

Date Submitted: 01/09/19 1:09 pm

Viewing: **ENG 257 : African-American Literature**

Last approved: 08/01/14 2:24 am

Last edit: 02/04/19 9:22 am

Changes proposed by: christopher.rose

Catalog Pages referencing this course [Black Studies Focus Award](#)
[General Education/Discipline Studies](#)
[Literature](#)

General Information

In Workflow


1. **ENG SAC Chair**
2. **ENG SAC Administrative Liaison**
3. **Curriculum Office-Curriculum**
4. **Curriculum Committee Chair**
5. **Dean of Instruction - Sylvania**
6. Dean of Academic Affairs
7. VP Academic Affairs
8. Ready for Banner
9. Banner

Approval Path

1. 01/18/19 5:28 pm
jzunkel: Recommended for ENG SAC Chair
2. 01/22/19 11:19 am
jkopet: Recommended for ENG SAC Administrative Liaison
3. 01/29/19 5:47 am
sally.earll: Recommended for Curriculum Office-Curriculum
4. 02/19/19 5:49 am
ann.cary: Recommended for Curriculum Committee Chair

History

1. Aug 1, 2014 by djambel.unkov

Submitter:	<u>User ID:</u> christopher.rose djambel.unkov	<u>Phone:</u> 971-722-5637 7816
Course Prefix	English (ENG)	
Course Number	257	
Course Type	Lower Division Collegiate	
Implementation Term	Fall 2019 	
Course Title	African-American Literature	
Transcript Title	African-American Literature	
Contact Hours per Quarter	Lecture: Meets 4 hours per week for 10 weeks. Total student academic engagement hours per quarter: 120	

Lec/Lab: Meets **0** hours per week for **10** weeks.
Total student academic engagement hours per quarter: **0**

Lab: Meets **0** hours per week for **10** weeks.
Total student academic engagement hours per quarter: **0**

Total student academic engagement hours for course: **120**

Credits 4

Please indicate the basis for creating this experimental course:

Justification for change: ENG 256 was deactivated. ENG 257 has been revised to encompass ENG 256 and ENG 257.

Does this course require a special additional fee set up through the bursar's office? No

Special Fee

Course Is Repeatable No

If this course is equivalent to other currently active course(s), please indicate

If this course is mutually exclusive with other currently active course(s), please indicate

If the SAC intends to allow this course to be co-scheduled with other currently active course(s), please indicate

Grading Option(s) Audit
Letter Grade
Pass/No Pass

Default Grading Option Letter Grade

Course Description ~~Introduces the literature of Americans whose roots are in Africa. Covers~~ The course explores the major genres and authors period of **African-American literature from the period of slavery Reconstruction** through the Harlem Renaissance. ~~It incorporates novels, short stories, poems, journalism, autobiographies and plays. Focuses on the oral tradition and written texts of African Americans.~~ Audit available.

Prerequisites **(WR WR-115 and RD 115) 115 or IRW 115 or equivalent placement. placement test scores.**

Pre/Concurrent Courses

Corequisites

General Education/Discipline Studies Designation

General Education Areas Satisfied Arts and Letters

Standard Prerequisites

Does this course need
to opt-out of the
standard
prerequisites? No

Cultural Literacy Designation

Does this course satisfy
the Cultural Literacy
Designation Criteria Yes

Course Content and Outcome Guide (CCOG)

Addendum
to Course
Description **Major topics include abolition, labor and conditions under slave bondage, reconstructing the black identity in the post-Emancipation Era and the Harlem Renaissance, protest against racist violence, racial passing and socioeconomic mobility, creation of a Black aesthetic.**

Outcomes **Upon completion of the course students** ~~Students~~ should be able to:

1. ~~1. Recognize~~ **Analyze African American literature from the importance Reconstruction to the Harlem Renaissance to identify themes about race, ethnicity, and culture and recognize the contribution of self-documentation as a means to claim the African-American African American writers to recreate cultural identity.**
2. ~~2. Examine the intersection of economics, history, culture, region, politics, religion, gender, and sexuality gender to African-American African American literature.~~
3. ~~3. Perform textual analysis by using literary terminology and theory to examine relationships between literary forms and themes. 4. Identify the relationship between African American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories and the oral tradition). 5. Understand Write coherent academic essays that explore the legacy complexity of the Trans-Atlantic Slave Trade to the African-American experience. literature.~~
4. **Identify the relationship between African-American African American literary forms and Black vernacular (gospel, blues, jazz, sermons, stories, and the oral tradition).**

Aspirational
Goals **1. Relate the writings of the African-Americans from the time of slavery through the Harlem Renaissance to contemporary African American writing.**

2. Identify the shared experiences in the writing of the time period to the contemporary Black experience.

3. Investigate the institutional and cultural forces that seek to erase African-American Literature.

Course
Activities
and Design Students read, discuss, write and perform research on related topics and events presented in the literature. Class activities may include instructor lecture, whole class discussion, small group work, student presentations and guest lectures.

~~Instructors may use videotapes and CD recordings to reinforce lectures. Students may use the African American Literature Instructional Web page for Eng. 256/257/258, which has links to numerous other Pan-African literary sources and related historical topics. Students may attend library visitation class to develop the latest library, web research and documentation skills.~~

**Outcomes
Assessment
Strategies**

Students will complete a term project, typically a research paper of 1500-2000 words in length, pertinent to the literature of the period. Instructors may also permit alternatives to the traditional research paper. Such alternatives include the following possibilities: scrapbook/family history projects; websites; PowerPoint presentations; multimedia presentations; portfolios of creative writing or visual art forms; dance, theatrical or spoken word performances. Instructors who permit such alternatives will ensure that students also write substantive analytical pieces in the form of journal, examination, or other appropriate format. Additionally, instructors may use a variety of other assessment tools such as quizzes, participation, etc.

**Course
Content:
Themes,
Concepts,
Issues and
Skills****Course Content (Themes, Concepts, Issues and Skills)**

Some A Historical Dictionary of the central concepts of the course include: ~~Presses, 1817-1990.~~

Creation ~~The Encyclopedia of the~~ African American writing as a body of literature and the major and minor figures of the time period. ~~African American Experience.~~

Self-documentation ~~With a History of Her Labors~~ and fictional self-documentation as self-representation, resistance against Eurocentric ideas of Blackness, a form ~~Correspondence Drawn from her "Book~~ of preservation of Black culture. ~~Life."~~

The influence ~~Riverside Anthology~~ of the slave narrative and the neo slave narrative in ~~African~~ American history and its mass appeal to American audiences. ~~Literary Tradition.~~

The ~~Critics and the~~ Harlem Renaissance as a purposefully created literary movement including the founders, participants, publications, ~~politics, and history.~~

**Course reviewer
comments**

Key: 3719