



**I. GENERAL COURSE INFORMATION**

**Subject and Number:** English 35  
**Descriptive Title:** World Literature: 3500 BCE to 1650 CE  
**Course Disciplines:** English  
**Division:** Humanities

**Catalog Description:**

This course examines masterpieces of world literature from the ancient world through the mid-17th century as both reflections and progenitors of their cultures and, eventually, nations of origin. Students explore the universal concerns of humankind as exemplified through the themes, forms, and trends of the literary works.

**Conditions of Enrollment:**

**Prerequisite:** English 1 or eligibility for English 1A or qualification by appropriate assessment

<b>Course Length:</b>	<b>X Full Term</b>	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	<b>3.00 hours per week</b>	<b>TBA</b>
<b>Hours Laboratory:</b>	<b>0 hours per week</b>	<b>TBA</b>
<b>Course Units:</b>	<b>3.00</b>	

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: Prior to July 1992  
**Transfer UC:** X Effective Date: Prior to July 1992

**General Education:**

El Camino College:

**3 – Humanities**

Term: Other:

**CSU GE:**

**C2 - Humanities**

Term: Other: Approved

**IGETC:**

**3B - Humanities**

Term: Fall 1991 Other:

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

#### **SLO #1: Understanding Literary Elements**

Demonstrate an understanding of literary elements such as plot, point of view, character, theme, symbolism, irony, and style in representative works of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written before 1650 CE.

#### **SLO #2: Literary Elements**

Analyze representative texts of African, Asian/Pacific Islander, European, Latin American, and Middle Eastern cultures written before 1650 CE in terms of literary elements, cultural contexts, genre, and/or authors.

#### **SLO #3: Thesis-Driven Analysis**

Develop a thesis regarding representative texts of African, Asian/Pacific Islander, European, Latin American, or Middle Eastern cultures written since 1650 CE by employing organized, unified, coherent points that are supported by appropriate quotations from and references to the texts, using vocabulary appropriate to the subject, exhibiting correct sentence structure, and following MLA format for citations.

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Identify the culturally specific characteristics of five different epic traditions.
  - Multiple Choice
2. Analyze and explain the correlation between the five major religious traditions and the social/cultural norms of their progenitorial cultures.
  - Term or other papers
3. Compare and contrast the literary and aesthetic characteristics of Chinese T'ang and Japanese Heian poetic forms.
  - Written homework
4. Demonstrate familiarity with important authors, works, genres, and themes of the period.
  - Multiple Choice
5. Analyze and interpret themes found in the literatures and intellectual movements of the period.
  - Term or other papers
6. Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis.
  - Written homework
7. Relate the literary works to their historical, philosophical, social, political, religious, regional, and/or aesthetic contexts.
  - Quizzes
8. Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form
  - Presentation

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

<b>Lecture or Lab</b>	<b>Approximate Hours</b>	<b>Topic Number</b>	<b>Major Topic</b>
Lecture	3	I	Introduction A. Historical vs. critical vs. theoretical approaches
Lecture	22	II	Mesopotamian, Greco-Roman, Indian, African, and Meso-American Epics A. Historical contexts B. Cultural contexts C. Social/Political issues D. Literary Characteristics/Aesthetics E. Evolution of literary traditions, contexts, and genres
Lecture	6	III	Greek and Indian Theatrical Forms A. Historical contexts B. Cultural contexts C. Social/Political issues D. Literary Characteristics/Aesthetics E. Evolution of literary traditions, contexts, and genres
Lecture	7	IV	Judeo-Christian, Muslim, Hindu, Buddhist Texts A. Historical contexts B. Cultural contexts C. Social/Political issues D. Literary Characteristics/Aesthetics E. Evolution of literary traditions, contexts, and genres
Lecture	8	V	Chinese, Japanese, and Italian Poetry A. Historical contexts B. Cultural contexts C. Social/Political issues D. Literary Characteristics/Aesthetics E. Evolution of literary traditions, contexts, and genres
Lecture	8	VI	Japanese and Chinese Novels A. Historical contexts B. Cultural contexts C. Social/Political issues D. Literary Characteristics/Aesthetics E. Evolution of literary traditions, contexts, and genres
Total Lecture Hours		54	
Total Laboratory Hours		0	
Total Hours		54	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

Substantial writing assignments

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

In a 2-3 page written essay that takes examples from any three of the following works-- The Descent of Inanna, Enuma Elish, The Epic of Gilgamesh, Sappho's poetry, Aristophanes' Lysistrata, The Mahabarata, or The Aeneid--discuss the place of women's power in the ancient world. How do the writers represent such power? What purposes does it serve? What is its relation to men's power?

##### C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:

1. In a 2-3 page written essay, compare the process of learning illustrated in Plato's "Allegory of the Cave" with the pilgrims' journey in Xiyou Ji. How might these two allegories be said to mirror each other? How is the ancient Greek definition of enlightenment different from a Buddhist or Daoist version of illumination?
2. In a 2-3 page written essay, interpret the universal theme of the god/goddess death and resurrection cycle of Inanna on the Sumerian tablets, of Jesus Christ in The New Testament, and of Quetzalcoatl from the Aztec codices.

##### D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:

Essay exams

Other exams

Quizzes

Written homework

Term or other papers

Multiple Choice

Matching Items

True/False

Other (specify):

Students to produce a minimum of 8,000 words of graded literary analysis, both in and out of class.

#### V. INSTRUCTIONAL METHODS

Discussion

Lecture

Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

#### VI. WORK OUTSIDE OF CLASS

Study

Required reading

Written work

**Estimated Independent Study Hours per Week: 6**

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Damrosch, David et al., eds. Longman Anthology of World Literature(Vol. 1). 2nd ed. Longman, 2009. Discipline Standard.

Puchner, Martin et al., eds. The Norton Anthology of World Literature (Package 1). 4<sup>th</sup> ed. Norton, 2018.

Puchner, Martin, ed. The Norton Anthology of World Literature: Shorter Fourth Edition (Vol 1). 4<sup>th</sup> ed. Norton, 2018.

**B. ALTERNATIVE TEXTBOOKS**

**C. REQUIRED SUPPLEMENTARY READINGS**

Hacker, Diana and Nancy Sommers. Rules for Writers. 9<sup>th</sup> ed. Bedford/St. Martin's, 2018.

**D. OTHER REQUIRED MATERIALS**

**VIII. CONDITIONS OF ENROLLMENT**

**A. Requisites (Course and Non-Course Prerequisites and Corequisites)**

Prerequisites	Category and Justification
English 1	Category: Course Justification: This course involves reading college level textbooks, developing written projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills.
Eligibility for English 1A or qualification by appropriate assessment	Category : Non-Course Justification: This course involves reading college level textbooks, developing projects, and answering essay questions. A student’s success in this class will be enhanced if they have these skills.

**B. Recommended Skills**

Recommended Skills
Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.  ENGL 1- Summarize, analyze, evaluate, and synthesize college-level texts. ENGL 1 - Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.

**C. Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification

**D. Recommended Skills**

Recommended Skills

**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by June Wilson on 06/01/1960.

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE: 06/15/2020**

**Last Reviewed and /or Revised by: Brent Isaacs**

**Date: 5/5/2020**

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