**UNIT OUTLINE**

Unit Code: **LIT102**

Unit Title:

**Great Books of the Western World II**

Semester: **2**

Year: **2020**



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| **Unit code** | LIT102 | |
| **Unit name** | Great Books of the Western World II | |
| **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** | Alexander Naraniecki | |
| **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** | Internal/External | |
| **Pre-requisites/ Co-requisites/ Restrictions** | Nil | |
| **Rationale** | This unit provides students with opportunities to become familiar with a range of texts of the Western World from the 18th century to the present. This unit, like LIT101 Great Books of the Western World I, studies the reasons for the popularity and consequent survival of certain texts and also examines the influence of Christianity on the literary traditions of Western civilisation. The unit provides students of literature with the knowledge and skills that will enable them to place literary texts within a wider historical context. | |
| **Prescribed text(s)** | *Note: Students are expected to purchase or have access to the prescribed text(s).*  Puchner, Martin (ed.). *The Norton Anthology of Western Literature: Volume 2.* 9th edition. New York: Norton, 2014. (OR a second-hand copy of the 8th edition, which can be purchased online from 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** | Arata, Stephen, Madigan Haley, J. Paul Hunter, and Jennifer Wicke. *A Companion to the English Novel.* Hoboken: Wiley-Blackwell, 2015.  Chandler, James, and Maureen N. McLane. *The Cambridge Companion to British Romantic Poetry.* Cambridge: Cambridge University Press, 2008.  Czapski, Józef. *Lost Time: Lectures on Proust in a Soviet Prison Camp.* NYRB, 2018.  Ellison, David. *A Reader’s Guide to Marcel Proust’s In Search of Lost Time.* Cambridge UP, 2010.  Erdman, David (ed). *The Complete Poetry and Prose of William Blake.* Anchor, 1982.  Grant, John (Ed.). *Blake’s Poetry and Designs.* 2nd edition. Norton, 2007.  Hölderlin, Friedrich. *Poems and Fragments. Ed. Michael Hamburger.* Carcanet Press, 2004.  Jones, Malcolm V., and Robin F. Miller. *The Cambridge Companion to the Classic Russian Novel.* New York, NY: Cambridge University Press, 2010.  Levenson, Michael H. *The Cambridge Companion to Modernism.* Cambridge: Cambridge University Press, 2012.  MacIntyre, C. F. *French Symbolist Poetry.* U of California P, 2007.  Millar, Cristianne. *Emily Dickinson’s Poems as She Preserved Them.* Belknap, 2016.  Valéry, Paul. *The Idea of Perfection: The Poetry and Prose of Paul Valéry.* Farrar, Straus and Giroux, 2020. | |
| **Specialist resource requirements** | Nil | |
| **Content** | Readings need to be completed before the class session for which they are assigned.  Week 1. British Romanticism I: William Blake  Week 2. British Romanticism II: Wordsworth, Coleridge, Byron, Shelley, Keats  Week 3. European Romanticism: Hölderlin, Novalis, Bunina, Heine  Week 4. Autobiography: Rousseau (Confessions); Frederick Douglass (Narrative…)  Week 5. American poetry in the 19th century: Walt Whitman, Emily Dickinson  Week 6. Realism in fiction I: Anton Chekov (The Lady with the Dog)  Week 7. Realism in fiction II: Leo Tolstoy (Death of Ivan Ilyich)  Week 8. Realism in theatre: Henrik Ibsen (Hedda Gabler)  Week 9. Symbolist poetry: Baudelaire, Mallarmé, Verlaine, Rimbaud  Week 10. Modernist fiction I: Marcel Proust (Swann’s Way), James Joyce (The Dead)  Week 11. Modernist fiction II: Franz Kafka (The Metamorphosis)  Week 12. The essay: Virginia Woolf (A Room of One’s Own)  Week 13. Conclusion: why read literature? (Reading on Moodle) | |
| **Learning outcomes** | On completion of this Unit, students will be able to:  1. Demonstrate knowledge and understanding of the characteristics of the ‘Great Books’ of Western Civilisation from the 18th century to the present day;  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. Reflect upon the power of modern literature in light of the larger context of Western civilisation;  5. Evaluate the extent to which literary texts 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** | **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: Poetry Explication**  Word Length/Duration: 600 words  Weighting: 30%  Learning Outcomes: 1-6  Assessed: Week 5  Paraphrase and explain ONE of the Romantic poems studied in class in weeks 1–3.  **Task 3: Analytical Essay on Modernist Literature**  Word Length/Duration: 2000 words  Weighting: 50%  Learning Outcomes: 1-6  Assessed: Week 15  Write a 2000 word essay responding to one of the following:  • Write a detailed analysis of one symbolist poem by Baudelaire, Mallarmé, Verlaine, or Rimbaud.  • Analyse the theme of memory in Proust’s Swann’s Way.  • Virginia Woolf wrote: “Intellectual freedom depends on material things. Poetry depends on intellectual freedom.” Based on chapter 6 in A Room of One’s Own, discuss Woolf’s account of the material challenges to women’s writing.  • What is the significance of metamorphosis in Kafka’s novel? In what ways is the protagonist affected by his metamorphosis?  Your paper should include direct quotations from the text and at least THREE additional scholarly sources. These can include books from the CHC library, journal articles from the library database, and any essays provided by the lecturer on Moodle. Other online resources should not be used. | |
| **Unit Summary** | This unit continues the major themes of LIT101 Great Books of the Western World I, focusing instead on a range of texts from the 18th century to the present. 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 in modernity. | |

**LIT102 Rubric |Task 2: Poetry Explication**

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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. |
| **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. | Clear and controlled prose style with accurate word choice and a mostly accurate use of grammar. | Mostly clear prose style with mostly sound word choice and some grammatical problem areas. | Adequate but limited prose style, some inaccurate word choice, some grammatical problem areas. | Inadequate prose style, poor word choice, systemic grammatical problems. |

**LIT102 Rubric | Task 3: Analytical Essay on Modernist Literature**

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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 or APA). | Clear and controlled prose style with accurate word choice and a mostly accurate use of grammar. Nearly flawless referencing (Chicago or APA). | 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. |