

San José State University
Department of English & Comparative Literature
ENG 123B, Literature for Global Understanding: Africa, Section 01, Fall, 2019

Course and Contact Information

Instructor:	Prof. Meghan Gorman-DaRif
Office Location:	FOB 216
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Office Hours:	Tuesday 10-12 via Zoom, and by appointment
Class Days/Time:	MW, 4:00-5:15, Clark 238
Prerequisites:	WST, Core GE, Upper Division Standing, completion of (or co-registration in) 100W
GE/SJSU Studies Category:	Area V, “Culture, Civilization, and Global Understanding”

Faculty Web Page and MYSJSU Messaging

Course materials such as syllabus, handouts, notes, assignment instructions, etc. can be found on [Canvas Learning Management System course login website](#) at <http://sjsu.instructure.com>. You are responsible for regularly checking with the messaging system through [MySJSU](#) on [Spartan App Portal](#) <http://one.sjsu>. to learn of any updates.

Required Books

Weep Not, Child (1964) Ngũgĩ wa Thiong'o ISBN: 978-0143106692
Nervous Conditions (1988) Tsitsi Dangarembga ISBN: 978-0954702335
The Joys of Motherhood (1979) Buchi Emecheta ISBN: 978-0807616239
Oil on Water (2010) Helon Habila ISBN: 978-0393339642
Homegoing (2016) Yaa Gyasi ISBN: 978-1101971062

Course Description

Course promotes global understanding by examining the cultures and literary arts of Africa, and covers representative texts and authors. GE Area: V Prerequisite: Passage of the Writing Skills Test (WST) or ENGL/LLD 100A with a C or better (C- not accepted), completion of Core General Education and upper division standing are prerequisites to all SJSU studies courses. Completion of, or co-registration in, 100W is strongly recommended. Note: All SJSU Studies courses require completion of the WST and upper division standing.

“Literature for Global Understanding” focuses on the study of literature as a form of human expression in different cultures or regions of the world, and how that literary expression has developed in historical, geographical, cultural, political, international, and global contexts. In general, this course will concentrate on a particular region of the world where a body of literature and the cultures expressed by this literature can be studied coherently. The basic principle in the design of this course is the promotion of global understanding among students in relation to how other

literary traditions have developed distinctive features and identities, and how a knowledge and appreciation of other cultural traditions should have an important place in American culture and society.

This section, 123B: Africa, examines literature in English produced during the postcolonial period from a variety of countries and cultures in Africa, with special attention to how authors engage in their texts with the contexts of colonialism, systems of education, and the English language itself as a medium for self-expression. Specifically, in the first unit we will consider the Bildungsroman in Africa, focusing on how authors engage with and subvert traditional Western literary forms, and how colonial legacies and educational systems alter and complicate the coming of age story. This course is not meant to be a complete survey in African literature, but instead aims to introduce students to some of the themes that have emerged in postcolonial African fiction over the last fifty years, and the historical, political, and social contexts from which such writing emerges.

Course Goals and Student Learning Objectives

Area V Student Learning Objectives/General Education Learning Outcomes:

I. The GE writing requirement will be met in this class by means of weekly blog posts and a series of 3 written assignments with an aggregate word count of 5,000+ words, as follows:

- Blog Posts: 300 words/week
- Short Writing Assignments: 250-500 words
- Paper 1: 1000-1500 words
- Paper 2: 1000-1500 words

II. The General Education Learning Outcomes for this course and the coursework that link to those outcomes are described below:

GELO 1: Students shall be able to compare systematically the ideas, values, images, cultural artifacts, economic structures, technological developments, or attitudes of people from more than one culture outside the U.S.	Close reading, analysis, critique, and discussion of course texts and outside research as measured by weekly blog posts focused on comparisons between texts, and the final research paper which synthesizes both primary and secondary texts as well as outside research.
GELO 2: Students shall be able to identify the historical context of ideas and cultural traditions outside the U.S. and how they have influenced American culture.	Course lectures, particularly those focused on recommended secondary texts, as well as second major paper assignment on contextual analysis.
GELO 3: Students shall be able to explain how a culture outside the U.S. has changed in response to internal and external pressures.	Course lectures, readings, blog posts, and discussions, as well as contextual analysis and research essays.

III. Course Learning Outcomes (CLO)

Consistent with the goals of courses approved for Advanced GE in Area V, “English 123B: Literature for Global Understanding--Africa” focuses on the literary expressions of Africa in order to:

1. Help students appreciate literature as a form of human expression and understand how that expression has developed over time in different cultures;

2. Increase students' understanding of how other cultural traditions have influenced American culture and society, and how cultures in general both develop distinctive features and interact with other cultures.

With reference to the artistic texts and literatures of Africa included in this course, students will examine and understand how cultures and peoples of this region interact and interrelate to the rest of the world as a result of local and global historical events and cultural, political, and economic forces. Students taking the course are expected to:

1. Gain a knowledge and understanding of Africa through the literatures and artistic texts produced by its various cultures and peoples;
2. Learn to contextualize the knowledge and understanding of Africa in terms of its interrelationships and interactions with local and global historical events and cultural, political, and economic forces;
3. Acquire, through individual as well as collaborative efforts, skills of reading, explicating, discussing, analyzing, interpreting, debating, and writing about texts pertaining to literatures produced by cultures and peoples of Africa;
4. Learn to develop, as a habit of mind, a keen interest in the global and local histories, and cultural, political, and economic forces that have come to shape the affairs in Africa and in the world;
5. Acquire and maintain a personal tolerance and/or appreciation of the different perspectives and values offered in the literatures and artistic texts produced by cultures and peoples of Africa;
6. Develop a sense of commitment to the well-being of the world by sharing cultural tolerance and appreciation with one's own immediate community.

Upon successful completion of this course, students will be able to achieve the following Course Learning Outcomes (CLO):

1. *Becoming knowledgeable in the subject* by means of exposure to a diverse and representative variety of significant texts of literature and, where appropriate, the other arts, that support an understanding of Africa, and by means of familiarization with prominent writers, key texts, and essential materials in Africa;
2. *Developing expertise in the subject* as evidenced by careful examinations of course / subject materials in both local and global contexts, especially with regard to larger historical, cultural, political, and economic forces that come into play in shaping Africa in relation to the rest of the world, and through in-depth analysis of key issues affecting Africa in the local and global contexts described above;
3. *Mastering advanced skills* in reading, analysis, critique, research, and writing at levels suited to the study of the course materials as well as the issues implied, and in articulating considered arguments in verbal discussions, writing and/or other appropriate formats.

IV: BA Program Learning Outcomes of the Department of English & Comparative Literature

This course also helps students in the major to achieve the BA Program Learning Outcomes set forth by the Department of English and Comparative Literature in so far as they are required to develop and demonstrate the ability to:

1. read closely in a variety of forms, styles, structures, and modes, and articulate the value of close reading in the study of literature, creative writing, and/or rhetoric;
2. show familiarity with major literary works, genres, periods, and critical approaches to British, American and World Literature;
3. write clearly, effectively, and creatively, and adjust writing style appropriately to the content, the context, and the nature of the subject;
4. develop and carry out research projects, and locate, evaluate, organize, and incorporate information effectively;
5. articulate the relations among culture, history, and texts.

Requirements & Grading:

In English Department Courses, instructors will comment on and grade the quality of student writing as well as the quality of ideas being conveyed. All student writing should be distinguished by correct grammar and punctuation, appropriate diction and syntax, and well-organized paragraphs.

The Department of English reaffirms its commitment to the differential grading scale as defined in the SJSU Catalog ("The Grading System"). Grades issued must represent a full range of student performance: A = excellent; B = above average; C = average; D = below average; F = failure. Within any of the letter grade ranges (e.g. B+/B/B-), the assignment of a + or - grade will reflect stronger (+) or weaker (-) completion of the goals of the assignment.

There will be a series of 3 essays that make up the majority of the grade for this class. Should you choose to revise essays, the deadline for revisions is one week from the date you receive your paper back with comments (essays comprise 70% of the final grade). There will also be weekly blog posts and quizzes (30% of the final grade)

Short Writing Assignments	20%	CLO 1, 3
Essay 1:	25%	GELO 2, 3, CLO 1, 2
Essay 2	25%	GELO 1, 3, CLO 1, 2, 3
Weekly Blog Posts	15%	GELO 1, CLO 1, 2, 3
Quizzes	10%	CLO 1, 2
Participation.	5%	

A (93%-100%)	B- (80%-82.9%)	D+ (67%-69.9%)
A- (90%-92.9%)	C+ (77%-79.9%)	D (63%-66.9%)
B+ (87%-89.9%)	C (73%-76.9%)	D- (60%-62.9%)
B (83%-86.9%)	C- (70%-72.9%)	F (0%-59.9%)

Blog Posts

You will be asked to contribute to the course blog at least once a week. Your contributions will include both an original post (300 words) and a response to a classmate's post (50-100 words).

Original posts are due Sunday at midnight; responses are due Wednesday by the time class meets. Blogs should center on the course readings for that upcoming week, focusing on critical analysis and deploying close reading skills and addressing texts' social, political, and historical contexts to produce analytical readings as discussed in class. Blog posts should make an argument about some element of the text, as well as providing support for the argument with textual evidence and your own interpretation and analysis of the evidence to support your point or idea. The audience for this will be your peers - educated readers familiar with the text - therefore, the goal is to produce a value-added piece of writing for the class that hinges on persuading your readers that your interpretation is valid (though debatable). Examples might include: a pattern or theme you have noticed developing in the text, and what you think the author is trying to reveal through it; a close reading of a particular scene in an attempt to get at its possible meaning or implications; the use of outside research to contextualize the text and make an argument about it; a consideration of how the text's conditions of production may relate to or influence its meaning, etc. These posts are designed for you to be able to practice your analytical skills, and receive substantive weekly feedback on your writing and critical thinking in preparation for our longer writing assignments, and to encourage attentive reading practices to facilitate class discussion.

Close Reading Exercises and Research Summaries

Over the course of the semester you will be asked to complete structured close reading exercises to practice and fine-tune this skill leading up to essay assignments. In addition, you will also be asked to complete several research summaries in preparation for the research component of papers 2 and 3. These summaries will include an MLA citation of the summarized source, a brief review of the venue of the text, and a concise summary of the text's argument. These assignments are intended to provide support for developing ideas for essays, as well as to provide frequent opportunities for feedback on close reading and research skills necessary for successful completion of the larger writing assignments.

Quizzes

You will be quizzed periodically on reading and lecture materials as well as conventions and mechanics of writing and research covered in readings or during class time. If you are regularly attending class and keeping up with readings, these should be an easy way to keep your grade up – I see them as built-in accountability to encourage you to stay on top of materials.

Participation

As you may have discovered, active participation is key to success and learning. Active participation will help us develop a community to discuss ideas, collaborate, and discover new insights into the texts and topics through the perspectives of others. Participation includes more than merely attending class, as I expect each of you to arrive prepared by having carefully read assigned readings, and to actively participate in full class discussions and smaller group discussions and in class projects and activities.

Contextual Analysis Papers

Length: 1000-1,500 words double-spaced plus a separate Works Cited list. Use standard margins and 12-point Times New Roman font.

Essay Guidelines: The purpose of this essay is to analyze how a text responds to one specific historical issue at the time of writing. The goal is not to write a comprehensive explanation of the whole book, but to focus closely on a set of passages, verbal patterns, or recurring images that can help readers understand one specific aspect of the text's relationship to its particular time and place.

Your **introduction** should briefly introduce the context you're focusing on and state your **thesis**: your central argument about how you think the author represents or implicitly responds to a specific cultural/historical/political issue.

In your **body paragraphs**, provide background information to orient readers to your historical issue, and use textual analysis to explain how you think the author is representing or responding to this issue. You might choose to focus closely on one or two passages or gather a range of quotations from across the book. Your Contextual Analysis Paper will develop the same skills you've practiced in the close reading exercises: analyzing the significance of the author's formal choices, such as their word choice, tone, selection of detail, and use of metaphors. For this paper, you'll be focusing on **how those formal details reveal the author's response to a specific cultural/political/social conflict**.

Research: Unlike your first paper, this assignment requires you to gather evidence from outside of your main literary text. You are required to incorporate **at least 3 credible scholarly sources**: one source that provides background information on your historical topic; one critical essay that makes an argument related to your historical topic; and one additional source. This third source could be another critical or historical text, or another kind of source, such as a primary text that is contemporaneous with the text you are writing on. Cite all of your sources within the paper using parenthetical citations (Author #), and include a Works Cited page citing all 3 sources in MLA style.

To locate sources in the SJSU library system, visit the MLK Library's English and Comparative Literature research guide: <https://libguides.sjsu.edu/english>. The research guide includes contact information for the English and Comparative Literature librarian, who can help with research questions. For more guidance, please visit my office hours, the Writing Center, or the MLK Library's Research help desk.

Grading Criteria:

For a C or above, your paper must be at least 1000 words long, incorporate 3 sources, and include a debatable thesis statement about your selected text's relation to one specific historical context. If your paper meets these basic requirements, I will assess your grade based on the following criteria, listed in order of importance.

- *Argument*: Does the paper develop a compelling argument about how the author represents and responds to a specific historical context, rather than just summarizing the book and listing contextual information? Does the evidence in your body paragraphs support your argument?
- *Historical specificity*: Do you ground claims about the author's historical and cultural context in your research, rather than making assumptions? For example, do you describe specific ways in which people were constrained at particular moments or in particular circumstances under colonialism, rather than vaguely stating that people were oppressed?
- *Organization*: Does the essay develop logically? Do you use transitions and topic sentences to link your paragraphs?
- *Integrating research*: Do you effectively incorporate your three sources? Do you frame each quotation or paraphrase with an explanation of its significance? Do you attribute ideas and phrases to their sources using in-text citations?
- *Presentation*: Is your paper free of grammatical errors and edited for style?

SJSU's Credit Hour Requirement

Success in this course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally three hours per unit per week) for instruction, preparation/studying, or course related activities, including but not limited to internships, labs, and clinical practica. Other course structures will have equivalent workload expectations as described in the syllabus.

Classroom Protocol

Accessibility: Universal design is an accessibility principle by which expanding access to a space (like a classroom) or a conversation (like a curriculum) benefits everyone. I aim for universal design in my courses, and at the same time, I assume that each student learns differently. If you are facing a barrier to access in my class, I invite (and encourage!) you to talk with me about it in my office hours or by e-mail. In addition, the university and San Jose community offer many kinds of support services

- **Accessible Education Center** is online at <http://www.sjsu.edu/aec/> and on Facebook. You can also reach them at 408-924-6000 (voice) or by email at aec-info@sjsu.edu. AEC is the office that handles requests for accommodations (<http://www.sjsu.edu/aec/current-students/accommodation-information/index.html>). Their office is in the Administration Building (110), and they offer a variety of services to facilitate access for students at SJSU:
 - **Accessible Software and Training** (<http://www.sjsu.edu/aec/current-students/center-for-accessible-technology/accessible-software-and-training/index.html>)
 - **Deaf and Hard of Hearing Services** (<http://www.sjsu.edu/aec/current-students/deaf-and-hard-of-hearing-services/index.html>)
- **Gender Equity Center** is online at <http://www.sjsu.edu/genec/> and provides a variety of spaces and services including drop-in social spaces, free condoms, pads, and tampons, a lactation room, as well as events throughout the year. They are located in the Student Union, First Level, Room 1650. You can also reach them at 408-924-6500 or via email at sjsugenec@gmail.com
- **MOSAIC Cross Cultural Center** is online at <http://www.sjsu.edu/mosaic/> and on Facebook. They provide support and services for students from historically underrepresented groups, including educational and leadership opportunities through programming and training, a resource library and database of speakers, funding opportunities, and a space to study or connect. You can find them on the 1st floor of the Student Union Main Building. You can also reach them at 408-924-6255 or via email at mosaic@sjsu.edu

- **Pride Center** is online at <http://www.sjsu.edu/pride/> and provides support on campus to LGBTIQQA students. Their library has a variety of resources and the space is also available for meeting, studying, or socializing. They are located in the Student Union in the Main Section on the 1st Level.
- **Student Counseling and Psychological Services** is online at <http://www.sjsu.edu/counseling/> and are located in the Student Wellness Center, Third Floor (300B). You can schedule an appointment by calling 408-924-5910 or email them at counseling.services@sjsu.edu. You can also access their after hours crisis service by calling their main number, and pressing 4. If you are experiencing an emergency you can also reach the police at 911, campus police at 408-924-2222, the County Suicide and Crisis Line at 855-278-4204, or text ANSWER to 839863 to get a response from the Crisis Call Center.
 - **SCPS** has also compiled a list of local and community resources including resources for mental health, addiction issues, legal aid, and community and cultural groups, including veterans etc., which you can find at: http://www.sjsu.edu/counseling/students/Off-Campus_Assistance/Community_Resources/index.html - alcohol
- **The Office of Student and Faculty Success** is online at <http://www.sjsu.edu/sfs/> and they have a wide range of services to provide support for the campus community, including:
 - **#FinishIn4** (<http://www.sjsu.edu/californiapromise/>)
 - **Project Succeed** (<http://www.sjsu.edu/projectsucceed/>)
 - **Academic Advising and Retention Services** (<http://www.sjsu.edu/aars/>)
 - **CommUniverCity** (<http://cucsj.org/>)
 - **E-Campus** (<http://www.sjsu.edu/ecampus/>)
 - **Peer Connections** (<http://peerconnections.sjsu.edu/>) offers peer mentoring and tutoring services
 - **Student-Athlete Success Services** (<https://sjsuspartans.com/sports/2018/8/3/ot-sjsu-academic-services-html.aspx>) offers academic and study skills services for student athletes
 - **Office of Supported Instruction** (<http://www.sjsu.edu/supportedinstruction/index.html>) offers courses in Math and Writing to first year students for college success.
 - **TRIO ASPIRE Program** (<http://www.sjsu.edu/aspire/index.html>) offers support services to students from underrepresented groups.
- **Student Health Center** is online at <http://www.sjsu.edu/studenthealth/>. In addition to general medicine, they also have a Wellness and Health Promotion Unit which provides support relating to nutrition, substance abuse, body image, sleep, sexual health, and violence prevention. Appointments can be made online, or you can call them at 408-924-6122.
- **YWCA Silicon Valley** (<https://ywca-sv.org/>) is a community center providing shelter and resources for survivors of domestic violence, sexual assault, and dating violence. Their 24-hour # is: 800-572-2782
- **San José State Writing Center** is online at <http://www.sjsu.edu/writingcenter/> and offers free consultations about student writing. They're not line editors, they're way better: trained writing instructors who can help you at any point in your writing process. You can schedule an appointment online, or contact them at 408-924-2308. They are located on the second floor of the MLK library, as well as offering drop-in tutoring in Clark Hall 126.

Late Work: Unless arrangements have been made well ahead of time (at least 2 days prior to due date), late work will be penalized by a grade reduction of 10% per day and will not be accepted after a week.

Attendance and Participation: Your success in this class will largely be dependent on your attendance and active participation in our zoom lectures and discussions, as well as your keeping closely up to date with our reading schedule. Staying on top of lecture attendance and reading will result in a better understanding of the material, which will translate into higher grades on assignments and quizzes and generally a better connection to the course, your classmates, and the literature we are engaging. Please plan accordingly and develop a schedule to manage the variety of assignments for this course, including readings, blog posts, and major essays.

Scholastic Honesty: Turning in work that is not your own, or any other form of scholastic dishonesty, will result in a major course penalty, possibly failure of the course. This standard applies to all drafts and assignments, and a report of the incident will be submitted to the appropriate Dean's office on campus.

University Policies

Per [University Policy S16-9](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on [Syllabus Information web page](http://www.sjsu.edu/gup/syllabusinfo) (<http://www.sjsu.edu/gup/syllabusinfo>), which is hosted by the Office of Undergraduate Education. Make sure to visit this page to review and be aware of these university policies and resources.

ENG 123B: Literature for Global Understanding: Africa, Fall 2020, Course Schedule

Below is a table with the proposed weekly agenda for the semester. This is subject to change with fair notice. Notification of changes will be made via Canvas Announcements, or in class. Please make sure that your email on Canvas is your preferred email.

Course Schedule

Note: **readings should be done for the day they are assigned**, please bring hard copies of the texts with you to class for discussion.

Week One	<p>Aug. 23rd Introductions/Syllabus TedTalk: The Danger of a Single Story</p> <p>Aug. 25th Review of Ngũgĩ wa Thiong’o in the context of African literature and colonialism</p>	<p>HW: Read Chinua Achebe “An Image of Africa: Racism in Conrad’s <i>Heart of Darkness</i>”; Ngũgĩ wa Thiong’o, “The Language of African Literature” from <i>Decolonizing the Mind</i> (Canvas)</p> <p>HW: Read Simon Gikandi: Introduction: “East African Literature in English From 1945 to the Present” and Simon Gikandi <i>Ngũgĩ wa Thiong’o</i> Preface, Chronology, and section in Introduction “Ngũgĩ and the drama of (post)colonialism” (3-12) canvas</p>
Week Two	<p>Aug. 30th Discussion of introductory and contextual readings; close reading steps and practice</p> <p>Sept. 1st Lecture on and discussion of readings</p>	<p>HW: Read <i>Weep Not, Child</i> Part One</p> <p>HW: <i>Weep Not, Child</i>, Part Two, chapters 8-13 Close reading #1 due Monday, 9/20 No Blog Post this week</p>
Week Three	<p>Labor Day</p> <p>Sept. 8th Discussion of <i>Weep Not, Child</i></p>	<p>HW: <i>Weep Not, Child</i> , Part Two, chapters 14-end</p>
Week Four	<p>Sept. 13th Close Reading assignment review; discussion of <i>Weep Not, Child</i></p> <p>Sept. 15th Introduction to <i>Nervous Conditions</i>, discussion of gender in African literature</p>	<p>HW: Read <i>Nervous Conditions</i>, Intro through Chapter Three (pp. vii-57)</p> <p>HW: <i>Nervous Conditions</i>, Chapter Four through Chapter Five (pp. 58-104) Close Reading #2 Due Wednesday, 9/29</p>
Week Five	<p>Sept. 20th Discussion of <i>Nervous Conditions</i></p> <p>Sept. 22nd Review of Close Reading Assignment</p>	<p>HW: <i>Nervous Conditions</i>, Chapter Six through half of Chapter 8 (pp. 105-161)</p> <p>HW: <i>Nervous Conditions</i>, second half of Chapter 8 through end (pp. 162-208).</p>
Week Six	<p>Sept. 27th Discussion of <i>Nervous Conditions</i>; Review of Contextual Analysis essay and research summary assignment;</p> <p>Sept. 29th Introduction to <i>The Joys of Motherhood</i></p>	<p>HW: Research Summary 1 due Wednesday 9/29</p> <p>HW: Read <i>The Joys of Motherhood</i> Introduction, and chapters 1-3 (pp. 1-39)</p>

		Recommended: Read, from Gikandi's book on Ngugi : section from the Intro: "Ngugi and the Drama of (post) Colonialism" (pages 3-12)
Week Seven	Oct. 4th Discussion of <i>The Joys of Motherhood</i> Oct. 6th Introduction to Kate Manne's definition of misogyny; discussion of <i>The Joys of Motherhood</i>	HW: <i>The Joys of Motherhood</i> Chapters 4-9 (pp. 40-110) HW: Read <i>The Joys of Motherhood</i> chapters 10-12 (pp. 111-150); Research Summary 2 due Oct. 11th Recommended: <i>Down Girl: The Logic of Misogyny</i> , by Kate Manne, Chapter 1: Threatening Women (Canvas)
Week Eight	Oct. 11th Discussion of <i>The Joys of Motherhood</i> Oct. 13th Paper One review – prewriting steps	HW: Read <i>The Joys of Motherhood</i> chapters 13-18 (pp. 151-224) HW: Paper One Worksheet due 10/18 Recommended: From <i>The Cambridge Companion to the African Novel</i> , Chapter 11: "The African novel and the feminine condition" by Nana Wilson-Tagoe
Week Nine	Oct. 18th Thesis and outline peer review; model essay/final tips Oct. 20th Intro to context of Oil crisis in the Niger Delta	HW: Paper One due Wednesday 10/20 HW: Read <i>Oil on Water</i> Ch. 1-5 (pp. 1-64)
Week Ten	Oct. 25th Discussion <i>Oil on Water</i> Oct. 27th Discussion of novel	HW: Read <i>Oil on Water</i> Ch. 6-9 (pp. 65-111) HW: read chapter 10-15 for Monday (pp. 112-179) and Research Summary #3 Recommended: Roots, History Channel, 2016 available on Hulu; Ta-Nehisi Coates, "The Case for Reparations"
Week Eleven	Nov. 1st Discussion of <i>Oil on Water</i> Nov. 3rd Introduction to <i>Homegoing</i>	HW: <i>Oil on Water</i> (Ch. 16-end) (180-end) HW: <i>Homegoing</i> , Effia, Esi (pp. 3-49) Recommended: Introduction and Chapter One of Scenes of Subjection by Saidiya Hartman
Week Twelve	Nov. 8th Discussion of <i>Homegoing</i> Nov. 10th Saidiya Hartman; discussion of <i>Homegoing</i>	HW: <i>Homegoing</i> , Quey, Ness, James (pp. 50-110) HW: <i>Homegoing</i> , Kojo, Abena (110-153) Recommended: The 13 th (available on Netflix); Introduction and Chapter 1 of Michelle Alexander's <i>The New Jim Crow</i>
Week Thirteen	Nov. 15th No class: work on Final Essay Worksheet; extended office hours to discuss ideas for final papers Nov. 17th The New Jim Crow and H; Final Paper review	HW: <i>Homegoing</i> , H, Akua, Willie (157-221) HW: <i>Homegoing</i> , Yaw (222-242) Research Summary #4 Recommended:

		Reading and Interview with Yaa Gyasi;
Week Fourteen	Nov. 22nd : Final Paper Review and Reminders Thanksgiving	HW: <i>Homegoing</i> , Sonny, Marjorie (242-283); Final Paper Worksheet
Week Fifteen	Nov. 29th Discussion of Marjorie Chapter Dec. 1st Discussion of the end of the novel	HW: <i>Homegoing</i> , Marcus (284-end) HW: Final Blog Post; work on Final Paper
Week Sixteen	Dec. 6th Extended office hours for discussion of final paper	HW: Final Paper due Dec. 10th