

ENGL123H : Honors American Literature from 1865 to the Present

General Information

Author:	• Heather Ramos
Course Code (CB01) :	ENGL123H
Course Title (CB02) :	Honors American Literature from 1865 to the Present
Department:	ENGL
Proposal Start:	Fall 2027
TOP Code (CB03) :	(1501.00) English
CIP Code:	(23.0101) English Language and Literature, General.
SAM Code (CB09) :	E - Non-Occupational
Distance Education Approved:	Yes
Will this course be taught asynchronously?:	Yes
Course Control Number (CB00) :	CCC000655757
Curriculum Committee Approval Date:	09/24/2025
Board of Trustees Approval Date:	11/11/2025
Last Cyclical Review Date:	09/24/2025
Course Description and Course Note:	ENGL 123H introduces students to a broad range of American authors and their relationships to major literary and intellectual movements that comprise an evolving national literature and inform ideas of what it is to be "American." This course provides a generous sample of the works of both well-known and underrepresented American writers from the Civil War to the present moment. The Honors course may be enhanced in one or more of the following ways: 1. enriched reading opportunities, including conceptual and scholarly sources, 2. enriched critical thinking opportunities such as oral presentation of research, experiential learning, metacognitive reflection, and service learning.
Justification:	New Course
Academic Career:	• Credit
Mode of Delivery:	• In-Person • Remote • Hybrid • Online
Author:	No value
Course Family:	No value

Academic Senate Discipline

Primary Discipline:	• English
Alternate Discipline:	No value
Alternate Discipline:	No value

File Upload

File Upload

No Value

Course Development

Basic Skill Status (CB08)

Course is not a basic skills course.

Allow Students to Gain Credit by Exam/Challenge

Course Special Class Status (CB13)

Course is not a special class.

Pre-Collegiate Level (CB21)

Not applicable.

Grading Basis

- Grade with Pass / No-Pass Option

Course Support Course Status (CB26)

Course is not a support course

General Education and C-ID

General Education Status (CB25)

Not Applicable

Transferability

Transferable to both UC and CSU

Transferability Status

Pending

Cal-GETC

Area 3B: Humanities

Area

Humanities

Status

Pending

Approval Date

No value

Comparable Course

No Comparable Course defined.

GCC General Education Requirements

Area 3: Arts and Humanities

Area

Arts and Humanities

Status

Pending

Approval Date

No value

Comparable Course

No Comparable Course defined.

C-ID

ENGL

Area

English

Status

Pending

Approval Date

No value

Comparable Course

ENGL 135 - Survey of American Literature 2

Units and Hours

Summary

Minimum Credit Units (CB07) 3

Maximum Credit Units (CB06) 3

Total Course In-Class (Contact Hours) 54

Total Course Out-of-Class Hours 108

Total Student Learning Hours 162

Credit / Non-Credit Options

Course Type (CB04)

Credit - Degree Applicable

Noncredit Course Category (CB22)

Credit Course.

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Studio Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Studio	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Studio	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, Recommended Corequisites, and Recommended Preparation

Advisory

ENGLC1000 - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Co-Requisite

ENGLC1000E - Academic Reading and Writing

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

OR

Advisory

ENGLC1000H - Academic Reading and Writing - Honors

Objectives

- Read analytically to understand and respond to diverse academic texts.
- Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
- Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
- Analyze stylistic choices in their own writing and the writing of others and the context in which readings were produced.
- Write timed, in-class essays exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.

Entry Standards

Entry Standards

Description

No value

No value

Course Limitations

Cross Listed or Equivalent Course	Description
ENGL123 American Literature from 1865 to the Present	Equivalent Course

Requisite Validation

Upload Statistical Validation and/or other documents (if necessary)
 No Value

Specifications

Methods of Instruction

Methods of Instruction	Lecture
Methods of Instruction	Discussion
Methods of Instruction	Multimedia
Methods of Instruction	Collaborative Learning
Methods of Instruction	Demonstrations
Methods of Instruction	Presentations

Out of Class Assignments

- Essays of analysis, evaluation, argumentation (e.g. compare the use of a literary device in two poems, choose two quotes and analyze the language and rhetorical tools being used, analyze and compare two different representations/critiques of the "American Dream")
- Documented research paper that includes close reading of primary and secondary sources and that incorporates the principles of logic, analysis, and argument taught in the course (e.g. analyze the use of literature as a response to intersecting systems of oppression, connect a

historical movement and literary text to a current social justice issue, analyze the historical, philosophical, sociopolitical, and/or regional influences and continued impacts of a particular literary approach/period)

- Reading journal (e.g. analyze depictions of historical movements/figures in the assigned readings, identify themes in your past journal analyses)
- Preparation for oral presentations and group projects (e.g. presentation on a contemporary Nobel, Pulitzer, or PEN award-winning writer not covered in class)
- Annotated bibliography
- Honors enhancement: conduct a primary-source research project using American literature archives (such as oral histories, newspaper archives, or personal letters available through a museum or library). Write a 4-5 page analysis connecting your findings to a major course theme
- Honors enhancement: select an American writer from a marginalized background not studied in the class to research. Prepare a 10-minute presentation about the research with visual examples that critically examines the writer's background, style, sociopolitical context, and historical influences

Methods of Evaluation

Description of Activity/Interaction

Project/Portfolio	Participation in class discussion, group work, group projects, partner exercises, or other collaborative exercises
Writing Assignment	Essay exams or other writing assignments
Exam/Quiz/Test	Reading quizzes, midterm examinations, or final examination
Activity (answering journal prompt, group activity)	Peer review or instructor critique of essay drafts
Activity (answering journal prompt, group activity)	Reading journal
Presentation (group or individual)	Oral presentations or debates

Textbook Rationale

The OER text was originally published in 2015 but can be remixed, tweaked, and built upon due to the creative commons license.

Textbooks

Author	Title	Publisher	Date	ISBN
Levine, Robert	The Norton Anthology of American Literature (Volume II)	W. W. Norton	2022	978-0-393-88618-4

Other Instructional Materials (i.e. OER, handouts)

Description	Writing the Nation: A Concise Introduction to American Literature 1865 to Present
Author	Amy Berke, Ph.D. Robert R. Bleil, Ph.D. Jordan Cofer, Ph.D. Doug Davis, Ph.D.
Citation	"Writing the Nation - Ung." University of North Georgia, 2015, ung.edu/university-press/books/writing-the-nation-a-concise-introduction-to-american-literature-1865-to-present.php.
Online Resource(s)	No value

Learning Outcomes

Course Objectives

Examine works of American authors from the Civil War to the present.

Analyze assigned readings for ideas and style.

Synthesize and relate readings to personal ideas and experience.

Examine major historical and contemporary influences which have helped to shape American literature and culture.

Improve writing abilities through composition assignments and examinations.

SLOs

Demonstrate familiarity with significant authors, works, genres, and themes of the period. Expected Outcome Performance: 70.0

Analyze and interpret themes found in the literature and intellectual movements of the period. Expected Outcome Performance: 70.0

Implement appropriate academic discourse and the conventions of critical literary analysis in essays and written exams. Expected Outcome Performance: 70.0

Relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts. Expected Outcome Performance: 70.0

Additional SLO Information

Does this proposal include revisions that might improve student attainment of course learning outcomes?

No

Is this proposal submitted in response to learning outcomes assessment data?

No

If yes was selected in either of the above questions for learning outcomes, explain and attach evidence of discussions about learning outcomes.

No Value

SLO Evidence

No Value

Course Content

Lecture Content

The Gilded Age & Reconstruction (2 hours)

- Walt Whitman

- Mark Twain

Native Nations (2 hours)

- Charles Alexander Eastman
- Ghost Dance Songs
- Zitkala-Sa
- Nicholas Black Elk

Realism and Naturalism (2 hours)

- Henry James
- Sarah Orne Jewett
- Mary E. Wilkins Freeman
- Sarah Winnemucca
- Ida B. Wells-Barnett

Interrogating Values (2 hours)

- Kate Chopin
- Charlotte Perkins Gilman
- Katherine Anne Porter
- Booker T. Washington
- W.E.B. Du Bois

Harlem Renaissance (6 hours)

- Jean Toomer
- Langston Hughes
- Zora Neale Hurston
- Countee Cullen
- Claude McKay

Modernism (6 hours)

- Ezra Pound
- Gertrude Stein
- Mina Loy
- William Carlos Williams
- T.S. Eliot
- Marianne Moore
- Ernest Hemingway
- William Faulkner

Post-War America (6 hours)

- Elizabeth Bishop
- Flannery O'Connor
- Charles Olsen
- Gwendolyn Brooks
- James Baldwin
- Sylvia Plath

Beat Generation / San Francisco Renaissance / The New York School (4 hours)

- Allen Ginsburg
- Gary Snyder
- Jack Kerouac
- Amiri Baraka
- Frank Ohara
- Denise Levertov

Native American Renaissance (4 hours)

- N. Scott Momaday
- Leslie Marmon Silko
- Joy Harjo
- Sherman Alexie
- Louise Erdrich

Towards a New Consciousness (4 hours)

- Alice Walker
- Gloria Anzaldua
- Adrienne Rich
- Maxine Hong Kingston
- Audre Lorde

A New Language (8 hours)

- Art Spiegelman
- Jhumpa Lahiri
- Juan Felipe Herrera
- Ishmael Reed
- Don DeLillo
- Li-Young Lee
- Edwidge Danticat
- Sandra Cisneros
- Toni Morrison

21st Century (6 hours)

- Claudia Rankine
- Viet Thanh Nguyen
- Tracy K. Smith
- Carmen Maria Machado
- Ocean Vuong
- Douglas Kearney
- Carribean Fragoza
- Divya Victor

Total hours: 54**Additional Information****Repeatability**

Not Repeatable

Justification (if repeatable was chosen above)

No Value

Is it possible this course will have a material fee?

No

I have contacted my library liaison (<https://campusguides.glendale.edu/faculty/liasons>):

No

What term(s) will this course be offered?

Spring

Will any additional resources be needed for this course? (Click all that apply)

- No

If additional resources are needed, add a brief description and cost in the box provided.

No Value