

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY
CANTON, NEW YORK**



MASTER SYLLABUS

ENGL 203 – WORLD LITERATURE: BCE TO THE 16th CENTURY

CIP Code: 230101

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**SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF ENGLISH AND HUMANITIES
FEBRUARY 2020**

A. **TITLE:** World Literature: BCE to the 16th Century

B. **COURSE NUMBER:** ENGL 203

C. **CREDIT HOURS:**

3 Credit Hours

3 Lecture Hours: 3 per week

Course Length: 15 per week

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** GER 7 (Humanities)

F. **SEMESTER(S) OFFERED:** Fall

G. **COURSE DESCRIPTION:** In this course, students examine global literature by tracing patterns of difference and points of contact between literatures developed in various regions throughout the world. Works read will be discussed in the contexts of their originating cultures as well as in relation to Western modes of understanding literature.

H. **PRE-REQUISITES/CO-REQUISITES:**

a. Pre-requisite(s): None

c. Pre- or co-requisite(s): None

I. **STUDENT LEARNING OUTCOMES:**

| <u>Course Student Learning Outcome</u> <u>[SLO]</u> | <u>PSLO</u> | <u>GER</u> | <u>ISLO</u> |
|--|--------------------|-------------------|--------------------|
| a. <i>Discuss</i> orally and in writing literary works read in the course using correct literary terminology. | | 7 | 1 [W] |
| b. <i>Explain</i> types of cultural expression that have literary value in their own cultures but not necessarily in all cultures, e.g. wampum belts in Iroquoian culture. | | | 4 [IK] |
| c. <i>Discuss</i> the religion, history, social structure and worldview of each civilization studied as revealed through its literature. | | | 1 [W] |
| d. <i>Compare</i> and discuss the diversity of ways in which human civilizations have developed in response to living through diverse natural and human-made conditions as reflected in the course readings. | | | 2 [IA] |
| e. <i>Apply</i> critical thinking skills to analyze causal relationships between differing value and belief systems reflected in the course readings and international, intercultural, and intracultural conflicts. | | 7 | 2 [IA] |

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|---------------|---|
| KEY | <u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u> |
| ISLO # | ISLO & Subsets |
| 1 | Communication Skills Oral [O], Written [W] |
| 2 | Critical Thinking <i>Critical Analysis [CA] , Inquiry & Analysis [IA] , Problem Solving [PS]</i> |
| 3 | Foundational Skills <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i> |
| 4 | Social Responsibility <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i> |
| 5 | Industry, Professional, Discipline Specific Knowledge and Skills |

J. **APPLIED LEARNING COMPONENT:** Yes _____ No x

K. **TEXTS:**

Damrosch, David, April Alliston, Marshall Brown, Page duBois, Sabry Hafez, and Ursula K. Heise. *Longman Anthology of World Literature Volume I (A, B, C): The Ancient World, The Medieval Era, and The Early Modern Period.* Pearson, 2004.

L. **REFERENCES:**

M. **EQUIPMENT:** Technology enhanced classroom

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

- Regular homework assignments (reading and writing)
- Quizzes
- Participation
- Midterm
- Final
- Paper(s)

P. DETAILED COURSE OUTLINE:

I. Creation Myths and Social Realities

- A. Babylonian theogony
- B. Ancient Near East
- C. Classical Greece
- D. Archaic Lyric Poetry
- E. Early South Asia
- F. China
- G. Rome

II. Contact, Conflict, and Conversion

- A. Medieval China
- B. Tang Dynasty
- C. Japan
- D. Islam
- E. Medieval Europe

III. Vernacular Revolutions

- A. Vernacular Writing in South Asia
- B. Rise of the Vernacular in Europe
- C. Early Modern Europe
- D. Mesoamerica: Before Columbus and After Cortes

Q. LABORATORY OUTLINE: None