**Self-Determination and the Struggle for Justice in African-American Literature**

ENGL 4336/AAST 4350

The University of Texas at Arlington

Fall 2016

Meets MWF, Preston Hall 200, 2-2:50

Instructor: Dr. Kathryn Warren

E-mail: kwarren@uta.edu

Office tel.: 817-272-0466 (I prefer e-mail.)

Office hours: W/F, 3-4:30 and by appointment, Carlisle 206

**Course Description:**

In 2015 Ta-Nehisi Coates won the National Book Award for *Between the World and Me*, his searing analysis of what it means to be a black man in the United States*.* Written amidst the Black Lives Matter movement and sharing its concerns, the book received near-universal acclaim while at the same time provoking national soul-searching. This soul-searching was due, in no small part, to Coates’s excoriation of a country in which, as he puts it, “it is traditional to destroy the black body — it is heritage.”

In this class we will take part in Coates’s project of national and personal self-examination. We’ll start with Between the World and Me and follow the threads of Coates’s arguments into the past, tracing African-American history through the words of Nat Turner, Harriet Jacobs, Frederick Douglass, Charles Chesnutt, Booker T. Washington, W. E. B. Du Bois, Langston Hughes, Zora Neale Hurston, Ralph Ellison, Martin Luther King, Malcolm X, James Baldwin, and Claudia Rankine. Our reading will offer a sustained look at the way black people have used writing as a vehicle for self-determination in a country that has been perverted, in Coates’s view, by its pursuit of a Dream that threatens to “plunder not just the bodies of humans but the body of the Earth itself.” As the class as a whole discusses and writes about our shared reading, students will conduct individual projects of reading and inquiry that will supplement and broaden our class discussions.

**Learning Outcomes:**

1. Students will develop an understanding of and familiarity with the history of African-American literature; they will be able to identify and contrast writers’ styles, concerns, formal innovations, and intellectual preoccupations.
2. Students will develop a sense of literary history and influence as they trace various preoccupations, themes, tropes, and concerns across two centuries of writing by African Americans.
3. Students will hone their ability to make connections between the literature they read and contemporary challenges. This is important beyond the classroom because if our society is to overcome these challenges, the input of thinkers from multiple disciplines and areas of knowledge will be required. Literary knowledge is essential to this project.
4. Students will practice paying attention to and investigating current events and issues related to our course content in order to develop an informed perspective on political, economic, and social issues confronting American society today. It is my hope that students will develop a habit of following the news and keeping themselves informed that will carry on after the class ends.
5. Students will develop their writing skills as they experiment with genre, style, and audience.

**Materials:**

1. A MavMail address that you check *daily*.
2. Access to a computer, Microsoft Word, and a printer. Be sure to allow for printing in your budget for this course.
3. The following books, available at the UTA bookstore and/or online:

Ta-Nehisi Coates, *Between the World and Me*

Ralph Ellison, *Invisible Man* (978-0-679-73276-1)

James Baldwin, *The Fire Next Time* (978-0-679-74472-6)

Claudia Rankine, *Citizen*

**Assignments:**

The assignment prompts will be posted on Blackboard, and we will go over them in detail in class. Below are thumbnail descriptions of the assessment mechanisms in this course. Please keep all your graded assignments and tests until final grades have been reported.

* Independent reading project: From among seven options I provide, each of you will choose a book to read on your own throughout the semester. The books are all recently published accounts of various facets of black lives in this country—some historical, some personal, and some professional. The independent reading project will give rise to several assignments.
	+ Quotes and commentary (5%): Three class days are devoted to discussions of the independent reading. On those days you are the ones responsible for driving and sustaining discussion. You’ll do this by sharing reflections and observations about your reading with the class. The result I hope for is that all of us will learn from the reading our classmates are doing. In order to facilitate class discussion and to allow students doing the same reading to share observations, by class time on discussion days you will post a quotation from your book and at least 200 words of commentary to a discussion thread on Blackboard. You must also comment on others’ posts. **Absolutely no late work accepted.**
	+ Issue presentation (10%): By the second full week of class, you will choose a contemporary issue related to your independent reading. You will research that issue, and on a designated class day, you will share your research with your classmates in a succinct presentation accompanied by a one-page handout.
	+ Issue comparison letter (5%): The day after your presentation, you’ll write a letter to a person of your choice comparing your issue to that of one of your classmates. This is a writing-to-learn assignment.
	+ Thinker-to-thinker essay (15%): When you have completed approximately 2/3 of the independent reading, you will write an essay connecting the analysis offered by one of the authors in our course to the contemporary book you’re tackling.
* Reading quizzes (10%): Short quizzes at the beginning of each class during which we’re discussing a text will help you keep up with the reading.
* Review quizzes (10%): Ten-minute quizzes on passages we’ve discussed in the past few weeks will help you assimilate the material and prepare for the final exam.
* Literary genealogy (20%): Your final paper will entail tracing a literary genealogy of *Between the World and Me—*i.e., writingan essay that argues for a particular set of textual and thematic influences on Coates.
* Final exam (15%): Your final exam will be cumulative and will likely involve passage identification and analysis. A blue book is required.
* Participation (10%): See below.

**Grading:**

I grade holistically. The grades I assign indicate how well you meet the expectations of an assignment, which are explained in detail on every prompt. The prompts will be available on Blackboard before the due dates, and we will go over them in class. If you do not understand my expectations for a particular assignment, it is up to you to ask for clarification. This is what the letter grades I give you signify:

A work that exceeds expectations

B work that meets expectations well, better than average work

C competent work that meets the basic requirements listed in the prompt

D work that fails to meet basic requirements

F work that is incomplete or that flouts requirements

For the purpose of calculating your final grades, I convert letter grades to numbers like this:

A+ = 97 B+= 87 C+= 77 D+ = 67

A = 95 B = 85 C = 75 D = 65 F = 55

A-= 92 B- = 82 C- = 72 D- = 62

**A grade of C at the end of the semester indicates your performance was competent—in other words, you have succeeded, passing the class. An A indicates that your performance is excellent. There is no reason you couldn’t all get As if you all perform at a uniformly excellent level. I don’t grade on a curve.**

**Participation and Class Preparation:**

This class is discussion-based, which makes your participation essential. It is incumbent upon everyone to come to class with something to say: an observation, a question, an opinion. Expect me to call on you. Because I expect each of you to come to class ready to contribute, you should not only *complete* the required reading, but *think about it*. I encourage you to take notes on your reading and review them immediately before class.

Participation comprises 10% of your final grade. At the end of the semester, your participation grade will be based on the quality (not only the frequency) of your in-class contributions, taking into account the following: whether you pose your own questions and answer mine; whether you respond to your classmates’ remarks; the quality of your engagement during group work; the quality of your contributions on independent reading discussion days; your attentiveness to me and to your classmates when we speak; and your adherence to standards of classroom etiquette. The participation score will be applied retroactively to every day you were present, and you will receive a zero for the days you are absent (excused absences exempted). If you have any questions during the semester about where you stand participation-wise, please ask me. I will provide a midterm participation score to let you know how you’re doing.

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| End-of-semester participation evaluation |  |
| 9-10 (A level) | Actively participates during nearly every class in a way that demonstrates thorough preparation. Arrives on time and pays attention. A score of 10 is reserved for students whose contributions proved indispensable to the functioning of the class. |
| 8.5 (B level) | Actively participates during many classes in a way that demonstrates thorough preparation. Arrives on time and pays attention. |
| 7.5 (C level) | May participate occasionally, showing preparation, or may participate frequently without being prepared. Arrives on time and pays attention.  |
| 6.5 (D level) | Habitually dozes off in class or spends time on a device of some sort; tends to arrive late, leave early, or otherwise disrupt class. |

**Attendance and Punctuality:**

At the University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the professor for this course, have established an attendance policy, explained below.

Regular class attendance is expected, and any absence is strongly discouraged. I record two kinds of absences: excused and unexcused. Excused absences will not impact your participation grade, but unexcused absences will.

I excuse absences under the following circumstances:

1. Military duty (documentation required)
2. Official university business (e.g., participation in a sporting event; documentation required)
3. Illness, *at my discretion* (doctor’s note required). Please note that I will not excuse your absence for a regularly scheduled doctor’s appointment. There is a limit of 4 absences due to illness. Should your health interfere markedly with your performance in the course, come talk to me.
4. Religious holidays (let me know ahead of time)

In some circumstances, I may excuse other kinds of absences, but only with documentation.

All students are allowed one absence without penalty to the participation grade. This is a safeguard to cover for emergencies, illnesses that do not require a visit to the doctor, weekend trips, etc. **If you record seven unexcused absences you will automatically fail the course.** To summarize,

|  |  |
| --- | --- |
| 1 unexcused absence | No adverse impact on your grade |
| 2-6 unexcused absences | Every unexcused absence hurts your participation grade  |
| 7 unexcused absences | You fail the course |

Punctuality is essential. Coming to class late disrupts the rhythm of the class, and it is disrespectful to me and to your classmates. By missing the first few minutes of class, you miss important announcements. Arriving after class has begun will have an adverse effect on your participation grade, and egregious (15 minutes +) lateness (or leaving early) will be counted as an absence.

**Submission Requirements and Late Work:**

You will turn in all of your formal assignments on Blackboard (elearn.uta.edu). It is your responsibility to make sure that your submission goes through, which means going back after you have uploaded your assignment to double check that it is there. Computer problems are not a valid excuse for late or missing work. If you are having trouble uploading an assignment from your home computer, go to the library and upload it from there. Plan ahead.

I do accept late work on most written assignments (not on quotes and commentary). But be advised: late work will lose a letter grade (10 points) for each calendar day (*not* class day) it is late. Heads up: your assignments are due on odd days (not always class days), so be sure to write the due dates on a calendar ahead of time so that you don’t miss them.

Extensions on written assignments are negotiable. I will not grant extensions on presentations, however, nor will I allow you to do them at a date later than you were scheduled for, even with a penalty. This is because the functioning of the class depends on people doing their presentations on time. **If you anticipate needing more time for a written assignment, you must get in touch with me at least two days before the assignment is due.** Together we will arrive at a later due date. I will hold you to that new due date and deduct points if you miss it. Do not e-mail me the day before something is due to ask for an extension; I will refuse.Plan ahead. I reserve the right to refuse extensions.

Unless we have made a special arrangement, do notsend me essays by e-mail. I will not accept them. Never assume I’ve received an e-mail from you unless I reply.

If you know you will need to miss class on an exam day, talk to me ahead of time so that we can schedule your exam in advance of the exam date. Should you miss an exam due to illness, I will give you a makeup exam **only if** you can provide a doctor’s note. Other extraordinary circumstances (car accidents and the like) may also merit makeup exams **if you can provide documentation**. I reserve the right to decide whether a makeup exam is warranted on a case by case basis (the default is no).

**Formatting and Citation:**

All writing assignments should be Word Documents that are formatted according to MLA style: double spaced, with 1-inch margins, in 12-pt., Times New Roman font.

When citing secondary sources, follow the citation style outlined in the *MLA Handbook for Writers of Research Papers*.

**Academic Integrity:**

All UTA students are expected to adhere to the University’s Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

The University’s policy is that faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents’ Rule* 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

My policy is to hold students to the highest standards of academic honesty, and I have zero tolerance for violations of academic integrity. Plagiarism of any kind will result in strict penalties, including the possibility of failing the course. You will be turning in all of your assignments via SafeAssign, a program available via Blackboard that checks your work against work on the web and a database of student work, thereby flagging potential instances of plagiarism.

*What is plagiarism?*

Plagiarism is presenting another person’s ideas or words as one’s own. Plagiarism occurs when a writer quotes, paraphrases, or summarizes another person’s work without crediting his/her sources. Plagiarism occurs whether the text quoted is a book, article, website, Wikipedia, a reader’s guide like Cliffs Notes or Sparks Notes, another student’s paper, or any other source. *An entire essay is considered fraudulent even if only a single sentence is plagiarized.*Also, please note that plagiarism has nothing to do with intent. If you do not properly credit your sources, you have plagiarized, whether or not you meant to.

*How can I avoid plagiarism?*

1. Develop your own opinions and ideas whenever you write papers or exams. Resist the temptation to look to online reading guides, analyses, or summaries for inspiration; it’s way too easy for the language you read and ideas you’re exposed to to seep into your own writing.
2. As you work on your research paper, take good notes, being sure to keep your ideas about the primary text and the ideas of your interlocutors (i.e., your sources) separate.
3. Whenever you refer to another person’s ideas or words, use proper citation to give them credit. This can mean either paraphrasing an author’s ideas and indicating that you are doing so in your prose (e.g., writing, “As Brook Thomas has argued,” and following that opener with a statement of his argument in your own words) or citing a source directly via quotation (e.g., “As Brook Thomas writes, ‘xxxxxxxxxxxxxxxx’”). Because most English classes will require you to use MLA citation guidelines, the *MLA Handbook for Writers of Research Papers* is a recommended text for this course.

*What are the consequences of plagiarism?*

If I suspect you of plagiarism, I will contact you so that we can discuss my concerns. You will then have the opportunity to either accept or deny responsibility for plagiarism. If you deny responsibility, your case will be handled by the Office of Student Conduct, and you will receive an Incomplete in our course until the investigation is complete. Students who commit plagiarism will most likely receive a reduced grade, possibly a zero, for the fraudulent assignment. (I assess the academic penalty on a case-by-case basis.) Without exception, I will report the incident to the Office of Student Conduct, whether or not the student accepts responsibility for the alleged plagiarism. Disciplinary probation for a year is a common penalty for plagiarism issued by the Office of Student Conduct.

If you have any questions about these policies or about what constitutes plagiarism and/or collusion, ask me. Be sure to visit the website for the Office of Student Conduct for clarification on any of the above:

http://www.uta.edu/studentaffairs/conduct/academicintegrity.html

**Etiquette:**

The way you comport yourself during the semester has a substantial effect on your ethos, or credibility. Please take the following etiquette guidelines into account:

1. No laptops, smart phones, tablets, or e-readers in class. The latest research indicates that despite our belief that we are good at multitasking, learning suffers significantly when it is interrupted by digital media. Check out these two articles if you’re interested in the research:

[http://www.sciencedaily.com/releases/2014/04/140424102837.htm](http://www.sciencedaily.com/releases/2014/04/140424102837.htm%22%20%5Ct%20%22_blank)

[http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom](http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom%22%20%5Ct%20%22_blank)

1. Visit me during office hours, make an appointment outside of office hours, or e-mail me for questions and help. Please seek help ahead of time. I do not check e-mail over the weekend.
2. Please be sure your e-mails have both a salutation (you can call me Dr. Warren) and a closing, and remember always to use your MavMail address when corresponding with professors.

**Writing Center:**

If you’re serious about your writing, you should take advantage of the Writing Center, located in Room 411 of the Central Library. The Writing Center offers guidance to UT-Arlington students on writing assignments. Students must register with the Writing Center before making appointments and should bring a printed copy of their assignment sheet, any instructor or peer comments, and their draft to the appointment. Hours are 9 am to 8 pm Monday-Thursday, 9 am to 3 pm Fridays, and 12 to 6 pm Saturdays and Sundays. Walk-in “Quick Hits” sessions are available during all open hours Mon-Thurs. Register and make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/).

Writing Center consultants assist students with writing development, from understanding an assignment and brainstorming ideas or revising an early draft to polishing a final document. However, the Writing Center is not a document editing service; consultants will neither identify every error nor rewrite student assignments. They focus on improving writing skills and helping students become better editors of their own writing, which includes learning to identify and correct their own grammar, punctuation, and editing errors.

**The IDEAS Center:**

The IDEAS Center **(**2nd Floor of Central Library) offers free tutoring to all students, with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. To schedule an appointment with a peer tutor or mentor e-mail IDEAS@uta.edu or call 817-272-6593.

**Syllabus and Schedule Changes:**

I’ve tried to make this document as complete as possible; however, during the course of the semester I may be required to alter, add, or abandon certain policies and/or assignments. I reserve the right to make such changes as they become necessary. You will be informed of any changes in writing.

**The Syllabus as a Contract:**

You may have noticed that much of what’s written above begins with the pronoun “you.” I have made very clear what is expected of each of you in the course. This syllabus is more than a list of what *you* need to do, though; it’s also a contract, a list of obligations and responsibilities that each of us takes on at the beginning of the semester. By reading this syllabus and deciding to stick with the course, you are consenting to the policies outlined above and promising to uphold your end of the bargain. I am promising a few things, too. As your instructor, I will:

1. Always start class on time, as I know your time is valuable.
2. Always end class on time, as I know you have places to be.
3. Grade your work within a week of it being turned in.
4. Hold office hours every week and advise you well ahead of time of any changes to them.
5. Be respectful of your opinions and open to your questions.

**UNIVERSITY POLICIES**

**Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

**Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php.

**Student Support Services:**

UT-Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**Americans with Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

**Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law Title IX such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**Student Feedback Surveys:**

You’ll be hearing a lot about these from me as we get closer to the end of the semester. Here’s what the University has to say about them.

At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory” shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT-Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit http://www.uta.edu/sfs.

**Final Review Week:**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances, and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. *During this week, classes are held as scheduled.* In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which are the stairwells at both ends of the hall outside our door. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Campus Carry:**

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

**Emergency Phone Numbers**:

In case of an on-campus emergency, call the UT Arlington Police Department at **817-272-3003** (non-campus phone), **2-3003** (campus phone). You may also dial 911. The non-emergency number is 817-272-3381.

**Course Schedule**

*Readings listed to the right of each date should be completed before that day’s class.*

*“Bb” denotes readings that can be found on Blackboard.*

*This schedule is subject to change, and I will notify you of all changes in writing.*

8/26 Introduction to the course, policies, and each other

8/29 Discuss independent reading project and the related assignments

8/31 Ta-Nehisi Coates, *Between the World and Me* (read to break on 39)

**Independent reading preference due via e-mail by midnight;** do not assume I’ve received your message until you hear back from me.

9/2 Coates (39-71)

9/5 Labor Day (no class)

9/7 Coates (73-99)

9/9 Coates (99-132)

**Contemporary issue choice and presentation day preference due via e-mail by midnight;** do not assume I’ve received your message until you hear back from me.

9/12 Coates (133-end) and listen to Coates on “Fresh Air” (Bb)

9/14 The Confessions of Nat Turner, as made to Thomas Gray (Bb)

9/16 Thomas Wentworth Higginson on Nat Turner; Sam Tanenhaus, “The Literary Battle for Nat Turner’s Legacy” (Bb)

9/19 Excerpts from Harriet Jacobs’s *Incidents in the Life of a Slave Girl* (Bb)

9/21 Continue to discuss Jacobs

9/23 **Independent reading discussion day—1/3 completed; quotes and commentary due on Bb by class time; Review Quiz 1**

9/26 Frederick Douglass, *Narrative of the Life,* prefaces (Bb)

9/28 Douglass, Chapters 1-9 (Bb)

9/30 **Presentations 1**

10/3 Douglass, Chapters 10-end (Bb)

10/5 Charles Chesnutt, “The Goophered Grapevine” and “Po’ Sandy” (Bb)

10/7 **Presentations 2**

10/10 Chesnutt, “Mars Jeems’s Nightmare” and “Dave’s Neckliss” (Bb)

10/12 Booker T. Washington, excerpts from *Up from Slavery* (Bb)

10/14 **Independent reading discussion day—2/3** **completed; quotes and commentary due on Bb by class time; Review Quiz 2**

10/17 W. E. B. Du Bois, excerpts from *The Souls of Black Folk* (Bb)

10/19 Langston Hughes, excerpt from “The Negro Artist and the Racial Mountain” and Zora Neale Hurston, “How It Feels to Be Colored Me” (Bb)

10/21 **Presentations 3**

10/24 Ralph Ellison, *Invisible Man* (pages TBD); **Thinker-to-thinker essay due on Bb by 11:59 pm**

10/26 Ellison

10/28 **Presentations 4**

10/31 Ellison

11/2 Ellison; **drop deadline**

11/4 **Independent reading discussion day—finish; quotes and commentary due on Bb by class time; Review Quiz 3**

11/7 Ellison

11/9 Ellison

11/11 **Presentations 5**

11/14 Martin Luther King, Jr., “Letter from Birmingham Jail” (Bb)

11/16 Excerpts from *The Autobiography of Malcolm X* (Bb)

**First submission of genealogy due on Bb by 11:59 pm**

11/18 James Baldwin, *The Fire Next Time* (3-47); **Review Quiz 4**

11/21 Baldwin (47-end of paragraph at top of page 79)

11/23 Thanksgiving holiday (no class)

11/25 Thanksgiving holiday (no class)

11/28 Baldwin (79-106)

11/30 Claudia Rankine, *Citizen* (5-55)

12/2 Rankine (59-118); **Review Quiz 5**

12/5 Rankine (120-end)

12/7 Student Feedback Surveys and wrap-up (reading, if any, TBD)

**Final submission of genealogy due on Bb by 11:59 pm**

12/12 **Final exam, 2-4:30**