



SANTA ANA COLLEGE

COURSE OUTLINE OF RECORD

CATALOG ENTRY

Discipline	English
Course Number	245
Course Title	The Image of African Americans in Literature and Films
Former Title	
Units	3
Lecture Hours	54
Scheduled Laboratory Hours	None
Arranged Laboratory Hours (TBA)	None
Total Semester Contact Hours	54

COURSE IDENTIFICATION NUMBER(S) (C-ID)

REQUISITES

Prerequisite

ENGL 101 with a minimum grade of C
or
ENGL 101H with a minimum grade of C

Corequisite

None

Recommended Preparation

None

CATALOG DESCRIPTION

Examines literature and films by and about African-Americans in relationship to historical periods. Explores cultural, ethnic, and social environments for their impact on development of African-American images.

Classification Code	Y
Transfer Code	A-Transferable to both UC and CSU
SAM Priority Code	E - Non-Occupational
Repeatability	NR - Non-Repeatable
TOPS Code	1501.00 - English (Writing)
Topics Course	No
Open Entry/Exit	No
Grading Options	Letter Grade or P/NP

Department Chair Approval Date: 10/20/2015 by:Matthew Beyersdorf

Division Chair Approval Date: 10/20/2015 by:Kathleen Patterson

COURSE OBJECTIVES

At the conclusion of this course, the student should be able to:

1. Demonstrate familiarity with important African-American authors as well as key works, genres, and themes pertinent to the study of African-American Literature and Film.
2. Analyze and interpret themes found in the literature and intellectual movements of the media and time periods covered.
3. Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis.
4. Relate the literary works to their historical, philosophical, social, political, regional, and/or aesthetic contexts.
5. Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate MLA documentation and citation form.

COURSE CONTENT

(Include major topics of the course, time required, and what the student is expected to learn.)

Literary analysis is implicitly critical in nature and therefore requires a high degree of critical thinking skills.

The use of critical skills will be used to varying degrees in order to:

1. identify and respond to the writer's central purpose;
2. determine the philosophical/artistic assumptions implicit in the content and structure of literary works;
3. apply criteria of literary/artistic excellence developed by the various "schools" of interpretation;
4. discover the importance and utility of his/her own experience in the world as a tool for criticizing literature;
5. distinguish between his/her own responses to a work and the work itself;
6. identify levels and shades of meaning in figurative language and in literary symbols;
7. predict probable consequences within the plot line by recognizing adumbration and then justify those assumptions;
8. recognize the close relationship or identity of form and content in literature;
9. analyze works in terms of generic conventions and changes;
10. evaluate and recognize works' importance to the body of African-American literature or film;
11. write and orally present analyses of chosen works, appropriately documenting and citing resources;
12. situate works within their cultural/social/historical/artistic contexts;
13. identify and evaluate characterizations which establish positive and negative images of African-

Americans;

14. develop an appreciation of the African-American traditions in literature and films.

Appropriate selections from the following:

Unit 1: The Vernacular Tradition (3 hours)

Folktales

Sermons

Spirituals

Gospel

The Blues

Jazz

Rhythm and Blues

Hip Hop

Unit 2: Literature of Slavery and Freedom, 1746-1865 (4.5 hours)

The Interesting Narrative of the Life of Olaudah Equiano

Phillis Wheatley poems

From The Narrative of Sojourner Truth

Harriett Jacobs-Incidents in the Life of a Slave Girl

Narrative the The Life of Frederick Douglass an American Slave

Unit 3: Literature of the Reconstruction to the New Negro Renaissance, 1865-1919 (4.5 hours)

Booker T. Washington - Up from Slavery

Charles W. Chesnutt stories (1858-1932)

W. E. B. Du Bois - The Souls of Black Folk

Paul Laurence Dunbar poems

Unit 4: Harlem Renaissance, 1919-1940 (4.5 hours)

Marcus Garvey - Africa for the Africans

Claude Mckay poems

Zora Neale Hurston stories

Jean Toomer

Sterling A. Brown

Langston Hughes poems

Countee Cullen poems

Unit 5: Realism, Naturalism, and Modernism, 1940-1960 (4.5 hours)

Richard Wright stories

Ralph Ellison stories

Gwendolyn Brooks

James Baldwin stories

Lorraine Hansberry - A Raisin in the Sun

Unit 6: The Black Arts Era, 1960-1975 (3 hours)

Mari Evans - I am a Black Woman

Hoyt Fuller - Toward a Black Aesthetic

The Autobiography of Malcolm X

Martin Luther King Jr. - Letter from Birmingham Jail

Addison Gayle Jr. - The Black Aesthetic

Amiri Baraka poems

Eldridge Cleaver - Soul on Ice

Larry Neal - The Black Arts Movement

Toni Cade Bambara stories

Unit 7: Literature since 1975 (6 hours)

Maya Angelou poems

Toni Morrison - Beloved

Alice Walker stories

August Wilson - Joe Turner's Come and Gone

Jamaica Kincaid stories

Gloria Naylor stories

David Walker poems

Walter Mosley - Equal Opportunity

Harryette Mullen poems

Unit 8: Images of African-Americans in Film (18 hours)

Early Period (to 1951)

Independent African-American Filmmakers

Oscar Micheaux Films

Race Movies

Blackface and Hollywood Depictions

Birth of a Nation

The Jazz Singer

Gone with the Wind

Integration Period (1949-1969)

Sidney Poitier

Raisin in the Sun

Lilies of the Field

Dorothy Dandridge

Carmen Jones

Porgy and Bess

Experimentation Period (1960-1990)

Comedy

Godfrey Cambridge

Cotton Comes to Harlem

Watermelon Man

Richard Pryor

The Busy Body

Stir Crazy

Eddie Murphy

Trading Places

Coming to America

Violence and Blaxploitation

Shaft

Foxy Brown

Established Actors and Movies (1980 - Present)

James Earl Jones

Morgan Freeman

Halle Berry

Denzel Washington

Do the Right Thing

A Soldier's Story

Glory

Malcolm X

The Hurricane

Remember the Titans

Antwone Fisher

The Great Debaters

Barber Shop

Soul Food

Boyz 'n da Hood

The Help

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Themes: African Heritage, Slavery and Freedom, Race and Identity, Work and Education, Double Consciousness, Wearing the Mask, Passing, Invisibility, Individual and Social Responsibility, Civil Rights, Church and Family, Moses and the Promised Land, The Dream.

COURSE MATERIALS

Required texts and/or materials.(Include price and date of publication.)

Required:Gates, Jr., Henry Louis, et al.. *The Norton Anthology of African American Literature*, 3 ed. WW

Norton and Co Inc, 2014, ISBN: 0393911551. 75.42

or

Required:Gilyard, Keith, and Anissa Wardi. *African American Literature*, 1 ed. Longman, 2004, ISBN: 9780321113412. 52.67

Recommended readings and/or materials:

Instructors will choose appropriate films from course content list.

Other:

None

WHAT STUDENT LEARNING OUTCOMES DOES THIS COURSE ADDRESS? WHAT ACTIVITIES ARE EMPLOYED?

(USE A SCALE OF 1-5 TO SHOW EMPHASIS OF THE LEARNING OUTCOMES WITHIN THE CONTEXT OF THIS)

STUDENT LEARNING OUTCOMES

List subcategories and activities as needed for Category

Communication Skills

5 - Essential-always try to achieve

1. Reading and Writing - Students will be able to identify major African-American authors and directors, literary genres (including the conventions of those genres as well as departures from them), and trends of the periods and culture(s) surveyed and situate literary and film texts within their historical, social, and literary contexts.

2. Reading and Writing - Students will be able to read critically and to produce academic writing in order to understand literary and film works on both a literal and symbolic level as well as to identify dramatic devices and literary elements in order to analyze how they function to reveal theme and to create meaning to relate form and content.

Thinking and Reasoning

5 - Essential-always try to achieve

1. Critical Thinking - Students will be able to identify major African-American authors, literary and film genres (including the conventions of those genres as well as departures from them), and trends of the periods and culture(s) surveyed and situate texts within their historical and social contexts, particularly in how those works portray African-Americans.

2. Critical Thinking - Students will be able to read critically and to produce academic writing in order to understand literary works on both a literal and symbolic level as well as to identify dramatic devices and literary elements in order to analyze how they function to reveal theme and to create meaning to relate form and content.

Information Management

5 - Essential-always try to achieve

1. Information Competency - Students will apply principles of various critical perspectives and use historical and contemporary critical readings ethically, using correct MLA documentation and citation in creating their own written and oral analyses, explications, and evaluations of literary texts.

Diversity

5 - Essential-always try to achieve

1. Cultural - Read and demonstrate an understanding of how African-Americans have been represented in and created works that reflect and alter cultural beliefs and norms. Situate works by and about African-Americans within their historical and social contexts in order to understand the impact of African-Americans upon American culture.

Civic Responsibility

1 - Not applicable-never try to achieve

Life Skills

1 - Not applicable-never try to achieve

Careers

1 - Not applicable-never try to achieve

WHAT METHODS WILL BE EMPLOYED TO HELP STUDENTS LEARN?

Class Discussions

Directed Learning Activities:

as needed by individual students

Handouts

Hybrid:

if offered in hybrid format the distance ed form makes clear assignment types

Lecture

Media Presentations

Oral Presentations

Reading Assignments

Research Projects:

paper documented in MLA format using primary texts and secondary sources

Visual Aids:

media representations of African Americans that will be source of projects/reviews

Writing Projects & Reports:

reviews

exams that include essay responses

papers

journals

quizzes

other written homework assignments

peer assessments

WHAT LEARNING ACTIVITIES OR ASSIGNMENTS ARE REQUIRED OUTSIDE OF CLASS?

List activities and hours for each. (Must include reading and writing activities.)

Unit 1: The Vernacular Tradition:

Unit 2: Literature of Slavery and Freedom:

Unit 3: Literature of the Reconstruction to the New Negro Renaisasance:

Unit 4: Harlem Renaissance:

Unit 5: Realism, Naturalism, and Modernism:

Unit 6: The Black Arts Era, 1960-1975:

Unit 7 Literature since 1975:

Unit 8: Images of African-Americans in Films:

Paper and presentation preparation/writing/research

TOTAL 108 hours

STANDARDS OF ACHIEVEMENT

List graded activities.

Oral reports, group and individual

Written reviews of plays, short stories, novels and films

Analytical papers

Written responses to discussion questions

Class participation

Quizzes and Unit exams, including essays

Final examination

How will student learning be assessed? (Multiple measures must be used.)

Grading standards for analytical writing assignments and essays are the same as the department's grading standards for English 101.

Tests and analytical writing will receive equal weight (cumulatively).

Tests = 20% assessed by instructor

Essays & Written Reviews &/or journals = 40% assessed by instructor

Oral Reports = 10% assessed by peers and instructor

Participation/Discussion = 10% assessed by instructor

Final Exam = 20% assessed by instructor

Or as outlined in each instructor's own course overview.

A = 90 -100%

B = 80 - 89%

C = 70 - 79%

D = 60 - 69%

F = 0 - 59%

Supplemental Forms

Requisite Approval Form

Type of Requisite	<p>Standard co/prerequisites English 101 or 101H is the standard prerequisite of all 200-level English literature courses Sequential within and across disciplines Course in communication or computational skills as co/prerequisites or courses other than another skills course</p> <ol style="list-style-type: none">1. the extent to which students who are or have taken the prerequisite course believe it is necessary2. a comparison of the faculty member's appraisal of students for the course to whether the students had met the prerequisite3. a comparison of the students' performance at any point in the course with whether the student had completed the proposed prerequisite4. a comparison of student performance in the course to their scores on assessment instruments in the manner required to validate an assessment instrument and cut scores for the course in question <p>Program co/prerequisites Health and safety English 101 or 101H is the standard prerequisite of all 200-level English literature courses Recency and other measures of readiness Honors</p>
Content Review	<p>Involvement of faculty with appropriate expertise Consideration of course objectives set by relevant department(s). The curriculum review process should be done in a manner that is in accordance with accreditation standards Be based on a detailed course syllabus and outline of record, tests, related instructional materials, course format, type and number of examinations, and grading criteria. Specification of the body of knowledge and/or skills which are deemed necessary at entry and/or concurrent with enrollment Identify and review the prerequisite or corequisite which develops the body of knowledge and/or measures skills identified. Matching of the knowledge and skills in the targeted course and those developed or measured by the prerequisite or corequisite Maintain documentation that the above steps were taken.</p>

Supplemental Forms Last Saved

Requisite Approval Form Last Saved: Wednesday , Oct 14, 2015 at 5:51 PM By Matthew Beyersdorf

Approval Dates

Curriculum and Instruction Council Chair: 12/07/2015

Department Chair: 10/20/2015

Division Dean: 10/21/2015