

## OFFICIAL UNDERGRADUATE COURSE OUTLINE FORM

**Note:** The University reserves the right to amend course outlines as needed without notice.

<b>Course Code and Number:</b> ENGL 349		<b>Number of Credits:</b> 4 <a href="#">Course credit policy (105)</a>													
<b>Course Full Title:</b> Topics in American Literature <b>Course Short Title:</b> Topics in American Literature															
<b>Faculty:</b> Faculty of Humanities		<b>Department (or program if no department):</b> English													
<b>Calendar Description:</b> Theme-based topics in American literature. The focus of the course will vary with the instructor and need not be based on any particular period or confined to specific genres. Topics may include particular philosophical influences on American literature such as that of Puritan theology, styles like naturalism or realism, or a focus on works from specific cultural communities including African American, Latinx, Asian, or Indigenous authors.															
<b>Prerequisites (or NONE):</b>		Any two 200-level English courses.													
<b>Corequisites (if applicable, or NONE):</b>															
<b>Pre/corequisites (if applicable, or NONE):</b>															
<b>Antirequisite Courses</b> <i>(Cannot be taken for additional credit.)</i> Former course code/number: Cross-listed with: Equivalent course(s): <i>(If offered in the previous five years, antirequisite course(s) will be included in the calendar description as a note that students with credit for the antirequisite course(s) cannot take this course for further credit.)</i>		<b>Course Details</b> Special Topics course: <b>No</b> <i>(If yes, the course will be offered under different letter designations representing different topics.)</i> Directed Study course: <b>No</b> <i>(See <a href="#">policy 207</a> for more information.)</i> Grading System: <b>Letter grades</b> Delivery Mode: <b>May be offered in multiple delivery modes</b> Expected frequency: <b>Every other year</b> Maximum enrolment (for information only): <b>25</b>													
<b>Typical Structure of Instructional Hours</b> <table border="1" style="width: 100%;"> <tr> <td>Lecture/seminar</td> <td>60</td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> </tr> <tr> <td><b>Total hours</b></td> <td><b>60</b></td> </tr> </table>		Lecture/seminar	60									<b>Total hours</b>	<b>60</b>	<b>Prior Learning Assessment and Recognition (PLAR)</b> PLAR is available for this course.	
Lecture/seminar	60														
<b>Total hours</b>	<b>60</b>														
<b>Scheduled Laboratory Hours</b> Labs to be scheduled independent of lecture hours: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes		<b>Transfer Credit</b> <i>(See <a href="#">bctransferguide.ca</a>.)</i> Transfer credit already exists: <b>Yes</b> Submit outline for (re)articulation: <b>No</b> <i>(If yes, fill in <a href="#">transfer credit form</a>.)</i>													
<b>Department approval</b>		<b>Date of meeting:</b> 6 May 2024													
<b>Faculty Council approval</b>		<b>Date of meeting:</b> May 31, 2024													
<b>Undergraduate Education Committee (UEC) approval</b>		<b>Date of meeting:</b> December 13, 2024													

**Learning Outcomes** *(These should contribute to students' ability to meet program outcomes and thus Institutional Learning Outcomes.)*

Upon successful completion of this course, students will be able to:

1. Discuss, with examples, the central themes and concerns of the area of American literature and culture covered in the course.
2. Explain the significance of cultural, social, and intellectual issues such as religion, race, slavery, settler culture and colonialism to the literature covered in the course.
3. Evaluate the cultural outlook of American authors in relation to the wider world, including Indigenous cultures.
4. Use appropriate scholarly conventions and research methodologies to write literary analyses.
5. Apply appropriate critical frames to literary analysis.
6. Synthesize secondary sources effectively in written and oral work.
7. Analyze how literature evokes affective responses.

**Recommended Evaluation Methods and Weighting** *(Evaluation should align to learning outcomes.)*

Assignments:	75%	%	%
Final exam:	25%	%	%

**Details:**

Assignments (75%):

- Paper #1 (2000 words): 20%
- Research paper (3000 words): 30%
- Presentation: 10%
- In-class assignments: 15%

**NOTE: The following sections may vary by instructor. Please see course syllabus available from the instructor.**

**Typical Instructional Methods** *(Guest lecturers, presentations, online instruction, field trips, etc.)*

The course will include lectures by the instructor, seminar discussions, and oral presentations by students.

**Texts and Resource Materials** *(Include online resources and Indigenous knowledge sources. [Open Educational Resources](#) (OER) should be included whenever possible. If more space is required, use the [Supplemental Texts and Resource Materials form](#).)*

Type	Author or description	Title and publication/access details	Year
1. Textbook	Richard A. Long and Eugenia W. Collier, Eds	<i>Afro-American Writing</i> , 2nd Ed.	
2. Textbook	W.E.B. Du Bois	<i>The Souls of Black Folks</i>	
3. Textbook	Zora Neale Hurston	<i>Their Eyes Were Watching God</i>	
4. Textbook	Richard Wright	<i>Native Son</i>	
5. Textbook	James Baldwin	<i>Going to Meet the Man</i>	
6. Textbook	Malcolm X	<i>Malcolm X Speaks</i>	
7. Textbook	Toni Morrison	<i>Sula</i>	
8. Textbook	Amiri Baraka	<i>The Leroi Jones/Amiri Baraka Reader</i>	
9. Textbook	Spike Lee	<i>Do the Right Thing</i> (film)	
10. Textbook	Evie Shockley	<i>The New Black</i>	

**Course Content and Topics**

**Week 1:** Introduction; Phillis Wheatley; Frederick Douglass (anthology excerpts)

**Week 2:** Booker T. Washington (anthology excerpts)

**Week 3:** W.E.B. Du Bois, *The Souls of Black Folks*

**Week 4:** Paul Laurence Dunbar; Marcus Garvey (anthology)

**Week 5:** Langston Hughes (anthology)

**Week 6:** Zora Neale Hurston, *Their Eyes Were Watching God*

**Week 7:** Richard Wright, *Native Son*

**Week 8:** James Baldwin, *Going to Meet the Man*

**Week 9:** Martin Luther King Jr. (anthology excerpts); Malcolm X, *Malcolm X Speaks*

**Week 10:** Amiri Baraka, *The Leroi Jones/Amiri Baraka Reader*

**Week 11:** Toni Morrison, *Sula*

**Week 12:** Spike Lee, *Do the Right Thing*

**Week 13:** Evie Shockley, *The New Black*