cite the original source from an edited collection (e.g. *The Collected Works of Plato*) or a stand alone publication of the primary text. In general, avoid quoting a primary source as cited in a secondary source. It's always better to go and find the primary source yourself, as the secondary source might be inaccurate.

Submission and feedback

Submit the essay in Word or PDF to Turnitin by the due date. Feedback will be provided via Turnitin.

SPECIALIST FACILITIES OR EQUIPMENT

Nil.

PRESCRIBED TEXTS

Note: Students are expected to purchase or have access to the prescribed text(s).

Puchner, Charles (ed.). *The Norton Anthology of Western Literature: Volume 1*. 9th edition. New York: Norton, 2014. 9780393933642

OR

Lawall, Sarah (ed.). *The Norton Anthology of Western Literature: Volume 1*. 8th edition. New York: Norton, 2006. 978-0393925722 [This edition is more cheaply available in used copies – see e.g. Abebooks.com]

Note: Although this is a relatively expensive volume, it is a huge treasure-trove (2800 pages) of texts on literature, philosophy, history, religion, politics, society, and education. As well as being required for this unit, the book will be useful in many other CHC units.

RECOMMENDED READINGS

BOOKS

Cervantes, Miguel de. *Don Quijote, 2nd Edition Norton Critical Edition*. W. W. Norton, 2020.

Conte, Gian Biagio. *Critical Notes on Virgil*. De Gruyter, 2016.

Foster, Benjamin R. *Epic of Gilgamesh (Second Norton Critical Edition)*. W. W. Norton, 2019.

Fitch, John G. *Seneca*. Oxford University Press, 2008.

Fratantuono, Lee. *Madness Unchained: A reading of Virgil's Aeneid*. Lexington, 2007.

Fulk, R. D. *The Beowulf Manuscript*. Harvard University Press, 2010.

Goldhill, Simon. *Sophocles and the Language of Tragedy*. Oxford University Press, 2015.

Chickering, Howell D., et al. *Teaching Beowulf in the Twenty-First Century*. Arizona Centre for Medieval and Renaissance Studies, 2014.

Lucretius. *On the Nature of the Universe*. Oxford University Press, 2008.

Nagy, Gregory. *The Ancient Greek Hero in 24 Hours*. Harvard University Press, 2020.

Sophocles. *Oedipus the King*. Translated by David Grene. University of Chicago Press, 2020.

Voegelin, Eric. *Order and History, Volume 4: The Ecumenic Age. Collected Works of Eric Voegelin*. Columbia: U of Missouri P, 2000.

Voegelin, Eric. *Order and History, Volume 5: In Search of Order. Collected Works of Eric Voegelin*. University of Missouri Press, 2000.

OTHER

In addition to the resources above, students should have access to a Bible, preferably the NRSV.

UNIT REVIEW

SEMESTER	FEEDBACK AND RESPONSE

RUBRIC

TASK 1 FORUM POSTS

Task #1 Assessment Rubric					STUDENT NAME:	
LO	CRITERIA	High Distinction	Distinction	Credit	Pass	Fail
2,3,4	<i>Provided evidence of understanding in the form of a summary</i>	<ul style="list-style-type: none"> Astute selection and concise identification of key points 	<ul style="list-style-type: none"> Insightful recognition of key points 	<ul style="list-style-type: none"> Broad understanding of key points. 	<ul style="list-style-type: none"> Broad understanding of key points with a few minor gaps. 	<ul style="list-style-type: none"> Key points confined to the headlines. Inappropriate summary.
1, 2,3,4	<i>Critically analysis combined with academic justification</i>	<ul style="list-style-type: none"> Astute and insightful analysis demonstrating accurate and knowledgeable understanding 	<ul style="list-style-type: none"> Insightful analysis demonstrating knowledgeable understanding 	<ul style="list-style-type: none"> Broad analysis demonstrating knowledgeable understanding 	<ul style="list-style-type: none"> Generalised analysis demonstrating some understanding 	<ul style="list-style-type: none"> Inappropriate or absent analysis demonstrating little or inappropriate understanding
2,3,4, 5	<i>Response to online community posts</i>	<ul style="list-style-type: none"> Respectful but rigorous and robust online discussion displaying comprehensive understanding 	<ul style="list-style-type: none"> Respectful and robust online discussion displaying higher level of understanding 	<ul style="list-style-type: none"> Respectful and relevant online discussion displaying clear understanding 	<ul style="list-style-type: none"> Respectful but generalized online discussion with some understanding 	<ul style="list-style-type: none"> Inappropriate or limited engagement with online discussion
Overall Grade:			Signed:		Date:	
Comments:						

COMMENT



RUBRIC

TASK 2 SHORT ANSWERS

CRITERIA	High Distinction	Distinction	Credit	Pass	Fail
Engagement with the text(s)	An informed, balanced, and insightful interpretation of the text.	An accurate and somewhat insightful interpretation of the text.	An accurate interpretation of the text.	A mostly accurate interpretation of the text.	An inaccurate interpretation of the text.
Quotations	Exceptionally judicious choice and use of quotations.	Aptly chosen and well used quotations.	Relevant quotations.	Somewhat relevant quotations	No quotations, or no relevant quotations
Argument	An insightful and well-reasoned answer to the question with evidence of consistent independent thinking.	A well-reasoned and logically structured answer to the question, with some independent thinking.	A sound answer to the question, backed up by adequate reasoning.	A mostly sound answer to the question with some evidence of adequate reasoning.	An inaccurate or incoherent response to the question.
Communication	Consistently clear and controlled prose style with precise word choice and very minimal grammatical errors. Flawless referencing (Chicago-style).	Clear and controlled prose style with accurate word choice and a mostly accurate use of grammar. Nearly flawless referencing (Chicago-style).	Mostly clear prose style with mostly sound word choice and some grammatical problem areas. Basic referencing information provided.	Adequate but limited prose style, some inaccurate word choice, some grammatical problem areas. Basic referencing information provided.	Inadequate prose style, poor word choice, systemic grammatical problems. No referencing provided.

COMMENT



RUBRIC

TASK 3 ESSAY

CRITERIA	High Distinction	Distinction	Credit	Pass	Fail
Engagement with the text(s)	An informed, balanced, and insightful interpretation of the text, with exceptionally judicious use of quotations.	An accurate and somewhat insightful interpretation of the text, with apt quotations.	An accurate interpretation of the text, with relevant quotations.	A mostly accurate interpretation of the text with somewhat relevant quotations.	An inaccurate interpretation of the text with no quotations, or no relevant quotations.
Research	Judicious selection and skilful integration of high-quality scholarly sources (journal articles and books only).	Good selection and integration of high-quality scholarly sources (journal articles and books only).	Appropriate selection and sound integration of high-quality scholarly sources (journal articles and books only).	Some relevant use of high-quality scholarly sources (journal articles and books only).	No relevant research, or using inappropriate sources (e.g. websites, non-scholarly online materials).
Argument	An insightful and well-reasoned answer to the question with evidence of consistent independent thinking.	A well-reasoned and logically structured answer to the question, with some independent thinking.	A sound answer to the question, backed up by adequate reasoning.	A mostly sound answer to the question with some evidence of adequate reasoning.	An inaccurate or incoherent response to the question.
Communication	Consistently clear and controlled prose style with precise word choice and very minimal grammatical errors. Flawless referencing (Chicago-style).	Clear and controlled prose style with accurate word choice and a mostly accurate use of grammar. Nearly flawless referencing (Chicago-style).	Mostly clear prose style with mostly sound word choice and some grammatical problem areas. Basic referencing information provided.	Adequate but limited prose style, some inaccurate word choice, some grammatical problem areas. Basic referencing information provided.	Inadequate prose style, poor word choice, systemic grammatical problems. No referencing provided.

COMMENT

