

Tompkins Cortland Community College  
**Master Course Syllabus**

**Course Discipline and Number: ENGL 226**  
**Course Title: World Literature II**

**Year: 2023-2024**  
**Credit Hours: 3**

**Attendance Policy:** *To maintain good grades, regular attendance in class is necessary. Absence from class is considered a serious matter and absence never excuses a student from class work. It is the responsibility of all instructors to distribute reasonable attendance policies in writing during the first week of class. Students are required to comply with the attendance policy set by each of their instructors. Students are not penalized if they are unable to attend classes or participate in exams on particular days because of religious beliefs, in accordance with Chapter 161, Section 224-a of the Education Law of the State of New York. Students who plan to be absent from classroom activity for religious reasons should discuss the absence in advance with their instructors. See college catalog for more information.*

**Services for Students with Disabilities:** *It is the College's policy to provide, on an individual basis, appropriate academic adjustments for students with disabilities, which may affect their ability to fully participate in program or course activities or to meet course requirements. Students with disabilities should contact the Coordinator of Access and Equity Services, to discuss their particular need for accommodations. All course materials are available in alternate formats upon request.*

**Course Description**

An analytical overview of the master works of world literature from the Age of Reason to the present. Prerequisites: ENGL 102; RDNG 116 if required by placement testing. 3 Cr. (3 Lec.) Occasionally.

**Course Context/Audience**

The course is designed for undergraduate students expecting to transfer to a baccalaureate degree program in the humanities and other students who are interested in world literature.

**Basic Skills/Entry Level Expectations**

**Writing:** WC College level writing skills are required. See course co-requisites or pre-requisites.

**Math:** M0 Course requires very little or no math.

**Reading:** R4 Before taking this course, students must satisfactorily complete RDNG 116 or have assessment indicating that no reading course was required.

**Course Goals**

Students will improve their understanding of literary genres, analytical skills, critical thinking skills, and knowledge of the development of attitudes towards religion, society, politics, etc.

**Course Objectives/Topics**

Objective/Topic	% Course
Students will improve their ability to understand literary genres and their ability to describe and analyze literary works through class discussion.	15-50%
Students will improve their ability to analyze, explain and interpret different uses of literary language and their ability to present the aforementioned in a systematic, concise, logical and persuasive manner.	5-15%
Students will improve their ability to recognize ethical and moral issues that arise in literary works from different times and cultures.	10-30%
Students will improve their knowledge of the development of human attitudes towards religion, social relationships, and political attitudes.	5-10%



	opportunities; as well as instructor feedback—are activities that can expose students to many different points of view.
<b>SOCIAL/GLOBAL AWARENESS OUTCOMES</b>	<b>HOW DOES THE COURSE ADDRESS THE OUTCOMES</b> (Include required or recommended instructional resources, strategies, learning activities, assignments, etc., that must or could be used to address the goal/outcomes)
<ul style="list-style-type: none"> <li>➤ Students will begin to understand how their lives are shaped by the complex world in which they live.</li> <li>➤ Students will understand that their actions have social, economic and environmental consequences.</li> </ul>	<p>Course readings include literary texts from 18<sup>th</sup>, 19<sup>th</sup>, and 20<sup>th</sup> century European, Asian, African, Indian, and North and South American cultures. Each lesson can include the way older texts have a continued life and influence in the 21<sup>st</sup> century and the way texts from other cultures create cross-currents throughout the world. Students can also explore whether their own lives reflect, perpetuate, question, or counter any of the strands of tradition encountered in the course readings.</p> <p>Many course readings highlight moral systems that are foundational in various world cultures. In addition, it is in the nature of narrative to inspire questions about characters' motives and the consequences they bring upon themselves. In their weekly journals, students can explore the social and ethical consequences of internalizing the values advocated or suggested by course readings.</p> <p>Course readings touch on poverty, slavery, colonization, globalization, social class, social mobility, and the financial interdependence of cultures. Through understanding the crosscurrents at work in other centuries and cultures, students can use their journals to explore how their choices might have economic consequences for themselves and for workers in other countries.</p> <p>Readings include some of the earliest expressions of concern about the rights of nature. Students can use their journals to explore their own attitudes towards the natural world.</p>

### Instructional Methods

Lecture, workshop, and class discussion are appropriate instructional methods for this course.

### Methods of Assessment/Evaluation

Method	% Course Grade
Class discussion	10-20%
Two essays	40-60%
Weekly journal entries	20-40%

### Text(s)

Damrosch, David, et al., eds. *The Longman Anthology of World Literature, Part Two Package (Books A, B, C)*. New York: Pearson Education, 2nd edition 2008.

### Bibliography

Revised Spr 14

**Cassell's encyclopaedia of world literature.** Gen. ed., J. Buchannan- Brown. Rev. and enl. ed. London, 1973. 3v.

Damrosch, David. **Teaching World Literature.** New York: Modern Language Association of America, 2009.

Damrosch, David. **What is World Literature?** Princeton: Princeton Press, 2003.

Hacht, Anne Marie and Dwayne D. Hayes. **Gale Contextual Encyclopedia of World Literature.** Detroit: Gale, Cengage Learning, 2009.

Kurian, George Thomas. **Timetables of World Literature.** New York: Facts on File, 2003

Pendergast, Sarah and Tom. **Reference Guide to World Literature.** Detroit: St James Press, 2003.

Pizer, John David. **The Idea of World Literature.** Baton Rouge: LSU Press, 2004.

Thomsen, Mads Rosendahl. **Mapping World Literature.** London: Continuum, 2008.

### Other Learning Resources

<b>Audiovisual:</b>
No resources specified
<b>Electronic:</b>
<a href="http://www.wwnorton.com/hawol">http://www.wwnorton.com/hawol</a>
<b>Other:</b>
No resources specified