

Tree of Life School

*"Wisdom is a tree of life to those to those who embrace her."
Proverbs 3:18*

World Literature Since 1600 Course Outline

Table of Contents

Introduction	Page 4
How to Work Through the Course	Page 4
Calculating Your Final Grade	Page 4
Assignment Expectations	Page 5
Evaluative Comments and Grades	Page 6
Submitting Assignments for Evaluation	Page 7
Daily Schedule	Page 10
Readings and Study Questions	Page 28
Suggested Answers	Page 368
Grade/Mark Sheet	Page 378

Course Outline

Introduction

As Canadians, our history and culture has been profoundly affected by Western Civilization. Great Britain and the United States of America in particular have influenced our politics, social structure, and arts. However, when we look beyond the Anglo-Saxon realm, we can find a great wealth of literature. This course aims to open up to you some of the great literature of continental Europe and non-European countries, written in the past five hundred years. You will be challenged to think about the culture, history, and societies of non-English speaking peoples, as portrayed in their own writings, as well as to consider how English speakers have thought and written about other parts of the world. As you work through the course you will also find that some philosophical and literary movements have swept across national boundaries and language barriers.

Over the course of the year, you will learn about the Enlightenment, Romanticism, Realism, and Modernism; Russian, Asian, African, and South American Literature; the Jewish Diaspora and British colonialism. As you can see, this course has a wide scope. Care has been taken to select works that represent the various cultures and movements, without overwhelming the student with too large a volume of reading. You will find that the readings are a variety of stories, poems, novels, and plays. All readings are incorporated into the ten units and thus into the daily schedule.

Required Materials:

A Doll's House

One Day in the Life of Ivan Denisovich

King Solomon's Mines

Cry, the Beloved Country

The Alchemist

How to Work Through The Course

This course has been divided into ten units, each focusing on a specific time period or geographic location. You will notice that some units require more reading than others; therefore each unit will not require the same amount of time and effort. A **140 day schedule** has been created. This will allow the student to follow a **four-day school week** and still complete the course in a normal academic year. The **fifth day** of each week can be used to **catch up on assignments**, do **extra reading**, or simply **take the day off** from the course. If, however, a five-day school week is more desirable, the student is encouraged to pursue this course and will be rewarded by early completion of the material. Care has been taken to provide specific instructions for each day's work. Therefore, **all work is to be completed in the order presented in the daily schedule.**

Calculating Your Final Grade

Your final mark in the course will be based on the following percentages:

Readings (Confirmation Pages)	20%
10 Essays	80%

Assignment Expectations

All the assignments in this course are essays. An essay differs from a report in that it will offer much more analysis of the topic from the student's perspective and opinion. This analysis will certainly be based on the information that s/he has gathered and presented. However, the very nature of the question asked for the assignment will require the student to do more than simply present the facts. Throughout the essay the student will be offering opinions and commentary that shows s/he has looked at both sides of the issue and has something to contribute to the discussion.

In an academic essay, the student should always avoid personal references to themselves and the reader, clichés and idiomatic language, or anything that might be construed as slangy/informal. This is often the hardest kind of writing for many students and it takes practice. However, this is where the give and take between student and evaluator is essential and has become one of the hallmarks of a *Tree of Life* education.

According to *Wordsmith Craftsman*, there are four main essay types:

Descriptive: Real estate ads and "wanted" posters describe, but what distinguishes a descriptive essay is the writer's desire to communicate a particular emotion or point about the object of the description.

Narrative: A narrative is a sequence of events. It may be a personal experience of your own, or of someone you know, or a historical or fictional event. The incidents happen in

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a well-defined order and usually lead to some sort of resolution.

Expository: Expository writing communicates information about any topic. Since the main purpose is to inform the reader, the style should be straightforward and factual. Textbooks, encyclopedias and much of what is called “non-fiction” are expository. The impressions and opinions of the writer may pop up here and there, but the main purpose to inform the reader.

Persuasive: These essays are written to provoke a response from the reader about a particular issue – if not agreement, at least further thought. They require reaching for a reader’s head *and* heart, while presenting logical arguments in a style that’s clear, interesting, winsome and reasonable. You will need to define a position, think it through, and present logical arguments in support of it. Some techniques to promote your position are: find “common ground” with your reader and proceed from there; appeal to legitimate authority; use empirical evidence in the form of studies, statistics, and facts; and refer to personal experience.

Refer to the specific assignment to understand what type of essay is required. Then make sure your essay addresses the issues posed by the assignment. Even if you follow the instructions provided here, marks will be deducted if your essay does not focus on the topic and fully address the assignment requirements.

As always, your essay must begin with an introduction that includes a thorough thesis statement. End with a conclusion that restates your thesis and gives some final personal insight or broader application of your topic. **Each essay in this course should be a minimum of five paragraphs.**

Each essay should make specific reference to the readings. This can include paraphrases, short quotations, and block quotations (long quotations that are indented from the paragraph). You may also want to use outside sources to help support your points. Even if you use only the assigned selection or novel, cite your source using footnotes and a bibliography.

As you write your essays, it is always a good idea to keep the acronym TOWER in mind:

Think
Organize
Write
Evaluate
Rewrite

Evaluative Comments and Grades

At the high school level, students are given numerical grades for each of their tests and assignments. We try to be as objective as we can be, but much of what we do is

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subjective by nature and with several people evaluating work, some will give higher grades than others. We make every effort to be on the same page (so to speak) so that there is not a wide disparity in grades from subject to subject (especially in those areas where much written work is submitted). We also make every effort to communicate to the student what was positive about the assignment and what needs work. If there is a question about a grade or comment on an assignment, we encourage you to communicate this to us. The best way is to send an e-mail or return the assignment with a note attached the next time you send work by mail. This way we can make sure that the evaluator who can best answer your question is notified and can have the opportunity to review the question and assignment and get back to you with what will hopefully be a satisfactory explanation.

Generally speaking, we employ the following percentages when marking work. We do not usually break down the mark to reflect this but hopefully the comments will reflect areas where the assignment may be improved.

Introduction 20%
Body 40%
Conclusion 20%
Style 10%
Mechanics 10%

Submitting Assignments for Evaluation

Email:

This is our highly preferred mode of submission, due to low cost and faster return rate of graded assignments.

1. Save each individual assignment as a Microsoft Word document (Word Perfect is also acceptable). Do not save a batch of assignments in one file; this will be returned ungraded to you. Study Guides for Great Ideas courses should also be sent as individual files.
2. Name the file with your name, the course, and the assignment number. For example, "John Doe_WH I_Essay 4" or "Sally Brown_GI I_Confessions Study Guide".
3. Attach each assignment in a **separate email to evaluation@treeoflifeathome.com** **The subject line of your e-mail should be the same as the file name of your assignment.** This helps us organise the work and be sure it gets to the proper evaluator.

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Regular mail:

Be sure *all* work is clearly labelled with your full name, course name, and assignment. Also, be aware this mode of submission will have the longest turnaround time.

Address: Tree of Life
443 Weston Road
Weston, NB
E7K 1B1

Requirements:

1. Assignments that do not satisfactorily adhere to these guidelines may be returned ungraded!
2. Length of assignments will vary based on the nature of the topic. The student ought to always answer in complete sentences, full paragraphs (generally 5 to 9 sentences), or well-structured essays. Almost all assignments require the essay format to complete the requirements.
3. Essay requirements
 - a. Use only Times New Roman or Ariel black font, size 12. Avoid colours. Text should be double-spaced.
 - b. The essay format includes a well-written introductory paragraph that will set the context for the essay and end in a clear thesis statement. It will also have a *minimum* of three paragraphs (but usually more) that will develop the thesis fully within the context of the assignment. It will end with a concluding paragraph that will satisfactorily bring the essay to a close.
 - c. Title page. Include essay title, student name, course name, assignment number, and date.
 - d. Footnotes and bibliographies. Personal essays may be an exception, but the bulk of every academic essay is based on research that the student has learned from another source. Presenting this information in either quoted or paraphrased version without providing the proper citation is known as plagiarism. The student may think that s/he is sounding brilliant but this will get you kicked out of university (at worst) and significantly lower your mark (at best). The source for direct quotes or paraphrases should be cited at the bottom of the page in a footnote. The bibliography includes any and all resources used (regardless of whether they appear in your footnotes) and is placed on a separate page at the end of the essay.

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Specific Guidelines:

The Title Page

Each assignment should have a title page with the essay title, student name, course name, assignment number, and date clearly displayed.

Title of Essay
Name of Student Course/Subject Assignment Date

Footnotes

There are far too many situations that need to be footnoted to show here, but below you will find some of the common examples that will show up in most research reports. Please note that you are required to cite any readings from the course outline that you use in your essay. Use the "Insert Reference" or "Insert Footnote" feature of your word processor to automatically insert the footnote number as well as place the citation correctly at the bottom of the page.

Book	¹ Tom Smith, <u>Skating to the Music</u> (Hogtown: Ice Palace Publishers, 2010) 45.
Magazine	² Sally Smith, "Skating Is My Life," <u>Skating Magazine</u> 12 May 2009: 20-24.
Newspaper TV or Radio	Same basic format as that of magazine. ⁴ "An Interview with Zeke," Skaters' Forum, CBC, Toronto, 12 March 2010.
Personal Interview	⁵ Bill Jones, personal interview, 23 August 2011.
Internet	⁶ Tom Camelspin, "Jumping for Glory," www.skate.com , 10 January, 2010.
Course Outline	⁶ Israel Zangwill, "To Die in Jerusalem," World Literature Course Outline: 138-148.

Bibliography

If you have used the ideas of others to help you form your thoughts for your essay, you need to cite them at the end of your essay in the bibliography. The format for the bibliography is different than for footnotes; merely copying and pasting your information will not be adequate.

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Following you will find some common examples to help you.

Book	Smith, Tom. <u>Skating to the Music</u> Hogtown: Ice Palace Publishers, 2010.
Work from Anthology	Clark, Jim. "Working the Judges." <u>Anthology of Skating Poems</u> . Editor John Doe. Boston: Ice Palace Publishers, 2001. 354.
Article from Reference Book	"Figure Skating," <u>Big City Encyclopedia</u> . 1988 ed. Reference on CD-ROM Macrotuff Multimedia Encyclopedia. Computer Software. Hogtown, ON: Macrotuff Software, 2001. CD-ROM.
Magazine	Smith, Sally, "Skating Is My Life," <u>Skating Magazine</u> 12 May 2009: 20-24.
Newspaper	Same basic format as that of magazine.
TV or Radio	"An Interview with Zeke," Skaters' Forum, CBC, Toronto, 12 March 2010.
Personal Interview	Bill Jones, personal interview, 23 August 2011.
Internet	Camelspin, Tom , "Jumping for Glory", www.skate.com, 10 January, 2010.
Oral Presentation	Champ, Ima. Speech. NB Figure Skating Convention, Fredericton, 21 May, 2002.
Course Outline	Zangwill, Israel. "To Die in Jerusalem," World Literature Course Outline: 138-148.

Daily Schedule

Unit 1: The Enlightenment in France

DAY 1 – Read the introduction that follows:

The Enlightenment, or Age of Reason, in Europe lasted from about 1650 to 1800. As the name implies, this cultural movement emphasized reason, with many Enlightenment intellectuals challenging traditional beliefs in politics and religion.

Empiricism, the belief that knowledge must be gained through observation and experimentation, was an important tenet of the Enlightenment, espoused by philosophers such as John Locke and David Hume. One practical outworking was the founding in 1660 of The Royal Society of London for Improving Natural Knowledge, a group of scientists who met to organise experiments and discuss their findings.

The true centre of the Enlightenment was France, where intellectuals known as Philosophes exchanged ideas and wrote profusely. Denis Diderot published the first encyclopedia, which not only brought ideas to the general population, but also attacked aristocrats and the church. Jean-Jacques Rousseau wrote *The Social Contract*, arguing

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that rulers must have the consent of the people they govern. Voltaire (François-Marie Arouet) wrote many plays, novels, tracts, and letters that mocked established authorities.

The Enlightenment had a huge impact on Western culture. Its new ways of thinking about government, the rights of man, and religious institutions, and its encouragement to challenge the status quo directly influenced the American Revolution and the French Revolution. Today Western societies continue to uphold belief in people's ability to reason and the importance of their rights and freedoms.

The readings for Unit 1 begin on page 30.

DAY 2 TO 5 – Molière (Jean-Baptiste Poquelin) was a French playwright and actor, known as the father of modern French comedy. In the play *Tartuffe* (1664), Molière attacks the hypocrisy of the Roman Catholic Church. As you read, consider which characters best represent Enlightenment values. Answer the study question at the end of the reading.

DAY 6 – Read “Inoculation,” a short essay by Voltaire (1733) (translated by William F. Fleming, 1901) and answer the study question.

DAY 7 – **Assignment 1:** Choose one of the following essay topics and begin planning your essay.

- Moliere was a playwright who undertook the making of comedy to point out serious issues in his society, especially hypocrisy and narrow-mindedness. In *Tartuffe* he confronts the hypocrisy of the Roman Catholic Church of his day. Using examples from the play, show how Moliere uses characterisation to level scathing criticism at the Church.
- Do some research about the scientific method. How does inoculation fit the Enlightenment belief in empiricism? Make reference to Voltaire's essay and be sure to cite all your sources.

DAY 8 TO 12 – Write your essay and submit it for evaluation, along with the Unit 1 Confirmation Page (p. 96) signed by a parent.

Tree of Life School
World Literature Since 1600

Assignment	Confirmation	Description	Mark
	1	Unit 1 readings Assignment 1	
1			
	2	Unit 2 readings Assignment 2	
2			
	3	Unit 3 readings Assignment 3	
3			
	4	Unit 4 readings Assignment 4	
4			
	5	Unit 5 readings Assignment 5	
5			
	6	Unit 6 readings Assignment 6	
6			
	7	Unit 7 readings Assignment 7	
7			
	8	Unit 8 readings Assignment 8	
8			
	9	Unit 9 readings Assignment 9	
9			
	10	Unit 10 readings Assignment 10	
10			
		Confirmation Pages 20%	
		Essays 80%	
		Final Mark	