

Dr. Julie L. Hawk

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Office hours: Mon/Wed 12:45-1:45,
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Please Note: While I will be in my office a great deal, email is always the quickest and most reliable way to reach me. Indeed, my administrative duties might at times cut into my regularly scheduled office hours, so it is always best to check with me via email first to make sure I will be in the office when you plan to drop by. Scheduling appointments with me is, thus, the best way to arrange for office hour consultations. I will answer emails within 24 hours during the week, and I will usually check my email at least once over the weekends unless otherwise specified. If you do not hear from me within these parameters, email me again, as it will mean that, whether through technological means or human error, I have missed your first correspondence. Also please note that MyUWG and CourseDen serve as the only legitimate modes of university correspondence.



COURSE OVERVIEW

- An examination of representative African-American texts, with particular attention to the defining aesthetic principles of the tradition. Prerequisites: ENGL 1101 and ENGL 1102.

Course Goals

- Students will develop the ability to recognize, identify, and contextualize significant achievements in African-American literature.
- Students will develop the ability to apply, understand, and appreciate the application of aesthetic criteria to "real-world" circumstances.
- Students will develop enhanced cultural awareness and analytical skills.
- Students will demonstrate their command of academic English and of the tenets of sound composition by means of thesis-driven analytical prose.

Program Goals can be found here: <https://www.westga.edu/academics/coah/english/english-program-assessment.php>

Texts and Materials

- *The Norton Anthology of African American Literature, Third Ed.*
- Top Hat Subscription, see below

Top Hat

We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or via text message (SMS).

You can visit <http://tinyurl.com/THStudentRegistration> for the Student Quick Start Guide which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. An email invitation will also be sent to your email account (if you don't receive this email, you can register by visiting our direct Top Hat course Join Code: 525381

URL: <https://app.tophat.com/e/525381> Top Hat will require a subscription. There are three options to choose from:

- \$24 for 4 months of unlimited access
- \$36 for 12 months of unlimited access
- \$72 for lifetime* access

Reading, listening, and viewing assignments must be completed on the date due unless otherwise specified. You'll have assigned reading/viewing to complete outside of class, so you need to schedule time to do it carefully, often taking notes of your observations, questions, and reflections. Don't fall behind. Class discussions and activities will be based on or extended from the assigned reading/viewing and related activities, so always come to class with questions and comments. The success and value of the discussions depend on your preparation and engagement.

Beyond the expenses for the required text, you can anticipate modest printing, photocopying, or fabrication expenses related to a number of class projects.

***I swear to the Lord I still can't see
Why Democracy means Everybody but me.***

—Langston Hughes

Assignments and Grading Structure

Assignments (90%).

- 2 Short Papers: Each paper will be worth 150 points. Details forthcoming. (300 points/30%)
- Midterm Exam: A short answer and short essay-based exam covering the first three texts. (200 points/20%)
- Top Hat Course Technology Interface: This course uses Top Hat to administer reading quizzes, short in-class writing assignments, attendance-taking, and more. Detailed instructions under the course materials section. (100 points/10%)
- Discussion Questions: For each day of discussion, you should come with two discussion questions centered on that day's reading assignment. You should do this a total of ten times with two questions each. This will be a cumulative grade. (100 points/10%)
- Final Exam: A cumulative final exam that touches on the early texts but is more heavily focused on the texts not covered by the midterm. We will write the exam collaboratively as a class on the final day of class. (200 points/20%)

Participation (10%).

The following schema will help you understand the grade breakdown for participation:

A: Lively engagement in discussions; Applies and/or challenges readings; Engages with and/or motivates peers

B: Actively listens in class and occasionally comments; Good collaboration with classmates

C: Tends to look disengaged; Might use phone or laptop for purposes not related to class; D: Sleeps in class; Rarely pays attention and/or is disruptive; Frequently tardy or absent; Unprepared for peer review or group meetings

F: Sleeps through class when present, or disengaged; Disruptive

You are expected to bring a copy of the required readings or writing assignment to each class. This is a basic requirement for a C in class participation.

COURSE POLICIES

As your instructor, I undertake to abide by my own policies as set out below, to treat all students fairly and with respect, to create a classroom environment conducive to learning and open discussion, and to be available during reasonable hours outside of class to clarify student questions related to course projects and material.

As students in this class, you are expected to take the class seriously, to comply with the policies set out below, to complete assigned readings and work in a timely and professional manner, to create a classroom environment conducive to learning and open discussion, and to take responsibility for your own learning.

UWG and Dept of English Policies, including the Policy on H.B. 280 (Campus Carry) can be found here:

https://www.westga.edu/administration/vpaa/assets/docs/faculty-resources/common_language_for_course_syllabi_v2.pdf

UWG Email Policy

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student’s responsibility to check his or her email.

New Mandatory Reporting Status

The Board of Regents, the governing body for the University System of Georgia, recently passed new rules regarding sexual misconduct and its reporting. (It’s called BOR 4.1.7 Sexual Misconduct Policy, link [here](#).) As of July 1, 2016, **all faculty and staff must promptly and fully report complaints of or information regarding sexual misconduct to the Title IX Coordinator on campus.** Here is the UWG [Title IX website](#).

What this means is that I cannot guarantee confidentiality if you come to me and tell me about an instance of sexual misconduct. I must report. However, the following locations and individuals can offer confidential support, and I strongly encourage you to talk to them. I can help you contact these places, too.

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| <p>(This one is not confidential, but you should have it) UNIVERSITY POLICE 678-839-6000 (96000 on campus)</p> | <p>COUNSELING CENTER Counseling Center Location: 123 Row Hall Office Hours: Monday-Friday, 8:00 AM-5:00 PM Tel: (678) 839-6428 (after hours call UWG Police) Email: counseling@westga.edu</p> |
| <p>HEALTH SERVICES 678-839-6452</p> | <p>PATIENT /VICTIM ADVOCATES 678-839-0641; 678-839-5338 (after hours 678-839-6000)</p> |

Attendance

It is imperative that you attend class regularly in order to succeed; thus you are allowed **three absences** over the course of the semester. All absences count, regardless of your reason for missing class, so there is no need to explain absences or provide doctor's notes. Upon the student’s fourth absence, each absence will be a one-third letter grade deduction from **the final grade**. This means if you earn a B- in the course, but miss 6 classes, you will fail the course. It is in your best interest, then, not to waste absences early in the semester only to get sick at the end

of the semester. Attendance will be taken through Top Hat within the first ten minutes of class, so it is imperative to be here on time.

Disruptive Behavior Policy

Students may be dismissed from any class meeting at which they exhibit behavior that disrupts the learning environment of others. Such behavior includes – but is not limited to – arriving late for class, allowing cell phones to ring, speaking disrespectfully to the instructor and/or to other students, checking email or surfing the web, and using personal audio or visual devices. **Each dismissal of this kind will count as an absence and will be applied toward the attendance policy above.** (*Department Policy*)

Late and missing work

Try to avoid late assignments. However, you can receive an extension for good cause if you (1) contact me *before* the assignment is due by means of an e-mail in which you explain the reason for the delay and (2) propose in the memo a reasonable deadline (less than one week), which you then keep. The email in which you propose an alternative date functions as a contract. Failure to keep the new deadline breaks the contract, and I won't accept your assignment unless you can document extraordinary circumstances (e.g., you're hospitalized). *Use this option no more than once in a semester. Oral presentations are excluded from this option; they are always due on the assigned date. Emergencies will be dealt with on an individual basis.* Absent exceptional circumstances, failure to complete daily work or a project stage by the date it is due will result in the student losing the full point value assigned to such work.

Any assignment that is not submitted will be recorded as a 0 (“zero”) and averaged with the rest of your grades. This can damage your course average severely: For example, if you have completed five assignments with a 92 average but don't submit a sixth assignment (which is counted as a “zero”), your overall average will be a 77.

Plagiarism & Excessive Collaboration Policy

Plagiarism & Academic Dishonesty

The Department of English and Philosophy defines plagiarism as taking personal credit for the words and ideas of others as they are presented in electronic, print, and verbal sources. The Department expects that students will accurately credit sources in all assignments. An equally dishonest practice is fabricating sources or facts; it is another form of misrepresenting the truth. Plagiarism is grounds for failing the course. See also, excessive collaboration. The University policies for handling Academic Dishonesty are found in the following documents:

The Faculty Handbook, sections 207 and 208.0401

<http://www.westga.edu/~vpaa/handrev/>

Student Uncatalog: "Rights and Responsibilities"; Appendix J.

<http://www.westga.edu/handbook/>

Any student caught submitting plagiarized work will receive a 0 (zero) for that assignment and a warning. If a second plagiarized assignment is turned in, the student will receive as F for the course.

Excessive Collaboration

By the end of the term in both ENGL 1101 and 1102, students should demonstrate the ability to produce *independent writing* (writing without collaborative assistance of peers, writing tutors, or professionals in the field) that shows an acceptable level of competence. Although classroom activities and out-of-class assignments may highlight collaborative learning and collaborative research, *excessive collaboration* (collaboration that results in the loss of a student's voice/style and original claims to course-related work) is considered another form of academic dishonesty and therefore will not be permitted.

Role of the Writing Center

The role of the Writing Center is to offer consultation in which tutors question, respond to, offer choices, and encourage revision in student essays. Tutors do not evaluate or prescribe solutions to problematic areas in student essays, and tutors are specifically trained to avoid appropriating the student's work. For more information, visit the Writing Center online at <http://www.westga.edu/writing>.

Revision Policy

For your first short paper, if you would like to revise for a potentially higher grade, you must schedule an appointment with me within one week of its being returned and discuss your revision strategies with me. You then must turn it back to me within one week of that meeting. A higher grade is not guaranteed, but you will not receive a lower grade.

Extra Credit

There will be no opportunities for extra credit. There are no exceptions. There will not be extra credit in the first week. There will not be extra credit in the last week. There will not be extra credit during all those weeks in between.

Recycled Papers (i.e. turning in papers written for other professors, course specific) is considered plagiarism and will be treated as such.

E-mail and appointments

You can *always* make an appointment to see me. You should schedule an appointment and/or send email if you have concerns, questions, or problems with any assignment. An individual conference can help you meet your academic needs, so prepare *an agenda of what you want to deal with* during this time.

- Please begin the subject line of e-mail message to anyone in the class with **ENGL 1102** followed by the specific topic.
- I prefer to use e-mail as a scheduling and notification tool. My email address is jhawk@westga.edu
- If you have a substantive question about the material that we are covering or your work, please schedule a meeting with me or just stop by during office hours.
- If you miss class, check with your classmates via email, CourseDen, or phone. If, and only if, these methods prove fruitless, then email me with any questions you may have about the content you missed. But be advised, I will not teach a class twice just because you missed it. You are responsible for the content covered in class. If you email me under these circumstances, do not say something like "What did we do in class today?" Rather, using your syllabus and doing the reading required, you may ask **specific** questions about the content.

- If an emergency arises so you cannot make a scheduled appointment, please contact me by email or phone.
- I make every effort to answer email within 24 hours, except on weekends, when email may not get a response until Monday morning.

Changes to the syllabus

- This syllabus is a general plan for the course.
- This syllabus—especially the required reading and assignment schedule—may be modified as the semester progresses to meet course outcomes and address the needs of members of the class.
- In the event changes are necessary, I will make them in consultation with the rest of the class and at least two weeks in advance of any affected due dates.

Course Schedule

| WEEK | ACTIVITIES ~ READING ~ ASSIGNMENTS |
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| 1 | Introduction and Overview |
| Jan 9 | Introduction/Syllabus Review |
| Jan 11 | Read: Intro (3-10); Spirituals—Intro (10-12), “Ezekiel Saw de Wheel” (13-14), “Go Down Moses” (14-15), “Swing Low, Sweet Chariot” (16); Secular Rhymes, etc—Intro (20-21), “Promises of Freedom” (22-23), “No More Auction Block” (23), “John Henry” (25-28), “The Signifying Monkey” (30-32) |
| 2 | Vernacular Tradition, Part I |
| Jan 16 | Read: The Blues—Intro (38-39), “Backwater Blues” (42), “Trouble in Mind” (44-45), “St. Louis Blues” (47-48); Folktales—Intro (54-56), “A Flying Fool” (66-67), The Brer Rabbit/Uncle Remus Tales (67-73) |
| Jan 18 | Read: Intro to Section (75-87), Phillis Wheatley—All selections (137-150) |
| 3 | Literature of Slavery and Freedom, 1746-1865 |
| Jan 23 | Read: Olaudah Equiano—From <i>The Interesting Narrative</i> (112-137) |
| Jan 25 | Read: Harriet Jacobs—From <i>Incidents in the Life of a Slave Girl</i> (221-252) |
| 4 | Literature of Slavery and Freedom, 1746-1865 |
| Jan 30 | Read: Frederick Douglass—From “What to the Slave is the Fourth of July” (402-413) |
| Feb 1 | No Class Meeting: Online Activity TBA |

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| <p>5 Feb 6 Feb 8</p> | <p>Literature of the Reconstruction to the New Negro Renaissance, 1865-1919 Read: Intro to Section (505-520), Booker T. Washington—from <i>Up From Slavery</i> (548-578) Read: Pauline Hopkins—"Bro'r Abr'm Jimison's Wedding" (645-655), Charles Chestnutt—"The Wife of his Youth" (602-610)</p> |
| <p>6 Feb 13 Feb 15</p> | <p>Literature of the Reconstruction to the New Negro Renaissance, 1865-1919 Read: James Weldon Johnson—"Lift Every Voice and Sing," (783-784), "Brothers" (788-790); Paul Laurence Dunbar—"We Wear the Mask" (906), "Sympathy" (910), "Douglass (913); Alice Moore Dunbar Nelson—"I Sit and Sew" (918) Read: Ida B. Wells-Barnett—from <i>A Red Record</i> (669-679)</p> |
| <p>7 Feb 20 Feb 22</p> | <p>Literature of the Reconstruction to the New Negro Renaissance, 1865-1919 Read: W.E.B. DuBois—from <i>The Souls of Black Folk</i> (687-725) Midterm Exam</p> |
| <p>8 Feb 27 Mar 1</p> | <p>Literature of the Harlem Renaissance, 1919-1940 Read: Intro to Section (929-944); Alain Locke—"The New Negro" (973-981); Marcus Garvey—"The Future as I See it" (989-992) Read: Claude McKay—All poems (1000-1007); Marita Bonner "One Being Young—a Woman—and Colored" (1265-1269) Mar 2 is the last day to withdraw with a W</p> |
| <p>9 Mar 6 Mar 8</p> | <p>Literature of the Harlem Renaissance, 1919-1940 Read: Zora Neale Hurston—"Sweat" (1030-1040), "How it Feels to be Colored Me" (1040-1042), from <i>Mules and Men</i> (1062-1070) Essay 1 Due Mar 10 5:00 pm Read: Langston Hughes—All poems (1302-1320), "The Negro Artist and the Racial Mountain" (1320-1324)</p> |
| <p>10 Mar 13 Mar 15</p> | <p>Literature of the Harlem Renaissance, 1919-1940/Vernacular Tradition Part II Read: Countee Cullen—All selections (1345-1358) Read: Vernacular Tradition Part II (1-56) (Note that we move to the second volume of the anthology here)</p> |
| <p>11 Mar 20 Mar 22</p> | <p>Spring Break No Class No Class</p> |

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| <p>12 Mar 27</p> <p>Mar 29</p> | <p>Vernacular Tradition, Part II and Literature of Realism, Naturalism, Modernism, 1940-1960 (Note that we move to the second volume of the anthology here) Read: Vernacular Tradition Part II (56-93); Intro to Section (Lit of Realism. . .)(94-107)</p> <p>Read: Richard Wright—"Blueprint for Negro Writing" (119-132), from <i>Black Boy</i> (141-156); Ralph Ellison—from <i>Invisible Man</i> (258-279)</p> |
| <p>13 Apr 3</p> <p>Apr 5</p> | <p>Literature of Realism, Naturalism, Modernism, 1940-1960</p> <p>No Class—Scholar's Day</p> <p>Read: Gwendolyn Brooks—"a song in the front yard" (327), "We Real Cool" (337), "Malcolm X" (339), "riot" (339-340); James Baldwin—"Going to Meet the Man" (453-465)</p> |
| <p>14 Apr 10</p> <p>Apr 12</p> | <p>Literature of the Black Arts Era, 1960-1975</p> <p>Read: Intro to Section (533-561); Mari Evans—"Vive Noir!" (562-565); Etheridge Knight—all selections (612-617)</p> <p>Read: Audre Lorde—"Power" (642-43), "Poetry is not a Luxury" (643-646), "Inheritance—His" (649-652); Amiri Baraka—"Preface to a Twenty Volume Suicide Note" (665), "Notes for a Speech" (666), "The Revolutionary Theatre" (688-691), "The Slave" (691-692)</p> |
| <p>15 Apr 17</p> <p>Apr 19</p> | <p>Literature of the Black Arts Era, 1960-1975</p> <p>Read: Toni Cade Bambara—all selections (841-850); Nikki Giovanni—all poems (879-886)</p> <p>Read: Intro to Section (913-929); Toni Morrison—"The Site of Memory" (1071-1078); Alice Walker—"In Search of Our Mothers' Gardens" (1180-1188) Essay 2 Due Apr 22 (Sun) 5:00 pm</p> |
| <p>16 Apr 24</p> <p>Apr 26</p> | <p>Literature of Contemporary Times</p> <p>Read: Charles Johnson—"The Education of Mingo" (1279-1290); Octavia Butler—"Bloodchild" (1251-1266) Compose Final Exam as a Class</p> |
| <p>17 May 3 (Thurs)</p> | <p>Final Exam</p> <p>Final Exam Due by 4:00 Pm</p> |