

TTH 10:00- 11:20 AM (Hill Hall 105)

### 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.



NAACP Silent Protest Parade 1917

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](mailto:lahunter@newark.rutgers.edu)

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

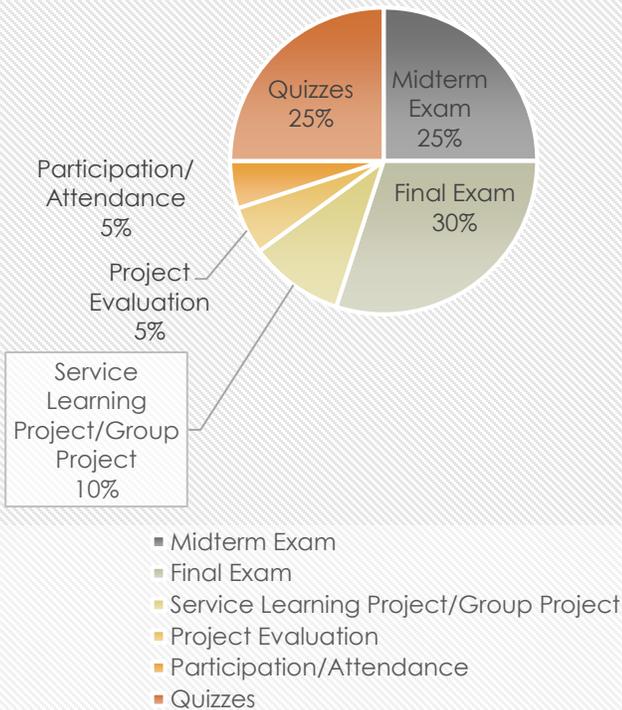
**All other required readings are available via blackboard.**



### 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.

## Assignments



Ella Baker and Fannie Lou Hamer

**Exams**—This semester you will take two exams, one formal midterm and one take home final essay assignment. Each test will require you to demonstrate your understanding of the concepts and ideas we discuss together each week, and your ability to apply these concepts to our contemporary moment. Please see the reading schedule below for the dates of both.

**Project options**— This semester you will have a choice of two project options. The first option is a small group assignment that requires you to create a public history project. The second option requires you to complete 10-15 hours of service learning, individually, at a location of your selection and choice. Based on the project you choose; you will be assessed by your group members or a service learning supervisor. Your grade will be based on the level of effort and investment you put into your chosen project.

**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 not be announced, so please make sure that you have read for each class to ensure your success on each assessment. **Note: If you miss a quiz for any reason, you will must take it within two class sessions. After this time, you will lose the opportunity. Pop quizzes cannot be retaken.**

**Participation/Attendance**—Participation and attendance are vital to success in this course. Showing up to class on time and contributing to class discussions thoughtfully can mean the difference between an A and a B+, or a C+ and a C. Besides active participation, being in class is a key component to excelling in this course. Understandably, there will be times when each of us may be late or absent. In this case, let's agree to keep each other posted at least 24 hours AHEAD of time when we can. If this is not possible, and your late attendance or absence is not due to an emergency, it will count against you. Three incidences of lateness will equal one absence; each unexcused absence after this will lower your final grade by one half grade. Any student who misses five or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

# 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	Course Introduction		
	Sept. 5	Reconstruction & the Challenges Ahead, 1880-1915	Blackboard Reading: Excerpts from W.E.B. DuBois' <i>Black Reconstruction</i>	
2	Sept. 10		Blackboard Reading: Letters to the Freedmen's Bureau Read through <i>Freedom on My Mind</i> Ch. 8 this week.	
	Sept. 12	Jim Crow in the Twentieth Century, 1915-1940	Begin reading <i>Freedom on My Mind</i> Ch. 9 this week.	
3	Sept. 17		Blackboard Reading: Booker T. Washington's "Atlanta Exposition Speech" & "A Protest Against the Burning of Negroes"	
	Sept. 19		Blackboard Reading: DuBois "Of Booker T. Washington and Others" Read through <i>Freedom on My Mind</i> Ch. 9 this week.	
4	Sept. 24		Begin reading <i>Freedom on My Mind</i> Ch. 10 this week.	
	Sept. 26		Blackboard Reading: Excerpts from <i>The New Negro in the Old South</i>	
5	Oct. 1		Blackboard Reading: Angela Davis "I Used to be Your Sweet Mama"	
	Oct. 3		Complete <i>Freedom on My Mind</i> Ch. 10 this week.	Midterm Review sheet posted
6	Oct. 8	Early Civil Rights Strategies & the "Double V" – 1939-1948	Blackboard Reading: Robert Korstad "Opportunities Found and Lost"	
	Oct. 10		Read through <i>Freedom on My Mind</i> Ch. 11	
7	Oct. 15	MIDTERM REVIEW	MIDTERM REVIEW DAY	
	Oct. 17	MIDTERM EXAM	MIDTERM EXAM	
8	Oct. 22	Introduction to Black Psychology	Blackboard Reading: Bertha Holliday "The History and Visions of African American Psychology"	
	Oct. 24		Blackboard Reading: Sadye M. L. Logan "Mental Health Interventions and the Black Community"	

<b>9</b>	Oct. 29	Black Childhood and development	Blackboard Reading: Excerpts from <i>The African American Child: Development and Challenges</i>	
	Oct. 31		Blackboard Readings: Kristal Shelvin "Stereotype Threat in African American Children"	
<b>10</b>	Nov. 5	Black Identity, Gender and Mental Health	Blackboard Readings: Ronald Jackson "Defining Black Masculinity as Cultural Property"	
	Nov. 7		Blackboard Readings: Danelle Watkins "Examining the Associations of Racism, Sexism, and Stressful Life Events on Psychological Distress Among African American Women"	
<b>11</b>	Nov. 12	Black Literary Expression and Theory	Blackboard Readings: W.E.B. DuBois "Criteria of Negro Art" & Langston Hughes "The Negro Artist and the Racial Mountain"	
	Nov. 14		Blackboard Reading: See Black Lit Folder 1	
<b>12</b>	Nov. 19		Blackboard Readings: Carolyn F. Gerald "The Black Writer and His Role"	
	Nov. 21		Read through Freedom on My Mind Ch. 13 this week.	
<b>13</b>	Nov. 26	No Class	No Class	
	Nov. 28	Black Narratives in the 21 <sup>st</sup> Century	Blackboard reading: See Black Lit 2	
<b>14</b>	Dec. 3		Blackboard Readings: Henry Louis Gates "The Signifying Monkey"	
	Dec. 5		Blackboard Readings: Deborah E. McDowell "New Directions for Black Feminist Criticism"	
<b>15</b>	Dec. 10		Read through Freedom on My Mind Ch. 14 this week.	
	Dec. 12		Reading Day No Class	
<b>16</b>	Dec. 19	Final Exam	-----	Final Exam Due @ 12 pm