

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____

Change(s) Initiated: (Please check)

- | | |
|--|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
| <input type="checkbox"/> Change in Program Learning Outcomes | |
| <input type="checkbox"/> Other (please describe): _____ | |

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: Sara Rutkowski

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: 

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

College	Kingsborough Community College
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	English 7800
Course Title	African American Literature: Great Depression to Present
Department(s)	English
Discipline	English
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	English 12
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	This course explores the rich and evolving tradition of African American literature from the Great Depression to the contemporary era. Focusing on the works of key writers and poets, we will examine themes, such as racial identity, social justice, migration, gender, sexuality, and the complexities of African American life across various historical moments.
Special Features (e.g., linked courses)	N/A
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended

Indicate the status of this course being nominated:

☐ current course ☐ revision of current course ☐ a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<p>Required Core</p> <p><input type="checkbox"/> English Composition</p> <p><input type="checkbox"/> Mathematical and Quantitative Reasoning</p> <p><input type="checkbox"/> Life and Physical Sciences</p>	<p>Flexible Core</p> <p><input type="checkbox"/> World Cultures and Global Issues (A)</p> <p><input checked="" type="checkbox"/> US Experience in its Diversity (B)</p> <p><input type="checkbox"/> Creative Expression (C)</p> <p><input type="checkbox"/> Individual and Society (D)</p> <p><input type="checkbox"/> Scientific World (E)</p>
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Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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| | <ul style="list-style-type: none"> ● Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence. |
| | <ul style="list-style-type: none"> ● Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts. |
| | <ul style="list-style-type: none"> ● Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources. |
| | <ul style="list-style-type: none"> ● Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media. |
| | <ul style="list-style-type: none"> ● Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation. |

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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| | <ul style="list-style-type: none"> ● Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables. |
| | <ul style="list-style-type: none"> ● Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems. |
| | <ul style="list-style-type: none"> ● Represent quantitative problems expressed in natural language in a suitable mathematical format. |
| | <ul style="list-style-type: none"> ● Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form. |
| | <ul style="list-style-type: none"> ● Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation. |
| | <ul style="list-style-type: none"> ● Apply mathematical methods to problems in other fields of study. |

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

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| | <ul style="list-style-type: none">● Identify and apply the fundamental concepts and methods of a life or physical science. |
| | <ul style="list-style-type: none">● Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation. |
| | <ul style="list-style-type: none">● Use the tools of a scientific discipline to carry out collaborative laboratory investigations. |
| | <ul style="list-style-type: none">● Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report. |
| | <ul style="list-style-type: none">● Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data. |

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

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| | <ul style="list-style-type: none">● Gather, interpret, and assess information from a variety of sources and points of view. |
| | <ul style="list-style-type: none">● Evaluate evidence and arguments critically or analytically. |
| | <ul style="list-style-type: none">● Produce well-reasoned written or oral arguments using evidence to support conclusions. |

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

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| | <ul style="list-style-type: none">● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature. |
| | <ul style="list-style-type: none">● Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view. |
| | <ul style="list-style-type: none">● Analyze the historical development of one or more non-U.S. societies. |
| | <ul style="list-style-type: none">● Analyze the significance of one or more major movements that have shaped the world's societies. |
| | <ul style="list-style-type: none">● Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies. |

- Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

Weekly class discussions (part of 20% class engagement grade) provide practice in analyzing contrasting viewpoints, examining sometimes ambiguous or multiple meanings, and identifying underlying assumptions.

Weekly writing assignments (each 300 words; worth a total of 40% of their grade) ask students to respond to the assigned readings, and to interpret and assess the information and viewpoints presented in those texts. This writing also prompts students to reflect on their own cultural backgrounds and identities, as well as various themes, characters, literary devices, and historical and political issues, within the texts.

The group presentation (10 minutes; worth 20% of their grade) requires students to collaborate on considering a character in *Invisible Man*, thereby asking them to negotiate a range of interpretations of the text based on themes covered in class, such as racial identity, social invisibility, power and exploitation.

The final formal essay (6-7 pages; worth 20% of their grade), written in drafts, requires students to synthesize information from multiple sources and assess different viewpoints in order to develop their own analysis or narrative.

- Gather, interpret, and assess information from a variety of sources and points of view.

The course requires students to critically evaluate textual evidence to make an analytical argument about the meaning and significance of a literary work.

The weekly written assignments push students to think critically about complex issues of identity, history and race. The prompts ask students to respond to and make arguments about particular excerpts, quotes or aspects of the readings.

The final essay asks students to choose two texts from different weeks and draw comparisons based on key themes, characters, and narrative strategies, while integrating two relevant critical sources. In doing so, students are closely reading and critically analyzing specific passages, evaluating the arguments and rhetoric used.

- Evaluate evidence and arguments critically or analytically.

Students' participation in class discussions, low-stakes writings, a group presentation and the final research paper are assessed based on their ability to provide well-reasoned arguments supporting their interpretations of the texts using evidence and analysis.

- Produce well-reasoned written or oral arguments using evidence to support conclusions.

<p>The group presentation requires students to develop an original character analysis (about a character in <i>Invisible Man</i>) using evidence from the text to support their argument. They will deliver this presentation orally.</p> <p>The weekly reading assignments ask students to perform close analysis of texts and provide textual evidence.</p> <p>The final formal essay prompts students to construct an argument that connects literary texts and critical texts, with an expectation to provide evidence/quotes from the works to back up their claims and reason through their narrative perspective.</p>	
<p>A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:</p>	
<p>Literary Analysis: A core focus of the course is on literary analysis, concepts and methods. Students are applying fundamental skills from literary studies, such as incorporating textual evidence, performing close reading, and addressing literary strategies, including word choice, imagery, characterization, and thematic motifs, to draw valid conclusions about the works' meanings and impact. .</p> <p>U.S. Literature: The course is specifically centered on the discipline of African American literature from the Great Depression through to contemporary life. This literature provides an important perspective on the diverse U.S. experience, especially for the Black American community throughout this time period.</p> <p>Historical Context: Analyzing the historical context that shaped these literary works is another key goal. The syllabus integrates the study of historical concepts/events like segregation, urbanization, generational trauma, and the civil rights, Black Power, and feminist movements.</p> <p>Identity and Culture: The course focus Identity" prompts students to examine concepts from fields like anthropology, psychology, and sociology around race, ethnicity, and the diverse cultural experiences that influenced literary texts.</p> <p>Interdisciplinary Sources: The syllabus incorporates poetry, fiction, memoir and cultural criticism, taking an interdisciplinary approach to explore the multifaceted African American experience in U.S. history and culture.</p>	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
<p>Major Theme of Racial Identity: The focus of the course is literature from the 1930s, through present time, during which the identity of African Americans has been grappled with and contested. The texts the course covers dramatize these complex issues from multiple perspectives.</p> <p>Shaping of the U.S.: Class discussions and the weekly writing assignments prompt students to analyze how racial identity has shaped the broader American culture/society. The literature itself bears witness to how this history fundamentally shaped the U.S.</p> <p>Historical Context: Studying the historical context the evolving debates</p>	<ul style="list-style-type: none"> ● Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

about identity is emphasized, from the Depression to contemporary experience of African American life.	
	<ul style="list-style-type: none"> ● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> ● Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> ● Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
<p>Focus on African American Identity and Experience: The central theme of the course is exploring the evolving identity of African Americans in the United States. This inherently involves analyzing how race and ethnicity have influenced patterns of life and experience in American society.</p> <p>Historical Context and Legacy: By studying literature from the Great Depression to the contemporary era, the course examines how the institutions of racism and racial oppression have profoundly shaped patterns of life for Black Americans historically. Discussions and weekly writing also prompt students to reflect on how this history still impacts contemporary society.</p> <p>Intersections of Race, Gender, and Class: The poetry of the Black Arts Movement and Audra Lorde, and contemporary work by Chimamanda Ngozi Adichie and Ta-Nehisi Coates provide perspectives on how race intersects with gender and class. In class and in weekly writings, students also consider their own intersecting identities.</p>	<ul style="list-style-type: none"> ● Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.
C. Creative Expression	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> ● Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.

	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and

	theater.
	<ul style="list-style-type: none"> Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	<ul style="list-style-type: none"> Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> Use appropriate technologies to conduct research and to communicate.

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D. Individual and Society A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	<ul style="list-style-type: none"> Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.

	<ul style="list-style-type: none"> ● Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> ● Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> ● Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	<ul style="list-style-type: none"> ● Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> ● Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> ● Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> ● Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

English 78:

African-American Literature: Great Depression to Present

Section XX/ CF# XXXXX; 3 credits/3 hours

Class meeting days; Class times; Room: TBD

Professor Name; lastname.firstname@kbcc.cuny.edu; 718-368-XXXX

Office hours: time and location

Course Description

This course explores the rich and evolving tradition of African American literature from the Great Depression to the contemporary era. Focusing on the works of key writers and poets, we will examine themes, such as racial identity, social justice, migration, gender, sexuality, and the complexities of African American life across various historical moments.

Learning Outcomes

This semester you will learn to:

- Analyze, discuss, and assess a range of critical views about African American literature generally and the assigned literary texts specifically, and incorporate these ideas into written assignments that offer an argument and supporting evidence.
- Develop written responses to texts, using basic approaches of literary study, incorporating textual evidence, and demonstrating understanding of concepts from literary studies, which include performing close readings of literary texts, defending and supporting a thesis of a literary work, and incorporating terminology and strategies of literary studies to your analysis.
- Identify and analyze the major themes of early African American literature—such as identity, community, social invisibility, systemic racism, politics and ideology, and feminism—and consider the historical contexts in which literary texts were composed.
- Analyze the historical context, including the institutions and patterns, that shaped these literary works and examine concepts from fields like anthropology, psychology, and sociology around race, ethnicity, and the diverse cultural experiences that influenced the literature.

Required Texts

You are required to purchase the following texts and the rest of the readings will be available on Brightspace or distributed in class.

- Adichie, Chimamanda Ngozi. *We Should All Be Feminists*. Penguin, 2014.
- Coates, Ta-Nehisi. *Between the World and Me*. Spiegel & Grau, 2015.
- Ellison, Ralph. *Invisible Man*. Random House, 1952.
- Morrison, Toni. *Beloved*. Knopf, 1987.

Overview of Course Assignments and Grade Distribution

Class Engagement: 20 points

Active participation in the course is essential for success. Participation refers to the active engagement and involvement of students during class discussions and interactions, such as asking relevant questions, responding to peers' comments, and demonstrating attentiveness and respect. Active participation also involves being prepared for class, having completed the assigned readings or tasks, and engaging in group work or class exercises in a meaningful way. Attendance, punctuality, and proper classroom etiquette factor into this portion of the grade.

Weekly Writing Assignments: 40 points

Much of this course is built around weekly writing assignments, each 300-words long, which address various themes, characters, literary devices, historical and political issues, and personal connections within the texts. These informal writing assignments will be discussed in class with some time allotted for in-class writing. Each week, you will post these assignments to Brightspace. This writing may be further developed for the final formal assignment discussed below. I will offer written and/or oral feedback, and you will have the opportunity for rewrites.

Group Presentation: 20 points

This ten minute group presentation aims to deepen your understanding of Ralph Ellison's *Invisible Man* by analyzing one of its characters in detail and in relation to some of the key themes of the text, including racial identity, social invisibility, power and exploitation. You will work in small groups to choose a character and explore their role, development, and significance within the novel with the goal of generating a larger class discussion. You will have some time in class to prepare and you will present your analysis as a group during the last week that we study *Invisible Man*. Specific guidelines will be provided in class.

Formal Writing Assignment: 20 points

You will submit one formal writing assignment at the end of this term, between six and seven pages, which asks you to choose two of the texts we have covered from different weeks and draw comparisons based on key themes, characters, and narrative strategies. You will also find two relevant critical sources, located through Kibbee Library databases to draw from in your analysis. This assignment will be completed in drafts, beginning with an outline which I will review. Specific guidelines will be provided in class.

Weekly Schedule of Activities and Assignments

Week 1	Introduction to African-American Literature Readings: "The Negro and the American Revolution" (1935) by W.E.B. Du Bois
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	<p>Discussion: Syllabus review, Key themes in African-American literature; the role of the Black writer in America</p> <p>Writing: Write a 300-word response reflecting on Du Bois' essay, what you hope to learn in this course, and your previous knowledge of African-American literature. (Post to Brightspace)</p>
Week 2	<p>Identity and Race in <i>Invisible Man</i></p> <p>Readings: <i>Invisible Man</i> by Ralph Ellison (Chapters 1-4).</p> <p>Discussion: Race, identity, and the social invisibility of African-American individuals.</p> <p>Writing: Write a 300-word reflection on the idea of invisibility. When was a time in your life you felt invisible and why? (in-class)</p> <p>Choose a passage that stood out for you. Consider how the narrator's first-person narrative perspective impacts your understanding of his predicament. (Post to Brightspace)</p>
Week 3	<p><i>Invisible Man</i> continued</p> <p>Readings: <i>Invisible Man</i> by Ralph Ellison (Chapters 5-10)</p> <p>Discussion: The symbolism of invisibility, the struggle for selfhood, and the role of societal expectations.</p> <p>Writing: How does the narrator's quest for approval from authority figures lead him to compromise his own sense of self? Do you relate? (Post to Brightspace)</p> <p>Group Project Preparation: Begin selecting and discussing a character from <i>Invisible Man</i> (other than the narrator) to explore in your group project.</p>
Week 4	<p><i>Invisible Man</i> continued</p> <p>Readings: <i>Invisible Man</i> by Ralph Ellison (Chapters 11-14).</p> <p>Discussion: The burden of expectations and identity, the struggle for agency, and the impact of ideology and politics.</p> <p>Group Presentations: Groups offer 5-10 minute presentations of their character analysis.</p>

Week 5	<p>The Black Arts Movement</p> <p>Readings: <i>The Black Arts Movement</i> edited by Larry Neal (selected essays and poetry).</p> <p>Discussion: The intersection of art, politics, and Black power during the 1960s and 1970s.</p> <p>Writing: Write a 300-word response to one of the poems (your choice) from the Black Arts Movement, discussing its political and aesthetic significance. (Post to Brightspace)</p>
Week 6	<p>Gender, Sexuality, and Resistance in the Poetry of Audre Lorde</p> <p>Readings: Selections of Audre Lorde's poetry.</p> <p>Discussion: Lorde's exploration of the personal as political, and feminist discourse.</p> <p>Writing: Write a 300-word response to the question: How does Lorde's poetry challenge traditional notions of gender and sexuality? What does and does not seem contemporary in her work? (Post to Brightspace)</p>
Week 7	<p>Slavery and Trauma in <i>Beloved</i> (Part 1)</p> <p>Readings: <i>Beloved</i> by Toni Morrison (Chapters 1-8).</p> <p>Discussion: The legacy of slavery and the haunting effects of trauma on African Americans and communities.</p> <p>Writing: Write a 300-word reflection on Sethe's relationship with her past and the challenges of moving forward. (Post to Brightspace)</p>
Week 8	<p><i>Beloved</i> (Part 2)</p> <p>Readings: <i>Beloved</i> by Toni Morrison (Chapters 9-16).</p> <p>Discussion: The nature of the "Beloved" figure and the community's role in healing.</p> <p>Writing: Write a 300-word reflection on the role of memory and trauma in <i>Beloved</i>. Discuss a symbol that Morrison uses to explore the psychological effects of slavery. (Post to Brightspace)</p>
Week 9	<p>Contemporary Voices: <i>Between the World and Me</i></p>

	<p>Readings: <i>Between the World and Me</i> by Ta-Nehisi Coates (Chapters 1-4)</p> <p>Discussion: Coates' exploration of the Black experience in America, systemic racism, and the question of the Black body.</p> <p>Writing: Write a 300-word response on Coates' definition of "the Dream" and what you see as its implications for African Americans. (Post to Brightspace)</p>
Week 10	<p>The Role of Feminism in the African-American Experience</p> <p>Readings: <i>We Should All Be Feminists</i> by Chimamanda Ngozi Adichie.</p> <p>Discussion: Feminist theory and the intersection of race and gender in African-American women's lives.</p> <p>Writing: Write a 300-word response on the feminist perspectives of Lorde and Adichie, discussing how they view the connection between gender, race, and oppression. (Post to Brightspace)</p> <p>Proposal for final essay due</p>
Week 11	<p>Writing Workshop</p> <p>First draft of final essays due. Discussion, peer review and conferencing with the instructor.</p>
Week 12	<p>Course Wrap-Up</p> <p>Group Project Presentations: Each group will present their analysis of a character from <i>Invisible Man</i> or <i>Beloved</i>, tying it to other course texts.</p> <p>Discussion: Reflections on the course themes and key takeaways.</p> <p>Writing: 300-word reflection on how the course has changed your understanding of African-American literature and culture. (Post to Brightspace)</p> <p>Final draft of essay due during exam week.</p>

Additional Information

Absence Policy: Attendance in college is critical for students' learning. Regular attendance ensures that you will have the opportunity to learn from your professor, learn

from your peers, participate in class discussions, keep up to date with in-class work (both individual and collaborative), and take in-class quizzes and assessments that will occur throughout the semester. If at any point during the semester you simply stop attending class, you will be assigned a WU for this course.

Classroom etiquette: Obviously, it is rude to come to class late and/or unprepared and to fail to give the class your full attention. I expect you to treat your instructor and your classmates the way you would want to be treated, by being respectful and thoughtful in your interactions with others in class. Failure to come to class prepared and failure to participate will result in a lower participation grade.

Academic integrity policy: To reach academic success, one needs to uphold the 5 core values of honesty, trust, fairness, respect and responsibility. Failure to do so may result in charges of academic dishonesty. Academic dishonesty is prohibited by CUNY and Kingsborough Community College and is punishable by penalties, including failing grades, suspension, and expulsion. Examples of academic dishonesty include, but are not limited to, cheating, plagiarism, internet plagiarism, obtaining unfair advantages, and falsification of records.

Statement on accessibility: It is college policy to provide reasonable accommodations to individuals with disabilities. Any student with a documented disability who may need accommodations for this course is requested to contact AAS as early in the semester as possible. AAS can be reached by phone at 718-368-5175 or by email at AAS@kbcc.cuny.edu. The office is in room D205. All discussions will remain confidential. For more information, please click on the link to the Access-Ability Services webpage in the Quick Links menu of the KCC homepage or at the bottom of every page on the KCC website. The AAS webpage also provides access to the AAS Student Handbook, which is a valuable introduction to the services and programs that are available.

Statement on preferred pronouns: I affirm all forms of gender expressions and identities. Feel free to inform me on your preferred gender pronoun or if you do not have a pronoun. If you prefer to be called a different name than what is on the class roster, please let me know. The gender-neutral bathrooms are located in the following places on campus: A117, A119, L303, L504, M436, T4 154, T8 108B, V211, and V212. If you have any questions or concerns, please do not hesitate to contact me.