

CATALOG INFORMATION

Dept and Nbr: ENGL 30.1      Title: AMER LIT: PRE-COL. -1865  
Full Title: American Literature: Pre-Colonial Period to the Civil War  
Last Reviewed: 11/13/2023

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	17.5	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable  
Grading: Grade or P/NP  
Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP  
Also Listed As:  
Formerly: ENGL 30A

**Catalog Description:**  
Students in this class will explore a range of texts representative of literary traditions and ethnic and cultural diversities of the early Americas through 1865, including those from indigenous and other cultures, creating and influencing literature from what we now consider the United States. Students will engage with both the thematic richness and historical contexts of literature from this period. Throughout this exploration of the pre-colonial period through 1865, students are invited to delve into the vital contributions of these voices in shaping and building the cultural tapestry of American literature.

**Prerequisites/Corequisites:**

**Recommended Preparation:**

**Limits on Enrollment:**

**Schedule of Classes Information:**  
Description: Students in this class will explore a range of texts representative of literary traditions and ethnic and cultural diversities of the early Americas through 1865, including those

from indigenous and other cultures, creating and influencing literature from what we now consider the United States. Students will engage with both the thematic richness and historical contexts of literature from this period. Throughout this exploration of the pre-colonial period through 1865, students are invited to delve into the vital contributions of these voices in shaping and building the cultural tapestry of American literature. (Grade or P/NP)

Prerequisites/Corequisites:

Recommended:

Limits on Enrollment:

Transfer Credit: CSU;UC.

Repeatability: Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		Effective:	Inactive:
	E	Humanities	Fall 1981	
<b>CSU GE:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	C2	Humanities	Fall 1981	
<b>IGETC:</b>	<b>Transfer Area</b>		Effective:	Inactive:
	3B	Humanities	Fall 1981	
<b>CSU Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:
<b>UC Transfer:</b>	Transferable	Effective:	Fall 1981	Inactive:

### **CID:**

CID Descriptor: ENGL 130 Survey of American Literature 1

SRJC Equivalent Course(s): ENGL30.1

### **Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

### **Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Critically read, analyze, interpret, and write about a range of texts representative of the diverse ethnic and cultural groups in the American literary traditions of the pre-colonial period through 1865.
2. Explain the historical, political, and socio-cultural contexts and the evolution of American literature up to 1865.
3. Apply a range of critical approaches to literatures of this period.

### **Objectives:**

At the conclusion of this course, students should be able to:

1. Analyze and critique assigned texts.
2. Identify and interpret major themes in texts and their connections to the historical and cultural contexts of the era.
3. Analyze the development of a variety of genres and the conditions from which they emerged.
4. Define, evaluate, and apply different modes of argumentation and interpretations, such as biographical, historical, and psychological approaches to literary analysis.
5. Perform literary and historical research in order to support an interpretation of the literature.

## **Topics and Scope:**

- I. Pre-Colonial Literature to 1620--New World vs. Old World
  - A. Indigenous literature
    - 1. Native American oral literature
    - 2. Pre-Columbian indigenous creation myths and oral stories
  - B. Letters and diaries of early colonial explorers
  - C. Conquest and Colonial literatures
- II. Colonial Literature to American Revolution, 1620 to 1820
  - A. Great Awakenings
  - B. The Enlightenment
  - C. The American Revolution
- III. Post-American Revolution, 1820 to 1865
  - A. Romanticism
    - 1. Transcendentalism
    - 2. Gothic literature
    - 3. Romances (e.g. The Blithedale Romance)
  - B. Protest literature
    - 1. Slave Narratives
    - 2. Abolitionist pamphlets
    - 3. Women's Movement
  - C. Melodrama
    - 1. Minstrelsy
    - 2. Hippodramas
    - 3. Civil War
  - D. Civil War
- IV. Literary Analysis and Writing
- V. Literary Research
- VI. Schools of Literary Criticism

## **Assignment:**

- 1. Weekly reading assignments
- 2. Participation in class discussions
- 3. Individual or group presentations or projects
- 4. Low-stakes writing assignments, such as reading response journals, summaries, or personal response papers
- 5. Short critical response papers (500 - 1,000 words each)
- 6. Library research assignment(s), such as an annotated bibliography, research sessions with a librarian, or library research scavenger hunt
- 7. Essays including library research with MLA documentation (1,000 - 2,500 words each)
- 8. Essay exams, objective exams, and/or quizzes
- 9. Optional field trips (ungraded)

## **Methods of Evaluation/Basis of Grade:**

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Low-stakes writing assignments; short critical response papers; library research assignment(s); essays	Writing 50 - 65%
<b>Problem Solving:</b> Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.	
Library research assignment(s)	Problem solving 5 - 15%
<b>Skill Demonstrations:</b> All skill-based and physical demonstrations used for assessment purposes including skill performance exams.	
None	Skill Demonstrations 0 - 0%
<b>Exams:</b> All forms of formal testing, other than skill performance exams.	
Exams and/or quizzes	Exams 10 - 20%
<b>Other:</b> Includes any assessment tools that do not logically fit into the above categories.	
Participation in class discussions; individual or group presentations or projects	Other Category 10 - 20%

### Representative Textbooks and Materials:

#### Anthologies:

The Norton Anthology of American Literature. 10th ed. Volumes A and B. Levine, Robert and Gustafson, Sandra. W. W. Norton & Company. 2022

The Heath Anthology of American Literature: Beginnings to 1800, Volume A. 7th ed. Lauter, Paul. Cengage Publishing. 2014 (classic)

The Heath Anthology of American Literature: Early Nineteenth Century 1800 - 1865. Vol. B. 7th ed. Lauter, Paul. Cengage Publishing. 2013 (classic)

Genesis: Memory of Fire, Volume 1. Reprint edition. Galeano, Eduardo. Nation Books. 2010 (classic)

#### Relevant literature:

A Son of the Forest. Apess, William. Self published. 1829 (classic)

The Life and Adventures of Joaquín Murieta: The Celebrated California Bandit. Bird, Yellow. W.R. Cook and Company. 1854 (classic)

The Tenth Muse Lately Sprung Up in America. Bradstreet, Anne. Gale, Sabin Americana. 2012 (classic)

Narrative of the Life of Frederick Douglass, An American Slave. Douglass, Frederick. Union Square & Co. 2022 (classic)

Nature and Selected Essays. Emerson, Ralph Waldo. Penguin Classics. 2003 (classic)

The Scarlet Letter. Hawthorne, Nathaniel. Vintage. 2014 (classic)

Moby Dick. Melville, Herman. Oxford Classics. 2022.

Twelve Years a Slave. Northup, Solomon. 37 Ink. 2013 (classic)

Tales of the Grotesque and Arabesque. Poe, Edgar Allan. Worth Press. 2009 (classic)

Walden and Civil Disobedience. Thoreau, Henry David. Penguin Classics. 1983 (classic)

Poems on Various Subjects, Religious and Moral (1773). Wheatley, Phyllis. CreateSpace

Independent Publishing. 2016 (classic)

Leaves of Grass: The Original 1855 Edition. Whitman, Walt. Dover. 2007 (classic)

Open Educational Materials and Electronic Resources:

American Literature I: An Anthology of Texts from Early America the Early 20th Century.

Kurtz, Jenifer. <https://viva.pressbooks.pub/amlit1>. CC BY-SA 4.0.

Becoming America: An Exploration of American Literature from Precolonial to Post-

Revolution. Kurant, Wendy. <https://oer.galileo.usg.edu/english-textbooks/19>. CC BY-SA 4.0.

Dala Digital American Literature Anthology. O'Connor, Michael.

[digitalamlit.millikinenglish.org/](https://digitalamlit.millikinenglish.org/). CC BY-NC-SA 3.0.

The Open Anthology of Earlier American Literature. DeRosa, Robin, Goode, Abby, et al.

[human.libretexts.org/Bookshelves/Literature\\_and\\_Literacy/The\\_Open\\_Anthology\\_of\\_Earlier\\_American\\_Literature\\_\(DeRosa\\_Goode\\_et\\_al.\)](https://human.libretexts.org/Bookshelves/Literature_and_Literacy/The_Open_Anthology_of_Earlier_American_Literature_(DeRosa_Goode_et_al.)). CC BY-SA 4.0

Popol Vuh: Sacred Book of the Quiché Maya People. Translated by Allen J. Christenson.

University of Oklahoma Press, Norman, 2003.

[www.mesoweb.com/publications/Christenson/PopolVuh.pdf](http://www.mesoweb.com/publications/Christenson/PopolVuh.pdf).