

ENGL-226: SURVEY OF AFRICAN AMERICAN LITERATURE

Effective Term

Fall 2025

CC Approval

02/07/2025

AS Approval

02/13/2025

BOT Approval

02/20/2025

COCI Approval

04/30/2025

SECTION A - Course Data Elements

CB04 Credit Status

Credit - Degree Applicable

Discipline

Minimum Qualifications	And/Or
English (Master's Degree)	

Subject Code

ENGL - English

Course Number

226

Department

English (ENGL)

Division

Language and Developmental Studies (LADS)

Full Course Title

Survey of African American Literature

Short Title

Survey of African American Lit

CB03 TOP Code

1501.00 - English

CB08 Basic Skills Status

NBS - Not Basic Skills

CB09 SAM Code

E - Non-Occupational

Rationale

Updating common course numbering course change.

SECTION B - Course Description

Catalog Course Description

This course surveys African American prose, poetry, fiction, and non-fiction from its roots in the vernacular tradition to the present. It examines the evolution of African American artistic expressions and literary movements with particular attention to the historical, political and cultural contexts surrounding them. Emphasis is placed on the multiplicity of voices that comprise African American communities in the U.S.

SECTION C - Conditions on Enrollment

Open Entry/Open Exit

No

Repeatability

Not Repeatable

Grading Options

Letter Grade Only

Allow Audit

Yes

Requisites

Prerequisite(s)

Completion of ENGL-C1000 or ENGL-120B with a minimum grade of C or appropriate placement.

Requisite Justification

Requisite Description

Course Not in a Sequence

Subject

ENGL

Course

C1000

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

Upon entry into ENGL 226, the student should be able to:

1. Demonstrate an understanding of all parts of the composing process.
2. Demonstrate an understanding of and proficiency in applying the principles of exposition and argument: focus and limitation of subject, thesis, and support of thesis by example or argumentation; use of specifics to support generalizations; organization of ideas; consistency, awareness of audience, and appropriateness of tone and style.
3. Demonstrate the ability to plan, organize and write in-class essays.
4. Demonstrate research skills; e.g. computer assisted search and use of current MLA manuscript and citation format.
5. Demonstrate an ability to read, comprehend, and critically analyze texts as assigned; be able to identify main idea, extrapolate the writer's rhetorical and stylistic strategies, and generate and justify an opinion about the reading.

Requisite Description

Course Not in a Sequence

Subject

ENGL

Course

120B

Level of Scrutiny

Content Review

Upon entering this course, students should be able to:

Upon entry into ENGL 226, the student should be able to:

1. Demonstrate an understanding of all parts of the composing process.
2. Demonstrate an understanding of and proficiency in applying the principles of exposition and argument: focus and limitation of subject, thesis, and support of thesis by example or argumentation; use of specifics to support generalizations; organization of ideas; consistency, awareness of audience, and appropriateness of tone and style.
3. Demonstrate the ability to plan, organize and write in-class essays.

4. Demonstrate research skills; e.g. computer assisted search and use of current MLA manuscript and citation format.
 5. Demonstrate an ability to read, comprehend, and critically analyze texts as assigned; be able to identify main idea, extrapolate the writer's rhetorical and stylistic strategies, and generate and justify an opinion about the reading.

SECTION D - Course Standards

Is this course variable unit?

No

Units

3.00

Lecture Hours

54.00

Outside of Class Hours

108

Total Contact Hours

54

Total Student Hours

162

Distance Education Approval

Is this course offered through Distance Education?

Yes

Online Delivery Methods

DE Modalities	Permanent or Emergency Only?
Entirely Online	Permanent
Hybrid	Permanent
Online with Proctored Exams	Permanent

SECTION E - Course Content

Student Learning Outcomes

Upon satisfactory completion of the course, students will be able to:	
1.	Demonstrate through explication, interpretation, and/or analysis understanding of literary texts by African American authors.
2.	Demonstrate through explication, interpretation, and/or analysis the relationship between the literature and its literary, artistic, thematic, and contemporary social contexts.

Course Objectives

Upon satisfactory completion of the course, students will be able to:	
1.	Evaluate the literary contributions of African American writers and recognize their relationship to mainstream American Literature.
2.	Recognize and understand the cultural themes in African American writing and what contribution they offer to the American Literary canon.
3.	Demonstrate the relationships between the literature and its production and consumption in literary, artistic, thematic, historical, and contemporary social contexts.
4.	Articulate and compare the unique and diverse elements related to the African American author's historical experience.

Course Content

The approach to the course content may be historical, topical/thematic or genre based, but should include readings addressing each of the six areas below with attention to the emergence and progression of the African American tradition in literature.

1. The Vernacular Tradition: introducing African roots and oral tradition techniques (e.g., call/response patterns; group creations; percussive/dance beat orientation; improvisation), traditional vernacular forms and genres (e.g., spirituals, ballads, gospels and other songs; oration and sermons; rhymes and folk tales), and their developments through different eras. Discussions of the vernacular tradition may be interwoven through the various periods)
2. Literature of Freedom & Slavery (18th and 19th Century), examining work from the Colonial era through Reconstruction, including slave narratives; spirituals; essays, speeches, and political treatises
3. Early 20th Century and The Harlem Renaissance (1900-1940), examining texts that show the growing cultural influence and political organizing of African Americans; topics may include the Great Migration and responses to racism and poverty; tropes of passing and the "tragic mulatto"; Modernist innovations, and blues and jazz influence.
4. Mid-Century Realism, Naturalism and the Civil Rights Era (1940-1970), examining the growing critical and commercial success of African American writers. Topics may include post-WWII community, protest, and Civil Rights activism, the Black Arts movement and jazz trends.
5. Neorealism Movement (1970-Present), examining post-modern African American writers within the African diaspora as well as Pan African movements leading into the 21st Century, (e.g., Afro-Caribbean communities; Creole Americans; Afro-Latino Americans); Topics may also include social trends focusing on themes of multiculturalism, sexuality and gender; developments in rap, hip-hop, and spoken-word.
6. African American Criticism, examining, for example, traditional themes of dignity, resistance, community; concepts such as "double consciousness" and "signifying;" the role of African American women and politics.

Methods of Instruction

Methods of Instruction

Types	Examples of learning activities
Discussion	Peer group and class discussion
Lecture	Introduce literary concepts

Instructor-Initiated Online Contact Types

Announcements/Bulletin Boards
 Chat Rooms
 Discussion Boards
 E-mail Communication
 Telephone Conversations
 Video or Teleconferencing

Student-Initiated Online Contact Types

Chat Rooms
 Discussions
 Group Work

Course design is accessible

Yes

Methods of Evaluation

Methods of Evaluation

Types	Examples of classroom assessments
Exams/Tests	In-class and out-of-class essays analyzing African American literature and its contexts. Final Exam -- in-class and/or out-of-class essays analyzing literary works in specific eras.
Quizzes	May vary from multiple choice to short response, reviewing the content of the literary work and its socio-political historical contexts.
Projects	Research Projects -- Essays that analyze the literary works and/or their writers, exploring literary criticism.
Portfolios	Selected in -class and out-of-class essays reviewing the content of the literary works, and/or literary criticism.
Essays/Papers	In-class and out-of-class essays that analyze literary works, writers, and/or their socio-political historical contexts.

Other	Class Work -- readings, peer group discussions, and class discussions.
Homework	Assigned readings and/or reader response papers about literary works, authors, and/or literary criticism.

Assignments

Reading Assignments

1. In "The Color Purple", Alice Walker creates archetypal triangles with her female characters to emphasize character foils and their survival within the context of a racist mainstream society. As you read pages 50-150 in Morrison's "Sula," notice how she similarly creates the female triangles. What is Morrison's purpose in creating these triangles?
2. Read the Chapter "Detroit Red" in "The Autobiography of Malcolm X." How does Manning's work deepen your understanding of Malcolm's experience during that time?
3. Read Chapters 1 and 2 of Baldwin's "Another Country." Identify 3 strategies that he uses in the novel to explore the concept of black male masculinity within the concept of American masculinity.

Writing Assignments

1. How do Zora Neale Hurston's "Their Eyes Were Watching in God" and Langston Hughes' "Not Without Laughter" apply the "Characteristics of Negro Expression?" Identify the characteristics and how it is used to further the plot and theme of the novels.
2. Explain how Ralph Ellison's "Invisible Man reflects the directions he gives black writers in "Blueprint for Negro Writing."
3. Lorraine Hansberry states, "Naturalism tends to take the world as it is..., but in realism it is not only what is but what is possible..." Explain how her play "A Raisin in the Sun" reflects her definition.
4. Toni Morrison in her novel "Sula" reveals two black female archetypes. Compare and contrast these archetypes with Alice Walker's female archetypes in "Everyday Use" or Ntozake Shange's "colored girls who have considered suicide/when the rainbow is enuf." What does each archetype teach use about the long terms effects of racism.

Other Assignments

1. Give an oral report on one of the following writers and their work: Richard Wright, Octavia Butler, James Baldwin, Maya Angelou.

SECTION F - Textbooks and Instructional Materials

Material Type

Textbook

Author

Marable, Manning

Title

A Life of Reinvention: Malcolm X

Publisher

Viking

Year

2011

Material Type

Textbook

Author

Baraka, Amiri Imamu

Title

Blues People

Publisher

William Morrow

Year

1999

Material Type

Textbook

Author

Morrison, Toni

Title

Sula

Publisher

Knopf

Year

1973

Material Type

Textbook

Author

Gates Jr., Henry Louis

Title

The Norton Anthology of African American Literature

Edition/Version

3rd

Publisher

WW Norton & Company

Year

2014

Course Codes (Admin Only)

ASSIST Update

No

CB00 State ID

CCC000541812

CB10 Cooperative Work Experience Status

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

CB11 Course Classification Status

Y - Credit Course

CB13 Special Class Status

N - The Course is Not an Approved Special Class

CB23 Funding Agency Category

Y - Not Applicable (Funding Not Used)

CB24 Program Course Status

Program Applicable

Allow Pass/No Pass

No

Only Pass/No Pass
No