10.10 Literature of the African Diaspora
3 hours; 3 credits

Bulletin Description:
Prose, poetry, drama, and film by black writers in Africa, the Americas, and Europe. Engagements with Western literary traditions and traditional oral literatures, folklore and music. Commonalities in style and theme. Major literary movements. Gender, nationality and transnationalism as constructed and interrogated boundaries, identities, and affiliations.
Prerequisite: Junior standing and satisfaction of all lower-tier requirements in Arts and Literatures.

Common General Education Goals addressed by this Course:

1. To develop an understanding of the major forms of literary and artist achievement, past and present, and a critical appreciation of the contribution of literature and the arts to the life of the individual and society. (4)

2. To develop the ability to think critically and creatively and to reason logically. (9, 10)

3. To express one’s thoughts orally and in writing with clarity and precision. (11, 12, 13)

4. To understand other cultures and globalization. (19 and 25)

Objectives of Core Course:

1. To develop an understanding of the characteristics of the major literary movements and texts of African diasporic literature. (4)

2. To develop an understanding of the critical and theoretical approaches that are used to understand these movements and texts. (9, 10)

3. To develop the ability to use critical and theoretical ideas in discussing and writing about these texts. (11, 12, 13)

4. To develop an understanding of the contributions of individual writers to a global and diasporic understanding of the world. (19, 25)

Outcomes of Core Course:

1. Students will recognize and identify the main characteristics of the major literary movements of the African Diaspora (4, 9, 10)
2. Students will recognize and identify the contribution of specific authors and texts to national and diasporic traditions (19, 25).

3. Students will be able to discuss and write short and long essays exploring the characteristics of literary movements and individual writers (11, 12, 13).
Course Outline:

Week 1: *Introduction: the African Diapora*

- Discussions of the idea of “diaspora”
- “African Diaspora” – geography and cultures

**Weeks 2 & 3: Origins of Diasporic Consciousness (and Pan-Africanism)**

- W.E.B Du Bois, *The Souls of Black Folk*
- selections from Marcus Garvey, *Philosophy and Opinions*

**Weeks 4 & 5: Renaissance in Harlem**

- selected poetry of Langston Hughes, Countee Cullen and Sterling Brown
- Claude McKay, *Banjo*

**Week 6: Negrisma and Indigénisme in the Caribbean**

- selected poetry of Luis Palés Matos, Nicolás Guillén, Jacques Roumain and René Dépestre

*short paper due*

**Weeks 7 & 8: Négritude from Europe**

- Jean Paul Sartre, “Black Orpheus”
- selected poetry of Léopold Sédar Senghor, Léon Gontran Damas, and Aimé Césaire

**Midterm examination**

**Weeks 9 & 10: Revisiting Black Consciousness**

- Frantz Fanon, *Wretched of the Earth*
- Ousmane Sembène, *Xala* (film)

**Week 11 & 12: Women’s Voices**

- Buchi Emecheta, *The Joys of Motherhood*

**Weeks 13 and 14: (Re)Triangulating the Self:**

- Toni Morrison, *Tar Baby*
Method of Evaluation:

Grade Assignment:

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<td>Class Participation</td>
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<td>Midterm</td>
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<td>Papers</td>
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Methods of Assessment:

1. Students will be prepared to discuss their understandings and questions about the assigned reading. They will be guided toward anchoring their questions and interpretations, large and small, in textual passages that define the contribution of specific authors and texts to a national or diasporic tradition. (Outcome 1 & 2)

2. Students will write long and short essays on the major movements of the African diasporic tradition. They will identify the authors and literary themes that define the movement. (Outcome 1 & 3)

3. Students will identify author, title, and literary movement of specific textual passages. They will also discuss the way those passages define or question aspects of the African diasporic tradition. (Outcome 2)
Bibliography


