

# **ENGL 226 - Survey of African American Literature Course Outline**

**Approval Date:** 03/14/2019

**Distance Education Mode** On-Campus  
**of Instruction** Hybrid  
Entirely Online

## SECTION B

**General Education Information:**

## SECTION C

### Course Description

**Repeatability** May be repeated 0 times

**Catalog 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.

### Schedule Description

## SECTION D

### Condition on Enrollment

#### 1a. Prerequisite(s)

ENGL 120 with a minimum grade of C or better or  
ENGL 120B with a minimum grade of C or better

**1b. Corequisite(s):** *None*

**1c. Recommended:** *None*

**1d. Limitation on Enrollment:** *None*

## SECTION E

### Course Outline Information

#### 1. Student Learning Outcomes:

- A. Demonstrate through explication, interpretation, and/or analysis understanding of literary texts by African American authors.
- B. Demonstrate through explication, interpretation, and/or analysis the relationship between the literature and its literary, artistic, thematic, and contemporary social contexts.

#### 2. Course Objectives: Upon completion of this course, the student will be able to:

- A. Evaluate the literary contributions of African American writers and recognize their relationship to mainstream American Literature.
- B. Recognize and understand the cultural themes in African American writing and what contribution they offer to the American Literary canon.
- C. Demonstrate the relationships between the literature and its production and consumption in literary, artistic, thematic, historical, and contemporary social contexts.
- D. Articulate and compare the unique and diverse elements related to the African American author's historical experience.
- E.

#### 3. 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-



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.

B. 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.

C. Other Assignments

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

**7. Required Materials**

**A. EXAMPLES of typical college-level textbooks (for degree-applicable courses) or other print materials.**

Book #1:

Author: Marable, Manning  
Title: A Life of Reinvention:Malcolm X  
Publisher: Viking  
Date of Publication: 2011  
Edition:

Book #2:

Author: Baraka, Amiri Imamu  
Title: Blues People  
Publisher: William Morrow  
Date of Publication: 1999  
Edition:

Book #3:

Author: Morrison, Toni  
Title: Sula  
Publisher: Knopf  
Date of Publication: 1973  
Edition:

Book #4:

Author: Gates Jr., Henry Louis  
Title: The Norton Anthology of African American Literature  
Publisher: WW Norton & Company

Date of Publication: 2014

Edition: 3

**B. Other required materials/supplies.**