

SSA 4930: Individual Work - Blacks and Film (Class Number 28451)
AFA 3920: Special Topics in African American Studies – Blacks and Films
Tuesdays 3pm-3:50pm & 4:05pm-4:55pm Synchronous Online
Thursdays 5:10pm-6pm Synchronous Online

PROFESSOR ROXANA WALKER-CANTON

OFFICE HOURS:

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COURSE DESCRIPTION

This course explores the historical, social and cultural significance of African American film from the silent era until present-day. Students will grapple with issues concerning the politics of representation black people in the American film industry. Students will deepen their overall understanding of the impact of historical events and key filmic technological advancements as well as the impact of race, class and gender on the establishment of the separate and unequal African American film industry. Through regular film screenings, readings, formal and informal writing assignments and group discussions students will explore ways in which African American filmmakers have achieved artistry as well as self and communal expression within and in spite of impediments.

COURSE OVERVIEW

This course offers students the opportunity to study one of the many American film traditions – African American cinema. Students will be exposed to films by, for, and/or about African Americans and will be provided with various critical perspectives of **race**, **class**, and **gender** to analyze the films, the institutions that create the films and the audiences that watch them. The course encourages students to critically analyze major concepts related to the study of film including, modes of representation, means of production, audience reception, and social utility and impact.

Students will screen 1-2 films per week during class or on their own. Throughout the semester, students will engage in critical small group and large group discussions focusing on their interpretations of the films in relationship to their understanding and interrogation of perspectives found in their readings. Students will participate in various in-class activities including, prepared debates and character, location and plot development exercises that will enhance their overall understanding of concepts and themes. Outside of the classroom, students will complete assigned readings and prepare assigned written assignments.

This is a 3-credit hour course. “Credit hours” refer to the amount of work required to succeed in a class. In general, students should spend a minimum of two hours outside of class for every credit hour earned. Our three-credit course meets for 150 minutes per week. You should plan to spend at least six hours of individual work outside the classroom per week (active reading, reviewing, writing, homework, etc.). Be prepared to do a considerable amount of screening films, reading and writing outside of class.

LEARNING OUTCOMES & OBJECTIVES

1. Understand and appreciate how the study of the Humanities, specifically film, enhances us personally and connects us to each other and to the larger world.
2. Understand how film movements develop over time and are shaped by history and culture.
3. Understand the importance of creative expression in processing intellectually and emotionally.
4. Use critical reading skills to understand and evaluate films and explain how a variety of filmic elements interact to convey meaning.
5. Respond analytically in discussion and writing to film using appropriate terminology.
6. Justify the validity of interpretation of a film.
7. Employ quotations and paraphrases from primary and secondary sources in writing and document them following MLA style.
8. Develop writing skills and style.
9. Critically analyze and interpret films for their imaginative, aesthetic or intellectual content.
10. Analyze films to explore human experience and to critique, challenge and consider the effect on the nature of society.

REQUIRED COURSES TEXTS AND MATERIALS

Bogle, Donald, *Toms, Coons, Mulattoes, Mammies & Bucks: An Interpretive History of Blacks in American Films, 5th Edition*. (New York: Bloomsbury Academic, 2016).

Klotman, Phyllis and Janet K. Cutler, Eds. *Struggles for Representation: African American Documentary Film and Video*. (Bloomington: Indiana University Press, 1999).

SUPPLEMENTARY READINGS

Alexander, George, *Why We Make Movies: Black filmmakers talk about the magic of cinema* (2003)

Corrigan, Timothy, *Short Guide to Writing About Film*.

Cripps, Thomas, *Fade to Black*.

Cripps, Thomas, *Making Movies Black*

Guerrero, Ed, *Framing Blackness: The African American Image in Film*

hooks, bell, *Reel to Real: race, sex and class at the movies* Reid, Mark A., *Black Lenses, Black Voices: African American Film Now*.

Regester, Charlene, *African American Actresses: The Struggle for Visibility 1900-1960* (2010) Ryan, Judylyn S. *Spirituality as Ideology in Black Women's Film and Literature*. (Charlottesville: University of Virginia Press, 2005).

Stewart, Jacqueline Najuma. *Migrating to the Movies: Cinema and Black Urban Modernity*. (Berkeley: University of California Press, 2005).

Sklar, Robert, *Movie Made America*

Smith, Valerie, *Representing Blackness: Issues in Film and Video* Phillips, William H., *Film An Introduction, 3rd ed.*

Watkins, S. Craig, *Representing: Hip hop culture and the production of black cinema*. (Chicago and London: University of Chicago Press, 1998).

Weisenfeld, Judith, *Hollywood Be Thy Name: African American Religion in American Film, 1929-1949*

REQUIRED FILMS

Students are required to screen films during class and outside of class to prepare for class discussions and assignments. Students are required to access films that will not be screened during class through online sources, the campus library digital collection, or through other sources such as a local public library or personal collections. There may be a fee to view films online.

List of In-class Screenings and where you can find them

Note: Paying to view films for In-class Screenings is optional for students. These films will be screened during class time. If students are absent or if students want to re-screen films, the information below provides at least one online source where students can find each film. Students may also find film at the university library, public libraries and other online sources.

<i>Ethnic Notions</i> (1987)	Vimeo (\$2.99)
<i>The Birth of a Nation</i> (1915)	YouTube (free)
<i>Imitation of Life</i> (1934)	YouTube (\$3.99)
<i>12 Years A Slave</i> (2013)	VUDU (\$3.99)
<i>Daughters of the Dust</i> (1991)	Prime Video
<i>Guess Who's Coming to Dinner</i> (1967)	VUDU (\$2.99)
<i>A Raisin in the Sun</i> (1961)	VUDU (\$2.99)
<i>I Am Not Your Negro</i> (2016)	VUDU (\$2.99)
<i>Queen & Slim</i> (2019)	Netflix and VUDU (\$5.99)
<i>Sembene!</i> (2015)	VUDU (\$2.99)
<i>Black Girl</i> (1966)	VUDU (\$2.99)
<i>Lionheart</i> (2018)	Netflix
<i>Pariah</i> (2011)	VUDU (\$3.99)

List of Out-of-Class Screenings

Note: Students are responsible for screening films for out-of-class screenings on their own. The information below provides at least one online source where students can find each film. Students may also find film at the university library, public libraries and other online sources.

<i>A Midnight Ramble: The Story of Race Movies</i> (1994)	YouTube (free)
<i>Within Our Gates</i> (1920)	YouTube (free)
<i>Eyes on the Prize: The Promised Land (1967-68)</i> (1987)	YouTube (free)
<i>The Best of Blaxploitation – Film Struck Extra</i> (youtube.com)	YouTube (free)
<i>Vaya</i> (2016)	Netflix
<i>Love & Basketball</i> (2000)	VUDU (\$3.99)
<i>Moonlight</i> (2016)	VUDU (\$2.99)

ATTENDANCE POLICY

Attendance is based on you being on time, signing the roll sheet, being prepared and staying for the entire class. It is assumed that enrollment in the class means that there are no conflicts with other obligations (work, travel, meetings, etc.) during class time. If you miss two classes, without a written medical excuse or other reason for excused absence according to UF policy, you should consider dropping the course.

Poor attendance and tardiness will affect your final grade. If you are over 15 minutes late for two classes meetings, you will earn one full absence. No further admonishments will be made. In the case of an official university excuse or a documented medical emergency provide me with a written letter and/or medical excuse on a physician's official letterhead or official university letterhead that includes the time and date of your care or other business upon your return to class. For information about the attendance policies at the University of Florida, you may visit

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

MAKE UP POLICY

All assignments are known in advance; therefore, permission to hand in an assignment late is only granted for exceptional circumstances and reasons for excused absence according to UF policy.

Quiz/Test/Exam: Students with documented official university or medical excuses may take a make-up

quiz/test/exam. The professor must be notified before or immediately after the absence and the exam must be scheduled on the first day that the student returns to campus. Students who do not provide documentation and reschedule the example will not be given a make-up.

Assignments: Students with valid official university or documented medical excuses be allowed to turn in assignments within one day of her/his return to campus without penalty. The assignment will be considered late and reduced one letter grade for each day the assignment is not turned in beginning with the due date if the proper documentation is not provided.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

CONFERENCES & OFFICE HOURS

You can make an appointment to meet with me online through Zoom during my office hours. My office hours are posted at the top of the syllabus. I look forward to meeting with you

STATEMENT REGARDING HARRASMENT

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. To learn more about this policy, visit: <http://www.dso.ufl.edu/sccr/sexual/>

UNIVERSITY CODE OF HONOR

Each student in this course is expected to abide by the University of Florida's Student Honor Code and Code of Conduct. Any work submitted by a student in this course for academic credit will be the student's own work. Students suspected of academic dishonesty or of violating the Honor Code will be reported to the Dean of Students Office. To learn more about the UF policy regarding Academic Honesty, please visit: <http://www.dso.ufl.edu/judicial/academic.php>.

Also, knowing the following will help you:

- Give credit when using someone else's words and ideas.
- It is only okay to use exact words from a source as a direct quote if you use quotation marks at the beginning and end of the quote and give credit to the author.
- You must give credit to the author of information that you paraphrase or summarize.
- Common knowledge does not require citation.
- When in doubt, use citations and references.
- Remember that the rules of plagiarism also apply to information from the Internet. Use me, information from the internet about citing work or a tutor for additional help.

RESPONSIBILITY & ACCOUNTABILITY

If you enroll in this class, you are obligated to meet the responsibilities of this class as outlined in the syllabus. Obligations outside of class do not excuse you from completing the work for our class.

CIVILITY

Students are expected to communicate in a civil manner in their academic interaction at all times, both in and out of the classroom. Interactions with peers and professors are to be carried out in a polite, courteous, and dignified manner.

PARTICIPATION

Your comments and critical responses to the readings, screenings and discussions are welcomed and necessary to create a dynamic teaching and learning environment. It is my expectation that we develop an atmosphere that encourages sharing of opinions and writing experiences so that we can learn from one another. It is expected that as a college student that you will participate fully in all discussions and activities. Your participation grade is based on in-class and online discussions on Canvas and participation in class activities.

NETIQUETTE GUIDE FOR ONLINE COURSES LLC EDITION

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

SECURITY

- Remember that your password is the only thing protecting you from pranks or more serious harm.
 - Don't share your password with anyone.
 - Change your password if you think someone else might know it.
 - Always logout when you are finished using the system.

GENERAL GUIDELINES

When communicating online, you should always:

- Treat instructor with respect, even in email or in any other online communication.
- Always use your professors' proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to them by first name.
- Use clear and concise language.
- Remember that all college level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Times New Roman and use a size 12 or 14 point font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or J.
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive.
- Be careful with personal information (both yours and other's).
- Do not send confidential patient information via e-mail.

EMAIL NETIQUETTE

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.

- Avoid HTML in favor of plain text.
- Sign your message with your name and return e-mail address.
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “Reply All.”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button.

DISCUSSION BOARD NETIQUETTE AND GUIDELINES

When posting on the Discussion Board in your online class, you should:

- Before posting a question to a discussion board, check to see if anyone has already asked it and received a reply.
- Remember your manners and say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond summarize all posts for the benefit of the class.
- Make posts that are on topic and within the scope of the course material.
- Be sure to read all messages in a thread before replying.
- Be as brief as possible while still making a thorough comment.
- Don’t repeat someone else’s post without adding something of your own to it.
- Take your posts seriously. Review and edit your posts before sending.
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point.
- If you refer to something that was said in an earlier post, quote a few key lines so reader do not have to go back and figure out which post you are referring to.
- Always give proper credit when referencing or quoting another source.
- If you reply to a classmate’s question make sure your answer is correct, don’t guess.
- Always be respectful of others’ opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Do not write anything sarcastic or angry, it always backfires.
- Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

ZOOM ETIQUETTE

When attending a Zoom class or meeting:

- Do not share your Zoom classroom link or password with others.
- Arrive/Zoom in on time or a few minutes early if possible. Attendance will be taken at the start of each class session, and tardiness will be marked.
- Set up and mount the webcam video at the level of your eyes to show your full face. If you are using a laptop, you may need to place a book or two under it. Test the audio of your webcam. For any technical difficulties, please contact the UF Computing Help Desk (352-392-4357).
<https://elearning.ufl.edu/media/elearningufledu/zoom/How-to-Join-a-Meeting.pdf>

- During class session, set yourself on mute unless you want to speak or you are called upon.
- If you want to speak, you can raise your hand (click the “raise hand” button at the center bottom of your screen) and wait to be called upon.
- Your webcam must remain on throughout the class hour. If you have a reason to keep your webcam off, please communicate that reason with me or through the Dean of Students Office.
- Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.
- During unrecorded group work sessions, we expect students to interact with each other using audio and their webcam whenever possible. If you have a reason to keep your webcam and audio off, please communicate that reason with me or through the Dean of Students Office.
- Dress appropriately for class. Even though you may be alone at home your professor and classmates can see you.
- Find a quiet indoor space with stable internet connection to attend class. The study space does not need to be a separate room; a chair and desk/table set for schoolwork in a quiet corner should be sufficient. The space should be conducive to work, including pair/group work. Make sure you are uninterrupted by other household members, including pets.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings. Make sure the background is not distracting or something you would not want your classmates to see. You may use a virtual background if your device supports this feature. Be sure to avoid using backgrounds that may contain offensive images and language.
- Refrain from eating during the class hour, as you would in a face-to-face course.
- Follow the same rules of respectful interaction as you would in a face-to-face course. This is especially important in a remote situation, where multiple voices attempting to speak at once result in no one being heard.
- Alert your instructor as soon as possible if you experience technical difficulties. A “chat” can be sent at any moment during a Zoom session if, for example, you find that your webcam or microphone are not functioning properly.
- Relax and enjoy class! Remote learning presents some challenges but many rewards as well.

CAMPUS RESOURCES

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

REQUIREMENTS AND EVALUATION:

Online Canvas Responses to Readings/Films & Participation	15%
Reading and Lecture Quizzes (2)	10%
Essay #1	10%
Essay #2	20%
Group Project Proposal & Presentation	15%
Mid-Term Examination	10%
Final Examination	20%

Essays: Students will receive essay prompts outlining the specifications for each essay on Canvas. These thesis driven essays will ask students to synthesize information from readings, screenings, lectures, and discussions to explore and expose critical perspectives about the representation of Black people in front of and behind the camera. Essays should be 2-3 pages in length and must be handed in on time. No late assignments will be accepted without prior approval.

Final Examination will be cumulative from the beginning of the semester and will be true/false, short answer and essay.

Group Projects will be multimedia presentations focused on a topic, movement or filmmaker from the Black film experience that is not covered in class. Each presentation will be 40 minutes must include an interactive component and have Q&A after the presentation.

Mid-Term Examination will cover material from the beginning of the course up to mid- semester. The format will be true/false, short answer and essay.

Online Canvas Responses to Readings/Films and Participation: After screening the film(s) of the week, students will respond to questions posed on Canvas as well as provide initial reactions and critical perspectives about the films. Students should integrate their understanding of the readings in their responses to the films. Students will also respond to other student comments. The responses should prepare students for the next class discussion. I expect students to participate in the classroom discussion about their responses.

Reading & Lecture Quizzes will be in the form of objective and subjective questions about the weekly readings and class lectures to help evaluate each student's critical understanding of the information.

Your Grade Will Be Based On The Following Scale: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 57-59=E+, 57 and below = E.

Please note a grade of C- does not count towards the General Education, Writing, and Math requirement. [link to the university grades and grading policies.](#)

PRESENTATION OF WORK:

All assignments must be typed, double-spaced using Times New Roman 12 point font in MS Word. You must use a standard **one-inch** margin. Use the style APA, MLA or Chicago that is used in your academic discipline. All pages should be numbered. *UF has an online writing assistance site at <http://web.cwoc.ufl.edu/owl>.* All work will be submitted through CANVAS by the deadline. If extensions are provided, students must submit the work through CANVAS before the assignment closing date and time. NO ASSIGNMENTS SHOULD BE SENT TO MY EMAIL ADDRESS.

EVALUATION OF ALL CLASS ACTIVITIES AND ASSIGNMENTS

The instructor will evaluate and provide feedback on all written assignments. Your work will be evaluated with respect to the grading rubric accompanying each assignment.

ONLINE COURSE EVALUATION PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here.](#)

DAILY CLASS SCHEDULE

MODULE 1: Early Representations of Blackness and Resistance

Week 1 – 9/1 & 9/3

Lecture/Discussion: Introduction & Early American Film

Screenings: *Ethnic Notions* (1987) & *The Birth of a Nation* (1915)

Assignment: Submit to Discussion in Canvas (discussion closes Sunday 9/6 at 11:59pm); Screen *A Midnight Ramble* (1994)

Week 2 – 9/8 & 9/10

Lecture/Discussion: Early American Film

Screening – *Imitation of Life* (1934)

Assignment: Read Chapter 1 & 2 in Bogle and Chapter 1 in Klotman; Submit to Discussion in Canvas (discussion closes Sunday 9/13 at 11:59pm); Reading Quiz on 9/22; Screen *Within Our Gates* (1920)

Week 3 – 9/15 & 9/17

Lecture/Discussion: What is African American Film: Commercial & Independent

Screening: *12 Years A Slave* (2013)

Assignment: Read Chapter 3 & 4 in Bogle; Write Essay #1 due; Submit to Discussion in Canvas (discussion closes Sunday 9/20 at 11:59pm); Reading Quiz due on 9/22

Week 4 – 9/22 & 9/24

Due: Reading Quiz #1 9/22

Lecture/Discussion: We Need Reel Negroes: Hollywood Legitimizing Itself – The Impact of the Coming of Sound and Color on Black Actors and Filmmakers, 1927-1935

Screening: *Daughters of the Dust* (1991)

Assignment: Write Essay #1 due, and Read Chapter 5 & 6 in Bogle; Read Chapter 4 in Klotman; Submit to Discussion in Canvas (discussion closes Sunday 9/27 at 11:59pm); Essay #1 due 10/1

MODULE 2: SAGE – Storytelling, Agency, Gaze and Experience

Week 5 – 9/29 & 10/1

Due: Essay #1 10/1

Lecture/Discussion: Constructing the American Dream & Social Issue Film of the 60's

Screening: *Guess Who's Coming to Dinner* (1967)

Assignment: Screen *Eyes on the Prize: The Promised Land (1967-68)* (1987); Submit to Discussion in Canvas (discussion closes Sunday 10/4 at 11:59pm)

Week 6 – 10/6 & 10/8

Lecture/Discussion: Questions of Agency in Black Representation in Film & Introduce Group Project (organize groups)

Screening: *A Raisin in the Sun* (1961)

Assignment: Complete Mid-Term due 10/15; Read Chapter 7 in Bogle; Meet with group; Group Project Proposal due 10/20

Week 7 – 10/13 & 10/15

Due: MID-TERM 10/15

Lecture/Discussion: Cinema of Resistance

Screening: *A Raisin in the Sun* (1961)

Assignment: Read Chapter 8 & 9 in Bogle; Read Chapter 7 in Klotman; Work on Group Project – Proposal Due 10/20; Screen *The Best of Blaxploitation – Film Struck Extra* (youtube.com)

Week 8 – 10/20 & 10/22

Due: Group Project Proposal 10/20

Lecture/Discussion:

Screening – *I Am Not Your Negro* (2016)

Assignment: Read Chapter 10 in Bogle and Chapter 6 in Klotman; Submit to Discussion in Canvas (discussion closes 10/25 at 11:59pm); Reading Quiz due 10/29

MODULE 3: Reconstruction, Reclamation & Redefinition

Week 9 – 10/27 & 10/29

Due: Reading Quiz #2 10/29

Lecture/Discussion: African American Women Directors and Writers at Work: Constructing Herstory
Screening: *Queen & Slim* (2019)

Assignment: Read Chapter 11 in Bogle and Chapter 8 in Klotman; Write Essay #2 due 11/10

Week 10 – 11/3 & 11/5

Lecture/Discussion: Questions of Agency in Black Representation in Film

Screenings: *Sembene!* (2015) and *Black Girl* (1966)

Assignment: Submit to Discussion in Canvas (discussion closes 11/8 at 11:59pm); Write Essay #2 due 11/10; Screen *Vaya* (2016)

Week 11 – 11/10 & 11/12

Due: Essay #2 11/10

Lecture/Discussion: Representation of Black Families

Screening: *Lionheart* (2018)

Assignment – Work on Group Projects; Screen *Love & Basketball* (2000)

Week 12 – 11/7 & 11/19

GROUP PROJECT PRESENTATIONS

Due 11/13: Written Proposal for Group Projects

Lecture/Discussion: Representing Black Youth, Rap and Hip-Hop Culture and the Urban Youth Experience

Screening: *Pariah* (2011)

Assignment: Work on Group Projects; Screen *Moonlight* (2016)

Week 13 – 11/24

Group Project Presentations

Assignment: Work on Group Projects; Study for final exam

Week 14 – 12/1 & 12/3

Group Project Presentations

Week 15 – 12/8 Last Day of Classes

Lecture/Discussion: REVIEW

FINAL EXAMINATION WEEK – DEC. 12-18

I reserve the right to make changes in the syllabus when needed. Students are required to comply with any changes, including the completion of new or modified assignments.

I reserve the right to make changes to the syllabus when necessary. Students are responsible for completing work that results from the changes.