Gain critical knowledge of major historical and political events, themes, figures, movements, theories, and methodologies animating African American studies

Understand race as a social construct that has and continues to disproportionately impact historically marginalized people’s social, political, and material realities

Understand gender as historically changing and imbricated with race, class, sexuality, ability, and other relations of difference (intersectionality)

Identify and engage key African American studies concepts and themes, including but not limited to: colonization/decolonization, imperialism/anti-imperialism, white supremacy, racism (overt, covert, systemic and institutional), intersectionality, etc.

Collaborate in creating an intellectually engaging and supportive learning environment

Proficiently apply research skills to approach questions within African American studies from multiple disciplinary perspectives

Use technology and library resources effectively to conduct and present research

Apply training in African American studies to legal, political, economic, and cultural change processes outside the classroom.

Catalog Description:
This survey-based course examines the theoretical and historical impact of race, gender, and class in American society.

Course Description:
Born out of the struggles of the 1960s-- the Black Power movement and youth activism of the era more specifically-- African American studies represents a departure from traditional academic disciplines by responding to calls for a more culturally responsive curriculum and critical research that interrogates the various dimensions of Black life: past, present and future.

This course offers an interdisciplinary introduction to key themes, texts, theories, and methods that animate the overall field of African American studies. Utilizing an intersectional framework, this course will examine the dynamism of the Black experience through the critical lenses of race, class, and gender.

By studying dynamic figures, movements, events, and political thought central to both the field of African American studies and Black life overall, students will consider how they might be agents for change in the ongoing struggle for justice. Students will gain from this course critical knowledge and vocabularies on race and racism (especially anti-blackness) to meet this moment (and the future) as informed participants working to produce a more just world in all sectors.

Learning Outcomes:
- Gain critical knowledge of major historical and political events, themes, figures, movements, theories, and methodologies animating African American studies
- Understand race as a social construct that has and continues to disproportionately impact historically marginalized people’s social, political, and material realities
- Understand gender as historically changing and imbricated with race, class, sexuality, ability, and other relations of difference (intersectionality)
- Identify and engage key African American studies concepts and themes, including but not limited to: colonization/decolonization, imperialism/anti-imperialism, white supremacy, racism (overt, covert, systemic and institutional), intersectionality, etc.
- Collaborate in creating an intellectually engaging and supportive learning environment
- Build upon existing critical reading, writing, and analytical skills
- Proficiently apply research skills to approach questions within African American studies from multiple disciplinary perspectives
- Use technology and library resources effectively to conduct and present research
- Apply training in African American studies to legal, political, economic, and cultural change processes outside the classroom.

Want to Talk to Dr. Hope?
Office: Woolfolk 316
Office Hours: T/R 11:00am-12:00pm
Phone: (936) 261-3201
Email: jkhope@pvamu.edu

Syllabus subject to change at instructor’s discretion
Student Support and Success Services

John B. Coleman Library
The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: https://www.pvamu.edu/library/; Phone: 936-261-1500

Academic Advising Services
Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center
The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face-to-face in the UTC, in virtual face-to-face sessions (https://www.pvamu.edu/student-success/sass/university-tutoring-center/), and through online sessions (https://www.pvamu.edu/pvplace/). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: https://www.pvamu.edu/student-success/sass/university-tutoring-center/

Writing Center
The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: https://www.pvamu.edu/student-success/writing-center/; Grammarly Registration: https://www.grammarly.com/enterprise/signup

Academic Early Alert
Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: https://www.pvamu.edu/student-success/early-alert/

Student Counseling Services
The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: https://www.pvamu.edu/healthservices/student-counseling-services/

Office of Testing Services
Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: www.pvamu.edu/testing

Center for Instructional Innovation and Technology Services (CIITS)
Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more
Student Support and Success Services cont.
Office of Diagnostic Testing and Disability Services
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: https://www.pvamu.edu/disabilityservices/

Office for Student Engagement
The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221; Phone: 936-261-1340; Website: https://www.pvamu.edu/studentengagement/

Career Services
Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; Website: https://www.pvamu.edu/careerservices/

Policies & Expectations

Attendance
Attendance is mandatory and roll will be taken at the beginning of each class. One unexcused absence is allowed, however, each additional unexcused absence will result in deducted points from your attendance and participation grade. The university policy on excused absences will be followed in this course. Excused absences are allowed if you are experiencing a serious illness, family-related emergency, and for official university absences only. If absent, it is the student’s responsibility to inform the instructor of said absence and to discuss the possibility of making up any missed assignments. In the case of group work and presentations, if one member is absent or inactive, that member shall receive a 0 for the assignment, and the other members will be graded appropriately.

Late Work
Late assignments will not be accepted. If you are having difficulty with an assignment, please make an appointment or e-mail me immediately. Those with excused absences should contact me to establish a plan for completing missed work.

Technology Policy
With many of the learning spaces on campus designated as “smart classrooms,” we will certainly make use of the enhanced technological resources at our disposal as it relates to the day’s lesson. However, I do ask that that students refrain from using personal technology (i.e. tablets, laptops, cell phones, smart watches, etc.) unless it is required for a class assignment or part of one’s learning needs/accommodations.

Classroom Etiquette & Atmosphere
Students and faculty must act with mutual respect and common courtesy. Thus, behavior that distracts students and faculty is not acceptable. Please be mindful of the following expectations and guidelines for class engagement:

- Ask questions
- Be present and active in class. Refrain from using email, social media, and completing other course assignments during the seminar.
- Come to class prepared (complete all readings and assignments prior to class)
- Respect the ideas and questions of others
- Be respectful of the space (please clean up after yourselves)
- Please be respectful of each other
- Please be punctual
- Please do not speak when someone else is speaking
- Refrain from using electronic devices, unless being used for note taking and/or learning needs. All phones should be on silent or a low vibration in case of emergencies.
- Confidential information disclosed in the class shall remain in the class, unless stated otherwise
- Courteous and lawful expression of disagreement with the ideas of the instructor or fellow students is, of course, permitted.
- If a student engages in disruptive behavior, the instructor may direct the student to leave class for the remainder of the class period.
- Serious verbal assaults, harassment, or defamation of the instructor or other students can lead to university disciplinary proceedings.
Policies and Expectations cont...

Office Hours
During the office hours posted above I will be in my office and available to speak with you about any questions, comments, or concerns you may have about the course. Please stop by and see me during those hours—that time is yours. If your schedule conflicts with my office hours do not hesitate to schedule an appointment.

Email, Communication, and Netiquette
I will primarily communicate with students in class, via Canvas online, and by email. Please be sure to check your PVAMU email for any course updates. I will respond to your emails within 48 hours unless otherwise specified.

If you have a question or concern please feel free to send an email. Below are some brief email guidelines:
- Be clear and to the point- Emails should always have a clear subject line related to the topic of that particular email and should include your name and the course title.
- Within the university setting email is a formal mode of communication and should be treated as such. Please use proper salutations and appropriate titles and/or names when addressing me or your peers.
- Refrain from the use of colloquial language, social media shorthand, etc.

Academic Integrity
Plagiarism and other forms of academic dishonesty, including cheating, falsifying documents, and unauthorized collaboration, are strictly forbidden. Students caught in violation of the university’s standards of academic integrity are subject to disciplinary actions, including failure of the course and suspension or expulsion from the university. Make sure you are familiar with the University Administrative Guidelines on Academic Integrity, which can be found on the Academic Integrity webpage.

Nonacademic Misconduct
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct
Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at www.pvamu.edu/titleix, including confidential resources available on campus.

Pregnancy, Pregnancy-related, and Parenting Accommodations
Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

Non-Discrimination Statement
Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.
Policies and Expectations cont...

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

COVID-19 & Monkeypox Campus Safety Measures

To promote public safety and protect students, faculty, and staff during the COVID-19 pandemic and to slow the spread of Monkeypox, PVAMU has adopted policies and practices to limit virus transmission.

· Self-monitoring - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.

· Face Coverings - Face coverings (preferably KN95 mask) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.

· Physical Distancing - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.

· Personal Illness and Quarantine - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.

DO NOT COME TO CLASS (in-person) IF YOU ARE SICK OR DISPLAYING MULTIPLE SYMPTOMS FOR COVID-19 AND/OR MONKEYPOX

Formatting & Citing Work

If you have questions about determining what needs to be cited and how, please refer to the resources listed below. All work must be cited using Chicago style.

Resources

- Purdue OWL: https://owl.english.purdue.edu/owl/resource/560/01/
- The Chicago Manual of Style: https://www.chicagomanualofstyle.org/home.html

All assignments should be formatted in accordance with the latest version of the Chicago Manual of Style. Concisely, all papers must be double-spaced with one-inch margins and twelve-point Times New Roman font.
Assignments

Attendance and Participation | 150 points (up to 10 points per week)
Attendance is highly recommended. Role will be taken at the beginning of each class, so please arrive on time. In addition to being present you should be actively engaged in the course— asking questions, raising points/issues during discussion, and being an overall contributor to the classroom. Throughout the course there will be several in-class assignments that will also comprise your total attendance and participation grade.

Midterm | 150 points
This in-class midterm will cover material from weeks 1-7. The midterm will consist of a series of multiple choice, short answer and essay questions. The midterm is scheduled for 10/11. You will need to bring a blue book to class on that day. This is a closed book/closed note exam.

Engaging Race and Justice Discourse/Research on Campus & Community| 70 points
As an effort to engage the broader campus’ discussions on race & justice, you are required to attend one campus event whose theme is related to race, justice, activism, equity, cultural identity, PVAMU JEDI initiatives, etc. Throughout the semester I will announce events that will fulfill this assignment. Within a week of attending the event you must complete a two-page paper summarizing the event, detailing your experience and connecting the event back to any themes, concepts, or readings from the course.

Comprehension Memes| 40 points (10 points each x 4)
To check for comprehension, students will be required to produce a meme that expresses a central idea/takeaway form the week’s readings. Your meme needs to be accompanied by a paragraph explanation of your meme and how it reflects the course readings. You can create one or select one that has already been created. Just be sure to cite your source.

Comprehension Quizzes| 70 points (10 points each x 7)
To check for comprehension, students will be administered routine quizzes in response to a prompt based on the assigned readings for the class meeting. The quiz may be short answer/quick write or multiple choice.

Keyword Presentation| 120 points
Students will be assigned a keyword from the Keywords in African American Studies text. You will present a discussion of your keyword including additional detail based on your research. Students are expected to engage at least one scholarly source and one cultural source in the presentation. Presentations should last no more than seven minutes and should include some kind of visual aid (Press, PowerPoint, Short video, etc.)

Film Analysis Paper| 200 points
We will watch three films throughout the course (some you will need to watch at home). Students will select one of the films to review and analyze. You are expected to write a 4-5 page critical review of the film identifying the film's major themes as they relate to the course, cinematic devices, plot, character analysis, etc. You should offer your own original analysis utilizing the lens of race, class, and gender. Student essays should include descriptions of specific scenes (utilize minute marks) and overall offer a close reading of the film (not a summary).

For the Culture: Video Essays on Black Art, Aesthetics & Cultural Production| 200 points
Students will write a 4-6 page cultural analysis essay that they will then transform into a vibrant 10-12 minute video essay. In the essays students will analyze a major piece of Black art or culture (including aesthetics), and interrogate the cultural element or phenomenon through the lens of race, class, and gender. Essays should include an overarching thesis/argument, analysis of the topic/piece of culture, supporting evidence (preferably from primary and scholarly secondary sources), and include a discussion of at least one course text. The video should include a reading of the essay interlaced with pictures, charts, videos, and other graphics, as well as music/sounds, to bring the essay to “life.” A rubric for this assignment will be provided two weeks prior to the assignment’s due date. This assignment is worth a total of 150 points.

Sample Topics:
- Black Power Fashion
- Sounds from the Diaspora: The Intersection of Trap and Afro-Beat
- The Endurig Legacy of HBCU Bands
- Getting Clocked: The Portrayal of Trans Bodies of Color in Television & Film
- The Dawn of African Futurism: Tomi Adeyemi and Nnedi Okrafor’s African Magical Landscapes
- Healing Through Drill?: The Sound of Chicago’s Youth and Urban Genocide
- The Commodification of Ankara & Asoebi by Black Americans
Grading

All assignments will be graded within two weeks and grades will be posted to Canvas. Your overall course grade will be based on your total points earned. The maximum amount of points that can be earned is 1000. Below you will find the course grading scale.

- A = 1000-940
- B+ = 899-860
- C+ = 799-760
- D+ = 699-660
- F = 599 & below

- A- = 939-900
- B = 859-839
- C = 759-739
- D = 659-639
- B- = 838-800
- C- = 738-700
- D- = 638-600

Required Readings

- Women, Race & Class by Angela Davis (must purchase or rent)
- Keywords for African American Studies Edited by Erica Edwards, Roderick Ferguson et.al (must purchase or rent)

All other readings will be provided via Canvas or email.
<table>
<thead>
<tr>
<th>Week</th>
<th>Themes/Topics Covered</th>
<th>Readings</th>
<th>Assignment(s)</th>
</tr>
</thead>
</table>
| 1    | Introduction to the Course & Semester Overview  
Class Inclusion Activity  
What is Black Studies?  
Keyword Assignments | - Jordan, June.  "Black Studies: Bringing Back the Person"  
| 2    | Groundings: Understanding Race, Class & Gender | - Dennis, Rutledge.  "Social Darwinism, Scientific Racism, and the Metaphysics of Race"  
- Omi & Winant.  Racial Formation in the United States (Intro & Chapter 4) | 9/1 Reading Comprehension Quiz  
8/30 Keywords: Race, Post-Race, Science |
| 3    | Groundings: Understanding Race, Class & Gender cont... | - Smith, Andrea.  "Heteropatriarchy and the Three Pillars of White Supremacy"  
- Adetiba, Elizabeth.  "Caster Semenya and the Cruel History of Contested Black Femininity" | 9/8 Comprehension Quiz  
9/6 Keywords: Gender, Feminism |
9/13 Keywords: Intersectionality, Sexuality |
| 5    | Groundings: Colonization, Empire & Racial Capitalism | - Fanon, Frantz.  "The Wretched of the Earth" (On Violence). | 9/22 Comprehension Meme  
9/20 Keywords: Colonialism, Empire |
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<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Key Terms</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>6</td>
<td>9/27 &amp; 9/29</td>
<td>Groundings: Colonization, Empire &amp; Racial Capitalism cont...</td>
<td>Leong, Nancy. &quot;Racial Capitalism&quot; Screen: &quot;Sorry to Bother You&quot; available on Netflix</td>
<td>9/27 Keywords: Nationalism, PanAfricanism, Cinema, Performance</td>
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<td>7</td>
<td>10/4 &amp; 10/6</td>
<td>Discuss &quot;Sorry to Bother You&quot;</td>
<td>N/A</td>
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<td>Midterm Exam Review</td>
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<td>8</td>
<td>10/11 &amp; 10/13</td>
<td>Exam Week</td>
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<td>9</td>
<td>10/18 &amp; 10/20</td>
<td>Race, Class &amp; Gender in the Antebellum South</td>
<td>Davis, Angela. Women, Race &amp; Class (Chapters 1-4)</td>
<td>10/20 Comprehension Quiz 10/18 Keywords: Slavery, Mixed Race, Diaspora</td>
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<td>10</td>
<td>10/25 &amp; 10/27</td>
<td>The Origins of Black Feminist Thought</td>
<td>Davis, Angela. Women, Race &amp; Class. (Chapters 5-8)</td>
<td>10/27 Comprehension Quiz 10/25 Keywords: apartheid, philosophy, reconstruction</td>
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<td>10/11 &amp; 10/13</td>
<td>Race, Class &amp; Gender in the Antebellum South</td>
<td>Davis, Angela. Women, Race &amp; Class (Chapters 9-13)</td>
<td>11/3 Comprehension Quiz 11/1 Keywords: Poetics, Soul, Family 11/3 Film Analysis Paper Due</td>
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<td>13</td>
<td>11/15 &amp; 11/17</td>
<td>Race, Class, Gender Contemporary Issues: The Law &amp; Mass Incarceration</td>
<td>Alexander, Michelle. The New Jim Crow (Chapter 5) Screen excerpt: 13th by Ava Duvernay</td>
<td>11/17 Comprehension Meme 11/15 Keywords: Incarceration, Abolition</td>
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<td>14</td>
<td>11/22</td>
<td>Finding Black Joy in Aesthetics &amp; Cultural Production</td>
<td>Reading of choice, relevant to final research project (more info TBA closer to date)</td>
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<td>15</td>
<td>11/29 (last week of instruction)</td>
<td>Finding Black Joy in Aesthetics &amp; Cultural Production</td>
<td>Reading of choice...</td>
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<tr>
<td>16</td>
<td>12/6</td>
<td>FINALS WEEK</td>
<td>N/A</td>
<td></td>
<td>Final projects due on 12/6 by 2:00pm* Pending final exam schedule</td>
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</table>