



**El Camino College**  
**COURSE OUTLINE OF RECORD – Approved**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** English 36  
**Descriptive Title:** World Literature: 1650 CE to Present  
**Course Disciplines:** English  
**Division:** Humanities

**Catalog Description:**

This course examines masterpieces of world literature from the mid-17th through 21st centuries as both reflections and progenitors of their cultures and 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: Approved

**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

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 since 1650 CE.

#### SLO #2

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

#### SLO #3

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 specific cultural aspects of five different theatrical forms.
  - Objective Exams
2. Analyze and assess four distinct reflections of contextual cultural markers in novels of those four distinct cultures.
  - Term or other papers
3. Trace the evolution of Japanese Noh theatre into the later Bunraku and Kabuki forms and explain each form's characteristics/aesthetics.
  - Written homework

**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.)**

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	3	I	INTRODUCTION A. Historical approaches B. Critical approaches C. Theoretical approaches
Lecture	16	II	FRENCH <i>CONTE PHILOSOPHIQUES</i> , GENEVESE PHILOSOPHICAL TREATISES, AND JAPANESE <i>HAIBUN</i> A. Historical contexts B. Cultural contexts C. Social/Political issues D. Literary Characteristics/Aesthetics
Lecture	22	III	THEATRICAL FORMS: JAPANESE BUNRAKU, GERMAN LESEDRAMA, RUSSIAN AND NORWEGIAN NATURALISM, ITALIAN AND EGYPTIAN ABSURDISM A. Historical contexts B. Cultural contexts C. Social/Political issues D. Literary Characteristics/Aesthetics
Lecture	13	IV	ASIAN, AFRICAN, MIDDLE EASTERN, AND LATIN AMERICAN FICTION A. Historical contexts B. Cultural contexts C. Social/Political issues D. Literary Characteristics/Aesthetics
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, analyze Lu Xun's "The New Year's Sacrifice" in the context of how critical realism, the literary approach Lu Xun invented, shaped the author's conception of a new heroism based on the works of the 19th century Russian writers whom he admired.

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

1. In a 2-3 page written essay, explain how both Tartuffe and The Love Suicides at Amijima deal with questions of honor or duty to one's family and to society. Although Tartuffe is a comedy of manners and The Love Suicides at Amijima is a tragedy, what do they have in common?
2. In a 2-3 page written essay, compare Basho's transformation of consciousness with Rousseau's psychological concerns in The Confessions.

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

Essay exams

Other exams

Quizzes

Class Performance

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. 2). 2nd ed. Longman, 2009. Discipline Standard.

Puchner, Martin et al., eds. The Norton Anthology of World Literature (Package 2). 4<sup>th</sup> ed. Norton, 2018.

Puchner, Martin, ed. The Norton Anthology of World Literature: Shorter Fourth Edition (Vol 2). 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)**

Requisites	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

Course created by Mittner/Antonioli 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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