

Syllabus
ENGL 2170
American Literature since 1865
2024

Committee Members:

James Kosmicki, Central Community College
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N/A, Little Priest Tribal College
N/A, Nebraska Indian Community College

Facilitator: Dr. Cassandra Pfeifer

The Institution agrees to the contents in this syllabus including course prefix, number, course description and other contents of this syllabus.

 Chief Academic Officer, Central Community College	05/14/2024	Adopt
 Chief Academic Officer, Little Priest Tribal College	05/14/2024	Not Offered
 Chief Academic Officer, Metropolitan Community College	05/23/2024	Decline
 Chief Academic Officer, Mid-Plains Community College	05/14/2024	Adopt
 Chief Academic Officer, Nebraska Indian Community College	05/23/2024	Adopt
 Chief Academic Officer, Northeast Community College	05/19/2024	Decline
 Chief Academic Officer, Southeast Community College	05/14/2024	Adopt
 Chief Academic Officer, Western Nebraska Community College	05/14/2024	Adopt

I. CATALOG DESCRIPTION:

ENGL 2170

American Literature since 1865

Pre-Requisites ENGL 1010

This survey of American literature will introduce students to some of the important voices as well as literary, artistic, and cultural movements in the United States. Students will develop skills to critically read, understand, and assess a variety of literary works from different historical periods, ethnic communities, and genres.

3.0 semester hours/4.5 quarter hours/45 contact hours

II. COURSE OBJECTIVES:

Course will:

1. Provide a historical perspective of the United States through the breadth and development of its literature.
2. Present themes prevalent in American literature such as the nature of freedom, migration as a reflection of American growth and culture, and personal/national identity.
3. Foster an understanding of the present based on the past, especially a connection to the American experience and emerging voices as expressed in literature.
4. Introduce students to literary analysis and interpretation.
5. Integrate American literature, history, and culture through discussion, literary analysis, and interpretation.
6. Examine American identity through diverse works.
7. Expose students to literary conventions.
8. Empower students to respond to literature through a variety of modes.

III. STUDENT LEARNING OUTCOMES:

Students will be able to:

1. Contextualize diverse authors and works of American Literature personally, socially, culturally, philosophically, and historically.
2. Describe the common themes of history, language, identity, memory, industrialization, and diversity as they are manifested in the literature of the course.
3. Synthesize the contemporary American experience through past and emerging voices as expressed in literature.

4. Employ knowledge of cultural and/or literary criticism and theory to American literature.
5. Evaluate the significance of texts from diverse perspectives.
6. Analyze the influence of a variety of American literary works.
7. Apply knowledge of literary terms and themes to comment on literary works.
8. Demonstrate knowledge of genre conventions in literature.
9. Utilize literary interpretations, critical approaches, and literary analyses.

IV. CONTENT/TOPICAL OUTLINE

- A. The continued growth of American Literature: The beginnings of dissatisfaction with romanticism and the mood for change in literary style
- B. The Rise of Realism and Naturalism: The social and philosophical influences upon the American literary scene, especially through the rise of realism and naturalism.
- C. The reevaluation of American values and the rise of social criticism.
- D. Survey recent trends in contemporary fiction.

V. INSTRUCTIONAL MATERIALS:

- A. Suggested Texts:
 1. *American Literature*, 2nd edition, Volume 2, ISBN 9780321838636
 2. *The Norton Anthology of American Literature Shorter 10th Edition: 1865 to Present*, ISBN 978-0-393-69684-4
 3. Any Appropriate Critical Editions
 4. Open Educational Resource Materials
- B. Outside reading/research required/determined by instructor
- C. Supplemental novels, handouts, etc.

VI. METHOD OF PRESENTATION

- A. Methods of presentation typically include a combination of the following:
 1. Lectures
 2. small and large discussion groups
 3. Collaborative projects
 4. Research
 5. Peer response
 6. Journals
 7. Essay
 8. Conferences

9. Computer-assisted instruction
10. Interactive/creative methods
11. Multi-media
12. Field trips

VII. METHOD OF EVALUATION

A. Methods of evaluation typically include a combination of the following:

1. Instructors will distribute and discuss evaluation and grading policies with students at the beginning of each term. Course grades, at the determination of instructors, can be based on the following options: class and group participation, daily work, quizzes, exams, presentations, projects, papers, and/or portfolios.

VIII. INSTITUTIONAL DEFINED SECTION

(to be used at the discretion of each community college as deemed necessary)