Locator Information
Semester: FALL 2015
Course No. & Name: ENGL 223-01
Semester Hours of Credit: 3 Hours (TUES THUR) Time Classes
Meet: 12:30 pm – 1:45 pm (But-362)

Instructor: Brooksie Harrington, Ph.D.
Office Location: BU 135
Office Hours: Tues. and- Thur. 7:30am and 8:00am ~3:30,
Tues. and- Thur.2:00pm-4:00pm; also by appointment

Office Phone: 910-672-1931 or 1416
FAX: 910-672-1425

E-mail address: bharrington@uncfsu.edu
FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (usname@uncfsu.edu) that is easily accessible via the Internet. The university has established FSU E-mail as the primary code of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU E-mail may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.

II. Course Description
African American Literature is a continuation of an historical and critical exploration of African Americans’ contributions to American fiction, poetry, drama, and non-fiction, beginning with the 1900s and proceeding to the present.

Overview and Introduction:
This course is a reading course which will require students to concentrate on selections written from 1900 to the present. Although these writings are composed primarily by peoples of African American decent, our emphasis will be upon six distinct literary periods, all of which will be explored against a backdrop of the social, cultural, and political realities of American life. The
six divisions are (1) Pre-World War I, (2) Harlem Renaissance—The New Negro Movement, (3) the Black Chicago Renaissance, (4) the Black Arts Movement, (5) the Black Women’s Arts Movement, and (6) the New Black Renaissance, which is underpinned by Afrocentric thought and ritual.

Becoming acquainted with underread writers will be important one of our main foci. Hence, a broader and more diverse range of writers than one might otherwise study in African American literature will be afforded. And finally, in keeping with contemporary Afrocentric emphases—which attempt to unite, not divide—the literary contributions of African American men and women will receive equal attention. With this in mind, the modes of instruction will be expository and discovery. In a word, knowledge will be exposed through lectures, readings, films; knowledge and will be discovered through your own research and inquiries. There will be some online collaboration. Please note that all research projects are to be documented through video tape.

Disabled Student Services: In accordance with Section 505 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ACA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1st Floor); 910-672-1203.

Title IX—Sexual Misconduct
Fayetteville State University (University) is committed to fostering a safe campus environment where sexual misconduct — including sexual harassment, domestic and dating violence, sexual assault, and stalking - is unacceptable and is not tolerated. The University encourages students who may have experienced sexual misconduct to speak with someone at the University so that the University can provide the support that is needed and respond appropriately. The Sexual Misconduct policy can be found at the following link: http://www.uncfsu.edu/Documents/Policy/students/SexualMisconduct.pdf

Consulting with a Health Care Professional - A student who wishes to confidentially speak about an incident of sexual misconduct should contact either of the following individuals who are required to maintain confidentiality:
Ms. Pamela C. Fisher
Licensed Professional Counselor
Director, Student Health Services
Spaulding Building, Room 165
(910) 672-387
psmith@uncfsu.edu

Ms. Linda Melvin
Director, Student Health Services
Spaulding Building, Room 121
(910) 672-1454
lmelvi10@uncfsu.edu

Reporting an Incident of Sexual Misconduct- The University encourages students to report incidents of sexual misconduct. A student who wishes to report sexual misconduct or has questions about University policies and procedures regarding sexual misconduct should contact the following individual:
Ms. Victoria Ratliff
Deputy Title IX Coordinator for Students
Spaulding Building, Room 155
Unlike the Licensed Professional Counselor or the Director of Student Health Services, the Deputy Title IX Coordinator is legally obligated to investigate reports of sexual misconduct, and therefore cannot guarantee confidentiality, but a request for confidentiality will be considered and respected to the extent possible. **Students are also encouraged to report incidents of sexual misconduct to the University’s Police and Public Safety Department at (910) 672-1911.

Textbooks
Porgy by Du bose Heyward

Supplementary Texts
() Ragtime~~ Imitations () The Harlem Story Series () Life, The Great Debaters (film directed by Denzel Washington) Porgy and Bess by Gershwin et al

V. Course Objectives
--To enable students to develop a sense of the chronology of African American literature;
--To enable students to understand the theories of Gates, Fanon, and other major critics;
--To encourage students to evaluate the merits of Afrocentric thought and ritual; and
--To enable students to appreciate the contributions that women made to the African American literary canon.
--To help students define, develop, and embellish an academic world-view

VI. COMPETENCIES
Evaluate effectiveness of various forms of communication
Create written and spoken communication: clarity and organization
Develop and demonstrate personal system of ethics and morality
Cite sources accurately

() Competences () Assessments

Students will write essays discussing the historical, cultural, and aesthetic significance of the Harlem Renaissance. Students will also demonstrate their knowledge of the following competencies -- recommended by the Department of Public Instruction and stated in “Guidelines and Competencies for Undergraduates in the English/Communication Skills Preparation Program.” (2.2) Basic information concerning the English language: its structure, standards, and Variations; (2.6) Various modes of discourse [narration, exposition, description, and persuasion.] and their appropriate use in all areas of experience: personal, social, educational, business, and vocational;
2.7 Elements of literature and how these elements affect interpretation;
2.8 The genres common to oral, written, and visual expression. This course will also develop knowledge and competencies consistent with the standards recommended by the National Council of Teachers of English. Specifically, students will be able to do the following:

1.1 Complete a specific language arts course of study;
2.6 Recognize the impact that culture, societal events and issues have on teachers, students, the English language arts curriculum, and education in general;
3.1.2 Demonstrate how reading, writing, speaking, listening, viewing, and things are interrelated;
3.1.3 Recognize the impact of cultural, economic, political, and social environments upon language;
3.1.4 Show a respect for and an understanding of diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles;
3.1.5 Show an understanding of the evolution of English language and the historical influences on its various forms;
3.1.8 Show various purposes for which language is used;
3.2.2 Use writing, speaking and observing as major forms of inquiry, reflection, and expression;
3.2.5 Apply knowledge of language structure and conventions of creating and critiquing print and non-print texts;
3.3.1 Demonstrate how to respond to and interpret what is read in different ways;
3.3.2 Demonstrate how to discover and create meaning from texts;
3.3.3 Use a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts;
3.4.3 Demonstrate how written discourse can influence thought and action;
3.5.3 Show knowledge of a broad historical and contemporary spectrum of United States, British, and world literature, including:
3.5.1.1 works from a range of cultures;
3.5.1.2 works from a range of genres.

VII. FSU Student Learning Outcomes –

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

1) Arrange African American literature between 19000 and 2012 in a chronology.

2) Understand the Aesthetics of African American Literature and Music to include the characteristics of the genres used in African American Literature, such as political speeches, essays, autobiographies, sermons, testimonies, riddles, proverbs and cinema. (Note: the Black Preacher As Teacher~ Sonja H. Stone)

3) Defend the view that some of the early African American literature had at its center political empowerment.
4) Question the promise of the documents on which this country is founded, particularly as these documents relate to African Americans.

VIII. Course Requirements and Evaluation Criteria -

<table>
<thead>
<tr>
<th>Grade</th>
<th>Credit Hours</th>
<th>Quality Points</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Hours attempted and earned 4 per credit hour;</td>
<td>Exceptionally high</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Hours attempted and earned 3 per credit hour</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>Hours attempted and earned 2 per credit hour</td>
<td>Satisfactory</td>
<td></td>
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<tr>
<td>D</td>
<td>Hours attempted and earned 1 per credit hour</td>
<td>Marginally passing</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Hours attempted – Not earned 0 per credit hour</td>
<td>Failing</td>
<td></td>
</tr>
<tr>
<td>FN</td>
<td>Hours attempted – Not earned 0 per credit hour</td>
<td>Failing due to non-attendance. (Student registered, but never attended.)</td>
<td></td>
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<tr>
<td>W</td>
<td>Hours attempted – Not earned No impact on GPA</td>
<td>Class withdrawal prior to deadline (see Academic Calendar)</td>
<td></td>
</tr>
<tr>
<td>P</td>
<td>Hours attempted and earned No impact on GPA</td>
<td>Satisfactory - Assigned only in classes specified as Pass/Fail</td>
<td></td>
</tr>
<tr>
<td>WU</td>
<td>Hours attempted – Not earned No impact on GPA</td>
<td>Withdrawal from all classes for semester or term</td>
<td></td>
</tr>
<tr>
<td>AU</td>
<td>Hours attempted – Not earned No impact on GPA</td>
<td>Auditing</td>
<td></td>
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We will follow the University Grading Scale for this course:

A=92-100
B= 83-91
C=73-82
D=64-72
F=63 and less

A~~~ Hours attempted and earned
4 per credit hour; Exceptionally high
B~~~ Hours attempted and earned
3 per credit hour Good
C~~~ Hours attempted and earned
2 per credit hour Satisfactory
D~~~ Hours attempted and earned
1 per credit hour Marginally passing
F~~~ Hours attempted – Not earned
0~~~ per credit hour Failing
FN~~~ Hours attempted – Not earned
0 per credit hour Failing due to non-attendance.
(Student registered, but never attended.)
W~~~ Hours attempted – Not earned
No impact on GPA Class withdrawal prior to deadline
(see Academic Calendar)
P~~~ Hours attempted and earned
No impact on GPA Satisfactory - Assigned only in classes specified as Pass/Fail
WU Hours attempted – Not earned
No impact on GPA Withdrawal from all classes for semester or term; AU Hours attempted – Not earned
No impact on GPA Auditing
B. Attendance Requirements: Fayetteville State University no longer has a WN grade. So, for this course, **if you miss more than five (5) classes you will receive an F for the course.** If you miss a class when an assignment is due, not only will that count as an absence, but also there will be a lateness penalty attached to the assignment. If something important occurs, *negotiate with the instructor as soon as possible,* preferably in advance: maybe something can be worked out. Missing your conference appointment will count as **THREE** absences.

**Graded Assignments:**

--Two (2) unit examinations (Oral or Written) 25% each  (50)
--Miscellaneous in-class and homework assignments and/or quiz  (10)
--Initial Project and Oral Presentation with Research Paper    (10)
--Final examination and FINAL PROJECT (Video)  (30)

*If you fail to complete any of the above assignments, your grade will be adversely affected. Also, you must check your e-mail and your Blackboard daily, as announcements, instructions, and course updates will sometimes be given electronically.*

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IX. Course Calendar
Week 1 Aug 18, 23

Introduction: Definition of Harlem Renaissance, African American Vernacular, Aestheticism; European and American slave trade: 18th century beginnings; spirituals, blues and hop, sermons; Ebonics; 19th century literature of protest.

Sept 1
Week 2 James Weldon Johnson: “Autobiography of An Ex-Colored Man”
Controversy of “the Color Line” (PROJECT DECISIONS)

Sept 8
Week 3 Charles W. Chesnutt, Sutton Griggs, Ida B. Wells, Charles White [ Ms. Amerson]
Library Research, Criticism, Harlem Renaissance

Sept 10
Week 4 Paul Laurence Dunbar, Alice Dunbar-Nelson, Arthur A. Schomburg
Hooks’ Ain’t I A Woman.(PROJECT DECISIONS and UPDATES)
Exploring “ Imitations of Life”

Sept22 Discussion of projects and future papers…Class Discussion
Week 5 Alain Locke, Marcus Garvey, Claude McKay (Harrington’s Piano)
Porgy by Heyward and folk opera Porgy and Bess by Gershwin

[Sept 29----Oct 06] Group Assignments for the following:
Week 6 Langston Hughes, Sterling Brown, Melvin B. Tolson
Film: The Great Debaters

Week 7 Examination (Written Papers and Projects) TBA
Individual Research, Documentation, Updates, Primary and Secondary Sources and Richard
Wright, Ann Petry, Waters Turpin, Frank Yerby

Week 8 Ralph Ellison, Gwendolyn Brooks (Introduction)
[October 20 and following] Group II
Week 9 James Baldwin, Lorraine Hansberry
Fanon’s Black Skin, White Masks (selected portions)

Week 10 Amiri Baraka, Maulana Karenga, Sonia Sanchez

Week 11 Haki R. Madhubuti, Malcolm X, Eldridge Cleaver, Nikki Giovanni

Week 12 Audre Lorde, Maya Angelou, Ntozake Shange, Alice Walker

Week 13 Molefi Asante, Ernest J. Gaines, Charles S. Johnson
[November 15-16-17]

Week 14 Gil Scott and project VIDEOS***** URGENT***

[December 01 and following]

Week 15 Presentations and Review and project VIDEOS

Week 16 Final Exam

X. Bibliography
Here are a few important sources on the Harlem Renaissance. This was obtained from the
Notable Names Database, a production of Soylent Communications.


