

Fall 2019

Course Description

This course interrogates the historical and psychological impacts of the American experience on people of African descent in the United States, from the end of the Civil War to the present. Together, we will explore the intersections of the “color-line,” as W.E.B. Du Bois called it, with the American ideals of freedom, and democracy. We will explore the impacts of race and racial prejudice on people of African descent as they made their way out of slavery and into a society that struggles to embrace them equally. We will consider several questions related to this journey. Specifically, we will think about what freedom and democracy have meant to African American people in the United States, and the ways that they have creatively expressed these meanings over the course of a century.



U.N.I.A. parade in Harlem, 1924.



Protest for Alton Sterling, Baton Rouge, LA (2016)

Instructor: Professor Hunter

Office: Conklin Hall room 337

Hours: MTH 11:30-1:00

Please use this link: <https://calendly.com/lpbhunter>

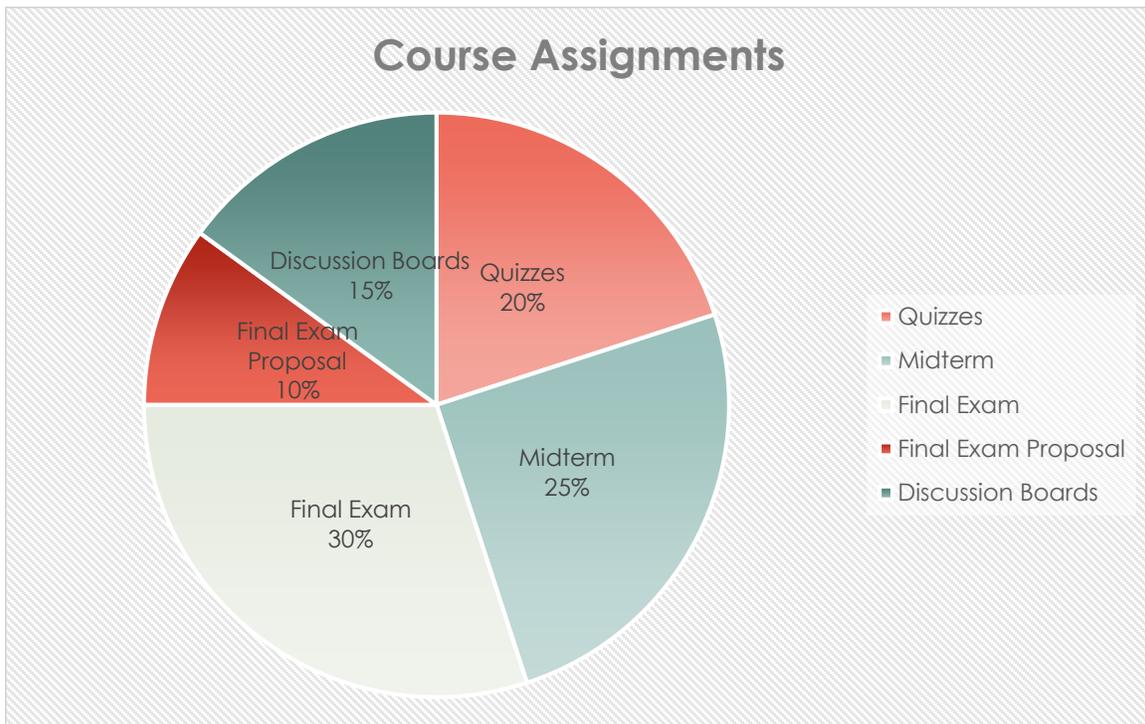
Email: lahunter@newark.rutgers.edu

Required Text: Deborah G. White, et. al., *Freedom on My Mind: A History of African Americans* Vol. 2 2nd ed. (New York: Bedford St. Martin's, 2016) ISBN: 978-1319060534

All other required readings are available via blackboard.

Course Objectives

1. Develop a basic understanding of the ways in which the events following the American Civil War shaped the African American struggle for social, economic and political equality during the twentieth century.
2. Think critically about the African American experience from the late nineteenth century into the twentieth-first century using the course textbook, scholarly essays, and primary sources.
3. Consider the psychological impacts of race and racial prejudice on African Americans after the Civil War and into the present.
4. Identify the major strategies African Americans employed post-Emancipation to undermine social and political oppression from the turn of the twentieth century into contemporary times.
5. Identify the basic components of African American literary expression and discuss its importance to modern understandings of the African American experience and American race relations.
6. Evaluate the shifting meanings of freedom, equality, and national identity to African Americans from the late nineteenth century to the twenty-first.
7. Discuss and debate issues of race, gender and identity as we think collectively about the contributions of African Americans to modern American society.



Quizzes — We will take three quizzes this semester. Each quiz is designed to measure your skill level and your grasp of the reading material. Every quiz will be announced before hand and will be based on the readings and lecture content for corresponding units. Please pay attention to the blackboard announcement section in order to stay on pace with these assessments.

Midterm—This semester you will complete one formal exam assessment. The midterm will require you to demonstrate your grasp of the content and ideas we discuss prior to the date of the exam. A study guide will be available on blackboard well in advance of the exam due date.

Final Essay Assignment—At the end of the semester, you will submit an essay that addresses a major area of debate or question in contemporary African American and African Studies. Topics will be drawn from a given selection of essay prompts. A detailed guide will be posted in the final exam guides section of our blackboard page.

Final Exam Proposal— As a precursor to your written final exam, you are required to submit a one-page proposal and bibliography for your exam three weeks before you submit your essay. A detailed guide and sample template are provided on blackboard in the final exam section.

Discussion Boards—Lively and engaging class discussion are essential to sustaining a learning environment we will all benefit from. To build a classroom community centered on collaborative learning and intellectual curiosity, I will post a discussion forum each week that is based on the corresponding course content. Each post will pose questions to the class and provide additional materials to consider as we think through the journey of African American people from the late nineteenth century into our present historical moment. You will be responsible for contributing **AT LEAST one response per week throughout the semester** to the questions and comments posted on our discussion board. Your responses should be AT LEAST 150-300 words long (approximately one paragraph).

Evaluations & Course Policies

Evaluation: A key element aspect of your experience in this class will involve the instructor's evaluation of your progress in the course, with the course materials. As part of each of the instructor's assessment of your coursework, the following elements will be considered where applicable with each of the course assignments noted above.

- How effectively you develop your arguments in clear and coherent texts, as well as in oral communication, to produce an informed analysis of the materials with which you have been presented.
- How effectively you grasp the differing ways to read a variety of texts and cultural artifacts, and then produce an informed analysis of them. The evaluation will also include assessing your understanding of the connections among texts within given disciplines, and the similarities and distinctions between texts from different disciplines.
- How successfully you discuss your ideas individually and collectively in class, informally address in writing the information which you are presented in your responses to readings, and how you more formally engage these ideas in longer written work, as well as the midterm and final examinations.
- How you creatively produce ideas and texts in response to each other through the debates and the one-on-one conversation sessions.
- How you employ basic methods and methodologies employed in the humanities and social sciences. How well you identify, discuss and analyze interactions between people from a range of political, social, cultural, racial, ethnic, and gendered groups.
- How well you understand and address the relationship between the course materials and the defining social, political, cultural, and intellectual questions of your own time, in both historical and historical perspectives.

Policy on Academic Integrity (Cheating and Plagiarism): Rutgers University treats cheating and plagiarism as serious offenses. The standard minimum penalties for students who cheat or plagiarize include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University. You are **REQUIRED** to insert an academic integrity pledge on EVERY assignment you submit this semester. **The pledge should read as follows: "On My honor I have neither received nor given any unauthorized assistance on this assignment."**

Resources

Accommodations: Rutgers University provides accommodations and/or modifications to any student who has been deemed eligible for special services, to ensure that all students have an equal opportunity to participate in all Rutgers programs, services, and activities. Students with disabilities, including learning disabilities, requiring assistance and/or accommodation should speak with Disability Services in a timely manner.

Note: Course Schedule is subject to change.

WEEK	DATE	TOPIC	WHAT TO READ	WHAT'S DUE
1	Sept. 3 -6	Course Introduction	See Blackboard Welcome Folder	
		Reconstruction & the Challenges Ahead, 1880-1915	Blackboard Reading: Excerpts from W.E.B. DuBois' <i>Black Reconstruction</i>	
			Read through <i>Freedom on My Mind</i> Ch. 8 this week.	
2	Sept. 9-13	Jim Crow in the Twentieth Century, 1915-1940	Blackboard Reading: Booker T. Washington's "Atlanta Exposition Speech"	
			Blackboard Reading: Mary Church Terrell "The Progress of Colored Women"	
3	Sept. 16-20		Read through <i>Freedom on My Mind</i> Ch. 9 this week.	
			Blackboard Reading: DuBois "Of Booker T. Washington and Others"	
4	Sept. 23-27		Read through <i>Freedom on My Mind</i> Ch. 10 this week.	Quiz 1 due Sept. 29 @ 11:59 pm
			Blackboard Reading: Angela Davis "I Used to be Your Sweet Mama"	

5	Sept. 30- Oct. 4	Early Civil Rights Strategies & the "Double V" – 1939-1948	Begin reading <i>Freedom on My Mind</i> Ch.11	
			Blackboard Reading: Robert Korstad "Opportunities Found and Lost"	Midterm Review sheet posted
6	Oct. 7-11		Blackboard Reading: Nicole Marie Brown "Bridge Leadership"	
			Read through <i>Freedom on My Mind</i> Ch. 11 this week.	
7	Oct. 14-18	MIDTERM EXAM WEEK		Review content from history unit to prepare for exam.

		MIDTERM EXAM WEEK	MIDTERM EXAM	Midterm Exam due by Oct. 20 @ 11:59 pm
8	Oct. 21-25	Introduction to Black Psychology	Blackboard Reading: Bertha Holliday "The History and Visions of African American Psychology"	
			Blackboard Reading: Sadye M. L. Logan "Mental Health Interventions and the Black Community"	
9	Oct. 28- Nov. 1	Black Childhood and development	Blackboard Reading: Excerpts from <i>The African American Child: Development and Challenges</i>	

			Blackboard Readings: Kristal Shelvin "Stereotype Threat in African American Children"	
10	Nov. 4-8	Black Identity, Gender and Mental Health	Blackboard Readings: Ronald Jackson "Defining Black Masculinity as Cultural Property"	
			Blackboard Readings: Danelle Watkins "Examining the Associations of Racism, Sexism, and Stressful Life Events on Psychological Distress Among African American Women"	
11	Nov. 11-15	Black Literary Expression and Theory	Blackboard Readings: W.E.B. DuBois "Criteria of Negro Art" & Langston Hughes "The Negro Artist and the Racial Mountain"	
			Blackboard Reading: See Black Lit Folder 1	
				Quiz 2 due Nov. 17 @ 11:59 pm
12	Nov. 18-22		Blackboard Readings: Carolyn F. Gerald "The Black Writer and His Role"	
			Read through Freedom on My Mind Ch. 13 this week.	
13	Nov. 25-29			Final Exam Proposal Due Nov. 25 @ 11:59 pm
		THANKSGIVING BREAK	-----	Check for responses to

				your proposal this weekend
14	Dec. 2-6	Black Narratives in the 21 st Century	Blackboard reading: See Black Lit 2	
			Blackboard Readings: Henry Louis Gates "The Signifying Monkey"	
				Quiz 3 due Dec. 8 @ 11:59 pm
15	Dec. 9-13		Blackboard Readings: Deborah E. McDowell "New Directions for Black Feminist Criticism"	
			Read through Freedom on My Mind Ch. 14 this week.	
			Reading Days beginning Dec. 12	
16	Dec. 16-20	Final Exam Week	-----	
		Final Exam	-----	Final Exam Due Dec. 19 @ 5 pm