ENGL 31 Course Outline as of Fall 2017

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	17.5	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:
Reading, discussion and writing about significant African-American writers and their works from slave period to present. The course uses both a thematic and historical approach to African-American literature.

Prerequisites/Corequisites:
Course Completion of ENGL C1000 (or ENGL 1A)

Recommended Preparation:

Limits on Enrollment:

Schedule of Classes Information:
Description: Reading, discussion and writing about significant African-American writers and their works from slave period to present. The course uses both a thematic and historical approach to African-American literature. (Grade or P/NP)
Prerequisites/Corequisites: Course Completion of ENGL C1000 (or ENGL 1A)
Recommended:
Limits on Enrollment:

Transfer Credit: CSU;UC.
Repeatability: Two Repeats if Grade was D, F, NC, or NP

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	**Area**		Effective:	Inactive:
	E	Humanities	Fall 2025	
	G	American Cultures/Ethnic Studies		
	L3	Arts and Humanities		
	E	Humanities	Spring 1991	Fall 2025
	G	American Cultures/Ethnic Studies		
CSU GE:	**Transfer Area**		Effective:	Inactive:
	C2	Humanities	Fall 1991	
IGETC:	**Transfer Area**		Effective:	Inactive:
	3B	Humanities	Fall 1993	

CSU Transfer:	Transferable	Effective:	Spring 1991	Inactive:
UC Transfer:	Transferable	Effective:	Spring 1991	Inactive:

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 principles of literary analysis in relation to African-American literature.
2. Apply principles of literary analysis to texts in African-American literature.
3. Write critical analysis and response papers about African-American literature.

Objectives:
Upon completion of this course, students will 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. Demonstrate an awareness of historical patterns and emerging traditions embodied in texts;
3. Assess historical, sociological, and psychological trends and theoretical positions taken on works, illustrating internal cultural needs and responses to external social conditions;
4. Critically analyze the roles of stereotypical and archetypal patterns in creation of texts, as a reflection of race, ethnicity, gender, and class;
5. Identify diversity of experience represented in texts within and outside the African-American community relative to factors such as class, age, gender, religion, disabilities, and Deaf culture;
6. Compose logical and coherent analyses of texts;
7. Evaluate effectiveness and significance of individual works.

Topics and Scope:

I. Historical patterns that have influenced literary and artistic production
 A. The European-American canon
 B. African proverbs and folktales
 C. The folk cry
 D. The shout
 E. Worksongs and spirituals
 F. Praise poems
 G. Sermons and prayers
 H. Improvisations
II. Central or unique African-American literary responses
 A. Slave narratives
 B. Letters, essays, and oratory
 C. Voices of social protest
III. Thematic responses in historical context
 A. Slave songs of rebellion and resistance
 B. Civil rights for blacks and women
 C. Renaissance and Reformation
 D. Post-Renaissance and Post-Reformation
 E. Social Revolution, New Renaissance, and Second Reconstruction
IV. Critical approaches to African-American literature, appropriate to eras, race, gender, and class in the United States
V. The role of African-American writing, music, film, and art in the predominant culture, both as an historical catalyst of change and an understanding of common experience.
VI. Literary research techniques
 A. Literary criticism
 B. MLA Standards for research and scholarship

Assignment:

1. Reading assignments of 50 pages per class session
2. Read full-length works, plays, short stories, and poetry
3. Read historical or supplementary material, and literary criticism
4. Write 4 to 5 essays of 1000 to 1500 words using research from primary and secondary sources
5. Research assignments
6. Oral group presentation
7. Collaborative writing project
8. Critical reading logs or journals
9. Viewing films or attending performance
10. Reading quizzes, essay exams, and final exam

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.

Essays, collaborative writing projects, critical reading logs or journals	Writing 60 - 75%

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

None	Problem solving 0 - 0%

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.

Essay exams; reading quizzes; final exam	Exams 15 - 20%

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

Oral presentation, group work to prepare for oral presentation, research assignments, participation in class discussion.	Other Category 10 - 20%

Representative Textbooks and Materials:
American Captivity Narratives. Gordon M. Sayre and Mary White Rowlandson, eds. Boston: Wadsworth, 1999. (classic)
The Confessions of Nat Turner. Kenneth S. Greenberg, ed. Boston: Bedford/St. Martins Series in History and Culture, 1996. (classic)
The Women That I Am: The Literature and Culture of Contemporary Women of Color. D. Soyini Madison, ed. Boston: St. Martins/Griffins, 1996. (classic)
Beloved. Toni Morrison. New York: Vintage, 2004. (classic)
Narrative of the Life of Frederick Douglass. Boston:Bedford, 2002. (classic)
The Norton Anthology of African American Literature (2nd edition--paperback). Henry Louis Gates, ed. New York: W. W. Norton, 2003. (classic)
The Interesting Narrative of the Life of Olaudah Equiano by Olaudah Equiano. Boston: Coffeetown Press, 2008. (classic)
The Piano Lesson. August Wilson. New York: Theater Communications Group, 2007. (classic)
Their Eyes Were Watching God. Zora Neale Hurston. New York: Harper Perennial, 2006. (classic)
Parable of the Sower. Octavia Butler. New York: Aspect, 1993. (classic)
The Brief Wondrous Life of Oscar Wao. Junot Diaz. New York: Riverhead, 2008. (classic)
Waiting to Exhale. Terry McMillian. New York: Signat, 2005. (classic)
Instructor-prepared materials