**UNIT OUTLINE**

Unit Code: **LIT101**

Unit Title:

**Great Books of the Western World I**

Semester: **2**

Year: **2020**



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| **Unit code** | LIT101 | |
| **Unit name** | Great Books of the Western World I | |
| **Associated higher education awards** | Undergraduate Certificate of Literature  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** | Introductory | |
| **Unit Coordinator** | Ben Myers | |
| **Lecturer** | Ben Myers | |
| **Core/Elective** | UG Core | |
| **Weighting** | Unit credit points: 10 | Total course credit points:  40 ­– Undergraduate Certificate of Literature  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) |
| **Student workload** | **Face-to-face on-site:** | **External:** |
| Timetabled hours per semester: 39  Personal study hours per semester: 111  Total hours per semester: 150 | Timetabled hours per semester: 39  Personal study hours per semester: 111  Total hours per semester: 150 |
| Students requiring additional English language support are expected to undertake an additional 1 hour per week | |
| **Delivery mode** | External | |
| **Pre-requisites/ Co-requisites/ 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 meant 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. | |
| **Prescribed text(s)** | *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.  OR  Lawall, Sarah (ed.). *The Norton Anthology of Western Literature: Volume 1.* 8th edition. New York: Norton, 2006 [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** | Anspach, Mark (ed.). *The Oedipus Casebook: Reading Sophocles’ Oedipus the King.* Michigan State UP, 2020.  Campbell, Gordon. *John Milton: Work, Life, and Thought.* Oxford: OUP, 2008.  Cascardi, Anthony (ed.). *The Cambridge Companion to Cervantes.* Cambridge: CUP, 2002.  Heaney, Seamus. *Beowulf: A New Verse Translation.* New York: Norton, 2001.  Kerrigan, William et al. (ed.). *The Complete Poetry and Essential Prose of John Milton.* New York: Modern Library, 2007.  Lewalski, Barbara. *The Life of John Milton: A Critical Biography.* London: Blacwell, 2002.  Montaigne, Michel de. *Selected Essays: with La Boétie's Discourse on Voluntary Servitude.* Indianapolis: Hackett, 2012.  O’Donnell, James J. *Augustine: A New Biography.* New York: Harper, 2006.  Shami, Jean. *The Oxford Handbook of John Donne.* Oxford: OUP, 2011.  Tolkien, J. R. R. *Beowulf: a Translation and Commentary.* New York: Mariner, 2015.  Voegelin, Eric. *Order and History, Volume 4: The Ecumenic Age. Collected Works of Eric Voegelin.* Columbia: U of Missouri P, 2000. | |
| **Specialist resource requirements** | Nil | |
| **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. Maintaining order through violence: Beowulf (pp. 1174-1247)  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 will 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 grammar usage, logical relations, style, referencing and presentation. | |
| **Assessment tasks** | **Task 1: Forum Posts**  Duration: Weekly  Weighting: 20%  Learning Outcomes: 1-6  Assessed: Week 1-13  You must write one forum post for each week of semester. This could be an idea or a critical question about the reading, or a response to someone else’s forum post. All posts must be on the forum before each week’s scheduled class session.  These posts will form the basis of further class discussion. You will be assessed on (a) whether you have posted to the forum each week (weeks 1-13), and (b) the quality of your comments and the evidence of careful, reflective reading of the set texts.  **Task 2: Short Answers**  Word Length/Duration: 3 x 400 words  Weighting: 30% (3 x 10%)  Learning Outcomes: 1-6  Assessed: Week 4 - 6, 9 - 11  Write a 400-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? (from the week 2 readings)  • Why does Jocasta find the truth about Oedipus so unbearable? (from the week 5 reading)  • 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? (from the week 6 reading)  • How does Augustine’s episode of the pear tree echo the story of the fall in Genesis 3? (from the week 8 reading)  • How does Beowulf combine Christian and pagan elements? (from the week 9 reading)  • In what ways does Cervantes satirise heroic violence in Don Quixote? (from the week 10 reading)  **Task 3: Essay**  Word Length/Duration: 2000 words  Weighting: 50%  Learning Outcomes: 1-6  Assessed: Week 14  Task: Write a 2000-word paper responding to any question that you have not already answered in Task 2. Or write a 2000-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. | |

**LIT101 Rubric |Task 2: Short Answers**

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| **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. |

**LIT101 Rubric | Task 3: Essay**

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| **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. |