

**ENGL 22 Course Outline as of Fall 2003****CATALOG INFORMATION**

Dept and Nbr: ENGL 22 Title: ETHNIC AMER. LIT.

Full Title: Ethnic Diversity in American Literature

Last Reviewed: 9/14/2020

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:

**Catalog Description:**

A study of ethnic literature in America. Reading, discussion and analysis of trends in the literature of three of the following United States ethnic groups: Native American, European American, Asian American, African American, Latino American. Readings will depend on the ethnic traditions selected by the instructor for the given semester but will consist of works from a variety of literary genres: nonfiction, fiction, poetry, drama and prose. The course will emphasize the cultural issues that shape each ethnic literature, as well as its special contributions to the overall American mix.

**Prerequisites/Corequisites:**

Completion of ENGL 1A or equivalent.

**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

Description: A study of ethnic literature in America. Reading, discussion & analysis of trends in the literature of at least 3 of the following North American ethnic groups: Native American,

European American, Asian American, African American, Latino/a American. (Grade or P/NP)

Prerequisites/Corequisites: Completion of ENGL 1A or equivalent.

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 2015		
	G	American Cultures/Ethnic Studies			
	E	Humanities	Spring 1992	Fall 2010	
	G	American Cultures/Ethnic Studies			
<b>CSU GE:</b>	<b>Transfer Area</b>		Effective:	Inactive:	
	C2	Humanities	Fall 2015		
	C2	Humanities	Fall 1992	Fall 2010	
<b>IGETC:</b>	<b>Transfer Area</b>		Effective:	Inactive:	
	3B	Humanities	Fall 2015		
	3B	Humanities	Fall 1993	Fall 2010	
<b>CSU Transfer:</b>	Transferable	Effective:	Spring 1992	Inactive:	Fall 2010
<b>UC Transfer:</b>	Transferable	Effective:	Spring 1992	Inactive:	Fall 2010

### **CID:**

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

Major Applicable Course

### **COURSE CONTENT**

#### **Outcomes and Objectives:**

UPON COMPLETION OF THIS COURSE, STUDENTS WILL BE ABLE TO:

1. Identify central themes and concerns of the writers studied.
2. Articulate the political, psychological, social, and cultural issues that inform the literature.
3. Analyze the effects of the literary techniques used in the works.
4. Compose coherent written analyses of chosen works.
5. Evaluate the merit, power, and significance of each work in comparison to other works and on its own terms..

#### **Topics and Scope:**

The following presents a sample of the five possible ethnic traditions. There might be minor adjustment in topics with a different selection of ethnic traditions.)

EUROPEAN AMERICAN

1. First-generation experiences and the literature they have spawned.
2. Old-country backgrounds: escape from persecution (religious, political, cultural, racial), customs of ethnic cohesion, folklore, relevant history (political or demographic), religion.
3. Adaptation to American economic, cultural, and political conditions.
4. Reception by earlier arrivals from other ethnic groups (racism, ethnic conflict, competition for work, stereotyping).
5. Second- and third-generation experiences and the literature they have spawned (rejection of one's ethnic traditions; rediscovery of them; rising fortunes within American society; etc.)
6. Contemporary experiences and the literature they have spawned.

#### ASIAN AMERICAN

1. First-generation experiences and the literature they have spawned.
2. Old-country backgrounds: escape from persecution (religious, political, cultural, racial), customs of ethnic cohesion, folklore, relevant history (political or demographic), religion.
3. Adaptation to American economic, cultural, and political conditions.
4. Reception by earlier arrivals from other ethnic groups (racism, ethnic conflict, competition for work, stereotyping).
5. Second- and third-generation experiences and the literature they have spawned (rejection of one's ethnic traditions; rediscovery of them; rising fortunes within American society; etc.)
6. Contemporary trends in Asian American literature.

#### NATIVE AMERICAN

1. Ancient Tales and Traditions: creation myths, the oral tradition.
2. Tribal culture, backgrounds: differences among various tribal traditions and how they show up in key tales and tale-telling traditions. Elements of culture shared among tribes (depending on specific region selected).
3. The Coming of the White Man, and the literature it spawned (approx. 1790-1890).
4. Adaptation to European American cultural traditions: Indian poetry, tales and fiction that adopt features of the European written literary tradition (approx. 1850-present). Relevant economic, cultural, political and educational backgrounds.
5. Recent and contemporary trends in Native American literature.

#### AFRICAN AMERICAN

1. Slave narratives.
2. Folk traditions.
3. Harlem Renaissance.
4. The evolution of Black American identity via literature.
5. Contemporary trends in African American literature.

#### LATINO/A AMERICAN

1. Forms of expression peculiar to the Latino/a experience.
2. Political, cultural, historical, aesthetic phenomenon in Latino/a American literature.
3. Old World vs. New World perspectives.
4. The Chicano/a literary tradition.
5. Contemporary trends in Latino/a American literature.

#### SYNTHESIS

Comparisons of at least three selected ethnic literatures: similarities and differences in the issues that inform and motivate them; differences

in point of view on "the American Dream" and other American culture concepts; differences in literary technique--narrative structure, style, preference of one genre over another, etc.--and possible reasons for such differences.

**Assignment:**

Students will:

1. Read up to 50 pages per class session, including background readings in history, anthropology and the social sciences, in addition to the primary reading of literary masterpieces;
2. Participate in class discussion and group work;
3. Produce research projects;
4. Write close literary analyses (two to four papers, 1,000-2,000 words each) of selected works so as to appreciate the distinctive narrative and poetic characteristics of ethnic tradition;
5. Participate in classroom dialog that will expose their cultural biases and backgrounds to appreciate the ethnically-based views of others.

Students may, depending on instructor and opportunity:

1. Visit museums, cultural sites or events;
2. Attend literary lectures or readings.
3. Exams.

**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.

Written homework, Term papers, annotated bibliography, essays

Writing  
35 - 60%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

None

Problem solving  
0 - 0%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Class performances, research, role plays

Skill Demonstrations  
5 - 40%

**Exams:** All forms of formal testing, other than skill performance exams.

Multiple choice, Matching items, Completion, Essay exams, quizzes

Exams  
5 - 40%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Participation in class discussion; attendance

Other Category  
10 - 20%

### **Representative Textbooks and Materials:**

For African American literature:

INVISIBLE MAN, Ralph Ellison, Random, 1963.

NATIVE SON, Richard Wright, HarperCollins, 1993.

NARRATIVE OF THE LIFE OF FREDERICK DOUGLASS, ed. Frederick Douglass, Dover, 1995.

BELOVED, Toni Morrison, NAL-Dutton, 1991.

THE COLOR PURPLE, Alice Walker, Harbrace, 1982.

I KNOW WHY THE CAGED BIRD SINGS, Maya Angelou, Bantam, 1983.

THEIR EYES WERE WATCHING GOD, Zora Neale Hurston, HarperCollins, 1990.

For Asian American literature:

CHINA MEN, Maxine Hong Kingston, Random, 1989.

JOY LUCK CLUB, Amy Tan, Putnam, 1989.

FIFTH CHINESE DAUGHTER, Jade Snow Wong, U of Washington Press, 1989.

YOKOHAMA, CALIFORNIA, Toshio Mori, U of Washington press, 1985.

A GESTURE LIFE, Chang Rae Lee, Putnam, 1999.

BONE, Fae Myenne Ng, Harper Collins, 1994.

FISH HEAD SOUP AND OTHER PLAYS, Philip Gotanda, Univ. Washington Press, 1995.

For Latino/a American literature:

BARRIO BOY, Ernesto Galarza, U of Notre Dame, 1971.

EL TEATRO DE LA ESPERANZA: ANTHOLOGY OF CHICANO DRAMA, ed. Jorga Huerta,

Teatro de la Esperanza, 1973.

BLESS ME, ULTIMA, Rudolfo Anaya, Quinto Sol Publ, 1972.

WOMAN HOLLERING CREEK and Other Stories, Sandra Cisneros, Vintage, 1990.

ZOOT SUIT and Other Plays, Luis Valdez, Arte Publico Press, 1992.

For European American literature:

GIANTS IN THE EARTH, Ole Edvart Rolvaag, HarperCollins, 1965.

THE SOUL OF AN IMMIGRANT, Constantine Panunzio, Ayer, 1969.

SHAWL, Cynthia Ozick, Knopf, 1989.

THE INVENTION OF THE WHITE RACE, Theodore Allen, Verso, 1994.

MY ANTONIA, Willa Cather, Bantam, 1994.

For Native American literature:

THE WAY TO RAINY MOUNTAIN, N. Scott Momaday, U of New Mexico Press, 1976.

CEREMONY by Leslie Marmon Silko, Viking Penguin, 1986.

LOVE MEDICINE, Louise Erdrich, HarperCollins, 1993.

NIGHT FLYING WOMAN, Ignatia Broken, U of Minnesota Press, 1983.

LAKOTA WOMAN, Mary Crow Dog, Harper Perennial, 1990.

THE WOMAN WHO OWNED THE SHADOWS, Paula Gunn Allen, Spinster's, 1983.

A YELLOW RAFT IN BLUE WATER, Michael Dorris, Warner, 1988.

FIGHTIN': NEW AND COLLECTED STORIES, Simon Ortiz, Thunder's Mouth, 1983.

BONE GAME, Louis Owens, U of Oklahoma Press, 1994.

CALLING MYSELF HOME, Unda Hozan, Greenfield Review Press, 1991.

IN MADE LOVE AND WAR, Joy Harjo, Wesleyan U Press, 1990.

EARTH SONG, SKY SPIRIT, Clifford Trafzer, Doubleday, 1992.

RESERVATION BLUES, Sherman Alexi, Warner Books, 1996.

Sample Background Works:

STRANGERS FROM A DIFFERENT SHORE: A HISTORY OF ASIAN AMERICANS,  
Ronald

Takaki, Penguin, 1989.

AMERICAN MOSAIC: MULTI-CULTURAL READINGS IN CONTEXT, Barbara Roche  
Rico

and Sandra Mano, Houghton Mifflin, 1991.

ETHNIC WRITERS IN AMERICA, Myron Simon, Harcourt Brace Jovanovich, 1972.

THE SACRED HOOP: RECOVERING THE FEMININE IN AMERICAN INDIAN  
TRADITIONS,

Paula Gunn Allen, Beacon Press, 1986.

BLUES PEOPLE: NEGRO MUSIC IN WHITE AMERICA, LeRoi Jones, Morrow, 1971.

A DIFFERENT MIRROR, Takaki, Back Bay Books, 1993.

READING THE LITERATURES OF ASIAN AMERICANS, eds. Lim and Ling, Temple U.  
Press, 1992.

OTHER DESTINIES: UNDERSTANDING THE AMERICAN INDIAN NOVEL, Louis  
Owens, U.

of Oklahoma Press, 1992.

PLAYING IN THE DARK, Morrison, Vintage, 1992.

UPROOTING RACISM, Paul Kwel, New Society Publishers, 1996.

PEOPLES OF COLOR IN THE AMERICAN WEST, Sucheng Chan, et al., eds. D. C.  
Heath & Co., 1994.

A PEOPLE'S HISTORY OF THE UNITED STATES, Howard Zinn, W. W. Norton, 1997.