ENGL 49: CALIFORNIA LITERATURE: GOLDEN STATE CULTURES, GEOGRAPHIES & HISTORIES

Foothill College Course Outline of Record

<table>
<thead>
<tr>
<th>Heading</th>
<th>Value</th>
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<tr>
<td>Effective Term:</td>
<td>Summer 2023</td>
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<tr>
<td>Units:</td>
<td>4</td>
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<tr>
<td>Hours:</td>
<td>4 lecture per week (48 total per quarter)</td>
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<tr>
<td>Advisory:</td>
<td>Demonstrated proficiency in English by placement via multiple measures OR through an equivalent placement process OR completion of ESLL 125 &amp; ESLL 249.</td>
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<tr>
<td>Degree &amp; Credit Status:</td>
<td>Degree-Applicable Credit Course</td>
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<td>Foothill GE:</td>
<td>Area I: Humanities</td>
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<tr>
<td>Transferable:</td>
<td>CSU/UC</td>
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<tr>
<td>Grade Type:</td>
<td>Letter Grade (Request for Pass/No Pass)</td>
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<tr>
<td>Repeatability:</td>
<td>Not Repeatable</td>
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**Description**

Introduction to literature written by and about Californians, from pre-contact California Indian creation myths to contemporary poetry, fiction, drama, essays, and autobiographical narratives. Emphasis on important literary contributions by authors from a range of ethnic, socio-economic, and regional communities representing the cultural complexity of California. Emphasis on the influence of ecology, geography, political and social developments, ethnicity, gender, and class on the formation of distinctive yet interconnected California cultures, as represented in literary works.

**Course Objectives**

The student will be able to:

a. Identify how social, cultural, historical, and political contexts shape the literature of California
b. Analyze the specific contributions and special achievements of individual California authors within the context of the communities and cultural groups they represent
c. Interpret how California authors and literary works reflect the themes, motifs, conventions, and movements that have characterized the broader American literary landscape
d. Understand literary works’ representation of distinctive histories and cultures of regions and sub-regions within California
e. Recognize and apply basic literary terminologies, theories, and genres appropriate to an introductory college-level discussion of literature

**Course Content**

a. Social, cultural, historical, and political contexts that have shaped the literature of California, such as:

i. Early California history, including Native American experience, Spanish and Mexican colonial empires in California, and annexation by the United States
ii. The Gold Rush era
iii. The Great Depression and the Dust Bowl migration
iv. World War II, Japanese-American internment, and the second Great Migration
v. Urbanization, suburbanization, and immigration in postwar California
vi. The Civil Rights movement, the Free Speech movement, and postwar counterculture
vii. The ascension of Silicon Valley and the Great Recession

b. California authors within the context of the communities and cultural groups they represent, such as:

i. Native American authors in California
ii. Latino/Latina authors in California
iii. African American authors in California
iv. Asian American authors in California
v. Anglo-American authors in California
vi. Gay and lesbian authors in California
vii. Women authors in California
viii. Low-income and working-class authors in California

c. Themes and movements in American literature reflected by the work of California authors, such as:

i. Immigrant narratives
ii. Nature writing
iii. The frontier myth
iv. Modernist literary movements emerging in the 1920s and 1930s
v. The Beat Generation of the 1950s
vi. Postmodernist literary experimentation from the 1960s to the 2000s

d. Literary works’ representation of distinctive histories and cultures of regions and sub-regions within California, such as:

i. The San Francisco Bay Area and Central Coast
ii. The Great Central Valley
iii. The Sierra Nevada
iv. Los Angeles and the Inland Empire
v. The California-Mexico Borderlands

e. Relevant literary terminologies and analytic techniques

i. New historicist, Marxist, ecocritical, and/or other analytical tools for literary interpretation
ii. Denotative and connotative meaning of language
iii. Figurative and symbolic language in relation to central theme(s) of the work

**Lab Content**

Not applicable.

**Special Facilities and/or Equipment**

1. When taught on campus, no special facility or equipment needed.
2. When taught via Foothill Global Access, ongoing access to computer with email and basic software capabilities.

**Method(s) of Evaluation**

Methods of Evaluation may include but are not limited to the following:
Quizzes (comprehension, basic interpretation)
Participation through class discussion
In-class essays and exams, including final exam (analysis, argument, synthesis)
Formal papers (analysis, argument, synthesis)
Preparing presentations and leading discussion groups
Critical reading journals
Service learning project
Podcasts and videos

Method(s) of Instruction
Methods of Instruction may include but are not limited to the following:

Lecture presentations and classroom discussions using the language of literary criticism and analysis
Reading of a wide range of California literature, focusing on geographical, historical, and cultural contexts
Group presentations on California authors and their works
Actively engaging in service learning
Guest speakers

Representative Text(s) and Other Materials

Austin, Mary. *The Land of Little Rain*. 1903.


Sinclair, Upton. *Oil!: A Novel*. 1926.


Twain, Mark. *"The Celebrated Jumping Frog of Calaveras County"*. 1865.


Although many of these texts are older than the suggested "5 years or newer" standard, they remain seminal texts in this area of study and are considered foundational texts.

Note: Text(s) may be chosen at the instructor’s discretion.


Online resources:

California Revealed: https://californiarevealed.org/.

Calisphere: https://calisphere.org/.


**Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments**

a. Critical essays
b. Group presentations
c. Reading journals and portfolios
d. Midterm examination
e. Final examination
f. Class discussion in large-group and small-group formats
g. Attending California-themed cultural events, musical performances, or museum exhibits, and responding in writing
h. Service learning projects (e.g., Foothill College Research and Service Learning Symposium)

**Discipline(s)**

English