A. Course Description

Credits: 4

Prerequisites: WRIT 131 Writing I or have instructor's permission.

Lab Hours/ Weeks: Corequisites: None

Lecture Hours/ Week :

MnTC Goals: Goal LS - Upper Division Liberal Studies, Goal 06 - Humanities/Fine Arts, Goal 07 - Human Diversity

Working-class literature is fiction and poetry written by people from working-class backgrounds about working-class life. This course introduces characteristic themes and techniques in American working-class novels written within the last 100 years, and considers the place of working-class writing within the larger context of American literature and culture. This literature explores some of the individual and community pressures bearing on working-class lives and generally affirms that, while not conforming to middle-class norms, working people live in ways that have integrity, honor and value.

B. Course Effective Dates: 08/16/2013 - Present

C. Outline of Major Content Areas:

See Course Description for major content areas.

D. Learning Outcomes (General)

1. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
2. Articulate substantial and clearly presented responses to urban working class literature at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.
3. Conduct literary analysis that is responsive to details and to complexities of text, theme, and characterization in urban working class literature at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.
4. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.
6. Demonstrate familiarity with genres and subgenres of urban working class literature and understand the development and characteristics of these subgenres at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.
7. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
8. Interpret urban working class literature, applying biographical and/or cultural evidence as relevant, at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.
9. Know the historical and aesthetic development of urban working class literature at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.
10. Master the integration of literary evidence into the student’s own writing, including standard formatting and citation practices at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.
11. Read and respond to urban working class literature with intelligence and sensitivity at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.
12. Understand and apply literary terms, theoretical concepts, reading strategies, and analytical methods to the study of urban working class literature at a level consistent with the analytical and expressive complexity and sophistication that are distinctly characteristic of upper-division courses at comprehensive universities.
13. Understand the development of and the changing meanings of group identities in the United States' history and culture.
E. Learning Outcomes (MN Transfer Curriculum)

Goal LS - Upper Division Liberal Studies
   None

Goal 06 - Humanities/Fine Arts
   1. Articulate an informed personal reaction to works in the arts and humanities.
   2. Understand those works as expressions of individual and human values within an historical and social context.
   3. Engage in the creative process or interpretive performance.
   4. Demonstrate awareness of the scope and variety of works in the arts and humanities.
   5. Respond critically to works in the arts and humanities.

Goal 07 - Human Diversity
   1. Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
   2. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
   3. Understand the development of and the changing meanings of group identities in the United States' history and culture.
   4. Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.

G. Special Information

None