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.
**Unit Name** | Great Books of the Western World III  
---|---  
**Unit Code** | EL350  
**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  
**Prerequisite** | EL140 Great Books of the Western World I or  
EL150 Great Books of the Western World II  
30 credit points of 200-level English units  
**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 introduces students more extensively than did EL140 Great Books of the Western World I and EL150 Great Books of the Western World II to the international dimension of the Western literary tradition. While the major emphasis is on the landmark texts in English, texts from France, Germany, Russia, and Spain are studied (all in translation).  
The focus of this unit is an examination of the reasons for the survival of particular texts in Western civilisation, their influence on contemporary literature, and their relevance to a post-modern society. The presence of the Christian heritage within Western literature is examined in relation to its relevance in a modern and a post-modern world.  
Students of English need to have not only a knowledge of literary works that are considered by both the literary establishment and by the general reading publics in various countries as ‘Great Books’, but also an appreciation of the criteria by which these texts are judged. They should then be able to discover reasons for their survival. This knowledge and appreciation is essential for any student of English.  
**Learning Outcomes:**  
On completion of this unit, students will have provided evidence that they have:  
1. Developed a knowledge of the Great Books of Western civilisation from Classical Greece to the present day.  
2. Understood the reasons for the survival of such texts.  
3. Reviewed changes over time in meanings and implications of meanings; yet an appreciation of the durability of these works.  
4. Critically reviewed the changes made to literary texts when introduced into cinema and drama.  
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    | Recap of Great Books I and II  
Overview of the Great Books of Western civilisation from classical Greece to the present day  
Focus of the present unit: why these texts have survived; the Great Genres and the Great Ideas |
| 2    | The Great Genres: Poetry |
| 3    | The Great Genres: Drama |
| 4    | The Great Genres: Prose - Fiction (Novels, Short Stories) |
| 5-6  | The Great Genres: Prose - Non-Fiction (History, Philosophy, Religion, Science) |
| 7    | The Great Ideas: Religion and Philosophy - Plato, Augustine, Calvin, Barth, Rushdooney, Gary North; History, Politics, Economics, Ethics - Erasmus, Rousseau, Adam Smith, JS Mill, Keynes |
| 8    | The Great Ideas: Literature - novels, short stories, plays, poetry: Homer, Virgil, Dante, Chaucer, Shakespeare |
| 9    | The Great Ideas: Literature - Cervantes, Milton, Moliere, Racine, Swift, Voltaire, Goethe, Balzac, Austen, George Eliot, Dickens, Melville, Twain |
| 10   | The Great Ideas: Literature - Tolstoy, Dostoevsky, Ibsen, James, Shaw, Conrad, Chekov, Proust, Joyce, Woolf, Kafka, DH Lawrence, TS Eliot, F Scott Fitzgerald, W Faulkner, Brecht, Hemingway, Orwell, Beckett |
| 11   | Conclusion: Why did these works survive? What changes have been made by literary critics to criteria used to assess the different genres? What changes have been made to literary texts when introduced into cinema and television? |

### Set Text Requirements:

- Faulkner, W, *The Sound and the Fury* (any ed.).
- Shakespeare *Complete Works* (any ed.).
- *The Holy Bible*

### Recommended Readings:

### Assessment:

<table>
<thead>
<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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</thead>
<tbody>
<tr>
<td>Paper (2000 words)</td>
<td>Comparison and contrasting of texts from different eras and genres, with an explanation of the reasons for their survival.</td>
<td>1-2, 3, 5</td>
<td>Week 6</td>
<td>30%</td>
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<tr>
<td>Paper (3000 words)</td>
<td>A critique of the Great Ideas that have characterised Western literature from Classical Greece to the present day, including how they have changed over time.</td>
<td>1-5</td>
<td>Week 11</td>
<td>70%</td>
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### Unit Overview:

This unit has, as its focus, the Great Books that have, from Classical Greece to today's Western civilisation, both survived and adapted to changing societies and cultures. It is therefore a revisitation of the history of the Great Books of the Western World (EL140 Great Books I and EL150 Great Books II) but with a greater emphasis on how and why these books have been so regarded, and on what their relevance is to a post-modern society. By examining the major genres written and the major ideas adopted by Western authors, students can explore how Western literature has developed, and how literary criticism has changed (or not changed) the criteria for assessing the 'greatness' of literary texts.