This sample unit outline is provided by CHC for prospective and current students to assist with unit selection.

Elements of this outline which may change with subsequent offerings of the unit include Content, Required Texts, Recommended Readings and details of the Assessment Tasks.

Students who are currently enrolled in this unit should obtain the outline for the relevant semester from the unit lecturer.
<table>
<thead>
<tr>
<th><strong>Unit Name</strong></th>
<th>Great Books of the Western World II</th>
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<tbody>
<tr>
<td><strong>Unit Code</strong></td>
<td>EL150</td>
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| **Awards** | Bachelor of Education (Secondary) - English teaching area  
Bachelor of Arts/Bachelor of Education (Secondary) - English major  
This unit is able to be undertaken towards other CHC awards according to course rules and the meeting of prerequisite requirements, as applicable. |
| **Core/Elective** | Elective |
| **Pre/co-requisites** | Nil |
| **Mode** | Internal |
| **Delivery/Contact hrs** | Class contact 33 hours  
Engagement with unit materials 44 hours  
Assignment preparation 63 hours  
Total 140 hours |

**Unit Rationale**
This unit provides students with familiarity of a range of texts of the Western World from the end of the seventeenth century and the early eighteenth century to the present day (modern and post-modern literature). This unit, like EL140 Great Books of the Western World I, studies the reasons for the popularity and consequent survival of certain texts and also examines the effects of Western civilisation’s Christian heritage on its literature. It covers, amongst others, authors from Germany, France and Russia, but with an emphasis on writers in English such as Austen, Eliot, Dickens, Twain, Shaw, Conrad, Woolf, Faulkner, Orwell and Beckett. This unit provides students of English with both the knowledge and the skills that will enable them to place literary texts within a narrative and a literary framework and to evaluate them from these perspectives.

**Learning Outcomes:**
On completion of this unit, students will have provided evidence that they have:

1. Developed a knowledge of the existence of the ‘Great Books’ of Western Civilisation from the eighteenth century to the present day.
2. Understood why these texts may be regarded as endurable and adaptable, or potentially so.
3. Critically appreciated the potential power of modern literature in the light of historical criteria laid down by critics over the centuries.
4. Critically reviewed the literature from Christian perspectives.
5. Written at an appropriate tertiary standard (with special attention to correct grammar, punctuation, spelling, vocabulary, usage, sentence structure, logical relations, style, referencing and presentation).
Content:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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| 1    | Introduction - historical and cultural overview  
The range of literary works from the late seventeenth century to the beginning of the twenty-first century  
Introduction to the theme of the unit - the links between literature and history and culture |
| 2    | The late seventeenth century to the early eighteenth century - emerging genres, themes, subjects, characters and literary theories  
Writers - Dryden, Milton, Bunyan (extracts) |
| 3    | The early eighteenth century - the historical and cultural milieu and its effects on Augustan literature; the age of Pope  
Diversification of genres - political texts, the early novel, drama; influences on later literature. |
| 4    | The late eighteenth century - the age of Johnson  
Historical events - movement towards Romanticism (Rousseau)  
The increasing importance of the novel - Richardson, Fielding (extracts) |
| 5    | The nineteenth century - revolutions in politics, science, literature (genres, styles, subjects, themes)  
The novel - Austen, Thackeray, Dickens, George Eliot (extracts); influences on later literature |
| 6    | The late nineteenth to the early twentieth centuries - the Victorian Era: progress, democracy, the practical, spirit of enquiry, religion, uncertainty, spiritual struggle, science  
Writers - Tolstoy, Tennyson, Hopkins, Wilde, Yeats, Joyce (extracts); influences on twentieth-century literature |
| 7    | The early twentieth century - historical and cultural  
Increasing numbers of writers and texts - varieties of genres, writing styles, subjects, themes  
Writers - Hardy, Shaw, Chekov (extracts) |
| 8    | The twentieth century up until 1950 - historical and cultural influences.  
The new media - literature defined (redefined?): genres, styles, subjects, themes  
Literary theory and criteria for judging a text  
Writers - DH Lawrence, F Scott Fitzgerald (extracts). |
| 9    | The twentieth century - the ‘Chaotic Age’ (Bloom)?  
Characteristics of the latter part of the twentieth century - historical and cultural influences: philosophies, movements, nations, theories of literature, genres, styles, subjects, themes; political and gender-based literatures; Modernism - influence on twentieth-century literature |
| 10   | The twenty-first century - historical, cultural, social, political, religious, literary influences on literature  
Postmodernism - is there a future for literature as literature? What makes a ‘Good Book’ in the twenty-first century? |
| 11   | The continuing and/or potential power of the literature - criteria for judging a ‘Great Book’ today and in the future  
Writers - emerging writers and their possible influence |
Set Text Requirements:

Faulkner, W, *The Sound and the Fury* (any ed.).
Shaw, GB, *Pygmalion* (any ed.).

Recommended Readings:


Assessment:

<table>
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<tr>
<th>Assessment Item</th>
<th>Topic/s</th>
<th>Learning Outcomes assessed</th>
<th>Week Due</th>
<th>Weighting</th>
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<tbody>
<tr>
<td>Term Paper (1500 words)</td>
<td>The great books of the Western World from the late seventeenth century to the beginning of the nineteenth century, the historical, cultural and sociological milieux that affected writers and their texts, and the reasons for their durability.</td>
<td>1-6</td>
<td>Week 6</td>
<td>40%</td>
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<tr>
<td>Assignment (2500 words)</td>
<td>The great books of the nineteenth and twentieth centuries, with close analysis of several texts of at least two genres in relation to their relevance to the life of their times, including a critical review, especially from Christian perspectives</td>
<td>1-6</td>
<td>Week 11</td>
<td>60%</td>
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Unit Overview:

This unit continues the major themes of EL140 Great Books of the Western World I. It necessarily involves a longer list of texts and authors than did the previous unit because of the spread of education throughout the Western World from the eighteenth century to the present day, and incorporates an introduction to literary criticism as consistent with modern concepts of literary theory.