

Bakersfield College
Course Outline of Record Report
 09/06/2021

ENGLB21 : African-American Literature

General Information

Author:	<ul style="list-style-type: none"> Isaac Sanchez
Attachments:	Content Review Worksheet for ENGL B21 Prerequisite ENGL B50.pdf Assessment Mapping Form ENGL B21.docx Critical Thinking Assignment for English B21.docx
Course Code (CB01) :	ENGLB21
Course Title (CB02) :	African-American Literature
Department:	English
Proposal Start:	Summer 2022
TOP Code (CB03) :	(1503.00) Comparative Literature
CIP Code:	(16.0104) Comparative Literature
SAM Code (CB09) :	Non-occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000094439
Curriculum Committee Approval Date:	11/12/2020
Board of Trustees Approval Date:	12/10/2020
External Review Approval Date:	07/01/2021
Course Description:	A historical survey of major authors, works, genres, themes, and movements in African-American literature in America from colonial times to the present. Note: Not open to students that have successfully completed ETHN B21.
Submission Rationale:	Add Distance Education Option for correspondence education (Inmate Scholars Program) was requested.
Author:	No value

Minimum Qualifications

Discipline requiring a Master's Degree:	<ul style="list-style-type: none"> English
Disciplines in which a Master's Degree is not usually available:	No value
Disciplines in which a Master's Degree is not generally available BUT which requires a specific Bachelor's or Associate Degree:	No value

Course Development Options

Basic Skill Status (CB08)	Course Special Class Status (CB13)	Grade Options
Course is not a basic skills course.	Course is not a special class.	

<input type="checkbox"/> Allow Students to Gain Credit by Exam/Challenge	Allowed Number of Retakes 0	<ul style="list-style-type: none"> • Letter Grade Methods Course Prior To College Level (CB21) Not applicable.
Rationale For Credit By Exam/Challenge No value	Retake Policy Description Non-Repeatable Credit	<input checked="" type="checkbox"/> Allow Students To Audit Course
<input type="checkbox"/> In-Service Course (required by California Penal Code)	Course Support Course Status (CB26) Course is not a support course	

Associated Programs		
<input checked="" type="checkbox"/> Course is part of a program (CB24)		
Associated Program	Award Type	Active
Associate in Arts in English for Transfer	A.A. Degree for Transfer	Fall 2017 to Spring 2018
English Associate in Art for Transfer	A.A. Degree for Transfer	Spring 2018 to Summer 2019
California State University (CSU) General Education Breadth Certificate of Achievement	Certificate of Achievement	Summer 2018 to Summer 2019
Intersegmental General Education Transfer (IGETC) General Education Certificate of Achievement	Certificate of Achievement	Summer 2018 to Summer 2019
Intersegmental General Education Transfer (IGETC) for STEM General Education Certificate of Achievement	Certificate of Achievement	Summer 2018 to Summer 2019
Associate in Arts in Social Justice Studies for Transfer - OLD VERSION (In Development)	A.A. Degree for Transfer	Fall 2019
Social Justice Studies Associate of Arts for Transfer	A.A. Degree for Transfer	Summer 2021
Anthropology Associate in Arts for Transfer (In Development)	A.A. Degree for Transfer	Summer 2022

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to both UC and CSU

Transferability Status

Approved

Bakersfield College General Education Pattern	Categories	Status	Approval Date	Comparable Course
Area C.2 Humanities	Humanities	Approved	No value	No Comparable Course defined.

CSU General Education Breadth	Categories	Status	Approval Date	Comparable Course
C.2 Humanities (Lit., Phil. FLng)	Humanities, Literature, Philosophy, Foreign Languages	Approved	No value	No Comparable Course defined.
F Ethnic Studies	Ethnic Studies	Pending	No value	

Intersegmental General Education Transfer Curriculum (IGETC)	Categories	Status	Approval Date	Comparable Course
Area 3.B Humanities	Humanities	Approved	No value	No Comparable Course defined.

CSU Transfer	Categories	Status	Approval Date	Comparable Course

UC Transfer	Categories	Status	Approval Date	Comparable Course

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54
Total Course Out-of-Class Hours	108
Total Student Learning Hours	162

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Code (CB11)

Credit Course.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Class
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks) 18

Hours per unit divisor 54

Course In-Class (Contact) Hours

Lecture 54

Laboratory 0

Activity 0

Total 54

Course Out-of-Class Hours

Lecture 108

Laboratory 0

Activity 0

Total 108

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Prerequisite

ENGLB50 - Introduction to College Composition

Successful completion of ENGLB50 or equivalent with a grade of C or better or placement using the current college process.

Limitations on Enrollment

Limitations on Enrollment	Description
---------------------------	-------------

No value

No value

Specifications

Methods of Instruction

Methods of Instruction

Written Work

Rationale

No value

Methods of Instruction

Audiovisual Presentations

Rationale

No value

Methods of Instruction

Problem Solving Activity

Rationale

No value

Methods of Instruction

Project Based Learning

Rationale

No value

Methods of Instruction

Peer to Peer Instruction

Rationale

No value

Methods of Instruction

Required Reading

Rationale

No value

Methods of Instruction

Peer Analysis, Critique, and Feedback

Rationale

No value

Methods of Instruction

Library Assignment

Rationale

No value

Methods of Instruction

Lecture

Rationale

No value

Methods of Instruction	Instruction through exams or quizzing
Rationale	No value
Methods of Instruction	Informational Interviews
Rationale	No value
Methods of Instruction	In-class Writing
Rationale	No value
Methods of Instruction	Collaborative Group Work
Rationale	No value
Methods of Instruction	Guest Speakers
Rationale	No value
Methods of Instruction	Field Trip
Rationale	No value
Methods of Instruction	Demonstration
Rationale	No value
Methods of Instruction	Discussion
Rationale	No value
Methods of Instruction	Other
Rationale	Debate
Assignments	
Assignments may include the following: daily readings from assigned texts; college-level research completed either online or through use of the library; preparation for oral presentations; researching, drafting, and completing required essay assignments; writing in a reading journal; and studying and reviewing notes for quizzes and exams.	
Methods of Evaluation	Rationale

Writing Assignment (APA or MLA format)	No value
Written Exams (Quizzes, Midterm, and/or Final Examination)	No value
Objective Exams (may include Multiple choice, Matching items, True/false, Essay)	No value
Group Projects and Presentation	No value

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Gates, Henry Louis, Jr. et al.	The Norton Anthology of African American Literature, Vols 1 & 2, Third Edition	W. W. Norton	2014	9780393911558
Morrison, Toni.	Beloved (1987)	Vintage	2004	9781400033416
Hansberry, Lorraine	A Raisin in the Sun (1959)	Vintage	2004	9780679755333
Ellison, Ralph.	Invisible Man (1952)	Vintage	1995	9780679732761
Hurston, Zora Neale	Their Eyes Were Watching God (1937)	Amistad	2006	9780060838676

Other Instructional Materials

No Value

Materials Fee

None

Learning Outcomes and Objectives**Course Objectives**

1. Read and analyze literary works written by African American authors.

2. Study the historical, social, and cultural contexts surrounding literary works written by African American authors.

3. Learn and appropriately use terminology related to the study and critique of literary works.

4. Evaluate comprehension and retention of texts read in class through reading quizzes and exams.

5. Critically engage with and synthesize primary source and secondary source materials in written assignments such as journal responses, essays, and/or term papers.

6. Employ oral communication skills in formal presentations and regular class discussions about the course readings.

7. Study and use proper MLA formatting and citation conventions.

CSLOs

1. Upon successful completion of the course, the student will be able to demonstrate a familiarity with major authors, works, genres, and themes of African American literature. Expected SLO Performance: 70.0

ISLOs Think critically and evaluate sources and information for validity and usefulness

Core

ISLOs Communicate effectively in both written and oral forms

Engage productively in all levels of society – interpersonal, community, the state and nation, and the world

Demonstrate competency in a field of knowledge or with job-related skills

ISLOs C.2.1. - Demonstrate an understanding of and an ability to describe the ways in which arts, literature, philosophy or foreign languages reflect historical, intellectual, and cultural contexts, as well as aesthetic tastes

BC

GELO

2. Upon successful completion of the course, the student will be able to analyze, evaluate, and interpret themes found in the major genres of African-American imaginative literature: oral tradition, poetry, drama, and prose fiction. Expected SLO Performance: 70.0

ISLOs Engage productively in all levels of society – interpersonal, community, the state and nation, and the world

Core

ISLOs Demonstrate competency in a field of knowledge or with job-related skills

Communicate effectively in both written and oral forms

Think critically and evaluate sources and information for validity and usefulness

ISLOs C.2.1. - Demonstrate an understanding of and an ability to describe the ways in which arts, literature, philosophy or foreign languages reflect historical, intellectual, and cultural contexts, as well as aesthetic tastes

BC

GELO

3. Upon successful completion of the course, the student will be able to demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis. Expected SLO Performance: 70.0

ISLOs C.2.1. - Demonstrate an understanding of and an ability to describe the ways in which arts, literature, philosophy or foreign languages reflect historical, intellectual, and cultural contexts, as well as aesthetic tastes

BC

GELO

ISLOs Core	Think critically and evaluate sources and information for validity and usefulness
ISLOs	Communicate effectively in both written and oral forms
	Demonstrate competency in a field of knowledge or with job-related skills
	Engage productively in all levels of society – interpersonal, community, the state and nation, and the world

4. Upon successful completion of the course, the student will be able to relate African American literary works to their historical, cultural, philosophical, social, political, and aesthetic contexts. Expected SLO Performance: 70.0

ISLOs Core	Engage productively in all levels of society – interpersonal, community, the state and nation, and the world
ISLOs	Communicate effectively in both written and oral forms
	Demonstrate competency in a field of knowledge or with job-related skills
	Think critically and evaluate sources and information for validity and usefulness

ISLOs BC GELO	C.2.1. - Demonstrate an understanding of and an ability to describe the ways in which arts, literature, philosophy or foreign languages reflect historical, intellectual, and cultural contexts, as well as aesthetic tastes
---------------------	--

5. Upon successful completion of the course, the student will be able to demonstrate comprehension of the above through class discussion, presentations, written exams, and written essays that synthesize, analyze, and interpret African-American literary works. Expected SLO Performance: 70.0

ISLOs Core	Engage productively in all levels of society – interpersonal, community, the state and nation, and the world
ISLOs	Communicate effectively in both written and oral forms
	Demonstrate competency in a field of knowledge or with job-related skills
	Think critically and evaluate sources and information for validity and usefulness

ISLOs BC GELO	C.2.1. - Demonstrate an understanding of and an ability to describe the ways in which arts, literature, philosophy or foreign languages reflect historical, intellectual, and cultural contexts, as well as aesthetic tastes
---------------------	--

6. Upon successful completion of the course, the student will be able to use MLA format in identification, pagination, lineation, quotation, citation, and bibliography. Expected SLO Performance: 70.0

ISLOs BC GELO	C.2.1. - Demonstrate an understanding of and an ability to describe the ways in which arts, literature, philosophy or foreign languages reflect historical, intellectual, and cultural contexts, as well as aesthetic tastes
---------------------	--

ISLOs Core	Think critically and evaluate sources and information for validity and usefulness
ISLOs	Communicate effectively in both written and oral forms
	Demonstrate competency in a field of knowledge or with job-related skills

Outline

Course Outline

Lecture:

The course is arranged chronologically, and major representative works in literary genres are used and analyzed in terms of form, style, connection to

historical periods, and the development of African American literary and cultural traditions in the United States. The first unit of the term will ground the course in a discussion of the foundations of academic study of African American literature as rooted in both the necessity for activism and resistance in response to racism in the U.S. and the Black Arts movement born of the Civil Rights era and the emergence of calls for ethnic studies, Black representation in both subject matter and faculty ranks, and the legitimate study of African American cultural productions, which resulted in an influx of African American writings being included in the American literary canon. This discussion can also entail present-day unrest as another iteration of the resistances of the past that bore out literary responses to injustice and will likely lead to more, leaving open the possibility of incorporating newer, more contemporary writings into the course when the instructor sees fit to do so.

1. Grounding Our Studies in Activism and Resistance (1 week)
 1. Warren, *What Was African American Literature?*
 2. Christain, "The Race for Theory"
2. Middle Passage, Slavery, Survival, and Influence of the Spirituals (2 weeks)
 1. Hayden, "Middle Passage"
 2. Douglass, *Narrative of the Life of Frederick Douglass, American Slave, Written by Himself*
 3. Wheatley, "On Being Brought from Africa to America"
 4. Anonymous, "Swing Low, Sweet Chariot"
 5. Morrison, *Beloved*
3. Folklore and Literature (2 weeks)
 1. Hurston, *Their Eyes Were Watching God*
 2. Reed, "Railroad Bill, A Conjure Man"
 3. Ansa, *Baby of the Family*
 4. Tolson "The Birth of John Henry"
4. Blues, Jazz and the Harlem Renaissance (3 weeks)
 1. Handy, "St. Louis Blues"
 2. Hughes, "Flatted Fifths"
 3. Brown, "Ma Rainey"
 4. Baldwin, "Sonny's Blues"
5. Postwar and Revolution (3 weeks)
 1. Wright, *Native Son*
 2. Baldwin, *Notes from a Native Son*
 3. Hughes, "Harlem"
 4. Hansberry, *A Raisin in the Sun*
6. Jeremiads and Discourses of Black Nationalism (3 weeks)
 1. Du Bois, "Awake America"
 2. King, "Speech at Holt Street Baptist Church"
 3. Malcolm X, "The Black Revolution"
 4. Garvey, "Africa for the Africans"
7. Afrofuturism and the Turn Toward the Speculative (2 weeks)
 1. Nalo Hopkinson, *Brown Girl in the Ring*
 2. Colson Whitehead, *The Intuitionist*

Distance Education Criteria and Standards_3.1

Please choose all of the delivery methods applicable to this course.

- Face to Face
- Hybrid (requires face to face meetings)
- Online (Flexible, purely online no face to face contact)
- Interactive (Scheduled, synchronous distance modality)
- Correspondence (temporary-ONLY for Inmate Scholars Program)
- Other

Rigor statement: The same standards of course quality shall be applied to distance education as are applied to traditional classroom courses in regard to the course quality judgments made pursuant to the requirements of Section 55002. The same expectations applies to any local course quality determination or review process.

- Methods of evaluation and out of class assignments are the same as for a face to face course.

If the methods of evaluation differ from a face to face courses, please indicate what the differences are and why they are being used.

No Value

If the face to face course has a lab, field trip, or site visit explain how these components will be performed in the online course. Be sure to identify how the lab component will differ from a homework assignment.

No Value

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective INSTRUCTOR/STUDENT contact for this course. (Choose all that apply)

- Discussion Forum
- Email and other online Messaging
- Face to face meetings (group or individual)
- Interactive Video
- Library Workshop
- Telephone Contact
- Other Activities
- Archived Video/ Lecture Recordings

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective STUDENT/STUDENT contact for this course. (Choose all that apply)

- Discussion Forum
- Email other online messaging
- Online Group Work
- Interactive Video
- Message Board
- Other Activities

All approved courses offered as distance education shall include regular, effective contact between instructor and students. Effective methods are expected to be utilized by all instructors teaching the course but are not limited to the choices below. Choose the methods demonstrating effective STUDENT/CONTENT contact for this course. (Choose all that apply)

- Discussion Forum
- Email and other online messaging
- Groups
- Interactive Video
- Library Workshop
- Message Board
- Other Activities
- Archived Video / Recorded Lectures

Purely because of the delivery mode, will you require additional software or hardware beyond basic computer and web browser capabilities?

No

Federal and state regulations require that all online course materials be made available in an accessible electronic format. By checking both boxes below, the instructor is ensuring compliance with Section 508 of the Rehabilitation Act.

- Instructor will ensure the course is 508 compliant using the Course Management System and other tools as needed.
- Instructor will ensure textbook and any other courses materials are 508 compliant.

A good practice is that section size should be no greater in distance education modes than in regular face to face versions of the course. Will the online section for this course differ from face to face sections?

- No

If the online section of the course will differ in size from face to face sections, please provide a rationale for the size difference.

No Value

Provide supplemental information for all OTHER options chosen in the sections above.

No Value