Classic Works of the Imagination, Symbol and Allegory
Learning Objectives

General Course Description

In this course, students will get an opportunity to see the development of the popular fantasy and science fiction genres, with which our modern culture has a fascination. We will be looking at the works from a literary as well as historical perspective. Our discussion will begin with such critical works as the "Preface" to *Lyrical Ballads*, in which Wordsworth states that the rise of the Gothic genre was a result of the Industrial Revolution. Authors and works studied will include *Beowulf*, Shakespeare, Edgar Allan Poe, G. K. Chesterton, Daniel Defoe, Hawthorne, Arthur Conan Doyle, Charles Dickens, Mary Shelley, H.G. Wells and others. We will study the allegorical, psychological and spiritual aspects of fairy tales, fables, Gothic, fantasy, mystery and science fiction and explore the historical milieu, scientific interests and theories that spawned these genres.

Literature

Student will read at least one book independently and write a book report on it. The student will also read and study the following literary genres and works.

Fairy Tales and Fable

- "Mother Holle" by Brothers Grimm
- "The Swineherd" by Hans Christian Andersen
- Animal Farm by George Orwell
- Thomas Bulfinch, "Cupid and Psyche"

The Journalistic Approach

- "Mrs. Veal" by Daniel Defoe
- "The Good Neighbors" by Edgar Pangborn
- various short stories by Ambrose Bierce

Ghost Stories

- "Mrs. Veal" by Daniel DeFoe
- "On Being Found Out" by William Makepeace Thackeray
- "A Ghost" by Guy de Maupassant

Classic English Gothic

- *Great Expectations* by Charles Dickens
- "Punishment in the Red Room" (excerpt from Jane Eyre by Charlotte Brontë)
- "The Valley of the Shadow of Death" (excerpt from *Pilgrim's* Progress*)* by John Bunyan

- Gothic Journal Entry by Nathaniel Hawthorne
- "The Raven" by Edgar Allan Poe
- Excerpt from *Frankenstein* by Mary Shelley
- The Gothic Novel: a Product of the Industrial Revolution by William Wordsworth
- Hawthorne's Gothic journal entry
- "Dr. Heidegger's Experiment" by Nathaniel Hawthorne
- "Edward Randolph's Portrait" by Nathaniel Hawthorne
- "The Raven" by Edgar Allan Poe

Fantasy and Adventure Genre
- "The Mock Turtle's Story" by Lewis Carroll
- "The Lion" by Edgar Rice Burroughs
- Excerpt from *Idylls of the King* by Alfred Tennyson
- *The Metamorphosis* by Franz Kafka
- "The Enmity between Two Parties and Nations" (Excerpt from *Gulliver's Travels*) by Jonathan Swift
- William Shakespeare, *A Midsummer Night's Dream*

The Science Fiction Genre
- "The Birthmark" by Nathaniel Hawthorne
- "When I Grow Up" by Richard E. Lowe
- "One Out of Ten" by J. Anthony Ferlaine
- "The Next Logical Step" by Benjamin William Bova
- "Toy Shop" by Henry Maxwell Dempsey
- "Earthmen Bearing Gifts" and "Keep Out" by Frederic Brown
- "The Star" and "The Story of the Late Mr. Elvesham" by H.G. Wells
- *The Time Machine* by H. G. Wells
- *Anthem* by Ayn Rand
- Short stories by Ray Bradbury (TBA)

The Detective and Mystery Genre
- *The Man Who Was Thursday* by G. K. Chesterton
- "The Red-Headed League" and "The Adventure of the Speckled Band" by Arthur Conan Doyle

Writing
- Students will learn the format for writing expository, comparison, narrative essays.
- Students will write one expository, one comparison, and two narrative compositions.
- Students will write three two-page critical compositions on a classic work of literature.

- Students will write one research paper or oral report on any topic dealing with the science fiction genre.
- Students will write a science fiction story based on the given models and instruction. The story will have at least three or four elements typical of the science fiction genre, such as space travel, allegory, technological innovation, irony, scientific prediction, social satire, etc.
- Student will write one speech (see below).

Vocabulary

Every week, students will study words taken from the literature read.

Speech

Students will do the following:

- Students will learn the purpose, format, and techniques involved in good speech writing.
- Student will listen to student and professional speeches.
- Students will write a speech using the techniques that they learn and follow the models that they study.
- Students will learn the importance of poise, gestures, and the regulation of the voice's pitch and volume in delivering a speech.
- Student will present their speech in front of a large audience at the end of the year.

Memorization

Student will commit at least six poems to memory, memorizing a stanza of poetry every week.