COURSE OUTLINE Revised Spring 2013

Course Number

Course Title

Credits

ENG213

African-American Literature

3

Hours: 3/week lecture

Pre-requisite Grade of “C” or higher in ENG 102; American History co-requisite recommended but not required.

Implementation sem/year

A survey of literary works by writers of the African Diaspora produced in the Americas from the 18th century to the present. The course proceeds chronologically, starting with African-born producers of the literature, oral and written, continuing with the folk tradition, moving through the slave narratives, the Harlem Renaissance, the Black Arts Movement and ending with contemporary works and the immigrant experiences. Writers studied include Olaudah Equiano, Phillis Wheatley, W. E. B. DuBois, Marcus Garvey, Zora Neale Hurston, Langston Hughes, Audre Lorde, Toni Morrison and Caryl Phillips.

Is course New, Revised, or Modified? Revised

Required texts/other materials:

- The Norton Anthology of African American Literature. Eds. Gates et al
- Lorde, Audre. ZAMI: A new spelling of my name
- DuBois, W. E. B. The Souls of Black Folk
- Web access and email address

Revision date: February 2013

Course coordinator: (Name, telephone number, email address) Noreen Duncan 609-570-3570 duncan@mccc.edu

Information resources: (Describe the primary information resources that support the course, including books, videos, journals, electronic databases, websites, etc. To request new materials for your course, use the library request form at: www.mccc.edu/student_library_course_form.shtml)
Other learning resources: (Describe any other student learning resources that are specific to this course, including any special tutoring or study group support, learning system software, etc.)

Reading and Writing Tutors are available in the Learning Centers on both campuses – JKC and WW

Study groups

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Instructor’s Web Site “Help” containing tutorials, supplemental readings and instructional web links

Course Competencies/Goals: The student will be able to:

1. Read and analyze assigned primary and secondary readings by and on African-American writers.

2. Demonstrate his/her ability to read literary texts critically.

3. Discuss characteristics of each author, and his/her themes and genres as developed within an historical context.

4. Research supplementary materials, assess the value and reliability of research materials, and integrate research findings into his/her thought and work.

5. Realize the ways in which the study of African-American literature is essential to a cultural and historical understanding of a people and country.

6. Interrogate the questions of race, class, gender, ethics and morality which the course materials pose.

7. Ask critical questions about the relationship between literature, culture, and race.

8. Present cogent written and verbal analysis.

Course-specific General Education Knowledge Goals and Core Skills. General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing. Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals. 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. Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance. Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples. Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading. Goal B. Critical Thinking and
Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. 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.

Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

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Units of study in detail. Unit I

▌ The Beginnings

i. West African Historic Overview [pre 15th century] The Great Kingdoms

ii. The Middle Passage The Atlantic Slave Trade European Politics

iii. Olaudah Equiano “The Interesting Narrative”

Learning Objectives The student will be able to understand the history of the African presence in the Americas understand the Slave Narrative’s political and personal impetus and purposes understand the value of Equiano’s self written narrative as historical and social commentary

Unit II

▌ Earliest Voices

i. Phillis Wheatley

ii. William Wells Brown

iii. Henry Highland Garnet

Learning Objectives The student will be able to identify the varying literary voices of the earliest writers understand the writers’ contributions to the American literary tradition evaluate the impact of the earliest African American writers on the American literary canon

Unit III

▌ Slave Narratives

i. Frederick Douglass
Learning Objectives The student will be able to identify the purposes of the Slave Narratives in the Abolitionist Movement recognize the characteristics of the Slave Narrative

Unit IV

Women’s Voices of Freedom

i. Sojourner Truth

ii. Harriet Jacobs

Learning Objectives The student will be able to understand the perspective of women’s slave narratives as they differ from men’s identify the characteristics of the female voice in the genre recognize the importance of women’s voices in the Abolitionist Movement

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Unit V

Resistance and Reconstruction

i. Booker T. Washington

ii. W. E. B. DuBois

Learning Objectives The student will be able to understand the political and social circumstances that inform Washington’s works recognize the political and social circumstances that inform DuBois’s works assess the value of the philosophical differences in Washington’s and DuBois’s works assess the impact of DuBois’s and Washington’s politics and philosophies in the historic period

Unit VI

Harlem Renaissance

i. Claude McKay

ii. Marcus Garvey

iii. Langston Hughes

iv. Nella Larsen

Learning Objectives The student will be able to understand the historic conditions that frame the works and the period recognize the social and political characteristics of the works and the writers’ perspectives identify the literary value of the works in the historic and social period in the US

Unit VII
The Vernacular

i. Zora Neale Hurston

ii. Folk Tales and Ballads

iii. The Blues and Hip-Hop

Learning Objectives The student will be able to identify the literary and art forms that comprise the vernacular recognize the cultural history – African, European and American that inform the vernacular understand the origins and oral traditions of African American literature assess the value of the oral tradition in the genre

Unit VIII

The Diaspora and African American as Immigrant

i. James Baldwin

ii. Michelle Cliff

iii. Paule Marshall

iv. Jamaica Kincaid

v. Caryl Phillips

Learning Objectives The student will be able to understand the contributions of the immigrant voice to the genre recognize the importance of varying literary voices in the genre identify similarities and peculiarities of the immigrant experiences as they relate to the US experiences

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Unit IX

Race Class Gender

i. Audre Lorde’s ZAMI

Learning Objectives The student will be able to understand the social and political circumstances that inform ZAMI understand the immigrant experiences explored in the work recognize the value of the comparative experiences examined in ZAMI assess the socio-sexual nature of the work

Unit X

Black Arts Movement
i. Amiri Baraka
ii. Sonia Sanchez
iii. Larry Neal

Learning Objectives The student will be able to recognize the political and social circumstances that inform the writers of the Black Arts Movement understand the political and social dynamics characteristic of the period and the works

Unit XI

The Modernists
i. August Wilson
ii. Alice Walker
iii. Ernest Gaines
iv. Toni Morrison

Learning Objectives The student will be able to recognize the value of the works and voices of contemporary writers identify the political and social circumstances, incidents and events that inform the works assess the authenticity of the writers’ depictions of contemporary events, characters and circumstances compare the contemporary writers’ works to earlier works and periods in the genre

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Evaluation of student learning

Three (3) analytical response papers on specific writers and historic periods studied in the course – 6 pages each

A major library researched paper demonstrating comprehension and appreciation of a sub-genre, specific writer or historic period studied in the course – 10 pages minimum

Final researched student presentation, demonstrating students’ semester-long study of a particular author or literary sub-genre.

Academic Integrity Statement:

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work, and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty