



Course Title:	Trans-Atlantic Literature												
Course Code:	LONS LITL 314S												
Subject:	Literature												
Credits:	3												
Contact Hours:	37.5												
Semester/Term:	<input type="checkbox"/> Semester <input type="checkbox"/> J-Term <input checked="" type="checkbox"/> Summer												
Course Description:	<p>This course introduces students to the key concepts of the literature spanning what Paul Gilroy terms “The Black Atlantic,” providing students with the opportunity to analyse a representative range of critical, literary and multimedia texts from the Caribbean, Africa, the U.K. and the US in conversation with each other. We will explore the portrayal of experiences of slavery, colonialism, migration and liberation movements, allowing students to look beyond national borders and view seemingly unrelated, disparately located places in relation to each other socio-historically and culturally. We will examine the central themes of the Black Atlantic including race, diaspora, hybridity, displacement and subjectivity, while highlighting the significant contributions of Africans and their descendants to the historical formation of the Atlantic region.</p>												
Course Requirements:	<p>Required Text</p> <p>Digital access and/or copies of most class materials will be provided at no cost to students. Viewing of some online material may require signing up for trial subscription or paying to view, with a maximum total cost of \$20 for the course.</p> <p>Additional Readings and Resources</p> <p>Articles and powerpoint lecture slides are available from the instructor on the course Canvas site through Arcadia University.</p> <p>Assignments</p> <table border="1" data-bbox="469 1425 1458 1717"> <thead> <tr> <th>Course Requirements</th> <th>Percentages</th> </tr> </thead> <tbody> <tr> <td>1. Response Papers</td> <td>20%</td> </tr> <tr> <td>2. Presentation</td> <td>20%</td> </tr> <tr> <td>3. Participation</td> <td>20%</td> </tr> <tr> <td>4. Final Research Paper</td> <td>40%</td> </tr> <tr> <td>Total</td> <td>100%</td> </tr> </tbody> </table> <p>Response Papers (3) (20%)</p> <p>At three points during the course you will be required to submit 500-750 word response papers on particular themes. Though a general theme will be set out for</p>	Course Requirements	Percentages	1. Response Papers	20%	2. Presentation	20%	3. Participation	20%	4. Final Research Paper	40%	Total	100%
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you, you have the freedom to interpret it as you see fit and to use your creativity to compile your response. This assignment is designed to encourage you to think critically and reflectively about the subject matter covered in the course. Your grade will reflect the originality and insightfulness of your observations relative to the theme/topic to be addressed, and your ability to incorporate the subject matter and overarching themes covered in the course into your response.

Presentation (20%)
You will select one of the readings assigned for the week to present on to the class via FlipGrid. The presentation must be no longer than 10 minutes and should address the key points addressed in the reading, making connections to the literary texts covered thus far in the course and drawing on your own personal observations and areas of interest.

Participation (20%)
Your active, engaged, and informed participation is expected in the online discussion boards and any synchronous class sessions. You will be expected to ask thoughtful questions in class discussion and of guest speakers. It is expected that you will engage thoroughly and enthusiastically and endeavor to share your perspective regularly and actively.

Final Research Paper (40%)
The final portion of your grade will be a research paper (3000-3500 words) due at the end of the course. This paper will require you to put at least two texts in conversation with each other, creating a comparative essay addressing the ways in which the texts converge and diverge on particular themes which have been drawn from the larger themes of the course. You can use the citation method of your choice, as long as you are consistent throughout.

Learning Outcomes and/or Expected Student Competencies and Assessment Measures:	On completion of the course, students should be able to:	
	Learning Outcomes	Course Requirement that will be used to assess the student's achievement of this outcome
	Identify significant historical, social and cultural developments that are intrinsic to the history of the Black Atlantic.	Response Papers; Presentation; Participation; Final Research Paper
Critically evaluate the theoretical concept of the "Black Atlantic" and its limitations.	Response Papers; Presentation; Participation; Final Research Paper	



	<p>Weigh the texts of the course and their historical and cultural significance to conceptualizations of black identity.</p>	<p>Response Papers; Participation; Final Research Paper</p>										
	<p>Analyse the portrayal of the intersection of race, class, gender and nation in the assigned texts.</p>	<p>Response Papers; Participation; Final Research Paper</p>										
<p>Course Outline:</p>	<table border="1"> <thead> <tr> <th data-bbox="454 598 695 640">Session</th> <th data-bbox="695 598 1479 640">Topic</th> </tr> </thead> <tbody> <tr> <td data-bbox="454 640 695 709">Week 1</td> <td data-bbox="695 640 1479 709">Mapping the Atlantic: Beginning at the Middle Passage</td> </tr> <tr> <td data-bbox="454 709 695 781">Week 2</td> <td data-bbox="695 709 1479 781">After Empire: The lingering impact of colonialism on the Caribbean</td> </tr> <tr> <td data-bbox="454 781 695 856">Week 3</td> <td data-bbox="695 781 1479 856">The Spectre of Africa: African texts communicating across the ocean</td> </tr> <tr> <td data-bbox="454 856 695 928">Week 4</td> <td data-bbox="695 856 1479 928">Legacies of the Black Atlantic in the US and UK</td> </tr> </tbody> </table>		Session	Topic	Week 1	Mapping the Atlantic: Beginning at the Middle Passage	Week 2	After Empire: The lingering impact of colonialism on the Caribbean	Week 3	The Spectre of Africa: African texts communicating across the ocean	Week 4	Legacies of the Black Atlantic in the US and UK
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<p>Other Policies:</p>	<p>Expectations Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including email.</p> <p>Attendance/Participation Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.</p> <p>Course Policies For email communications, students must use their Arcadia University email account. Students are responsible for any information provided by e-mail or through Intranet postings.</p> <p>Plagiarism Representation of another’s work or ideas as one’s own in academic submissions is plagiarism, and is cause for disciplinary action. <i>Cheating</i> is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. <i>Fabrication</i> is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.</p> <p>Late or Missed Assignments</p>											



	<p>Will not be accepted for grading.</p> <p>Students with Disabilities Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.</p> <p>Title IX Statement Arcadia University is committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions a faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project.</p> <p>Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at https://www.arcadia.edu/university/policies-guidelines/title-ix.</p>
Prerequisites:	None.