

North Hennepin Community College

ENGL 2900: Fantasy Literature

A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: *.*

Lab Hours/Week: *.*

OJT Hours/Week: *.*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 06 - Humanities/Fine Arts, Goal 07 - Human Diversity

This course will introduce students to fantasy as a literary genre. It will expose students to various types of fantasy stories (such as high fantasy, sword and sorcery, urban fantasy, and/or fantasy horror). It will also address how fantasy literature can reflect or comment on issues in the real world, including how various forms of bigotry can be challenged or normalized by fantasy texts.

B. COURSE EFFECTIVE DATES: 08/27/1997 - Present

C. OUTLINE OF MAJOR CONTENT AREAS

1. The class will mostly focus on works that came after the influential magazine *Weird Tales* began publication in 1923, but it may also include discussion of the historical roots or influences of the genre.
2. It may include works set in fictional worlds or eras by authors such as J.R.R. Tolkien, Ursula K. Le Guin and Robert E. Howard, and it may also include texts that incorporate fantasy into more recognizable settings by authors like J.K. Rowling, Neil Gaiman, and Octavia E. Butler.
3. While fantasy novels will be a major focus in the course, short stories will also be included as a significant element of the genre's publication history.

D. LEARNING OUTCOMES (General)

1. Explore the scope and variety of fantasy literature (MnTc Goal 6 a; NHCC ELO 1)
2. Analyze how historical, political and social contexts affect worldbuilding and characterization choices (MnTc Goal 6 b, Goal 7 b; NHCC ELO 2)
3. Articulate informed critical and personal responses to fantasy texts (MnTC Goal 6 c, e; Goal 7 c NHCC ELO 2)
4. Examine how fantasy texts, whether set in a vastly different reality or one largely consistent with ours, can reflect the experiences of various populations and social groups either directly or allegorically. In addition, analyze how representations of these same groups are often built around stereotypes and other forms of exoticism (MnTC Goal 7 d; NHCC ELO 2)

E. Minnesota Transfer Curriculum Goal Area(s) and Competencies

Goal 06 - Humanities/Fine Arts

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in the arts and humanities.
4. Articulate an informed personal reaction to works in the arts and humanities.

Goal 07 - Human Diversity

1. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
2. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
3. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

F. LEARNER OUTCOMES ASSESSMENT

As noted on course syllabus

G. SPECIAL INFORMATION

1. Knowledge of Human Cultures and the Physical and Natural World--Through study in the sciences, mathematics, social sciences, humanities, histories, languages, the arts, technology and professions.
2. Intellectual and Practical Skills--Including: Inquiry and analysis; Critical and creative thinking; Written and oral communication; Quantitative literacy; Information literacy; Teamwork and problem solving.