

JOHN JAY COLLEGE OF CRIMINAL JUSTICE  
The City University of New York  
Undergraduate Curriculum and Academic Standards Committee

## Course Revision Form

Date Submitted:

1. Name of Department or Program: **ENGLISH**

2. Contact information of proposer(s):

Name(s): Allison Pease

Email(s): apease@jjay.cuny.edu

Phone number(s): (212) 237-8565

3. Current number, title, and abbreviated title of course:

(Abbreviated title can be found on SIMS)

**LIT 233 American Literature**

4. Current course description:

A study of American literature from its beginnings to the present. Close readings and analysis of American fiction, poetry, drama and nonfiction, with an eye to literary form and style as well as content. Discussion of appropriate literary concerns, such as liberty, individualism, utopianism, race and success..

a. Number of credits: **3**

b. Number of class hours (please specify if the course has lab hours): **3**

c. Current prerequisites: **ENG 201**

5. Describe the nature of the revision:

- **Revised title:**
- **Revised course description:**
- **Revised learning outcomes:**
- **Revised prerequisites**

6. Rationale for the proposed change(s):

**To include LIT 233 in the new gen ed we have updated the title and course description and revised the learning outcomes to meet those of U.S Experience in its Diversity.**

7. Text of proposed revisions (use NA, not applicable, where appropriate):

a. Revised course description:

**This course addresses how U.S. literatures shape evolving notions of what it means to be American. Through a variety of literary texts and genres, students will make connections between form, content and meaning while exploring how American literature delineates the capacious and often contested sense of American identity. Topics may include immigration and migration; performance; race, class, and gender; notions of liberty and oppression; place and space. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.**

b. Revised course title: **American Stories**

c. Revised number of credits: n/a

d. Revised number of hours: n/a

e. Revised prerequisites: **ENG 101**

8. Enrollment in past semesters:

	<b>F12</b>	<b>S12</b>	<b>F11</b>	<b>S11</b>
<b>LIT 233</b>	<b>566</b>	<b>617</b>	<b>550</b>	<b>655</b>

9. Does this change affect any other departments?

No       Yes (if so what consultation has taken place)?

10. Date of Department or Program Curriculum Committee approval: Sept 13, 2012

11. Approval of Department Chair(s) or Program Coordinator(s) proposing this revision:

*Allison Pease*

## CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 contact hours unless the college is seeking a waiver for another type of Math or Science course that meets major requirements. Colleges may submit courses to the Course Review Committee at any time. Courses must also receive local campus governance approval for inclusion in the Common Core.

College	John Jay
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	LIT 233
Course Title	American Stories
Department(s)	English
Discipline	Literature
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	ENG 101
Co-requisites (if none, enter N/A)	
Catalogue Description	This course addresses how U.S. literatures shape evolving notions of what it means to be American. Through a variety of literary texts and genres, students will make connections between form, content and meaning while exploring how American literature delineates the capacious and often contested sense of American identity. Topics may include immigration and migration; performance; race, class, and gender; notions of liberty and oppression; place and space. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
<p><b>Indicate the status of this course being nominated:</b></p> <p><input type="checkbox"/> current course    <input checked="" type="checkbox"/> revision of current course    <input type="checkbox"/> a new course being proposed</p>	
<p><b>CUNY COMMON CORE Location</b></p> <p>Please check below the area of the Common Core for which the course is being submitted. (Select only one.)</p>	
<p><b>Required</b></p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p><b>Flexible</b></p> <p><input type="checkbox"/> World Cultures and Global Issues</p> <p><input checked="" type="checkbox"/> US Experience in its Diversity</p> <p><input type="checkbox"/> Creative Expression</p> <p><input type="checkbox"/> Individual and Society</p> <p><input type="checkbox"/> Scientific World</p>

### II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

<p><b>B. U.S. Experience in its Diversity</b></p> <p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
<p>Students will read multiple literary texts of different genres, written by different authors.</p>	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
<p>Through class discussion, informal writing assignments and formal papers, students will repeatedly evaluate evidence and provide their own analysis of the course texts.</p>	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>
<p>Through class discussion, informal writing assignments and formal papers, students will continuously practice creating well-reasoned arguments based on analysis of evidence and presentation of the facts.</p>	<ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<p>A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Students will read US literature in multiple genres from a range of perspectives and cultures. They will write short papers in which they identify critical questions about the literature and the perspectives offered by texts.</p>	<ul style="list-style-type: none"> <li>● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</li> </ul>
<p>Students will analyze how notions of American belonging structure social, political and cultural equality for various groups in the USA.</p>	<ul style="list-style-type: none"> <li>● Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>
	<ul style="list-style-type: none"> <li>● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>
	<ul style="list-style-type: none"> <li>● Explain and evaluate the role of the United States in international relations.</li> </ul>
	<ul style="list-style-type: none"> <li>● Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>
<p>Students will analyze the literatures concerned with the struggle for important US social justice movements such as the abolitionist movement, the suffragettes, the civil rights movement, and/or the gay rights movement. Students will also be alerted to, and learn to understand how race, ethnicity, class, gender, sexual orientation, belief or other forms of social differentiation affect literary narrative, perception, and analysis.</p>	<ul style="list-style-type: none"> <li>● Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.</li> </ul>

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New York, NY 10019

## LIT 233: American Stories

Professor and contact info to be determined

### Course Description

This course addresses how U.S. literatures shape evolving notions of what it means to be American. Through a variety of literary texts and genres, students will make connections between form, content and meaning while exploring how American literature delineates the capacious and often contested sense of American identity. Topics may include immigration and migration; performance; race, class, and gender; notions of liberty and oppression; place and space. Critical and writing skills will be enhanced through close analysis of texts and the application of basic literary concepts and methods of interpretation.

This particular version of LIT 233 will begin with the question “what is an American?” We will examine the literature from three historical periods to help us answer this question: the Revolutionary period, the Antebellum period and the post WWI period .

### Required Text

*The Heath Anthology of American Literature, Concise edition, 5<sup>th</sup> ed.*  
ISBN: 061854240X  
Sinclair Lewis, *Babbitt*.

### Learning Outcomes

Students will:

- Identify and apply the fundamental concepts and methods of literary and cultural studies to exploring the U.S. experience in its diversity, primarily in U.S. literature and related media.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation
- Differentiate multiple perspectives on the same subject

### Performance Outcomes [qualifying this course as an CUNY English Major gateway course]

Students will:

- Be able to respond proficiently in writing (i.e. per the outcomes for “A”) to literary works;
- Display familiarity with literary works by a variety of authors in a variety of genres;
- Be able to offer an extended discussion in writing of two or more texts and authors in relation to each other;
- Demonstrate the ability to analyze and interpret based on careful attention both to the detail and overall design of a literary work;

- Demonstrate an understanding of the role of context in determining meaning.

### Assignments and Grading

Weekly reading quizzes	10%
5-page paper	20%
5-page paper	20%
5-page paper	20%
Midterm exam	20%
Class participation	10%

### Attendance

Because I value participation and because students who do not attend regularly and on time tend to do poorly, I expect you to be present and punctual. Attendance is your responsibility. If you miss more than 4 classes you will automatically fail the course.

### Texts

Please bring the reading for the day to class. You may not use electronic texts on your cell phone. Laptops, tablets, and other e-readers are permitted. However, if I discover that people are using such things for purposes unrelated to class I will rescind this permission.

### Students With Disabilities

Qualified students with disabilities will be provided reasonable academic accommodations if determined eligible by the Office of Accessibility Services (OAS). Prior to granting disability accommodations in this course, the instructor must receive written verification of a student's eligibility from the OAS which is located at 1233N (212-237-8144). It is the student's responsibility to initiate contact with the office and to follow the established procedures for having the accommodation notice sent to the instructor.

Source: *Reasonable Accommodations: A Faculty Guide to Teaching College Students with Disabilities*, 4<sup>th</sup> ed., City University of New York, p.3.  
([http://www.jjay.cuny.edu/studentlife/Reasonable\\_Accommodations.pdf](http://www.jjay.cuny.edu/studentlife/Reasonable_Accommodations.pdf))

### Plagiarism

Plagiarism and cheating are violations of CUNY's policy on academic integrity:  
([http://www1.cuny.edu/portal\\_ur/content/2004/policies/image/policy.pdf](http://www1.cuny.edu/portal_ur/content/2004/policies/image/policy.pdf)).

By registering in this course, you are promising to abide by all the requirements stated in this policy. Students in breach of this policy are liable to severe penalty, including disciplinary action. See also pp. 44-5 of the JJC Undergraduate Bulletin for further explanation.

Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source.

Plagiarism may be intentional or unintentional. *Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.*

It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrasing, summarizing, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

[http://www1.cuny.edu/portal\\_content/2004/policies/image/policy.pdf](http://www1.cuny.edu/portal_content/2004/policies/image/policy.pdf)

**The Writing Center:** The Writing Center, located in room 2450 North Hall, is a service that provides free tutoring to students of John Jay. The Center has a staff of trained tutors who work with students to help them become more effective writers, from planning and organizing a paper, to writing and then proofreading it. The Writing Center is a valuable resource for any student of writing, and I encourage you to use it. If you are given a Referral form to the Writing Center, you must attend to get further instruction on the specific items addressed on the form. This is not optional.

\*Continued enrollment in this course indicates that you have read and agreed to abide by all the policies stated above.

N.b. The following is a tentative schedule and subject to change.

Week 1: What is An American?

- 1) Introduction to the course
- 2) Crèvecoeur, “What is an American?”

Week 2: Revolutionary Fervor

- 1) Thomas Paine, “Thoughts on the Present State of American Affairs”
- 2) Jefferson, “The Declaration of Independence”

Week 3: Troubling Antecedents

- 1) Franklin, “Remarks Concerning the Savages of North America.”
- 2) Handsome Lake, “How America Was Discovered.”

Week 4: Voices from the Margins

- 1) Murray, “On the Equality of the Sexes”
- 2) Wheatley, “To Mæcenus,” “On the Death of the Rev. Mr. George Whitefield 1770,” “On Being Brought from Africa to America,” “To His Excellency General Washington.”

Week 5: Post Revolutionary Discontent

- 1) S.M. Grimke, “Letters on the Equality of the Sexes.”
- 2) Walker, from *David Walker’s Appeal*.

Week 6: Antebellum Agitation

- 1) Thoreau, “Resistance to Civil Government”
- 2) Garrison, from *The Liberator*. DUE PAPER 1

Week 7: Midterm

- 1) Midterm review
- 2) In-class midterm **\*(Exam will ask students to analyze the changes wrought during the revolutionary period from multiple points of view.)**

Week 8: The Slave Narrative

- 1) Douglass, from “Narrative in the Life...”
- 2) Jacobs “Incidents in the Life of a Slave Girl”

Week 9: War and Reunion

- 1) Lincoln, “The Gettysburg Address”
- 2) Whitman “When Lilacs Last in the Dooryard Bloomed”

Week 10: America North and South

- 1) Faulkner, "Barn Burning"
- 2) Millay, "Euclid alone has looked on Beauty bare" "Love is not all: it is not meat nor drink"  
"The Return" "Justice Denied in Massachusetts" DUE: PAPER 2

Week 11: Lost Generations

- 1) Wharton, "Valley of Childish Things"
- 2) Hemingway, "Hills Like White Elephants"

Week 12: The Middle-West

- 1) Lewis, *Babbitt* Chapters I-XI
- 2) Lewis, *Babbitt*, Chapters XII-XVII

Week 13: The Culture of Conformity

- 1) Lewis, *Babbitt*, Chapters XVIII-XXX
- 2) Lewis, *Babbitt*, XXXI-XXXVI

Week 14: The New Negro Renaissance

- 1) Hurston, *Sweat*
- 2) Hughes, "The Negro Speaks of Rivers," "The Weary Blues."

Week 15: Western Visions

- 1) Cather, "Wagner Matinee"
- 2) Final paper review

- FINAL PAPER DUE: TBA