

BHC 6: BLACK GENRE FICTION

In Workflow

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Approval Path

1. Fri, 23 May 2025 20:42:02 GMT
Katie Dickson (katiedickson): Rollback to Initiator
2. 2026-06-11T16:41:02Z
Stephanie Storms (s.storms): Rollback to Initiator
3. 2026-08-27T22:44:10Z
Stephanie Storms (s.storms): Approved for SP Dean

New Course Proposal

Date Submitted: 2026-08-26T23:18:23Z

Viewing: BHC 6 : Black Genre Fiction

Last edit: 2026-08-28T21:04:03Z

Changes proposed by: Raghu Trichur (101015079)

Contact(s):

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Catalog Title:

Black Genre Fiction

Class Schedule Title:

Black Genre Fiction

Academic Group: (College)

SP - Special Programs

Academic Organization: (Department)

All College (Black Honors)

Will this course be offered through the College of Continuing Education (CCE)?

No

Catalog Year Effective:

Fall 2027 (2027/2028 Catalog)

Subject Area: (prefix)

BHC - Black Honors College

Catalog Number: (course number)

6

Course ID: (For administrative use only.)

TBD

Units:

3

Is the ONLY purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?

No

In what term(s) will this course typically be offered?

Fall, Spring, Summer

Does this course require a room for its final exam?

Yes, final exam requires a room

Does this course replace an existing experimental course?

No

This course complies with the credit hour policy:

Yes

Justification for course proposal:

Students are surrounded by popular culture every day. We are in an age where major efforts by Black creators are often met with a wave of think pieces, online discourse, and cultural commentary. In the interest of empowering students to become critical thinkers, global citizens, and courageous scholars, this course teaches students how to “read” the popular culture around them in order to critically engage with films, literature, and the cultural criticism that accompanies them. This involves a blend of literary analysis, film analysis, and cultural analysis grounded in the methods of the humanities, Cultural Studies, and Black Studies.

In this course, students will engage with film and literature in the science fiction/fantasy, romance, or mystery genres created by Black authors, filmmakers, and cultural producers. Students will learn how to identify stereotypes of Black characters, including what Patricia Hill Collins calls “controlling images,” and analyze how Black creators both challenge and subvert those representations. Students will also learn how to situate texts within their historical and cultural contexts by examining authors’ backgrounds, rhetorical situations, and the social conditions that shape cultural production.

Students will demonstrate their understanding of the core course concepts through short, informal writing assignments, multimodal projects, and a semester-long cultural criticism project. In the cultural criticism project, students will write a public-facing think piece that connects one of the course texts to broader cultural issues and contemporary conversations. To prepare for this assignment, students will read and analyze multiple examples of cultural criticism in order to learn the conventions and forms of this genre of writing. The project is scaffolded into smaller assignments, including drafting and revision activities completed throughout the semester, and requires students to develop and apply literary analysis, research, writing, and cultural analysis skills.

As an Area 3B Humanities General Education course, this class helps students investigate the relationship between culture, storytelling, history, and social life while developing the analytical and interpretive skills central to the humanities. The course also supports the mission of the Black Honors College by contributing to a General Education pathway for students interested in the study of Black history, life, culture, and representation across media forms.

This course is an important addition to the Black Honors College because it teaches students to think deeply and critically about the Black stories they encounter in their everyday lives. It also provides students with the opportunity to produce their own cultural criticism and public-facing analytical writing, skills with both academic and professional applications.

Course Description: (Not to exceed 90 words and language should conform to catalog copy.)

This course examines Black storytelling in the genres of science fiction/fantasy, romance, and mystery across literature and film. Students will explore the conventions of each genre alongside the history of Black representation in popular culture. Through engagement with works by at least four Black creators, the course emphasizes critical analysis of how these texts reflect and shape historical and cultural contexts.

Are one or more field trips required with this course?

No

Fee Course?

No

Is this course designated as Service Learning?

No

Is this course designated as Curricular Community Engaged Learning?

No

Does this course require safety training?

No

Does this course require personal protective equipment (PPE)?

No

Does this course have prerequisites?

No

Does this course have corequisites?

No

Graded:

Letter

Approval required for enrollment?

No Approval Required

Course Component(s) and Classification(s):

Lecture

Lecture Classification

CS#02 - Lecture/Discussion (K-factor=1WTU per unit)

Lecture Units

3

Is this a paired course?

No

Is this course crosslisted?

No

Can this course be repeated for credit?

No

Can the course be taken for credit more than once during the same term?

No

Description of the Expected Learning Outcomes and Assessment Strategies:

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

	Expected Learning Outcome	Assessment Strategies
1	Analyze Black genre texts across literature and film with attention to genre conventions and cultural context. (GE Outcome B)	Reading journal, video essay, comparative analysis project, in-class discussion and activities
2	Explain how Black creators use genre fiction to critique and reimagine social, historical, and cultural realities. (GE Outcome D)	Reading journal, Cultural Criticism Essay, Creator/Context Spotlight
3	Apply methods from the humanities, Cultural Studies, and Black Studies to interpret literary and visual texts. (GE Outcome A)	Cultural Criticism Essay, comparative analysis project, video essay, Creator/Context Spotlight
4	Compare representations of race, identity, and power across multiple Black genre works. (GE Outcome C)	Comparative analysis project, in-class discussion and activities
5	Produce analytical and/or creative work that responds to Black genre texts for specific audiences and purposes. (GE Outcome A & B)	Video essay, Cultural Criticism Essay
6	Revise written and multimodal compositions through iterative drafting and feedback. (GE Outcome A)	Cultural Criticism Essay

Attach a list of the required/recommended course readings and activities:

Course Proposal_BHC 3B_Syllabus (1).pdf

For whom is this course being developed?

General Education

Is this course required in a degree program (major, minor, graduate degree, certificate?)

No

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?

No

Will there be any departments affected by this proposed course?

No

I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.

I/we agree

Attach Accessibility Checklist: (Optional at submission. Fulfills requirement to file with Dean's office.)

Course Accessibility Checklist_BHC Genre Fiction_Wade.pdf

University Learning Goals

Undergraduate Learning Goals:

Competence in the disciplines
Intellectual and practical skills
Personal and social responsibility
Integrative learning

Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?

No

GE Course and GE Goal(s)

Is this a General Education (GE) course or is it being considered for GE?

Yes

In which GE area(s) does this apply?

3B. Humanities

Which GE objective(s) does this course satisfy?

Read, write, and understand relatively complex and sophisticated English prose.
Construct a non-fallacious verbal argument, recognize fallacious arguments, and follow the verbal arguments of others.
Find and use common information resources, engage in specialized library research, use computers and seek out appropriate expert opinion and advice.
Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

Attach Course Syllabus with Detailed Outline of Weekly Topics:

Course Proposal_BHC 3B_Syllabus (1).pdf

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

Will more than one section of this course be offered?

Yes

Provide a description of what would be considered common to all sections and what might typically vary between sections:

All sections will share the same course objectives, learning outcomes, assignments, and assessment structure. The specific texts, films, and other course materials may vary while continuing to support the same learning outcomes.

Please write a statement indicating the means and methods for evaluating the extent to which the objectives of the GE Area(s) and any writing requirements are met for all course sections:

The General Education learning outcomes are assessed through a scaffolded approach that asks students to apply humanities methods in increasingly complex ways throughout the semester. Rather than relying on a single exam or paper, students repeatedly practice skills such as analysis, comparison, historical contextualization, and cultural interpretation across a variety of assignments.

This approach allows students to build competency over time while demonstrating their understanding of the relationships among culture, history, identity, and human experience.

For example, in the Comparative Analysis Project, students compare two Black genre texts and analyze how each represents race, identity, power, or community. In the Creator/Context Spotlight, students research a Black creator and explain how the creator's historical and cultural context informs their work. Together, these assignments require students to apply humanities methods, engage with cultural and historical contexts, and demonstrate achievement of the General Education learning outcomes.

Writing skills are developed and evaluated throughout the course. Informal writing assignments, including reading journals and discussion activities, provide regular opportunities for students to engage with course concepts and practice analytical writing. Formal writing assignments, particularly the Comparative Analysis Project and Cultural Criticism Project, are evaluated for clarity, organization, use of evidence, critical analysis, and appropriate application of course concepts and terminology. The Cultural Criticism Project includes drafting and revision components, allowing students to receive feedback and demonstrate improvement in their writing over time.

All course sections will use the same course objectives, learning outcomes, and major assignments to ensure consistent assessment of the GE Area requirements.

What steps does the department plan to take to ensure that instructors comply with the respective category criteria and who is responsible?

The Black Honors College will collect and review syllabi for this course.

General Education - Area 3B: Humanities

Section 1.

Indicate in written statements how the course meets the following criteria for Area 3B. Relate the statements to the course syllabus and outline. Be as succinct as possible.

Is broad in scope or survey in nature.

This course is broad in scope because it examines Black storytelling across multiple genres, including science fiction/fantasy, romance, mystery, and film. Rather than focusing on a single text, author, or historical period, students engage with works by multiple Black creators and analyze them through the interdisciplinary lenses of the humanities, Cultural Studies, and Black Studies. Throughout the semester, students explore a wide range of topics, including race, identity, family, gender, power, representation, history, and popular culture.

The course also surveys multiple forms of cultural production, including novels, films, cultural criticism, and public-facing media. Units could address topics such as fairy tales and Black fatherhood, speculative interpretations of slavery and resistance, surrealist film, and the role of cultural criticism in contemporary society. By examining how Black genre fiction reflects and shapes social and historical realities, students develop a broad understanding of the relationship between culture, storytelling, and human experience. These themes are introduced throughout the course description, learning objectives, and unit structure outlined in the syllabus.

Develops an understanding of and appreciation for the diversity of the human community.

This course develops students' understanding of and appreciation for the diversity of the human community by examining the wide range of experiences, identities, and perspectives represented in Black genre fiction. Through literature and film, students encounter diverse portrayals of race, gender, family, community, class, and identity across multiple genres, including science fiction/fantasy, mystery, and romance. Rather than presenting Black experiences as monolithic, the course emphasizes the complexity and diversity of Black life across historical periods, social contexts, and cultural forms.

Students' understanding of and appreciation for the diversity of the human community is assessed through the Cultural Criticism Project. In this assignment, students analyze a course text and connect it to broader cultural conversations about race, identity, representation, and social life. Drawing on the diverse perspectives and experiences encountered throughout the semester, students produce a public-facing piece of cultural criticism that demonstrates their ability to interpret cultural texts within their historical and social contexts and to critically engage with the complexity of human experiences represented in the course.

Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:

Demonstrate knowledge of the conventions and methods of the study of the humanities.

This course develops students' knowledge of the conventions and methods of the humanities through the study of literature, film, and cultural criticism. Students learn and apply core humanities methods, including close reading, textual interpretation, film analysis, comparative analysis, historical contextualization, and cultural criticism. Throughout the course, students examine how Black genre texts create meaning and how those meanings are shaped by historical, cultural, and social contexts.

The course introduces students to both literary and visual analysis through sustained engagement with novels, films, and critical essays. Students practice humanities-based inquiry by analyzing genre conventions, interpreting representations of race and identity, comparing multiple texts, and situating cultural works within broader historical traditions. These skills are reinforced through assignments such as the Video Essay, Comparative Analysis Project, Creator/Context Spotlight, and Cultural Criticism Project, all of which require students to apply humanities methods to interpret and evaluate cultural texts.

Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.

Students investigate the relationship between culture and society by examining how Black creators use genre fiction to critique social realities and imagine alternative possibilities. For example, units on fairy tales and Black fatherhood, speculative representations of slavery and resistance, and surrealist film encourage students to analyze how cultural texts respond to historical conditions and contemporary social issues. Students also learn to situate texts within their historical and cultural contexts by examining authors' backgrounds, rhetorical situations, and the broader social forces that shape cultural production.

This outcome is assessed through assignments such as the Comparative Analysis Project and the Cultural Criticism Project, which require students to analyze how cultural works both reflect and shape human experiences, social values, and collective understandings. Through these assignments, students demonstrate their ability to connect individual texts to larger cultural and societal developments.

Compare and analyze various conceptions of humankind.

This course develops students' ability to compare and analyze various conceptions of humankind by examining how Black genre fiction represents different understandings of identity, community, family, power, morality, and human possibility. Through literature, film, and cultural criticism, students encounter a range of perspectives on what it means to be human and how individuals relate to one another and to society.

Students compare representations of race, gender, family, belonging, and resistance across multiple genres and media. For example, students analyze depictions of Black fatherhood and family in *The Changeling*, consider questions of survival, citizenship, and freedom in *Dread Nation*, and examine community, identity, and social control in *They Cloned Tyrone*. By studying these texts alongside cultural criticism and historical context, students learn how conceptions of humankind are shaped by culture, history, and social conditions.

This outcome is directly addressed through Course Objective 4, which asks students to compare representations of race, identity, and power across multiple Black genre works. It is assessed through the Comparative Analysis Project, in which students examine how different texts represent human experiences and social realities, as well as through the Cultural Criticism Project, which requires students to connect literary and filmic representations to broader cultural conversations about human life and society.

Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.

This course develops students' knowledge and understanding of the historical development of cultures and civilizations by examining how Black genre fiction engages with historical events, cultural traditions, and social values. Through literature, film, and cultural criticism, students explore how Black creators draw upon and reinterpret historical experiences to comment on issues such as race, identity, family, community, power, and resistance.

Throughout the course, students situate texts within their historical and cultural contexts by examining the social conditions, intellectual traditions, and cultural values that shaped their production. For example, students analyze how *Dread Nation* reimagines the history of slavery and Reconstruction, how *The Changeling* engages cultural traditions surrounding family and storytelling, and how *They Cloned Tyrone* critiques contemporary social structures through speculative and surrealist storytelling. Readings from Patricia Hill Collins, *The 1619 Project*, and other works provide additional historical and cultural context that helps students understand the ideas and values reflected in the course texts.

This outcome is assessed through assignments such as the Creator/Context Spotlight, Comparative Analysis Project, and Cultural Criticism Project, all of which require students to connect literary and filmic works to broader historical developments, cultural traditions, and societal values. Through these assignments, students demonstrate their ability to analyze how cultural texts both emerge from and contribute to the ongoing development of cultures and civilizations.

In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

Due to the topic and structure of the course, instructors may select texts that address any of the listed categories, including women, ethnicity, socio-economic status, religious affiliation, disabilities, and LGBTQ+ communities. The texts included in this course proposal primarily emphasize ethnicity, women, and socio-economic status.

Because the course focuses on Black genre fiction and film, students examine how race and ethnicity shape lived experiences, cultural production, and representation. Students also engage works by Black women creators and scholars and analyze how gender shapes representations of identity and power. In addition, many course texts explore issues of inequality, social hierarchy, and access to resources, encouraging students to consider the role of socio-economic status in shaping individual and collective experiences.

Includes a writing component described on course syllabus

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

This course includes both informal and formal writing assignments that encourage students to think through and apply course concepts. Informal writing occurs regularly through weekly reading journals, discussion activities, and other low-stakes written responses that require students to engage with readings, films, and class discussions. These assignments provide opportunities for students to practice using course terminology and analytical concepts while developing their ideas.

Formal writing assignments include the Comparative Analysis Project and the scaffolded Cultural Criticism Project. In the Cultural Criticism Project, students develop a public-facing analytical essay through multiple stages, including proposal, drafting, revision, and final submission. Students are required to apply literary analysis, cultural analysis, and historical contextualization to support their arguments.

Student writing is evaluated for clarity, organization, use of evidence, and appropriate application of course concepts and terminology. Through both formal and informal writing, students demonstrate their understanding of key course themes while developing their analytical and communication skills.

Section 2.

If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.

This course makes a distinctive contribution to the General Education curriculum by introducing students to the study of popular culture as a site of humanistic inquiry. While students regularly encounter stories through books, film, streaming platforms, and social media, they are not always taught how to critically analyze those cultural texts or the broader conversations surrounding them. This course provides students with the analytical tools to interpret literature, film, and cultural criticism within their historical, social, and cultural contexts.

The course also expands the Humanities curriculum by centering Black genre fiction, an area of cultural production that has often been overlooked in traditional literary study despite its significant influence on contemporary culture. Through the study of science fiction, fantasy, mystery, and other genres, students examine fundamental questions about identity, community, power, history, and human experience while engaging with the methods of literary analysis, film analysis, and cultural criticism.

Finally, this course supports the mission of the Black Honors College by contributing to a General Education pathway focused on Black history, life, and culture. As an interdisciplinary Humanities course, it provides students from a wide range of majors with opportunities to develop critical thinking, analytical writing, and cultural literacy skills that will serve them both within and beyond the university.

Please attach any additional files not requested above:

Notice about Course Proposal on Black Genre Fiction.pdf

Reviewer Comments:

Katie Dickson (katiedickson) (Fri, 23 May 2025 20:42:02 GMT): Rollback: In preparation for the summer 2025 Curriculum Workflow software update, all course and program proposals have been moved out of Workflow. Submissions to Workflow will resume Monday, August 11, 2025. Please contact Academic Services at catalog@csus.edu with any questions.

Stephanie Storms (s.storms) (Thu, 11 Jun 2026 16:41:02 GMT): Rollback: Please give the course a number. It can be an undergraduate qualifying number (e.g., 100)

Key: 15146