Baruch College (CUNY)
55 Lexington Ave NY, NY 10010
Department of Black and Latino/a Studies
BLS1003 CMWB (39001)
The Evolution and Expansion of Racism (Fall '25)

Instructor Dasharah Green [she/her]
Time/Place MW 9:05 am - 10:20 pm **Room:** Newman Vertical Campus 4-180
Office Hours: M/W after class or virtually by appointment
Email: dgreen4@gradcenter.cuny.edu

Course Description:

"the diasporic is an act of will and memory" - bell hooks

Black storytelling and archival research attempts to bring the suppressed voices of the past to the surface by means of hard research and scattered facts. The process should be recognized as a discursive site of resistance and radical revisions for political/social transformation.

In this course, students will read a series of texts that discuss, engage with, and/or (re)imagine archival materials. Students will develop a critical and theoretical framework for exploring and navigating archival material. As a class, we will discuss various aspects of the readings and interpret how to use the writers' frameworks to inspire our own practice of archival engagement and archival encounters.

This course will explore and map the history and evolution of Black life, Black stories, and Black racial encounters through the exploration, theorizing, and (re)imagination of archival studies/research/methods. We will study historical processes of (re)discovery, (re)imaging, and (re)interpretation, such as storytelling, oral histories and digital repositories. And, we will also examine books, audiovisual materials, and digital files as visual objects.

Learning Objectives: Students who take this course can expect to: (i) 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(ii) analyze and explain one or more major themes of U.S. history from more than one informed perspective. ; (iii) evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States..; (iv) and develop a working vocabulary to engage in discourse about race and racism through materials used in the course. You will learn to look at the world through a sociological lens, recognize the social forces that shape society around you, and have a better overall understanding of its impact on race, gender and class relations in the social human experience.

Additionally students will – 1.Gather, interpret, and assess information from a variety of sources and points of view.; 2. Evaluate evidence and arguments critically or analytically.; 3. Produce well-reasoned written or oral arguments using evidence to support conclusions.

BLS Community Care Agreement: Link Here

Required Texts: All texts and videos will be available via Blackboard under course materials. Please pay attention to the schedule so you can keep up with the readings. Additionally, digital archives will be accessible via links and/or available via visit at physical location.

Assignments & Grading Outline: Students may be asked to revise an assignment; however, revisions are not mandatory. Revisions illustrate the ongoing process of writing. Understanding that there is always room for a paper to be re-written allows you to use the work written for future classes. Your submissions are an example of how you'd like to show up in your writing and the points earned will reflect it. I do not give letter grades on individual papers. Students will be assessed based on how well they followed the prompt/instructions and the quality/effort reflected in their work.

Weekly Assignments 20% (7 pts each) Students will complete **weekly** discussion posts, and **respond to at least one** other students' in response to reading/viewing material (unless otherwise specified). **Posts are due weekly every Sunday by midnight.** I will also post additional required responses throughout the duration of the course. Two points will be taken off for all late submissions. Points will also be deducted if all instructions are not followed as detailed in the prompt and/or if a student fails to answer each question provided in the prompt. (refer to online conduct and when engaging with material).

Updated Grading Rubric: Discussion posts are now only assessed on a scale of 7 (full credit), 3 (partial credit), and 0 (no credit). Partial credit will not be credited for students who complete part of the assignment. Instead, incomplete work will be marked as 0. Partial credit is reserved for students who complete the full assignment but do not meet the full criteria to earn a 7. You can see the full assessment below. Students will earn partial credit if quality quotes and analysis are not used.

Please note late submissions will result in a 2 point deduction (5 points will be the most points earned for a "full credit" response).

Discussion Grading Assessment: Students are assessed based on quality of their post, including: 1) Using relevant citations and quotes that are not limited to a few pages of the reading but flesh out the overall reading as a whole, 2) Critical thinking skills as opposed to generalized summary – i.e show vs. tell, 3) Linking critical analysis to the quotes used – specifically, the quotes and written analysis should be in conversation, 4) Responses should be relevant to the question asked and be thoughtful and original.

Student Responses: In some cases, students may be asked to respond to another students' post (either as a requirement or as optional extra credit) – instructions will be clearly stated in the Discussion post forum. Student responses are due no later than Sunday by midnight– unless otherwise specified.

- Each response should be a substantial comment (100 - 200 words minimum). If there are already two responses posted under a thread, students must choose a different thread to respond to. Students are encouraged to agree or disagree with one another; critical debate is encouraged. As this is an online asynchronous class, responding to each other's posts fosters space for community building, reciprocity, and active learning. (refer to online conduct and when engaging with material)

It is important to learn how to navigate the Brightspace website– not just for this course, but for your ongoing CUNY education. It is important for students to engage with required texts/course material independently outside of class and develop skills to synthesize and articulate thoughts, questions, concerns, critiques, etc. in written form.

Assignments (50%)
Students will develop clear, logical essays that draw on the thematic content of the course readings. There will be an oral history assignment (worth 15% of assignment grade), several in-class assignments, both group and individual (averaged together worth 15% of assignment grade), and a final project (worth 20% of assignment grade). Further details and rubrics will be given with each assignment.

Participation & Attendance (30%)
Participation is important to the success of this class and to your development as a writer and composer. I will take attendance at the beginning of every class, so please be on time. Keep in mind that there is a strong, positive correlation between good grades and regular attendance. It is essential for you, as a student, as a professional, and as an active learner to engage with the course materials and discussions. Your participation is also helpful to me, as an instructor, and your fellow students. We all have a hand in fostering a reciprocal exchange of knowledge production. You simply cannot pass this class with low attendance and lackluster participation.

Note; you are not simply a body in a seat. Simply attending class is not sufficient enough to earn full participation credit. Many students do not feel comfortable engaging in large group discussion. However, due to the 5-week course schedule it is important to demonstrate active engagement, comprehension, and curiosity of material. Presentation includes, but is not limited to, in class participation during class discussions, responding to questions and responses from students during class, actively participating and engaging in smaller group discussions.

Late Policy: If you are not on time, you are simply late for class. Please do not email the professor if you are experiencing lateness, unless there is a recurring issue hindering your ability to attend class on time. In which case, you should speak with the professor directly. If students make a frequent habit of attending class more than 15-20 minutes late they will receive a warning from the professor. If lateness continues their final grade will be penalized. Attending class more than 35-40 minutes late two times is considered an absence – unless the student previously spoke with the professor about a scheduled lateness.

You do not have to provide an explanation for your absence. However, if there is an ongoing issue that may affect your participation/attendance going forward please let me know so we can together to ensure you pass the course.

If you are unable to attend class, it is **your** responsibility to receive notes from another student. It is **your** responsibility to make up any missing assignments, including in class activities you may have missed.

Course Policies: Read the room

We are all in community with one another. As a collective, we will foster a safe space of respect, reciprocity, and community based learning and discourse. Classroom and Blackboard discussions are the place where you can respectfully share your experiences. Throughout the course we will engage with sensitive subject matter. **This means that no racist, sexist, classist, homophobic references/language/behavior are allowed. The moment you do otherwise will be rendered as misconduct, punishable accordingly.**

Treat the class like you would a job. Arrive on time to avoid distractions to myself and your colleagues, turn cell phones, etc. off or silent and, in general, please treat everyone in the classroom with respect.

Regarding a student's name, gender identity and/or gender expression: Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me accordingly early in the semester so that I may make appropriate changes to my records.
Appropriate Uses of Email: To cancel or set up an appointment, to contact me in the event of an emergency, to ask for assignment clarification more than 1 day in advance, or to inform me of a problem with the Blackboard site.

Inappropriate uses of email: To find out what you missed when you were absent from class, to receive feedback on essay drafts, to find out your grade or my assessment of your classroom performance. I will happily address all of your concerns and provide assistance outside of class during my scheduled office hours or other appointment times as needed—you need only ask.

Food: You can only eat during class if you bring enough for everyone. (That's a joke: just bring a napkin).

Cell Phones & Laptops: This class may require students to access the internet during class time. Students may use cell phones and/or laptops to access class materials. I will not police your use of electronic devices. However, out of respect for your peers and classroom etiquette – if you need to use electronic devices for resources outside of class materials (and/or emergencies) please exit the classroom until your business is taken care of. Consistent inappropriate use of electronics will result in a ban of electronic use during class.

Academic Integrity Plagiarism and cheating will not be tolerated. In the rare instance that these activities occur, the student will receive an F for the course. Students are responsible for familiarizing themselves with the Baruch College Academic Integrity policy available on the Baruch College website:
https://provost.baruch.cuny.edu/academic-affairs/teaching-and-learning/academic_honesty/

ChatGPT Artificial intelligence (AI) language models, such as ChatGPT, can not be used for course assignments except as explicitly authorized by the instructor. Students suspected of using AI for any assignments will be reached out to by the professor. The use of AI for assignments is an act of plagiarism

and will be handled as such. **In short, the use of ChatGPT is typically always obvious. As an instructor, I am personally much more interested in your individual ideas, thoughts, critiques, and analysis as opposed to how well you get the assignment "correct."**

Available Resources

Accommodations for students with disabilities

Students with disabilities and medical conditions and those students who suspect they may have a disability are encouraged to contact and register with the Office of Accessibility Services (OAS) for assistance and accommodation. For information and appointment contact the Office of Accessibility Services located via email **disability.services@baruch.cuny.edu** or call **(646) 312-4590**. https://studentaffairs.baruch.cuny.edu/student-disability-services/

Writing Center

I encourage students to take advantage of the Writing Center and the available resources throughout the semester in order to develop their writing, communicating, reading and learning skills. Students can make an appointment for online tutoring sessions. They can be reached online a thttps://blogs.baruch.cuny.edu/writingcenter/**,** via email: writing.center@baruch.cuny.edu, or via phone at **(646) 312-4012**. Summer Online Writing Center: Monday -Thursday, 10am-8pm

Library Services

I encourage each of you to utilize the services available at the library to enhance your learning experiences at Baruch College. Librarians are incredible resources that can help you navigate search engines, article searches, databases, citations, archives and so much more. Take advantage of the help available! They can be reached online**https://library.baruch.cuny.edu/about/contact-us/,** or via phone at **(646) 312-1610**.

Online Chat – 24/7 service.

Counseling and Wellness Services

There are so many different things happening in our lives personally, professionally and academically, that the demands and pressure we feel may at times become overwhelming and difficult to manage. In addition, the topics we tackle in this class may resonate with us personally, and I will do my best to create and maintain a safe space for us to share our ideas, stories and actions. If you experience stress and emotional distress during the semester, please know that Baruch College has services that can help you manage your stress.

The Counseling Services Center offers confidential and free counseling to all Baruch College students. They can be reached via email: counseling@baruch.cuny.edu, by phone at **(646) 312-2155** or https://studentaffairs.baruch.cuny.edu/counseling/.
https://studentaffairs.baruch.cuny.edu/campus-intervention-team/

Statement of Care and Community We care about you. We also know that you have a life outside of school, that everyone learns differently, and that you came to college to succeed. For all of these reasons and more, it is important for you to have ready access to the resources and services that are free and available to you as a student at Baruch. The college's Student Services includes counseling services, services for veterans and for families, services for people with disabilities, and services for financial and housing emergencies. Healthy CUNY has food pantries accessible to all CUNY students in every borough. The college also offers a free food pantry.

As a Baruch student, you also have free access to Starr Career Development Center. The Writing Center offers one-on-one help with your writing. The Newman Library provides consultations on your research projects and online tutorials, as well as short term use of computers and other technology. You also have free access to study spaces and places to take your online classes. There are also two desktop computers attached to printers in the BLS office that are available for you to use. You're welcome to drop in to work, to study, or to use our printer (VC 4-280).

In order to build and sustain our own community, let us collectively contribute to **our shared class notes and resources**. Everyone in this class is welcome to join our **Whatsapp group** for sharing information, course-related news, and positive vibes. You can add to **our playlist** here.

This Land The City University of New York (CUNY) is in Lenapehoking, the ancestral, unceded lands of the Lenape people. They were the original stewards of this land and its many different habitats. Lenapehoking includes parts of what we now know as New York, New Jersey, Connecticut, Pennsylvania, and Delaware. This land has great significance to the Lenape who were violently forced to leave it by European, and later by U.S. colonists. We must recognize the fact of current and ongoing colonialism as well as Indigenous peoples' claims for justice, repair, and the return of the land. The Black and Latino Studies department at Baruch College stands in solidarity with Indigenous peoples' movements for justice.

Date	In Class	After Class

Wednesday, August 27th	❖ Syllabus Review ❖ Introductions	**For next class 9/3,** ❖ Read June Jordan's "Nobody Mean More to Me Than You And the Future Life of Willie Jordan" ❖ Read Audre Lorde "Transformation of Silence into Language and Action" *Complete Weekly Discussion Post Sunday by midnight*
Monday, September 1st	**No Class - Labor Day**	
Wednesday, September 3rd	*Unit I: Storytelling as Archival Praxis* ❖ Introduction/Lecture on unit I and methods of archival study/research	**For next class,** ❖ Read Gloria Anzaldua "How To Tame A Wild Tongue" ❖ Read Pat Mora's poem "Fences" *Complete Weekly Discussion Post Sunday by midnight*
Monday, September 8th	*Part I: Speak Your Truth* ❖ Group Discussion & Activity	**For next class,** read Paule Marshall's "The Poets in the Kitchen"
Wednesday, September 10th	*Part II: Oral History* ❖ Group Discussion & Activity ❖ (watch) select clips from *In Our Mothers' Garden Documentary* (Netflix) ❖ ***Discuss Assignment I***	**For next class,** read Saidiya Hartman's "Venus in Two Acts" *Complete Weekly Discussion Post Sunday by midnight*
Monday, September 15th	*Part III: Critical Fabulation* ❖ Group Discussion ❖ Critical Fabulation Lecture	**For next class,** read Octavia Butler's *Kindred* (page 9-18); chapters "The Prologue" and "The River"
Wednesday, September 17th	*Unit II: The Flesh as Archival Material* ❖ Intro to Unit II	**For next class 9/29,** read Octavia Butler's *Kindred* (page 19 - 58); chapter "The Fire" & beginning of "the Fall"

	❖ Toni Morrison Lecture & Archives	
Monday, September 22nd	**No Class**	
Wednesday, September 24th	**No Class**	***Friday, September 26th Assignment #1 Due by midnight*** *Complete Weekly Discussion Post due Sunday 9/28 by midnight*
Monday, September 29th	*Part I: The History of Slavery in the U.S* ❖ Lecture and Discussion	**For next class 10/6,** read Octavia Butler's *Kindred* (page 58- 92); chapter "The Fall"
Wednesday, October 1st	**No Class**	*Complete Weekly Discussion Post Sunday by midnight*
Monday, October 6th	❖ Lecture and Discussion ❖ Afro Futurism	**For next class,** read Octavia Butler's *Kindred* (page 92- 107); "The Fall"
Wednesday, October 8th	❖ Discussion ❖ In-class Activity ❖ **Discuss Assignment II**	**For next 10/15,** read Octavia Butler's *Kindred* (page 108 - 143); "The Fight" *Complete Weekly Discussion Post Sunday by midnight*
Monday, October 13th	**No Class**	
Tuesday, October 14th	**Monday Schedule- No in-person meeting** ❖ **Asynchronous Brightspace Assignment**	Continue reading *Kindred* and complete asynchronous assignment
Wednesday, October 15th	*Part II: "Ain't I A Woman"* ❖ Lecture and Discussion ❖ Women as "doubly oppressed" and intersectionality	**For next class,** read Octavia Butler's *Kindred* (page 143- 174); "The Fight" *Complete Weekly Discussion Post Sunday by midnight*

Monday, October 20th	**No Class**	
Wednesday, October 22nd	❖ Discussion ❖ In-class Activity	**For next class,** read Octavia Butler's *Kindred* (174 - 197); "The Fight" & "The Storm" *Complete Weekly Discussion Post Sunday by midnight*
Friday, October 24th	**Monday schedule – No in-person meeting** ❖ **Asynchronous Brightspace Assignment**	
Monday, October 27th	*Part III: Bodies, Bodies, Bodies* ❖ Lecture and Discussion ❖ "The flesh as archival material"	**For next class,** read Octavia Butler's *Kindred* (197- 217); "The Storm"
Wednesday, October 29th	❖ Discussion ❖ In-class Activity	**For next class,** read Octavia Butler's *Kindred* (218- 247); "The Storm" & "The Rope" *Complete Weekly Discussion Post Sunday by midnight*
Monday, November 3rd	❖ Discussion ❖ In-class Activity	**For next class,** read Octavia Butler's *Kindred* (247- 264); remainder of "The Rope" & Epilogue
Wednesday, November 5th	**Asynchronous Class - Complete Brightspace Discussion**	**For next class,** read Claudia Rankine's *Citizen*: *An American Lyric (*excerpt) *Complete Discussion Board Post*
Monday, November 10th	❖ Unit II Wrap Up, Discussion/Reflection(s) ❖ Group Presentations	**For next class,** read Claudia Rankine's *Citizen*: *An American Lyric (*excerpt)
Wednesday, November 15th	*Unit III: Social Justice & Digital Archives* ❖ Introduction to Unit & Visual	**For next class,** ❖ Read James Baldwin's *The Fire Next Time* chapter one "My DUNGEON SHOOK: *Letter to My Nephew on the One*

		Hundredth Anniversary of the Emancipation" ❖ Read Ta-Nehisi Coates' *Between the World and Me* (excerpt) *Complete Weekly Discussion Post Sunday by midnight*
Monday, November 17th	*Unit III: Social Justice & Digital Archives* ❖ Introduction to Unit & Visual	**For next class,** ❖ Read Combahee River Collective Statement ❖ Read Sojourner Truth's "Ain't I A Woman"
Wednesday, November 19th	*Part I: Social/Visual Media & Activism* ❖ Social activism discussion Part I ❖ **Discuss Final Project**	**For next class,** ❖ watch Black Leaders Discussion video ❖ Visit Movement for Black Lives Website *Complete Weekly Discussion Post Sunday by midnight*
Monday, November 24th	❖ Social media as archives ❖ Social activism discussion Part II	**For next class,** ❖ watch The Young Lords Take Over Documentary ❖ watch Bad Bunny short film "DeBÍ TiRAR MáS FOToS"
Wednesday, November 26th	❖ Social media as archives ❖ Social activism discussion Part II	**For next class,** ❖ Read Alan Pelaez Lopez' "X in Latinx is a Wound Not a Trend" *Complete Weekly Blackboard Post Sunday by midnight*
Monday, December 1st	❖ Social activism & gentrification	**For next class,** work on final project
Wednesday, December 3rd	*Part II: Digital Repositories* ❖ Music sampling as archival material ❖ Discussion & select clips	**For next class,** work on final project *Final Project Proposals due Friday, December 5th by midnight*

Monday, December 8th	*Part II: Digital Repositories* ❖ *Digital and Visual Archives* ❖ *Peer-Review*	**For next class,** work on final project
Wednesday, December 10th	**Last in-person meeting** ❖ Extra credit opportunity ❖ Peer Review	work on final project
Monday, December 15th	**Asynchronous** ❖ Final Assignment Conferencing (virtual)	work on final project
Wednesday, December 17th	**Asynchronous** ❖ Final Assignment Conferencing (virtual)	work on final project
Friday, December 19th	**Final Assignment Due**	

Contents on this document are subject to change.