

# ENGL-232: DYSTOPIAN LITERATURE

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**Effective Term**

Fall 2026

**CC Approval**

12/05/2025

**AS Approval**

12/11/2025

**BOT Approval**

12/18/2025

**COCI Approval**

03/16/2026

**SECTION A - Course Data Elements**
**CB04 Credit Status**

Credit - Degree Applicable

**Discipline**

Minimum Qualifications	And/Or
English (Master's Degree)	

**Subject Code**

ENGL - English

**Course Number**

232

**Department**

English

**Division**

Language and Developmental Studies (LADS)

**Full Course Title**

Dystopian Literature

**Short Title**

Dystopian Literature

**CB03 TOP Code**

1501.00 - English

**CIP Code**

23.0101

**CB08 Basic Skills Status**

NBS - Not Basic Skills

**CB09 SAM Code**

E - Non-Occupational

**Rationale**

Updated due to CCN changes.

## SECTION B - Course Description

### Catalog Course Description

This course surveys the genre of dystopian literature: works set in a speculative bad-place (dys-topos). Study will include classic and contemporary works; major writers and themes of dystopian literature and an exploration of why dystopian literature has captured the contemporary cultural imagination.

## SECTION C - Conditions on Enrollment

### Open Entry/Open Exit

No

### Repeatability

Not Repeatable

### Grading Options

Letter Grade Only

### Allow Audit

Yes

## Requisites

### Prerequisite(s)

Completion of ENGL-C1000 or ENGL-120B with a minimum grade of C or appropriate placement.

## Requisite Justification

### Requisite Description

Course Not in a Sequence

### Subject

ENGL

### Course #

C1000

### Level of Scrutiny

Content Review

### Upon entering this course, students should be able to:

- A. Think, read, and write critically about a variety of ethical, civic, and cultural topics.
- B. Write unified, coherent, well supported, and grammatically correct documents while also demonstrating adequate research skills, including locating, evaluating, integrating, and documenting sources using discipline appropriate styles, such as MLA.

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### Requisite Description

Course Not in a Sequence

### Subject

ENGL

### Course #

120B

### Level of Scrutiny

Content Review

### Upon entering this course, students should be able to:

- A. Think, read, and write critically about a variety of ethical, civic, and cultural topics.
- B. Write unified, coherent, well supported, and grammatically correct documents while also demonstrating adequate research skills, including locating, evaluating, integrating, and documenting sources using discipline appropriate styles, such as MLA.

## SECTION D - Course Standards

Is this course variable unit?

No

**Units**

3

**Lecture Hours**

54

**Outside of Class Hours**

108

**Total Contact Hours**

54

**Total Student Hours**

162

## Distance Education Approval

Is this course offered through Distance Education?

Yes

**Online Delivery Methods**

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

## SECTION E - Course Content

**Student Learning Outcomes**

**Upon satisfactory completion of the course, students will be able to:**

1. Demonstrate through explication, interpretation, and/or analysis understanding of major works of dystopian literature.
2. Demonstrate through explication, interpretation, and/or analysis understanding of historical and cultural influences on dystopian literature.

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

1. Define dystopian literature as a genre.
2. Distinguish dystopian literature from, and connect it to, other genres of literature. These other genres include, but are not limited to, the following: utopian fiction, science fiction (hard and soft), speculative fiction, fantasy.
3. Identify precursors to dystopian literature.
4. Identify historical influences on dystopian literature.
5. Identify selected major writers in dystopian literature and analyze their contribution to the genre.
6. Read, analyze, and interpret dystopian literature.
7. Write coherent essays about dystopian works.
8. Demonstrate an undergraduate level understanding of various literary theoretical lenses and their application to the dystopian genre.
9. Conduct research in relation to dystopian themes.
10. Effectively use secondary and critical material in the study of literary texts.
11. Demonstrate understanding of why dystopian literature capture the contemporary cultural imagination.

## Course Content

Traditional literary analysis will be applied to Dystopian Works. Emphasis will be on the history and tradition of dystopian works, how they engage with contemporary socio-cultural ideals and trends, and why/how they capture contemporary cultural imagination. The approach to the course content may be historical, topical/thematic, or genre-based but should include readings that address the tradition of the Dystopian genre as it relates to the speculative fiction, science fiction, and fantasy genres. Some texts may be in translation.

1. Dystopian Literature as a genre
  - a. Dystopian fiction
  - b. Utopian fiction
  - c. Science fiction
  - d. Speculative fiction
  - e. Poetry
  - f. Drama
  - g. Related nonfiction
2. Precursors to dystopian fiction
  - a. *Utopia*, by Thomas More
  - b. *The New Atlantis*, Francis Bacon
  - c. *The City of the Sun*, by Tomasso Campanella
  - d. *The Blazing World*, by Margaret Cavendish
  - e. Other works from major literary periods, which may include the following:
    - i. English Romantic Writers
    - ii. American Transcendentalists
    - iii. Modernists
3. Overview of historical influences on dystopian fiction
  - a. Paradigm shift from medieval to early modern era
    - i. Capitalism
    - ii. Enlightenment
  - b. The Industrial Revolution
  - c. Nuclear Technology and War
  - d. Digital Age
4. Major figures in Dystopian Genre
  - a. Contribution of major writers
  - b. Contributions of major nonfiction writers
  - c. Contributions of poets
  - d. Contributions of playwrights
5. Literary Research
  - a. Secondary Sources
  - b. MLA Documentation

## Methods of Instruction

### Methods of Instruction

Types	Examples of learning activities
Discussion	Reading Discussion, Critical Discussion
Lecture	Historical context lecture, sub-genre/author introductions
Other	Audio/Video productions, for example, film adaptations of major works, other important film genre works.

### Online Adaptation

Types	Examples of learning activities
Lecture	Zoom lecture, recorded mini-lectures
Discussion	Perusall Discussion and Canvas Discussion boards

### Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards  
 Chat Rooms  
 Discussion Boards  
 E-mail Communication  
 Telephone Conversations

Video or Teleconferencing

### Student-Initiated Online Contact Types

Chat Rooms  
Discussions  
Group Work

### Course design is accessible

Yes

## Methods of Evaluation

### Methods of Evaluation

Types	Examples of classroom assessments
Essays/Papers	Formal Research essays, Literary Analysis Essays
Projects	Formal Research Projects concerning a particular aspect of the genre
Portfolios	Reader Response Journals, Essay Portfolios
Oral Presentations	Sub-Genre presentation, Discussion Leading
Exams/Tests	Timed Writing

## Assignments

### Reading Assignments

For example: Read *Brave New World* and be prepared to discuss in class the themes and cultural concerns of the post-World War I context of the novel. Follow up with research into the changing techno-cultural state of the world, and how the advent of nuclear technology changed the reading of *Brave New World* as socio-cultural criticism, and how Huxley addresses this in *Brave New World Revisited*.

For Example: Read poems from Percy Shelley and Lord Byron, and the short story "The Machine Stops" by E.M. Forster. Be prepared to discuss technology and its relationship with the natural world and capitalism.

### Writing Assignments

For example: Keep a reader response journal for *The Handmaid's Tale*. For each chapter, write a one- to two-page entry. The response should reflect your understanding and interpretation of the text.

For example: After reading the short story "What it Means When a Man Falls From The Sky" and the novel *Frankenstein*, write a two-page essay in which you compare and contrast the theme of empathy in each text.

## SECTION F - Textbooks and Instructional Materials

### Material Type

Textbook

### Author

Huxley, Aldous

### Title

Brave New World

### Publisher

HarperCollins

### Year

1932

### Rationale

Classic Text

### Material Type

Textbook

### Author

Orwell, George

**Title**

1984

**Publisher**

Signet

**Year**

1961

**Rationale**

Classic Text

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**Material Type**

Textbook

**Author**

Atwood, Margaret

**Title**

The Handmaid's Tale

**Publisher**

Anchor

**Year**

1986

**Rationale**

Classic Text

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**Material Type**

Textbook

**Author**

Adams, John Joseph (Editor)

**Title**

Brave New Worlds

**Publisher**

Night Shade Books

**Year**

2011

**Rationale**

Classic Text

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**Material Type**

Textbook

**Author**

Butler, Octavia E.

**Title**

Parable of the Sower

**Publisher**

Grand Central Publishing

**Year**

1993

**Rationale**

Classic Text

**Material Type**

Textbook

**Author**

Zamyatin, Yevgeny

**Title**

We

**Publisher**

Bantam

**Year**

1924

**Rationale**

Classic Text

**SECTION G - Diversity, Equity and Inclusivity**

**How does your course and/or course outline of record reflect strategies for accommodating and engaging diverse student populations, advancing equitable outcomes, and fostering inclusion for all students?**

Needs DEI Statement.

**Course Codes (Admin Only)****CB00 State ID**

CCC000652261

**CB10 Cooperative Work Experience Status**

N - Is Not Part of a Cooperative Work Experience Education Program

**CB11 Course Classification Status**

Y - Credit Course

**CB13 Special Class Status**

N - The Course is Not an Approved Special Class

**CB23 Funding Agency Category**

Y - Not Applicable (Funding Not Used)

**CB24 Program Course Status**

Program Applicable

**Allow Pass/No Pass**

Yes

**Only Pass/No Pass**

No