

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**03/19/19**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: \_\_\_\_\_

2. Date submitted: \_\_\_\_\_

3. Date approved: 04/22/2014 Date revised 03/09/2021

4. Department/discipline: English

5. Department(s) endorsement(s): \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: African American Literature  
Abbreviated course title for Transcripts (25 characters or less): \_\_\_\_\_

7. Course Designator: ENGL 8. Course Level: 2055

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

10. Control Number (on site) 25 Control Number (online) 25

11. Catalog/Course description:

This course is designed to acquaint students with literature written by African Americans. The course material will be presented chronologically, focusing on specific literary movements and the themes prevalent in the literature. The course will help students become familiar with the characteristics of the various genres presented and build skills in literary analysis. Students will be able to discuss the goals of the writers, the influences on their work, and the literary quality of those works. (Meets MnTC goal area 6 & 7.)

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Instructor's choice

14. **Course Content** (Provide an outline of major topics covered in course)

I. Introduction to course

A. Historical background (Slavery: 1700s-1865)

B. Literary criticism

C. Literary genres/terminology

II. Slavery and the 19<sup>th</sup> Century

A. Slave Narratives

B. Frederick Douglass

C. Harriet Jacobs

D. Harriet Willson

- E. Booker T. Washington
- F. Paul Laurence Dunbar
- G. Impact of education
- III. The Harlem Renaissance (early 1920s-early 1930s)
  - A. The Great Migration
  - B. World War I
  - C. Roaring '20s and Harlem
  - D. W.E.B. DuBois
  - E. Langston Hughes
  - F. Zora Neale Hurston
  - G. Cultural focus and publications
- IV. Social Changes and Civil Rights (mid-1930s-mid1960s)
  - A. Richard Wright
  - B. Ralph Ellison
  - C. Gwendolyn Brooks
    - Lorraine Hansbury
    - James Baldwin
    - Nella Larsen
  - D. Montgomery bus boycott/Dr. Martin Luther King, Jr.
- V. Black Power Movement (early 1960s-Mid-1970s)
  - A. Riots and political poetry
  - B. Nikki Giovanni
  - C. Lucille Clifton
  - D. *The Autobiography of Malcolm X*
  - E. *I Know Why the Caged Bird Sings*
- VI. Mid-1970s to Today
  - A. Alice Walker
  - B. August Wilson
  - C. Toni Morrison
  - D. Rita Dove
  - E. Natasha Trethewey
  - F. Walter Mosely
  - G. African American feminist literature
  - H. African American GLBT literature
- VII. Themes in Black Lives Matter & Hip Hop
  - A. Slavery
  - B. The Blues
  - C. Identity
  - D. Dreamers and revolutionaries
  - E. Gender/Relationships
  - F. Family and ancestors
- VIII. African American/Native American writers

**15. Learning Goals, Outcomes, and Assessment**

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)

- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one’s own traditions and culture, knowledge of others’ traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Upon completion of this course, the student will be able to:

Learning Outcomes	Competencies (CAC)	Cultural Standards
Utilize library and internet resources when appropriate and evaluate for reliability/credibility.	A	
Discuss the historical, spiritual, social and political content in African American literature.	B	3
Employ the conventions and terminology associated with various literary genres and use them to discuss and write about literature.	B	
Evaluate and respond to African American literature using theories of literary criticism.	C	1
Recognize African American writers and their work and become knowledgeable about the historical influences at work.	D	5

**WINHEC Cultural Standards:**

1. **GIKENDAASOWIN – *Knowing knowledge:*** To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way:*** To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted:*** To increase the students’ capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution:*** To develop students’ capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.

5. **DEBWEWIN – *Honesty and integrity***: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
6. **ZAAGI' IDIWIN – *Loving and Caring***: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion***: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC)**: List which goal area(s) – up to two – this course fulfills.

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): 6 & 7

### **Goal 6: The Humanities and Fine Arts**

**Goal:** To expand students' knowledge of the human condition and human cultures, especially in relation to behavior, ideas, and values expressed in works of human imagination and thought. Through study in disciplines such as literature, philosophy, and the fine arts, students will engage in critical analysis, form aesthetic judgments, and develop an appreciation of the arts and humanities as fundamental to the health and survival of any society. Students should have experiences in both the arts and humanities.

#### **Students will be able to:**

- Demonstrate awareness of the scope and variety of works in the arts and humanities.
- Understand those works as expressions of individual and human values within a historical and social context.
- Respond critically to works in the arts and humanities.
- Engage in the creative process or interpretive performance.
- Articulate an informed personal reaction to works in the arts and humanities.

### **Goal 7: Human Diversity**

**Goal:** To increase students' understanding of individual and group differences (e.g. race, gender, class) and their knowledge of the traditions and values of various groups in the United States. Students should be able to evaluate the United States' historical and contemporary responses to group differences.

#### **Students will be able to:**

- Understand the development of and the changing meanings of group identities in the United States' history and culture.
- Demonstrate an awareness of the individual and institutional dynamics of unequal power relations between groups in contemporary society.
- Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
- Describe and discuss the experience and contributions (political, social, economic, etc.) of the many groups that shape American society and culture, in particular those groups that have suffered discrimination and exclusion.
- Demonstrate communication skills necessary for living and working effectively in a society with great population diversity.

17. Are there any additional licensing/certification requirements involved?

           Yes             No

Provide the required documentation to show course meets required licensing/certification standards.

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