



El Camino College
COURSE OUTLINE OF RECORD – Official

Course Acronym:	ENGL
Course Number:	35
Descriptive Title:	World Literature: 3500 BCE to 1650 CE
Division:	Humanities
Department:	English
Course Disciplines:	English
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.
Prerequisite:	Eligibility for English C1000 or equivalent
Co-requisite:	
Recommended Preparation:	
Enrollment Limitation:	
Hours Lecture (per week):	3
Hours Laboratory (per week):	0
Outside Study Hours:	6
Total Course Hours:	54
Course Units:	3
Grading Method:	Letter Grade only
Credit Status:	Credit, degree applicable
Transfer CSU:	Yes
Effective Date:	Prior to July 1992
Transfer UC:	Yes
Effective Date:	prior to 1992
General Education: ECC	Area 3 - Humanities
Term:	
Other:	
CSU GE:	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English
Term:	

	Other:	
	IGETC:	Area 3B - Humanities
	Term:	
	Other:	
	CalGETC:	
	Term:	
	Other:	
Student Learning Outcomes:	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.
Course Objectives:	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.
		1. Identify the culturally specific characteristics of five different epic traditions.
		2. Analyze and explain the correlation between the five major religious traditions and the social/cultural norms of their progenitorial cultures.
Course Objectives:		3. Compare and contrast the literary and aesthetic characteristics of Chinese T'ang and Japanese Heian poetic forms.
		4. Demonstrate familiarity with important authors, works, genres, and themes of the period.
		5. Analyze and interpret themes found in the literatures and intellectual movements of the period.
		6. Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis.

	7. Relate the literary works to their historical, philosophical, social, political, religious, regional, and/or aesthetic contexts. 8. Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form
Major Topics:	I. Introduction (5 hours, Lecture) A. Historical vs. critical vs. theoretical approaches II. Mesopotamian, Greco-Roman, Indian, African, and Meso-American Epics (22 hours, Lecture) A. Historical contexts B. Cultural contexts C. Social/Political issues D. Literary Characteristics/Aesthetics E. Evolution of literary traditions, contexts, and genres III. Greek and Indian Theatrical Forms (8 hours, Lecture) A. Historical contexts B. Cultural contexts C. Social/Political issues D. Literary Characteristics/Aesthetics E. Evolution of literary traditions, contexts, and genres IV. Judeo-Christian, Muslim, Hindu, Buddhist Texts (3 hours, Lecture) A. Historical contexts B. Cultural contexts C. Social/Political issues D. Literary Characteristics/Aesthetics E. Evolution of literary traditions, contexts, and genres V. Chinese, Japanese, and Italian Poetry (8 hours, Lecture) A. Historical contexts B. Cultural contexts C. Social/Political issues D. Literary Characteristics/Aesthetics E. Evolution of literary traditions, contexts, and genres VI. Japanese and Chinese Novels (8 hours, Lecture) 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
A.1. Primary Methods of Evaluation (Part 1 - CCN courses only):	
A.2. Primary Method of Evaluation (Part 2 - all courses; choose one):	1) Substantial writing assignments
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 Mahabharata, 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?
Critical Thinking Assignment 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 Xiyao 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?
Critical Thinking Assignment 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.
Other Evaluation Methods:	Essay Exams, Matching Items, Multiple Choice, Other Exams, Quizzes, Term or Other Papers, True/False, Written Homework
Instructional Methods:	Discussion, Lecture, Multimedia presentations
If other:	
Work Outside of Class:	Required reading, Study, Written work (such as essay/composition/report/analysis/research)
If Other:	
Up-To-Date Representative Texts:	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). 5th ed. Norton, 2024. Puchner, Martin, ed. The Norton Anthology of World Literature: Shorter Fifth Edition (Vol 1). 5th ed. Norton, 2024.
Alternative Texts:	
Required Supplementary Readings:	Hacker, Diana and Nancy Sommers. Rules for Writers. 9th ed. Bedford/St. Martin's, 2018. (Discipline Standard)
Other Required Materials:	
Requisite:	Prerequisite
Category:	Sequential

Requisite course(s): List both prerequisites and corequisites in this box.	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
Requisite Skill:	Eligibility for English C1000 or qualification by appropriate assessment.
Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable	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. Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
Requisite course:	
Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).	
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Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s). If applicable	
Enrollment Limitations and Category:	
Enrollment Limitations Impact:	
Course Created by:	June Wilson
Date:	06/01/1960
Original Board Approval Date:	
Last Reviewed and/or Revised by:	Brent Isaacs
Date:	10/02/2025
Last Board Approval Date:	12/16/2025

