COURSE DESCRIPTION: This Writing Intensive course, is a study of the black writers and their texts from the end of the Harlem Renaissance to the present.

In AFR 2202, we examine the writings and contributions of 20th century and now 21st century African-American writers and thinkers to American literature and culture. We focus on particularly creative periods, such as the Harlem Renaissance, the Civil Rights Era, and the Black Arts Movement. Hip Hop Literature and other popular styles, which emerged after the 1960s are also a critical part of this course. African-American writers from these periods represented social and literary perspectives that have influenced American and global history and culture. However, we will also discuss the debates among African-American writers with regard to the social and political function of writers and their literature within the African-American community and American society. In addition, we will also look at the emergence of African-American women writers and their particular take on issues of gender and sexuality.

PREREQUISITE: EG 1101

COURSE LEARNING OUTCOMES: Upon completion of this course, the student will be able to:

- Identify some of the key 20th century and now 21st century African-American writers and their works;
- Describe the major 20th century and now 21st century African American literary genres and schools of thought that have defined 20th century and 21st century African-American literature;
- Discuss and compare the major issues raised in 20th century and now 21st century African-American texts;
- Explain why African-American writers have disagreed on the appropriate use of literature;
- Describe some of the influence of African-American writers on American culture and literature; and
- Write coherent and analytical responses using Standard academic English to issues raised by the authors and in the texts.

GENERAL EDUCATION LEARNING OUTCOMES:

- Develop critical thinking and writing skills by examining and critiquing key elements in literature by and about people of African descent;
- Develop oral communications skills; and
- Develop an appreciation for and understanding of the critical characteristics of literature and the ways in which people of African descent have contributed to the development of literary traditions over time.

PATHWAYS LEARNING OUTCOMES WITH ASSESSMENT METHODS

| The course requires the student to use primary and secondary texts, as well as audio and visual media | • Gather, interpret, and assess information from a variety of sources and points of view. |
from several sources.

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<tr>
<th>Students compare the viewpoints and arguments of significant African-American writers and thinkers of the 20th century (and now the 21st century).</th>
<th>• Evaluate evidence and arguments critically or analytically.</th>
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<td>Students write weekly essays online that respond to questions posed.</td>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
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<td>A student will be able to identify the significant African-American literary movements in the United States including the Harlem Renaissance, the Black Arts Movement, and the resurgence of African American women's literature.</td>
<td>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.</td>
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<td>A student will be able to describe and explain how African-American cultural movements have informed U.S. society and culture and how debates between and among African-Americans have informed the development of American identity.</td>
<td>• Analyze and explain one or more major themes of U.S. history from more than one informed perspective.</td>
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<td>A student will be able to explain how the development of the image of the African-American has influenced the development of the United States.</td>
<td>• Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.</td>
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**REQUIRED TEXT:** Norton Anthology of African-American Literature, 2nd edition, Gates and McKay, editors

Unless otherwise noted, the Norton Anthology serves as the required text for this course. Other required online resources will also be used throughout the semester.

**GRADING PROCEDURES:**

Participation in (online) discussions and written work 20% (Writing Intensive)
Examination One 20%
Midterm examination (Two) 20%
Examination Three 20%
Final examination 20%
Total 100%

**Academic Integrity at CityTech**

Students and all others who work with information, ideas, texts, images, music, inventions, and other intellectual property owe their audience and sources accuracy and honesty in using, crediting, and citing sources. As a community of intellectual and professional workers, the College recognizes its responsibility for providing instruction in information literacy and academic integrity, offering models of good practice, and responding vigilantly and appropriately to infractions of academic integrity. Accordingly, academic dishonesty is prohibited in The City University of New York and at New York City College of Technology and is punishable by penalties, including failing grades, suspension, and expulsion.
NYCCT statement on academic integrity

**Forms of Academic Dishonesty**

a. Cheating is the unauthorized use or attempted use of material, information, notes, study aids, devices or communications during an academic exercise.
b. Plagiarism is the act of presenting another person's ideas, research or writings as your own.
c. Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and “cutting and pasting" from various sources without proper attribution.
d. Obtaining unfair advantage is any activity that intentionally or unintentionally gives a student an unfair advantage in his/her academic work over another student.
e. Falsification of records and official documents includes, but is not limited to, forging signatures of authorization and falsifying information on an official academic record. For specific examples of these forms of academic dishonesty, see the CUNY Policy on Academic Integrity.

See CityTech’s Academic Integrity Policy:
http://www.citytech.cuny.edu/academics/docs/academic_integrity_policy.pdf
Updated May 2018