COURSE INFORMATION FORM

DISCIPLINE  English

COURSE TITLE  African-American Literature – Human Diversity

CR.HR  3  LECT HR  3  LAB HR  ________  CLIN/INTERN HR.  ________  CLOCK HR.  ________

CATALOG DESCRIPTION
Survey of African-American literature from various genres and historical periods. Students will examine the artistic responses of male and female writers to the social, political, and cultural forces that help shape the African-American experience.

PREREQUISITES
None

EXPECTED STUDENT OUTCOMES IN THE COURSE
Upon completion of this course, the student will be able to:
1. Analyze African-American literature of various types and periods.
2. Evaluate African-American literature by writing critically and analytically about the literature.
3. Defend interpretations of particular texts through class discussions.
5. Appraise the interplay between African-American literature and other American cultural forms.
6. Explore the connections between African-American literature and one’s own interests.
7. Generate an interest in reading African-American literature as part of lifelong learning.
CLASS-LEVEL ASSESSMENT MEASURES

Student accomplishment of expected student outcomes will be assessed using the following measures. (Identify which measures are used to assess which outcomes.)

1. Locally developed quizzes and exams (1, 4, 5)
2. Critical analysis papers (1, 2, 4, 5)
3. Oral reports, hypertext, and new media presentations (1, 3, 4, 5, 6, 7)
4. Journals (1, 2, 4, 5, 6, 7)
5. Class discussions (1, 3, 4, 5, 6, 7)
6. Research projects (1, 2, 4, 5, 6, 7)
7. Conferences (1-7)
8. Portfolios (1, 2, 4, 5, 6, 7)
9. In class writing (1, 2, 4, 5, 6, 7)

PROGRAM-LEVEL OUTCOMES ADDRESSED

GENERAL EDUCATION OUTCOMES

Specify which general education outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationships between course and program outcomes and assessment measures.

OCCUPATIONAL PROGRAM OUTCOMES

Specify which occupational program outcomes, if any, are substantially addressed by the course by completing the “Course/Program Assessment Matrix” to show the relationships between course and program outcomes to assessment measures.
Individual instructors may order this outline as fits the needs of their individual courses. In addition, they may place more emphasis on some areas than others. What is assured is that this particular list is covered in the course. Other topics may be added to a course as the instructor sees fit, and as time and interest allows. An *asterisk can be used to mark an item as optional.

I. Early African-American writers and Antebellum literature
   A. Slave narratives and abolitionism
   B. Resistance to slavery
   C. Demonstrating equality
   D. Literacy and freedom

II. Late 19th-early 20th century African-American literature
   A. Reconstruction
   B. The failure of Reconstruction
   C. Protesting segregation
   D. Accommodation versus Protest

III. Writers of the “Harlem Renaissance”
   A. Racial Awareness and the “New Negro”
   B. Creative and artistic response to social conditions
   C. White patronage
   D. Protest literature versus artistic freedom
   E. The Great Depression and the Decline of the Harlem Renaissance

IV. Modern and Contemporary African-American literature
    A. Urban Realism and the Black Urban Aesthetic
    B. Black Arts Movement
    C. Multiplicity of African-American identities
    D. Revisiting slavery/neo-slave narratives

V. African-American women writers
   A. African-American feminist theory
   B. Relationships (love, community, etc.)
   C. Societal barriers
   D. Sexual Violence

VI. The “Vernacular Tradition” and African-American literature *
    A. The influence of spirituals, blues, jazz, secular songs, rap, sermons, and folktales on African-American literature