

**ENGL 31 Course Outline as of Fall 2024****CATALOG INFORMATION**

Dept and Nbr: ENGL 31 Title: AFRICAN AMER LIT

Full Title: African American Literature

Last Reviewed: 3/28/2022

Units	Course Hours per Week		Nbr of Weeks		Course Hours Total	
Maximum	3.00	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	3.00	Lab Scheduled	0	14	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: AA Degree Applicable

Grading: Grade or P/NP

Repeatability: 00 - Two Repeats if Grade was D, F, NC, or NP

Also Listed As:

Formerly:

**Catalog Description:**

In this course, students will explore the African American and Black voices that identify, express, describe, resist, defy, or break imperialism, exploitation, and oppression. Students will study a range of genres, such as fiction, poetry, drama, autobiography, nonfiction, and comics from the earliest published work by African Americans through to the present day, emphasizing the public sociality of black lives and the responses to it. Students will also examine a diverse body of ideas that focus on the preoccupations of identity, freedom, mobility, sovereignty, and security as they relate to the African American experience. The content of this course will address how the artistic expressions of African Americans reflect these concerns and demonstrate how slavery and its abolition shape American history.

**Prerequisites/Corequisites:**

Completion of English 1A (or higher) or EMLS 10 (formerly ESL 10) or equivalent

**Recommended Preparation:****Limits on Enrollment:****Schedule of Classes Information:**

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**Prerequisites/Corequisites:** Completion of English 1A (or higher) or EMLS 10 (formerly ESL 10) or equivalent

**Recommended:**

**Limits on Enrollment:**

**Transfer Credit:** CSU;UC.

**Repeatability:** Two Repeats if Grade was D, F, NC, or NP

## **ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:**

<b>AS Degree:</b>	<b>Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	E	Humanities	Spring 1991	
	G	American Cultures/Ethnic Studies		
<b>CSU GE:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	C2	Humanities	Fall 1991	
<b>IGETC:</b>	<b>Transfer Area</b>		<b>Effective:</b>	<b>Inactive:</b>
	3B	Humanities	Fall 1993	
<b>CSU Transfer:</b>	Transferable	<b>Effective:</b>	Spring 1991	<b>Inactive:</b>
<b>UC Transfer:</b>	Transferable	<b>Effective:</b>	Spring 1991	<b>Inactive:</b>

**CID:**

**Certificate/Major Applicable:**

Major Applicable Course

## **COURSE CONTENT**

**Student Learning Outcomes:**

At the conclusion of this course, the student should be able to:

1. Describe and apply principles of literary analysis in relation to African American literature.
2. Engage in counter-narrative analysis and critique of African American literary works.
3. Assess historical, social, political, religious, regional, and/or aesthetic trends and theoretical positions taken on African American literary works, illustrating internal cultural needs and responses to external social conditions.

**Objectives:**

At the conclusion of this course, the student should be able to:

1. Identify themes and concerns in texts of African American writers and, when significant, recognize parallel directions in film, music, and the arts.
2. Define common literary terms and apply them to the analysis of specific texts of African

American literature.

3. Demonstrate an understanding of literary works central to African American literature within their historical, social, political, religious, regional, and/or aesthetic contexts.

4. Critically analyze the roles and patterns that create and maintain stereotypes of race, gender, and class as revealed in African American literature.

5. Identify the diversity of experience represented in texts within the African American and diasporic traditions.

## **Topics and Scope:**

### **I. The Oral Tradition**

A. Folktales from the Diaspora

B. Spirituals

C. Gospel

D. Work Songs

E. Sermons

### **II. 1619 until Enslavement**

A. Structuring Racism and Racial Propaganda

B. Race as a Hierarchical Concept

C. American Independence and the Constitution

D. Three-Fifths Compromise

### **III. Literature of Enslavement (until Civil War)**

A. Romanticism

B. The Entrenchment of Systematic Racism

C. Abolition Movement

D. Minstrelsy and Jim Crow Shows

### **IV. Literature of Reconstruction (until the end of WWI)**

A. Realism

B. Black Suffragettes

C. Plessy vs. Ferguson

D. Separate but Equal

E. Double Consciousness

### **V. Harlem Renaissance**

A. Modernism

B. Jazz

C. African American Arts as Legitimizing the Human

D. African American Political Publications and Cartoons

### **VI. Civil Rights and Black Nationalist Movement**

A. Voices of Social Protest

B. Rhythm

C. Spoken Word

D. Rock N Roll

E. African American Art and the Academy

### **VII. Blacks Arts Movement**

A. Post-structuralism

B. Blackness as Art

C. Hip-Hop

D. Graphic Novel

### **VIII. Post-Black Movement**

A. Speculative Fiction

B. Trauma Narratives

C. Black Acceptance

## IX. Contemporary Voices

- A. Black Lives Matter
- B. Afrofuturism
- C. Rep and Rev

### Assignment:

1. Reading and examination of major works of African American literature (40 to 60 pages per week)
2. A close reading of historical and foundational documents to examine African American art in context
3. Writing assignments, such as reading-response journals, collaborative writing projects, short critical response papers of 500 to 1,000 words
4. Term paper(s) of up to 2500 words including extensive library research with complete and correct MLA documentation
5. Essay exam(s)
6. Objective exam(s) and quizzes
7. Optional field trips to see plays, poetry readings, music or dance performances
8. Participation in class discussions
9. Oral presentation
10. Group work to prepare for oral presentation
11. Research assignments, eg. Annotated Bibliography

### Methods of Evaluation/Basis of Grade:

**Writing:** Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Term paper(s) and writing assignments

Writing  
60 - 75%

**Problem Solving:** Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Library research assignments

Problem solving  
5 - 10%

**Skill Demonstrations:** All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

None

Skill Demonstrations  
0 - 0%

**Exams:** All forms of formal testing, other than skill performance exams.

Exam(s) and quizzes

Exams  
10 - 15%

**Other:** Includes any assessment tools that do not logically fit into the above categories.

Participation; Oral presentation and/or research assignments.

Other Category  
10 - 20%

### **Representative Textbooks and Materials:**

Nat Turner. Baker, Kyle. Abrams ComicArts. 2008 (classic)  
The Fire Next Time. Baldwin, James. Vintage. 1992 (classic)  
Giovanni's Room. Baldwin, James. Vintage. 2013 (classic)  
"Of Mimicry and Man: The Ambivalence of Colonial Discourse." Bhabha, Homi. *Discipleship: A Special Issue on Psychoanalysis*, The MIT Press, 28 (1984): 125–33 (classic)  
Black Thunder: Gabriel's Revolt: Virginia, 1800. Bontemps, Arna. Beacon Press. 2010 (classic)  
Parable of the Sower. Butler, Octavia E. Seven Stories Press. 2017  
Bloodchild and other Stories. Butler, Octavia E. Seven Stories Press. 2005 (classic)  
Kindred. Butler, Octavia E. Beacon Press. 2003 (classic)  
Babel-17. Delany, Samuel R. Vintage Books. 2001 (classic)  
Narrative of the Life of Frederick Douglass, an American Slave. Douglass, Frederick, 1818-1895. Bedford/St. Martin's. 2003 (classic)  
The Souls of Black Folk. DuBois, W.E.B. Barnes & Noble Classic. 2005 (classic)  
The Interesting Narrative of the Life of Olaudah Equiano. Equiano, Olaudah. Edited by Robert J. Allison. Bedford Books. 1995 (classic)  
The Handbook of African American Literature. Ervin, Hazel Arnett. University Press of Florida. 2004 (classic)  
Black Skin, White Masks. Fanon, Franz. Translated by Richard Philcox. Grove Press. 2008 (classic)  
The Wretched of the Earth. Fanon, Franz. Translated by Richard Philcox. Grove Press. 2004 (classic)  
The Norton Anthology of African American Literature. 3rd ed. Gates, Henry Louis, ed. W. W. Norton. 2014 (classic)  
The Spook who sat by the Door. Greenlee, Sam. Wayne State University Press. 1990 (classic)  
Black Looks: Race and Representation. 2nd ed. hooks, bell. Routledge. 2014 (classic)  
Their Eyes Were Watching God. Hurston, Zora Neale. Harper Perennial. 2006 (classic)  
Incognegro: A Graphic Mystery. Johnson, Mat. Berger Books. 2018  
The Known World. Jones, Edward P. Amistad. 2006 (classic)  
Passing. Larsen, Nella. Dover Publications. 2004 (classic)  
The Women That I Am: The Literature and Culture of Contemporary Women of Color. Madison, D. Soyini, ed. St. Martins/Griffins. 1996 (classic)  
The Bluest Eye. Morrison, Toni. Vintage. 2007 (classic)  
Beloved. Morrison, Toni. Vintage. 2004 (classic)  
Monster. Myers, Walter Dean. Harper Teen. 1999 (classic)  
"Passing for White, Passing for Black." Piper, Adrian. *Transition*, Indiana University Press, 58 (1992): 4–32 (classic)  
Mumbo Jumbo. Reed, Ishmael. Scribner. 1996 (classic)  
Black No More. Schuyler, George S. Penguin Classics. 2018  
Talkin' and Testifyin': The Language of Black America. Smitherman, Geneva. Wayne State University Press. 1986 (classic)  
The Friendship. Taylor. Mildred D. Puffin Books. 1998 (classic)  
The Autobiography of an Ex-colored Man. Weldon Johnson, James. Norton & Company. 2015 (classic)

Instructor-prepared materials