



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

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** English 40B  
**Descriptive Title:** American Literature II  
**Course Disciplines:** English  
**Division:** Humanities

**Catalog Description:**

This course surveys American literature from the post-Civil War period to the present, including the literature of an expanding nation, the literature of modernism, the literature of post-World War II America, and contemporary American literature. The course recognizes the contribution of women and minority writers to the national literature.

**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: July 1992

**General Education:**

**El Camino College:**  
**3 – Humanities**  
Term: Other:

**CSU GE:**  
**C2 - Humanities**  
Term: Fall 1997 Other:

**IGETC:**  
**3B - Humanities**  
Term: Fall 1997 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)

1. Students will be able to identify representative works of American literature from the post-Civil War period until the present.
2. Students will be able to analyze representative works of American literature from the post-Civil War period until the present.
3. Students will be able to recognize social, historical, and ethnic influences in representative works of American literature from the post-Civil War period until the present.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

### 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 works by major American writers, from post-Civil War to the present.
  - Quizzes
2. Demonstrate an understanding of major themes, social and historical influences, and literary characteristics of post-Civil War American literature.
  - Term or other papers
3. Evaluate and synthesize secondary sources of post-Civil War American literature.
  - Term or other papers
4. Evaluate and compare post-Civil War American literature by theme, author, and genre.
  - Essay exams

## 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	12	I	Literature of an Expanding Nation A. Visions of western expansion 1. Bret Harte 2. Mark Twain B. Visions of industrialization 1. William Dean Howells 2. Theodore Dreiser
Lecture	14	II	Literature of American Modernism A. Representations of American alienation, social and cultural 1. Expatriate writers, such as Gertrude Stein, F. Scott Fitzgerald, James Baldwin, and Ernest Hemingway 2. Poets, such as H.D., William Carlos Williams, and Langston Hughes 3. Voices from inside and outside the canon, such as Ralph Ellison, Ishmael Reed, Ntozake Shange, Raymond Chandler, and Kathy Acker

Lecture	14	III	Literature of Post-World War II America A. Representations of commercial, racial, and social change in American life, including William Faulkner and John Steinbeck B. Representations of war and upheaval, including Kurt Vonnegut and Joseph Heller
Lecture	14	IV	Contemporary American Literature A. Post-modern representations of contemporary American life, including Thomas Pynchon and Don DeLillo B. Representations of between cultures, including Paule Marshall, Toni Morrison, Adrienne Rich, and N. Scott Momaday
<b>Total Lecture Hours</b>		54	
<b>Total Laboratory Hours</b>		0	
<b>Total Hours</b>		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:

The conflict of *For Whom the Bell Tolls* is simple. Jordan must destroy a bridge to aid the Republic's attack on Segovia during the Spanish Civil War. He succeeds in doing so, but not without great cost, not least to himself. Our interpretation of Jordan's success is complicated by the larger conflict of the war- which the Republicans lost- by the doomed outcome of the larger battle for Segovia, by the particular conflicts involving Pablo's band of guerillas with whom Jordan works, and by Jordan's genuine love for Maria and other members of the band. Analyze in a 5-7 page written essay Jordan's successful attempt to destroy the bridge in terms of the larger contexts that give Jordan's actions meaning. Note especially in your essay Jordan's attitude toward his own death in order to interpret its significance.

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

1. Known for its naturalism, Dreiser's *Sister Carrie* chronicles Carrie's rise and Hurstwood's decline. The characters seem subject to social and psychological forces over which they have little control. In a 5-7 page written essay, evaluate Dreiser's assertion that Carrie will never find the happiness for which she strives. Identify in your essay the extent to which Dreiser leads us to criticize Carrie and Hurstwood and the extent to which we are to consider them victims of social forces.
2. *Invisible Man* develops themes of identity, suggesting that one's identity can be made anew. But the book also emphasizes, with a vengeance, that the narrator's identity is shaped by social forces. Ellison exposes the injustices of the social context which in part defines his protagonist. In a 5-7 page written essay, analyze the narrator's growing awareness of the possibility of self-definition in *Invisible Man*. How is America's offer that he might define himself both an illusion and a possibility? Consider the initial two routes he takes in that self-definition, the college and the Brotherhood, and indicate in your essay whether his status at the end of the novel implies a kind of self-definition in relation to American society.

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

- Essay exams
- Written homework
- Term or other papers
- Multiple Choice
- Completion
- Matching Items
- True/False

**V. INSTRUCTIONAL METHODS**

- Discussion
- Group Activities
- 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**

- Baym, Nina, et al. The Norton Anthology of American Literature (Vols C, D, E). Norton, 2008. Qualifier Text: Discipline standard.
- Lauter, Paul et al. The Heath Anthology of American Literature (Vols. C, D, E). Heath, 2013. Discipline Standard.
- McMichael, George, et al. Anthology of American Literature (Vol. II). 10th ed. Prentice Hall, 2014. Discipline Standard.

**B. ALTERNATIVE TEXTBOOKS**

**C. REQUIRED SUPPLEMENTARY READINGS**

**D. OTHER REQUIRED MATERIALS**

**VIII. CONDITIONS OF ENROLLMENT**

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

Requisites	Category and Justification

**B. Requisite Skills**

Requisite Skills

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

Recommended Preparation	Category and Justification
English 1	<b>Category:</b> Course <b>Justification:</b> 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	<b>Category:</b> Non-Course <b>Justification:</b> 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

**D. Recommended Skills**

Recommended Skills
<p>Students need well-developed reading skills in order to understand and interpret information in their textbooks and writing skills to develop essays and projects.</p> <p>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.</p>

**E. Enrollment Limitations**

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by Nancy Savage on 05/13/1977.

**BOARD APPROVAL DATE:**

**LAST BOARD APPROVAL DATE: 11/18/2019**

**Last Reviewed and/or Revised by:** Tom Cody and Bruce Peppard  
18399

**Date:** 7/25/2019