

**College of San Mateo**  
**Official Course Outline**

1. **COURSE ID:** LIT. 221    **TITLE:** World Literature from 1600  
**Units:** 3.0 units    **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours  
**Method of Grading:** Letter Grade Only  
**Prerequisite:** Eligibility for ENGL 100 or 105
  
2. **COURSE DESIGNATION:**  
**Degree Credit**  
**Transfer credit:** CSU  
**AA/AS Degree Requirements:**  
    CSM - GENERAL EDUCATION REQUIREMENTS: E2b. English, literature, Speech Communication  
    CSM - GENERAL EDUCATION REQUIREMENTS: E2c. Communication and Analytical Thinking  
    CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities
  
3. **COURSE DESCRIPTIONS:**  
**Catalog Description:**  
    Comparative study of selected works, in translation and in English, of literature from around the world, including Africa, Asia, Europe, the Middle East, the Pacific Islands, and other areas, from the mid or late seventeenth century to the present.
  
4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**  
    Upon successful completion of this course, a student will meet the following outcomes:
  1. Demonstrate familiarity with a variety of representative works of world literature from the mid or late seventeenth century to the present, identifying major literary, cultural, and historical themes.
  2. Present critical, independent analysis of themes in one or more works of world literature from the mid or late seventeenth century to the present in the form of a project, paper, and/or presentation.
  
5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**  
    Upon successful completion of this course, a student will be able to:
  1. Demonstrate familiarity with important authors, works, genres, and themes of the period.
  2. Analyze and interpret themes found in the literature and intellectual movements of the period.
  3. Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis.
  4. Relate literary works to their historical, philosophical, social, political, religious, regional, and/or aesthetic contexts.
  5. Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate form.
  
6. **COURSE CONTENT:**  
**Lecture Content:**
  1. Survey of World Literature covers international literary and textual traditions from the mid or late seventeenth century to the present in a regional context. Students will learn of changes in literary forms and styles across continents and cultures in the course of studying works of fiction, drama, poetry, and film as well as some expository writing. While representative works from the Western canon will be included, the instructor will focus on introducing students to works in English and in English translation by prominent authors from historically unrepresented literary traditions, including voices from Africa, Asia, Latin and South America, the Pacific islands, and the Middle East.
  2. The course should include selected works from among the following regions:
    - A. Asia
    - B. Africa
    - C. Europe
    - D. Latin America and the Caribbean
    - E. The Pacific Islands and Oceania
    - F. the Middle East
    - G. Canada and the United States (with an emphasis on indigenous literature)
  3. The course should also include the literature of colonialism, post-colonialism, and the various diasporas.
  4. The course should avoid canonical American and British authors and works unless used for comparative or

- other related purposes. Colonial and indigenous texts are appropriate.
- Students should write at least two (2) critical essays during the semester.

## 7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- Lecture
- Critique
- Discussion
- Field Trips
- Guest Speakers
- Other (Specify): Inductive presentations: instructor provides students with an array of data from which they draw general conclusions about a work, author, time period, skill set, or other course material. Guided readings: students read and interpret specific works with instructor guidance. Journal work: students write journal entries in response to specific questions. Dramatic presentations: recorded readings/dramatizations of course material. Collaborative/individual projects: student-initiated projects into coursework or course-related material (research, drama, presentations, etc.).

## 8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

### Writing Assignments:

Journal work: students write journal entries in response to specific questions.

### Reading Assignments:

Guided readings: students read and interpret specific works with instructor guidance.

## 9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- Class Participation
- Exams/Tests
- Group Projects
- Homework
- Oral Presentation
- Papers
- Portfolios
- Projects
- Quizzes
- Research Projects
- Written examination
- Essays: critical essays to demonstrate completion and understanding of material and independent critical analysis of literary works. Exams and quizzes: in-class or take-home examinations to demonstrate understanding of material. Oral presentations: active participation in class discussions to demonstrate understanding of material and independent response to literature. Journals: written responses to assigned readings to demonstrate completion and understanding of material and to aid student in synthesizing course texts and themes.

## 10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- Puchner, Martin, Suzanne Conklin Akbari, Wiebke Denecke, et al.. *The Norton Anthology of World Literature (Volumes D, E, and F)*, 3rd ed. WW Norton, 2012
- Eco, Umberto, translated by Martin McLaughlin. *On Literature*, ed. Harcourt, 2002
- Tutuola, Amos. *The Palm-wine Drinkard and My Life in the Bush of Ghosts*, ed. Grove Press, 1993
- Ariyoshi, Sawako. *The Doctor's Wife*, ed. Kodansha USA, 2004
- Fanua, Tupou Posesi. *Po Fananga: Folk Tales of Tonga*, ed. Tofua Press, 1975
- Gogol, Nikolai. *The Overcoat and Other Short Stories*, ed. Dover, 1992
- Chekhov, Anton. *Stories*, ed. University Publishing House, 2000
- Nabokov, Vladimir. *The Stories of Vladimir Nabokov*, ed. First Vintage International, 1997
- Allende, Isabel. *The Stories of Eva Luna*, ed. Scribner, 2001
- Calvino, Italo. *If on a winter's night a traveler*, ed. Harcourt, 1982
- Machiavelli, Niccolo. *The Prince*, ed. Dover, 1992
- Alighieri, Dante. *The Divine Comedy*, ed. Oxford, 2008
- Boccaccio, Giovanni. *The Decameron*, ed. Penguin, 2003

N. Voltaire. *Candide*, ed. Dover, 1991  
O. Tolstoy, Leo. *The Kreutzer Sonata*, ed. Dover, 1993  
P. Kafka, Franz. *The Castle*, ed. Schocken, 1998  
Q. Achebe, Chinua. *Things Fall Apart*, ed. Penguin, 1994  
R. Roy, Arundhati. *The God of Small Things*, ed. Random House, 2008  
S. Kundera, Milan. *The Book of Laughter and Forgetting*, ed. Perennial, 1999  
T. Maquez, Gabriel Garcia. *One Hundred Years of Solitude*, ed. Harper Perennial, 2006

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**Course Originator:** Jeramy Wallace