



CHRISTIAN HERITAGE COLLEGE

**EL150**

**GREAT BOOKS OF THE WESTERN WORLD II**

This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.

<b>Unit code</b>	EL150
<b>Unit name</b>	Great Books of the Western World II
<b>Associated higher education awards</b>	Bachelor of Education (Primary) Bachelor of Education (Secondary) Bachelor of Arts/Bachelor of Education (Secondary)
<b>Duration</b>	One semester
<b>Level</b>	Introductory
<b>Core/Elective</b>	Elective
<b>Weighting</b>	Unit credit points: 10 Course credit points: Bachelor of Education (Primary) 320 Bachelor of Education (Secondary) 320 Bachelor of Arts/Bachelor of Education (Secondary) 320
<b>Delivery mode</b>	Face-to-face on-site
<b>Student workload</b>	<i>Face-to-face on site</i> Contact hours 30 hours Reading, study and assignment preparation 120 hours <b>TOTAL 150 hours</b>  Students requiring additional English language support are expected to undertake an additional one hour per week.
<b>Prerequisites/ co-requisites/ restrictions</b>	Nil
<b>Rationale</b>	<p>This unit provides students with opportunities to become familiar with a range of texts of the Western World from the early eighteenth century to the present day (modern and post-modern literature). This unit, like EL140 Great Books of the Western World I, studies the reasons for the popularity and consequent survival of certain texts and also examines the effects of Western civilisation's Christian heritage on its literature. In this unit, however, the diminishing impact of Christianity on literature of the eras studied will be explored, especially in terms of what this reveals about emerging philosophies and worldviews of these time periods. It covers, amongst others, authors from Germany, France and Russia, but with an emphasis on writers in English such as Austen, Eliot, Dickens, Twain, Shaw, Conrad, Woolf, Faulkner, Orwell and Beckett.</p> <p>This unit provides students of English with both the knowledge and the skills that will enable them to place literary texts within a narrative and literary framework and to evaluate them from these perspectives.</p>
<b>Prescribed text(s)</b>	Abrams, M.H. (Ed.). (2012). <i>The Norton anthology of English literature: In 2 volumes.</i> (9th ed.). New York, NY: Norton.  Selected readings will be available via the Moodle™ site for this unit.

<p><b>Recommended readings</b></p>	<p>Bloom, H. (Ed.). (2008). <i>Samuel Beckett's Waiting for Godot</i> (new ed.). New York: Bloom's Literary Criticism.</p> <p>Cowan, L. &amp; Guinness, O. (2000). <i>Invitation to the classics: A guide to books you've always wanted to read</i> (illustrated ed.). Grand Rapids, MI: Baker Books.</p> <p>Faulkner, W. <i>The sound and the fury</i> (any ed.).</p> <p>Habib, R. (2008). <i>Modern literary criticism and theory: A history</i>. Oxford, UK: Blackwell Publishing.</p> <p>Kennedy, G. A. (Ed.). (2013). <i>The Cambridge history of literary criticism</i>. Cambridge, UK: Cambridge University Press.</p> <p>Reynolds, J. M. (2011). <i>The great books reader: Excerpts and essays on the most influential books in Western civilization</i>. Minneapolis, MN: Bethany House.</p> <p>Reynolds, J. M. (2009). <i>When Athens meets Jerusalem: An introduction to Classical and Christian thought</i>. Downers Grove, IL: IVP Academic.</p> <p>Shaw, G. B. <i>Pygmalion</i> (any ed.).</p> <p>Van Doren, C. (2008). <i>The joy of reading: A passionate guide to 189 of the world's best authors and their works</i>. Naperville, IL: Sourcebooks.</p> <p>Veith, G. E. (2013). <i>Reading between the lines: A Christian guide to literature</i> (redesign ed.). Wheaton, IL: Crossway.</p> <p>Wood, N., &amp; Lodge, D. (2013). <i>Modern criticism theory: A reader</i> (3rd ed.). Abingdon, UK: Routledge.</p> <p>In addition to the resources above, students should have access to a Bible, preferably a modern translation such as The Holy Bible: The New International Version 2011 (NIV) or The Holy Bible: New King James Version (NKJV).</p> <p>These and other translations may be accessed free on-line at <a href="http://www.biblegateway.com">http://www.biblegateway.com</a>. The Bible app from LifeChurch.tv is also available free for smart phones and tablet devices.</p>
<p><b>Specialist resource requirements</b></p>	<p>Nil</p>
<p><b>Content</b></p>	<p>In each of the following topics, emerging genres, themes, subjects, characters and literary theories will be studied:</p> <ul style="list-style-type: none"> <li>• The early eighteenth century: Augustan literature; Alexander Pope; diversification of genres – political texts, the early novel, drama; Samuel Johnson; Romanticism (Rousseau); the increasing importance of the novel, e.g. Richardson, Fielding</li> <li>• The nineteenth century: The novel, e.g. Austen, Thackeray, Dickens, George Eliot</li> <li>• The late nineteenth to the early twentieth centuries: Tolstoy, Tennyson, Hopkins, Wilde, Yeats, Joyce, Twain, Conrad</li> <li>• The early twentieth century: Hardy, Shaw, Chekov, Woolf</li> <li>• The twentieth century until 1950: DH Lawrence, F Scott Fitzgerald, Faulkner, Orwell; the new media – literature defined/redefined; Literary theory</li> <li>• Latter part of the twentieth century: political and gender-based literatures, Modernism</li> <li>• The twenty-first century: Postmodernism; the continuing and/or potential power of the literature</li> <li>• Criteria for judging a 'Great Book' today and in the future</li> </ul>

<b>Learning outcomes</b>	<p>On completion of this unit, students will have provided evidence that they have:</p> <ol style="list-style-type: none"> <li>1. developed knowledge and understanding of the characteristics of the 'Great Books' of Western Civilisation from the eighteenth century to the present day;</li> <li>2. analysed the response of writers to historical and cultural influences as reflected in their works of literature;</li> <li>3. appreciated the reasons for the texts studied being regarded as enduring and adaptable, or potentially so;</li> <li>4. reflected upon the potential power of modern literature in the light of historical criteria laid down by literary critics over the centuries;</li> <li>5. evaluated the extent to which literary texts reflect and/or challenge aspects of a Christian worldview; and</li> <li>6. communicated at an appropriate tertiary standard: with special attention to design elements, grammars, usage, logical relations, style, referencing and presentation.</li> </ol>
<b>Assessment tasks</b>	<p><b>Task 1: Paper</b></p> <p>Word Length/Duration: 1500 words</p> <p>Weighting: 40%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 10</p> <p><b>Task 2: Analytical Paper</b></p> <p>Word Length/Duration: 2000 words</p> <p>Weighting: 60%</p> <p>Learning Outcomes: 1-6</p> <p>Assessed: Week 14</p>
<b>Unit summary</b>	<p>This unit continues the major themes of EL140 Great Books of the Western World I, focusing instead on a range of texts from the early eighteenth century to the present day (modern and post-modern literature). It incorporates an introduction to literary criticism as consistent with modern concepts of literary theory, also providing opportunities to evaluate the changing impact of Christianity on Western literature during the eras studied.</p>