

# ENGL R134: AFRICAN-AMERICAN LITERATURE

**Originator**

tbonham

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**College**

Oxnard College

**Discipline (CB01A)**

ENGL - English

**Course Number (CB01B)**

R134

**Course Title (CB02)**

African-American Literature

**Banner/Short Title**

African-American Literature

**Credit Type**

Credit

**Start Term**

Fall 2022

**Co-listed (Same-as) Course(s)**

ETHS R134

**Taxonomy of Programs (TOP) Code (CB03)**

2203.00 - Ethnic Studies

**SAM Priority Code (CB09)**

E - Non-Occupational

**Control Number**

CCC000629185

**Primary Minimum Qualification**

ENGLISH

**Department**

Ethnic Studies (2217)

**Division**

Oxnard Liberal Studies

**Catalog Course Description**

This course offers a survey of major authors, works, and genres in African-American literature from the colonial era to the present. The course will include significant historical and cultural analysis as reflected in the literature. The course will also examine how the African-American literature has impacted American culture.

**Taxonomy of Programs (TOP) Code (CB03)**

1503.00 - Comparative Literature

**Course Credit Status (CB04)**

D (Credit - Degree Applicable)

**Course Transfer Status (CB05) (select one only)**

B (Transferable to CSU only)

**Course Basic Skills Status (CB08)**

N - The Course is Not a Basic Skills Course

**SAM Priority Code (CB09)**

E - Non-Occupational

**Course Cooperative Work Experience Education Status (CB10)**

N - Is Not Part of a Cooperative Work Experience Education Program

**Course Classification Status (CB11)**

Y - Credit Course

**Educational Assistance Class Instruction (Approved Special Class) (CB13)**

N - The Course is Not an Approved Special Class

**Course Prior to Transfer Level (CB21)**

Y - Not Applicable

**Course Noncredit Category (CB22)**

Y - Credit Course

**Funding Agency Category (CB23)**

Y - Not Applicable (Funding Not Used)

**Course Program Status (CB24)**

1 - Program Applicable

**General Education Status (CB25)**

Y - Not Applicable

**Support Course Status (CB26)**

N - Course is not a support course

**Field trips**

May be required

**Faculty notes on field trips; include possible destinations or other pertinent information**

Field trips may be required to attend author readings and/or to see performances related to the course.

**Grading method**

(L) Letter Graded

**Alternate grading methods**

(O) Student Option- Letter/Pass

(P) Pass/No Pass Grading

**Does this course require an instructional materials fee?**

No

**Repeatable for Credit**

No

Is this course part of a family?

No

## Units and Hours

Carnegie Unit Override

No

## In-Class

Lecture

Minimum Contact/In-Class Lecture Hours

52.5

Maximum Contact/In-Class Lecture Hours

52.5

Activity

Minimum Contact/In-Class Activity Hours

0

Maximum Contact/In-Class Activity Hours

0

Laboratory

Minimum Contact/In-Class Laboratory Hours

0

Maximum Contact/In-Class Laboratory Hours

0

## Total in-Class

Total in-Class

Total Minimum Contact/In-Class Hours

52.5

Total Maximum Contact/In-Class Hours

52.5

## Outside-of-Class

Internship/Cooperative Work Experience

Paid

Unpaid

## Total Outside-of-Class

Total Outside-of-Class

Minimum Outside-of-Class Hours

105

Maximum Outside-of-Class Hours

105

## Total Student Learning

Total Student Learning

Total Minimum Student Learning Hours

157.5

Total Maximum Student Learning Hours

157.5

**Minimum Units (CB07)**

3

**Maximum Units (CB06)**

3

**Prerequisites**

ENGL R101 or ENGL R101H

**Entrance Skills****Entrance Skills**

Students should be able to write college-level, analytical essays.

**Prerequisite Course Objectives**

ENGL R101-Write multiple-page expository and persuasive essays

ENGL R101-Demonstrate college-level control of mechanical elements of writing such as grammar, syntax, spelling, vocabulary, and idiomatic usage

ENGL R101-Research a topic, analyze and synthesize information, and report findings in a properly documented essay

ENGL R101-Demonstrate critical thinking skills and rhetorical awareness in analyzing others' non-fiction writing and in developing essays

**Entrance Skills**

Students should be able to write college-level, analytical essays.

**Prerequisite Course Objectives**

ENGL R101H-Write multiple-page expository and persuasive essays

ENGL R101H- Demonstrate college-level control of mechanical elements of writing such as grammar, syntax, spelling, vocabulary, and idiomatic usage

ENGL R101H- Research a topic, analyze and synthesize information, and report findings in a properly documented essay

ENGL R101H-Demonstrate critical thinking skills and rhetorical awareness in analyzing others' non-fiction writing and in developing essays

**Requisite Justification****Requisite Type**

Prerequisite

**Requisite**

ENGL R101 or ENGL R101H

**Requisite Description**

Course in a sequence

**Level of Scrutiny/Justification**

Content review

**Student Learning Outcomes (CSLOs)****Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Demonstrate specific themes in African-American literature measured through quizzes, exams, or essays such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism.. |
| 2 | Identify at least six African-American authors.  |
| 3 | Identify at least three cultural trends that influenced African-American literature.   |

**Course Objectives**

**Upon satisfactory completion of the course, students will be able to:**

- |   |  |
|---|--|
| 1 | Demonstrate a basic knowledge of African-American literature and the cultural and historical trends in the literature, such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism.   |
| 2 | Recognize and identify African-American authors and cultural trends in primary source literature to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of this group with a particular emphasis on agency and group-affirmation.  |
| 3 | Demonstrate an understanding of literary criticism as it relates to African-American literature and critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by African Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies. |
| 4 | Compose critical essays using literary criticism devices to analyze literature and to analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, sovereignty, language, and/or age in African American communities.   |

**Course Content****Lecture/Course Content**

1. Introduction to literary theory
  - a. overview of literary theory
  - b. historical and biographical criticism
  - c. ethnic studies and post-colonial criticism
2. A general historical review of the intellectual and cultural ideas that influenced and shaped African-American literature such as:
  - a. Slavery, Rebellion, and Abolition
  - b. Religion
  - c. Slave Codes
  - d. Black Codes
  - e. The Civil War
  - f. Emancipation and Reconstruction
  - g. Jim Crow Racism
    - i. Redlining
    - ii. Segregation/Education
  - h. Migration
    - i. Harlem Renaissance
    - j. Civil Rights Organizing
      - i. Southern Christian Leadership Conference (SCLC)
        1. Martin Luther King, Jr. (MLK)
        2. Ella Baker
        3. Bayard Rustin
      - ii. Student Non-Violent Coordinating Committee (SNCC)
        1. Ella Baker
      - iii. National Association for the Advancement of Colored People (NAACP)
      - iv. Congress of Racial Inequality (CORE)
      - v. Black Panther Movement
      - vi. Civil Rights Movement and Achievements
        1. Desegregation of schools
        2. Voting Rights
        3. Fair Housing
        4. Equal Employment
  - k. Black Lives Matter
    - i. Education
    - ii. Prison industrial complex/justice system
3. Reading and Analyzing African-American literature such as:
  - a. Slavery
    - i. Poems by Phyllis Wheatley
    - ii. Slave Narratives by Fredrick Douglass, Harriet Jacobs, Solomon Northup
  - b. Emancipation

- i. Up from Slavery: An Autobiography by Booker T. Washington
- ii. The Souls of Black Folks by W.E.B. DuBois
- c. Migration and the Harlem Renaissance
  - i. Invisible Man by Ralph Ellison
  - ii. Poetry of Langston Hughes
  - iii. The Ways of White Folks by Langston Hughes
  - iv. Color Me Dark: The Diary of Nellie Lee Love, the Great Migration North, Chicago Illinois, 1919 by Patricia McKissack
  - v. Their Eyes Were Watching God by Zora Neale Hurston
  - vi. Black No More by George Schuyler
  - vii. Go Tell it on the Mountain by James Baldwin
  - viii. Native Son by Richard Wright
  - ix. The Blacker the Berry... by Wallace Thurman
  - x. A Raisin in the Sun by Lorraine Hansberry
  - xi. Quicksand & Passing by Nella Larson
  - xii. Cane by Jean Toomer
- d. Civil Rights
  - i. Various speeches and writings by Martin Luther King
  - ii. Homemade Education by Malcolm X
  - iii. Seize the Time: The Story of the Black Panther Party and Huey P. Newton by Bobby Seale
  - iv. Defying Dixie by Glenda Gilmore
- e. Black Pride and African-American Identity
  - i. The Women of Brewster Place by Gloria Naylor
  - ii. Roots by Alex Haley
  - iii. I Know Why the Caged Bird Sings by Maya Angelou
  - iv. The Color Purple by Alice Walker
  - v. The Color of Water by James McBride
  - vi. Poems by Amanda Gorman

### Laboratory or Activity Content

None

### Methods of Evaluation

Which of these methods will students use to demonstrate proficiency in the subject matter of this course? (Check all that apply):

Written expression

Methods of Evaluation may include, but are not limited to, the following typical classroom assessment techniques/required assignments (check as many as are deemed appropriate):

Essay exams  
 Journals  
 Objective exams  
 Oral analysis/critiques  
 Oral presentations  
 Portfolios  
 Quizzes  
 Reports/papers  
 Research papers  
 Written analyses  
 Written compositions  
 Written homework

### Instructional Methodology

Specify the methods of instruction that may be employed in this course

Class activities  
 Class discussions  
 Collaborative group work  
 Computer-aided presentations  
 Distance Education  
 Field trips  
 Group discussions  
 Guest speakers

Instructor-guided interpretation and analysis  
Internet research  
Large group activities  
Lecture  
Readings  
Small group activities

## **Representative Course Assignments**

### **Writing Assignments**

1. Students will write the equivalent of three three-to-five page essays analyzing elements of theme, style, or cultural trends in primary source literature applying theory and knowledge produced by African American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.
2. Possible use of reading response journals.

### **Critical Thinking Assignments**

1. Students will analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism.
2. Students will critically analyze the intersection of race and racism as they relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in African American communities.
3. Students will critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced and enacted by African Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

### **Reading Assignments**

1. Anthology introduction to historical periods.
2. Biographical information about authors covered.
3. Primary source materials such as *Cane* by Jean Toomer

### **Skills Demonstrations**

Students will demonstrate their skills through essay writing.

### **Problem-Solving and Other Assignments (if applicable)**

Possible oral reports.  
Possible field trips to see authors speak or to attend performances.

## **Outside Assignments**

### **Representative Outside Assignments**

1. Reading approximately 75-100 pages per week.
2. Writing essays.
3. Responsive journal writing.

## **District General Education**

**A. Natural Sciences**

**B. Social and Behavioral Sciences**

**C. Humanities**

**D. Language and Rationality**

**E. Health and Physical Education/Kinesiology**

**F. Ethnic Studies/Gender Studies**

## **CSU GE-Breadth**

**Area A: English Language Communication and Critical Thinking**

**Area B: Scientific Inquiry and Quantitative Reasoning**

**Area C: Arts and Humanities**

**Area D: Social Sciences**

**Area E: Lifelong Learning and Self-Development**

**Area F: Ethnic Studies**

**CSU Graduation Requirement in U.S. History, Constitution and American Ideals:**

## **IGETC**

**Area 1: English Communication**

**Area 2A: Mathematical Concepts & Quantitative Reasoning**

**Area 3: Arts and Humanities**

**Area 4: Social and Behavioral Sciences**

**Area 5: Physical and Biological Sciences**

**Area 6: Languages Other than English (LOTE)**

## **Textbooks and Lab Manuals**

**Resource Type**

Textbook

**Classic Textbook**

Yes

**Description**

The Norton Anthology of African-American Literature, 3rd edition by Gates et al, 2014.

## **Library Resources**

**Sufficient Library Resources exist**

No



## Distance Education Addendum

### Definitions

#### Distance Education Modalities

Hybrid (1%–50% online)  
Hybrid (51%–99% online)  
100% online

### Faculty Certifications

Faculty assigned to teach Hybrid or Fully Online sections of this course will receive training in how to satisfy the Federal and state regulations governing regular effective/substantive contact for distance education. The training will include common elements in the district-supported learning management system (LMS), online teaching methods, regular effective/substantive contact, and best practices.

Yes

Faculty assigned to teach Hybrid or Fully Online sections of this course will meet with the EAC Alternate Media Specialist to ensure that the course content meets the required Federal and state accessibility standards for access by students with disabilities. Common areas for discussion include accessibility of PDF files, images, captioning of videos, Power Point presentations, math and scientific notation, and ensuring the use of style mark-up in Word documents.

Yes

### Regular Effective/Substantive Contact

#### Hybrid (1%–50% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion boards, and assignments may be used. Students will respond to discussion prompts and read and respond to peer postings. They will engage in student to student interactions as well as student to professor interactions. The amount of discussion board and assignments will vary based on the percentage of required online meetings.
E-mail	Faculty can email students using email and announcements. Students may also email faculty.
Other DE (e.g., recorded lectures)	Faculty may record lectures or create other interactive activities.
Synchronous Dialog (e.g., online chat)	Students and faculty may engage in online chat.
Face to Face (by student request; cannot be required)	Students may request face to face meetings either in person or via video conferencing.

#### Hybrid (51%–99% online) Modality:

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion boards, assignments, and lectures may be used. Students will respond to discussion prompts and read and respond to peer postings. They will engage in student to student interactions as well as student to professor interactions. The amount of discussion board and assignments will vary based on the percentage of required online meetings.
E-mail	Faculty can email students using email and announcements. Students may also email faculty.
Other DE (e.g., recorded lectures)	Faculty may record lectures or create other interactive activities.
Synchronous Dialog (e.g., online chat)	Students and faculty may engage in online chat.
Video Conferencing	Students and faculty may engage in video conferencing.
Face to Face (by student request; cannot be required)	Students may request face to face meetings either in person or via video conferencing.

**100% online Modality:**

Method of Instruction	Document typical activities or assignments for each method of instruction
Asynchronous Dialog (e.g., discussion board)	Discussion boards, assignments, lectures, group work, and peer review may be used. Students will respond to discussion prompts and read and respond to peer postings. They will engage in student to student interactions as well as student to professor interactions. Students will also engage with other students with group work and peer review.
E-mail	Faculty can email students using email and announcements. Students may also email faculty.
Face to Face (by student request; cannot be required)	Students may request face to face meetings either in person or via video conferencing.
Other DE (e.g., recorded lectures)	Faculty may record lectures or create other interactive activities.
Synchronous Dialog (e.g., online chat)	Students and faculty may engage in online chat.
Video Conferencing	Students and faculty may engage in video conferencing.

**Examinations****Hybrid (1%–50% online) Modality**

On campus

**Hybrid (51%–99% online) Modality**

On campus

**Primary Minimum Qualification**

ENGLISH

**Review and Approval Dates****Department Chair**

08/21/2021

**Dean**

09/15/2021

**Technical Review**

MM/DD/YYYY

**Curriculum Committee**

09/22/2021

**DTRW-I**

10/14/2021

**Curriculum Committee**

10/27/2021

**Board**

12/14/2021

**CCCCO**

01/23/2022

**Control Number**

CCC000629184

**DOE/accreditation approval date**

MM/DD/YYYY

