

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  |
- Change in Program Learning Outcomes
- 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: Don Del Principe

## 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.

<b>College</b>	Kingsborough Community College
<b>Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)</b>	ENG 7700
<b>Course Title</b>	African-American Literature: Beginnings to the Harlem Renaissance
<b>Department(s)</b>	English
<b>Discipline</b>	English
<b>Credits</b>	3
<b>Contact Hours</b>	3
<b>Pre-requisites (if none, enter N/A)</b>	English 12
<b>Co-requisites (if none, enter N/A)</b>	N/A
<b>Catalogue Description</b>	The course provides an overview of early African-American literature from the pre-emancipation era to the Harlem Renaissance. Genres such as oral and slave narratives, poetry, fiction and nonfiction will be covered.
<b>Special Features (e.g., linked courses)</b>	N/A
<b>Sample Syllabus</b>	Syllabus must be included with submission, 5 pages max recommended

**Indicate the status of this course being nominated:**

XXcurrent 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><b>Required Core</b></p> <p> <input type="checkbox"/> English Composition  <input type="checkbox"/> Mathematical and Quantitative Reasoning  <input type="checkbox"/> Life and Physical Sciences </p>	<p><b>Flexible Core</b></p> <p> <input type="checkbox"/> World Cultures and Global Issues (A)  <input type="checkbox"/> XX US Experience in its Diversity (B)  <input type="checkbox"/> Creative Expression (C)  <input type="checkbox"/> Individual and Society (D)  <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"> <li>● Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>● 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.</li> </ul> |
|  | <ul style="list-style-type: none"> <li>● Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.</li> </ul>  |
|  | <ul style="list-style-type: none"> <li>● Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.</li> </ul>   |
|  | <ul style="list-style-type: none"> <li>● Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.</li> </ul>   |

#### 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:

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

**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:

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

**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.

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

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

	<ul style="list-style-type: none"><li>● 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.</li></ul>
	<ul style="list-style-type: none"><li>● Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</li></ul>
	<ul style="list-style-type: none"><li>● Analyze the historical development of one or more non-U.S. societies.</li></ul>
	<ul style="list-style-type: none"><li>● Analyze the significance of one or more major movements that have shaped the world's societies.</li></ul>
	<ul style="list-style-type: none"><li>● 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.</li></ul>
	<ul style="list-style-type: none"><li>● Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</li></ul>

## B. U.S. Experience in its Diversity

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

<ul style="list-style-type: none"><li>• The course requires reading a variety of literary genres from different time periods, including oral traditions, poetry, slave narratives, fiction, and non-fiction.</li><li>• Weekly informal writing assignments (worth 30% of their grade) ask students to respond to excerpts or quotes from the assigned readings, and to interpret and assess the information and viewpoints presented in those texts.</li><li>• The journal assignments prompt students to reflect on their own cultural backgrounds and identities, gathering information from their personal experiences and perspectives.</li><li>• The two formal writing assignments (each worth 30% of their grade), require students to synthesize information from multiple sources (e.g., Booker T. Washington, W.E.B. Du Bois, historical context) and assess different viewpoints in order to develop their own analysis or narrative.</li><li>• Supplementary materials like videos (e.g., "Finding Your Roots," "The African Americans: Many Rivers to Cross") and news articles provide additional sources of information and perspectives for students to consider.</li></ul>	<ul style="list-style-type: none"><li>• Gather, interpret, and assess information from a variety of sources and points of view.</li></ul>
<ul style="list-style-type: none"><li>• The syllabus states that one of the course goals is to learn "how to do a close reading of a literary text, which is to closely analyze a small section of the text in order to support your interpretation of the entire text." This requires critically evaluating textual evidence to make an analytical argument about the meaning or significance of a literary work.</li><li>• The two formal writing assignments ask students to develop and support a thesis through close analysis of literary texts. For example, the first assignment prompts: "Write an essay in which you analyze two of Phillis Wheatley's poems. You should develop a thesis and support it by writing about the formal elements of the poems and Wheatley's historical context."</li><li>• Crafting and defending a thesis necessitates critically evaluating the textual evidence and historical context.</li><li>• Assignments like "Respond to a section of the "Atlanta Compromise Speech" on Hypothesis require students to closely read and critically analyze specific passages, evaluating the arguments and rhetoric used.</li><li>• Many discussion prompts ask students to respond to and make arguments about particular excerpts, quotes or aspects of the readings. The journaling also pushes students to think critically about complex issues of identity, history and race.</li><li>• Texts representing opposing viewpoints, like Washington's "Atlanta Exposition Speech" and Du Bois's critique in "Of Mr. Booker T. Washington and Others," require evaluating the merits and evidence behind each argument analytically.</li></ul>	<ul style="list-style-type: none"><li>• Evaluate evidence and arguments critically or analytically.</li></ul>
<ul style="list-style-type: none"><li>• The two formal writing assignments explicitly require students to "develop a thesis and support it" through close analysis of textual evidence.</li><li>• Both formal writing assignments prompt students to construct arguments analyzing literary texts, with an expectation to provide evidence/quotes from the works to back up their claims. For example, the second assignment asks students to reference</li></ul>	<ul style="list-style-type: none"><li>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</li></ul>

<p>quotes from Booker T. Washington and W.E.B. Du Bois to reason through their narrative perspective.</p> <ul style="list-style-type: none"> <li>• Many of the discussion prompts ask students to make arguments and support their interpretations with evidence from the readings. For instance, Discussion 11 states: "Use at least two quotes from the poem to support your answer."</li> <li>• The journals push students to reason through complex issues of identity, drawing evidence from their own experiences to ultimately support their conclusions in an argumentative letter to the governor.</li> </ul>	
<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>	
<ul style="list-style-type: none"> <li>• Literary Analysis: A core focus of the course is on literary analysis concepts and methods. The syllabus states goals like "How to defend and support a thesis on a literary work" and "How to do a close reading of a literary text" by analyzing literary elements like metaphor, tone, etc. Students are applying fundamental literary analysis skills.</li> <li>• U.S. Literature: The course is specifically centered on the discipline of early African American literature from the slavery era through the Harlem Renaissance. This literature provides an important perspective on the diverse U.S. experience, especially for the Black American community during this time period.</li> <li>• 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 the slave trade, abolitionism, Reconstruction, Jim Crow, and more - drawing from the disciplines of history and cultural studies.</li> <li>• Identity and Culture: The course theme of "Identity" prompts students to examine concepts from fields like anthropology, psychology, and sociology around race, ethnicity, and the diverse cultural experiences that influenced the literature.</li> <li>• Interdisciplinary Sources: The syllabus incorporates sources beyond just literature - videos, articles, speeches - taking an interdisciplinary approach to explore the multifaceted African American experience in U.S. history and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
<ul style="list-style-type: none"> <li>• Major Theme of Slavery: The overarching focus of the course is on early African American literature from the slavery era through the Harlem Renaissance. Slavery as a major theme in U.S. history is central to the readings, from slave narratives like those of Olaudah Equiano, Frederick Douglass, and Harriet Jacobs, to the poetry of Phillis Wheatley written during her enslavement.</li> <li>• Multiple Perspectives: The syllabus incorporates diverse perspectives on slavery and its impacts. It includes slave narratives offering the first-hand perspectives of enslaved people. But it also looks at perspectives like those of free Black writers (Paul Laurence Dunbar, Charles Chesnut) and early Black scholars/activists (Booker T. Washington, W.E.B. Du Bois) reflecting on slavery's legacy.</li> <li>• Shaping of the U.S.: The journal assignments explicitly prompt students to analyze how the history of slavery and the experience of enslaved Africans brought to America shaped personal identities and the broader American culture/society. The literature itself bears witness to how this history fundamentally shaped the U.S.</li> <li>• Historical Context: Studying the historical context around slavery is emphasized, from the slave trade itself to the abolitionist</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</li> </ul>

<p>movement to Reconstruction and beyond. This provides an opportunity to evaluate slavery's role in shaping the economic, political, and social development of the United States.</p>	
	<ul style="list-style-type: none"> <li>● Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</li> </ul>
	<ul style="list-style-type: none"> <li>● Explain and evaluate the role of the United States in international relations.</li> </ul>
	<ul style="list-style-type: none"> <li>● Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.</li> </ul>
<ul style="list-style-type: none"> <li>● 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 over 400 years, as stated in the course description. This inherently involves analyzing how race and ethnicity have influenced patterns of life and experience in American society.</li> <li>● Historical Context and Legacy: By studying literature from the slavery era through the Harlem Renaissance, the course examines how the institutions of slavery, racism, and racial oppression have profoundly shaped patterns of life for Black Americans historically. Discussions and journals also prompt students to reflect on how this history still impacts contemporary society.</li> <li>● Intersections of Race, Gender, and Class: Readings like <i>Incidents in the Life of a Slave Girl</i> by Harriet Jacobs provide perspectives on how race intersected with gender and class status during slavery. The personal cultural analysis journals ask students to consider their own intersecting identities.</li> <li>● Ideology, Belief Systems, and Social Movements: The inclusion of works by Booker T. Washington, W.E.B. Du Bois, and writings from the Harlem Renaissance expose students to analyzing how ideologies, philosophies, and social movements influenced and were influenced by Black American experiences of marginalization.</li> <li>● Cultural Patterns and Customs: Assignments like the journals promote discussion about how ethnic and cultural customs, traditions, and lived experiences are shaped by and influence racial, ethnic and other sociocultural identities.</li> </ul>	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
<p><b>C. Creative Expression</b></p>	
<p>A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.</p>	
	<ul style="list-style-type: none"> <li>● Gather, interpret, and assess information from a variety of sources and points of view.</li> </ul>
	<ul style="list-style-type: none"> <li>● Evaluate evidence and arguments critically or analytically.</li> </ul>
	<ul style="list-style-type: none"> <li>● Produce well-reasoned written or oral arguments using evidence to support conclusions.</li> </ul>
<p>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:</p>	
	<ul style="list-style-type: none"> <li>● 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.</li> </ul>
	<ul style="list-style-type: none"> <li>● 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.</li> </ul>

	<ul style="list-style-type: none"><li>• Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.</li></ul>
	<ul style="list-style-type: none"><li>• Demonstrate knowledge of the skills involved in the creative process.</li></ul>
	<ul style="list-style-type: none"><li>• Use appropriate technologies to conduct research and to communicate.</li></ul>



#### D. Individual and Society

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

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

A course in this area (II.D) 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"><li>● 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.</li></ul> |
|  | <ul style="list-style-type: none"><li>● Examine how an individual's place in society affects experiences, values, or choices.</li></ul>   |
|  | <ul style="list-style-type: none"><li>● Articulate and assess ethical views and their underlying premises.</li></ul>  |
|  | <ul style="list-style-type: none"><li>● Articulate ethical uses of data and other information resources to respond to problems and questions.</li></ul>   |
|  | <ul style="list-style-type: none"><li>● Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</li></ul>   |

#### E. Scientific World

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

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

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

- |  |  |
|--|--|
|  | <ul style="list-style-type: none"><li>● 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.</li></ul> |
|  | <ul style="list-style-type: none"><li>● Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</li></ul>   |
|  | <ul style="list-style-type: none"><li>● Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</li></ul>   |
|  | <ul style="list-style-type: none"><li>● Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</li></ul>  |
|  | <ul style="list-style-type: none"><li>● Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</li></ul>   |

**Kingsborough Community College | Department of English**

## **English 77:**

# **African-American Literature: Beginnings to the Harlem Renaissance**

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

Class meeting days; Class times; Room: TBD

Professor Name; [lastname.firstname@kbcc.cuny.edu](mailto:lastname.firstname@kbcc.cuny.edu); 718-368-XXXX

Office hours: time and location

### **Course Description**

The course provides an overview of early African-American literature from the pre-emancipation era to the Harlem Renaissance. Genres such as oral and slave narratives, poetry, fiction and nonfiction will be covered.

As the African-American novelist Toni Morrison describes it, we will explore “the four-hundred-year-old presence of first Africans and then African-Americans in the United States.” How do we see this evolving identity in the literature? Along the way, you will have the opportunity to think about the role of African-American literature and history in your life and the life of the nation. During the semester you will write informally to express course content in your own words and write two formal papers in drafts with feedback from your instructor.

### **Learning Outcomes**

This semester you will learn to:

- Apply key 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 slavery, abolitionism, oral culture, racial identity, urbanization, and experimentation—and consider the historical contexts in which literary texts were composed.
- 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.

## **Required Texts**

The readings will be available on Brightspace or distributed in class.

## **Overview of Course Assignments**

This class is designed to provide you with opportunities to explore the ways in which writing is, as the critic Nancy Comley has described it, not only “a tool for communication, for transmitting ideas or transcribing what has been thought, but it is also in and of itself a way of thinking—of developing ideas, trying them out, arranging them and testing them.” Therefore, the course will give you practice in a variety of writing situations. We will use writing to generate and think through ideas, some of which will be developed into formal writing assignments.

***Informal Writing Assignments:*** Each week you will produce informal writing assignments in the form of in-class writing, online discussions and journals based on prompts and discussion questions. We will also annotate texts online using the annotation tool Hypothesis. Some of this informal writing may be developed into the formal assignments discussed below. I will offer written and/or oral feedback, and we will discuss these assignments in class.

***Formal Writing Assignments:*** You will submit two formal writing assignments this term, between four and five pages each, which respond to a particular topic and theme in one or more literary texts. The first assignment will ask you to perform a close reading of an assigned text and the second will require you to synthesize information from multiple sources (e.g., Booker T. Washington, W.E.B. Du Bois, and historical context) and assess different viewpoints in order to develop your own analysis (see the Weekly Schedule for more details). Each of these assignments will be completed in drafts. You will receive a grade on your first draft and have an opportunity to revise your assignment and raise your grade using the feedback you receive.

***Participation/Attendance:*** Your online/in-class participation will determine your grade for participation. If at any point during the semester you stop attending class, you will be assigned a WU for this course.

## **Grade Distribution**

Informal Writing Assignments	30%
First Formal Writing Assignment	30%
Second Formal Writing Assignment	30%
Class Participation	10%

### Weekly Schedule of Activities and Assignments

Week 1	<p><b>Trickster Stories</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>● “Breer Rabbit Tricks Brer Fox Again”</li> <li>● “How Mr. Rabbit Was too Sharp for Mr. Fox”</li> <li>● “What the Rabbit Learned”</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>● Write a narrative (could be in a creative form, such as a rap song) about what you know about your family’s journey to America. Post your rap song in the Discussion section on Brightspace. Respond to at least one classmate’s post.</li> </ul>
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<p>Week 2</p>	<p><b>Phillis Wheatley</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>● “On Being Brought from Africa to America” by Phillis Wheatley (1773)</li> <li>● “Letter to Samson Occum” by Phillis Wheatley (1774)</li> <li>● “New England Colonies’ Use of Slavery” <i>National Geographic</i></li> </ul> <p>Video:</p> <ul style="list-style-type: none"> <li>● “Slavery in the North” from <i>Finding Your Roots</i> with Henry Louis Gates, Jr.</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>● Read Wheatley’s biography and imagine that it is your life story. Free write about what you would want to write about if this was your life story.</li> <li>● Complete the worksheet on the formal elements of “On Being Brought from Africa to America”: rhyme scheme, diction, and meter.</li> <li>● Respond to “On Being Brought from Africa to America.” Did she write about what you thought she would write about?</li> <li>● Respond to a section of Wheatley’s “Letter to Samson Occum.”</li> </ul>
<p>Week 3</p>	<p><b>Exploring the Slave Narratives</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>● Excerpts from <i>The Interesting Narrative of the Life of Olaudah Equiano, or Gustavas Vassa, the African, Written by Himself</i> (1789)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>● Discussion: Respond to two sections of <i>The Interesting Narrative of the Life of Olaudah Equiano</i> that stand out for you. How do you think Olaudah Equiano identifies in his slave narrative? Is he African? Is he American? Use a quote to support your answer.</li> <li>● Journal: What generation in the United States do you represent? For instance, are you and your siblings the first of your family to be born</li> </ul>

	<p>in this country? Were you foreign-born? If so, when did you come to the U.S.? Describe your transition.</p>
<p>Week 4</p>	<p><b>Exploring the Slave Narratives (cont.)</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• <i>Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself</i> (1845)</li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Discussion: Respond to two sections of <i>Narrative of the Life of Frederick Douglass</i> that stand out for you.</li> <li>• Journal: Does your immediate family or extended family practice ethnic or cultural customs that you or they value or identify with? For example: foods, celebrations, traditions, social behaviors, manners, beliefs. What customs do you prize the most? Do you or your relatives speak your ethnic group language?</li> <li>• Formal Writing Assignment 1; Draft 1 Due Write an essay in which you analyze two of Phillis Wheatley’s poems. One must be “On Being Brought from Africa to America” and another poem of your choosing. You should develop a thesis and support it by writing about the formal elements of the poems and Wheatley’s historical context. (Detailed instructions will be distributed in class.)</li> </ul>
<p>Week 5</p>	<p><b>Exploring the Slave Narratives (cont.)</b></p> <p>Readings:</p> <ul style="list-style-type: none"> <li>• <i>Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself</i></li> </ul> <p>Assignments:</p> <ul style="list-style-type: none"> <li>• Discussion: Respond to two sections of <i>Narrative of the Life of Frederick Douglass</i> that stand out for you. How do you think Frederick Douglass identifies in his slave narrative? Is he African? Is he American? Use at least two quotes to support your answer.</li> </ul>

<p>Week 6</p>	<p><b>Exploring the Slave Narratives (cont.)</b></p> <p>Readings:</p> <ul style="list-style-type: none"><li>● Excerpts from <i>Incidents in the Life of Slave Girl</i> by Harriet Jacobs (1861)</li></ul> <p>Assignments:</p> <ul style="list-style-type: none"><li>● Discussion: Respond to two sections of <i>Incidents in the Life of Slave Girl</i> that stand out for you.</li><li>● Discussion: Write a brief overview of an aspect of antebellum history (Fugitive Slave Act, Underground Railroad, Second Great Awakening, Cult of True Womanhood, American Colonization Society) based on two sources and post to Brightspace. Review and respond to one of the posts by making a connection between the topic and one of the slave narratives you read.</li></ul>
<p>Week 7</p>	<p><b>The Post-Slavery Era</b></p> <p>Readings</p> <ul style="list-style-type: none"><li>● Excerpts from <i>Up from Slavery</i> by Booker T. Washington (1901)</li><li>● “The Atlanta Exposition Speech” by Booker T. Washington (1895)</li></ul> <p>Assignments:</p> <ul style="list-style-type: none"><li>● Discussion: Respond to two sections of <i>Up from Slavery</i> that stand out for you.</li><li>● Journal: To what extent do you regularly interact with members of other racial and ethnic groups? Socially? Professionally? Do you worship with members of another racial or ethnic group?</li><li>● Formal Writing Assignment 1: Final Draft Due</li></ul>

<p>Week 8</p>	<p><b>The Post-Slavery Era (cont.)</b></p> <p>Readings</p> <ul style="list-style-type: none"><li>● Excerpt from <i>Up from Slavery</i>, Chapter Ten “A Harder Task than Making Bricks Without Straw” by Booker T. Washington (1901)</li><li>● “Of Mr. Booker T. Washington and Others” from <i>The Souls of Black Folk</i> by W.E.B. DuBois (1903)</li></ul> <p>Assignments:</p> <ul style="list-style-type: none"><li>● Discussion: Write a letter to Interim President Duitch in which you give her anonymous feedback on her proposal to have students construct the new academic building.</li><li>● Discussion: Respond to a section of “Of Mr. Booker T. Washington and Others” on Hypothesis</li></ul>
<p>Week 9</p>	<p><b>The Post-Slavery Era (cont.)</b></p> <p>Readings</p> <ul style="list-style-type: none"><li>● “We Wear the Mask” by Paul Lawrence Dunbar (1895)</li><li>● “The Wife of His Youth” by Charles Chesnutt (1898)</li></ul> <p>Assignments:</p> <ul style="list-style-type: none"><li>● Discussion: Watch <i>The African-Americans: Many Rivers to Cross</i>, Episode Three: “Into the Fire” and respond to two parts that stand out for you. Make a connection between “Into the Fire” and “We Wear the Mask” by Paul Lawrence Dunbar.</li><li>● Formal Writing Assignment 2; First Draft Due Write a diary entry (or entries) in which you assume the role of a 19-year-old African-American in 1905 and you are deciding which college to attend: either Tuskegee University, where you will learn a trade or Fisk University, where you will receive a traditional college education. Incorporate in your analysis both the views of Booker T. Washington and W.E.B. DuBois, as well as the political, economic and social conditions of African-Americans after slavery from at least two of the sources we have covered in class. (Detailed instructions will be distributed in class.)</li></ul>



<p>Week 10</p>	<p><b>The Harlem Renaissance</b></p> <p>Readings:</p> <ul style="list-style-type: none"><li>• “The New Negro” by Alaine Locke</li><li>• Excerpts from <i>Plum Bun</i> by Jessie Redmon Fauset</li></ul> <p>Assignments:</p> <ul style="list-style-type: none"><li>• Discussion: Respond to two sections of “The New Negro” that stand out for you.</li></ul>
<p>Week 11</p>	<p><b>The Harlem Renaissance (cont.)</b></p> <p>Readings:</p> <ul style="list-style-type: none"><li>• “Harlem” by Langston Hughes</li><li>• “Afro-American Fragment” Langston Hughes</li></ul> <p>Assignments:</p> <ul style="list-style-type: none"><li>• Discussion: How does the narrator identify in “Afro-American Fragment?” Is the narrator African? Is the narrator American? Use at least two quotes from the poem to support your answer.</li><li>• Journal: One ever feels his two-ness,—an American, a Negro... two thoughts, two unreconciled strivings; two warring ideals in one dark body, whose dogged strength alone keeps it from being torn asunder" (W.E.B. DuBois, <i>The Souls of Black Folk</i>). Can you relate to DuBois' famous quote? Can you relate to feeling torn between more than one identity?</li></ul>
<p>Week 12</p>	<p><b>Final Reflections</b></p> <p>Assignments:</p> <ul style="list-style-type: none"><li>• Discussion: Read “U.S. Considers Asking Black Americans on Census If They Are Slave Descendants.” Based on what you’ve learned and reflected on this semester, what are your thoughts about this?</li><li>• Formal Writing Assignment 2: Final Draft Due</li></ul>

## **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 course work grade.

**Academic integrity policy:** Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work” ([www.dictionary.com](http://www.dictionary.com)). Please note that this includes language, text, or material taken (without acknowledgement) from AI text-generators. If you plagiarize in any of the work you submit, you may receive a grade of 0 for the assignment. Please see Kingsborough’s website page on Academic Integrity for more information on plagiarism. [https://www.kbcc.cuny.edu/studentaffairs/student\\_conduct/academic\\_integrity.html](https://www.kbcc.cuny.edu/studentaffairs/student_conduct/academic_integrity.html)

**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](mailto: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. If you prefer to be called a different name than what is on the class roster, please let me know. Feel free to inform me on your preferred gender pronoun or if you do not have a pronoun. 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.