

**TAMALPAIS UNION HIGH SCHOOL DISTRICT
Larkspur, California**

Course of Study

**WORLD LITERATURE
Classical Strand**

I. INTRODUCTION: COURSE DESCRIPTION

- A. This course will introduce students to world cultures through literature. The scope of the course will be broad, including works in the major genres. Students explore religions, social institutions, and the arts.
- B. This course addresses the following district student learning outcomes which ask students to:
- #1. communicate articulately, effectively, and persuasively when speaking and writing;
 - #2. read and analyze material in a variety of disciplines;
 - #10. analyze and propose solutions to contemporary issues using a variety of perspectives;
 - #11. interpret, experience, create and/or perform artistic work.

World Literature will contribute to the attainment of the following Tam 21st Century Goals in helping students to:

- acquire, manage and use knowledge and skills;
- think critically and creatively;
- practice self-directed learning, decision making and problem solving;
- develop respect and understanding for the diversity of our community;
- understand individual and cultural differences;
- take responsibility for self and community.

C. World Literature Goals

World Literature students will:

1. study works of literature as illustrations of people's ways of looking at themselves, their society, and the world;
2. show the influence of historical events and social, political and religious movements on literature;
3. increase awareness of the humanness of all people, despite historical and cultural differences;
4. read in areas not emphasized elsewhere in the English program, yet important to world awareness, especially in the literature of Asia, Latin America, Africa, and Russia;
5. study examples of music, art and film as they reflect other cultures' visions of reality;
6. encourage an awareness of the similarities and differences in the Eastern and Western visions of the world;
7. learn to use critical thinking skills in analyzing and interpreting literature;
8. establish the connection between writing and thinking through regular practice of the steps in the writing process.

II. STUDENT LEARNING OUTCOMES

A. Writing:

1. use the stages in the writing process, especially responding, revising, and editing (R/LAF W W/S 1.0; 1.9);
2. apply basic grammar and appropriate vocabulary in the context of their writing (R/LAF W W/O 1.0);
3. write well-developed essays using the thesis statement effectively to focus the essay, and practice patterns of organization, such as chronology, classification, and steps in a process, with appropriate transitional techniques, language and form to suit purpose and audience (R/LAF W W/S 1.3);

4. draw generalizations from recorded observation and experience—e.g., from stories, poems, journal entries, autobiographical and biographical pieces, descriptions and accounts—and support them with convincing evidence and examples (R/LAF W W/A 2.2);
5. use deduction and induction, understand logical fallacies, know what constitutes evidence and authority, while distinguishing between primary and secondary sources (R/LAF W W/A 2.2);
6. develop an interpretation that uses convincing textual evidence for support and explain the interpretation rationally to convince the reader of its soundness (R/LAF W W/A 2.2 a - e);
7. examine ideas and information from a variety of sources and draw conclusions about the point and purpose of that information and to evaluate the conclusions and determine whether or not they are sound (R/LAF W W/A 2.4 d);
8. analyze information from various sources through systematic notetaking, integrate material from outside sources into their own work, and acknowledge those sources (R/LAF W W/S 1.6).

B. Literature/Reading:

1. understand and use the language of literary criticism, such as setting, characterization, foreshadowing, symbolism, and metaphor; consult sources to enrich understanding; recognize the relationship of specific incidents to theme; understand an author's method of narration, i.e., who tells the story and how far the narrator is from the action; be aware of and understand shifts in point of view (R/LAF R L/RA 3.0 S/F 3.1; N/A 3.2, 3.3, 3.4);
2. put ideas in one's own words through such devices as paraphrase, precis, modeling, unscrambling sample passages, reading and interpreting maps, charts, and graphs; recognize that rereading enhances the reader's understanding and appreciation;
3. determine the author's point of view and distinguish his or her bias from established fact (R/LAF R C/A 2.2, 2.3, 2.4, 2.5);
4. recognize the importance of reading beyond the assigned works and use outside sources of reference; refine the use of research techniques;
5. develop a greater understanding of the contributions of ethnic groups by studying their traditions, their cultural stance, their similarities and differences (R/LAF R L/RA 3.5 b).

C. Speaking and Listening:

When speaking, students will:

1. function effectively in class discussion by answering and asking questions coherently and by clarifying responses with clear explanations; conceive and develop ideas that are soundly reasoned and well supported;
2. become more proficient in the various roles in editing and response writing groups; learn new roles: for example, panel chair, panel member, large group discussion leader, recorder, resource person;
3. learn argumentation techniques that allow both sides of a question to surface; learn skills in logic and reasoning to support arguments on conflicting sides of a question (R/LAF L/S O/D 1.5, 1.6);
4. give careful attention to preplanning a speech; develop a regard for the audience with respect to gaining attention, sustaining interest, making efficient use of time; learn skills in organizing for various modes of presentation: analysis, persuasion, explanation, interpretation, direction, and comparison (R/LAF L/S O/D 1.7 A/E 1.13);
5. practice oral interpretation of literature, using the techniques of emphasis, expression, dramatic pause, inflection; practice parts in dramas, attempting realistic character identity, fluency in reading dialogue, and appropriate tone and mood (R/LAF L/S S/A 2.3 a—e; 2.5).

When listening, students will:

1. develop techniques that promote supportive, polite concern for the speaker, and learn the skills necessary to offer tactful, constructive criticism;
2. identify main and subordinate ideas presented in lectures and discussions, and evaluate them for sound reasoning and convincing support; take into account the nuances, the subtle shades of meaning (R/LAF L/S A/E 1.11—1.14).

III. ASSESSMENT

A. Student Assessment

Students will be assessed through a variety of indicators including homework, group work, oral presentations, visuals related to the reading, quizzes on the literature, essays and other writing assignments.

Students will be expected to take an essay examination that requires them to apply the thinking and writing skills they have developed in order to synthesize and analyze material from three to four major works covered during the semester. Students will be expected to support their main ideas with specific examples from the works under discussion.

See the World Literature Resource Binder for sample assessments.

B. Course Assessment

World Literature will be assessed through formal and informal surveys of the students. Course and unit goals will be reviewed by teachers on a regular basis.

IV. METHODS AND MATERIALS

A. Methods:

Students will complete a variety of interrelated writing assignments adapted from the James Moffet writing sequence. More than one paper may be required for each assignment. In addition to four process papers per semester, minor papers will be assigned regularly.

Eight different writing types have been identified as the focus for the upper division writing program: observation, reflection, controversial issue, interpretation, evaluation, report of information, autobiography, and speculation. See the introduction to the Upper Division program for specifics on the writing modes.

B. Literature

Every teacher of World Literature will teach a selection of the following titles to guarantee consistency throughout the District. Each student will read at least four major works per semester, with required reading including a variety of short stories, poems, novels, and nonfiction.

Core Works

AFRICA

North Africa

Adnan, Etel
Awad, Tawfig Yusief
Chraibi, Driss

Sitt Marie Rose
Death in Beirut
Heirs to the Past

Hussein, Taha	<i>An Egyptian Childhood</i>
Manfouz, Naguib	<i>Midag Alley</i>
Oz, Amos	<i>The Hill of Evil Counsel (Short Stories)</i>
Boullata, Isaj, ed.	<i>Modern Arab Poets</i>
Darwish, Mahmoud	<i>Selected Poems</i>

South Africa

Abrahams, Peter	<i>Mine Boy, Tell Freedom, This Island, Now A Wreath for Udomo</i>
Paton, Alan	<i>Cry, the Beloved Country</i>
Ya-Otto, John	<i>Battlefront Namibia (autobiography, 1982)</i>
Kunene, Mazisi	<i>The Ancestors and the Sacred Mountain</i>

West Africa

Achebe, Chinua	<i>Things Fall Apart No Longer at Ease Arrow of God Beware Soul Brother 100 Girls at War</i>
Armah, Ayi Kwei	<i>Selected Works</i>
Emecheta, Buchi	<i>Selected Works</i>
Soyinka, Wole	<i>Selected Works</i>

East Africa

Thiong'o, Ngugiwa	<i>A Grain of Wheat Weep Not Child The River Between</i>
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CENTRAL AND SOUTH AMERICA

Allende, Isabel	<i>House of Spirits</i>
Amado, Jorge	<i>The Violent Land</i>
Borges, Jorge L.	<i>Labyrinths</i>
Borges, Jorge L.	<i>Theme of the Traitor and the Hero</i>
Cortazar, Julio	<i>Continuity of Parks</i>
Freemantle, Anne, ed.	<i>Latin American Short Stories Today</i>
Fuentes, Carlos	<i>Terra Nostra (excerpts)</i>
	<i>High Noon and Latin America+</i>
Howes	<i>Eye of the Heart (Short Stories)+</i>

Hulte, Claude L.	<i>Brazilian Literature</i> , Vol. III 1920-1960
Marquez, Gabriel	<i>Leaf Storm</i>
	<i>The Handsomest Drowned Man in the World</i>
Naipaul, V. S.	<i>The Loss of El Dorado</i>
	<i>Neruda</i> (selections)
Paz, Octavio	<i>Letter to the President</i>
Rulfo, Juan	<i>Pedro Palamo</i>
Thorton, Lawrence	<i>Imagining Argentina</i>
Valenzuela, Luisa	<i>Other Weapons</i>

CHINA

Baynes and Wilhelm, ed. and tr.	<i>I Ching</i>
Kingston, Maxine Hong	<i>Woman Warrior</i> (selections)
Lao Tze	<i>Tao Te Ching</i>
Lord, V.	<i>Spring Moon</i> (selections)
Lu Hsun	Short Stories
Mao Tse-Tung	<i>The Little Red Book</i>
	<i>Poems</i>
Pa Chin	<i>The Family</i>
Tsao Hsueh Chin	<i>Dreams of the Red Chamber</i>
Tuchman, Barbara	Stillwell/China (selections)
	<i>The Red Lantern</i>

INDIA

Bhattacharya, Bhabani	<i>He Who Rides a Tiger</i>
Banerji, Bibhutibhushan	<i>Panther Panchali: Song of the Road</i>
Forster, E. M.	<i>Passage to India*</i>
Iyengar, K, R, Srinivasa	<i>Indian Writing in English: Poetry, Fiction, Drama</i>
Jhabvala, Ruth	<i>The Householder</i>
	<i>Travelers</i>
Markandaya, Kamala	<i>Nectar in a Sieve**</i>
Martel, Yann	<i>The Life of Pi</i>
Mehta, Ved	<i>Red Parkash: The New India</i>
Menon, A.	<i>The Ramayana</i> (selections)
Mathiessen, Peter	<i>Snow Leopard</i>
Nandi, B. R.	<i>Gandhi and His Critics</i>
Naipaul, V. S.	<i>India: A Wounded Civilization</i>
Narayan, R. K.	<i>The Bachelor of Arts</i>
	<i>The Vendor of Sweets</i>
	<i>The Ramayana</i>
	<i>My Days: A Memoir</i>

Nahal, Chaman	<i>Azadi</i>
Pillai, Thakazhi	<i>Sivasan Kara, Chemmeen</i>
Rowell, G.	<i>Throne Room of the Mountain Gods</i>
Singh, Khushwant	<i>Train to Pakistan (Mano Majra)</i>
Smith, Zadie	<i>White Teeth</i>
Srivastava, Dhanpat Rai	<i>The Gift of a Cow (A translation of the Hindi novel Godaan)</i>
Tagore, Rabindranath	<i>Hungry Stones and Other Stories</i>

JAPAN

Akutagawa	<i>Rashoman</i>
Dazai	<i>The Setting Sun</i>
Endo, Shusaku	<i>Silence</i>
	<i>The Golden Country</i>
Hearn, Lafcadio	<i>A Japanese Miscellany</i>
	<i>Japan: An Interpretation</i>
Houston, J. W. and J. D.	<i>Ring of Fire</i>
	<i>Sound of Waves</i>
Ibuse, Masuji	<i>Black Rain</i>
Kawabata	<i>Snow Country</i>
Kobo, Abe	<i>The Woman in the Dunes</i>
Natsume, Soseki	<i>Botchan</i>
	<i>I Am a Cat</i>
	<i>Kokoro</i>
	<i>The Three-Cornered World</i>
Shikibu, Murasaki	<i>The Tale of Genji</i>
Statler, Loiver	<i>Japanese Inn</i>
Suzuki, Daisatsu	<i>Zen Mind, Beginner's Mind</i>
Uchida, Yoshiko	<i>Samurai of Gold Hill</i>
	<i>Journey to Topaz</i>

* Also in AP Literature

** Also in English 3/4

V. GENERAL INFORMATION

World Literature is a 5 credit course open to all juniors, seniors and second semester sophomores.

A. Prerequisites: There are no course prerequisites.

B. Requirements Met.

This course may be used in partial fulfillment of the English graduation requirement. It meets part of the District requirement for two Classical Strand Courses.

This course is accepted toward the "b" or "g" requirement for UC admissions. It is also accepted for the CSU English requirement.

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