

Subject Code	ENGL3024
Subject Title	Panorama of European Literature I
Credit Value	3
Level	3
Pre-requisite / Co-requisite/ Exclusion	None
Objectives	<p>This course provides students with a panoramic view of literature in Europe, tracing the transformation of literary styles across time, focusing on prose. The selected pieces will cover different literary genres and movements. The course will analyze socio-cultural, historical and political background for each literary work and period concerned, in order to deepen the understanding of selected pieces and illustrate how socio-cultural context affects and is affected by the arts, providing an understanding of human nature, including values and beliefs, and contributing to the foundation and development of the concept of civilization.</p> <p>The selected literary periods will range from medieval literature extending to the Romantic period (officially ending circa 1870), including the Renaissance (history and human nature) through the Age of Reason (Baroque and Enlightenment) to Romanticism.</p> <p>Through this course, students will better understand how the writings of each period reflect different aspects of European culture and human nature. The course will thus serve as a medium to broaden and deepen students' understanding of the human experience in various socio-cultural, historical and political settings and enable them to appreciate literature not only as a form of art but also as a philosophical and historical document. The course will also provide students with a platform to deepen literacy and critical thinking skills through interpretative activities and assignments.</p>
Intended Learning Outcomes <i>(Note 1)</i>	<p>Upon completion of the subject, students will be able to:</p> <ol style="list-style-type: none"> Identify and appreciate unique cultural characteristics of different European countries based on classic and contemporary literary works. Recognize shared experiences and universal traits across different cultures, and hence develop a greater sense of global citizenship and fellowship with peoples from distant as well as neighboring parts of the world, leading to a better understanding of the human nature. Break down barriers of prejudice and ignorance and replace these with a more mature, reflective, understanding, and compassionate view of life. Deepen critical thinking skills through interpretative activities and assignments.
Subject Synopsis/ Indicative Syllabus <i>(Note 2)</i>	<p>This course will discuss literature across Europe considering the following timeline and content, with suggested selected authors and pieces (but not limited to it):</p>

	<p>Medieval Period (circa 500 – 1500) Italy: Dante, Boccaccio France: Roland’s Song Germany: Song of the Nibelungs Russia: Tale of Igor's Campaign</p> <p>Renaissance and Baroque (circa 1500-1670) Italy: Machiavelli, Castiglione France: Rabelais’ <i>Gargantua</i> Germany: Grimmshausen’s Life of the arch-deceiver and vagabond Courage Russia: Life of the Archpriest Avvakum</p> <p>Enlightenment (circa 1700-1800) Italy: Goldoni France: Voltaire’s <i>Candide</i> Germany: Goethe’s <i>Elective Affinities</i> Russia: Pushkin’s Short Stories</p> <p>Romantic Period (circa 1798-1870): writers such as Bécquer or Larra Manzoni, Leopardi France: Hugo’s Les Miserables (selections) Germany: Hoffmann’s Short Stories Russia: Lermontov’s A Hero of Our Times and Turgenev’s Fathers and Sons</p> <p>The course will cover representative authors and literary pieces from different countries.</p>																																														
<p>Teaching/Learning Methodology <i>(Note 3)</i></p>	<ol style="list-style-type: none"> 1. Lectures 2. Film analyses 3. Group discussions (with and without worksheets) 4. In-class presentations (groupwork) 5. Final project paper (groupwork) <p>Learning is primarily through interactive mini-lectures and film analyses. Group discussions and in-class reports encourage students to present their analyses and viewpoints logically and coherently. Each assignment is designed to provide students with opportunities to evaluate literary works in terms of their relevance to life issues in contemporary society.</p>																																														
<p>Assessment Methods in Alignment with Intended Learning Outcomes <i>(Note 4)</i></p>	<table border="1"> <thead> <tr> <th rowspan="2">Specific assessment methods/tasks</th> <th rowspan="2">% weighting</th> <th colspan="6">Intended subject learning outcomes to be assessed (Please tick as appropriate)</th> </tr> <tr> <th>a</th> <th>b</th> <th>c</th> <th>d</th> <th></th> <th></th> </tr> </thead> <tbody> <tr> <td>1. Group discussions</td> <td>20%</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>2. Written assignment</td> <td>20%</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>3. Final project presentation</td> <td>20%</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>4. Final paper</td> <td>40%</td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Specific assessment methods/tasks	% weighting	Intended subject learning outcomes to be assessed (Please tick as appropriate)						a	b	c	d			1. Group discussions	20%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Written assignment	20%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Final project presentation	20%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Final paper	40%	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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	Total	100 %	
	<p>Explanation of the appropriateness of the assessment methods in assessing the intended learning outcomes:</p> <p>The assessment methods will allow students to amplify their cultural knowledge, as they will require students to engage in discussions based on theoretical and literary readings that ask for reflection and analysis. Preparing assignments will further develop students writing skills and argumentation strategies.</p>		
Student Study Effort Expected	Class contact:		
	▪ Lectures		26 Hrs.
	▪ Seminars		13 Hrs.
	Other student study effort:		
	▪ Reading assignments		52 Hrs.
	▪ Assignment preparation		26 Hrs.
	Total student study effort		117 Hrs.
Reading List and References	<p>Auerbach, Erich; Edward W Said (preface) (2003), <i>Mimesis : the representation of reality in Western literature</i>, Princeton, N.J. : Princeton University Press.</p> <p>Barthes, Roland. <i>Criticism and Truth</i>, trans. and edited by Katrine Pilcher Keuneman. London: Continuum, 2004.</p> <p>Bloom, Harold. (1998). <i>Shakespeare: The invention of the human</i>. New York: Riverhead Books.</p> <p>Bloom, Harold. (1995). <i>The Western canon: The books and school of the ages</i>. London: Macmillan.</p> <p>Curtius, Ernst Robert. (1991). <i>European literature and the Latin Middle Ages</i>. Princeton: Princeton University Press.</p> <p>Damrosch, David, Melas, Natalie and Buthelezi, Mbongiseni. <i>The Princeton sourcebook in comparative literature: From European Enlightenment to the global present</i>. Princeton: Princeton University Press.</p> <p>D’ahen, Theo, Damrosch, David, and Kadir, Djelal. (2013). <i>The Routledge Companion to World Literature</i>. London: Routledge.</p> <p>Fry, Paul H. (2012). <i>Theory of literature</i>. New Haven, Conn.: Yale University Press.</p> <p>Gaskell, Philip. (1999). <i>Landmarks in European Literature</i>. Edinburgh University Press.</p> <p>Natsume, Soseki. (2009). <i>Theory of literature and other critical writings</i>. New York: Columbia University Press.</p> <p>Wellek, René. (1993). <i>Theory of literature</i>. Middlesex, England: Penguin Books.</p> <p>Yermolenko, Galina I. (ed.). (2010). <i>Roxolana in European literature, history and culture</i>. Burlington, VT: Ashgate.</p>		

Prepared by Foong Ha Yap and Francisco Veloso, July 2015