<table>
<thead>
<tr>
<th>1.) DATE:</th>
<th>09/10/2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.) COMMUNITY COLLEGE:</td>
<td>Maricopa Co. Comm. College District</td>
</tr>
<tr>
<td>3.) COURSE PROPOSED: Prefix: ENH Number: 114 Title: African American Literature Credits: 3</td>
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<td>CROSS LISTED WITH: Prefix: Number: ; Prefix: Number: ; Prefix: Number: ;</td>
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<td>Prefix: Number: ; Prefix: Number: ;</td>
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<tr>
<td>4.) COMMUNITY COLLEGE INITIATOR: PEARL WILLIAMS PHONE: 623-935-8449</td>
<td></td>
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<tr>
<td>FAX:</td>
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ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:
- The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).
- POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:
- Core Areas: Humanities and Fine Arts (HU) Awareness Areas: Select awareness area...

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED
- Course Description
- Course Syllabus
- Criteria Checklist for the area
- Table of Contents from the textbook required and/or list or required readings/books
- Description of how course meets criteria as stated in item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:
- DEC prefix
- Elective

Current General Studies designation(s):

Effective date: **2011 Spring** Course Equivalency Guide

Is this a multi-section course? ☑ yes ☐ no
Is it governed by a common syllabus? ☑ yes ☐ no

Chair/Director: **EMAILED APPROVAL TO JEFF RICKER**

AGSC Action: Date action taken: ☑ Approved ☐ Disapproved

Effective Date:
Proposer: Please complete the following section and attach appropriate documentation.

### ASU - [HU] CRITERIA

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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<tbody>
<tr>
<td></td>
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<td>1. Emphasize the study of values, of the development of philosophies, religions, ethics or belief systems, and/or aesthetic experience.</td>
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<tr>
<td>X</td>
<td></td>
<td>2. Concerns the comprehension and interpretation/analysis of written, aural, or visual texts, and/or the historical development of textual traditions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Concerns the comprehension and interpretation/analysis of material objects, images and spaces, and/or their historical development.</td>
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<tr>
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<td>4. In addition, to qualify for the Humanities, Fine Arts and Design designation a course must meet one or more of the following requirements:</td>
</tr>
<tr>
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<td>a. Concerns the development of human thought, including emphasis on the analysis of philosophical and/or religious systems of thought.</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>b. Concerns aesthetic systems and values, literary and visual arts.</td>
</tr>
<tr>
<td></td>
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<td>c. Emphasizes aesthetic experience in the visual and performing arts, including music, dance, theater, and in the applied arts, including architecture and design.</td>
</tr>
<tr>
<td>X</td>
<td></td>
<td>d. Deepen awareness of the analysis of literature and the development of literary traditions.</td>
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</table>

**THE FOLLOWING ARE NOT ACCEPTABLE:**

- Courses devoted primarily to developing a skill in the creative or performing arts, including courses that are primarily studio classes in the Herberger College of the Arts and in the College of Design.
Course Prefix | Number | Title | Designation
--- | --- | --- | ---
ENH | 114 | African American Literature | HU

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checkheet)</th>
<th>How course meets spirit (contextualizes specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Comprehension/Analysis of Written Text</td>
<td>Through assigned readings, research, Discussions and Writings Examples: Read and discuss The Autobiography of an Ex-Colored Man, Sojourner Truth's Aint' I a Woman, Ernest Gaines's A Lesson Before Dying and Harriet's Jacob's An Incident in the Life of a Slave Girl.</td>
<td>Syllabus, Assignments /All group and individual activities, Pages 8-10; Textbook Table of Contents; Supporting Documents for Humanities</td>
</tr>
<tr>
<td>4b. Aesthetic Systems, values/Literary Arts</td>
<td>Through readings, viewing videos, listening to speakers from various value systems and ongoing research: Don Campbell's Tough Life: So What? Matthew Whitaker's Lectures on Race as a Social Construct'and Major Genres of African American Literature.</td>
<td>Syllabus/Assignments pages 8-10; Speakers from the Humanities Council for Artists in Residence/Videos/Supporting Documents for Humanities Examples: Confessions of Nat Turner, Slave Narratives.</td>
</tr>
<tr>
<td>4d. Awareness of analysis of literature and the development of Literary Traditions</td>
<td>Through reading and discussion of texts, assigned research, and projects such as papers, PowerPoint Presentations, Bio-poems, critiques and Reflections: Papers reflecting the literary traditions for each period beginning with Slavery and Continuing to Black Literature Today along with Matrices on Periods, Genres and Literary devices.</td>
<td>Syllabus/Assignments, pages 8-10/Table of Contents/ Supporting documents for Humanities; Videos and Web Sites related to specific periods in African American literature</td>
</tr>
</tbody>
</table>
African-American Literature

Survey of major African-American writers from Colonial period through the present; analysis of trends and movements within African-American literary history; analysis of literary types and selected works. Prerequisites: None.

MCCCD Official Course Competencies:

ENH114 19936-99999 African-American Literature

1. Describe the historical and cultural background of the major periods in African-American literary history including the Colonial period, the slavery era, Reconstruction to World War I, the Harlem Renaissance and the Modern period (1915-1945), the Civil Rights era (1945-1975), and the present. (I-VI)

2. Identify characteristics of major movements and trends in African-American literature. (I-VI)

3. Define literary terms used in analyzing poetry, fiction, drama, personal narratives or autobiography, essays, and oratory. (I-VI)

4. Identify and describe literary types used by African-American writers. (I-VI)

5. Identify major authors and works of African-American literature. (I-VI)

6. Critically evaluate literary works by selected African-American writers. (I-VI)

MCCCD Official Course Outline:

ENH114 19936-99999 African-American Literature

I. Colonial Period
   A. Historical and cultural background
   B. Literary types
      1. Poetry
      2. Diaries, autobiography
C. Selected major writers

II. Slavery Era
   A. Historical and cultural background
   B. Literary types
      1. Slave narratives
      2. Folk tales
      3. Spirituals and songs
      4. Diaries and autobiography
      5. Essays and oratory
   C. Selected major writers

III. Reconstruction and Freedom's First 50 Years
   A. Historical and cultural background
   B. Literary types
      1. Poetry
      2. Autobiography
      3. Essays and oratory
   C. Selected major writers

IV. Harlem Renaissance and Modernism
   A. Historical and cultural background
   B. Literary types
      1. Poetry
      2. Fiction
      3. Essays and oratory
   C. Selected major writers

V. Civil Rights Era
   A. Historical and cultural background
   B. Literary types
      1. Poetry
      2. Fiction
      3. Drama
      4. Essays and oratory
   C. Selected major writers

VI. Recent African-American Literature
Support Assignments for Humanities Criteria 2, 4b, and 4d

- Research the years of your life from birth to December 15, 2010. Include for each year the following events: Literature, Art, Music, Sports, Politics, Media and Religious events that have occurred during every year of your life. One example of each area should be included. (HU Criterion 2)
- Use the chart function under PowerPoint to enhance your work (HU Criterion 4b)
- What customs and traditions grew out of the slavery period in African American History and Literature? An example would be "jumping over the broom" at weddings. Try to think of additional five traditions that are celebrated today. Add to the Discussion Board. (HU Criterion 2)
- Design and create a PowerPoint presentation on the Harlem Renaissance Period. Include "background," "Accomplishments," "Critical Commentary," and "Conclusions" for a targeted writer, musician, sculptor or other artistic forms. Also explain why this period was the most progressive period for African Americans. (HU Criterion 4D)
- Prepare a matrix for the genres of African American Literature. Select one genre to use in a "Fishbowl Group Strategy." (This is designed for both teacher/student presentation: HU Criterion 4B)
Estrella Mountain Community College
African American Literature Course Syllabus

Instructor

Pearl Boothe Williams
pearl.williams@emcmail.maricopa.edu
623-935-8449

Office Location and Hours

EST126D
Via email or by appointment

Class Schedule

Tuesday and Thursday
8:30am - 9:45am

MAR 135 – Class location

Required Textbook and Supplies

The Norton Anthology of African American Literature by Gates and McKay
Tough Life? So What by Campbell
One USB Mobile Drive (storage stick)
Order your books from the Bookstore at EMCC

Course Description

Survey of major African-American writers from Colonial period through the present; analysis of trends and movements within African-American literary history; analysis of literary types and selected works.
Prerequisites: None.

Learning Outcome(s)

Identify and evaluate African American contributions to Literature. Relate and connect genres to historical events.
Course Competencies

1. Describe the historical and cultural background of the major periods in African-American literary history including the Colonial period, the slavery era, Reconstruction to World War I, the Harlem Renaissance and the Modern period (1915-1945), the Civil Rights era (1945-1975), and the present. (I-VI)

2. Identify characteristics of major movements and trends in African-American literature. (I-VI)

3. Define literary terms used in analyzing poetry, fiction, drama, personal narratives or autobiography, essays, and oratory. (I-VI)

4. Identify and describe literary types used by African-American writers. (I-VI)

5. Identify major authors and works of African-American literature. (I-VI)

6. Critically evaluate literary works by selected African-American writers. (I-VI)

Student Academic Achievement- General Education Abilities Matrix

In an effort to support EMCC’s mission of providing opportunities to achieve success in educational and personal goals, the General Education Abilities Matrix was developed by our faculty. It is designed to serve as a learning road map that communicates EMCC's general education learning outcomes to students, faculty and the community:

- Bloom’s Taxonomy of cognitive abilities is utilized as the rubric for the learning outcomes
- This matrix is dynamic, not static and will be reviewed as part of our assessment cycle
  - General Education Abilities Matrix

Class Attendance and Participation Policy

Attendance is taken at every face to face (F2F) class meeting. You are expected to attend class on time for each scheduled F2F class session.

If you are going to be absent from a F2F class session, you are expected to call or email your instructor explaining your absence in advance of your absence when possible or immediately following your absence.

Each student is responsible for obtaining information and assignments given during a missed F2F class meeting prior to the next F2F class meeting. Contact your communication partner, your communication group, and follow the procedures listed in the Communication Policy section below.
Absences in excess of the number of times the class meets per week may result in withdrawal from the course with a W (withdrawal passing) or Y (withdrawal failing) per college policy. Hybrid courses meet once a week; therefore, only one absence is allowed.

If, due to circumstances beyond your control, you acquire excessive absences, you may request permission from the instructor to remain in the course and schedule an appointment to discuss a way to make up for those absences. Failure to do so will result in either course withdrawal or grade reduction. Participation in an online course is defined as consistent engagement with course activities throughout the entire semester.

Class participation is defined as attending class each week and actively participating in classroom and online discussions, interactive group activities, and service learning. Class participation is an essential part of your final grade.

Timely completion of the required assignments is extremely important to your success. We recommend that you plan on working a minimum of three hours per credit hour, per week on homework assignments to ensure your success in this course. (For example: 3 credits x 3 hours = 9 hours per week minimum).

Time Management

Success in any classes depends on effective time management skills. Use your limited time wisely by placing all of your class assignment due dates, quiz and test dates on a semester calendar so you have a clear idea of what is due, and when. Break large assignments into smaller chunks that can be done in short time-spans, such as during breaks in your class schedule, for example. Write daily to-do lists with completing school work as the top priorities.

Click on the links below to access a PowerPoint and short video on time management.

- **Time Management PowerPoint**
- **'Top Student' Time Management Video** (Approximately 8 min 15 sec)

Learning Styles and Student Success

Successful college students have identified their preferred learning style(s) and adopt study strategies tailored to their style. Doing so maximizes individual learning and enhances time management. And in turn these behaviors and practices lead to greater student academic success. Please take a few minutes to review a Learning Styles PowerPoint, and to watch two short Learning Styles videos: Some
assignments in this course ask you to apply these concepts to your own learning processes.

- Learning Styles & Your Success
- Learning Style Study Tips Video (approximately 3 minutes)
- Students and their Learning Styles (1min. 20 sec)

Communication Policy

Every student must have an active and working email address. Every student must post his/her email address in Blackboard and make the email address visible using the Personal Information Tools. To do so, please follow the sequence of steps identified in the Email Policy section (immediately below).

Communication groups will be established by the second week and will be maintained throughout the semester. The purposes of communication groups are to get your questions answered and provide you with a support system.

Communication must comply with the following procedure:

- Select a partner within your communication group.
- Contact your partner regarding any questions you may have.
- If your partner is not sure of the answer or is unable to help you within 24 hours, contact the other members of your communication group.
- If the other members of your communication group are unable to help you, post your question to the Frequently Asked Questions (FAQ) forum in the Discussion Board section of Blackboard.
- Each student is expected to check and respond to the FAQ's at least once each week of the semester. If you post a question to the FAQ's and do not receive an answer within 48 hours, email your instructor (be sure to follow the email policy below).
- The purpose of this procedure is to work and learn together and not depend upon the instructor for housekeeping items. Very often you will find the needed information in the syllabus, or it will be posted in Blackboard.

Discussion forums, such as discussion boards, blogs, and wikis have several purposes:

- to ask and answer each other's questions about course information, assignments, and activities
- to post completed required assignments and activities
- give and receive feedback regarding assignments and activities

Email Policy
Blackboard and make the email address visible using the Personal Information Tools.

To edit your personal information in Blackboard, follow these steps:

- Click the My Institution tab
- Click Personal Information
- Click Edit Personal Information
- Enter your correct and active email address in the appropriate box
- Click Submit
- Click OK
- Click Privacy Options
- Check the first box which indicates Email Address
- Click Submit
- Click OK

Email sent to the instructor must comply with the following procedure:

- Course name must be written in the subject box.
- Include your first and last names after your email message
- Email that does not follow the communication policy and procedure will not receive a response.
- Email without (ENH114) in the subject box will not be opened.
- Email without a first and last name will not receive a response.
- Email containing text language will not receive a response.

Your instructor will endeavor to respond to your emails during business hours Monday - Friday, within 48 hours of receipt. Email received from Friday-Sunday will be responded to on Monday of the following week.

Technology Policy

Microsoft software must be used to complete all assignments. All assignments must be submitted online via the View/Complete link, or posted on the appropriate discussion board, blog, or wiki forum. Assignments submitted online via the View/Complete link must be turned in as an attached Word document. Use the comment box only to indicate the title of the assignment.

Please refer to the E-Learning page and Blackboard tutorials for technology assistance. These resources are found at http://www.maricopa.edu/blackboard/Movies/menu.htm
You are encouraged to review these tutorials as needed throughout the semester.

Your instructor is not the technology support staff. Questions and problems concerning technology, computers, Blackboard, software, etc. must be directed to the Information Commons in Estrella Hall: 623-935-8150. A 24/7 Maricopa Blackboard help desk is available at

http://www.maricopa.edu/blackboard/help.html

It is the student’s responsibility to be proficient in using Blackboard, its required processes, and Microsoft programs to be successful in a hybrid learning environment. Students need to be proactive in ensuring they are skilled in Blackboard’s processes in order to complete all assignments on time. Technology excuses for late or incomplete assignments will not be accepted.

Assignment Policy

All assignments must be word processed. A clear writing style and correct grammar, mechanics, and spelling are expected. Points will be deducted for unclear and/or incorrect writing.

Assignments are posted in Blackboard under “Assignments” and must be submitted on or before the due date. On-line assignments must be posted by (Thursday) at 10:00 p.m. MST. There are no exceptions for this deadline. All assignments must be submitted online via the View/Complete link or posted on the appropriate discussion board, blog, or wiki forum.

Assignments submitted online via the Submission/Attach link must be turned in as an attached Word document. Use the comment box only to indicate the title of the assignment.

Remember: Late assignments will not be accepted. Failure to complete and/or submit any assignment on time will result in a “0” for that assignment. There are no exceptions. Final grades will be based on percentages of total points possible.

Assignment Grading Scale

90% - 100% = A  
80% - 89% = B  
70% - 79% = C  
60% - 69% = D  
0% - 59% = F

Academic Integrity Policy
All students assume as part of their obligation to the college the responsibility to exhibit in their academic performance the qualities of honesty and integrity. All forms of student dishonesty are subject to disciplinary action.

Academic misconduct includes but is not limited to misconduct associated with the classroom, laboratory, or clinical learning process. Some examples of academic misconduct are cheating, plagiarism, and excessive absences. For more information, please refer to the Student Handbook, Section 2.3.11.

Respect for Others

Familiarize yourself and follow good Netiquette when communicating in the online discussion boards and virtual office hours. "Netiquette" is network etiquette, the do's and don'ts of online communication. Netiquette covers both common courtesy online and the informal "rules of the road" of cyberspace. The following page link provides links to both summary and detail information about Netiquette.

Disability Policy

The college will make reasonable accommodations for persons with documented disabilities, including learning disabilities. Students should notify Ramona Santiesteban in Komatke Hall B (623-935-8935) and their instructors as soon as possible of any special needs.

Disclaimer

All provisions in this syllabus are subject to revision by the instructor. Such revisions, if any, will be announced in class. The student is responsible for making note of all such announcements concerning syllabus revisions and assignments, and, in the case of absence or tardiness, to contact the instructor to determine if any such announcements, revisions, or assignments were made while the student was absent from class.

Resources

Information Commons, Instructional Computing (623) 935-8150
Library (623) 935-8191
Learning Enhancement and Writing Support Center (623) 935-8189
NASA Center for Success in Math and Science (623) 935-8221
Online Writing Center - You can access this resource through your Blackboard course management system
Assignments

African American Literature is a Web-enhanced class. This means that all or most of your assignments will be submitted online. Thus, knowing how to navigate Blackboard is critical. Your Text, DVDs’ and authentic web sites will be used to obtain information. Guest speakers, depending upon their availability and Campus –wide activities will be used to further enhance this class. Focused Reading, competent writing and informed discussions will drive this class.

Module One Week I –Week V Vernacular and Slavery

Learning Outcome: The students will read, analyze and evaluate the 'Vernacular slavery period/', its literary genres and the historical and cultural significance of the period.

Activities: Readings, discussions, Papers and quizzes will come from the following sources:

- Frederick Douglass, *Narrative of the Life of Frederick Douglass*
- Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African, Written by Himself*
- Harriet Jacobs, *Incidents in the Life of a Slave Girl*
- Sojourner Truth, “Ar’n’t I a Woman?”
- Booker T. Washington, *Up From Slavery*
- Phillis Wheatley, “On Being Brought from Africa to America”
- Harriet E. Wilson, *Our Nig*
- PowerPoint Presentation on Cultural Diversity in the United States
- DVD: African American Journey Through Slavery
- The Legacy of Slavery: religion/traditions, culture and values
- Introduce Timeline Project
- Introduce Journal of Reading Assignments
- Introduce Genre Matrix
- Module Assessment

Module II Week V –VIII

Learning Outcome: The Students will read, analyze and evaluate the literature of the Reconstruction or New Negro Renaissance Period through print and electronic media.
Activities:

- Read and discuss the Literature of Reconstruction Period.
- Excerpts of each author's work will be shared in class.
- Video clips for Ida Wells and W.E.B. DuBois will also be presented in class.
- Read "Souls of Black Folk" and Up from Slavery.
- Read and discuss emerging Philosophical Thought.
- View "Conversations of Great African Americans".
- Create bio-poems for five writers from this period.
- Group Activities
- Module Assessment

Module III Week IX – XI

Learning Outcome: The students will read, analyze and evaluate the Harlem Renaissance including literature, writers, musical artists, visual artists, and dancers. The significance of African American contributions during this period will be analyzed.

Activities:

- Research Harlem Renaissance: Use anthology and Internet.
- Read the following selections:
  - Countee Cullen, "Yet Do I Marvel"
  - Langston Hughes, select poems
  - Zora Neale Hurston, "How It Feels to Be Colored Me"
  - Claude McKay, "The White House"
- Prepare a PowerPoint Presentation about one writer/artist from this period. Discuss the artist's background, accomplishments, critical comments, conclusions and sources.
- Module Assessment

Module IV Weeks XII – XVI

Learning Outcome: The students will read, analyze and evaluate one selection from the following: Realism, Naturalism and Modernism; Black Arts Era and Literature Since 1975.
Activities:

- James Baldwin, "Sonny's Blues"
- Amiri Baraka, *Dutchman*
- August Wilson, *Joe Turner's Come and Gone*
- Alice Walker, "Everyday Use"
- Emerging Arizona African American Writers
- Group Presentations on historical, literary, cultural and philosophical values of each selection.
- Finalize Individual Timelines from birth to present day: Literature, Art, Religion and Media.
- Present Genre Matrix using data from this class.
- Module Assessment

Group Activities

The following list includes Group Activities along with due dates; Group activities will take place every odd week at 25 points.

- Group Roles and Responsibilities: In your selected group, identify the roles for each group member. Then list the rules that you have agreed to use for your group. Due Week I
- Research the customs and beliefs that began during slavery and continue to be practiced today. Cite your sources for your responses. Due Week III.
- Issues of slavery and freedom and color and racial discrimination emerged during this period; writers portrayed these issues in different genres. Skim three works of three writers other than Booker T. Washington, W.E.B. DuBois, from this period and explain some of the issues that other writers Portrayed in their work. Due Week V
- The Harlem Renaissance was a very exciting period in African American Literature. What do you collectively think are the reasons? Support your informed opinion with research. Due Week VII
Define Vernacular and “Spoken Word.” How do the musical genres beginning during slavery influence the 21st century music? Support your informed opinions. Due Week IX

One of the authors in your text refers to women as majority in African American Literature. What feminist labels might be applied to selections in African American Literature. Defend the roles of women in your text. Week XI.

Arizona has its share of African American writers. Interview two writers who are published in Arizona. Week XIII
The Norton Anthology of African American Literature

Henry Louis Gates Jr. and Nellie Y. McKay, General Editors

Second Edition
Ice its founding in 1923, when William
lished lectures delivered at the People's
ity's Cooper Union. The Nortons soon
ing books by celebrated academics from
ars of Norton's publishing program—
. In the 1950s, the Norton family trans-
oday—with a staff of four hundred and
al titles published each year—W. W.
publishing house owned wholly by its

Clearing: Erin Dye

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In the fall of 1970, an English professor at a small liberal arts college prepared a course syllabus. His students were entering the junior year of a four-year undergraduate program, and his task was the selection of learning materials. The senior English professor of the English department had decided that the upcoming year's senior English survey course would be based on American literature, a decision that was partially tied to the development of an American literature major for undergraduates. The professor selected a two-volume textbook, the first North American textbook to cover American literature in a single volume. Because of its comprehensive coverage of the range of American literature, the textbook was widely adopted for use in American literature survey courses across the United States.

This was a crucial moment in the evolution of American literary studies. The textbooks and anthologies available at the time were limited in scope, and many scholars and teachers complained that they were not adequate for the teaching of American literature. The textbook in question was designed to meet the needs of American literature survey courses, providing a comprehensive overview of the field and including a wide range of works from different periods and genres.

The textbook also included introductions to theoretical approaches to literary study, which were relatively new at the time. These introductions were intended to help students develop critical thinking skills and to understand the different ways in which literature can be analyzed and interpreted. The textbook's emphasis on theoretical perspectives reflected the growing interest in literary theory among scholars and students, and it helped to establish American literature as a distinct field of study.

The textbook's success was due in part to its comprehensive coverage of American literature and its inclusion of theoretical perspectives. It also benefited from the efforts of the textbook's editors, who were committed to creating a valuable resource for American literature survey courses. The textbook's adoption by a range of institutions helped to establish it as a standard text in American literature survey courses, and it continued to be used for many years after its initial publication.

In 1995, the textbook was updated and revised to include new works and theoretical perspectives. The updated version of the textbook continued to be widely adopted for use in American literature survey courses, and it helped to shape the field of American literature as it continues to evolve.