

College of San Mateo
Official Course Outline

1. COURSE ID: LIT. 266 **TITLE:** African American Literature

Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours

Method of Grading: Letter Grade Only

Prerequisite: Eligibility for ENGL 100 or ENGL 105

2. COURSE DESIGNATION:

Degree Credit

Transfer credit: CSU

AA/AS Degree Requirements:

CSM - GENERAL EDUCATION REQUIREMENTS: E2b. English, literature, Speech Communication

CSM - GENERAL EDUCATION REQUIREMENTS: E2c. Communication and Analytical Thinking

CSM - GENERAL EDUCATION REQUIREMENTS: E5c. Humanities

3. COURSE DESCRIPTIONS:

Catalog Description:

Study of representative works from the genre of African American literature, with an emphasis on English language literature and thought and on a broad range of creative media. Reading, discussion, and analysis.

4. STUDENT LEARNING OUTCOME(S) (SLO'S):

Upon successful completion of this course, a student will meet the following outcomes:

1. Demonstrate familiarity with a variety of representative works from African American literature, identifying major literary, cultural, and historical themes.
2. Present a critical, independent analysis of themes in one or more pieces of African American literature in the form of a project, paper, or presentation.

5. SPECIFIC INSTRUCTIONAL OBJECTIVES:

Upon successful completion of this course, a student will be able to:

1. Identify and analyze major themes across a range of representative texts from the African American literary canon.
2. Identify and analyze major themes and connections between African American literature and its contemporary music, including slave songs, gospels/spirituals, blues/jazz, songs of protest, and hip-hop.
3. Develop independent critical responses to one or more poems, novels, short stories, songs, and plays written by African American authors.
4. Explain the role of African American literature in the development of English language and literature and its influence on a broad range of media, art, and cultural works.
5. Explain and critique African American literature's place within and resistance to the broader western canon.
6. Place African American literature within a historical and literary context.

6. COURSE CONTENT:

Lecture Content:

1. Colonial Times
2. Slavery and Antebellum Literature
3. Reconstruction and Jim Crow
4. Harlem Renaissance and the Expatriates
5. The Civil Rights era
6. Post-civil rights era
7. Music and literature
8. Theory

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

A. Discussion

B. Other (Specify): Lectures: Instructor gives oral presentation to introduce students to the genre and significant authors, works, or periods. Guided readings: Students are assigned part of a work to read in advance and present or discuss in class. Journal work: Students write journal entries in response to specific questions on the text. Student discussions: Student-led oral discussions based on journal reading;

structured group interaction.

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

Short papers and critical analyses.

Reading Assignments:

Guided reading (in-class)

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

A. Class Participation

B. Exams/Tests

C. Oral Presentation

D. Papers

E. Projects

F. Quizzes

G. A. Presentations / Projects: Students can present research, ideas or analyses in the form of oral presentations, PowerPoints, or posters. B. Quizzes: Knowledge and homework completion can be gauged by occasional quizzes covering the assigned texts, content of lectures, or other background information or assigned reading; C. Journals/reading notes: Instructor can measure extent and depth of reading from student journals, and/or responses to study questions; D. Participation: Initiating discussions, and contributing original responses, demonstrates an understanding of the works and their context, and of the students' grasp of the course content.

10. REPRESENTATIVE TEXT(S):

Other:

- A. Olaudah Equiano (The Interesting Narrative of the Life of Olaudah Equiano), Phyllis Wheatley (selected poems).
Frederick Douglass (Narrative of the Life of Frederick Douglass), Harriet Jacobs (Incidents in the Life of a Slave Girl), Solomon Northup (Twelve Years A Slave), Sojourner Truth ("Ain't I a Woman"), David Walker ("David Walker's Appeal").
W.E.B. DuBois (The Souls of Black Folk), Booker T. Washington (Up From Slavery)
Jean Toomer (Cane), Zora Neale Hurston (Their Eyes Were Watching God, selected short stories), Langston Hughes (selected poetry), James Baldwin (selected essays, poetry, plays, and novels), Countee Cullen (selected poetry, novels, and play), Claude McKay (selected poetry), James Weldon Johnson (selected poetry), Nella Larsen (selected novels and short stories).
Ralph Ellison (Invisible Man), Richard Wright (Black Boy, Native Son), Amiri Baraka/LeRoi Jones (selected poetry, plays, essays, and short stories), Claude Brown (Manchild in the Promised Land), Gwendolyn Brooks (selected poetry).
August Wilson (selected plays), Toni Morrison (selected novels), Maya Angelou (selected poetry), Jamaica Kincaid (selected poetry and novels), Gayl Jones (Corregidora), Edward P. Jones (The Known World, selected short stories), ZZ Packer (selected short stories), James McBride (Miracle at St. Anna, The Color of Water), Camille Dungy (selected poetry), Lucille Clifton (selected poetry), Alice Walker (selected novels), Walter Mosley (Devil in a Blue Dress).
Slave songs, gospel/spirituals, blues/jazz, songs of protest/rock 'n roll, hip-hop.
Henry Louis Gates (The Signifying Monkey).

Origination Date: November 2015

Curriculum Committee Approval Date: February 2017

Effective Term: Fall 2017

Course Originator: Timothy Maxwell