LITERATURE OF AMERICAN MINORITIES
ENG 260
4 credits
No Prerequisites

Rationale for conversion: The conversion will allow students to study a broader historical range of literature by American minority groups, offering a fuller sense of context by adding readings and increasing the length and complexity of analytical writing assignments. A 5-7 page critical essay will be added, requiring students to consult at least one outside source as research for the essay. Instruction includes introduction to print and non-print resources, such as digital collections, MLA (Modern Language Association) online data bases, web resources, and citations appropriate to topic.
This course continues to meet all outcomes for DPD and Literature and the Arts.

The 4 credit version will:
• Add research instruction (digital and print resources)
• Add 5-7 page critical essay.
This is the 3 credit generic version, last taught.

Course Description:
Study of the literature of American minorities: North American Indian, black, Chicano/Chicana, Asian, Middle Eastern, gay and lesbian. Not offered every year.

Student learning outcomes:
• Identify key authors and themes within the literature of the minority group under consideration;
• Relate literary forms, styles, and content to the cultural contexts (within and without the minority group) in which works were written, published, and read;
• Account simultaneously for literary, political, and social imperatives as they variously influence different authors;
• Demonstrate general skills in reading comprehension, critical thinking, literary analysis, research (digital and print sources) and academic writing in the humanities.

Learning Outcomes for Difference, Power, and Discrimination:
1. Understand and analyze the pressures and power inequities brought to bear on minority authors by dominant publishing industries and normative standards of literary canonization;
2. Describe how the literature of American minorities negotiates, resists, or otherwise engages its own imperatives as well as those of U.S. culture at large;
3. Demonstrate facility in explaining how cultural patterns of understanding difference give rise to structural, institutional, and ideological discrimination;
4. Analyze the mechanisms of power and discrimination from literary perspectives as well as by using methodologies drawn from history, art history, and sociology.
Learning Outcomes for Literature and the Arts:
1. Define, quote, or label significant works of literature.
2. Summarize, interpret or describe, from a historical perspective, the role of literature in society.
3. Demonstrate interrelationships or connections with other subject areas.
4. Recognize methods by which pattern and meaning are found.
5. Integrate and engage, through literature and the arts, one’s own and other cultures.
6. Develop expertise and sophistication in the conventions and techniques of literature, and also in critiquing those methods.
7. Demonstrate critical thinking skills.

Evaluation of student performance: Midterm exam (25%), one research project on the historical situation of a particular work (12.5%), one 4-5 page essay on an assigned topic (12.5%), one 5-7 page critical essay incorporating research from at least one secondary source (25%), and a final examination (25%).

Statement Regarding Disability Access Services:
Accommodations are collaborative efforts between students, faculty, and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

Link to Statement of Expectations for Student Conduct:
http://oregonstate.edu/admin/stucon/achon.htm

Topic: Gay and Lesbian Literature, 1880-present

Required Texts:
Henry James, Selected Stories
Willa Cather, The Professor’s House
Djuna Barnes, Nightwood
Gertrude Stein, Tender Buttons
Christopher Isherwood, A Single Man
Hart Crane, Poems
Rita Mae Brown, Rubyfruit Jungle
Mark Doty, Heaven’s Coast

SCHEDULE OF ASSIGNED READINGS

Week One: James, “The Figure in the Carpet”; James, “The Middle Years”
Week Two: James, “The Beast in the Jungle”; “The Author of Beltraffio”; “The Jolly Corner”
Week Three: Barnes, Nightwood
Week Four: Cather, The Professor’s House
Week Five: Cather, The Professor’s House (cont.); Hart Crane, selections from White Buildings
Week Six: Crane, The Bridge
Week Seven: Stein, Tender Buttons; Isherwood, A Single Man
Week Eight: Isherwood, A Single Man (cont.); Brown, Rubyfruit Jungle
Week Nine: Brown, Rubyfruit Jungle (cont.); Doty, Heaven’s Coast
Week Ten: Doty, Heaven’s Coast