

BOOK LIST

English 2: World Literature & Writing

 Fall 2024 / Spring 2025 – **TENTATIVE**

Title	Edition	Author/Editor	ISBN	Available on the Academy's Bookstore?
The Three Theban Plays (Antigone)	1984*	Sophocles, Translated by Robert Fagles	978-0140444254	Yes – Find it here.
The Aeneid of Virgil	1981*	Virgil, Translated by Allen Mandelbaum	978-0553210415	Yes – Find it here.
Three Major Plays (Fuenteovejuna)	2008*	de Vega, Lope Translated by Gwynne Edwards	978-0199540174	Yes – Find it here.
The Lay of the Cid: Translated into English Verse	2007*	Translated by Bacon, Leonard and Rose, R. Selden	**	No
Cyrano de Bergerac	2012*	Rostand, Edmond Translated by Lowell Blair	978-0451531988	Yes – Find it here.
The Art of War	2009*	Sun-Tzu Translated by Minford, John	978-0143105756	Yes – Find it here.
God's Smuggler	2015	Brother Andrew / Sherrill, John; Sherrill, Elizabeth	978-0800796853	Yes – Find it here.
The Alchemist	2014	Coelho, Paulo	978-0062315007	Yes – Find it here.
Cry, the Beloved Country	2003	Paton, Alan	978-0743262170	Yes – Find it here.

Please note:

- > **For books marked with *, the specific translator(s) listed are very important for this course.**
- > Grammar assignments are built into the online course; no separate textbook required.
- > ***The Lay of the Cid*, translated by Leonard Bacon and R. Selden Rose, is available online at [Project Gutenberg](#).
- > Books and materials requirements are subject to change at the discretion of the instructors.
- > Book synopses and potential disclaimers can be found on the following pages of this PDF.

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The Three Theban Plays: Antigone by Sophocles, translated by Robert Fagles (Ancient Greece)

SYNOPSIS: This classic play explores the tension between one's duty to the state and duty to one's family and beliefs. *Antigone* follows the journey of a young woman by the same name. After a civil war, the new ruler of Thebes, Antigone's uncle, forbids the burial of her dead brother because of his rebellion. Antigone and her family struggle to navigate Antigone's civic duty to obey her uncle, and her familial and religious duty to bury her brother. Tragedy ensues, but the essential conflict is familiar to Christians.

- **REASON FOR TEACHING:** Through richly developed characters, the play explores timeless and thought-provoking themes like honor, justice, and loyalty. Students will have the opportunity to study an ancient drama—which laid the foundation for the modern form—while engaging with the question of how to interact with unjust laws conflicting with their duty to Christ and their family in this fairly short play.

DISCLAIMER: As this is a tragedy, multiple characters die, but there is no “on stage” violence. A character dies by suicide “off stage.” Greek mythology is referenced. This course will not go into the familial background in detail (it includes quite some additional tragedy).

The Aeneid of Virgil by Virgil, translated by Allen Mandelbaum (Ancient Rome)

SYNOPSIS: “I sing of arms and of a man” begins the famous epic poem by the great Roman poet Virgil. This epic poem became the model for all epic poetry after Homer’s works were lost for a thousand years after the fall of Rome. The epic tells the story of the legendary Aeneas, who travels from defeated Troy to settle in Italy, where his grandsons Romulus and Remus will establish the city of Rome. Studied for centuries as the basis for learning Latin, this poem was also known and appreciated by the founders of the United States.

→ **REASON FOR TEACHING:** Students will be reading one book from *The Aeneid* to understand the groundwork it laid for world literature, particularly focusing on the classic theme of romantic love vs. duty to God. Book IV, a famous section of the epic, explores the conflict between romantic love and obedience to divine commands, as well as the consequences of breaking holy vows. Through a variety of events, Dido, queen of Carthage, falls in love with Aeneas while he is passing through on his journey. Conflict ensues when Aeneas is obligated to continue to Italy, and Dido faces her obligations as ruler of Carthage and a previously made vow to remain single after the death of her husband.

DISCLAIMER: As a Roman epic emulating the Greek *Odyssey*, this text includes references to Roman and Greek mythology, war, death, honor, love, and loss. Aeneas and Dido engage in an affair (which consequently does not end well).

Three Major Plays: Fuenteovejuna by Lope de Vega, translated by Gwynne Edwards (Spain)

SYNOPSIS: A contemporary of Shakespeare, Lope Felix de Vega Carpio (1562-1635) is one of the greatest playwrights of the Spanish Golden Age which saw such literary triumphs as *Don Quixote*. In his masterpiece, *Fuenteovejuna*—translated in English as *The Sheep Well*—he develops the themes of loyalty, honor, and justice. The play tells the story of an evil, favored friend of a tyrannical local

ruler who is eventually punished when the just King Ferdinand and Queen Isabella take an interest in the situation of the oppressed but rebellious peasants.

→ **REASON FOR TEACHING:** Students will become familiar with this classic from Spain's Golden Era while interacting with themes like honor, love, and the human dignity of all God's children, regardless of personal circumstances. Unlike Shakespeare who tended to retain the same literary structure throughout a play, Lope would often adapt the literary structure to help tell the story and create lively dialogues. This play allows students to consider the differences in drama and structure within cultures, and also provides understanding of how culture can impact dramatic structure.

DISCLAIMER: The main antagonist attempts to seduce a few townswomen and the town actively stands up to the villain. The peasant villagers are oppressed by the villain and local ruler, but in the end, justice is done. There is an anti-Semitic reference. Murder is referenced, but not graphic.

The Lay of the Cid translated by Leonard Bacon & R. Selden Rose (Spain)

SYNOPSIS: Based on the legend of Spanish national hero Rodrigo Diaz de Vivar, *The Lay of the Cid* is an epic poem telling the story of a man falsely accused of treason by his enemies. "El Cid," as he is known, wages war against the Moors in an effort to win back his good name and the grace of the king.

→ **REASON FOR TEACHING:** *The Lay of the Cid* is a part of the poetry unit. Reading this work gives students the opportunity to learn about epic poetry. *The Lay of the Cid* also deals with topics such as a Christian's response to war, the definition of virtue, and the value of loyalty.

DISCLAIMER: Part 2 of this text contains some adult content. It is not assigned as part of our coursework for this reason. We recommend that students stay within the assigned pages if they wish to avoid adult content. War is a part of the portion read for class, but the content is not graphic in nature.

Cyrano de Bergerac by Edmond Rostand (France)

SYNOPSIS: This comedy is Edmond Rostand's most popular play due to its larger-than-life hero, Cyrano de Bergerac. Set in 1640, this play is fast-paced, as it introduces a variety of absurd characters that grapple through the tragedies of life, love, war, and intellect. Themes focus on morality, beauty, judgment, and deceit.

→ **REASON FOR TEACHING:** This play introduces students to satire, farce, and comedy. Students will learn literary terms relating to theatre, analyze stage directions and character lines, and interpret the true meaning behind Rostand's presentation. This will initiate a dialogue about honesty, morality, and judgment.

DISCLAIMER: There are multiple acts of deception, but they do not end well.

The Art of War by Sun-Tzu (China)

SYNOPSIS: *The Art of War*, attributed to the General Sun-Tzu, is one of the oldest complete Chinese works and was originally assembled during the Warring States Period of Chinese History. For well over 2,000 years, it has been considered one of the definitive works on military and diplomatic strategy and tactics. Its thirteen chapters guide the reader through every aspect of conflict analysis and resolution.

→ **REASON FOR TEACHING:** This text provides students with tools to analyze complex problems and consider the best path to resolution. They will deepen their skills of logical and ethical reasoning within the framework of ancient military tactics and traditions. Discussions will focus on patience, self-control, and mercy.

God's Smuggler by Brother Andrew (Netherlands / Eastern Europe / China)

SYNOPSIS: In this memoir, Brother Andrew describes his childhood dream to become a spy, seeking adventure in his small Dutch town. He draws you along his journey, from experiencing the Nazi invasion of Holland during WWII, his service as a young man seeking adventure as a soldier in the Indonesia-Korean War, to finding himself smuggling Bibles during Cold War and afterwards, equipping Christians with their own Bibles behind the Iron Curtain. Join him as he navigates communism, evangelism, refugees, propaganda, and sees God at work in incredible ways.

→ **REASON FOR TEACHING:** This book will be used as a part of a unit on nonfiction literature. Students will learn how to read and write about life-changing people and events. Featured individuals will serve as a springboard for students to evaluate their own footprint and impact in their circle of influence.

DISCLAIMER: There is some war violence and drunkenness.

The Alchemist by Paulo Coelho (Brazil / Spain / Egypt)

SYNOPSIS: Translated from Portuguese, Santiago is the main character of *The Alchemist*, created by Brazilian novelist, Paulo Coelho. An Andalusian shepherd boy, Santiago dreams of adventure, travel, and treasure. After meeting various people—some mysterious—he starts on an adventure that takes him from the mountains of Spain, through the Middle East, to the Egyptian pyramids. Coelho incorporated magical realism—a storytelling style common in South American literature—to weave his “modern myth” exploring the idea of finding one’s “personal legend.”

→ **REASON FOR TEACHING:** *The Alchemist* will introduce the literary theme of magical realism and connect different regions. As they study this novel, students will use it as means of exploring the main question of the course, the difference between reality and appearance. Students will interact with this idea from both a Biblical and literary perspective as they contrast Santiago with a “dreamer” from the Bible (e.g., Joseph, Jacob, or Daniel).

DISCLAIMER: The main character encounters multiple religions and beliefs during his travels including Islam, mysticism, atheism, and a gypsy fortune teller. There is some violence, but it is not graphic. One or two instances of language occur.

Cry, the Beloved Country by Alan Paton (South Africa)

SYNOPSIS: *Cry, the Beloved Country* is the deeply moving story of Christian Zulu pastor Stephen Kumalo and his son Absalom, set against the background of a land and a people driven by racial injustice. Remarkable for its lyricism and unforgettable for character and incident, this novel is a classic work of love and hope, courage and endurance, born of the dignity of man.

→ **REASON FOR TEACHING:** This text will provide students the opportunity to analyze historical fiction. They will continue to develop skills critiquing literature and analyzing different rhetorical choices made by the author. Discussions and compositions will focus on racial injustice, redemption, and the power of forgiveness.

DISCLAIMER: This text includes tactful descriptions of tense racial scenes, difficult moral dilemmas, and some violence.