

KINGSBOROUGH COMMUNITY COLLEGE
The City University of New York

CURRICULUM TRANSMITTAL COVER PAGE

Department: _____ Date: _____

Title Of Course/Degree/Concentration/Certificate: _____ (ENG 6900)

Change(s) Initiated: (Please check)

- | | |
|---|---|
| <input type="checkbox"/> Closing of Degree | <input type="checkbox"/> Change in Degree or Certificate |
| <input type="checkbox"/> Closing of Certificate | <input type="checkbox"/> Change in Degree: Adding Concentration |
| <input type="checkbox"/> New Certificate Proposal | <input type="checkbox"/> Change in Degree: Deleting Concentration |
| <input type="checkbox"/> New Degree Proposal | <input type="checkbox"/> Change in Prerequisite, Corequisite, and/or Pre/Co-requisite |
| <input type="checkbox"/> New Course | <input type="checkbox"/> Change in Course Designation |
| <input type="checkbox"/> New 82 Course (Pilot Course) | <input type="checkbox"/> Change in Course Description |
| <input type="checkbox"/> Deletion of Course(s) | <input type="checkbox"/> Change in Course Title, Number, Credits and/or Hours |
| | <input type="checkbox"/> Change in Academic Policy |
| | <input type="checkbox"/> Pathways Submission: |
| | <input type="checkbox"/> Life and Physical Science |
| | <input type="checkbox"/> Math and Quantitative Reasoning |
| | <input type="checkbox"/> A. World Cultures and Global Issues |
| | <input type="checkbox"/> B. U.S. Experience in its Diversity |
| | <input type="checkbox"/> C. Creative Expression |
| | <input type="checkbox"/> D. Individual and Society |
| | <input type="checkbox"/> E. Scientific World |
- Change in Program Learning Outcomes
- Other (please describe): _____

PLEASE ATTACH MATERIAL TO ILLUSTRATE AND EXPLAIN ALL CHANGES

DEPARTMENTAL ACTION

Action by Department and/or Departmental Committee, if required:

Date Approved: _____ Signature, Committee Chairperson: Sara Rutkowski

If submitted Curriculum Action affects another Department, signature of the affected Department(s) is required:

Date Approved: _____ Signature, Department Chairperson: _____

Date Approved: _____ Signature, Department Chairperson: _____

I have reviewed the attached material/proposal

Signature, Department Chairperson: Ann Del Principe



New Course Proposal Form*

*This form is **NOT** intended for Internships or Field Work

1. Complete the requested course information in the table below. Indicate “**NONE**” where applicable.

*For Assignment of New Course Number, contact **Academic Scheduling**.

Department:	English
Course Designation/Prefix:	ENG
*Course Number:	6900
Course Title:	Caribbean Literature
Course Description: (Note: Description should include language similar to Course Learning Outcomes.)	This course examines the experience of Caribbean peoples in literary works from colonialism to the present day. By reading a range of Caribbean writers, including Aimé Césaire, Derek Walcott, Edwidge Danticat, Frantz Fanon, George Lamming, Jamaica Kincaid, Jean Rhys, Junot Diaz, Mahadai Das, and Merle Hodge, students will consider how Caribbean people have negotiated issues of identity and self, racial dynamics, what it means to be “Afro-Caribbean,” nationalism, gender, politics, creolization, carnival culture, class conflict, and globalization.
Prerequisite(s):	ENG 1200 or ENG 12A0
Corequisite(s):	None
Pre-/Co-requisite(s):	None
Open ONLY to Select students (Specify Population):	Open to all students

Frequency course is to be offered (Select All that Apply)	<input checked="" type="checkbox"/> Fall <input type="checkbox"/> Winter <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Summer
Suggested Class Limit:	35

Indicate if a special space, such as a lab, and/or special equipment will be required:	None
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2. Credits and Hours based on MSCHE Guidelines for *College Credits Assigned for Instructional Hours*
 -*Hours are based on hours per week in a typical 12-week semester (Please check **ONE** box based on credits):

1-credit: <input type="checkbox"/> 1 hour lecture <input type="checkbox"/> 2 hours lab/field/gym

2-credits: <input type="checkbox"/> 2 hours lecture <input type="checkbox"/> 1 hour lecture, 2 hours lab/field <input type="checkbox"/> 4 hours lab/field

3-credits: <input checked="" type="checkbox"/> 3 hours lecture <input type="checkbox"/> 2 hours lecture, 2 hours lab/field <input type="checkbox"/> 1 hour lecture, 4 hours lab/field <input type="checkbox"/> 6 hours lab/field

4-credits: <input type="checkbox"/> 4 hours lecture <input type="checkbox"/> 3 hours lecture, 2 hours lab/field <input type="checkbox"/> 2 hours lecture, 4 hours lab/field <input type="checkbox"/> 1 hour lecture, 6 hours lab/field <input type="checkbox"/> 8 hours lab/field

More than 4-credits: <input type="checkbox"/> Number of credits: ____ (explain mix lecture/lab below) ____ Lecture ____ Lab Explanation: _____
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3. **Where** does this course fit? Select from the following:

<input checked="" type="checkbox"/> Degree Program(s)/Certificate(s)*	List Degree Program(s)/Certificate(s): 1. Associate of Arts 2. Associates of Science
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<input checked="" type="checkbox"/> General Education/Pathways	<p>Select ONE of the following:</p> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input checked="" type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)
<input type="checkbox"/> 82XX Pilot/Experimental Course	<p>If proposed as a “real” course, where will this course fit? Select from the following:</p> <p>List Degree Program(s)/Certificate(s):</p> <ol style="list-style-type: none"> 1. Associates of Arts 2. Associates of Science <p>Select ONE of the following:</p> <input type="checkbox"/> Life and Physical Science (LPS) <input type="checkbox"/> Math and Quantitative Reasoning (MQR) <input checked="" type="checkbox"/> World Cultures and Global Issues (Group A) <input type="checkbox"/> U.S. Experience in its Diversity (Group B) <input type="checkbox"/> Creative Expression (Group C) <input type="checkbox"/> Individual and Society (Group D) <input type="checkbox"/> Scientific World (Group E)

***If Degree Program/Certificate is Selected:**

- Include an updated **Curricular** Map (Program Learning Outcomes) for each Degree Program/Certificate listed above.
- Include an updated Degree Map (semester-by-semester course sequence) for each Degree Program/Certificate listed above. For Degree Map template, contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

The Following NYSED Guidelines must be adhered to for ALL Degree Programs:

45 credits of Liberal Arts (General Education) course work for an Associate of Arts Degree (AA)
30 credits of Liberal Arts (General Education) course work for an Associate of Science Degree (AS)
20 credits of Liberal Arts (General Education) course work for an Applied Associate of Science (AAS)

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating a “Change in Degree or Certificate”
2. Memo with rationale for inclusion of the course within the curriculum
3. “Current” Degree with all proposed deletions (strikeouts) and additions (bolded) clearly indicated
4. “Proposed” Degree, which displays the degree as it will appear in the *College Catalog*

For a copy of the most up-to-date Degree/Certificate requirements contact Amanda Kalin, ext. 4611, Amanda.Kalin@kbcc.cuny.edu

If General Education/Pathways is Selected:

- Please refer to NYSED Guidelines for courses that are considered Liberal Arts (General Education).
- Pilot/Experimental/82XX courses CANNOT be submitted for Pathways until they are submitted as a “real” course.

Additional Separate Submissions Required:

1. Curriculum Transmittal Cover Page indicating BOTH “New Course” and “Pathways”
2. CUNY Common Core Pathways Submission Form

4. **List the Course Learning Outcomes** – Course Learning Outcomes are measurable/demonstrable, containing “**action verbs**” (Blooms Taxonomy). If proposed to PATHWAYS, the Course Learning Outcomes should significantly align with the Pathways Learning Outcomes (refer to the Pathways Common Core Submission Form for Pathways Learning Outcomes). If proposed for a Degree program, the course should align with the Program Learning Outcomes (PLOs). **REMINDER** – Course Learning Outcomes are consistent for **ALL sections** of the same course and **MUST** be included on the syllabus.

Course Learning Outcomes
1. Identify and apply fundamental concepts and methods of Caribbean Literature in terms of its influence on world cultures, and global issues, including the United States, and exploring the intersections of cultural studies, ethnic studies, anthropology, geography, history, politics and Diasporas.
2. Analyze Caribbean literature as it relates to globalization or global cultural diversity and discuss events or processes from multiple perspectives.
3. Analyze Caribbean literature for the significance of major movements that have shaped the Caribbean and its subsequent influence on the United States and the world.

4. Analyze Caribbean literature and discuss the role of race, ethnicity, class, gender, language, sexual orientation, belief systems, social dynamics, and power as they relate to American cultures, world cultures and societies.

5. Speak, read, and write responding to languages and cultures different from our own.

6. Analyze the historical development of one or more Caribbean societies, and the interconnectedness of the Caribbean region, and or the United States or the world.

5. **Assessment of Course Learning Outcomes:** The Course Learning Outcomes are measurable/demonstrable through the below listed sample assignments/activities. Include percentage breakdown for grading. **REMINDER** - Assessment of Course Learning Outcomes are based on a **Common Syllabus** – to allow for **any** qualified instructor to teach the course.

Course Learning Outcome	Percentage of Grade	Measurement of Learning Outcome (Artifact/Assignment/Activity)
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		<p>and how they might be compared to Americans, or people from any other particular culture.</p> <p>4. While there are many similarities amongst people from different Caribbean countries, there are also differences. Discuss what you think Caribbean literature reveals about the complexity of Caribbean culture and or its people.</p>
<p>2. Analyze Caribbean literature as it relates to globalization or global cultural diversity and discuss events or processes from multiple perspectives.</p>	<p>30</p>	<p>• Write Essay assignment 1: Write an essay in which you examine the tenets of Caribbean literature and its contribution to other world cultures, including the United States and explore the connections between them from multiple perspectives. The characteristics of Caribbean literature includes a plethora of themes which includes innocence, exile and return to the motherland, resistance and endurance, engagement and alienation, self determination and domination.</p> <p>Answer only one of the questions below:</p> <ol style="list-style-type: none"> 1. How does Jamaica Kincaid, in her novella, “A small place” exhibits the interconnectedness of Caribbean culture and The British culture, which has stemmed from colonialism. How have this interconnectedness of Caribbean and the British culture simultaneously influence each other and or any other world culture. 2. How does Jamaica Kincaid in her Novel, “A Small Place,” examines the effect of colonialism on the Caribbean Island of Antigua, and how that has impacted people of Caribbean diaspora wherever in the world they may be. 3. How can the living conditions of the Caribbean people as presented by Kincaid, in “A Small place,” be compared to the living conditions of

		<p>any particular society in The United States or any other world society?</p> <p>4. What message might Kincaid be sending us about home as it pertains to power and or equity.</p> <p>5. Compare the living conditions of the people of Antigua in “A Small Place” and compare it to living conditions in your society?</p> <p>6. According to Kincaid’s “A Small place,” how has the Caribbean culture been influenced by globalization?</p> <p>7. What might be Kincaid’s argument about cultural identity and heritage in “A Small Place”?</p>
<p>3. Analyze Caribbean literature for the significance of major movements that have shaped the Caribbean and its subsequent influence on the United States and the world.</p>	<p>5</p>	<p>Discussion-Homework & In class response</p> <p>Respond to A, B, or C below:</p> <p>A. Choose a quotation from “A Small Place, or any of the readings or songs we have done so far and connect it to the major movement of the West Indian Federation, or CARICOM, or movement towards independence.</p> <p>B. Write a response where you discuss the song “Federation.” by King Sparrow and discuss what he tells us about the falling apart of the “West Indian Federation.” Discuss the similarity of The West Indian federation (before it fell apart) to any other federation of countries like the European Union.</p> <p>C. Choose one of the short texts from “The Routledge Reader in Caribbean Literature,” or any of the songs assigned in the course and discuss how the author/singer examines slavery, or colonialism, or post colonialism, or the movement towards independence, or the labor movement, or the West Indian federation that fell apart, and discuss the role structural inequality played, and how it parallels or differs from another nation of the world.</p>

<p>4. Analyze Caribbean literature and discuss the role of race, ethnicity, class, gender, language, sexual orientation, belief systems, social dynamics, and power as they relate to American cultures, world cultures and societies.</p>	<p>5</p>	<p>Discussion-Homework & In-class response</p> <p>Choose either A, or B</p> <p>A. How does Caribbean literature demonstrate that social issues restrict many Caribbean people from attaining a good life, like lack of access and opportunity and not necessarily academic ineptitude?</p> <p>B. Choose any of the Caribbean songs we have used in class or one of the poems and connect it to Kincaid’s “A Small Place,” or connect the song to the poem. Make sure to examine the Caribbean song or poem and compare it to the American culture or any other world culture in terms of the role of race, or ethnicity, or gender, or sexual orientation, or belief systems, or social dynamics or power.</p>
<p>5. Speak, read, and write responding to languages and cultures different from our own.</p>	<p>5</p>	<p>Discussion-Homework & In-class response</p> <p>Examine the concept of “The good life” for West Indians and compare and contrast it to the perception of “the good life” in The United States or any other society in the world.</p> <p>or</p> <p>Use any of the songs or poems we have done in class, or any other Caribbean Song or poem that you prefer. Then compare the genre of social commentary in Caribbean songs and poems with songs and poems from The United States and other parts of the world. You should use at least one song or poem from the Caribbean and compare it with one song or poem from outside the Caribbean.</p>

	15	<p>Final Presentation</p> <p>Choose one of the following options: You can either write 1) a two – page reflection (750 words), or 2) produce a powerpoint presentation with your reflection of about 10-12 slides, or 3) Write your own original poem (At least 14 lines), or 4) Compose a song and make an audio and or video of you singing it, and submit it with song lyrics, or 5) Post a recording of you reflecting on the class, its theme or anything you desire and what you have learned this semester. (at least 2 mins).</p>
<p>6. Analyze the historical development of one or more Caribbean societies, and the interconnectedness of the Caribbean region, and or the United States or the world.</p>	30	<p>Essay Assignment 2 Respond to A, or B</p> <p>A. Write an essay in which you examine Caribbean literature from an outsider’s perspective. Write it in a way as if you are investigating to become better acquainted with The Caribbean culture. The concept you will examine is the “Carnival” celebration in the Caribbean. Analyze the role of Carnival in Caribbean society, and its influence on the United States. For example, there is the West Indian day Parade that takes place on every Labor Day in Brooklyn New York, since 1967. Then there is Caribana, in Toronto, Canada, which also started in 1967. Both of these functions are dedicated to celebrating aspects of Caribbean carnival.</p> <p>B. In an essay, write about how any of the authors from “The Routledge Reader in Caribbean Literature,” or any of the songs assigned in the course address the subject of carnival. Then demonstrate the influence Caribbean carnival has had on The United States, and or Canada, or any other nation in the world. You can apply a historical and or cultural perspective or both.</p>

6. **Who** is expected to enroll in this course? Please provide details for the student population(s), degree program(s)/certificate(s), and applicable concentration(s), this course is expected to include.

According to datausa.com, “The enrolled student population at CUNY Kingsborough Community College is 27.9% White, 26.3% Black or African American, 24.4% Hispanic or Latino, 16.2% Asian, 2.31% Two or More Races, 0.212% American Indian or Alaska Native, and 0.0992% Native Hawaiian or Other Pacific Islanders. Such a diverse student body lends itself to a course like this (<https://datausa.io/profile/university/cuny-kingsborough-community-college>).

Students who take literature courses to fulfill liberal arts degree requirements will take this course, especially but not exclusively our Caribbean students.

This course will be an option for students in the Liberal Arts A.A. degree program to fulfill the "Literature and Writing" component. In addition, this course is being proposed as a Pathways course in area A.

7. Explain **why** this course is a necessary addition to the curriculum. **REMINDER** – Explain the course’s role within the selected Pathways Group or Degree program

8. – How does this course meet the Program Learning Outcomes (PLOs)? Was the course a recommendation from a recent Annual Program Review (APR), Advisory Board, Accrediting Body, etc.? How might this course help students seeking to transfer to a 4-yr college or transition into a career after KCC?

Many of our Kingsborough students face challenges and Caribbean literature offers insights into overcoming odds and thriving in an uncertain and economically disadvantaged environment. As a college institution, Kingsborough Community College prides itself on equity, and a course like Caribbean literature falls in line with that premise and the College’s mission for equity, social justice, and impartiality. The college usually has Caribbean students who are often classified as African Americans or Latinos, which in some ways dilutes their cultural identity, and undermines the claim of inclusion, for they perceive themselves in ways other than what is ascribed to them. A course like Caribbean Literature would not only help to rectify that problem, where Caribbean students can recognize the celebration of their heritage, but it would lend itself to piquing the interest of students from other cultures who have limited knowledge of the Caribbean, its people, and its heritage. Students from outside the Caribbean diaspora who have had little exposure to Caribbean culture, will gain an understanding of how it intersects with world culture in global dimensions.

Additionally, this course fits the General Education/Pathways, can be taught under World Culture and Global issues. Students in a world cultural studies program would learn about the influence of elements, such as race, politics or culture, effects community and or global development. Students would explore how political systems help to shape demographics, social groups and human behavioral interactions. Additionally, not only is this course fully in line with pathways and its learning outcomes. In terms of this course transferability to other CUNY colleges, it is transferable at all the Senior CUNY 4-YEAR colleges. Currently Brooklyn College, Queens College, Lehman College, York College, Medgar Evers College, Baruch College, Staten Island College, John Jay College, Hunter College, and City College all offer a similar course.

9. Upon transfer, does this course meet a specified requirement for a degree at a 4-year institution? If so, please include the institution and degree program. It is recommended you review your current Articulation Agreements.

Once this course exists, the chairperson will establish transfer equivalency with “CMLT 3623: Caribbean Literature” at Brooklyn College, which counts toward the Brooklyn College B.A. in English.

10. Will adding the course potentially **conflict** with other courses – in content or subject matter – offered in either your Department or in *another* Department? If it will, please explain **how** and indicate **why** the course is still necessary.

Adding this course would not create any conflict with any other course in The English Department or any other department. The English department does not offer any Comparative Literature Class or any African Studies class that might offer some overlap, depending on the area of concentration. Thus, this class is not examined in any of our Curriculums at Kingsborough Community college.

11. Proposed textbook(s) and/or other required instructional material(s), including open educational resources (OER)– Please include any supplemental/recommended materials/texts to allow for **any** qualified instructor to teach the course:

Caribbean Literature Book List

The two Books I propose for the syllabus are:

Jamaica Kincaid, “*A small Place.*”

Alison Donnel and Sarah Lawson Welsh (eds) “*The Routledge Reader in Caribbean Literature -- 1st Ed.*”

Below are other books that one can use to teach this course:

1. Aimé Césaire, “*Notebook of a Return to the Native Land.*”
2. Aimé Césaire, “*Discourse on Colonialism.*”
3. Alexia Arthurs, “*How to Love a Jamaican.*”
4. Alejo Carpentier, “*The Kingdom of This World.*”
5. Andrea Levy, “*Small Island.*”
6. Andrea Levy, “*The Long song.*”
7. Caryl Phillips, “*A Distant Shore.*”
8. Caryl Phillips, “*Crossing the River.*”
9. Caryl Phillips, “*Dancing in the Dark.*”
10. Caryl Phillips, “*The Final Passage.*”
11. Caryl Phillips, “*The Lost Child.*”
12. Caryl Phillips, “*The Nature of Blood.*”

13. Derek Walcott, "Omeros."
14. Dr. Eric Williams, "Capitalism and Slavery."
15. Dr. Eric Williams, "*Education in the British West Indies.*"
16. Dr. Eric Williams, "*From Columbus to Castro: The history of the Caribbean 1492-1969.*"
17. Dr. Eric Williams, "*The Negro in the Caribbean.*"
18. D. H Figueredo, "*Encyclopedia of Caribbean Literature.*"
19. Edwidge Danticat, "*Brother, I'm Dying.*"
20. Edwidge Danticat, "*Breath, Eyes, Memory.*"
21. Edwidge Danticat, "*Claire of the Sea Light.*"
22. Edwidge Danticat, "*Everything Inside.*"
23. Edwidge Danticat, "Krik? Krak! Krik? Krak!"
24. Edwidge Danticat, "*The Dew Breaker.*"
25. Edwidge Danticat, "*The Farming of Bones.*"
26. Edward Kritzler, "*Jewish pirates of the Caribbean.*"
27. Esmeralda Santiago, "*When I Was Puerto Rican.*"
28. Frantz Fanon, "*Black Skin, White Masks.*"
29. Frantz Fanon, "*The Wretched of the Earth.*"
30. Forde, A.N, "Talk of the Tamarinds: An Anthology of Poetry for Secondary Schools.
31. George Lamming, "In the Castle of my Skin."
32. Julia Alvarez, "In the Time of the Butterflies."
33. Junot Díaz, "This Is How You Lose Her."
34. Junot Díaz, "The Brief Wondrous Life of Oscar Wao."
35. Jean Rhys, "*Wide Sargasso Sea.*"
36. Jean Rhys, "*Voyage in the Dark.*"
37. Jamaica Kincaid, "The Auto biography of my mother."
38. Jamaica Kincaid, "See Now Then."
39. Jamaica Kincaid, "Lucy."
40. Jamaica Kincaid, "Annie John."
41. Jacques Roumain, "Masters of the Dew."
42. Kei Miller, "Augustown."
43. Kevin H Siepel, "*Conquistador Voices: The Spanish Conquest of the Americas as Recounted Largely by the Participants.*"
44. Loughlin Tatem, "*Attempting to Confess.*"
45. Lisa Allen-Agostini, "*The Bread the Devil Knead.*"
46. Marlon James, "*A Brief History of Seven Killings.*"
47. Marlon James, "*John Crow's Devil.*"
48. Marlon James, "*The Book of Night Women.*"
49. Maryse Condé, "*Crossing the Mangrove.*"
50. Maryse Condé, "*I, Tituba, Black Witch of Salem.*"
51. Maryse Condé, "*Segu (Ségou, #1).*"
52. Michelle Cliff, "Abeng."
53. Michelle Cliff, "No Telephone to."
54. Margaret Cezair-Thompson, "*The True History of Paradise.*"
55. Monique Roffey, "*The Mermaid of Black Conch.*"
56. Merle Hodge, "*Crick Crack, Monkey.*"
57. Maisy Card, "*These Ghosts Are Family.*"
58. Nicole Y. Dennis-Benn, "*Here Comes the Sun.*"
59. Nicole Y. Dennis-Benn, "Patsy."
60. Patrick Chamoiseau, "*Solibo Magnificent.*"

61. Patrick Chamoiseau, “*Texaco*.”
62. Roxane Gay, “*An Untamed State*.”
63. Simone Schwarz-Bart, “*The Bridge of Beyond*.”
64. Sam Selvon, “*The Lonely Londoners*.”
65. Tracey Baptiste, “*The Jumbies*.”
66. Tiphonie Yanique, “*Monster in the Middle*.”
67. V.S. Naipaul, “*A Bend in the River*.”
68. V.S. Naipaul, “*A House for Mr. Biswas*.”
69. V.S. Naipaul, “*Half a Life*.”
70. V.S. Naipaul, “*Miguel Street*.”
71. Wilfred D. Best, “*The Students’ Companion—Caribbean Edition*.”

12. **Attach a Common Syllabus** that includes the Topical Course Outline for the 12-week semester. This should be specific and explicit regarding the topics covered and should contain the detailed sample assignments/activities being used to measure the Course Learning Outcomes. **REMINDER** – be mindful to focus on the Course Learning Outcomes, Course Content, and Assessment.

Selected Bibliography and Source materials:

Derek Walcott Nobel [Prize] Lecture-“The Antilles: Fragments of Memory”
<https://www.nobelprize.org/prizes/literature/1992/walcott/lecture/>

"How to date a brown girl (black girl, white girl, or halfie)" by Junot Diaz

“Discourse on Colonialism,” Aimé Césaire

“Black Skin, White Masks” by Franz Fanon

“They Came in Ships,” Mahadai Das

“A Far Cry from Africa,” Derek Walcott
<https://poets.org/poem/far-cry-africa>

“The Day They Burnt the Books”
<https://readwrite.typepad.com/JeanRhys.pdf>

Essays-“The pleasures of exile”—by George Lamming--
<https://academics.skidmore.edu/blogs/transnational-s19/files/2014/07/LammingPleasures-ofexile.pdf>

Documentaries on West Indies Cricket- Depicting a West Indian collective identity

Fire in Babylon-Part 1
<https://www.youtube.com/watch?v=6NZKfutlZeE>

Fire in Babylon –Part 2
<https://www.youtube.com/watch?v=VJEjAPn0Hts>

Kingsborough Community College – City University of New York
Course Syllabus – FALL 2024

Caribbean Literature English 6900

Themes: Identity and Power

Professor Dr. Elroy A. Esdaille

Office Hour: Monday, Tuesday, Wednesday, and Thursday 1:00- 2:00 pm (AND by Appointment)

Office Location: M 393

Class Info: IN-PERSON -10:45- 12:20 pm, **Room-M-395**, Mondays, & Wednesdays

Office Phone: 718-368-6616

Email: Elroy.esdaille@kbcc.cuny.edu

Welcome to English XXX! Caribbean Literature!



Course Description

This course examines the experience of Caribbean peoples in literary works from colonialism to the present day. By reading a range of Caribbean writers, including Aimé Césaire, Derek Walcott, Edwidge Danticat, Frantz Fanon, George Lamming, Jamaica Kincaid, Jean Rhys, Junot Diaz, Mahadai Das, and Merle Hodge, students will consider how Caribbean people have negotiated issues of identity and self, racial dynamics, what it means to be “Afro-Caribbean,” nationalism, gender, politics, creolization, carnival culture, class conflict, and globalization.

Course Texts:

- Kincaid, Jamaica. *A Small Place*. Farrar, Straus and Giroux, 2000.
- Donnell, Alison, and Sarah Lawson, A., editors, *The Routledge Reader in Caribbean Literature*, 1st ed., Routledge. 1997.
- (All the readings are provided through Brightspace under Course Content and can be downloaded)
- Recommended: Any MLA formatting handbook such as Bedford, Diana Hacker
- Purdue OWL, also includes the whole book on citations:
https://owl.purdue.edu/owl/research_and_citation/mla_style/index.html

Course Overview:

With my help, you will examine Caribbean Literature from multiple perspectives, and learn about its impact on the American Society and the world and vice versa. There will be a mixture of individual and group work during our class sessions, and what would be posted in Bright Space.

On the first day of class, we will introduce ourselves to each other, and discuss our expectations for the class and our anticipated semester together as teacher and students. We will go over the pertinent details of the syllabus and you are asked to read the full syllabus and come prepared to ask any questions about the syllabus when we meet in the next class session.

Classroom work should be done on your time, and each one would be given due dates and protocols. All of your assignments will be posted in Bright Space, and you will be asked to submit your assignments via Bright Space.

All other course materials including supplemental readings, videos, songs, and links would be posted in Bright Space. For the time being, please take the time to navigate Bright Space and try to familiarize yourself. Also make sure to download the syllabus.

Remember it is my privilege to work with you this semester, so don't hesitate to reach out should the need arise.

Learning Outcomes:

- Identify and apply fundamental concepts and methods of Caribbean Literature in terms of its influence on world cultures, and global issues, including the United States, and exploring the intersections of cultural studies, ethnic studies, anthropology, geography, history, politics and Diasporas.
- Analyze Caribbean literature as it relates to globalization or global cultural diversity, and discuss events or processes from multiple perspectives.
- Analyze Caribbean literature for the significance of major movements that have shaped the Caribbean and its subsequent influence on the United States and the world.
- Analyze Caribbean literature and discuss the role of race, ethnicity, class, gender, language, sexual orientation, belief systems, social dynamics, and power as they relate to American cultures, world cultures and societies.
- Speak, read, and write responding to languages and cultures different from our own.

- Analyze the historical development of one or more Caribbean societies, and the interconnectedness of the Caribbean region, and or the United States or the world.

Course Assignments:

Two essays will be given for this course, namely essay 1 and essay 2. I will give up to three drafts on each essay, but if you reach an A grade on draft 1 or 2 on any of the essays, you should not do any more of the drafts.

It is essential you submit at least one draft to receive instructor's feedback and a grade. Essays are graded based on the student's ability to successfully complete the assignment with strong analysis, critical thinking skills, clarity, and use of details. All essays need to be typed using MLA formatting and documentation, and should be approximately 1500 words, or as specified in the directions of the individual assignment.

Short Papers: (journal response, discussions boards)- In-Class: (Participations, homework, class work & effort)

These are shorter pieces of writing that can respond to a variety of different assignments, readings and other, some in-class and homework. These assignments are related to the course material and will help you prepare for the above essays. At times, I may grant extra credit for doing an outstanding job or by completing an optional assignment.

Brief Description of Essay Assignments:

Essay 1: Identifying and applying fundamental concepts and methods of Caribbean Literature, from multiple perspectives, and its influence on the global stage, and the intersection of cultural studies, ethnic studies, anthropology, geography, history, politics and Diasporas. (1600 words)

Essay 2: Analyzing Caribbean literature for the significance of major movements that have shaped the Caribbean and their influence on the United States and the world. Also, how does Caribbean literature address issues of structural inequality and their connection to other world cultures and societies? (1600 words)

Or

Analyzing the historical development of one or more Caribbean societies, and the interconnectedness of the Caribbean region, with the United States and or the world. (1600 words)

Final Presentation:

These essays are intended to encourage students to apply their knowledge and skills in a non-timed, non-drafted setting. The final presentation will be based on the course material, and the students will reflect on the class and what they have learned pertaining to Caribbean Literature, from multiple perspectives.

Overall Participation:

As college students you are expected to arrive to class on time and prepared with materials assigned for that day, as well as a willingness to participate and engage in class discussion. This is not a lecture course. Class discussion will be based on your participation. If you come to class unprepared this will hurt your grade and will make your experience in the class more difficult.

Grading Breakdown:

Essay 1 30% Essay 2 30% Short papers: In-class participation, homework, class work & Effort 25% Final presentation 15%

All essays must be double-spaced so that I have room to write comments. All written work must have your name, the date, a title and if it's an essay, the draft number.

Attendance, Lateness and Deadlines:

Attendance in college is critical for students' learning. Regular attendance ensures that you will have the opportunity to: learn from your professor; learn from your peers; participate in class discussions; keep up to date with in-class work, both individual and collaborative; take in-class quizzes and assessments that will occur throughout the semester. If at any point during the semester you simply stop attending class, you will be assigned a WU for this course.

Schedule of Activities and Writing Assignments**Due Week 2:**

Discussion-Homework & In-class response [Scaffolding for Essay 1], Choose one topic:

- Read the First half of the first half of Kincaid's novella "Small Place," and write a response. How do you feel about what you read? What message is the author sending about Caribbean culture? Can you compare what Kincaid is talking about to you and/ or current issues in your society?
- Discuss the role of memory and trauma in Caribbean literature and compare it to The United States and other world societies.

Due Week 3:

Discussion-Homework & In-class response [Scaffolding for Essay 1] Choose either, 1, 2, 3 or 4 below:

1. Choose one of the aspects of Caribbean literature that is different from your own, and you want to learn more about. Discuss what you would like to learn, why and the influence it would have on you in the future.
2. Choose at least one thing you have learned about Caribbean people through their literature, and how that knowledge has influenced your perception of the Caribbean, its people, and their culture.
3. Choose a Caribbean song or poem and discuss the song and or the poem in terms of what it reveals about Caribbean people and how they might be compared to Americans, or people from any other particular culture.

4. While there are many similarities amongst people from different Caribbean countries, there are also differences. Discuss what you think Caribbean literature reveals about the complexity of Caribbean culture and or its people.

Due Week 4:

Essay assignment 1

Write an essay in which you examine the tenets of Caribbean literature and its contribution to other world cultures, including the United States and explore the connections between them from multiple perspectives. The characteristics of Caribbean literature includes a plethora of themes which includes innocence, exile and return to the motherland, resistance and endurance, engagement and alienation, self-determination and domination.

Answer only one of the questions below:

1. How does Jamaica Kincaid, in her novella, "A small place" exhibits the interconnectedness of Caribbean culture and The British culture, which has stemmed from colonialism. How have this interconnectedness of Caribbean and the British culture simultaneously influence each other and or any other world culture.
2. How does Jamaica Kincaid in her Novel, "A Small Place," examines the effect of colonialism on the Caribbean Island of Antigua, and how that has impacted people of Caribbean diaspora wherever in the world they may be.
3. How can the living conditions of the Caribbean people as presented by Kincaid, in "A Small place," be compared to the living conditions of any particular society in The United States or any other world society?
4. What message might Kincaid be sending us about home as it pertains to power and or equity.
5. Compare the living conditions of the people of Antigua in "A Small Place" and compare it to living conditions in your society?
6. According to Kincaid's "A Small place," how has the Caribbean culture been influenced by globalization?
7. What might be Kincaid's argument about cultural identity and heritage in "A Small Place"?

Due Week 6:

Discussion-Homework & In-class response [Scaffolding for Essay 2]. Respond to A, B, or C below:

- A. Choose a quotation from "A Small Place, or any of the readings or songs we have done so far and connect it to the major movement of the West Indian Federation, or CARICOM, or movement towards independence.
- B. Write a response where you discuss the song "Federation." by King Sparrow and discuss what he tells us about the falling apart of the "West Indian Federation." Discuss the

similarity of The West Indian federation (before it fell apart) to any other federation of countries like the European Union.

- C. Choose one of the short texts from “The Routledge Reader in Caribbean Literature,” or any of the songs assigned in the course and discuss how the author/singer examines slavery, or colonialism, or post colonialism, or the movement towards independence, or the labor movement, or the West Indian federation that fell apart, and discuss the role structural inequality played, and how it parallels or differs from another nation of the world.

Due Week 7:

Discussion-Homework & In-class response [Scaffolding for Essay 2]. Choose either A, or B

- A. How does Caribbean literature demonstrate that social issues restrict many Caribbean people from attaining a good life, like lack of access and opportunity and not necessarily academic ineptitude?
- B. Choose any of the Caribbean songs we have used in class or one of the poems and connect it to Kincaid’s “A Small Place,” or connect the song to the poem. Make sure to examine the Caribbean song or poem and compare it to the American culture or any other world culture in terms of the role of race, or ethnicity, or gender, or sexual orientation, or belief systems, or social dynamics or power.

Due Week 8:

Discussion-Homework & In-class response [Scaffolding for Essay 2]

Examine the concept of “The good life” for West Indians and compare and contrast it to the perception of “the good life” in The United States or any other society in the world.

Or

Use any of the songs or poems we have done in class, or any other Caribbean Song or poem that you prefer. Then compare the genre of social commentary in Caribbean songs and poems with songs and poems from The United States and other parts of the world. You should use at least one song or poem from the Caribbean and compare it with one song or poem from outside the Caribbean.

Due Week 10:

Essay Assignment 2. Respond to A or B

- A. Write an essay in which you examine Caribbean literature from an outsider’s perspective. Write it in a way as if you are investigating to become better acquainted with The Caribbean culture. The concept you will examine is the “Carnival” celebration in the Caribbean. Analyze the role of Carnival in Caribbean society, and its influence on the United States. For example, there is the West Indian day Parade that takes place on every

Labor Day in Brooklyn New York, from since 1967. Then there is Caribana, in Toronto, Canada, which also started in 1967. Both of these functions are dedicated to celebrating aspects of Caribbean carnival.

- B. In an essay, write about how any of the authors from “The Routledge Reader in Caribbean Literature,” or any of the songs assigned in the course address the subject of carnival. Then demonstrate the influence Caribbean carnival has had on The United States, and or Canada, or any other nation in world. You can apply a historical and or cultural perspective or both.

Due Week 12:

Final Presentation: Choose one of the following options: You can either write 1) a two – page reflection (750 words), or 2) produce a power point presentation with your reflection of about 10-12 slides, or 3) Write your own original poem (At least 14 lines), or 4) Compose a song and make an audio and or video of you singing it, and submit it with song lyrics, or 5) Post a recording of you reflecting on the class, its theme or anything you desire and what you have learned this semester. (at least 2 mins).

Other Important Information:

Student Voice:

You have a right to your learning! Please do not hesitate to ask questions or reach out to me if you need to speak about class. You can always email me. I am happy to work with you.

Extra Help: If you need or desire extra help with your writing skills, free tutoring is available in L219. I will also grant extra help and guidance if you make an appointment.

Plagiarism Policy:

Plagiarism is “the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original. When you use someone else’s words or ideas, you must give them credit. This class will include instruction on how to acknowledge your sources. Plagiarism, failing to acknowledge a source, or submitting someone else’s work as your own is a serious offense. If you plagiarize in any of the work you submit in your English 12 course, the penalty will be a grade of F for that assignment. Any willful, subsequent violation will result in a formal request for disciplinary action from the dean.

Tutoring

The Center for Academic Writing Success offers ONLINE tutoring in reading and writing. Students should CONTACT them to schedule sessions during the semester.

Academic Integrity

Please keep in mind that whenever you use someone else’s words—or their ideas, even if they are expressed in your own words—you must give credit. This is true regardless of where you find the words or ideas, whether it is a book, a magazine or newspaper, television, or the Internet. This class will include instruction on how to acknowledge your sources. Plagiarism, failing to acknowledge sources or submitting someone else’s work as your own, is a serious offense. A

plagiarized paper or test will receive a grade of F, and if I discover plagiarism in your work, I will file a request for disciplinary action.

Civility in the Classroom:

Kingsborough Community College is committed to the highest standards of academic and ethical integrity, acknowledging that respect for self and others is the foundation of educational excellence. Civility in the classroom and respect for the opinions of others is very important in an academic environment. It is likely you may not agree with everything that is said or discussed in the classroom, yet courteous behavior and responses are expected. Therefore, in this classroom, any acts of harassment and/or discrimination based on matters of race, gender, sexual orientation, religion, and/or ability are not acceptable. Whether we are students, faculty, or staff, we have a right to be in a safe environment, free of disturbance, and civil in all aspects of human relations.

Sexual Harassment Policy:

“It is the policy of The City University of New York to promote a cooperative work and academic environment in which there exists mutual respect for all University students, faculty, and staff. Harassment of employees or students based upon sex is inconsistent with this objective and contrary to the University's non-discrimination policy. Sexual harassment is illegal under Federal, State, and City laws, and will not be tolerated within the University.

The University, through its colleges, will disseminate this policy and take other steps to educate the University community about sexual harassment. The University will establish procedures to ensure that investigations of allegations of sexual harassment are conducted in a manner that is prompt, fair, thorough, and as confidential as possible under the circumstances, and that appropriate corrective and/or disciplinary action is taken as warranted by the circumstances when sexual harassment is determined to have occurred. Members of the University community who believe themselves to be aggrieved under this policy are strongly encouraged to report the allegations of sexual harassment as promptly as possible. Delay in making a complaint of sexual harassment may make it more difficult for the college to investigate the allegations.”

Disability Policy:

“It is the college’s policy to provide reasonable accommodations to students with disabilities. Any student with a documented disability who may need accommodation in this class is requested to speak directly to Access-Ability Services, D-205, (718) 368-5715 as early in the semester as possible. All discussions will remain confidential.”

“Students with disabilities who believe that they may need accommodations in this class are encouraged to contact Access-Ability Services, D-205, (718) 368-5715, as soon as possible to ensure that such accommodations are implemented in a timely fashion.”

Single Stop:

(Location: V-231, ext. 5411). Single stop is a program which provides government benefits for students who are experiencing economic hardship and are deemed eligible after a comprehensive screening process for (Public Assistance, Food Stamps, Health Care, Utility Assistance, etc.) Students can walk in, get screened and receive one to one support until they receive their entitlements. Additionally, during tax season, Single Stop offers Free Tax Preparation to Kingsborough students. Contact **Single Stop** at 718-368-5411

CUNY Common Core Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses submitted to the Course Review Committee may be submitted for only one area of the Common Core and must be 3 credits. Colleges may submit courses to the Course Review Committee before or after they receive college approval. STEM waiver courses do not need to be approved by the Course Review Committee. This form should not be used for STEM waiver courses.

College	Kingsborough Community
Course Prefix and Number (e.g., ANTH 101, if number not assigned, enter XXX)	ENG 6900
Course Title	Caribbean Literature
Department(s)	English
Discipline	Literature
Credits	3
Contact Hours	3
Pre-requisites (if none, enter N/A)	ENG 12
Co-requisites (if none, enter N/A)	N/A
Catalogue Description	This course examines the experience of Caribbean peoples in literary works from colonialism to the present day. By reading a range of Caribbean writers, including Aimé Césaire, Derek Walcott, Edwidge Danticat, Frantz Fanon, George Lamming, Jamaica Kincaid, Jean Rhys, Junot Diaz, Mahadai Das, and Merle Hodge, students will consider how Caribbean people have negotiated issues of identity and self, racial dynamics, what it means to be "Afro-Caribbean," nationalism, gender, politics, creolization, carnival culture, class conflict, and globalization.
Special Features (e.g., linked courses)	N/A
Sample Syllabus	Syllabus must be included with submission, 5 pages max recommended
Indicate the status of this course being nominated:	
<input type="checkbox"/> current course <input type="checkbox"/> revision of current course <input checked="" type="checkbox"/> a new course being proposed	
CUNY COMMON CORE Location	
Please check below the area of the Common Core for which the course is being submitted. (Select only one.)	
Required Core <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematical and Quantitative Reasoning <input type="checkbox"/> Life and Physical Sciences	Flexible Core <input checked="" type="checkbox"/> World Cultures and Global Issues (A) <input type="checkbox"/> US Experience in its Diversity (B) <input type="checkbox"/> Creative Expression (C) <input type="checkbox"/> Individual and Society (D) <input type="checkbox"/> Scientific World (E)

Learning Outcomes

In the left column explain the course assignments and activities that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.

Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.

Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.

Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.

Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.

Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.

Represent quantitative problems expressed in natural language in a suitable mathematical format.

Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.

Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.

Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

Identify and apply the fundamental concepts and methods of a life or physical science.

Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.

Use the tools of a scientific discipline to carry out collaborative laboratory investigations.

Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.

Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.

II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

Essay Assignment 2
Respond to A, or B

A. Write an essay in which you examine Caribbean literature from an outsider's perspective. Write it in a way as if you are investigating to become better acquainted with The Caribbean culture. The concept you will examine is the "Carnival" celebration in the Caribbean. Analyze the role of Carnival in Caribbean society, and its influence on the United States. For example, there is the West Indian day Parade that has taken place on every Labor Day in Brooklyn, New York, since 1967. Then there is Caribana, in Toronto, Canada, which also started in 1967. Both of these functions are dedicated to celebrating aspects of Caribbean carnival.

B. In an essay, write about how any of the authors from "The Routledge Reader in Caribbean Literature," or any of the songs assigned in the course address the subject of carnival. Then demonstrate the influence Caribbean carnival has had on The United States, and or Canada, or any other nation in the world. You can apply a historical and or cultural perspective or both.

Gather, interpret, and assess information from a variety of sources and points of view.

<p>Discussion-Homework & In-class response</p> <p>Respond to A, B, or C below:</p> <p>A. Choose a quotation from “A Small Place, or any of the readings or songs we have done so far and connect it to the major movement of the West Indian Federation, or CARICOM, or movement towards independence.</p> <p>B. Write a response where you discuss the song “Federation.” by King Sparrow and discuss what he tells us about the falling apart of the “West Indian Federation.” Discuss the similarity of The West Indian federation (before it fell apart) to any other federation of countries like the European Union.</p> <p>C. Choose one of the short texts from “The Routledge Reader in Caribbean Literature,” or any of the songs assigned in the course and discuss how the author/singer examines slavery, or colonialism, or postcolonialism, or the movement towards independence, or the labor movement, or the West Indian federation that fell apart, and discuss the role structural inequality played, and how it parallels or differs from another nation of the world.</p>	<p>Evaluate evidence and arguments critically or analytically.</p>
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<p>Discussion-Homework & In-class response</p> <p>Examine the concept of “The good life” for West Indians and compare and contrast it to the perception of “the good life” in The United States or any other society in the world.</p> <p>OR</p> <p>Use any of the songs or poems we have done in class, or any other Caribbean Song or poem that you prefer. Then compare the genre of social commentary in Caribbean songs and poems with songs and poems from The United States and other parts of the world. You should use at least one song or poem from the Caribbean and compare it with one song or poem from outside the Caribbean.</p> <p>Final Presentation</p> <p>Choose one of the following options: You can either write 1) a two – page reflection (750 words), or 2) produce a powerpoint presentation with your reflection of about 10-12 slides, or 3) Write your own original poem (At least 14 lines), or 4) Compose a song and make an audio and or video of you singing it, and submit it with song lyrics, or 5) Post a recording of you reflecting on the class, its theme or anything you desire and what you have learned this semester. (at least 2 mins).</p>	<p>Produce well-reasoned written or oral arguments using evidence to support conclusions.</p>
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A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

Discussion-Homework & In-class response

Read the First half of the first half of Kincaid’s novella “Small Place,” and write a response. How do you feel about what you read? What message is the author sending about Caribbean culture? Can you compare what Kincaid is talking about to you and/ or current issues in your society?

OR

Discuss the role of memory and trauma in Caribbean literature and compare it to The United States and other world societies.

Discussion-Homework & In-class response

Choose either, 1, 2, 3 or 4 below:

1. Choose one of the aspects of Caribbean literature that is different from your own, and you want to learn more about. Discuss what you would like to learn, why and the influence it would have on you in the future.
2. Choose at least one thing you have learned about Caribbean people through their literature, and how that knowledge has influenced your perception of the Caribbean, its people, and their culture.
3. Choose a Caribbean song or poem and discuss the song and or the poem in terms of what it reveals about Caribbean people and how they might be compared to Americans, or people from any other particular culture.
4. While there are many similarities amongst people from different Caribbean countries, there are also differences. Discuss what you think Caribbean literature reveals about the complexity of Caribbean culture and or its people

Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.

<p>Essay assignment 1:</p> <p>Write an essay in which you examine the tenets of Caribbean literature and its contribution to other world cultures, including the United States and explore the connections between them from multiple perspectives. The characteristics of Caribbean literature includes a plethora of themes which includes innocence, exile and return to the motherland, resistance and endurance, engagement and alienation, self-determination and domination.</p> <p>Answer only one of the questions below:</p> <ol style="list-style-type: none"> 1. How does Jamaica Kincaid, in her novella, “A small place” exhibit the interconnectedness of Caribbean culture and British culture, which has stemmed from colonialism. How has this interconnectedness of Caribbean and British culture simultaneously influence each other and or any other world culture? 2. How does Jamaica Kincaid in her Novel, “A Small Place,” examine the effect of colonialism on the Caribbean Island of Antigua, and how that has impacted people of Caribbean diaspora wherever in the world they may be? 3. How can the living conditions of the Caribbean people as presented by Kincaid, in “A Small place,” be compared to the living conditions of any particular society in the United States or any other world society? 4. What message might Kincaid be sending us about home as it pertains to power and or equity. 5. Compare the living conditions of the people of Antigua in “A Small Place” and compare it to living conditions in your society? 6. According to Kincaid’s “A Small Place,” how has Caribbean culture been influenced by globalization?. 7. What might be Kincaid’s argument about cultural identity and heritage in “A Small Place”? 	<p>Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</p>
	<p>Analyze the historical development of one or more non-U.S. societies.</p>
	<p>Analyze the significance of one or more major movements that have shaped the world's societies.</p>
<p>Discussion-Homework & In-class response</p> <p>Choose either A, or B</p> <p>A. How does Caribbean literature demonstrate that social issues restrict many Caribbean people from attaining a good life, like lack of access and opportunity and not necessarily academic ineptitude?</p> <p>B. Choose any of the Caribbean songs we have used in class or one of the poems and connect it to Kincaid’s “A Small Place,” or connect the song to the poem. Make sure to examine the Caribbean song or poem and compare it to the American culture or any other world culture in terms of the role of race, or ethnicity, or gender, or sexual orientation, or belief systems, or social dynamics or power.</p>	<p>Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</p>

Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity

A Flexible Core course must meet the three learning outcomes in the right column.

Gather, interpret, and assess information from a variety of sources and points of view.

Evaluate evidence and arguments critically or analytically.

Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) must meet at least three of the additional learning outcomes in the right column. A student will:

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.

Analyze and explain one or more major themes of U.S. history from more than one informed perspective.

Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.

Explain and evaluate the role of the United States in international relations.

Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.

Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

C. Creative Expression

A Flexible Core course must meet the three learning outcomes in the right column.

Gather, interpret, and assess information from a variety of sources and points of view.

Evaluate evidence and arguments critically or analytically.

Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.C) must meet at least three of the additional learning outcomes in the right column. A student will:

	Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
	Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
	Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	Demonstrate knowledge of the skills involved in the creative process.
	Use appropriate technologies to conduct research and to communicate.

D. Individual and Society
A Flexible Core course must meet the three learning outcomes in the right column.

	Gather, interpret, and assess information from a variety of sources and points of view.
	Evaluate evidence and arguments critically or analytically.
	Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.D) must meet at least three of the additional learning outcomes in the right column. A student will:

	Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.
	Examine how an individual's place in society affects experiences, values, or choices.
	Articulate and assess ethical views and their underlying premises.
	Articulate ethical uses of data and other information resources to respond to problems and questions.
	Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.

E. Scientific World
A Flexible Core course must meet the three learning outcomes in the right column.

	Gather, interpret, and assess information from a variety of sources and points of view.
	Evaluate evidence and arguments critically or analytically.
	Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.E) must meet at least three of the additional learning outcomes in the right column. A student will:

	Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.
	Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	Understand the scientific principles underlying matters of policy or public concern in which science plays a role.