



LIT-260: AFRICAN AMERICAN LITERATURE

Also listed as: ETHS-260 / ETHS-260H / LIT-260H

Effective Term

Fall 2026

BOT Approval Date

05/15/2025

Discipline

LIT - Literature

Course Number

260

Course Title

African American Literature

Short Title

African American Lit

Credit Status (CB 04)

D - Credit - Degree applicable

Units

Lecture Units

3.00

Total Units

3.00

Hours

Lecture Contact Hours

48-54

Out of Class Hours Lecture

96-108

Total Contact Hours

48 - 54

Total Out of Class Hours

96 - 108

Total Student Learning Hours

144 - 162

Distance Education

Yes

Distance Education

Distance Education Type

Both Fully Online and Hybrid Online

Does the DE also apply to the Honors section?

Yes



Honors component will meet synchronously (face-to-face or moderated through online technology such as Zoom)

Fully Online Delivery Requirements:

- a. Students must be notified via the college schedule of classes and the syllabus for the class if proctored tests are required for this course
- b. Any planned face-to-face meetings, such as an orientation or study session, must be optional
- c. The MSJC curriculum committee requires the use of accessible, asynchronous discussion as a component of every fully online course

Are you using publisher content?

No

Regular Substantive Interaction

Instructor-to-student, student-to-student, and student-to-content contact shall be distributed in a manner that will ensure regular substantive interaction (RSI) is maintained not only weekly but also for the duration of the course. Instructor interactions should be equivalent in time, quality and consistency to the engagement students would receive in a face-to-face course—for example, through announcements, discussion participation, personalized feedback, video messages, or other instructional communications. Instructors are expected to be responsive to student inquiries within a 24-72 hour time frame excluding holidays. RSI will be maintained through a variety of methods:

- Orientation - Students must be oriented to the online and face-to-face portions at the start of the course.
- Announcements - Announcements using the course management system must be posted at least weekly to keep students current on course events, due dates, materials, etc.
- Discussion Forums - Content-related discussion forums within the designated CMS will include appropriate instructor participation and will be initiated and maintained, with timely feedback provided. Instructors are required to monitor the discussions and related activities to provide guidance and direction. Open-ended discussion boards may be used to further learning and interaction.
- MSJC Communication – Instructor will use MSJC-administered communication tools (such as email or the designated CMS communication tools) to regularly communicate with and provide ease of access to students.
- Timely Feedback - Timely feedback on student work will be provided by the instructor, which may include comments and/or rubrics, within the Grades area of the designated CMS.
- Scheduled Meetings – Hybrid and synchronous courses will meet at regularly scheduled times. ADA Compliance - All course interactions and content must be designed with accessibility in mind and meet ADA requirements.

Cross Listed Course(s)

ETHS-260

C-ID (Admin Only)

CB 00

CCC000661012

Course Title

African American Literature

Honors / Non-honors

ETHS-260H

C-ID (Admin Only)

CB 00

CCC000661013

Course Title

Honors African American Literature

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area

Approved Third Cal-GETC Area

C-ID (Admin Only)

**CB 00**

CCC000600831

Course Title

Honors African American Literature

Approved Cal-GETC Area

AREA-3B

Approved Second Cal-GETC Area**Approved Third Cal-GETC Area****Catalog Description**

This course surveys, interprets, and compares texts by those of African descent. Discussions, lectures, and presentations will focus on identity, freedom and literacy, and the complexities of language from both a historical and a literary perspective. The course may include a variety of genres, such as fiction, poetry, drama, film, and non-fiction prose.

Requisites**Prerequisite(s)****Prerequisite(s) (must be taken before)**

ENGL-C1000 (with a grade of C or better).

Codes**TOP Code (CB 03)**

1501.00 - English

CIP Code

23.0101 - English Language and Literature, General.

Repeatability Code

No

Grading Option

Letter grade OR P/NP

Minimum Qualifications

Minimum Qualifications	And/Or
English (Masters Required)	Or
African American Studies (Masters Required)	End

GE Information**Check GE Types Requested**

AA/AS C - Humanities

AA/AS F - Ethnic Studies

Cal-GETC Areas**Approved Cal-GETC Area**

AREA-3B

Learning Objectives

Learning Objectives

Learning Objective

1. Read and interpret texts written by African Americans.
2. Investigate the influence of folkloric traditions, oral traditions, music, and art on the development of African American cultural aesthetics.
3. Investigate and relate themes and historical contexts such as freedom, resistance, literacy, displacement, and the African American migration to current issues and social contexts.
4. Probe the complexity of language, with emphasis on the influence, transmission, and expression of rhetorical tropes from Black English oral traditions.
5. Analyze the variety of literary theories and genres, content, and range of attitudes, including accommodation, protest, innovation, resistance, and affirmation.
6. Examine literary texts closely and critically to explore how literary interpretation is linked to critical thinking and to understanding human interaction and behavior both on a personal and on a public level especially as it pertains to African American culture.
7. Examine the composition of assigned texts for cultural and social relevance and recognize its contribution to, or exclusion from the literary canon.
8. Formulate and examine critical competencies relative to written and oral discussions of race, racism, and racialization in the United States as it pertains to the African American diaspora.
9. Compose a written critical analysis that depends on a strong thesis as a focal point, a convincing argument, and evidence from primary texts and perhaps secondary sources for support through examples, quotations, summaries, paraphrases of passages, and an explication of the language of the primary texts.
10. Analyze issues of diversity, equity, and inclusion by analyzing intersections of class, gender, ethnicity, sexuality, religion, and other social identities within African American literature and cultural expressions.

Honors Objectives

Honors students will:

1. Consider a wide range of African American literary texts from various historical contexts and genres.
2. Interpret literary texts through the optic of specific literary theories by doing close critical readings of literary texts and integrating reflection with specific historical, and cultural, insights in order to discover nuanced interpretations that do not solely rely on previous and widely expressed critical interpretations of primary works.
3. Compose analytic writing that demonstrates mastery of MLA documentation guidelines and knowledge of African American Literature in various genres and contexts.
4. Examine and apply existing academic theories and perspectives in relation to a literary text.

Learning Outcome Information

Course Learning Outcomes

Learning Outcome

Students will analyze and articulate concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism as analyzed in African American literature.

Students will apply theory and knowledge produced by African American communities to describe the critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of those groups with a particular emphasis on agency and group-affirmation.

Students will critically analyze the intersection of race and racism as they are found in literary texts and relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in African American literature and communities.

Students will critically review how struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted by and reproduced in literary texts by African Americans are relevant to current and structural issues such as communal, national, international, and transnational politics as, for example, in immigration, reparations, settler-colonialism, multiculturalism, language policies.

Students will describe and actively engage with anti-racist and anti-colonial issues and the practices and movements depicted in African American literature to represent African American communities and a just and equitable society.

Content

Course Lecture Content

Given the wide and diverse nature of the subject matter of the course, the authors and works listed below represent only one of many possible approaches; instructors may use separate texts or may choose selections included in literature anthologies to construct their own preferred theme and assignments for the [course](#).

1. African, Folk Roots, and Oral Traditions
 - a. African culture and folktales
 - b. Transformation of African cultural forms into distinct and innovative African-American expressions
 - c. Value of oral tradition Influence of oral tradition for poetry, music, and literature
 - d. Foundational texts on African American culture, such as: Janheinz Jahn, *Muntu: African Culture and the Western World*; Geneva Smitherman, *Talkin and Testifyin: The Language of Black America* Leroi Jones (Imamu Amiri Baraka); *The Negro Experience In White America and the Music That Developed From It*
 - e. Discussion of texts such as: Arna Bontemps and Langston Hughes, *The Book of Negro Folklore*; Lawrence Levine, *Black Culture and Black Consciousness*; Harold Scheub, *The African Storyteller*; Melville Herskovits, *The Myth of the Negro Past Images of Enslavement and Freedom*
2. Historical context of slave narratives
 - a. Slave narratives as abolitionist material
 - b. Slave narratives as a distinct literary genre
 - c. The nature of freedom for “free” Blacks during the historical period of enslavement
 - d. Discussion of texts such as: Frederick Douglass, *Narrative of the Life of an American Slave*; Olaudah Equiano, *The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassas, the African. Written by Himself*; Harriet Jacobs, *Incidents in the Life of a Slave Girl*; Harriet Wilson, *Our Nig*; Solomon Northup, *Twelve Years as a Slave*
3. Post-Emancipation Turning Points: Race Ideologies Defined
 - a. Impact of Jim Crow and lynching on African Americans and literature
 - b. Double consciousness
 - c. Discussion of texts such as: Booker T. Washington, *Up from Slavery*; W. E. B. DuBois, *The Souls of Black Folk*; Ida B. Wells-Barnett, *Southern Horrors: Lynch Law in All Its Phrases*; Vann Woodward, *The Strange Career of Jim Crow*; August Meier, *Negro Thought in America, 1880-1915*
4. The Great Migration and the Development of Black Urban Centers
 - a. Forces that pushed Blacks out of the South and into Northern urban environments following Reconstruction
 - b. Contrast between Chicago and Harlem “ghettoes”
 - c. Effects of cultural migration
 - d. Discussion of texts such as: Paul Laurence Dunbar, *The Sport of the Gods*; Edwin S. Redkey, *Black Exodus*; Gilbert Osofsky, *Harlem: The Making of a Ghetto, 1890-1930*; Allen Spears, *Black Chicago, 1890-1920*
5. The Harlem Renaissance
 - a. Literary perspective
 - b. Musical perspective
 - c. Historical perspective
 - d. Artistic perspective
 - e. Discussion of texts such as: James Weldon Johnson, *Autobiography of an Ex-Coloured Man*; Alain Locke, *The New Negro Slide*; ragtime early Jazz, and blues music; art by Aaron Douglas, Augusta Savage, William H. Johnson, and Meta Fuller; Langston Hughes, various poetry; Nathan Huggins, *The Harlem Renaissance*; David Levering Lewis, *When Harlem Was in Vogue*
6. Accommodation and Protest
 - a. Range of responses to “black aesthetic”
 - b. Protest response
 - c. Affirmation response
 - d. Transcendence response
 - e. Discussion of texts such as: Zora Neale Hurston, *Their Eyes Were Watching God*; Richard Wright, *Native Son*; June Jordan, “Toward a Black Balancing of Love and Hatred” in *Civil Wars*; Ralph Ellison, *Invisible Man*; James Baldwin, “Many Thousands Gone”; Nella Larsen, *Passing and Quicksand*; Ralph Ellison, “Richard Wright’s Blues” and “The World and the Jug,” from *Shadow and Act*
7. Civil Rights
 - a. Responses of intellectuals
 - b. Responses of artists
 - c. Relationship between art and politics during time period
 - d. Intersections between class, gender, sexuality, ethnicity, religion, and other social identities within African American communities and cultural expression

- e. Issues regarding diversity, equity, and inclusion in contemporary America
- f. Discussion of texts such as: Alice Walker, *The Color Purple*; Lorraine Hansberry, *A Raisin in the Sun* (play and film); Martin Luther King, Jr., from *The Speeches of Martin Luther King, Jr.*; Malcolm X (with Alex Haley), *The Autobiography of Malcolm X*; film selections from *For Colored Girls*
8. Gender Mythologies
 - a. Stereotypes of media images
 - b. Black men at a crisis point
 - c. Discussion of texts such as: John Edgar Wideman, *Brothers & Keepers*; Sociological studies and popular culture articles on separate school systems for young Black men; Diane Roberts, *The Myth of Aunt Jemima: Representations of Race and Region*; Toni Morrison *The Bluest Eye*
9. Contemporary African American Literature and Culture
 - a. Rap music and song lyrics
 - b. New media and digital content
 - c. Speculative and experimental literature
 - d. Afro-futurism
 - e. Afro-pessimism
 - f. Nationalism and political speech
 - g. Cultural Movements (#BlackLivesMatter, #MeToo)
 - h. Discussion of texts such as: Fred Moten, *In the Break*; Fred Moten and Stefano Harney, *The Undercommons*; Catherine Knight Steele, *Digital Black Feminism*; Andre Brock, *Distributed Blackness*; Saidiya Hartman, *Wayward Lives*; *Beautiful Experiments*, Keeanga-Yamahtta Taylor; *From #BlackLivesMatter to Black Liberation*; Tarana Burke, *Unbound*

Honors Content

The content to be included in the honors component of Introduction to African American Literature is the same as that covered in the non-honors section of LIT/ETHS 260 course as a whole; however, in the honors section, honors students will also be required to do the following:

- Study additional topics and/or primary texts and examine topics in greater depth, with more originality, and with greater facility and correctness
 - For example, topics may include but are not limited to additional literary and critical frameworks, such as feminist theory, critical race theory, queer theory as applied to African American literature. Honor students may also read from noncanonical and lesser known African American writers and theorist.
- Conduct scholarly research and responsibly locate, integrate, and cite primary and secondary sources to strengthen both their critical thinking and writing skills as they analyze the literature.
- Read and apply African American criticism and theories to additional texts and/or texts covered in the regular section to develop a more sophisticated, in-depth, and theoretical understanding of African American literature and the history of the culture in which the text(s) was written.
 - For example, topics may include but are not limited to the exploration of the ways that the social and historical contexts of the early 1800's influenced classic early African American texts such as *Incidents in the Life of a Slave Girl* by Harriet Jacobs and/or *Narrative of the Life of Frederick Douglass* by Frederick Douglass or to a consideration of how feminist theory may be used to analyze texts such as Toni Morrison's *Sula* or Zora Neale Hurston's *Their Eyes Were Watching God*.

Methods of Instruction

Method

Discussion

Integration

Discussion will provide an opportunity for students to examine fiction and non-fiction texts they read in the context of literary theories introduced, as well as the specialized language related to African American life. Discussion will emphasize analysis and focus on the understanding of cultural perspectives and struggle, resistance, racial and social justice, solidarity, and liberation, as experienced, enacted by and reproduced in literary texts by African Americans. Discussion will engage the history that shapes the conditions African Americans have faced in the United States, which include issues of race, racism, and racialization.

DE Adaptations for MOI

Student-to-Student interaction will be facilitated using the CMS Discussion function; other CMS collaborative functions may be used, including Announcement comment sections. In addition, students may be provided with accessible documents that form the basis of asynchronous activities in other platforms, such as Canva or Google Docs, to encourage additional class-wide and small-group discussions. These virtual discussion spaces will be instructor-initiated, monitored, and moderated while ensuring the highest level of accessibility, effectively engaging students in shared literary and cultural analyses in respect to African American Literature.

Method

In-class Exercises

Integration

In class written responses will allow students to further interpret the literature using the rhetorical, theoretical, and cultural forms of analysis used by scholars of African American literature.

DE Adaptations for MOI

Student-to-Content interactions will be facilitated through written responses focused on African American Literature and Culture. These responses will be submitted via the CMS through a variety of functions such as Discussions, Assignments, Surveys, and/or other ADA-accessible functions.

Method

Lecture

Integration

Lecture will emphasize the historical, political, and cultural context of the writing and the perspective of the writer and the text through intersections of race and racism as it relate to class, gender, sexuality, religion, spirituality, national origin, immigration status, ability, tribal citizenship, sovereignty, language, and/or age in African American literature and communities.

DE Adaptations for MOI

Instructor-to-Student and Student-to-Content Contact will take place through accessible lectures embedded within the CMS. Lectures may take the form of slide presentations and/or closed-captioned instructor-recorded videos. Supplemental lectures featuring guest speakers who are experts in the fields of African American Literature and Culture may also be provided; instructors will ensure that all supplemental lectures are fully accessible and closed-captioned. Lectures will embrace multi-modal formats to increase student engagement.

Method

Group Projects

Integration

Students will individually or in groups complete a project: (i) a reading of a substantial passage from the assigned pages; (ii) a critical analysis of the work under discussion; and (iii) a summary and discussion of the reading in terms of the author's historical, biographical, and literary significance. Students will be encouraged to engage issues of race and racism as they intersect class, gender, sexuality, religion, spirituality, etc.

DE Adaptations for MOI

Group projects will be facilitated through the CMS using the Groups collaboration tool. These Student-to-Student and Student-to-Content Interactions will have accessibility requirements in place to ensure the ease of each student's participation.

Method

Reading

Integration

Reading quizzes will encourage students to complete reading assignments and in-turn focus class discussions on topics that arise from quiz questions and responses. These responses may be shared and critiqued by fellow students and/or the instructor both in writing and in small group settings.

DE Adaptations for MOI

As a Student-to-Content Interaction, African American Literature- and Culture-focused readings will be provided through accessible documents embedded within the CMS. To increase student engagement and potentially initiate Student-to-Instructor Interactions, the CMS Annotation tool or alternative interactive reading tools may also be implemented. Instructors will confirm that all alternative tools meet ADA accessibility standards.

Method

Individualized Instruction

Integration

Small group instruction will allow students a safe and comfortable environment to discuss anti-racist and decoloniality, as it pertains to African American literature and history, that can be emotionally disturbing.

DE Adaptations for MOI

These kinds of small group discussions of assigned readings will be facilitated through the CMS using either the Discussion tool via topic-focused threads or the Groups collaboration tool. All reading selections will be provided in an accessible format.

Method

Film/video Viewing and Discussion

Integration

Accessible videos/films/slides/audio followed by instructor-guided interpretation, analysis, and comparison that students can use to model methods of analyzing literature written by African Americans and demonstrate concepts relevant to African American literature such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism.

DE Adaptations for MOI

Accessible videos, films, slides, and accessible audio will be embedded within the CMS, accompanied by clear instructor guidance. All materials will be provided in ADA-accessible formats, including closed captions and alternative text as needed.

Additional Methods of Instruction for Honors

Method: Meetings with the Instructor (required)

Integration: Students will meet with the instructor a minimum of three times per the student's schedule, individually or as a small group of Honors students, to discuss course readings, present research and hone argument, and/or discuss enrichment assignments.

Method: Small-Group Discussion

Integration: For honors sections with multiple students, guided small group discussions in the honors course will enable students to analyze and interpret assigned readings to gain a deeper understanding of African American literature and culture. For sections with only one student, these discussions can be conducted with the instructor. These discussions can also cover student progress on research projects and peer-reviews of assignments related to the research project.

Method: Oral Presentations

Integration: Oral presentations will provide honors students the opportunity to present their research projects to their honors colleagues or the regular class to facilitate the development of their presentation and communication skills.

Methods of Evaluation**Method**

Class Work

Integration

In-class writings will be evaluated based on the student's ability to demonstrate comprehension of assigned texts, establish connections between the texts and their historical, cultural, and literary contexts, and draw meaningful comparisons to other works studied in the course. These writings also serve as a means to generate ideas for class discussions and essay assignments. Instructors will use rubrics, and/or automatic grading tools in the CMS to assess classwork and provide written feedback on in-class writings, ensuring timely and constructive responses.

DE Adaptations for MOE

These kinds of formative written assignments will be submitted via the CMS using any combination of the Discussion, Quiz/Survey, Assignment, Annotation and/or other appropriate tools. Assignments will be evaluated based on demonstrated student comprehension of the assigned African American Literature-related readings using the CMS rubric tool or other CMS grading tools. Accessible feedback will be timely, clear, and contributive to student progress.

Method**Exams/Tests****Integration**

Exams and tests will require students to synthesize the materials assigned and discussed in class, primarily through long-form or short-essay responses. These essays will be evaluated based on the clarity of the argument, depth of analysis, use of textual evidence, and overall coherence of the response. Instructors will provide detailed written feedback on student responses using annotation tools within the CMS, highlighting strengths and areas for improvement. A rubric will be used to ensure fair and consistent grading, and feedback will be provided in a timely manner to support student progress.

DE Adaptations for MOE

Exams/Tests will be housed within the CMS using the Quizzes function. To ensure accessibility and ADA compliance, instructors will provide appropriately differentiated time constraints based on confirmed student needs. Timely and clear instructor feedback will be provided in the appropriate CMS comment areas.

Method**Oral Presentation****Integration**

Oral presentations will require students to develop and present an original argument that engages with the assigned texts in a critical and analytical manner. Presentations will be assessed based on the depth of the student's analysis, the clarity of their argument, and their ability to effectively communicate ideas to their peers. Presentations will be assessed using a rubric embedded in the CMS, with written feedback provided through CMS comments. Instructors may also offer accessible audio or video feedback to address specific strengths and areas for improvement.

DE Adaptations for MOE

Oral presentations related to African American Literature will be facilitated through the CMS; student-initiated videos, audio files, or recorded slide presentations may be shared via the Discussion tool, with threaded replies allowing for further Student-to-Student Interactions. An appropriate rubric embedded within the CMS will be used to evaluate the presentation's content and following discussion.

Method**Papers****Integration**

Student papers will be assessed on their ability to construct a strong, focused thesis and develop a persuasive argument supported by evidence from primary texts and, when appropriate, secondary sources. The use of direct quotations, summaries, and paraphrases will be evaluated for accuracy and effectiveness in supporting the student's claims. Papers must demonstrate an accurate and sensitive understanding of African American culture, history, and literature, as well as an awareness of the ways race and racism are represented in the texts studied. Students will be expected to engage critically with these themes and provide nuanced interpretations. Instructors will use annotation and/or CMS annotation tools to provide margin comments on student papers, offering specific feedback on argumentation, clarity, and evidence use. Rubrics will be applied for structured grading, and additional written or accessible audio feedback will be provided to clarify expectations and guide revisions.

DE Adaptations for MOE

Student papers will be submitted within the CMS via the Assignment tool; submissions may also be run through plagiarism and AI detectors embedded within the CMS to maintain academic honesty. Students may receive feedback from classmates via the CMS Peer Review tool, and students will receive timely feedback from instructors using the CMS evaluation tools; instructor feedback may include annotations, comments, rubric ratings, and/or audio comments. All feedback will maintain accessibility standards.

Method**Projects**

Integration

Research projects and presentations, whether oral or written, will be evaluated on the accuracy and sensitivity with which students present information about African American literature, history, and culture. Students must demonstrate a clear understanding of their research materials and their relevance to the course themes.

Students must use credible sources and follow proper citation guidelines to ensure academic integrity and contribute to the scholarly discourse on African American literature. Projects will be assessed using a detailed rubric that evaluates research depth, organization, and presentation quality. Instructors will provide both written and, when applicable, accessible audio feedback through the CMS, ensuring students understand their strengths and areas for improvement.

DE Adaptations for MOE

Projects related to African American Literature will be facilitated through direct class participation or the CMS; student-initiated videos, accessible audio files, or accessible recorded slide presentations may be shared via the Discussion tool, with threaded replies allowing for further Student-to-Student Interactions. An appropriate rubric embedded within the CMS will be used to evaluate the presentation's content and following discussion.

Evaluation of Honors assignments

To receive honors credit, students must successfully complete regular course assignments, as well as honors enrichment assignments (including but not limited to participation in out-of-class discussions, essays, and research). The enrichment assignments will be assessed according to standards for LIT/ETHS 260 students. In addition, the instructor will evaluate the honors students' work based on the depth of analysis and insight, originality, the types and utilization of outside sources, and the effectiveness of communication, displayed through sophisticated writing. Students will also be evaluated on their performance in the required meetings and during the presentation. The presentation will be evaluated for nuance, originality, and sophistication of argument, audio-visual presentation of the argument and research, organization and coherence, and quality of research. Meetings with the instructor will be evaluated based on preparedness and participation.

Assignments

Assignment Type

Reading

In-class and/or outside of class

In-class

Formative or Summative

Formative

Assignment

Read and annotate Zora Neale's Hurston's *Their Eyes Were Watching God* with special attention to roles, relationships, language use, and black cultural identities. How does Zora Neale Hurston, as an African American woman writing at this particular time in history respond to issues of race of and gender. This assignment will be evaluated on quality and depth of engagement of annotations with information from the text and class, and historical, cultural, political context. Students in a face to face class will incorporate student to student interactions. Annotations will be evaluated by instructor through instructor to student interaction for thoughtfulness, depth, and relevance, with instructors providing written comments, targeted feedback, and reflection questions. Initial feedback will be given timely. A detailed rubric will be used to evaluate depth, contextual connections, and textual engagement.

How assignment will be adapted in online format

An accessible excerpt of *Their Eyes Were Watching God* will be provided through the CMS, and this assignment will be created through the Annotation tool allowing for student-to-student interaction. This online assignment will be evaluated by instructors through instructor-to-student interaction based on student annotations created via the Annotation tool.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Formative

Assignment

Write an essay of 5-7 pages that explores points of conflict between W. E. B. Du Bois and Booker T. Washington, as illustrated in the anthologized selections in our text from both writers. What reality do African American people face, according to Du Bois? Do they inherit it? Can they change it? And in what way is their identity contingent on that reality? The assignment will be evaluated through instructor to student evaluation criteria on a clear, provocative thesis statement, organization, support from text, and a coherent argument. Writing will be evaluated for thoughtfulness, depth, and relevance, with instructors providing written comments, targeted feedback, and reflection questions. Initial feedback will be given timely. A detailed rubric will be used to evaluate depth, contextual connections, and textual engagement.

How assignment will be adapted in online format

To reflect the in-class timeline, this essay will be completed in the CMS using the Quizzes tool. Time constraints will be applied to the essay-based quiz, with accommodations provided to students with confirmed additional time needs. Instructor feedback through instructor to student interaction may be provided via an appropriate rubric, written comments, or closed-caption audio comments.

Assignment Type

Writing

In-class and/or outside of class

Outside of class

Formative or Summative

Summative

Assignment

Analyze the ways Black writers have engaged with issues of social justice, activism, and political resistance. Explore how Black writing has been used as a tool for advocating for racial equality, challenging systemic injustices, and amplifying marginalized voices. Consider the ongoing relevance of Black writing in contemporary movements for social change by drawing on a diverse range of essays read in class. Consider the intersections of race, gender, class, and sexuality to reflect on the broader implications of analysis and understanding of the significance of Black writing in contemporary society. This assignment will include research with a number of sources. The assignment will be evaluated on a clear, provocative thesis statement, organization, support from text, and a coherent argument. Writing will be evaluated by instructors through instructor to student interaction for thoughtfulness, depth, and relevance, with instructors providing written comments, targeted feedback, and reflection questions. Initial feedback will be given timely. A detailed rubric will be used to evaluate depth, contextual connections, and textual engagement.

How assignment will be adapted in online format

Students will submit their analyses through the CMS. Submissions may also be run through plagiarism and AI detectors embedded within the CMS to maintain academic honesty. Students may receive feedback from classmates via the CMS Peer Review tool, and students will receive timely feedback from instructors through instructor to student feedback using the CMS evaluation tools; instructor feedback may include annotations, comments, rubric ratings, and/or audio comments. All feedback will maintain accessibility standards.

Honors Assignments**Assignment**

Students will complete the requirements for the regular section of the course and earn grades based on the same criteria used for all students in the class. In addition, to receive honors credit, students will complete one item from list A and one item from list B.

Required or Optional

Required

Assignment

A. Students will also complete an additional assignment or project, such as one of the following:

Required or Optional

Required

Assignment

1. Write an additional original and well-developed research paper (at least eight pages, excluding Works Cited page), developing an original, analytical, persuasive argument based on a topic of interest that is not assigned to the class as a whole. For instance, students may consider the way identity influences representations of blues music in a work of James Baldwin. The research paper must include at least 5 four secondary sources that the student will collect through library, database, or internet sources. These secondary sources should be used to enhance the student's original argument, supplying historical, cultural, or theoretical concepts in support of the student's view.

Honors Core Values

Academic Rigor and Research

Engagement

Positive Transgressive Behavior (as evidenced by creativity, innovation, risk taking, challenging norms and standard narratives)

Justify how the assignment reflects the Academic Rigor and Research Core Value

The assignment emphasizes rigorous academic research to create research-driven papers to develop a narrowed topic of the student's choice.

Justify how the assignment reflects the Engagement Core Value

This assignment reflects engagement as students will engage with course materials on a deeper and personally reflective nature.

Justify how the assignment reflects the Positive Transgressive Behavior Core Value

The assignment encourages students to follow their own interests and craft projects that think critically to understand a topic of their own choosing, which can potentially be a difficult undertaking and requires innovation and risk-taking.

Assignment

2. Expand upon a required paper by adding eight additional pages, smoothly integrating information from four secondary sources. For example, a student may deepen an argument around the ways race and literary imagination shape Toni Morrison's *Beloved*. These secondary sources should be used to enhance the student's original argument, supplying historical, cultural, or theoretical concepts in support of the student's view.

Honors Core Values

Academic Rigor and Research

Justify how the assignment reflects the Academic Rigor and Research Core Value

This encourages students to go above and beyond in applying course materials.

Assignment

B. Students will also complete one additional assignment based on their work in list A:

Required or Optional

Required

Honors Core Values

Academic Rigor and Research

Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

This assignment helps students be prepared to participate in the important academic convention of applying to conferences in order to share their work.

Justify how the assignment reflects the Engagement Core Value

This assignment helps students be prepared to engage in scholarly communities outside of their class and institution.

Assignment

1. Honors students will prepare an abstract of their substantial research project as practice for academic conferences or article submission. These abstracts will be no more than 250 words, with a section listing 3 to 5 "keywords," and will be evaluated based on their ability to convey the key arguments of their project and give a general sense of their project with concision, clarity, and sophistication.

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

This assignment helps students be prepared to participate in the important academic convention of applying to conferences in order to share their work.

Justify how the assignment reflects the Engagement Core Value

This assignment helps students be prepared to engage in scholarly communities outside of their class and institution.

Assignment

2. Honors students will prepare a short (5-10 minute) presentation of their substantial research project as practice for academic conferences or article submission. This presentation will be evaluated based on their ability to convey the key arguments of their project and give a general sense of their project with concision, clarity, and sophistication.

Honors Core Values

Academic Rigor and Research
Engagement

Justify how the assignment reflects the Academic Rigor and Research Core Value

This assignment helps students be prepared to participate in the important academic convention of sharing academic work to audiences verbally.

Justify how the assignment reflects the Engagement Core Value

This assignment will help students engage with the class.

Course Materials**Textbooks**

Coates, Ta-nehisi (2024). *The Message*. ISBN: 978-0593230381
Gay, R (2017). *Hunger: A Memoir of (My) Body* Harper. ISBN: 978-0062362599
Ward, J (2017). *Sing, Unburied*, Sing Scribner. ISBN: 978-1501126062
Gates Jr. H.L. and Nellie Y. McKay, et al (General Editors) (2014). *The Norton Anthology of African American Literature*. Harvard University and University of Wisconsin, Madison. ISBN: 0393911551
Morrison, Toni (2015). *God Help the Child* Knopf. ISBN: 0307594173

Class Size Information**Class Size**

30

Class Size Category

D - Individualized instruction/group learning/student presentations 30

Diversity and Inclusion

Course Design and Materials: Course will incorporate diverse perspectives, authors, and examples that reflect a variety of cultures, identities, and lived experiences. Instructional materials will be reviewed regularly to ensure representation, inclusivity, and alignment with equity-minded practices across disciplines.

Inclusive Learning Environment: Instructors will establish classroom norms and policies that promote respect, civil discourse, and belonging in both online and face-to-face classes. Clear expectations for communication and engagement will support a learning space where all students feel valued and heard.

Accessible Instruction: Course content will be delivered using accessible design. Materials will follow accessibility guidelines within the CMS, including captioned media, readable document formats, and multiple means of engagement to support diverse learning.

Equitable Teaching Practices: Instructors will use transparent and grading criteria, varied assessment methods, and timely feedback to promote fairness and student success. Opportunities for revision, reflection, and multiple demonstrations of learning may be incorporated when appropriate to the discipline.

Culturally Responsive Pedagogies: Instructional strategies will encourage critical thinking about diverse perspectives and systems of power relevant to the course content. Faculty will foster opportunities for students to connect course material to real-world contexts.

Ongoing Reflection and Improvement: Faculty will engage in continuous professional development related to IDEAA principles and reflect on course practices using metacognition to identify opportunities for increased equity, inclusion, and accessibility.

Explain how diversity and inclusion(e.g., gender, culture/race, sexuality, etc.) is infused into the course.

The course was revised to more explicitly address the Cal-GETC Ethnic Studies core competencies to support its cross listing as an Ethnic Studies course. The course focuses on the diversity of cultural and theoretical perspectives among African American scholars and literatures. In addition, the course emphasizes literary contributions and responses to social justice movements in resistance to colonialism and white supremacy towards liberation, agency, and group affirmation. The course was revised to include additional authors from a variety of gender and gender identities and cultures with an emphasis on the way that ethnic studies concepts can be understood through the lens of literary texts.

Describe how assignments, instruction, evaluation, course content, and interactions are contextualized for diverse learners promoting an equitable course.

Traditionally, this course supported the needs of English majors and students seeking to fulfill their humanities requirement. Now that the course has been cross-listed with Ethnic Studies course, it was revised to support non-majors as well. Formative and summative assignments have been added to support non-majors who may be unfamiliar with literary elements and theories. In addition, assessment has been expanded to include exams, presentations, and projects in addition to traditional literary analysis essays. Student-to-student interaction was also emphasized to support collaborative learning that begins with students' prior knowledge as a scaffold for unfamiliar concepts. Finally, additional examples have been added to support students from all backgrounds in developing an appreciation and empathy for African American identities, experiences, and perspectives.

Interactions

Explain how the course will incorporate student-to-student interaction.

Small group and whole class discussions encourage students to share and contrast prior knowledge, interpretations of African American texts, and experiences with class concepts such as race and racism, racialization, ethnicity, equity, ethno-centrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, and anti-racism. Student-student interactions can build empathy and critical awareness of lived experiences different from one's, a core concept in ethnic studies. Students enrolled in either face to face or distance education sections will collaborate using the CMS discussion board, Collaborate, or Student Annotation Tools. Individual or small group projects can be managed and evaluated using the CMS and produced using freely available third party platforms such as Google Docs, Zoom, JamBoard, or Padlet. In addition, peer reviews, collaborative quizzes, and poster projects encourage peer learning that supports student engagement.

Explain how the course will incorporate instructor-to-student interaction.

Instructor-to- student interaction can be supported by discussion board, announcement, and assignment feedback practices to meet regular substantive interaction. These may include lecturing or facilitating discussions about African American literary traditions, literary theory, genre structures, or the sociopolitical contexts of class texts. In distance education sections, instructors can host live post pre recorded lectures and respond to questions posed asynchronously by students. Instructor feedback could support student learning as they move beyond summary and personal response to stronger literary analysis, research methods, and application of Ethnic Studies core competencies to deepen their understanding of African American literatures and theoretical practices.

Explain how the course will incorporate student-to-content interaction.

Students will study a variety of African American texts, writers, and genres to understand the historical, social, and political contexts using contextual and theoretical sources to consider critical events, histories, cultures, intellectual traditions, contributions, lived-experiences and social struggles of African Americans with a particular emphasis on agency and group-affirmation within the literature. These texts will include themes such as race and racism, racialization, ethnicity, equity, ethno-centrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, sovereignty, imperialism, settler colonialism, and anti-racism. In addition,

book talks or interviews by prominent African American authors or theorists can provide students with direct engagement with secondary sources to support their analysis of assigned texts. Students can be assigned to engage with library research workshops or recordings to deepen their research skills.

Explain how the course will incorporate student-to-self interaction (metacognitive).

Students will engage in reflective writing to process their understanding and responses to African American literature, theories, and experiences. Students will also be encouraged to study the value of emotional intelligence in their personal and professional lives and the ways in which literary study have been demonstrated to increase empathy, cultural understanding, and contribute to anti-racist and anti-colonial practices. This can support the sometimes uncomfortable spaces that Ethnic Studies concepts and practices invite students to engage in. Finally, students can reflect on their developing knowledge in journals, complete self-assessments on their essays prior to submission, and write a summative essay reflecting on their understanding and appreciation of a diverse range of African American literature.

Key: 2028