



El Camino College  
COURSE OUTLINE OF RECORD – Official

<b>Course Acronym:</b>	ENGL
<b>Course Number:</b>	44
<b>Descriptive Title:</b>	The Literature of American Ethnic Groups
<b>Division:</b>	Humanities
<b>Department:</b>	English
<b>Course Disciplines:</b>	English
<b>Catalog Description:</b>	This course provides a broad survey of American ethnic literatures. Students will explore and analyze representative texts by Native Americans, African Americans, Chicano and Latino Americans, Jewish Americans, Asian and Pacific Islander Americans, and Arab Americans that focus on the implications of colonialism, race, white supremacy, assimilation and other important factors that impact minoritized Americans. Emphasis will be on contemporary literature.
<b>Prerequisite:</b>	
<b>Co-requisite:</b>	
<b>Recommended Preparation:</b>	Eligibility for English 1A
<b>Enrollment Limitation:</b>	
<b>Hours Lecture (per week):</b>	3
<b>Hours Laboratory (per week):</b>	0
<b>Outside Study Hours:</b>	6
<b>Total Course Hours:</b>	54
<b>Course Units:</b>	3
<b>Grading Method:</b>	Letter Grade only
<b>Credit Status:</b>	Credit, degree applicable
<b>Transfer CSU:</b>	Yes
<b>Effective Date:</b>	Prior to July 1992
<b>Transfer UC:</b>	Yes
<b>Effective Date:</b>	
<b>General Education: ECC</b>	Area 3 - Humanities
<b>Term:</b>	
<b>Other:</b>	

<b>CSU GE:</b>	Area C2 - Arts and Humanities - Humanities: Literature, Philosophy, Languages other than English
<b>Term:</b>	
<b>Other:</b>	
<b>IGETC:</b>	Area 3B - Humanities
<b>Term:</b>	
<b>Other:</b>	
<b>Student Learning Outcomes:</b>	<p><b>SLO #1: Literary Analysis</b></p> <p>Students will be able to analyze literary text(s) representative of an American community of color.</p> <p><b>SLO #2: Conceptual Analysis</b></p> <p>Students will employ literary, theoretical, and/or historical concepts related to race and ethnicity in the analysis of literary text(s).</p> <p><b>SLO #3: Thesis-Driven Essay</b></p> <p>Students will compose an academic thesis about literary text(s) representative of an American community of color, and support that thesis through methods of close reading. The resulting essay will be organized and developed in a strategic and rhetorically purposeful way.</p>
<b>Course Objectives:</b>	<ol style="list-style-type: none"> <li>1. Examine past and continuing traditions of ethnic literatures in the United States, as reflected in a variety of genres</li> <li>2. Understand the social and political contexts of literary texts by ethnic minority writers</li> <li>3. Understand the cultural and historical contexts of literary texts by ethnic minority writers</li> <li>4. Utilize critical theories, especially theories of race and representation, as generative tools for interpreting literary texts</li> <li>5. Employ methods of close reading in order to develop sophisticated arguments concerning representative texts</li> <li>6. Analyze various literary strategies employed by ethnic minority writers in order to resist discrimination, create and negotiate identities, and represent their experience as minorities</li> </ol>
<b>Major Topics:</b>	<p><b>I. Native American Literature (8 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Historical Contexts</li> <li>B. Cultural Contexts</li> <li>C. Social/Political Contexts</li> <li>D. Literary Characteristics</li> <li>E. Themes</li> <li>F. Representative text(s) and author(s)</li> </ol> <p><b>II. African American Literature (8 hours, lecture)</b></p> <ol style="list-style-type: none"> <li>A. Historical Contexts</li> <li>B. Cultural Contexts</li> </ol>

- C. Social/Political Contexts
- D. Literary Characteristics
- E. Themes
- F. Representative text(s) and author(s)

**III. Chicano and Latino American Literature (8 hours, lecture)**

- A. Historical Contexts
- B. Cultural Contexts
- C. Social/Political Contexts
- D. Literary Characteristics
- E. Themes
- F. Representative text(s) and author(s)

**IV. Jewish American Literature (8 hours, lecture)**

- A. Historical Contexts
- B. Cultural Contexts
- C. Social/Political Contexts
- D. Literary Characteristics
- E. Themes
- F. Representative text(s) and author(s)

**V. Asian and Pacific Islander American Literature (8 hours, lecture)**

- A. Historical Contexts
- B. Cultural Contexts
- C. Social/Political Contexts
- D. Literary Characteristics
- E. Themes
- F. Representative text(s) and author(s)

**VI. Arab American Literature (8 hours, lecture)**

- A. Historical Contexts
- B. Cultural Contexts
- C. Social/Political Contexts
- D. Literary Characteristics
- E. Themes
- F. Representative text(s) and author(s)

**VII. The Role of Race and/or Class Struggle in America (6 hours, lecture)**

- A. Theoretical Frameworks, such as (but not limited to) :
  - 1. Intersectionality
  - 2. Internalized Racism
  - 3. Borderland Identities
  - 4. Racial Capitalism
  - 5. Linguistic Justice
  - 6. Cultural Assimilation
- B. Racist Tropes in Public Discourse and Images
- C. Shared Themes and Experiences among Various Ethnic Groups

	<p>D. Counternarratives and their Impact</p> <p>E. White Supremacy</p>
<b>Total Lecture Hours:</b>	54
<b>Total Laboratory Hours:</b>	0
<b>Total Hours:</b>	54
<b>Primary Method of Evaluation:</b>	Substantial writing assignments
<b>Typical Assignment Using Primary Method of Evaluation:</b>	<p>For Critical and Close Reading Journals (CCRs), you will compose a one-page response dealing with specific readings or ancillary documents. In these one-page responses, you will develop an analysis of the text as a whole using ideas and concepts covered throughout the course. CCRs should have the following qualities:</p> <p>They should have a unified thesis/ purpose for writing. This may vary depending on prompt, but I will always walk you through these assignments.</p> <p>They should refer to specific concepts from textbooks and other supplemental reading materials, especially concepts that illuminate the role of race and ethnicity in the text (i.e., "in class, we discussed racial capitalism, which means.... This is evidenced in the text when...").</p> <p>Engagement with the text(s) should demonstrate that you have carefully read and studied the entirety of the works written about. Teach your reader!</p> <p>Examples from texts should be analyzed in relationship to your one specific idea, integrated smoothly in your writing and have proper citation. Paragraphs should be focused and should also flow smoothly.</p> <p>Writing must be clear and read easily with <b>strong</b> audience awareness (not just the Profe!). CRs should be very close to exactly one-page long (typed, double-spaced, 12-point font, Times New Roman).</p> <p>Good luck and have fun with these assignments!</p>
<b>Critical Thinking Assignment 1:</b>	<p><b>For this midterm essay, choose a concept or theme you have explored in one of your Close/Critical Reading Journals. Then, develop this exploration into a five-page essay concerning at least two main readings from the first half of the semester. Also, make sure to use assigned secondary sources to develop your ideas. These sources can provide background information on the works, extend your analysis of the works, and/or provide key ideas and information to help develop your argument and teach the reader.</b></p> <p>Consider audience and be sure to use MLA format and strong quote integration and citation strategies.</p>
<b>Critical Thinking Assignment 2:</b>	<p>Choosing one of the prompts below, write a three- to five-page essay that makes an argument in which you blend theory with literature. Your essay should include an argumentative thesis to guide your audience through multiple connected paragraphs with</p>

	<p>thesis-centered topic and conclusion sentences and strategically used transition sentences. The essay requires 3 integrated, synthesized sources from our unit.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p><b>Choose 1 Prompt From The List Below:</b></p> <ol style="list-style-type: none"> <li>1. <b>How does language both empower and oppress people of color in the US? And how do authors help illuminate readers to this injustice?</b></li> <li>2. <b>Where do language and race intersect to influence the literature and the people who have written it?</b></li> </ol> </div> <p>Example thesis: Sharing a language, particularly after a group has experienced oppression, is a community-building tool that helps empower and inspire. This is precisely why White power structures aim to disrupt its practice. This can be seen in the extinction of Hawaiian sign language, in the writings of bell hooks, and in Amy Tan's short story, "Mother Tongue."</p>
<p><b>Other Evaluation Methods:</b></p>	<p>Academic Essays, Literature Circle Discussion, Reading Comprehension Assignments, Low Stakes Freewriting, Creative Writing Freewrites, Annotation Exercises, Multi-modal Projects with accompanying Process Write-ups</p>
<p><b>Instructional Methods:</b></p>	<p>Discussion, Lecture, Multimedia presentations</p>
<p><b>If other:</b></p>	
<p><b>Work Outside of Class:</b></p>	<p>Answer questions, Work collaboratively with peers, Required reading, Study, Written work (such as essay/composition/report/analysis/research)</p>
<p><b>If Other:</b></p>	
<p><b>Up-To-Date Representative Textbooks:</b></p>	<p>Cathy Park Hong. <i>Minor Feelings: An Asian American Reckoning</i>. Random House, 2021.</p> <p>Hala Alyan. <i>The Arsonists' City</i>. Harper Perennial, 2022.</p> <p>Tommy Orange. <i>There, There</i>. Vintage, 2019.</p> <p>Padma Venkatraman. <i>The Bridge Home</i>. Nancy Paulsen Books, 2020.</p> <p>Chimamanda Ngozi Adichie. <i>Americanah</i>. Anchor, 2014. (Discipline Standard)</p> <p>Kiese Laymon. <i>Long Division</i>. 2013. (Discipline Standard)</p> <p>James Baldwin. <i>The Fire Next Time</i>. Vintage, 1992. (Discipline Standard)</p> <p>Helena Maria Viramontes. <i>Their Dogs Came with Them</i>. Atria Books, 2008. (Discipline Standard)</p> <p>Myriam Gurba. <i>Mean</i>. 2017. (Discipline Standard)</p> <p>Art Spiegelman. <i>The Complete Maus</i>. Pantheon, 2011. (Discipline Standard)</p>

	<p>Grace Paley. <i>The Collected Stories of Grace Paley</i>. FSG, 1994. (Discipline Standard)</p> <p>Diana Abu-Jaber. <i>Crescent</i>. Norton, 2004. (Discipline Standard)</p> <p>Epeli Hau'ofa. <i>Tales of the Tikongs</i>. University of Hawaii Press, 1994. (Discipline Standard)</p> <p>Michael Chabon. <i>Moonglow: A Novel</i>. Harper Collins, 2016. (Discipline Standard)</p> <p>Laila Halaby. <i>West of the Jordan</i>. Beacon Press, 2003. (Discipline Standard)</p> <p>Reyna Grande. <i>The Distance Between Us: A Memoir</i>. Atria, 2012. (Discipline Standard)</p> <p>Benjamin Alire Sáenz. <i>Aristotle and Dante Discover the Secrets of the Universe</i>. Simon and Schuster, 2012. (Discipline Standard)</p>
<b>Alternative Textbooks:</b>	
<b>Required Supplementary Readings:</b>	Articles, studies, films, and/or television episodes that provide social, historical, political, cultural, or theoretical contexts for understanding minoritized ethnic literature.
<b>Other Required Materials:</b>	
<b>Requisite:</b>	
<b>Category:</b>	
<b>Requisite course(s): List both prerequisites and corequisites in this box.</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	
<b>Requisite Skill and Matching Skill(s): Bold the requisite skill(s). If applicable</b>	
<b>Requisite course:</b>	
<b>Requisite and Matching skill(s): Bold the requisite skill. List the corresponding course objective under each skill(s).</b>	
<b>Requisite Skill:</b>	Eligibility for English 1A
<b>Requisite Skill and Matching skill(s): Bold the requisite skill. List the corresponding</b>	<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.</b>

<b>course objective under each skill(s). If applicable</b>	Summarize, analyze, evaluate, and synthesize college-level texts. Write a well-reasoned, well-supported expository essay that demonstrates application of the academic writing process.
<b>Enrollment Limitations and Category:</b>	
<b>Enrollment Limitations Impact:</b>	
<b>Course Created by:</b>	W. Carnahan, M. Doyle, F. Kai, S. Moehlman
<b>Date:</b>	12/01/1969
<b>Original Board Approval Date:</b>	
<b>Last Reviewed and/or Revised by:</b>	Shane Ochoa
<b>Date:</b>	03/23/2023
<b>Last Board Approval Date:</b>	07/17/2023 effective FALL 2024