

# North Hennepin Community College

## ENGL 2390: American Working-Class Literature

### A. COURSE DESCRIPTION

Credits: 3

Lecture Hours/Week: \*.\*

Lab Hours/Week: \*.\*

OJT Hours/Week: \*.\*

Prerequisites: None

Corequisites: None

MnTC Goals: Goal 06 - Humanities/Fine Arts, Goal 09 - Ethical/Civic Resp

This course, providing much needed exposure to a largely overlooked body of writings, introduces students to a variety of classical and contemporary working-class texts that demonstrate literatures rich engagement with industrial, agricultural, domestic, and/or other labor in the United States. Encompassing writings by and about laborers and persons associated with labor, working-class literature reveals the often hidden ways that the material conditions and cultural expectations tied to class and work influence the shape of daily life and its literary expressions. Featuring textual, visual, and/or audio cultural productions, the course is designed to examine the problems and questions raised by working-class texts, which may include the changing nature of work, the dynamic experience of class, the historical circumstances that structure class, the intersection of literature and labor movements, the unstable definitions of literature, and the political dimensions of literature. The course may be organized historically or topically.

**B. COURSE EFFECTIVE DATES:** 01/09/2012 - Present

### C. OUTLINE OF MAJOR CONTENT AREAS

1. This course may include selected essays, plays, poems, short stories, novels, and/or media that reveal notions and representations of work and class in American culture from the colonial period to the present. It may also include texts that provide the historical background, theoretical framework, and vocabulary necessary for informed reading of working-class literature.

### D. LEARNING OUTCOMES (General)

1. Explain the scope and variety of American working-class literature. (MnTC Goal 6, comp. a; NHCC ELO 1)
2. Describe how definitions of work and class have evolved in American culture and of how working-class writers have responded to the conditions of their work and class. (MnTC Goal 6, comp. b; NHCC ELOs 1, 2)
3. Demonstrate a knowledge of literary and economic terminology essential for responding critically to American working-class literature; and helpful for responding to a wide range of works in the arts and humanities. (MnTC Goal 6, comps. c and d; NHCC ELOs 1, 2)
4. Examine, articulate, and apply their own ethical views to the legal, moral, and social complexities that accompany the changing conditions of American labor (MnTC 9, comps. a and c; NHCC ELOs 2, 3)
5. Apply concepts such as politics, rights and obligations, justice, and liberty to the experiences of class and labor presented in American working-class literature. (MnTC 9, comp. b; NHCC ELOs 2, 3)
6. Explain what the various uses of literature (entertainment, protest, psychic relief, individual and/or group expression, etc.) suggest about political motivations and interests embedded in literary texts by and about the American working-class. (MnTC Goal 9, comp. d; NHCC ELOs 2, 3)

## **E. Minnesota Transfer Curriculum Goal Area(s) and Competencies**

### Goal 06 - Humanities/Fine Arts

1. Demonstrate awareness of the scope and variety of works in the arts and humanities.
2. Understand those works as expressions of individual and human values within an historical and social context.
3. Respond critically to works in the arts and humanities.
4. Articulate an informed personal reaction to works in the arts and humanities.

### Goal 09 - Ethical/Civic Resp

1. Examine, articulate, and apply their own ethical views.
2. Understand and apply core concepts (e.g. politics, rights and obligations, justice, liberty) to specific issues.
3. Analyze and reflect on the ethical dimensions of legal, social, and scientific issues.
4. Recognize the diversity of political motivations and interests of others.

## **F. LEARNER OUTCOMES ASSESSMENT**

As noted on course syllabus

## **G. SPECIAL INFORMATION**

None noted