

Revised By: G. Dyer
Reviewed By: K. Carlson
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Textbook Update: Spring 2019
C&GE approved: October 14, 2021
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Semester effective:

English (ENGL) 2150 American Literature II (3 Units) CSU: UC
[formerly English 44, English 2400]

Prerequisite: Successful completion of English 1500 or 1501 with a grade of ‘C’ or better

Prerequisite knowledge and skills: Before entering the course, the student should be able to:

1. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose,
2. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support,
3. Develop varied and flexible strategies for generating, drafting, and revising essays,
4. Analyze stylistic choices in their own writing and the writing of others,
5. Write timed essays in class exhibiting acceptable college-level control of mechanics, organization, development, and coherence,
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism,
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format, and
8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation

Hours and Units Calculations:

48 hours lecture. 96 Outside of class hours; (144 Total Student Learning Hours) 3 Units

Type of Class/Course: Degree Credit

Catalog Description: This course introduces students to a wide range of American authors and their relationship to major literary and intellectual movements from the second half of the nineteenth century to the present. This course is not open to students with credit in English 2400. C-ID: ENGL 135

Texts: Luater, Paul, et al. The Heath Anthology of American Literature, vol. C, D, and E. 7th ed., Cengage, 2014.

Berke, Amy, et al. Writing the Nation: A Concise Introduction to American Literature: 1865 to Present. Open educational resource E-Book. U of North Georgia, 2015.
<https://oer.galileo.usg.edu/english-textbooks/5>

Additional Instructional Materials: None

Course Objectives:

By the end of the course, a successful student will be able to

1. Demonstrate familiarity with important authors, works, genres, and themes of the period

2. Analyze and interpret themes found in the literature and intellectual movements of the period
3. Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis
4. Relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts
5. Synthesize secondary sources, whether criticism or sources establishing historical and cultural context, into discussion of primary literary texts.

Course Scope and Content:

Unit I Methodology

- A. Analysis of Literature
- B. Interpretation of Literature
- C. Oral and Written Evaluation of Literature
- D. Identification and Application of Cultural Context
- E. Evaluation of Sources

Unit II Native American Perspectives

- A. Representative readings such as the following:
 - a. "Nation within a Nation: Lakatos/Dakotas/Nakotas" by Bethany Schneide
 - b. "How the Indians are Victimized by Government Agents and Soldiers" by Palaneapope
 - c. "Indian Conditions for Treaty Renewal, October 11, 1876" by John Grass
 - d. "Keeping Treaties" by Sitting Bull
 - e. "Reasons for the Trouble between the Indians and the Government During the Excitement of the Ghost Dance Excitement of 1890" by Red Cloud
 - f. "The Massacre at Wounded Knee, South Dakota, on December 29, 1890" by Turning Hawk, Captain Sword, Spotted Horse, and American Horse
 - g. "Ghost Dance Songs"

Unit III The Suppression of Latinx Voices in the Late Nineteenth and Early Twentieth Century

- A. Representative readings such as the following:
 - a. "A Latino Chorus for Social Change" by Mary Pat Brady
 - b. From *Nuestro Periodico (Our Newspaper)* by Rafael Serra
 - c. From *Sin justicia no hay union (Without Justice There Is No Unity)* by Rafael Serra
 - d. "Anarquismo y espiritismo (Anarchy and Spiritualism)" by Luisa Capetillo
 - e. "Situacion del trabajador puertorriqueno (The Situation of the Puerto Rican Worker)" by Luisa Capetillo
 - f. "21 de marzo (March 21)" by Sara Estela Ramirez
 - g. "Las Dos Republicas"
 - h. "Plan for San Diego"
 - i. Confronting the Frontier and Industrial Voices: Latino Narratives" by John Cutler
 - j. "Memories of California, 11 June 1881" by Carlos F. Galan
 - k. "The Tale of a Glove, Or, a Youth Remembers" by N. Bolet Peraza
 - l. "Our America" by Jose Marti

Unit IV Female Perspectives on Language as Power

- A. Representative readings such as the following:
 - a. "The Yellow Wallpaper" by Charlotte Perkins Gilman

- b. "Roman Fever" by Edith Wharton

Unit V American Modernism

- A. Representative readings such as the following:
 - a. "The Pasture," "Mending Wall," "The Road Not Taken," "Out, Out—," "Stopping by Woods on a Snowy Evening," "Desert Places," and "Directive" by Robert Frost
 - b. "Danse Russe," "The Young Housewife," "Portrait of a Lady," "Spring and All," "The Red Wheelbarrow," "The Pot of Flowers," "The Rose," "The Poor," "The Descent," and "The Pink Locust," by William Carlos Williams
 - c. "The Love Song of J. Alfred Prufrock" and "Tradition and the Individual Talent" by T.S. Eliot
 - d. "Hills Like White Elephants" by Ernest Hemingway
 - e. "Sea Rose," "The Helmsman," "oread," "Helen," "The Walls Do Not Fall," by H.D.
 - f. "Barn Burning" by William Faulkner
 - g. "Sunday Morning," "Anecdote of the Jar," "A High-Toned Old Christian Woman," "of Modern Poetry," "The Course of a Particular," and "Of Mere Being" by Wallace Stevens
 - h. From *USA* by John Dos Passos

Unit VI The Harlem Renaissance

- A. Representative readings such as the following:
 - a. "The New Negro" by Alain Locke
 - b. "The Negro Artist and the Racial Mountain" and "When the Negro Was in Vogue" by Langston Hughes
 - c. "Sweat" and "The Six Gilded Bits" by Zora Neale Hurston

Unit VII The Beats

- A. Representative readings such as the following:
 - a. "Howl" by Allen Ginsberg
 - b. "The Vanishing American Hobo" by Jack Kerouac

Unit VIII The New York School

- A. Representative readings such as the following:
 - a. "The Instruction Manual," "Farm Implements and Rutabagas in a Landscape," and "As You Came from the Holy Land" by John Ashbery
 - b. "My Heart," "The Day Lady Died," and "Why I Am Not a Painter" by Frank O'Hara

Unit IX Contemporary Perspectives

- A. Representative readings such as the following:
 - a. "I have a Dream" and "Letter from Birmingham Jail" by Martin Luther King Jr.
 - b. "What It Means When a Crowd in a Faraway Nation Takes a Soldier Representing Your Own Nation, Shoots Him, Drags Him from His Vehicle and Then Mutilates Him in the Dust" by Dave Eggers
 - c. "Mericans" by Sandra Cisneros
 - d. "Bring Brang Brung" by Manuel Munoz

Learning Activities Required Outside of Class:

The students in this class will spend a minimum of 6 hours per week outside of the regular class time doing the following:

1. Reading
2. Homework
3. Research
4. Writing

Methods of Instruction:

1. Lecture and class discussions based on reading assignments
2. Audiovisual presentations
3. Group and individual panels and presentations
4. Guest lectures if possible

Methods of Evaluation:

1. Essays
2. Exams/quizzes
3. Oral presentations

A variety of writing assignments including academic essays as well as shorter assignments such as summaries, annotated bibliographies, reader responses/journals, formal essays, in-class writing, group projects, or research projects.

Supplemental Data:

T.O.P. Code:	150100 English
Sam Priority Code:	E: Non-Occupational
Funding Agency:	Y: Not Applicable
Program Status:	1: Program Applicable
Noncredit Category:	Y: Not Applicable
Special Class Status:	N: Course is not a special class
Basic Skills Status:	N: Not Applicable

Prior to College Level:	Y: Not Applicable
Cooperative Work Experience:	N: Course is not a part of a cooperative education program
Eligible for Credit by Exam:	No
Eligible for Pass/No Pass:	Yes
Discipline:	English