

420 # 24-75-59 7/4/75
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English
Black American Literature
Dr. Terrance Donohue 3

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Charles D. Donohue

1975/1/25

Don Draper 4/11/75

4/11
5/2

Completed

12/24/75

Shirley A. Day

TO: Senate Curriculum Committee
FROM: Charles T. Donohue
RE: Proposal for graduate English course, Black American Literature

Topic Outline

POETRY--The Folk Tradition; Early Versifiers; The Emergence of the Black Poet; The Harlem Renaissance; Contemporary Poets; The New Black Poet.
FICTION--The Fiction of Slavery; The Fiction of Class and Caste; Fiction of the Harlem Renaissance; Contemporary Fiction. DRAMA--Early Black American Folk Drama; Negro Life as Seen by White Playwrights; Plays by Black Writers for the Contemporary Theater; Black Revolutionary Theater.

College Catalogue Description

An intensive study of the development of Black American Literature in its major genres. Specific topics and themes will change from time to time.

1. The first step in the process is to identify the problem.

2. The second step is to define the problem.

3. The third step is to analyze the problem.

4. The fourth step is to generate solutions.

5. The fifth step is to evaluate solutions.

6. The sixth step is to select a solution.

7. The seventh step is to implement the solution.

8. The eighth step is to monitor the solution.

9. The ninth step is to evaluate the results of the solution.

10. The tenth step is to document the solution.

11. The eleventh step is to communicate the results of the solution.

12. The twelfth step is to review the process.

13. The thirteenth step is to learn from the experience.

14. The fourteenth step is to apply the lessons learned to future problems.

15. The fifteenth step is to conclude the process.

16. The sixteenth step is to evaluate the overall effectiveness of the process.

17. The seventeenth step is to identify areas for improvement.

18. The eighteenth step is to implement the improvements.

19. The nineteenth step is to monitor the improvements.

20. The twentieth step is to conclude the process.

21. The twenty-first step is to evaluate the overall effectiveness of the process.

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An intensive study of the development of Black American Literature in its major genres. Specific topics and themes will change from time to time.

I. Title: Black American Literature

Department: English

Sponsor: Dr. Terrance Donohue

II. Essence

A. Graduate

B. 3 semester hours credit

C. Graduate English elective

D. No prerequisites

E. The course will be worked into the cycle of English electives.

III. Other details

A. The present staff is adequate and no additional resources are needed.

B. The library facilities are adequate.

C. No additional office or classroom space will be required.

D. The course is unique among graduate English offerings since black American authors are treated peripherally, if at all, in other courses.

E. Specific Objectives:

1. To develop in the graduate student a sensitivity of and appreciation of the literary values of a body of American literature too frequently neglected at the graduate level.
2. To acquaint the student with the most important works of such major twentieth-century black writers as Charles Chesnutt, W.E.B. DuBois, Langston Hughes, Richard Wright, Gwendolyn Brooks, Ralph Ellison, and James Baldwin.
3. To acquaint the student with the particular thematic and formal concerns of Black American literature and with aspects of the social, cultural and political life it reflects.
4. To give the student instruction and practice in the use of the tools of literary research and criticism.

IV. Rationale

The diversity and richness of Black American literature, its unique thematic and formal characteristics, can be better understood and appreciated when the literature is studied as the central concern of a course rather than incidentally or peripherally in a broader based course in American literature.