

Camosun College Course Outline

English 163

After Armageddon

Instructor: Dr. Nigel Brooks

Office: Paul 327A

Office Hours: Tuesday & Thursday: 12:30 - 1:20

Phone 250 370 3302

E-mail: brooks@camosun.bc.ca

Texts: Brave New World by Aldous Huxley

Anthem by Ayn Rand

I Am Legend by Richard Matheson

The Chrysalids by John Wyndham

Wastelands: Stories of the Apocalypse Edited by John Joseph Adams

Course description:

The purpose of this course is to explore the origins of the post-apocalypse and how it has evolved into the genres of science fiction and horror, involving nuclear holocausts, clones and vampires. We will start by looking briefly at the fall of man in Genesis and the reference to Armageddon in The Book of Revelation. We will then trace the emergence of apocalyptic and visionary, revelatory literature in early 19th Century Romantic poetry before considering how the concept of the apocalypse became more sharply defined in the 20th Century especially after the first atom bombs were dropped on Hiroshima and Nagasaki.

Assignments and Weighting:

In-class 750-1000 word essay: 20%

In-class oral report: 10%

In-class debate: 10%

In-class tests: 15%

Out-of-class 1500 word essay: 25%

Final exam: 20%

Class schedule:

Week One: Introduction to the post-apocalypse. Hand-out that includes Genesis Chapters 1 to 3, "Kubla Khan" by Samuel Taylor Coleridge, "Jerusalem" by William Blake, "Ozymandias" by Percy Bysshe Shelley, "Morte D'Arthur" by Alfred Lord Tennyson, "The Second Coming" by William Butler Yeats, "The Waste Land" by T.S.Eliot, "Howl" lines 1-32 by Allen Ginsberg.

Week Two: Brave New World by Aldous Huxley

Week Three: Anthem by Ayn Rand

Week Four: I Am Legend by Richard Matheson

Week Five: The Chrysalids by John Wyndham

Week Six: "The End of the Whole Mess" by Stephen King, "Dark, Dark Were the Tunnels" by George R.R. Martin, "The Last of The O-Forms" by James Van Pelt, "Artie's Angels" by Catherine Wells, "Judgement Passed" by Jerry Olton, "Inertia" by Nancy Kress, "The End of the World As We Know It" by Dale Bailey, "A Song Before Sunset" by David Grigg, "Episode Seven" by John Langan all taken from Wastelands: Stories of the Apocalypse edited by John Joseph Adams.

Week Seven: Course wrap-up

Intended Learning Outcomes

Upon completion of this course:

1. Reading and Writing:

- Explain how literary traditions change with time and affect creation of new literary texts;
- Identify different literary forms, genres, and historical periods;
- Describe the complex variety of literary study and literature's relationship to formal, cultural, social, political and historical contexts;
- Identify various approaches to literary texts and draw connections between different texts;
- Debate canon formation and challenges to the canon;
- Use critical, literary terminology;
- Use a critical approach with appropriate language and terminology;
- Argue for various interpretations;
- Evaluate specific literary techniques;

- Employ close reading and argumentation skills;
- Use a scholarly essay form, including: a thesis; topic sentences; argument and/or analysis; use of quotations; unified, coherent paragraphs and transitions; rhetorical strategies appropriate for purpose and audience; effective introductions and conclusions;
- Produce writing under exam or exam-like conditions;
- Write clear, concise, effective prose, and know how to identify as well as correct common mechanical and grammatical errors.
- Evaluate secondary sources and integrate where applicable;
- Write persuasive arguments in scholarly, academic essay format, using MLA documentation.

2. Information Literacy Skills:

- Determine the nature and extent of the information needed.
- Know and use what information resources are available, in different formats.
- Use print and electronic resources effectively and efficiently.
- Evaluate sources for authority, relevance, reliability, currency and other criteria.
- Incorporate and integrate research through correct use of summary, paraphrase and quotation.
- Document sources fully and ethically, according to specified bibliographic conventions.

3. Discussion/Reflection:

- Discuss and analyze literature in class;
- Identify a variety of literary approaches and/or theories for analysing texts.
- Articulate one's position in a critical debate of ideas.
- Engage respectfully with different interpretations.
- Reflect on one's own writing for continuous improvement.

Grading System:

- 90- 100% = A+**
- 85-89% = A**
- 80-84% = A-**
- 77-79% = B+**
- 73-76% = B**
- 70-72% = B-**
- 65-69% = C+**
- 60-64% = C**
- 50-59% = D**
- 0-49% = F**