AFRO-BRAZILIAN LITERATURE
Syllabus

Course Number: PORT 702   CRN: 51902

Instructor: Dr. Eliseo Jacob
Office Hours: Mondays 2-3 PM, Wednesday 2-3 PM (by appointment)
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COURSE DESCRIPTION
This course is a seminar on Afro-Brazilian literary and cultural productions of the 20th and 21st centuries with the objective of analyzing and discussing the how these writers raise important questions to do with Afro-Brazilian history, memory and political mobilization. Using a range of analysis of literary texts of different genres and time periods, the course intends to raise a number of questions: What explains the continued marginalization of Afro-Brazilians in contemporary society?; What is the impact and legacy of slavery in Brazil?; What are the strategies used by Afro-Brazilian writers to question or subvert discourses that promote racial discrimination and inequality? By exploring the ways in which Afro-Brazilian writers frame ethnic identities and question social inequalities based on race in Brazil, you will have the opportunity to make broader connection about issues tied to race in Latin America. Some topics of discussion will include subalternity, social justice, the legacy of slavery in Brazil, racial and class discrimination, the myth of Racial Democracy and questions surrounding citizenship in the modern city.

PREREQUISTE
"C" or better in Freshman English 003 for COAS students and a passing grade in 003 for students in other colleges. This course is not open to any students who taken the non-writing intensive version of this course.

CREDIT
This course fulfills the third writing requirement in COAS and satisfies the same requirements as other sections of the course. Students will receive three hours of course credit for the successful completion of this course.

COURSE GOALS
The goals of the course are 1) to introduce students to Afro-Brazilian writers, intellectuals and artists; 2) to examine racial dynamics in Brazil in relation to the U.S.; 3) to promote the development of critical reading skills, paying attention to the style, structure and ideas that writers and artists deploy; 4) to develop skills in academic writing and to adapt writing for multiple genres, styles, and technologies; 5) to improve students' learning through writing.

COURSE OBJECTIVES
At the conclusion of this course, students will be able to do the following:
1) Describe and analyze the social, political and historical contexts from which Afro-Brazilian writers and artists produce their literary and artistic productions;
2) Demonstrate a general understanding of Brazil's racial dynamics;
3) Produce a Wikipedia course project focused on Afro-Brazilian literature

REQUIRED TEXTS & COURSE MATERIALS

Carolina Maria de Jesus, *Child of the Dark*
Geovani Martins, *The Sun on my Head*
Other select readings will be available as PDFs via Blackboard

WRITING RESOURCES SECTION

This is a list of online resources you can consult as you develop your writing skills in this class:

Purdue's OWL: http://owl.english.purdue.edu/
Darling's Grammar: http://grammar.ccc.commnet.edu/grammar/

Howard University also has excellent resources available for students to assist with their writing. Students can go to the English Department's Writing Center, Locke Hall 100 to receive assistance with their writing. Online resources are also available at the following websites: Writing Center website (see http://www.coas.howard.edu/writingcenter) and WAC website (see http://www.cetla.howard.edu/wac)

To make an appointment in the Writing Center, click on the following link: http://www.coas.howard.edu/writingcenter/

COURSE ASSIGNMENTS

Reflection Papers: The assignments are designed to help you develop your voice and critical thinking skills. The papers must have the following formatting: typed, double-spaced, 1-inch margins and 12-point font. The reflection essays will be due at the end of each week and will give students the opportunity to provide analysis of the week's assigned readings. The papers will be submitted via Blackboard by the assigned date.

Testimonio Narrative: For Unit 1, students will be reading Carolina Maria de Jesus' book *Child of the Dark.* The text is part of a larger tradition in Latin America known as *testimonios*, or testimonial literature. For this assignment, students will write a one page *testimonio* about some aspect of their own life.

Wikipedia Modules: For the final course project, students will create a new or add to an existing Wikipedia page. The entry will be related to the theme of the course. In order to prepare for the project, students will enroll in the Wikipedia course dashboard at https://dashboard.wikiedu.org/. Students will complete training modules as well as other activities that will provide them with the skills to create a Wikipedia entry.

Reference List & Project Proposal: After students begin the Wikipedia training modules, they will choose a topic for their Wikipedia project. They will write up a brief proposal on their topic (~200 words) and include a reference list with 7-10 sources that will be used in the Wikipedia entry.

Wikipedia Project: For the final course project, students will create a new Wikipedia entry or add to an existing one. They entry can be about a specific Afro-Brazilian author, a specific literary work by an Afro-Brazilian author, or about a larger Afro-Brazilian literary movement or genre. This is a great opportunity for students to increase their digital literacy skills as well as contribute knowledge about the African diaspora to the general public.

GRADING CRITERIA

Grading Scale:

> A 90 points and more
> B 80-89 points
> C 70-79 points
> D 60-69 points
> F 59 points and fewer

The final grades will be computed using the following formula:

Testimonio Narrative (1)	5%
Reflection Papers (5)	25%
Wikipedia Modules	25%
Reference List & Project Proposal	5%
Wikipedia Project	40%
Total	**100%**

Incomplete Grades and Withdrawals
A grade of Incomplete (I) is given only if an emergency prevents you from taking the final exam. Such an emergency must be documented by your dean or advisor. However, if you wish to withdraw from the course, please see me before the Registrar's deadline.

Plagiarism
In an instructional setting, plagiarism occurs when a writer deliberately uses someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source. Plagiarized papers will receive a zero

for the assignment. Students should refer to the following website that CETLA has prepared for guidelines on how to avoid plagiarism: http://www.cetla.howard.edu/teaching_resources/plagiarism.html.

Since we will be using Blackboard for this course, I will use the Safe Assign tool to detect plagiarism in your papers. Within Blackboard, Safe Assign automatically checks students' papers for plagiarism as students upload them to Blackboard. All submitted papers are checked against (a) public webpages, (b) ProQuest's scholarly databases, (c) a database of all papers submitted by students at Howard, and (d) a database of papers volunteered by students at Blackboard, Inc.'s client institutions.

Academic Integrity
Please read the "Academic Code of Conduct," which is published in the *H-Book* or *Directory of Classes* and can also be found at the following link: https://www.howard.edu/policy/academic/student-conduct.htm. If you are caught cheating, you will receive a "0" for the assignment.

OTHER COURSE SPECIFC INFORMATION

American Disabilities Act (ADA)
Howard University is committed to providing an educational environment that is accessible to all students. In accordance with this policy, students who need accommodations because of a disability should contact Special Student Services (202-238-2420), as soon as possible after admission to the University or at the beginning of each semester. If you need a special accommodation required by the American Disabilities Act, please document and discuss your disability with me during the FIRST TWO WEEKS of classes.

Blackboard and Email
This course uses Blackboard (http://blackboard.howard.edu). You will be responsible for checking the Blackboard course site regularly for class work and announcements. If there is an unscheduled downtime for a significant period of time, your instructor will make an adjustment if it occurs close to the due date for an assignment. Since Blackboard will be the principal form of communication for this course, it is the student's responsibility to keep the instructor informed about changes in his or her e-mail address. Students are expected to check e-mail on a regular basis in order to stay current with University-related communications, recognizing that certain communications may be time-critical. It is recommended that e-mail be checked daily.

COURSE SCHEDULE

Week	Topic	Readings	Assignments
Week 1 5/18 – 5/22	Overview of the course Origins of Afro-Brazilian literature	Two Faces of Racial Democracy The Cane (Machado de Assis) Black Teeth and Blue Hair (Lima Barreto)	Reflection Essay (200-300 words)
Week 2 5/25 – 5/29	**Unit 1: Subalternity & Representation** Testimonial Literature – Carolina Maria de Jesus	Selections from *Child of the Dark* (Carolina Maria de Jesus) The Margin at the Center: On *Testimonio*	Write a *testimonio* (250-300 words) Reflection Essay (200-300 words) Intro to Wikipedia
Week 3 6/1 – 6/5	**Unit 2: Counter-Narratives on Race & Slavery** Quilombhoje and Contemporary Afro-Brazilian literature	Selections from *Black Notebooks/Cadernos Negros* Toward a Concept of Afro-Brazilian Literature	Reflection Essay (200-300 words) Choose Wikipedia Topic
Week 4 6/8 – 6/12	**Unit 3: Citizenship & Urban Spaces** Literature from the favela and urban periphery	*The Sun on My Head* (Geovani Martins) "Good" Appearances: Race, Language, and Citizenship	Reflection Essay (200-300 words) Reference List Begin draft of Wikipedia Article
Week 5 6/15 – 6/19	**Wikipedia Project**	Complete readings related to project	Reflection Essay (200-300 words) Submit final version of Wikipedia article