



## ENG/AAA 337-01 CONTEMPORARY BLACK LITERATURE DECOLONIZING SPACES & BODIES

SYLLABUS (SUBJECT TO CHANGE AT PROFESSOR'S DISCRETION)

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**Office:** 237 LHH  
**Office hours:** T/Th 1-2; W 3-4  
**Semester:** Winter 2019  
**Class Time:** Tues. 6:00-8:50pm  
**Location:** ASH 2132

**Email** is the best way to reach me. When emailing me, please include your course # and section # in the subject, a greeting, a sign-off, and a signature.

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### **Course Description**

Studies the importance and variety of literature by Black authors from Africa, the Americas, and/or Afro Europe since 1975. Texts written earlier than 1975 are used to consider influential historical and/or social events, trends and themes, literary styles, innovative uses of popular culture, and/or expression of the experience of marginality. Fulfills Cultures - World Perspectives. Part of the Identity Issue. Prerequisite: Junior standing.

### **Introduction**

This section of Contemporary Black Literature will focus on the topic of Decolonizing Spaces & Bodies. In the first half of the course, we will explore the (post)colonial African context, concentrating on how the process of the European (de)colonization of African nations affected—and continues to affect—the places and people of those nations. In the second half of the course, we will move across the Atlantic Ocean, translating concepts of post-colonial theory to Black experiences and structural racism in the context of a post-Civil Rights Movement United States—while also remembering that these spaces belonged to indigenous peoples when white Europeans colonized the Americas.

Questions we will reflect on throughout the course include: How do colonists legitimize their violent actions? How does gentrification—as well as the pathologization and fetishization of Black bodies—mimic colonial discourses and actions? How do academic and popular discourses attempt to colonize Black thoughts, voices, and spaces? How did African anti-colonial movements and the

U.S. Civil Rights Movement begin to de-colonize Black spaces and bodies? How do novelists, poets, activists, filmmakers, theorists, and scholars attempt to dismantle power hierarchies that are based on the intersecting social categories of race, ethnicity, socio-economic class, gender, and sexuality?

### **Warning**

This course, precisely because it is meant to challenge the status quo, contains material that some students may find difficult to encounter. You are expected to approach the material in a serious and mature manner. *Please let me know if you have any specific trigger warning requests* via email, in person, or on your introduction sheet, but please also realize that it would be impossible to warn you before every instance of potentially traumatizing material. For a discussion of these issues, see <https://trigwarnings.wordpress.com>.

### **Course Objectives**

*After successful completion of the course, students should be able to:*

- 1) **Write** analyses of different texts articulating where they converge and diverge
- 2) **Identify** elements of the literature that remain consistent with issues articulated in current events from the contemporary era thereby demonstrating the literature to be relevant to today
- 3) **Demonstrate** critical understanding of the topics through writing and class discussions
- 4) **Examine** diverse strategies that various authors use to address questions of blackness in the diaspora and/or on the continent Africa
- 5) **Differentiate** patterns and connections between texts
- 6) **Discuss** social and historical events (e.g. Slavery and Freedom, Reconstruction and New Negro Renaissance, Harlem and/or Chicago Renaissance, the Great Migration (1917-1970), Independence from Colonialism, Civil Rights Movements, and/or Black Arts Movement) in central texts and concerns in Black literary traditions from 1975 to today
- 7) **Identify** central texts and concerns in Black literary traditions from 1975 to today

### **General Education Student Learning Outcomes (SLOs)\***

*After successful completion of the course, students should be able to:*

KNOWLEDGE:

- 1) **Explain** how complementary and competing perspectives contribute to the ongoing discussion about identity (**SLO: Issues – Identity**)
- 2) **Explain** how culture affects people’s efforts to understand, use, and survive in their environments, and how these efforts, in turn, affect culture (**World Perspectives**)
- 3) **Explain** within a cultural context the worldviews, language, or ways of life of societies, nations, regions, or peoples located outside of the United States (**World Perspectives**)

SKILLS:

- 4) **Work together and share the workload equitably** to progress toward shared objectives learned through structured activities that occur over a significant period of time (**Collaboration**)
- 5) **Synthesize and apply** knowledge, experiences, and multiple perspectives to new, complex situations (**Integration**)
- 6) **Design and evaluate** strategies to answer open-ended questions (**Problem Solving**)
- 7) **Identify, access, evaluate, and synthesize** multiple forms of information (**Information Literacy**)

*\*Please see Bb “Syllabus” → “Gen Ed Student Learning Outcomes” for more information*

## Required Materials

1. Adichie, Chimamanda Ngozi. *Half of a Yellow Sun*. Anchor, 2007. [ISBN 978-1400095209]
2. Dangarembga, Tsitsi. *Nervous Conditions*. 1988, Ayebia Clarke Publishing, 2004. [ISBN 978-0954702335]

\*In addition, some of your required reading will be posted on **Blackboard [BB]** under "Documents." Recommended readings will also be listed in the "Course Schedule" [BB]. Required films will either be available streaming for free on **Kanopy** [log into your GVSU library account → Databases → K] or on **Reserve** at the library.

## Course Policies

### 1. Professionalism

- A. **Please be respectful to everyone in class. Practice active listening.** Criticism should always be constructive and class discussions should be a place to talk through ideas. Any comments or actions that instigate or contribute to a hostile environment in the classroom will be reported to the university.
- B. **Please raise your hand and wait for me to acknowledge you before speaking.** This will encourage a space where as many voices as possible can be heard.
- C. **Participation is an integral part of this course.** When you are absent you are responsible for any material covered in class and for arranging to submit any materials due on that day. Please do not contact me about what you will have missed because of your absence; instead, **contact one of your classmates.** I recommend you **exchange email addresses** for this purpose and for proofreading each other's written work.
- D. You do yourself and others a grave disservice if you treat class time as an opportunity for distraction. Therefore, laptops, phones, and tablets are not to be used for extracurricular purposes during class time. **You may use laptops and tablets only for referring to class readings and for typing class notes.** If I or your classmates become distracted by your use of a laptop or other device, I may take your laptop privileges away.
- E. The use of cell phones during class is strictly prohibited. This is for the benefit of your classmates and me; please do not let your device and its buzzing distract us. **Turn cell phones COMPLETELY OFF and put them away before class begins. Your participation grade will go down if you do not follow this policy.**
- F. Arriving late is disruptive and inconsiderate. Please be respectful to your classmates and me by **arriving on time.** If you are late more than once, this may affect your grade. See "Course Requirements & Grade Determination" below.
- G. Due to FERPA regulations and GVSU policy, I will only contact you by and respond to emails from your **GVSU student address.** Emails from your other accounts will not receive responses.
- H. The student/instructor relationship is a professional one. Make sure that your emails name your concern and address your instructor with respect. Be sure to include openings and closings, and to sign your name. See: <http://mleddy.blogspot.com/2005/01/how-to-e-mail-professor.html>

### 2. Blackboard Website

We will be using the course Blackboard (referred to as **BB**) website, so please make sure to check it regularly for course updates and grades. You will also submit your written work through SafeAssign on Blackboard, a program that tells me if you've plagiarized.

### 3. Academic Honesty

All forms of plagiarism (e.g. print sources, Internet sources, fellow students) will be grounds for receiving an 'F' on the assignment and/or for the course, and students who plagiarize will be

reported to the university. If you have questions about what constitutes plagiarism, please review Section 223 on Academic Integrity in the GVSU Student Code, which states, in part: “Any ideas or material taken from another source for either written or oral presentation must be fully acknowledged. Offering the work of someone else as one’s own is plagiarism. The language or ideas taken from another may range from isolated formulas, sentences, or paragraphs to entire articles copied from books, periodicals, speeches or the writings of other students.” If you are still unsure about what constitutes plagiarism, please don’t hesitate to ask me. When in doubt, cite your source. For more information on how GVSU deals with cases of plagiarism, see Section 4 of the Student Code: <https://www.gvsu.edu/studentcode/section-4-academic-integrity-of-grades-and-scholarship-73.htm>

#### 4. Late Work & Make-up Exams

Late assignments will be penalized 10% per day they are late, **but only up to five days past the deadline**; e.g. if the assignment is due 11:59pm on the 10<sup>th</sup> and you turn it in at 12:01am on the 11<sup>th</sup>, your grade on that assignment will automatically drop 10%. *I will not accept papers five days past the due date*, except for the following reasons: 1) illness, only if accompanied by a certifiable note from a physician; and 2) an immediate family emergency, only if certified by an official printed document. In either case, such documentation must be promptly provided. **NOTE: Each student gets one free “late pass” per semester, but only up to 5 days past the deadline, and you must email me before the assignment is due to receive the “late pass.”**

#### 5. English Department Course Policies

Please see the Syllabus Information Supplement under the “Syllabus” tab in Bb

#### 6. GVSU Course Policies

Please see the following for all GVSU course policies: <https://www.gvsu.edu/coursepolicies/>

### **COURSE REQUIREMENTS**

**10% Participation:** Active, respectful, professional participation is crucial for your learning experience. Active participation includes coming to class with relevant text(s) *in hand*, being prepared, speaking up when it is your turn to do so, and fully participating in in-class writing assignments and discussions.

- In terms of verbal participation, I am looking for **quality** rather than quantity
- If you want to say something but we must move on for the sake of time, jot your thoughts down and write them under Bb “Discussion”
- If you are shy or it takes you a while to formulate a thought that you think is worth sharing, take notes on the conversation and write your thoughts or questions in the Bb “Discussion” portal; this counts as active participation, as does formulating and sharing questions
- You may be asked to assess your individual participation throughout the semester
- I will likely assess your participation and give you a participation grade around week six or seven of the semester; this grade will be entirely replaced by your participation grade at the end of the semester—it’s just to give you a sense of how you’re doing at the time so you can change your behavior if needed
- If you miss a class, you are responsible for finding out from a classmate (or two!) what you missed and making up the work
- See “*Professionalism and Attendance Policy*” under “*Course Policies*” above
- See Bb → “Documents” tab → “Participation” folder → “Participation Guidelines & Ideas” handout

**10% Midterm Examination:** Short answer questions/prompts will ask you to explain key Postcolonial and/or Critical Race Studies theories and terms (see Parker article and questions on Bb) and apply them to primary course texts (i.e. *Faat Kiné*, *Nervous Conditions* and “Exhibitions”).

- The following SLO will be tested: **Issues—Identity:** Explain how complementary and competing perspectives contribute to the ongoing discussion about identity.

**5% Problem Solving:** You will one of each of the following on Bb “Discussion:

- A contextualized **problem statement**
- A **‘multiple approaches’ solution** and/or a **solution design**
- And an **assessment** of the feasibility and practicality of a proposed solution to a problem
- For details, see Bb “Documents” → “Student Learning Outcomes” → Problem Solving
- See due dates & details under “Course Schedule” below

**30% Integrative Journal (3% per entry, 10 total entries):** The purpose of the integrative, reflective journal assignment is to promote continued thinking about topics covered in this course, especially in terms of integrating what is learned in this course with learning acquired elsewhere and applying what is learned to past and current life events. You will write five typed journal entries for the first half of the semester and another five entries for the second half of the semester (300-400 words each; ten entries or 3000-4000 words total). **SLO: Integration** – Synthesize and apply knowledge, experiences, and multiple perspectives to new, complex situations. In addition:

- ***Each entry should stem from the reading/viewing assigned for any given class session***
- Date and title each entry, and include the session’s title and page numbers
- Copy and paste 2-3 of the prompts (below) and include them at the top of each entry in order to focus your writing
- Each entry should be proofread and in MLA format with Works Cited at the end of the document
- You must write an entry for ten out of twelve class session options
- Each set of entries should be in MS Word (.doc or .docx) format. To download it for free, see <https://www.gvsu.edu/it/helpdesk/module-spotlight-view.htm?entryId=E59C11C4-D5B8-9FBB-F7A86FD87DF35132&siteModuleId=E5975B60-BB76-A61E-C542C05FA8FA1E83>
- You will officially turn in your journals via BB on Feb. 15 (midterm: 5 entries) and April 12 (final: 5 new entries; 10 total entries) by 11:59pm.
- Each journal entry should do two or more of the following; try to do each of the following at least once in the first five entries, and at least once more post-midterm:
  - 1) Explain how culture affects people’s efforts to understand, use, and survive in their environments, and how these efforts, in turn, affect culture (**SLO: Cultures—World Perspectives**)
  - 2) Explain within a cultural context the worldviews, language, or ways of life of societies, nations, regions, or peoples located outside of the United States (**SLO: Cultures—World Perspectives**)
  - 3) Identify problems, issues, or questions that are raised by your course reading or class discussions, and explain how we might attempt to solve the problems we have learned about in this course, both practically and theoretically (**SLO: Problem Solving**)
  - 4) Reflect that you realize what we have studied can be applied to your own life and experience or to the lives of others
  - 5) Relate information in this course to information learned from other academic disciplines
  - 6) Make connections between what you learn in this course and what you observe in “popular culture;” that is, movies, television shows, magazines, newspapers, etc. Feel free to include **hyperlinks** to such material in your journal.
  - 7) Explore how ideas you hold are challenged or supported by ideas we are studying in the course
  - 8) Connect the ideas or concepts we have studied in this course with each other

**45% Collaborative Work:** I will place you into groups of 4-5 students. You will collaborate in class, as well as outside of class via GoogleDocs. As a group, you will decide who will take on each role for any given task or work session. Together, you will complete a series of assignments throughout the semester, listed below (Planning & Assessments, including a Team Charter; Project 1 – First Presentation; and Project 2 – Analysis Proposal, Analysis, and Analysis Presentation). NOTE: *Individual student grades may differ from group grade.*

**5% Planning, Reflections & Assessments:** You will help compose your group’s Team Charter (guidelines below). In addition, you will fill out and submit forms (found under BB ‘Collaboration’) to the professor, both individually and as a group. See syllabus “Course Schedule” for due dates on collaboration assessments. **SLO: Collaboration.**

**Team Charter:** Your group will compose a detailed and specific Team Charter, including:

- Assigning **roles** for each project and/or swapping project work (e.g. team leader, project manager, main researcher, assistant researcher, main writer, assistant writers, essay editor, slideshow 1 editor, etc.)
- Assigning a **team leader** for the entire semester, who will be in charge of emailing the group, keeping group members on task, writing down key info such as internal deadlines, etc.
- Setting practical **internal deadlines** for each of the four main projects, thus leaving time for questions and collaborative revision before the professor’s deadline
- Please model your Team Charter after this: Bb “Documents” tab → “Collaboration” file → “Team Charter Example”
- **Team Charter due Jan. 18 as a Google Doc; please ‘invite’ me (and all group members) into your doc as editor**

### **PROJECT 1: Collaborative Group Work (1 part)**

**10% Presentation:** Your group will be responsible for a presentation topic (or topics) bolded in the Course Schedule. You will come to that class session prepared to introduce the topic with our course themes in mind. For example, if your presentation is on Cameroon, bring your audience through the colonial and post-colonial history of this nation (include images, maps, and important dates and events of colonial history), and consider introducing us to other key authors from that nation. If your presentation is on an author or filmmaker, offer us information about their background, influences, or legacy, as well as examples of their writing/filmmaking that link to our course themes (include images and a few direct quotations). In addition:

- Your presentation should reveal that you are able to successfully *locate, understand, and evaluate primary and peer-reviewed secondary source materials* (**Critical Thinking**); to this end, you must include a Works Cited page after your discussion questions, which lists both primary and secondary sources in MLA format. Include at least 2 primary sources and 2 peer-reviewed secondary sources in your presentation.
- *After* your formal presentation is completed (i.e. after *each* student speaks for about 5 minutes), propose 3 discussion questions about the session’s required reading on your penultimate slide.
- Choose a group member to **email me** your presentation via Google Drive or PowerPoint attachment **and upload** your presentation as a PowerPoint document (.pptx) on BB by 6pm the night *before* your presentation; these submissions are part of your ‘preparedness’ (see below).
- **When grading Presentations, I will be looking for the following:**

- 1) Clear, focused, well-researched, and logically organized presentation that contextualizes texts within their cultures and connects to our course themes (4 points)
- 2) Preparedness & ability to keep time (2)
- 3) Visually compelling image-to-text ratio on slides; proofread & legible slides; general rule = one slide per minute (2)
- 4) Creativity and clarity of your questions; questions lead to engaged discussion (2)

### **PROJECT 2: Collaborative Group Work (three parts)**

- a) 5% Analysis Proposal:** Using the guidelines on BB, you will write a proposal for an 1800- to 2000-word analysis as a group. Your research and writing will culminate in an essay and presentation. In addition:
- **SLO: Information Literacy:** Find secondary sources via the GVSU library website (click the “Peer-Reviewed” tab to the left)
  - A group member must upload the **Word doc** via Bb “Assignments” by March 1
- b) 15% Analysis:** As a group, you will write a literary, film, or cultural studies analysis of 1800-2000 words in length (*not* including the Works Cited page). In addition:
- Your essay should reveal that you are able to successfully *locate, understand, evaluate, and integrate primary and peer-reviewed secondary source materials (Critical Thinking; Information Literacy)*; to this end, you must integrate into your analysis and cite—*both in-text and in the Works Cited*—at least 4 secondary, academic, peer-reviewed sources that are not on the syllabus (think: ‘*They Say/I Say*’). Find your secondary sources via Google Scholar and the GVSU library website—click the “Peer-Reviewed” tab to the left.
  - Use MLA format with Works Cited & see “*Grading Standards for Written Work*”
  - One group member must submit your essay via “Assignments” on BB as a Word document April 22, 11:59pm
- c) 10% Analysis Presentation:** You will present to the class key elements from your literary analysis. In addition:
- You should explain your thesis and offer at least one example of your evidence
  - *Your Analysis Presentation should reveal that you’ve taken into account my feedback on your First Presentation*
  - Include a Works Cited page after your discussion questions, which lists both primary and secondary sources in MLA format (**Information Literacy**)
  - *After your formal presentation is complete (i.e. after each student speaks for 3-minutes), propose 2 discussion questions on the last slide, one of which should relate your topic to at least one of the course materials, and one of which should be an open-ended **Problem Solving** question. **Be prepared to offer your own solutions to your questions.***
  - Choose a group member to email me your presentation via Google Drive or PowerPoint attachment and upload your presentation as a PowerPoint document (.pptx) on BB “Assignments” by 6pm the night before your presentation.
  - **When grading Presentations, I will be looking for the following:**
    - Clear, focused, well-researched, and logically organized presentation that contextualizes texts within their cultures (4 points)
    - Preparedness & ability to keep time (2)
    - Visually compelling image-to-text ratio on slides; proofread & legible slides; general rule = one slide per minute (2)
    - Creativity and clarity of your questions; questions lead to engaged discussion. **One question is a successful Problem Statement (2)**

### **Grading System:**

A: 94-100	B-: 80-83.99	D: 60-69.99
A-: 90-93.99	C+: 77-79.99	F: 0-59.99
B+: 87-89.99	C: 74-76.99	
B: 84-86.99	C-: 70-73.99	

### **Definitions:**

[ A ] Outstanding. Work displays thorough mastery of material, exceptional writing, and genuine engagement with the subject matter. This grade is reserved for those students who attain the highest levels of excellence in thought, scholarship, and dedication to course material.

[ B ] Good. Work displays accurate understanding of the material.

[ C ] Fair. Work displays basic grasp of material, though there may be the occasional misunderstanding or inaccuracy.

[ D ] Marginal. Work displays a grasp of the material adequate for credit, but quality of work indicates lack of effort or aptitude.

[ F ] Unacceptable. Excessive absences, assignments not completed, or assignments unworthy of credit.

### **Grading Standards for Out-of-Class Written Work:**

- **FORMAT:** MLA format (including your name, my name, course number, date) with correct citations, double-spaced, 1 inch margins all around, 12 pt. Times New Roman font. **For help, see:** <https://owl.english.purdue.edu/owl/resource/747/01/>
  - All multi-page assignments must have **numbered pages** (in Word you can number pages under Insert, Page Number, or under View, Header and Footer, Insert Page Number in older editions of Word; your last name should precede each number)
  - All assignments must be **titled** (though a title page is not necessary).
  - Where appropriate, assignments must have a **Works Cited** page, and works must be cited in MLA format.
- All out-of-class papers should be **polished work**, i.e. free of mistakes, typos, spelling and grammatical errors in addition to expressing your thoughts as clearly as possible. ***I suggest that you print your essay and read your work out loud to yourself and have a friend or classmate proofread it for you.***

An **“A” paper** has a unique argument (thesis) to make on the topic, an organized structure, and evidence to support all claims. It has no significant errors in spelling, grammar, MLA format or general presentation. The overall format of the essay includes an essay title, an introduction, well-developed paragraphs, and a conclusion. Active voice is apparent. The writing engages the reader and inspires them to contemplate the subject further. All quoted material is properly documented and cited, and the paper does not overuse quotations.

A **“B” paper** makes an argument on the topic and has a structure and evidence to support claims, but it may have sections where the structure becomes confusing or ineffective, or the evidence to support claims is deficient. In addition, it may contain some errors in spelling, grammar, MLA format and/or general presentation. Quotations may be slightly overused, but they are properly cited in most cases.

A “C” paper has an argument to make on the topic with some viable claims. However, there may be serious deficiencies in the evidence provided and a notable absence of structure, as well as several errors in spelling, grammar, MLA format and/or general presentation. Quotations may be overused and/or fail to be properly cited in a few cases.

A “D” paper has no real argument to make and deficiencies in every area.

An “F” paper has no argument and fails to reach the minimum requirements, or is a paper that is not turned in, or is a paper that has one or more plagiarized ideas or sections.

### **COURSE SCHEDULE<sup>1</sup>**

*Unless otherwise noted, you are responsible for reading/viewing course material by the time the day's session begins.*

#### **PART I: Decolonizing Africa**

- Jan. 9: Read syllabus thoroughly & submit introduction sheet to Prof. Schaefer by 9-11  
In-class: Ousmane Sembène, [Faat Kiné](#) (Senegal, 2001) [Kanopy]
- Jan. 16: Robert Dale Parker, “Postcolonial & [Critical] Race Studies” from *How to Interpret Literature: Critical Theory for Literary and Cultural Studies* (U.S., 2015) [BB]  
In-class: Rachid Bouchareb, [“Exhibitions”](#) (France, 9 min., 2009) [YouTube];  
Finding peer-reviewed secondary sources  
**Collaborative Groups: introductions & Team Charter due Jan 18 as a Google Doc; please ‘invite’ me (and all group members) into your doc as editor**
- Jan. 23: Tsitsi Dangarembga, *Nervous Conditions* (Rhodesia/Zimbabwe, 1988), p. 1-77  
**Collaborative Group Work: first presentation**  
**Individual Participation: Hand in CRAAP worksheet for at least one potential secondary source for your first presentation**
- Jan. 30: *Nervous Conditions*, p. 78-150; **Rhodesia/Zimbabwe & Dangarembga;**  
**Aimé Césaire & Frantz Fanon**  
**Individual work: Create & post a problem statement on BB by Feb. 1; produce & post a ‘multiple approaches’ solution and/or solution design to one of your peers’ problem statements on BB by Feb. 4**

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<sup>1</sup> The schedule and/or materials covered are subject to change. Please check Blackboard regularly for updates under "Announcements."

Feb. 6: *Nervous Conditions*, p. 151-208

MIDTERM EXAMINATION

Feb. 13: Chimamanda Ngozi **Adichie**, *Half of a Yellow Sun* (Nigeria, 2008), p. 3-147

Integrative Journals (5 entries in a single Word doc) due Feb. 15

Collaborative Group Work: Analysis Proposal brainstorming

Feb. 20: *Half of a Yellow Sun*, p. 151-257; **Ousmane Sembène**

Birkenstein, Cathy, and Gerald Graff. “‘They Say’: Starting with What Others are

Saying.” *“They Say/I Say”: The Moves that Matter in Academic Writing*, Norton, 2006, pp. 17-27 [BB]

Recommended: “The Writing Process,” *Reading & Writing about Literature* [BB]

Midterm assessments of your collaborative work due today:

- Individually written assessment due via email—see Bb “Documents” → “Student Learning Outcomes” → “Collaboration” → “Collaboration Assessment—Midterm”
- Collaboratively written assessment due in class—see “Team Evaluation Check-In” (I will also hand you a hard copy of this in class today)

Collaborative Group Work: Analysis Proposal & Writing as a Team

Feb. 27: *Half of a Yellow Sun*, p. 261-402

In-class: Ousmane Sembène’s *La noire de...* (*Black Girl*, France/Senegal, 1966)

Collaborative Group Work: Analysis Proposal due March 1

**March 3-10: Spring Break: Enjoy your time off!**

March 13: No in-class meeting; *Half of a Yellow Sun*, p. 403-541

Individual Participation: **a)** Post your Integrative Journal entry stemming from p. 403-541 to Bb “Discussion” → *Half of a Yellow Sun* by **8:00pm** on March 20;  
**b)** Post a response (comments, questions, connections) to one of your peers’ entries in by **9pm** on March 20

**PART II: Decolonizing African America**

- March 20: Come to class *having viewed: 13<sup>th</sup>* (Ava Duvernay, 2016) [Netflix]  
Collaborative Group Work: research  
Individual Participation: Hand in CRAAP worksheet for at least one *potential* secondary source for your group project
- March 27: Audre Lorde, selected poems from *The Black Unicorn* (U.S., 1978) & “The Uses of Anger” (U.S., 1981) from *Sister Outsider* [BB]  
Recommended: Cheryl Dunye, *Watermelon Woman* (1996) [Kanopy]  
Collaborative Group Work: research & writing  
Individual Work: **a)** If necessary, take time to revise your previous Problem Solving work on Bb by April 5;  
**b)** Post an **assessment** of one of your peers’ solutions on Bb by April 8
- April 3: In-class: Jordan Peele, *Get Out* (U.S., 2016)  
Integrative Journals (10 entries, including the first 5, in a single Word doc) due 4-12  
Collaborative Group Work: presentation
- April 10: Discussing *Get Out*—bring your screening notes to class!  
Recommended: Spike Lee, *Do the Right Thing* (U.S., 1989)
- April 17: **Presentations**  
Groups: **Analysis** due via BB “Assignments” by April 22, 11:59pm
- Exam period: Wed., April 24, 6:00-7:50pm  
Individuals: **Submit answers to final collaboration assessment via email by April 24, 7:50pm.** Bb “Documents” → “Student Learning Outcomes” → “Collaboration” → “Collaboration Assessment—FINAL”

## University Policies

**Emergency Preparedness:** Immediately proceed to the nearest exit during a fire alarm. Do not use the elevators. If you have not done so yet, consider signing up to get emergency alerts via phone call, email and/or text. You can set up your preferences at <http://www.gvsu.edu/emergencycontact/>

**Academic dishonesty:** All students are expected to adhere to the GVSU Student Code. Any instance of academic dishonesty, such as cheating or plagiarism, will result in a failing grade on the particular assignment and, at my discretion, failure of the course. If you have any doubts concerning what constitutes academic dishonesty, please refer to the Student Code (Section 223.01) or speak to me.

**Rape, Assault, and Sexual Harassment:** GVSU is required under Title IX to prevent and address sexual discrimination, which includes sexual assault, dating/domestic violence, and stalking, whether perpetrated by peers or by employees of the institution. If you or someone you know has been harassed or assaulted, you can find the appropriate resources, including a form to report an incident, here: <http://www.gvsu.edu/titleix/>

## Student Support Services

**Disability Support:** If you are in need of accommodations due to a learning, physical, or other disability you must present a memo to me from Disability Support Resources (DSR), indicating the existence of a disability and the suggested reasonable accommodations. If you have not already done so, please contact the Disability Support Resources office (4015 JHZ) by calling 331-2490 or emailing [dsrgvsu@gvsu.edu](mailto:dsrgvsu@gvsu.edu). Please note that I cannot provide accommodations based upon disability until I have received a copy of the DSR issued memo. All discussions will remain confidential.

**Research Support:** In addition to many online resources, the GVSU University Libraries has 3 campus locations where you may access library materials: Mary Idema Pew Library Learning & Information Commons (Allendale campus), Steelcase Library (Grand Rapids campus), and Frey Library (Grand Rapids, Center for Health Sciences).

**Liaison librarian:** Each department has a designated librarian to support your research needs. Hazel McClure is our liaison librarian for the English Department. Her email is [mccclureh@gvsu.edu](mailto:mccclureh@gvsu.edu) and her office is located in 240 LIB. You are welcome to stop by her office or make an appointment.

**Knowledge Market:** Our highly trained student consultants work one-on-one or in small groups to help with your library research, writing, or oral presentations. For information about the Knowledge Market or to make an appointment, visit [www.gvsu.edu/library/km](http://www.gvsu.edu/library/km).

**Speaking Support:** The mission of the Grand Valley State University Speech Lab is to empower speakers to shape their lives, professions and society through confident and effective public presentations. Speech consultants, who are fellow GVSU undergraduates, are trained to assist with all parts of the speechmaking process including choosing a topic, organizing your thoughts, and practicing presentations. The Speech Lab is located in 154 Lake Michigan Hall (Allendale) and services are free for all Grand Valley undergraduates. For more information about the Lab, its hours, downtown locations, and to make an appointment, please visit the Lab website at: <http://www.gvsu.edu/speechlab>.

**Writing Support:** The Fred Meijer Center for Writing, with locations at the Allendale and Pew/Downtown Grand Rapids campuses, is available to assist you with writing for any of your classes. Writing consultants, who are fellow GVSU students, are trained to help you with all stages of your writing process, from brainstorming to organizing to editing your papers. Simply bring a draft of your paper, the assignment sheet, and your questions/concerns to any of the Center's locations. Also, through your Gmail account, **you have access to online consultations through GoogleDocs**. The Center's services are free and you can drop in and work with a consultant or make an appointment, either through our website or by calling the Center (331-2922). For more information about our services and locations, please visit our website: <http://www.gvsu.edu/wc/>

## **Syllabus Agreement**

I, \_\_\_\_\_, have read and understood the above syllabus for Prof. Schaefer's ENG/AAA 337-01 (Winter 2019). I agree to abide by the above rules and policies.

Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Introduction to Professor**

I would like you to call me (e.g. a nickname):

My gender pronouns are (examples: he/him/his; she/her/hers; they/them/theirs):

My major(s) and minor(s) are

I'm taking this class because

In this class, I hope to learn

My favorite films/books/poems/graphic novels/authors/filmmakers/etc. are

What is your planned career path? What job do you hope to have?

Do you have any background (coursework or personal research) in Postcolonial Theory, Colonial History, Intersectional Feminism, or Critical Race Theory? If so, briefly describe.

### **OPTIONAL**

In addition to English, I speak

I'm from

I'd also like you to know that