

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

The City University of New York
Center for Ethnic Studies

Black Women in the Americas and the Caribbean, Honors, WRIC

AFN/ANT 128H-050W, 3 credits

Spring 2021, We. 9:30a.m.—12:15p.m., (Online through Zoom)

Instructor: **Dr. Judith Anderson**

Virtual Office Hours: Tues. and Thurs. 1:30pm—3pm or by appointment (online through Zoom)

Email: **Contact through Blackboard email for course-related questions**

Contact for questions not related to the course: juanderson@bmcc.cuny.edu

Phone: **(212) 220-8000, x5585** (if you leave a voice message, I will receive it as an email)

Course Description

This is an online synchronous course and participation in weekly class discussions is mandatory as part of your grade. Videos of the class discussion will be posted on Blackboard within 48 hours of the scheduled session. If you do not have a desktop or a laptop with stable internet access, please let the instructor know immediately so alternative arrangements can be made. Note that we will use Zoom for our weekly discussion/lecture which allows you to video conference in or connect through a phone number (see link on Blackboard). The Zoom link will work without you creating an account, but you might want to create an account to communicate with your classmates easily. Please ensure that the email address you have associated with Blackboard is the one you check regularly. Because of the online format, it is imperative that you check Blackboard, your emails, and the BMCC website daily for updates from the instructor and the college. Go into the CUNYFirst system and check that your emergency contact information is up to date so that receive all CUNY alerts. Keep an open line of communication so faculty, staff, and administrators can work with you to manage any academic and non-academic challenges. Our goal is to make sure you are able to finish the semester.

This writing intensive honors course will introduce students to the varied realities of black women throughout the African Diaspora. By exploring the different cultural, political, and historical contexts in which black women live, we will attempt to define the continuities and conflicts that exist within the vast field of Black Women's Studies. This seminar is designed to provide students with an overview of the historical and cultural richness of the experience of these women. This includes the changing status of women in traditional societies compared with changes in the status of black women in the United States, Latin America, and the Caribbean.

We will use black feminist texts which center the experiences of black women, rather than relegating them to the margins. Such texts demonstrate black women's agency, draw on black women's particular ways of signifying/testifying, and serve as counter-narratives to the pernicious myths, which for centuries have circulated regarding the black female body. This course will also examine the role these women played in resistance movements throughout history as well as the effects of racial, gendered, class and other types of oppression on them. Discussion topics include gender, sexuality, ethnicity, identity, economics, education, family, politics, and religion.

Basic Skills: ENG 088, ESL094, & ACR 094

Reading and synthesizing various texts; formulating an effective and focused thesis statement; communicating thoughts and perspectives with others; attention to details and logical organization in speech, writing, and reading.

Prerequisites/Co-requisites: None

BMCC Course Student Learning Outcomes (Students will be able to...)	Measurements (means of assessment for student learning outcomes listed in first column)
1. Define the define the experience and aesthetic of <i>excision</i>	1. Discussion and in-class group work
2. Develop an understanding of the strategies developed by black women to challenge negative stereotypes and misrepresentations of their realities	2. Content quizzes; midterm and final exams
3. Contrast the complementary and contradictory experiences of black women in the Americas	3. Critical inquiry via reflection papers

BMCC General Education Goals	Measurements (means of assessment for general education goals listed in first column)
Communication Skills: Students will write, read, listen and speak critically and effectively.	Reflection papers, group work, and class discussions
Arts & Humanities: Students will develop knowledge and understanding of the arts and literature.	Reading and critiquing literature, music, and films
Values: Students will make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility.	Reflection papers, group work, and class discussions
Social and Behavioral Sciences: Students will understand and apply the concepts and methods of the social sciences.	Reading and analyzing historical documents, thinking and writing critically about comparative historical contexts

PATHWAYS	
A. World Cultures and Global Issues	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
Students will achieve this learning outcome by reading, analyzing, comparing and discussing academic, scholarly and activist articles/writings about the emergence different feminist movements in communities of the Diaspora. This outcome will be measured with class participation, group activities such as debates, quizzes, reflection paper and creation of documentary and accompanying paper.	Gather, interpret, and assess information from a variety of sources and points of view.

<p>This learning outcome is measured with a book review, quizzes, debates and creation of documentary and accompanying analytical paper which asks students to draw their arguments from a variety of sources (class lectures, readings, films, etc.) to make and support their arguments and raise critical questions.</p>	<p>Evaluate evidence and arguments critically or analytically.</p>
<p>This learning outcome is measured by content quizzes, reflection paper, book review and final analytical paper that requires the presentation of an argument supported by clear reasoning and sufficient evidence.</p>	<p>Produce well-reasoned written or oral arguments using evidence to support conclusions.</p>
<p>A course in this area <u>must meet at least three</u> of the additional learning outcomes in the right column. A student will:</p>	
	<p>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, communication, cultural studies, economics, ethnics studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</p>
<p>Through exploration of the many cultures and societies within the Black Diaspora of the Caribbean and Americas and their differing relationship with countries around the world, students will analyze the development of different feminisms and understandings of black womanhood.</p>	<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>Students will analyze the significance and impact of colonialism, post-colonialism and the women’s movement in the USA on “black woman” across the Diaspora.</p>	<p>Analyze the significance of one or more major movements that have shaped the world's societies.</p>
<p>This course asks students to analyze and discuss the relationship of gender and ethnicity, race, nationality, class and sexual orientation in shaping the lives and identities of Black women across time and space.</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>
	<p>Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.</p>

Honors Courses must meet the following student learning outcomes (SLOs):

Honors Courses Goals	Measurements (means of assessment for honors courses goals listed in the first column)
1. Communicate clearly, knowledgeably, and effectively in written, spoken, visual, oral, and technological modes for a variety of purposes, with different audiences in various contexts, using appropriate formats and technologies.	Group Project Presentation: Translate the knowledge gained through the research process and demonstrate effective communication skills in a presentation. Each students is responsible for presenting a portion of the group’s findings.
2. Conceive, plan and execute a high quality (multi) disciplinary research, creative, or applied project, using multiple modes and technologies, including qualitative methods and other modes of inquiry and research.	Group Project: Provide background information in the form of a research paper and a lesson plan for a workshop to be held at a Women’s History Month conference.
3. Demonstrate an ability to give constructive criticism and accept feedback as part of the process of peer review.	Peer review: Conduct a peer-review of a classmate’s #2 writing assignment feedback using the provided guidelines.

What makes this course a Writing Intensive Course?

This is a Writing Intensive course that fulfills the WI requirement for graduation. Writing intensive courses pay special attention to developing critical reading, writing, and analytic skills to prepare students for college-level coursework in general. Both informal and formal writing will be designed to maximize your understanding of the subject matter. Formal writing assignments, at least 10-12 pages total, account for a significant portion of your grade and will include opportunities for revision.

Student Learning Outcomes:

Measurements:

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|--|----------------------------------|
| 1. Student will be able to complete (a) formal writing assignment(s) of at least 10-12 pages in length that has/have gone through the revision process (e.g. research paper, content-related report, essay.) | Dialogue, letters, Final project |
| 2. Student will be able to generate pieces of informal writing in response to a variety of prompts, concepts, situations or reading assignments. | In-class responses |

Required Texts and Readings

All readings are posted on Blackboard. Readings are to be completed before the first class session of the assigned week.

Grading

Class participation 25% (weekly questions 70pts, class discussion 5pts) = 75pts.

Writing Assignments 20% (3x20pts.) = 60pts.

Annotated Bibliography 25% (abstract 10pts, references 10pts, draft 10pts, final draft 40pts & visual 5pts) = 75pts.

Midterm Exam 15% = 45pts.

Final Exam 15% = 45pts.

Total = 300 pts.

Readings and Assignments

All assignments are to be submitted electronically through Blackboard unless instructed otherwise.

Note on Live Zoom Sessions: Students who participate in this class with their camera on or use a profile image are agreeing to have their video or image recorded solely for the purpose of creating a record for students enrolled in the class to refer to, including those enrolled students who are unable to attend live. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Class Participation and Weekly Questions, Comments, and Connections: You must attend each class session and take quality notes on material presented in order to pass the class. Please view the films and videos **before** the online class meeting. They are to help supplement the readings and can be incorporated into exams and quizzes. Weekly questions are to be submitted online through **Blackboard** using the **discussion board** tool.

Each week, students **submit a question, a comment, and a connection** for each reading online through **Blackboard** using the **discussion board** tool. Starting with the second class period, you must submit one question, one comment, and make one connection for each reading. The questions should be clearly based on that session's readings. They should not be trivia/quiz questions, but questions that make you think *beyond* the reading. The comment is a reflection on the implications of what you read. The connection (academic or personal) asks you to think of the broader applications of the topic, ethical considerations that were not discussed, or something you recently saw in the media that you could relate to the material. These will help guide class discussion and go towards your participation grade. Use proper online etiquette, spelling, and grammar. All questions are due by 10pm. the night before the readings are to be discussed.

Each week **respond to the post of two different classmates**. The weekly questions and your discussion board responses will go towards your participation grade. Use proper online etiquette, spelling, and grammar. All questions are due by midnight the night before the first class session of the week.

Each week students will be provided with a **notetaking guide** with questions, terms, etc. to help them as they do the readings, watch videos, and listen to the online discussion.

#1 Dialogue: You have been asked by the History Chanel to write a scene for a new fictional film about Zora Neale Hurston's life. The scene will focus on the last dialogue between Zora Neale Hurston and Langston Hughes after Hughes discovers Hurston has eliminated his name from their joint manuscript and submitted it without his knowledge. This is a work of historical fiction so be creative, but historically accurate.

Include the following information:

- Description of the setting with historically accurate information and relevant events happening during the 1930s. Where does the scene take place? What's going on around them? What brought the two of them to the same location?
- Physical description of the characters.
- Information on the personal backgrounds, careers, and upbringing of each person.
- What might have motivated Hurston to make this move? How would she have explained herself and her actions?
- How would Hughes have responded or reacted to Hurston? What would be his motivations for doing so?
- Relevant other historical figures or events might be mentioned in the conversation.

You will first write a 1-2 page introduction to bring the viewer into the scene and set the stage for the events that are about to transpire. This will include not only the scene, but also a description of the characters in terms of their backgrounds and personal history. In the dialogue portion, characters can interrupt each other and it should be written like people speak but using the rules of grammar, punctuation, etc. (though you can spell words phonetically or use slang to convey different accents and ways of speaking in the dialogue portion). After the dialogue portion, you will write a 1-2 page conclusion to the scene so the reader gets a sense of what might transpire next. The introduction and conclusion must contain information from your sources, but the dialogue can as well.

Format: Write the dialogue portion in a script format with one line for each line of dialogue. Use "Z" and "L" to indicate who is speaking. Include a coversheet for the assignment. The paper should be at least 6-7 pages double spaced, 12pt. font, and 1" margins. Include in text citations at least 3 scholarly sources (academic books, journal articles) from outside of the course for references formatted in Chicago or APA style. Single space the references.

#2 Analysis of Popular Press Article: Analyze a popular press article (from a newspaper or magazine) that is at least 500 words on one of the Women's March in NYC (from 2016 to the present). The article should be at least one full page. State the title of the article you are evaluating in your opening paragraph. Address the following in your analysis:

- What is the author's main argument or point in the article?
- What are the issues within the march that are focused on in this piece?
- How are race, class, and gender discussed in the article?
- How could this article be made more intersectional?
- What could be added in terms of historical context of the movement?
- Name three black female scholars whose work is relevant but are not mentioned in the article or in course material that the author could consult.

- List three readings outside of the course and not mentioned that the author could reference. Explain why those readings should be used in the article.
- Include a link for the article along with its full citation under your references.

Format: The paper should be at least 4-5 pages double spaced, 12pt. font, and 1” margins. Include in text citations at least 3 scholarly sources (academic books, journal articles) from outside of the course for references formatted in Chicago or APA style. Single space the references. Make sure you also cite the article you analyze in addition to any educational, government, or nonprofit websites as well as recommended readings for the author.

#3 Letter for Opening Statement for Davis Defense: The year is 1972 and as a scholar in a public college, you have been asked by Angela Davis’s defense team to write a letter of support for her case. They will incorporate your letter into their opening statement. Your letter must convince an all-white jury that Davis is being persecuted for her political ideas. This is sure to be the trial of the century and one of the most important court cases of all time. Do not list the details of the case; instead focus on the following:

- How Davis’s life and case influence a student like you? Be self-reflective and provide specific examples from your own life experiences.
- What are the intersections of race, class, and gender in Davis’s life and work? How does she represent black feminism/womanism?
- What is the relevance of womanism to general society or those who do not identify as black women?
- How Davis’s career and its connections to past activist movements. Be as specific as possible.
- Any laws, court cases, or other similar situation related to the issues relevant to Davis’s case.

Format: The letter should be at least 4-5 pages double spaced, 12pt. font, and 1” margins. Include in text citations at least 3 scholarly sources (academic books, journal articles) from outside of the course for references formatted in Chicago or APA style. Single space the references.

#4 Annotated Bibliography: Your final project will be an individual assignment in which you create an annotated bibliography on a topic related to black women in the Americas and the Caribbean. See the detailed instruction sheet on Blackboard.

Breakdown of project grade:

Abstract/summary 10pts.

References 10pts.

Rough draft 10pts.

Final draft 40pts.

Visual 5pts.

Total: 75pts.

Exams- Exams will be conducted on Blackboard during the class period and are timed.

You may use your notes and readings, but you must study and rewrite your notes before the

exam as you will not have time to look up answers. Exams will cover readings and material discussed in class. Exams will be available during the class period so make sure you are online during that time as that is when the instructor will be available to assist with any issues.

Preferably, you should take your exams on a laptop that is plugged into a power source or a desktop computer. As a BMCC student you have access to all CUNY computer labs and other campus resources. Please check online or call to ensure that campus is open and for their safety policy regarding entering their buildings before heading there. Email me immediately if you have any issues taking your exam online.

Schedule of Assignments:

Session	Topic/Activity	Readings
	<i>Introductions</i>	
Session 1: Feb. 3	Course Introduction and Introduction to the Americas	Go over course syllabus Introduction to the Americas <i>Optional:</i> Taylor 2017 Candelario 2018
	<i>Early Contributions</i>	
Session 2: Feb. 10	Resisting Exclusion from the Nation	Collins 1996 Sheller 1998 Alberto 2012
Session 3: Feb. 17	Intersectional Identities	McClaurin 2012 Hurston 1991 Film: <i>Jump at the Sun!</i> (2008)
	<i>Development and Activism</i>	
Session 4: Feb. 24	Trajectories and Legacies of Activism	Battle 2016 Rodriguez 2003
	<i>#1 Dialogue due!</i>	
Session 5: Mar. 3	Spatial Dimensions of Oppression	Perry 2004 Schuller 2012 Film: <i>Poto Mitan</i> (2009)
	<i>Black Female Bodies</i>	
Session 6: Mar. 10	Black Female Sexuality	Yelvington 1996 Lindsey 2013
Session 7: Mar. 17	MIDTERM! Topic abstract due!	
Session 8: Mar. 24	Research in the Library and Beyond	Library research orientation Guest speaker: TBA Smith 2016
	<i>#2 Article Analysis due!</i>	
	Spring Recess – NO CLASSES Sat., Mar. 27—Sun., Apr. 4	
Session 9: Apr. 7	Deviant Bodies Topic references due!	Williams 2013 Lopez 1993
Session 10: Apr. 14	Journeys of Activists Peer review of #2 Article Analysis due!	Penha-Lopes Pp. 97-118 Barnett 2003 Film: <i>Free Angela Davis and All Political Prisoners</i> (2012)
Session 11: Apr. 21	Internal and External Struggles #3 Defense Letter due!	Alba 141-156 Caldwell 2004
Session 12: Apr. 28	A Body Not Her Own	Bailey 2016 Brown 2015

	Annotated bibliography rough draft due!	Film: <i>The Way of All Flesh</i> (1998)
	<i>Religion and Spirituality</i>	
Session 13: May 5	Yoruba-based Religious Traditions	Aschenbrenner 1999 Matory 2003
Session 14: May 12	#4 Annotated bibliography final draft due!	
Session 15: May 19	FINAL EXAM!	

Readings:

Alberto, Paulina. "Of sentiment, science and myth: shifting metaphors of racial inclusion in twentieth-century Brazil." *Social History* 37.3(2012): 261-296.

Aschenbrenner, Joyce. "Katherine Dunham: Anthropologist, Artist, Humanist." In *African-American Pioneers in Anthropology*, edited by Ira E. Harrison and Faye V. Harrison, 137-153. Urbana-Champaign: University of Illinois Press, 1999.

Battle, Nishaun T. "From Slavery to Jane Crow to Say Her Name: An Intersectional Examination of Black Women and Punishment." *Meridians: feminism, race, transnationalism* 15.1(2016): 109-136.

Bailey, Moya. "Misogynoir in Medical Media: On Caster Semenya and R. Kelly." *Catalyst: Catalyst: Feminism, Theory, Technoscience*, 2.2(2016): 1-31.

Barnett, Bernice McNair. "Angela Davis and Women, Race, & Class: A Pioneer in Integrative RGC Studies." *Race, Gender & Class, Interdisciplinary Topics in Race, Gender, and Class* 10.3(2003): 9-22.

Brown, Jayna. "Being Cellular: Race, the Inhuman, and the Plasticity of Life". *GLQ: A Journal of Lesbian & Gay Studies* 21.2/3(2015): 321-341.

Caldwell, Lilly. "'Look at Her Hair': The Body Politics of Black Womanhood in Brazil." *Transforming Anthropology* 11.2(2004): 18-29.

Collins, Patricia Hill. "What's In a Name: Womanism, Black Feminism and Beyond." *Black Scholar* 26.1(1996): 9-17.

Hurston, Zora Neale. "Folklore and Music." *Frontiers: A Journal of Women Studies* 12.1(1991): 182-198.

Lopez, Iris. "Agency And Constraint: Sterilization And Reproductive Freedom Among Puerto Rican Women In New York City." *Urban Anthropology and Studies of Cultural Systems and World Economic Development, Rompiendo Barreras de Génaro: Social Construction of Gender in U.S. Latino Communities* 22.3/4(1993): 299-323.

Lindsey, Treva. "Complicated Crossroads: Black Feminisms, Sex Positivism, and Popular Culture." *African and Black Diaspora, Special Issue on Feminist and Gender Theorizing in the Black Diaspora* 6.1(2013): 55-65.

Matory, James Lorand. "Gendered Agendas: the Secrets Scholars Keep about Yoruba-Atlantic Religion." *Gender and History* 15.3(2003): 408-38.

McClaurin, Irma. "Zora Neale Hurston: Enigma, Heterodox, and Progenitor of Black Studies." *Fire!: The Multimedia Journal* 1(2012): 49-67.

Perry, Keisha-Khan. "The Roots of Black Resistance: Race, Gender, and the Struggle for Land Rights in Salvador, Bahia, Brazil." *Social Identities* 10.6(2004): 7-38.

Rodriguez, Cheryl. "Invoking Fannie Lou Hamer: Research, Ethnography and Activism in Low-Income Communities." *Urban Anthropology and Studies of Cultural Systems and World Development* 32.2(2003): 231-251.

Schuller, Mark. "Violence and Venereal Disease: Structural Violence, Gender, and HIV/AIDS." In *Killing with Kindness: Haiti, International Aid, and NGOs*, 14-41. New Brunswick: Rutgers University Press, 2012.

Sheller, Mimi. "Quasheba, Mother, Queen: Black Women's Public Leadership and Political Protest in Post-Emancipation Jamaica, 1834-65." *Slavery & Abolition* 19.3(1998): 90-117.

Smith, Christen A. "Battling Anti-Black Genocide in Brazil." NACLA Report on the Americas, Special Issue: #BlackLivesMatter Across the Hemisphere 49.1(2017): 41-47.

Taylor, Keeanga-Yamahtta, ed. *How We Get Free: Black Feminism and the Combahee River Collective*. Chicago: Haymarket Books.

Williams, Erica L. "Geographies of Blackness, Sex Work, and Exclusion in the Tourist Districts of Salvador, Bahia, Brazil." *Gender, Place, Culture: A Feminist Journal of Geography*, (2013) DOI:10.1080/0966369X.2013.786685.

Yelvington, Kevin. "Flirting in the Factory." *Journal of the Royal Anthropological Institute* 2.2(1996): 313-333.

Attendance Policy:

Please note that in light of having to switch to an online format, class sessions are held online. If you're unable to join class discussion via video or through the phone number provided by Zoom, use Blackboard or Zoom to reach out to classmates for any additional notes. If you need help contacting someone or are unable to attend a class session for any reason, let the instructor know.

BMCC Policy on Plagiarism and Academic Integrity Statement

Plagiarism is the presentation of someone else's ideas, words or artistic, scientific, or technical work as one's own creation. Using the idea or work of another is permissible only when the

original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. For further information on integrity and behavior, please consult the college bulletin (available online).<http://owl.english.purdue.edu/owl/resource/589/01/>

BMCC Resources for Online Courses

Distance Learning for Students:

<https://sites.google.com/view/bmccdistanlearning/home>

Online Tutoring:

You can live help with any of your courses. You can also correspond through email.

<https://www.bmcc.cuny.edu/students/lrc/online-tutoring/>

Library Research Help:

The physical BMCC Library is closed for the semester but they continue to provide services electronically. The website has a chat feature and you can also email for assistance. The link shows you how to electronically access all services.

<https://www.bmcc.cuny.edu/library/blog/2020-03/were-here-to-support-you-in-person-and-online/>

BMCC is committed to the health and well-being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

Single Stop www.bmcc.cuny.edu/singlestop, room S230, 212-220-8195. If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, come by the Single Stop Office for advice and assistance. Assistance is also available through the Office of Student Affairs, S350, 212-220-8130.

Counseling Center www.bmcc.cuny.edu/counseling, room S343, 212-220-8140. Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. Counselors are available for walk-in visits.

Office of Compliance and Diversity www.bmcc.cuny.edu/aac, room S701, 212-220-1236. BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

Office of Accessibility www.bmcc.cuny.edu/accessibility, room N360 (accessible entrance: 77 Harrison Street), 212-220-8180. This office collaborates with students who have documented disabilities, to coordinate support services, reasonable accommodations, and programs that enable equal access to education and college life. To request an accommodation due to a documented disability, please visit or call the office.

Requests for Letters of Recommendation:

College is an exciting time with a variety of new opportunities and I would encourage you all to apply for as many as feasible. Like all instructors, I have very limited time outside of my academic duties to write letters of recommendation. I ask you to consider the following before you request a letter from any instructor. College is a professional academic environment that typically marks the beginning of your professionalization or preparation for a career. Treat your studies like your primary employment and organize the rest of the activities in your life accordingly. Consider how you conduct yourself in class, arrive on time, consistently engage and be an attentive learner, interact respectfully with your classmates regardless of your personal feelings towards them, and do not hesitate to ask for help from the instructor. Remember, your instructor supervises and facilitates your learning so let her know if you will be late or miss a class. Take advantage of the multitude of resources and opportunities for additional learning outside of class. Finally, come to office hours so your instructor knows who you are as a person in addition to your goals and aspirations.