

THE 1619 EXTENSION PROJECT

ASSIGNMENT OVERVIEW

THIS PROJECT IS DUE ON BLAZEVIEW BY 11:59 PM ON TUESDAY, DECEMBER 8

After spending the semester reflecting on the role of slavery and the place of African American voices in American literature, your final assignment will ask you to revisit *The 1619 Project* by making a similar contribution of your own. This project is designed to provide you with maximum flexibility, as it can be in the form of an essay, a poem, visual art, photojournalism, interviews, archival research, or other modes that would make sense in an extension of *The 1619 Project*. As you develop your project, you should imagine directing yourself to a similar audience as *The New York Times*. Two questions to consider: What have you learned this semester that would be valuable to share with readers? How have the texts or authors we have read changed your views about American literature? There is no length requirement for this project, although your submission should reflect a deep engagement with the course materials.

CORE REQUIREMENTS FOR THE 1619 EXTENSION PROJECT

While I want you to feel *mostly* unconstrained as you conceptualize this assignment, I do have a few core requirements for you. Please read through these carefully as you conceptualize the project:

- Your project must engage with *at least one* of the assigned readings for class. What inspirations, ideas, or insights did you gain from the readings? Try to bring these elements to expression.
- Your project must also engage with *at least one* contemporary issue that is *not* featured in one of the assigned readings for class, but might be considered relevant alongside those readings.
- Your project must include *at least one* visual element in addition to its textual content.
- If you quote, paraphrase, or otherwise borrow from an author or creator, you *must* include relevant citations. These can be in the form of footnotes or endnotes, or they can be treated creatively (in the form of a word search, an image, etc.). Bear in mind that whatever method of citation you choose, all citations must be able to direct your readers to the appropriate text or artifact.

ADDITIONAL QUESTIONS TO CONSIDER AS YOU CONCEPTUALIZE YOUR PROJECT

- Which literary texts or historical contexts from this semester are most relevant to your project?
- How does your chosen medium alter or illuminate your understanding about those (con)texts?
- What are the core elements of your project's design and how do they inform its construction?
- How does the text of your text engage—implicitly and explicitly—with any visual aspects?
- Does the combination of textual and visual convey meaning that text or images alone could not?

IMAGINING THE CONTENT OF YOUR PROJECT

The medium and/or content of your project may include or take the form of the following:

- Collages
- Comics
- Diary Entries
- Essays
- Flowcharts
- Illustrations
- Interviews
- Journalism
- Letters
- Listicles
- Manifestos
- Narratives
- Photography
- Playlists
- Poetry
- Quizzes
- Rants
- Reviews
- Short Stories
- Visual Art
- *Surprise Me!*

POTENTIAL ELEMENTS OF A SUCCESSFUL PROJECT

CREATIVE TITLE AND/OR COVER PAGE

The title of your project and the design of its cover page could set the tone for your audience.

TABLE OF CONTENTS (OPTIONAL)

Depending on the length and the design of your project, you may want to include a table of contents that can direct your reader to certain pages and provide additional context or citations. If you choose to include a table of contents, please be sure to number your pages.

MANIFESTO AND AUTHOR BIO (OPTIONAL)

Like many of the pieces we saw in *The 1619 Project*, your project may benefit from a statement of purpose or a manifesto to explain its objectives. This could take the form of a statement that explains who you are, why you have chosen to create this particular project, and/or what sort of personal, social, or cultural significance this project may have for you or for your readers.

ATTENTION TO ACCESSIBILITY AND AESTHETICS

While I would like you to be as creative as possible, that does not mean that what you produce should be inaccessible and/or difficult to read. In fact, the mainstream circulation of *The 1619 Project* was meant to *increase* the ability for such narratives to be shared. Keep that in mind.

WHY ARE WE DOING THIS?

While this project does not have to look like a traditional academic essay, it *is* an opportunity for you to develop and refine your critical thinking skills. The impact of *The 1619 Project*—a mainstream attempt to reconsider American history—can be seen in the critical attention it has received. Moreover, the ability to communicate clearly and multimodally has become increasingly important for college graduates, and you will be expected to do so in culturally-informed and sensitive ways. By asking you to create a thoughtful and visually engaging contribution to our national discourse on the legacy of slavery, I am inviting you to demonstrate your competency in *multicultural literacy* and *multimodal writing* as the semester ends.