

THE EDUCATION UNIVERSITY OF HONG KONG
Course Outline

Part I

Programme Title	: Bachelor of Education (Honours) (English Language)
Programme QF Level	: 5
Course Title	: Literature in Context II: 1914-2000
Course Code	: LIT3052
Department	: Department of Literature and Cultural Studies (LCS)
Credit Points	: 3
Contact Hours	: 39
Pre-requisite(s)	: Nil
Medium of Instruction	: English
Course Level	: 3

Part II

The University's Graduate Attributes and seven Generic Intended Learning Outcomes (GILOs) represent the attributes of ideal EdUHK graduates and their expected qualities respectively. Learning outcomes work coherently at the University (GILOs), programme (Programme Intended Learning Outcomes) and course (Course Intended Learning Outcomes) levels to achieve the goal of nurturing students with important graduate attributes.

In gist, the Graduate Attributes for Sub-degree, Undergraduate, Taught Postgraduate, Professional Doctorate and Research Postgraduate students consist of the following three domains (i.e. in short "PEER & I"):

- Professional Excellence;
- Ethical Responsibility; &
- Innovation.

The descriptors under these three domains are different for the three groups of students in order to reflect the respective level of Graduate Attributes.

The seven GILOs are:

1. Problem Solving Skills
2. Critical Thinking Skills
3. Creative Thinking Skills
- 4a. Oral Communication Skills
- 4b. Written Communication Skills
5. Social Interaction Skills
6. Ethical Decision Making
7. Global Perspectives

1. Course Synopsis

The twentieth century has been marked by dramatic historical events, such as the two world wars, the Great Depression, and the cold war, as well as the liberating but often violent processes of decolonization and the civil rights movement. Later in the century, the emergence of the internet and new digital technologies transformed cultural production in multiple ways. This course will focus on the impact of such developments on literary traditions in Great Britain and the United States, placing representative texts in their contexts of origin, in terms of politics, economics, and cultural history. It will provide an overview of particular literary movements that responded to these developments, from modernism to postmodernism. Students will also continue to develop their understanding of literary form, as the forms in question changed considerably in the course of the century.

2. Course Intended Learning Outcomes (CILOs)

Upon completion of this course, students will be able to:

- CILO₁ Develop an ability to relate the representation of human experience to its culture and circumstances of origin;
- CILO₂ Demonstrate an understanding of the range of variables in the culture and circumstances of writing; and
- CILO₃ Cultivate an ability to discuss literary technique in the context of historical and geographical origins.

3. Course Intended Language Learning Outcomes (CILLOs)

Upon completion of this course, students will be able to:

- CILLO₁ Write thoughtful literary analyses using appropriate terminology and conventions.

4. Content, CILOs, CILLOs and Teaching & Learning Activities

Course Content	CILOs/ CILLOs	Suggested Teaching & Learning Activities
Analysis of literary works in terms of specific forms and techniques.	CILO _{1,2,3}	Lecture, seminar, group work, readings
Responses to literary representations of historical events: the world wars, the rise of communism, decolonization, the emergence of the United States as a hegemonic power.	CILO _{2,3}	Lecture, seminar, group work, readings
Analysis of literature as a means of social critique.	CILO ₃ CILLO ₁	Lecture, seminar, group work, readings
Exploration of the relationships between literature and society.	CILO _{1,3} CILLO ₁	Lecture, seminar, group work, readings

5. Assessment

Assessment Tasks	Weighting	CILOs/ CILLOs
(a) Individual essay, analyzing one or more course texts in relation to specific historical events of their time and place of origin. The essay must relate literary technique to historical circumstances (around 1,950 words).	65%	<i>CILO</i> _{1,4}
(b) Write a letter to a real, living person, recommending that they read one of our course texts and explaining why you think it would be meaningful to them. (600 words).	20%	<i>CILO</i> _{1,2}
(c) Class participation through informal formative assessments (such as reading responses, annotations, and quizzes).	15%	<i>CILO</i> _{1,2,3} <i>CILLO</i> ₁

6. Use of Generative AI in Course Assessments

Please select one option only that applies to this course:

☐ **Not Permitted:** In this course, the use of generative AI tools is not allowed for any assessment tasks.

☒ **Permitted:** In this course, generative AI tools may be used in some or all assessment tasks. Instructors will provide specific instructions, including any restrictions or additional requirements (e.g., proper acknowledgment, reflective reports), during the first lesson and in relevant assessment briefs.

7. Required Texts

Please obtain these four books:

Hansberry (Random House/Vintage)

<https://www.bookdepository.com/Raisin-Sun-Lorraine-Hansberry/9780679755333?ref=grid-view&qid=1542953614314&sr=1-2>

Kingston (Picador)

<https://www.bookdepository.com/Woman-Warrior-Maxine-Hong-Kingston/9781447275220?ref=grid-view&qid=1542952388506&sr=1-1>

Soyinka (Norton)

<https://www.bookdepository.com/Death-Kings-Horseman-Wole-Soyinka/9780393322996>

Tan (Lothian)

<https://www.bookdepository.com/Arrival-Shaun-Tan/9780734415868?ref=grid-view&qid=1543202566491&sr=1-3>

8. Recommended Readings

- Gill, G. L. (2009). *Northrop Frye on Twentieth-Century Literature (Collected Works of Northrop Frye)*. Toronto, Canada: University of Toronto Press.
- Glicksberg, C. I. (1970). *The Tragic Vision in Twentieth-Century Literature*. London: Delta Books.
- Gupta, S., & Johnson, D. (Eds.). (2005). *A Twentieth-Century Literature Reader*. London: Routledge.
- Marcus, L., & Nicholls, P. (Eds.). (2004). *The Cambridge History of Twentieth-Century English Literature*. Cambridge: Cambridge University Press.
- Stringer, J., & Sutherland, J. (Eds.). (1996). *The Oxford Companion to Twentieth-Century Literature in English*. Oxford: Oxford University Press.
- Tate, T. (2010). *War Literature in the Twentieth Century*. Oxford: Blackwell.

9. Related Web Resources

A website on twentieth century poetry in English with some useful poet pages on the major figures:

http://www.lit.kobe-u.ac.jp/~hishika/20c_poet.htm

An online poetry review with links to many other useful sites:

<http://cprw.com/links.htm>

Art.net links with links to many poets and organizations:

<http://www.artnet/links/litref.html>

Literary History: Twentieth-century Modernists:

<http://www.literaryhistory.com/20thC/Modernists.htm>

Literary Resources — Twentieth-Century British, Irish, and Commonwealth:

<http://andromeda.rutgers.edu/~jlynch/Lit/20th.html>

Voice of the Shuttle, University of California, Santa Barbara:

<http://vos.ucsb.edu/browse.asp?id=2739>

10. Related Journals

Contemporary Literature

Journal of Modern Literature

MFS: Modern Fiction Studies

11. Academic Honesty

The University upholds the principles of honesty in all areas of academic work. We expect our students to carry out all academic activities honestly and in good faith. Please refer to the *Policy on Academic Honesty, Responsibility and Integrity* (<https://www.eduhk.hk/re/uploads/docs/000000000016336798924548BbN5>). Students should familiarize themselves with the Policy.

12. Others

The Rules

- a) Attendance is required and will be checked. Attending may require more than being physically present; I may count you absent for lack of participation.
- b) You are required to have access to course texts during class sessions. This is a component of participation.
- c) Come to class on time. If you are more than ten minutes late, you can stay, but you will be counted absent.
- d) Do not talk while others are lecturing, discussing, or presenting. If you violate this rule, I may ask you to leave, and I will mark you absent.
- e) Late assignments will be accepted at the rate of one partial grade per day (1 day = A-, 2 days = B+).

14 August 2025