



LIT-208: AMERICAN LITERATURE: 1865 TO PRESENT

Also listed as: LIT-208H

Effective Term

Fall 2024

BOT Approval Date

11/09/2023

Discipline

LIT - Literature

Course Number

208

Course Title

American Literature: 1865 to Present

Short Title

Lit 1865 to Present

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Honors / Non-honors

LIT-208H

C-ID (Admin Only)

C-ID ENGL 135

CB 00

CCC000600768

Course Title

Honors American Literature: 1865 to Present

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

C-ID ENGL 135

Catalog Description

This course chronologically surveys American writing from the post-Civil War period to the present and examines the work of a wide range of authors and texts from diverse backgrounds, considering race, gender, sexuality, language, and ability. The works will be examined in an historical context and considered in light of the ethnic, literary, geographical, religious, ideological, and political environments within which they were written.



Requisites

Prerequisite(s)

Prerequisite(s) (must be taken before)

ENGL-C1000 (with a grade of C or better).

Codes

TOP Code (CB 03)

1501.00 - English

CIP Code

23.1402 - American Literature (United States).

Repeatability Code

No

Grading Option

Letter grade OR P/NP

GE Information

Check GE Types Requested

AA/AS C - Humanities

Cal-GETC Areas

Approved Cal-GETC Area

AREA-3B

Learning Objectives

Learning Objectives

Learning Objective

1. Analyze and discuss American literature after 1865, from a variety of backgrounds including race, ethnicity, gender, sexuality, language, and ability, within their historical and political contexts.
2. Assess the uses of literary techniques, devices, and strategies in a wide range of American literature after 1865.
3. Apply themes and ideas from intellectual and historical movements to specific works of American literature after 1865.
4. Identify and discuss literary genres and generic conventions within American literature after 1865.
5. Produce thesis-driven critical analyses that integrate a variety of primary and secondary texts, use MLA documentation appropriately, and demonstrate awareness of contexts and perspectives.
6. Consider a diverse breadth of American literature after 1865 by writers from various social and political backgrounds, race, ethnicity, and gender within the time frame.

Honors Objectives

Honors students will

1. Examine literary theories, criticisms, and diverse authors to develop a more nuanced understanding of texts and genres pertaining to American literature after 1865.
2. Apply literary theory to various texts in American literature after 1865 through written and/or oral discussion.
3. Compose analytical writing that demonstrates advanced and more nuanced arguments and knowledge of the social, political, historical, and literary contexts of America after 1865 as represented in its literature than in the regular course.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

1. Students will be able to appreciate the beauty and relevance of literary works.
2. Students will be able to use evidence in support of an independent analysis.
3. Students will be able to empathize with diverse points of view.

Program Learning Outcomes

Learning Outcome

Analyze a variety of literary genres in their social, cultural and historical context.

Analyze text, recognizing the arguments presented, and construct an effective, argumentative or persuasive response, synthesizing information, concepts, and ideas from various sources and including that knowledge in effective, well-reasoned arguments.

Conduct research appropriate to a narrowly specific topic, understanding how to find and evaluate the credibility of sources, incorporating information, concepts and ideas from outside sources through summarizing, paraphrasing, and quoting to develop strong, well-supported arguments, citing sources according to Modern Language Association guidelines.

Demonstrate understanding of acknowledged methods of critical thinking and analysis of literature.

Evaluate the artistic contributions made by writers in the English, American and world literary traditions by analyzing the stylistic, formal, and thematic elements of their works.

Evaluate the artistic contributions made by writers in the English, American and world literary traditions by analyzing the stylistic, formal, and thematic elements of their works.

Present a clear, reasoned, well supported, clearly-organized argument, demonstrating college-level writing skills.

Recognize writing as a process of developing, drafting, revising, and editing.

Institutional Learning Outcomes

Aesthetic Awareness: The student will identify and evaluate how aesthetic expression leads to an appreciation of social and cultural context as well as the values of art and nature.

Communication: The student will effectively express and exchange ideas through listening, speaking, reading, writing, visual works, and other modes of interpersonal expression.

Critical Thinking: The student will analyze problems, gather and synthesize relevant information, evaluate ideas, information, and evaluate alternative points of view to create, innovate and implement effective solutions.

Cultural Awareness and Humility: The student will demonstrate knowledge of and sensitivity toward individuals of diverse ethnicity, age, gender, sexual orientation, and religious affiliations, as well as toward those individuals with diverse abilities and socio-economic classes to respectfully interact with individuals of diverse perspectives, beliefs and values while being mindful of the limitation of their own cultural frameworks.

Information and Technology Literacy: The student will access, interpret, evaluate, and apply relevant information sources and digital media effectively, and in an ethical and legal manner.

Scientific Awareness: The student will apply the scientific method of inquiry to assess potential solutions for real-life challenges by employing science-based knowledge and methodologies in daily life.

Social Awareness: The student will recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social, and environmental issues from multiple perspectives and appreciate similarities and differences among cultures.

Civic

Personal

and Professional Responsibility

Content

Course Lecture Content

Given the number of authors, texts, and works which can be used to represent the literary styles, attitudes, and tendencies of the assigned categories, instructors may choose alternate authors and selections to cover the periods. Instructors may also bring in secondary texts as well as full-length texts to introduce students to the period of American literature studied in this course. Below is a sample of representative topics and works that cover the various periods. Short stories, excerpts of novels, non-fiction, plays, and poetry MUST be covered and used to represent the time periods; diverse authors and perspective MUST be represented throughout the course.

1. Brief background on American literature prior to 1865
 - a. Puritanism
 - b. Transcendentalism
 - c. Sentimental Fiction
 - d. Romanticism
2. Post-Civil war and turn-of-the-century literature 1865-1914
 - a. Late romanticism
 - b. Late transcendentalism
 - c. Realism
 - d. Naturalism
 - e. Post-slavery texts and new ethics
 - f. Western expansion
 - g. Industrialization and modernization
 - h. Individual vs. community
 - i. Class structures
 - j. Emerging Feminism
 - k. Native American traditions and cultural disenfranchisement
 - l. Possible texts and authors include, but are not limited to: Booker T. Washington, "Up From Slavery"; W.E.B. DuBois, "The Souls of Black Folk"; Charles Chesnutt "The Goophered Grapevine"; Sui Sin Far "Mrs. Spring Fragrance" Charles Alexander Eastman, "From the Deep Woods to Civilization"; Native American Chants and Songs; Gertrude Simmons Bonnin (Zitkala Sa), "Impressions of an Indian"; and works by Willa Cather, Theodore Dreiser, Helen Hunt Jackson, Emily Dickinson, Emma Lazarus, Paul Laurence Dunbar, Edwin Arlington Robinson, Walt Whitman, Ambrose Bierce, Kate Chopin, Charlotte Perkins Gilman.
3. American Literature between the Wars 1914-1945
 - a. Disenchantment with U.S.
 - b. Scientific development
 - c. Feminism
 - d. The Great Depression
 - e. Psychoanalytic theories and impacts on literature
 - f. Immigration
 - g. Modernism
 - h. Traditionalism
 - i. Harlem Renaissance
 - j. Texts may include, but are not limited to: Sherwood Anderson, excerpts from Winesburg, Ohio; Katherine Anne Porter, "Flowering Judas"; Zora Neale Hurston, "How It Feels to Be Colored Me"; Dorothy Parker, "The Waltz"; James Thurber, "The Secret Life of Walter Mitty"; F. Scott Fitzgerald, "Babylon Revisited"; William Faulkner, "Barn Burning"; Ernest Hemingway, "The Snows of Kilimanjaro"; John Steinbeck, "The Leader of the People"; Richard Wright, "The Man Who Was Almost a Man"; and works by Edwin Arlington Robinson, Amy Lowell, Robert Frost, Wallace Stevens, William Carlos Williams, Ezra Pound, H.D., Marianne Moore, T.S. Eliot, Edna St. Vincent Millay, E. E. Cummings, Langston Hughes, Countee Cullen. Edwin Arlington Robinson, Amy Lowell, Robert Frost, Wallace Stevens, William Carlos Williams, Ezra Pound, H.D., Hart Crane, Marianne Moore, T.S. Eliot, Edna St. Vincent Millay, E. E. Cummings, Langston Hughes, Countee Cullen.
4. Literature of Postwar America: 1945-1975
 - a. Postmodernism
 - b. Confessionalism
 - c. The Beats
 - d. The New York School
 - e. The Black Arts Movement
 - f. Political and cultural unrest
 - g. Texts may include, but are not limited to: Tennessee Williams "A Streetcar Named Desire"; Ralph Ellison "Invisible Man"; Arthur Miller "Death of a Salesman"; James Baldwin "Sonny's Blues"; Flannery O'Connor "A Good Man is Hard to Find"; Allen Ginsberg "Howl"; and works by Robert Penn Warren, Theodore Roethke, Jack Kerouac, Elizabeth Bishop, Robert Hayden, Robert Lowell, Gwendolyn Brooks, Richard Wilbur, Denise Levertov, Frank O'Hara, John Ashbery, Amiri Baraka, Nikki Giovanni, Anne Sexton, Adrienne Rich, Sylvia Plath, Audre Lorde, Malcolm X.

5. Contemporary Literature: 1975-present

- a. Multiethnic literature
- b. Social criticism
- c. Regionalism
- d. Media impact on literature
- e. Texts may include, but are not limited to: Toni Morrison "Recitatif"; Audre Lord "Black Mother Woman"; Leslie Marmon Silko "Lullaby"; Sandra Cisneros "Woman Hollering Creek"; Yusef Komunyakaa "My Father's Love Letters"; Alie Walker "Everyday Use"; Gloria Anzaldua "How to Tame a Wild Tongue"; Jhumpa Lahiri "Sexy"; Barry Lopez "The Raven"; Roxanne Gay "The Mark of Cain"; Li-Young Lee "This Room and Everything in it"; and works by Simon J. Ortiz, Joan Didion, Joy Harjo, Rita Dove, Alberto Rios, Sherman Alexie, Lorna Dee Cervantes, Cathy Song, Ocean Vuong, Franny Choi, Junot Diaz; Layli Long Soldier, Cameron Awkward-Rich, Saeed Jones, Danez Smith, Terrence Hayes, Kaveh Akbar, Ada Limon, Yosimar Reyes, Tommy Orange, Neil Simon, Natasha Trethewey, Jonathan Safran Foer.

Honors Content

The topics to be included in the honors component of the course, American Literature: 1865 to Present, are generally the same as those covered in the regular section; however, honors students, in consultation with the instructor:

I. Will select topics and/or primary texts to cover in addition to those assigned in the regular section and will be expected to examine topics and texts in greater depth, with more originality, and with greater written facility and correctness.

II. Honors students will also be required to read and apply literary criticism and literary theory to the texts covered in the regular section and/or additional texts assigned in the honors section.

A. Sample topics may include

1. analyzing a novel by an ethnic American writer to consider how the novel functions as an example of post modernity as well as reflects aspects of the literary traditions of the ethnic culture from which it comes;

2. reading more widely of an author's works than the samples given in the anthology to consider how the author's works reflect the historical and literary movements from which they come;

3. reading more widely from a movement such as Harlem Renaissance, modern poetry, post-modern short stories, or realistic American drama to consider how texts from that movement reflect the concepts inherent to that movement and historical underpinnings of American culture.

Methods of Instruction

Method

Discussion

Integration

Discussion to build on material presented in lecture with respect to history and context of American literature 1865-present. In-class discussions will require students to assess the uses of literary techniques, strategies, and devices in primary sources from literary periods following the Civil War. Discussions will include literature on diverse topics from American authors from a variety of backgrounds including race, ethnicity, gender, sexuality, language, and abilities. For example, students will read an excerpt from Ralph Ellison's modernist novel "The Invisible Man" (1952) and discuss in class the criticism from Irving Howe and other Black authors that Ellison's work was not "political enough" and did not capture the essence of social protest against racism Howe felt necessary for the time.

DE Adaptations for MOI

Using the CMS discussion boards, instructors will post accessible primary texts from American literary periods following the Civil War covering a variety of diverse themes and from American authors from a variety of backgrounds including race, ethnicity, gender, sexuality, language, and abilities. For example, students will read an excerpt from Ralph Ellison's modernist novel "The Invisible Man" (1952) and discuss in a threaded class discussion in the CMS the criticism from Irving Howe and other Black authors that Ellison's work was not "political enough" and did not capture the essence of social protest against racism Howe felt necessary for the time-period. Instructors may also post accessible videos that cover post Civil War American literature and ask students to discuss the link between the events during that time period and the literature included in the text.

Method

Film/video Viewing and Discussion

Integration

Films and videos covering the themes of American Literature since the Civil War will be used to help students better understand the intellectual, political and historical literary movements as they connect to race, ethnicity, gender, sexuality, and language will be

viewed in class. For example, students will watch and listen to Allen Ginsberg read the poem "Howl" (1975). Students will then discuss in small groups and then as a whole class the various ways the poem criticizes American society's oppressiveness and conformity and persecution of peoples and ideas who are not white, straight, Christian, and capitalist. Students will discuss the various ways the poem is a call to action for freedom of speech against political, economical, and sexual oppression.

DE Adaptations for MOI

Films and videos covering the themes of American Literature since the Civil War will be posted (with Closed Captioning) in the CMS to help students better understand the intellectual, political and historical literary movements as they connect to race, ethnicity, gender, sexuality, and language will be viewed in the CMS. For example, students will watch and listen to Allen Ginsberg read the poem "Howl" (1975) in the CMS. Students will then discuss in small discussion board groups or as a whole class via the CMS discussion boards or via accessible video conferencing software the various ways the poem criticizes American society's oppressiveness and conformity and persecution of peoples and ideas who are not white, straight, Christian, and capitalist. Students will discuss the various ways the poem is a call to action for freedom of speech against political, economical, and sexual oppression. Students will also discuss the link to other post Civil War American literature works that portray similar themes.

Method

In-class Exercises

Integration

The instructor will design formative, low-stakes activities allowing students to work individually or in small-groups to analyze American literature after the Civil War to the present time. Students will use various pieces of American Literature from diverse backgrounds and with diverse perspectives to practice uses of literary devices, apply themes and ideas from intellectual, social, and historical movements, to identify literary genres and conventions, and/or to participate in scaffolded writing activities that help students produce thesis-driven critical analysis essays.

DE Adaptations for MOI

The instructor will design formative, low-stakes activities to be posted in the CMS allowing students to work individually or in small-groups in break-out discussion rooms to analyze American literature after the Civil War to the present time. Students will use various pieces of American Literature from diverse backgrounds and with diverse perspectives to practice uses of literary devices, apply themes and ideas from intellectual, social, and historical movements, to identify literary genres and conventions, and/or to participate in scaffolded writing activities that help students produce thesis-driven critical analysis essays. These assignments will be accessed and completed in the CMS.

Method

Lecture

Integration

Instructor lectures will be used to highlight the historical context of the writing and the perspective of the writer in the context of his or her ethnic, literary, geographical, religious, ideological, and political environment of American from 1865 to the present. American authors from a variety of backgrounds including race, ethnicity, gender, sexuality, language and ability within their historical and political contexts as well as ideas from intellectual and historical movements as they relate to specific works of American literature from 1865 to present. Additionally, lecture may be used to introduce genres and literary conventions, writing strategies, and research strategies.

DE Adaptations for MOI

Using accessible videos or accessible video conferencing software via the CMS, the instructor may have live sessions or use recorded lectures that will be used to highlight the historical context of the writing and the perspective of the writer in the context of his or her ethnic, literary, geographical, religious, ideological, and political environment of American from 1865 to the present. Instructors may ask students to leave time-stamped comments on the video using tools in the CMS to promote interaction. American authors from a variety of backgrounds including race, ethnicity, gender, sexuality, language and ability within their historical and political contexts as well as ideas from intellectual and historical movements as they relate to specific works of American literature from 1865 to present. Additionally, lecture may be used to introduce genres and literary conventions, writing strategies, and research strategies.

Method

Individual Projects

Integration

Student will create and deliver presentations to analyze of of literary techniques, devices, and strategies in excerpts of post-Civil War literature and/or explore of themes and ideas from intellectual and historical movements as they relate to specific works of American literature since 1865. For example, students might present an analysis of a substantial passage from the assigned text, or a summary and discussion of the reading in terms of the author's historical, biographical and literary significance. Ensuing class discussions will take place in the classroom.

DE Adaptations for MOI

Student will create and deliver presentations via the CMS or accessible video conferencing applications to analyze of of literary techniques, devices, and strategies in excerpts of post-Civil War literature and/or explore of themes and ideas from intellectual and historical movements as they relate to specific works of American literature since 1865. For example, students might present an analysis of a substantial passage from the assigned text, or a summary and discussion of the reading in terms of the author's historical, biographical and literary significance in a visual and audio presentation (PowerPoint, video, etc.) Ensuing class discussions will take place via the CMS discussion board or accessible video conferencing application. All instructor posted materials will meet accessibility requirements.

Additional Methods of Instruction for Honors

Honors students will be required to meet with the instructor individually or with the instructor and other honors students at least three times during the semester to discuss the reading, research, paper, and/or presentation ideas.

Methods of Evaluation**Method**

Exams/Tests

Integration

Midterm and final examinations ask students to identify social, political, or historical context of pre-colonial and early American literature excerpts, to examine literary techniques, and/or devices in excerpts of post-Civil War through current American literature and/or to explore the socio-political implications of literature excerpts, especially as they relate to race, ethnicity, gender, sexuality, language, and ability.

DE Adaptations for MOE

Midterm and final examinations will be posted on the CMS and will ask students to identify social, political, or historical context of pre-colonial and early American literature excerpts, to examine literary techniques, and/or devices in excerpts of post-Civil War through current American literature and/or to explore the socio-political implications of literature excerpts, especially as they relate to race, ethnicity, gender, sexuality, language, and ability. There may also be an essay exam that asks students to explore the readings and authors in detail and make connections to historical events, literary genres, and themes. The midterm and final exam will be graded based on a rubric with comments in the CMS for students to view within a week. The midterm and final examinations will meet all accessibility requirements.

Method

Papers

Integration

Students will submit a thesis driven critical analyses that draw from primary and secondary texts. Essays will be evaluated on the development of an original and provocative strong thesis statement, the progression of the argument, a focal point, a convincing argument, well-developed paragraphs that integrate evidence from primary texts and perhaps secondary sources and that offer analysis/explanation of how the sources contribute to the driving argument, and correct MLA formatting and source integration.

DE Adaptations for MOE

Students will submit to the CMS thesis driven critical analyses that draw from primary and secondary texts. Essays will be evaluated and commented on in a timely manner through the CMS on the development of an original and provocative strong thesis statement, the progression of the argument, a focal point, a convincing argument, well-developed paragraphs that integrate evidence from primary texts and perhaps secondary sources and that offer analysis/explanation of how the sources contribute to the driving argument, and correct MLA formatting and source integration.

Method

Group Projects

Integration

Students will prepare and present group presentations of American literature after 1865 and its contexts and present to class. Students will be assessed on their knowledge of authors, literary works, and relevant societal concerns.

DE Adaptations for MOE

Using the CMS, students may record their prepared group presentations of American literature after 1865 and its contexts using an accessible recording medium and present to class; instructors may also have live accessible video conferencing software sessions for students to make their presentations. Students will be assessed on their knowledge of authors, literary works, and relevant societal concerns. Any material for students and communications will (or must) meet accessibility guidelines.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course and honors enrichment assignments. The enrichment essay will be assessed according to standards set for written work assigned to LIT 208 students; in keeping with these standards, instructors will assess the essay's content, organization, facility with language, and mechanics as well as the depth of analysis and insight, the use and appropriateness of outside sources, and the effectiveness of communication, as shown through diction and syntax.

Assignments**Assignment Type**

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Essay assignments:

Ethnicity, culture, and race have been and continue to be permeating features of the United States history and culture. But what exactly has been the role of race and ethnicity in American literary texts? Since slavery ended, how have American writers represented race and ethnicity? Are there certain texts that have combated racism and ethnic prejudice? In what ways have these texts made use of racist and ethnic stereotypes? Using authors from our readings, write an essay on the function and place of race and ethnicity in American literature since the end of slavery. Use at least 5 pieces of literature from the semester to support your argument/thesis.

How assignment will be adapted in online format

This assignment will be written and submitted via the CMS. The instructor will then grade and comment on the paper via the CMS.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

In Langston Hughes' "I, Too" the speaker says, "I am the darker brother." Discuss the following questions: What does he mean? Why does he eat in the kitchen? What does he mean when he says that he'll eat at the table "tomorrow"? What connection is the speaker making to America? What is the significance of the title?

How assignment will be adapted in online format

The questions for this discussion can be posted to the CMS, and students can respond and discuss in threaded replies. The instructor can participate in the discussion and encourage student to student interaction while participating in instructor and student discussions.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write a 3 page letter to an author or a character we read about from 1865-1914. Address your letter directly to the author or to a character. Discuss your reaction to the poem, story, or essay with the author or the character. Research 1 pieces of literary criticism (current or from the time period) concerning this story, poem, or essay and explain how your reaction is different from or similar to the reactions of the critics. You may critique the author or the character, but explain in detail why this critique is accurate. Address the following questions as you write:

How does the time and place of the author or character impact choices made by the author or character?

What impacts the author or character the most: his or her family and culture or his individual needs and choices?

How do you think issues of class, race, gender, regional, historical and/or religion impacted the author or character? What is your response to the writing from a modern perspective?

Choose one small difficult passage to analyze from a literary perspective. Include that as a part of your letter.

Feel free to be creative, but also be analytical.

How assignment will be adapted in online format

This assignment can be assigned and submitted via the CMS. The instructor can grade and comment on the letters via the CMS.

Assignment Type

Writing

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Please answer each of the following using specific references from the readings. You must integrate quotes from this week's readings with signal phrases and in-text, parenthetical citations (No need for a Works Cited):

- Summarize the main arguments being made by Audre Lorde in "The Uses of the Erotic" and "The Uses of Anger."

- Apply Lorde's arguments to either Toni Morrison's "Recitatif" or Walker's "Everyday Use."

- How might you use Lorde's theories to interpret the works of Black feminist authors such as Morrison and Walker?

How assignment will be adapted in online format

This discussion board can be completed via the CMS. The instructor will post the assignment, and students and the instructor can engaged in a threaded discussion of the questions and topics.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Write an essay where you address the following: Consider ONE topic that develops throughout the literature we have/will have covered throughout the class, such as education, nature, marriage/love, religious conflicts or dissent, colonialism, political strife, insiders/outside, sex/sexuality, censorship, death, murder, social hierarchy, power, etc. (there are many more topics that would be worthwhile to explore; these are just suggestions). Once you have a topic, do the following:

1) Examine how the topic is presented in 2 to 3 texts that we covered in class that are from at least two different centuries [19th, 20th, or 21st]. All texts should be those we covered in class. In this examination, you must present a thesis that indicates how the texts make an argument about your topic that is contingent on the specific social, political, or historical context in which the text was written. Consider how the presentation of the topic in each text reflects the unique social, political, and historical context of the time period in which the text was written.

How assignment will be adapted in online format

The essay can be assigned, submitted, commented on, and graded via the CMS.

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Read Sandra Cisneros short story "Woman Hollering Creek." As you read the story, annotate the text to track the themes of social class, sexuality, cultural and national identity, religion, and attraction.

How assignment will be adapted in online format

The reading can be posted in an accessible format to the CMS. Students can create a document where they track the themes of the story and submit it to the CMS for instructor comments and a grade.

Honors Assignments**Assignment**

Honors students will complete the regular section requirements and be graded, first, in accordance with the criteria used for the regular section. In addition, to receive honors credit, each student will complete ONE of Options 1-3 as well as complete Assignment 4:

Assignment

- Option 1. Write one additional research paper, consisting of a minimum of 2,000 words (8 pages, not including Works Cited page), that engages with one or more additional readings of length, not assigned to the class, on a specific topic (e.g., a collection of post-Civil War American poems, American short stories, American serialized novels, a collection of short fiction published in early American periodicals, literature on modernism, American feminist and political tracts and texts, social criticism, or multi-ethnic literature (Sandra Cisneros's short stories or Langston Hughes' poetry, etc.). This paper will be an original and nuanced thesis-driven argument that furthers scholarship on the readings. For example, choose one post-Civil War American short story or play that is not assigned in class or included in our anthology—or approximately two poems by one author—that you believe would be a good addition to future LIT 208 courses. Your goal is to use textual evidence to demonstrate how this story or play could provide future students particular insight into U.S. literary history, arguing:

- how it exemplifies themes, aesthetic forms, or literary movements in post-Civil War American literature; and
- what new topics, aesthetic styles, historical insights or discussions it would introduce.

In addition to the primary texts being explored, at least six additional scholarly sources, including but not limited to academic journal articles, are required. Literary theory and/or credible literary criticism may also be used to meet the source requirement. This essay must employ MLA citation and formatting methods.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment requires critical thinking skills, synthesis, analysis, and strong researching skills.

Assignment

- Option 2. Write one additional research paper, consisting of a minimum of 2,000 words (8 pages, not including Works Cited page), that addresses an additional outside reading assignment of a specific topic (e.g., historical fiction from a particular period, multiethnic literature, controversial literature, protest literature, etc.) or of a particular author. For example, students may choose to write on Nikeshe Shukla's *The Good Immigrant* and analyze what it means to be an immigrant compared to the stories included in the anthology. The paper must incorporate at least six outside sources which may include scholarly articles, literary critiques, primary, and/or secondary sources using correct MLA format.

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment requires critical thinking skills, synthesis, analysis, and strong researching skills.

Assignment

Option 3: Expand on an essay already written in class by adding at least six more pages and an additional six sources. The essay should provide a more detailed analysis and/or an alternate view on the topic. For example, the essay might focus on *Their Eyes Were Watching God* and give a critical perspective on how the story might change if the gender roles were reversed. What are the different expectations for males and females? How would the protagonist's life (marriages, self-identity, etc.) be different if she were born a male?

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment requires critical thinking skills, synthesis, analysis, and strong researching skills.

Assignment

Option 4. Create a short presentation that explores a topic from the regular course in greater detail. For example, you are working on a campaign from the perspective of early feminism and women's rights in the 1970's. You have been successful at recruiting females but need to recruit more males. Design a campaign—including a slogan, logo, pamphlet, and posters—that persuades young males to join their mothers, sisters, girlfriends, and friends in fighting for women's equality. Present this campaign to the class.

Required or Optional

Required



Honors Core Values

Engagement

Justify how the assignment reflects the Engagement Core Value

The assignment requires creating a project that will engage the class and encourage them to participate.

Course Materials

Textbooks

Robert Levine (General Editor), et al (2023). Norton Anthology of American Literature 1865 to the Present. Shorter 10th edition. Norton. ISBN: 978-0-393-88618-4.

Gabriela Garcia (2022) Of Women and Salt. Macmillian. ISBN: 9781529031553

F. Scott Fitzgerald. (2021) The Great Gatsby: Norton Critical Edition. Ed. David J. Alworth. Norton. ISBN: 978-0-393-56559-6.

Other Resources

Supplemental: Novels, stories, essays, poems, plays, and films as assigned.

Class Size Information

Class Size

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course takes into consideration diversity and inclusion including gender, race, sexuality, religion, mental health, and learning styles. In the objectives, we focus on the necessity of teaching diverse content from multicultural and intersectional perspectives across all three genres. We explain how the literature and classroom community offer opportunities to foster empathy, expose variant interpretations, healthy discussions, and exhibit diverse societal concerns. We revised the assignments so that all of them include diverse texts as examples and include methods for different learning styles, such as active reading, lecture, discussion boards, and self-reflection.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

To support the revisions to the objectives, the course content includes explicit language detailing the need to analyze primary sources from sociocultural perspectives, specifically as it pertains to race, gender identity, sexual orientation, religion, cultural differences, and learning styles. We've included discussions that asks instructors to consider cultural, economic, political, and gender- based positioning, including how they might shift based on intersectional perspectives. In addition, the assignments address different learning styles.

The methods of instruction align with the objectives; for example, class activities, active learning, reading, lecture, and discussion boards allot space for exploring gender, race, sexuality, religion, mental health, and learning styles including formative and summative assessments that align with the course objectives. The sample assignments ensure one uses at least one diverse text.

Interactions

Explain how the course will incorporate student-to-student interaction.

Students will engage in a variety of collaborative activities such as small groups discussing post-Civil War American literature so that students will have regular opportunities to engage in peer-to-peer and discussions designed to foster community and encourage students to experience variant interpretations of the literature under analysis. For example, students may discuss the role of race in early American literature. Students might also work in small groups in the CMS online or in-class to create presentations on diverse authors, critical literary approaches, and/or socio-historical contexts of literature to draw connections between literature and larger societal concerns; engage in role-play activities such as author presentations through accessible video conferencing software or in-class to critically analyze texts through close-reading.

Explain how the course will incorporate instructor-to-student interaction.

Using the course CMS discussion forums, breakout rooms in accessible video-conferencing software, and/or in-class, the instructor will participate in class discussions by asking students to apply literary analysis and/or theoretical lenses, clarify concepts, pose questions, and or/encourage students to make connections between course concepts and larger societal concerns, connect works or themes, and examine texts through an intersectional lens. For example, the instructor may ask the students to debate the role of gender in post-Civil War America.

Explain how the course will incorporate student-to-content interaction.

To learn literary concepts, theoretical approaches, and writing strategies, students will reference accessible and ADA compliant materials such as assigned readings (textbooks, articles, primary sources, etc), written lecture materials or transcripts of lectures, illustrative images, charts and graphs, video or audio lectures, narrated PowerPoint presentations, embedded or linked multimedia content (such as films, YouTube videos, podcasts, etc), and student created or curated content either face-to-face or via CMS. For example, instructors may post videos from the Annenberg collection on post-Civil War American literature and have students apply what they learned to the readings they are assigned.

Explain how the course will incorporate student-to-self interaction (metacognitive).

The course encourages thinking flexibly, considering varying interpretations, and learning how to navigate difficult readings and topics by engaging in discussions, activities, assessments, and writing activities that stem from diverse and multi-cultural perspectives of literature. Through discussions and assignments, we assign students to ask questions about literature as well as how they approach their assignments and analysis. Through readings, lectures, activities, and discussions, we encourage students to explore connections between literature and societal concerns to demonstrate how literature can be a vehicle for analyzing the contemporary socio-historical context and comparing the current society's expectations to those in the readings. We also emphasize that the analytical and critical thinking skills they hone by analyzing literature in context have broad applications beyond the classroom. Either in discussions or exams, we ask students to reflect how their perspectives have changed and focus on what they have learned. Although we discourage using presentism, we ask students to put themselves into situations covered in the literature to look at the events through a first person lens.

Key: 2016