

<p>Department of Literature, Journalism, Writing & Languages</p> <p>Lit 3052 Diverse Voices in American Literature: African American Literature</p> <p>3 Units</p>	<p>Spring 2021</p>
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Tues./Thur. 9:30-10:45	Karl Martin, PhD, BAC 113
Meeting location: Latter 101	Email: karlmartin@pointloma.edu
Final Exam: Thur. 6/10 10:30-1:00	Office hours: Mon-Fri 11:00-Noon Outdoors and Remote Only

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service is an expression of faith. Being of Wesleyan heritage, we strive to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Foundational Explorations Program Mission Statement

PLNU provides a foundational course of study in the liberal arts informed by the life, death, and resurrection of Jesus Christ. In keeping with the Wesleyan tradition, the curriculum equips students with a broad range of knowledge and skills within and across disciplines to enrich major study, lifelong learning, and vocational service as Christ-like participants in the world's diverse societies and culture.

Foundational Explorations Learning Outcomes

Lit 3052 is a course approved for credit in the Foundational Explorations program of PLNU. Its content is designed to help students meet General Education Learning Outcome 2c: "Students will demonstrate an understanding of the complex issues faced by diverse groups in global and/or cross-cultural contexts." The Learning Outcome will be measured by the Reflective Essay which will ask students to select appropriate course material and respond to the following prompt: "In what ways and to what degree has this literary work (novel, play, poem,

short story, essay, creative nonfiction, film) impacted your cultural perspectives, AND what connections have you made between this work and other university courses and/or your own life experience?"

COURSE DESCRIPTION

The course offers an advanced study of selected works written by Americans who have lived on and written from the margins of American society. This semester we will be reading selected works written by African Americans.

COURSE LEARNING OUTCOMES

At the Conclusion of the Course Students will be able to:

- Closely read and critically analyze texts in their original languages and/or in translation.
- Recall, identify, and use fundamental concepts of literary study to read and discuss texts
 - Standard literary terminology
 - Modes/genres of literature
 - Elements of literary genres
 - Literary periods (dates, writers, characteristics, and important developments)
 - Contemporary critical approaches
 - Extra-literary research
- Analyze the social, cultural, ethnic, gendered, and/or historical contexts of the works and their authors, and connect the texts with their own lives.
- Create detailed and informed textual analysis of literary works that examine several of the fundamental concepts of literary study.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 14 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request. (Based on 37.5 hours of student engagement per credit hour.)

REQUIRED TEXTS

The Norton Anthology of African American Literature: Volume 1 (3rd Edition)

The Norton Anthology of African American Literature: Volume 2 (3rd Edition)

COURSE ASSIGNMENTS

Reading: Dates for the readings are clearly indicated on the schedule. Read daily if possible and complete all reading prior to the class session when the text will be discussed. You will also respond to the readings in discussion groups established in Canvas. At times I will provide a prompt for these discussions, but you will also have the opportunity to discuss aspects of the reading of your own choosing.

Discussion: The success of the course will be directly related to the quality of daily discussions. Each of you should feel comfortable contributing to discussions. And each of you should bring any questions you have about the reading to our attention during the course of our discussions.

Reading Journals: Rather than reading quizzes, I will ask each of you to maintain a reading journal. Every few weeks, I will ask you to submit your journal to Canvas so that I can review it. To receive full credit for the assignment, the journal must be at least 3,000 words long. To receive 90% of the points, the journal must be at least 2,500 words in length. To receive 80% of the points, the journal must be at least 2,000 words in length. To receive 70% of the points, the journal must be at least 1,500 words in length. To receive 60% of the points, the journal must be at least 1,000 words in length.

Writing: Each student will complete a mid-term exam, a final exam, and a brief reflective essay written outside of class. Students cannot pass the course without completing all of these major assignments. Late essays will receive a ten percent daily deduction and will not be accepted when the value would be zero.

Creative or Scholarly Project: In groups no larger than five, students will complete a creative or scholarly project related to the course material and present their work to the class. Class presentations must be between seven and ten minutes in length. The presentations will be recorded and placed on Canvas. Individual and group grades will be given for the project. The AAC&U Oral Communications rubric will be used to assess the presentation which will be worth 100 points. The group members will receive one grade for the oral presentation. In addition, each student must complete an essay of 750-1,000 words related to the presentation. The essay can be primarily informative in nature and must draw upon at least three secondary sources, one of which must be an article from a peer-reviewed academic journal. More details about this assignment will be distributed in a handout.

ASSESSMENT AND GRADING

Your final grade will be determined as follows:

Reading Journals	50 Points
Mid-Term Exam	300 Points
Final Exam	300 Points
Reflective Essay	100 Points
Group Presentation/Paper	200 Points

Participation

50 Points

Standard Grade Scale Based on Percentages

A	B	C	D	F
A 93-100	B+ 87-89	C+ 77-79	D+ 67-69	F Less than 59
A- 90-92	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

STATE AUTHORIZATION

State authorization is a formal determination by a state that Point Loma Nazarene University is approved to conduct activities regulated by that state. In certain states outside California, Point Loma Nazarene University is not authorized to enroll online (distance education) students. If a student moves to another state after admission to the program and/or enrollment in an online course, continuation within the program and/or course will depend on whether Point Loma Nazarene University is authorized to offer distance education courses in that state. It is the student's responsibility to notify the institution of any change in his or her physical location. Refer to the map on [State Authorization](#) to view which states allow online (distance education) outside of California.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog. See [Academic PoliciesLinks to an external site.](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

While all students are expected to meet the minimum standards for completion of this course as established by the instructor, students with disabilities may require academic adjustments, modifications or auxiliary aids/services. At Point Loma Nazarene University (PLNU), these students are requested to register with the Disability Resource Center (DRC), located in the Bond Academic Center. (DRC@pointloma.edu ([Links to an external site.](#)) or 619-849-2486). The DRC's policies and procedures for assisting such students in the development of an appropriate academic adjustment plan (AP) allows PLNU to comply with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Section 504 (a) prohibits discrimination against students with special needs and guarantees all qualified students equal access to and benefits of PLNU programs and activities. After the student files the required documentation, the DRC, in conjunction with the student, will develop an AP to meet that student's specific learning needs. The DRC will thereafter email the student's AP to all faculty who teach courses in which the student is enrolled each semester. The AP must be implemented in all such courses.

If students do not wish to avail themselves of some or all of the elements of their AP in a particular course, it is the responsibility of those students to notify their professor in that course. PLNU highly recommends that DRC students speak with their professors during the first two weeks of each semester about the applicability of their AP in that particular course and/or if they do not desire to take advantage of some or all of the elements of their AP in that course.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all **synchronous** class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions (virtual or face-to-face), the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive the appropriate grade for their work and participation. In some courses, a portion of the credit hour content will be delivered **asynchronously** and attendance will be determined by submitting the assignments by the posted due dates. See [Academic Policies](#) ([Links to an external site.](#)) in the Undergraduate Academic Catalog. If absences exceed these limits but are due to university excused health issues, an exception will be granted.

Asynchronous Attendance/Participation Definition

A day of attendance in asynchronous content is determined as contributing a substantive note, assignment, discussion, or submission by the posted due date. Failure to meet these standards will result in an absence for that day. Instructors will determine how many asynchronous attendance days are required each week.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact the [Office of Spiritual Development Links to an external site.](#)

USE OF TECHNOLOGY

In order to be successful in the online environment, you'll need to meet the minimum technology and system requirements; please refer to the *Technology and System Requirements* [Links to an external site.](#) information.

Problems with technology do not relieve you of the responsibility of participating, turning in your assignments, or completing your classwork.

READING SCHEDULE FOR LIT 3052 Diverse Voices in American Literature: Page numbers are provided in the weekly Modules

Tu 3/2. Introduction to the Course: Listening to African American Culture

Th 3/4. "The Vernacular Tradition: Part 1" (3-73)

Tu 3/9. Frederick Douglass (326-59)

Th. 3/11. Frederick Douglass (359-93)

3/16. Frances E. W. Harper (445-72)

3/18. Charles Chesnut (580-618)

3/23. Washington (548-49 and 572-9) and DuBois (679-83 and 687-702)

3/25. James Weldon Johnson (780-83 and 792-833)

3/30. James Weldon Johnson (833-71)

4/1. "Harlem Renaissance 1919-1940" (929-44) and Hurston (1029-50)

4/6. Poets of the Harlem Renaissance: Grimke (950-52); Spencer (953-55); Johnson (982-3); McKay (1000-07); Brown (1269-90); Bennett (1290-93); Guillen (1339-45); Cullen (1345-58); Johnson (1370-72)

4/8 Langston Hughes (1302-39)

4/13. Nella Larsen (1079-1103)

4/15. Nella Larsen (1104-41)

4/20 **Midterm Exam**

4/22. "The Vernacular Tradition, Part 2" (3-93) After reading the opening section (3-11), read at least three of the six sections (Gospel, Songs of Social Change, Jazz, Rhythm and Blues, Hip-Hop, and Sermons and Prayers)

4/27. Poetry and Music (see table of contents for page numbers): Tolson, "The Birth of John Henry" and "Satchmo"; Hayden, "Homage to the Empress of the Blues"; Sanchez, "a/coltrane/poem"; Spellman, "Did John's Music Kill Him?"; Cortez "How Long Has Trane Been Gone"; Neal, "Don't Say Goodbye to the Porkpie Hat"; Harper, "Dear John, Dear Coltrane"; Giovanni, "Revolutionary Music"; and, Williams, "I Want Aretha to Set This to Music"

4/29. Richard Wright (119-40) and Ralph Ellison (243-57 and 279-318)

5/4. James Baldwin (390-435)

5/6. Lorraine Hansberry (470-530)

5/11. Malcolm X (565-87), Martin Luther King, Jr. (592-607), and Eldridge Cleaver (739-48)

5/13. Ernest Gaines (1101-22) and Walter Mosley (1369-81)

5/18. Alice Walker (1176-94) and Gloria Naylor (1314-41)

5/20. August Wilson (1205-51)

5/25. **Group Presentations and Critical Papers Due**

5/27 Toni Morrison (985-1024)

6/1. Toni Morrison (1024-67)

6/3. Conclusion of the Course; **Reflective Essay Due**