



## COURSE OUTLINE

<b>Course Number</b> ENG 213	<b>Course Title</b> African American Literature	<b>Credits</b> 3
<b>Hours:</b> <b>Lecture/Lab/Other</b> 3 Lecture	<b>Co- or Pre-requisite</b> Grade of "C" or higher in ENG 102; American History co-requisite recommended but not required	<b>Implementation Semester &amp; Year</b> Fall 2022

### **Catalog description:**

This survey class focuses on the critical evaluation of literature by writers of the African Diaspora produced in the Americas from the 18th century to the present and the contexts in which they were produced. Genres studied may include fiction, nonfiction, poetry, drama, and autobiography.

### **General Education Category:**

**Goal 6: Humanities**

**Goal 8: Diversity and Global Perspective**

### **Course coordinator:**

Nicole Homer, (609) 570-3316, homern@mccc.edu

### **Required texts & Other materials:**

- The Norton Anthology of African American Literature AND/OR texts representative of notable genres, movements, time periods, and authors to include full length texts and excerpts as determined by the professor.
- Internet access
- Suggestions for full-length or excerpted works include but are not limited to:
  - *The Autobiography of an Ex-Colored Man* by James Weldon Johnson
  - *The Souls of Black Folks* by W.E.B. DuBois
  - *Passing* by Nella Larsen
  - *Native Son* by Richard Wright
  - *A Raisin in the Sun* by Lorraine Hansberry
  - *The Bluest Eye* or *Sula* by Toni Morrison
  - *Angles of Ascent: A Norton Anthology of Contemporary African American Fiction* edited by Charles Henry Powell
  - *Giovanni's Room* by James Baldwin
  - *The Tradition* by Jericho Brown
  - *12 Years a Slave* by Solomon Northrop
  - *Fences* by August Wilson
  - *Incidents in the Life of a Slave Girl* by Harriet Jacobs
  - *The Underground Railroad* by Colson Whitehead

### **Course Student Learning Outcomes (SLO):**

***Upon successful completion of this course the student will be able to:***

1. close read and analyze primary texts [Supports ILG # 6, 7, 11]
2. close read and analyze secondary texts [Supports ILG # 6, 7, 9, 10, 11]
3. identify the significance of specific African-American authors including their themes and chosen genre(s) within literary and historical contexts [Supports ILG # 6, 7, 11]

4. explain the relationships between African American Literature, the African American experience, and the American experience in terms of race, class, gender, ethics and morality, culture, and/or history [Supports ILG # 1, 6, 7, 8, 9, 11]
5. apply basic conventions of literary studies by correctly formatting written work and source attribution [Supports ILG # 1, 6, 7, 10, 11]
6. present cogent written and verbal analysis of elements of African-American literature using credible reference/literary resources [Supports ILG # 1, 6, 10, 11]

### **Course-specific Institutional Learning Goals (ILG)**

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

**Institutional Learning Goal 6. Humanities.** Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

**Institutional Learning Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 10. Information Literacy:** Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

### **Units of study in detail – Unit Student Learning Outcomes:**

**Unit: Overview of Literary Studies [Supports Course SLO # 5, 6]**

#### **Learning Objectives**

**The student will be able to:**

- demonstrate MLA formatting in writing assignments,
- explain academic integrity as it applies to college writing,
- distinguish between popular and scholarly sources,
- describe the basic context of studying African American literature,
- define the basic elements of literature,
- use the MCCC Library and Databases to access appropriate texts for literary studies, and
- describe the tools of literary scholarship.

**Unit 1: The Vernacular Tradition (early) [Supports Course SLO # 1, 2, 3, 4, 5, 6]**

#### **Learning Objectives**

**The student will be able to:**

- identify the characteristics the early vernacular tradition,
- describe and analyze the historical and political links between slavery and the vernacular form, and
- identify the themes and conventions common to the period.

**Unit 2: Literature of Slavery and Freedom [Supports Course SLO # 1, 2, 3, 4, 5, 6]**

#### **Learning Objectives**

**The student will be able to:**

- identify the characteristics the of the slave narrative,
- explain the purposes and importance of slave narratives in the Abolitionist movement,
- describe the differences/similarities between the female perspective and the male perspective in slave narratives, and
- identify the themes and conventions common to the period.

**Unit 3: Literature of the Reconstruction to the New Negro Renaissance, 1865 – 1919**  
[Supports Course SLO # 1, 2, 3, 4, 5, 6]

**Learning Objectives**

**The student will be able to:**

- describe the political, historical, and social circumstances that inform the central philosophical debate of Black/Af-Am resistance/improvement as represented by Washington and DuBois, and
- identify the themes and conventions common to the period.

**Unit 4: The Harlem Renaissance, 1919 – 1940 [Supports Course SLO # 1, 2, 3, 4, 5, 6]**

**Learning Objectives**

**The student will be able to:**

- describe the historical conditions that define and the period,
- identify the social and political characteristics of the works and the writers' perspectives, and
- identify the themes and conventions common to the period.

**Unit 5: The Vernacular Tradition [Supports Course SLO # 1, 2, 3, 4, 5, 6]**

**Learning Objectives**

**The student will be able to:**

- identify the characteristics the vernacular tradition throughout American history,
- describe and analyze the links between vernacular forms and the historical and political system that it responds to, and
- identify the themes and conventions common to the genre.

**Unit 6: Realism, Naturalism, Modernism, 1940 [Supports Course SLO # 1, 2, 3, 4, 5, 6]**

**Learning Objectives**

**The student will be able to:**

- describe the historical conditions that define and the period,
- identify the social and political characteristics of the works and the writers' perspectives, and identify the themes and conventions common to the period.

**Unit 7: The Black Arts Era, 1960 [Supports Course SLO # 1, 2, 3, 4, 5, 6]**

**Learning Objectives**

**The student will be able to:**

- describe the historical conditions that define and the period,
- identify the social and political characteristics of the works and the writers' perspectives, and
- identify the themes and conventions common to the period.

**Unit 8: The Contemporary Period [Supports Course SLO # 1, 2, 3, 4, 5, 6]**

**Learning Objectives**

**The student will be able to:**

- describe the historical conditions that define and the period,
- identify the social and political characteristics of the works and the writers' perspectives, and
- identify the themes and conventions common to the period.

**Evaluation of student learning:**

Percentages and categories at Instructor and/or Departmental Discretion:

Class Participation /Discussion	15%
Quizzes (At instructor's discretion)	20%
Short Writing Assignments/Homework (At instructor's discretion)	25%
Information Presentations	15%
Literary Analysis	25%