MASTER SYLLABUS

ENGLISH 225 – AFRICAN-AMERICAN LITERATURE

CIP Code: 230101

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Updated By: Laini Kavaloski, Emily Hamilton-Honey and Melissa Elliott Lee

SCHOOL OF BUSINESS AND LIBERAL ARTS
DEPARTMENT OF ENGLISH AND HUMANITIES
April 2020
A. **TITLE:** African-American Literature

B. **COURSE NUMBER:** ENGL 225

C. **CREDIT HOURS:**
   Credit Hours: 3
   3 lecture hours per week

   Course Length: 15 weeks

D. **WRITING INTENSIVE COURSE:** Determined by Semester

E. **GER CATEGORY:** 7

F. **SEMESTER(S) OFFERED:** Fall, Spring

G. **COURSE DESCRIPTION:**
   This course focuses on African American authors between the Colonial Era to the present. Topics include recurring themes and concerns, cultural pressures, historical contexts, intellectual currents and literary innovations. Students study major African American writers such as Zora Neale Hurston, Richard Wright, Langston Hughes, Rita Dove, Toni Morrison, Alice Walker, James Baldwin and others.

H. **PRE-REQUISITES/CO-REQUISITES:** (List courses or indicate “none”)
   a. Pre-requisite(s): ENGL 101 (Expository Writing) or ENGL 102 (Oral and Written Expression)
   b. Co-requisite(s): None.

I. **STUDENT LEARNING OUTCOMES:**

<table>
<thead>
<tr>
<th>KEY</th>
<th>Institutional Student Learning Outcomes [ISLO 1 – 5]</th>
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<tbody>
<tr>
<td>ISLO #</td>
<td>ISLO &amp; Subsets</td>
</tr>
<tr>
<td>1</td>
<td>Communication Skills</td>
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<tr>
<td></td>
<td>Oral [O], Written [W]</td>
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<tr>
<td>2</td>
<td>Critical Thinking</td>
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<td></td>
<td>Critical Analysis [CA], Inquiry &amp; Analysis [IA],</td>
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<td></td>
<td>Problem Solving [PS]</td>
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<td>3</td>
<td>Foundational Skills</td>
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<td>Information Management [IM], Quantitative</td>
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<td></td>
<td>Literacy/Reasoning [QTR]</td>
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<td>4</td>
<td>Social Responsibility</td>
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<td>Ethical Reasoning [ER], Global Learning [GL],</td>
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<td>Intercultural Knowledge [IK], Teamwork [T]</td>
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<tr>
<td>5</td>
<td>Industry, Professional, Discipline Specific</td>
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<td>Knowledge and Skills</td>
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<td>Course Student Learning Outcome [SLO]</td>
<td>PSLO</td>
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<tr>
<td>a. Construct oral or written responses that integrates knowledge of African American literature with knowledge of American cultural and social history</td>
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<td>b. Define common elements of literary study and demonstrate ability to identify and analyze those elements within works studied</td>
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<td>c. Compare and contrast common themes among African-American authors and the time period in which they were writing</td>
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<td>d. Evaluate historical and sociological events as they are reflected in and impact the development of African-American literature</td>
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*Include program objectives if applicable. Please consult with Program Coordinator

J. APPLIED LEARNING COMPONENT: Yes_____ No__X_____

K. TEXTS:

(Representative texts; texts chosen by instructor)


L. REFERENCES:


M. EQUIPMENT: Technology enhanced-classroom

N. GRADING METHOD: A-F

O. SUGGESTED MEASUREMENT CRITERIA/METHODS:

- Exams
- Quizzes
- Papers
- Participation
- Creative Projects (including digital projects)

P. DETAILED COURSE OUTLINE: (must use the outline format listed below)

I. Introduction
   A. Diversity of African American Heritage
      1. African Homeland
      2. Immigration & the Middle Passage
      3. Slavery in America
      4. History of African American English
   
   B. Common Elements of Literature & Terminology
      1. Fiction
      2. Poetry
      3. Drama
   
   C. Criticism of Literature
      1. Defining Literary Criticism
II. Traditions in African American Literature
   A. The Oral Tradition
   B. Spirituals
   C. Folktales
   D. Blues & Jazz
   E. Hip hop

III. The Literature of Slavery and Freedom
   A. Defining the Time Period (1746-1865)
      1. Slave Narratives
      2. Gender & Class Issues
   B. Representative Authors
      1. Phyllis Wheatley
      2. Sojourner Truth
      3. Harriet Jacobs
      4. Frederick Douglass
      5. Francis E. W. Harper

IV. New Negro Renaissance vs. Harlem Renaissance
   A. Defining the Time Period
      1. New Negro Renaissance (1865-1919)
      2. Harlem Renaissance (1919-1940)
      3. Shades of Color & the ‘Passing’ Trope
   B. Representative Authors
      1. Booker T. Washington
      2. W. E. B. Du Bois
      3. Paul Laurence Dunbar
      4. Zora Neale Hurston
      5. Jean Toomer
      6. Wallace Thurman
      7. Langston Hughes
      8. Countee Cullen

V. Realism, Naturalism, Modernism
   A. Defining the Time Period (1900-1960)
      1. Realism vs. Naturalism
      2. ‘Modern’ Concerns
         a. confronting racism
         b. race and invisibility
         c. promoting social change
   B. Representative Authors
      1. Richard Wright
      2. Ralph Ellison
      3. Gwendolyn Brooks
4. James Baldwin
5. Lorraine Hansberry
6. Percival Everett

VI. The Black Arts Movement
A. Defining the Period (1960-1975)
   1. Challenging Assumptions
       a. role of the text
       b. timelessness of art
       c. responsibility of artists to their communities
   2. Civil Rights Movement
   3. Binaries: Assimilation vs. Separatism
   4. Protest Novels & Black Nationalism

B. Representative Authors
   1. Malcolm X
   2. Martin Luther King, Jr.
   3. Audre Lorde
   4. Amiri Baraka
   5. Toni Cade Bambara
   6. Nikki Giovanni

VII. The Contemporary Period
A. Defining the Period (1965—present)
   1. Black Identity
   2. Old Issues/Concerns vs. New Issues/Concerns

B. Representative Authors
   1. Toni Morrison
   2. Alice Walker
   3. Charles Johnson
   4. Rita Dove
   5. Alex Haley
   6. Zora Neale Hurston
   7. Jasmyn Ward

VIII. Conclusion
A. Literary Innovations in African American Literature
   1. Historical and Contemporary
   2. Reinterpretation and Reevaluation

Q. **LABORATORY OUTLINE**: none.