

FLORIDA STATE COLLEGE AT JACKSONVILLE

COLLEGE CREDIT COURSE OUTLINE

COURSE NUMBER: AML 2600

COURSE TITLE: Introduction to African-American Literature

PREREQUISITE(S): ENC 1101 with a grade of "C" or better

COREQUISITE(S): None

CREDIT HOURS: 3

CONTACT HOURS/WEEK: 3

CONTACT HOUR BREAKDOWN:

Lecture/Discussion: 3

Laboratory:

Other _____:

FACULTY WORKLOAD POINTS: 3

STANDARDIZED CLASS SIZE ALLOCATION: 25

CATALOG COURSE DESCRIPTION:

This course is a survey course that treats the major periods of African-American literature from its beginnings in America to the present. Attention will be given to the African background. Concentration centers on the writers' views of themselves and the political, economic and social forces that operate on them.

SUGGESTED TEXT(S):

Afro-American Writing: An Anthology of Prose and Poetry. Latest edition. Long, Richard A. and Collier, Eugenia W. eds.

The Norton Anthology of Afro-American Literature. Gates, Henry L. et al., eds. Norton.

Black Writers of America: A Comprehensive Anthology, Barksdale, Richard K., MacMillan.

IMPLEMENTATION DATE: Fall Term, 1993 (941)

REVIEW OR MODIFICATION DATE: Fall Term, 1995 (961) was AML 2271
Fall Term, 1996 (971)
Fall Term, 2002 (20031)

COURSE TOPICS

CONTACT HOURS
PER TOPIC

(Suggested course outlines and topics and authors but not limited to.)

I. The Beginnings to 1900	15
<ul style="list-style-type: none"> A. The African Background: Contrary to popular beliefs the early African-American in America did not come without a rich cultural background. Their background included these elements of African folklore: proverbs, fables, supernatural tales, historical incidents, love stories, poems, funeral orations, and comic tales. There was music for all occasions - work songs, religious hymns, and other special melodies. Dance was used to celebrate the important events in life. All of this background is indicated and reflected in the <u>Narrative of Gustavus Vassa or Olaudah Equiano</u>. Concentration on this important narrative will be a major undertaking in this section. B. The Colonial Experience and the rise of folk ballads and folk tales. <u>The Spiritual</u>: content, form, and interpretation. Expression of collective feeling in the spiritual. <ul style="list-style-type: none"> 1. Phillis Wheatley - a major Neo-Classic writer 2. Jupiter Hammon - poet 3. Benjamin Banneker - intellectual C. The Struggle against Slavery and Racism: 1800-1860 <ul style="list-style-type: none"> 1. The major writers -Frederick Douglass, Alexander Crummell 2. The struggle for civil rights -Theodore S. Wright, William Whipper, Robert Purvis 3. African-American Abolitionists -David Walker, Nat Turner, Henry Highland Garnet, William Wells Brown 4. African-American Nationalists -John B. Russwurm, Martin R. Delany 5. The Fugitive Slave Narrative: To realistically describe and portray slavery and its evils from a concrete, first person, and eye-witness point of view <ul style="list-style-type: none"> a. Narratives-William and Ellen Craft, Moses Roper b. Characteristics of narrative-Political propaganda against slavery, style subordinated to political objective, shows African-American as having same worth as Euro-American c. Form, style, content-irony, internal and external documentation, themes of oppression, brotherhood, man's inhumanity to man d. Notions refuted by narratives-contented slave, comic Negro, tragic mulatto, brute Negro, exotic Negro, local color Negro 6. Poetry-George Moses Horton, James M. Whitfield, and Frances E. W. Harper 7. Religion-Lemuel B. Haynes 8. Folk Literature-tales, songs 	(5) (5) (5)

COURSE TOPICS (Continued)

CONTACT HOURS
PER TOPIC

- D. The African-American Man in the Civil War: 1861-1865 (5)
1. The African-American man in battle-William Wells Brown, George Washington Williams
 2. Commentary of African-American Soldiers-John A. Cravat, "Old" Sergeant
 3. African-American Orator: Henry Highland Garnet
 4. Women who serve and observe-Charlotte Forten Grimke, Elizabeth Keckley
- E. Reconstruction and reaction: 1865-1900 (5)
1. Major Writers-Charles W. Chesnutt, Paul Lawrence Dunbar, W.E.B. DuBois
 2. History-George Washington Williams
 3. Autobiography-Booker T. Washington
 4. Race Politics- Robert Brown Elliott, Blance K. Bruce
 5. Poetry-Albery A. Whitman, James Edwin Campbell, William Stanley Braithwaite, and Fenton Johnson
 6. Folk Literature- tales, prison songs, badman songs, the blues, work songs

II. 1900 to the Present

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- A. 1900-1919: The literature of this period focuses on repression and disfranchisement from the African-American man's point of view. The Washington-DuBois Controversy receives frequent discussion; and the Majority of the writers indicate, either through implication or direct statement, a preference for the militant rather than the pragmatic and conciliatory school of race leadership. (5)
1. The Washington-DuBois Controversy-social implications, literary implications
 2. Fiction Writers-Pauline E. Hopkins, James Weldon Johnson, Charles W. Chesnutt, Paul L. Dunbar, Sutton E. Griggs, W.E.B. DuBois, Oscar Micheaux, William Ashby
 3. World War One
 4. DuBois and the concept of Double Consciousness in Souls of Black Folk
- B. 1919-1932: The Harlem Renaissance-The 1920's witnessed the beginning of an outburst of literary and artistic talent which has been dubbed the Harlem Renaissance. Of one dominant characteristic of the movement, Alain Lock states that, "Pride of race supplanted the bitter wail of unjust persecutions." And Hugh M. Gloster asserts that "For the Negroes themselves, the Renaissance was a period of new opportunities and bright hopes, when their abilities and attainments were at last brought to the fore." (5)

COURSE TOPICS (Continued)

CONTACT HOURS
PER TOPIC

1. The social events which provided the conditions for a literature of protest, of chauvinism, and of spontaneous expression were:
 - a. The migration of the Southern Negro to Northern cities
 - b. The Marcus Garvey Movement
 - c. The Negro History Movement launched by Carter G. Woodson in 1915
 - d. The growing educational and economic attainments of the African-American race and the nation at large
 - e. The primitivist movement of the period, which partly reflected the frustration of the "lost generation," and partly the growing interest in anthropological and archaeological studies. The new-found appreciation for things African was a tremendous source of inspiration to the growing race pride of African-American Americans.
2. Other features of the Harlem Renaissance especially relating to the literature of the period:
 - a. Emphasis on the common man
 - b. Destruction of stereotype image
 - c. Capturing of actual speech patterns, rhythms of African-Americans
 - d. Glorification of African-American-consciousness
 - e. Yearning for African culture
 - f. Exploring themes not commonly dealt with before
 - g. The double-consciousness of two-worlds
 - h. Romantic and revolutionary qualities of the literature
3. Claude McKay-novels, poems
4. Langston Hughes-poetry characterized by his use of jazz rhythms, colloquial phrasing, the shouting color, vivid images, and striving after new and unused verse schemes
5. Countee Cullen
6. Jean Toomer
7. Rudolph Fisher
8. Free verse experiments of Fenton Johnson, Joseph Seaman Cotter, Angelina Grimke, Anne Spencer, Arna Bontemps
 - a. Forms-experiment with new metrical effects, emphasis on patterns, efforts to secure the inflection of colloquial speech
 - b. Diction-vivid images, fresh and often bizarre expressions

COURSE TOPICS (Continued)

CONTACT HOURS
PER TOPIC

- c. Subject matter-the best writers attempt to make their works individual expressions, but they do not forget their peculiar racial gifts in their striving to make a distinctive contribution to American art.
 - d. Strength and weakness-delight in decoration sometimes degenerates to over ornateness; genius for striking images and intoxication with the sound of words lead to meaningless incoherence; and the bent for the dramatic sometimes suffers from lack of restraint.
9. The Importance of Garveyism to the Renaissance (5)
- C. 1929-1945
- 1. A concentration on African-American self-appraisal, mediating between the diminished Garveyite enthusiasm and the new emphasis upon systematic study.
 - 2. Short Fiction
 - a. Langston Hughes
 - b. Richard Wright
 - c. Other Writers
 - 3. The Novel and the Federal Writers Project
 - a. George Wylie Henderson
 - b. Arna Bontemps
 - c. Richard Wright
 - d. The African-American novel
 - e. Plays-Federal Theatre Project
 - f. Characteristics of Depression Writing
- D. 1945 - 1960: Assimilation and Self-Awareness Literature (5)
- 1. Major writers
 - a. Melvin B. Tolson
 - b. Robert Hayden
 - c. Ralph Ellison
 - d. Gwendolyn Brooks
 - e. James Baldwin
 - f. LeRoi Jones
 - g. Lorraine Hansberry
 - 2. Developments in folk literature and the blues
- E. 1960's and 1970's: Self-determination as the major theme in literature and the emergence of an African-American aesthetic class. (5)
- 1. Major writers
 - a. Imamu Amiri Baraka
 - b. Ed Bullins
 - c. Ernest Gaines
 - d. Nikki Giovanni

COURSE TOPICS (Continued)

CONTACT HOURS
PER TOPIC

2. Autobiography-the combination of the personal and the political
 - a. Autobiography of Malcolm X
 - b. Claude Brown's, Manchild in the Promised Land
 - c. Gordon Park's, A Choice of Weapons
 - d. Anne Moody's, Coming of Age in Mississippi
 - e. H. Rap Brown's, Die Nigger Die!
 - f. Julius Lester's, To Be a Slave
 3. Formation of the African-American Aesthetic, African-American Cultural Nationalism: Addison Gayle, Jr. and Mulanga Ron Karenga
 4. Other Writers
 - a. William Melvin Kelley
 - b. Paule Marshall
 - c. Samuel Allen
 - d. Margaret Danner
 - e. Mari Evans
 - f. Sonia Sanchez
 - g. Eldridge Cleaver
 - h. Nathan Hare
 - i. Lonne Elder III
 - j. Alex Haley
- F. 1980's-Present: The emergence of African-American women poets, essayists, dramatists, and fiction writers. The exploration of the themes of African-American women's experiences against the background of race and sex. As described by Benet's Reader's encyclopedia of American Literature, "These writers force readers toward a new understanding of good and evil, strength and weakness, oppression and survival." (5)
1. Fiction writers
 - a. Alice Walker
 - b. Toni Morrison
 - c. Gloria Naylor
 - d. Toni Cade Bambara
 2. Poets, Essayists, Dramatists
 - a. Ntozake Shange
 - b. Mari Evans
 - c. Nikki Giovanni
 - d. Audre Lorde
 - e. Carolyn Rodgers
 - f. June Jordan
 - g. Sherley Anne Williams
 - h. Maya Angelou