

Introduction to African American and African Studies II

Spring 2020

Conklin 446

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.

In This Course We Will:

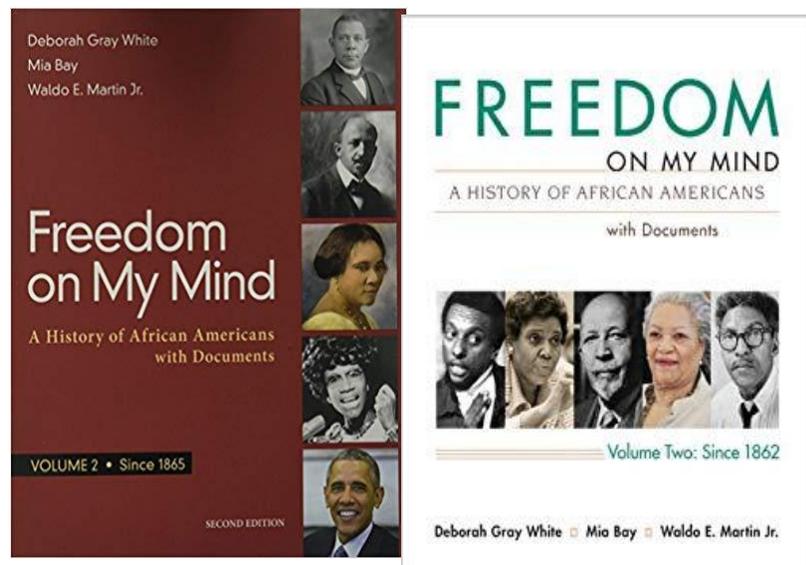
1. Think critically about the black experience from the late nineteenth century into the twentieth-first century using the course textbook, scholarly essays, and primary sources.
2. Develop a basic understanding of the ways in which the events following the American Civil War shaped the African American struggle for social, economic, and political equality from the 19th century into contemporary times.
3. Identify the major strategies African Americans have historically employed to undermine social and political oppression since Emancipation.
4. Evaluate the shifting meanings of freedom, equality, and national identity to African Americans from the late nineteenth century to the twenty-first.
5. Consider the psychological impacts of race and racial prejudice on people of African in American society.
6. 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.
7. Discuss and debate issues of race, gender and identity as we think collectively about the contributions of African Americans to modern American society.

Instructor: Professor Hunter

Office: Conklin Hall 337

Hours: M:12-1 pm; T: 1:30-2:30 pm

Schedule meetings here: <https://calendly.com/lpbhunter>

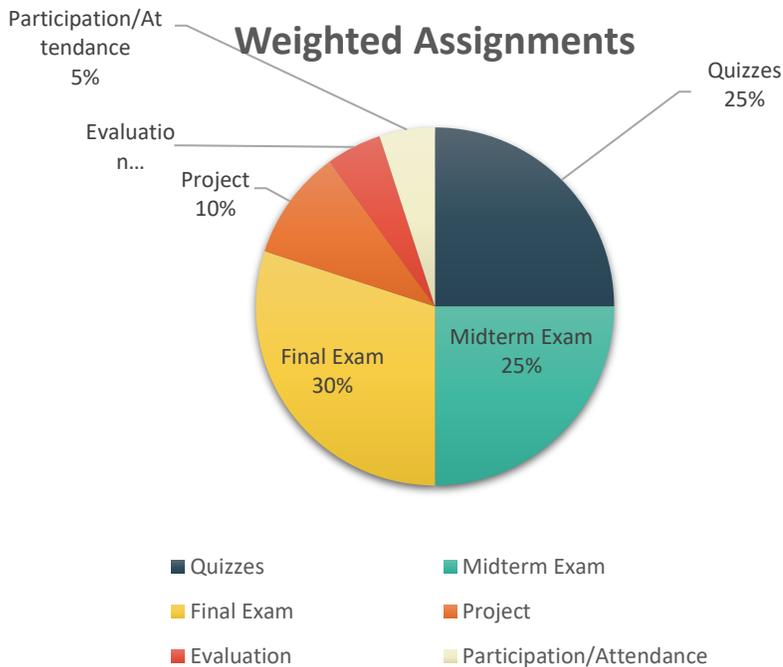


Required Textbook: Deborah G. White, et. al., *Freedom on My Mind: A History of African Americans Vol. 2* 2nd ed. (New York: Bedford St. Martin's, 2016) ISBN: 978-1319060534

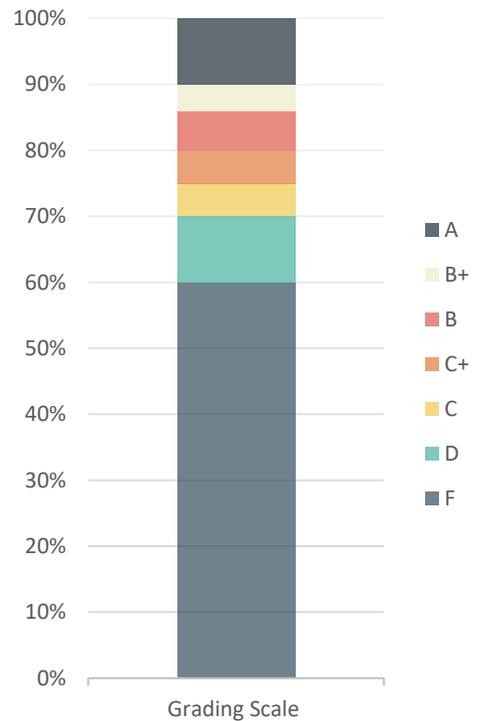
Copies of this text are on reserve in Dana Library. All other required readings are available via blackboard.

Assignments and Grading

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 must take it within two class sessions. After this time, you will lose the opportunity. Pop quizzes cannot be retaken.



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.



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 an F grade.

Project —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 digital exhibit about black life. The second option requires you to complete 10-15 hours of service learning 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.

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 ALL of your submitted work this semester. The pledge should read as follows: **"On My honor I have neither received nor given any unauthorized assistance on this assignment."**

Extra Credit: This semester you will have five extra credit opportunities, from which you may choose **ONE**. A list of on and off-campus events will be posted on blackboard at the beginning of February and will be available through April.

Accommodations: Rutgers University provides accommodations and/or modifications to any student who has been deemed eligible for special services, in order 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.

WEATHER RELATED CANCELLATIONS: Winter-to-spring semesters are increasingly unpredictable, which means we may have one or more cancelled classes due to inclement weather. In the event of a canceled class, **I will run class in an online format. Your attendance will be counted that day based on your completion of a short 1-2 page analysis of the arguments or main themes in the required readings for that day's class. These short assignments must be posted on blackboard by 5 pm on the day of our scheduled class in the Assignment submission section of our blackboard page.**

Note: Schedule subject to change.

Week	Date	Topic	Assigned Reading	Assignments Due
1	Jan. 22	Course Introduction		
			Begin reading <i>Freedom on My Mind</i> Ch. 8	
2	Jan. 27	Freedom, Reconstruction and the Journey Ahead 1860-1900	Blackboard Reading: Excerpts from W.E.B. Du Bois' <i>Black Reconstruction</i>	
	Jan. 29		Blackboard Reading: Letters to the Freedman's Bureau	
3	Feb. 3		Being reading: <i>Freedom on My Mind</i> Ch. 9	
	Feb.5		Blackboard readings: Booker T. Washington's "Atlanta Exposition Speech" & "A Protest Against the Burning of Negroes"	
4	Feb.10		Blackboard Reading: DuBois "Of Booker T. Washington and Others"	
	Feb.12		Read through Ch. 9 in <i>Freedom on My Mind</i> this week	
5	Feb.17	Jim Crow and the Meanings of Progress 1900-1930	Begin reading <i>Freedom on My Mind</i> Ch. 10 this week.	
	Feb.19		Blackboard Reading: Excerpts from <i>The New Negro in the Old South</i>	Midterm review guide posted.
6	Feb.24		Blackboard Reading: Angela Davis "I Used to be Your Sweet Mama"	
	Feb.26		Complete <i>Freedom on My Mind</i> Ch. 10 this week.	
7	Mar. 2	Midterm Review Session	-----	
	Mar. 4	Midterm Exam	-----	
8	Mar. 9	Early Civil Rights Strategies & the "Double V"–1930-1950	Blackboard Reading: Robert Korstad "Opportunities Found and Lost"	
	Mar.11		Read through <i>Freedom on My Mind</i> Ch. 11 this week.	
9	Mar. 16	SPRING BREAK NO CLASS	-----	Final exam guide posted this week.
	Mar.18	-----	-----	
10	Mar. 23	Introduction to Black Psychology	Blackboard Reading: Bertha Holliday "The History and Visions of African American Psychology"	
	Mar. 25		Blackboard Reading: Sadye M. L. Logan "Mental Health Interventions and the Black Community"	
11	Mar. 30	Black Childhood and Development	Blackboard Reading: Excerpts from <i>The African American Child: Development and Challenges</i>	

	Apr. 1		Blackboard Readings: Kristal Shelvin "Stereotype Threat in African American Children"	
12	Apr. 6	Black Identity: Gender and Mental	Blackboard Readings: Ronald Jackson "Defining Black Masculinity as Cultural Property"	
	Apr. 8		Blackboard Readings: Christina Capodilupo & Suah Kim "Race and Gender Matter"	
13	Apr. 13	Black Power & the Black Arts Movement	Blackboard Reading: Excerpt from <i>Spectacular Blackness</i> Ch. 1	
	Apr. 15		Blackboard Reading: Excerpt from <i>Spectacular Blackness</i> Ch. 3	
14	Apr. 20	Black Literary Imagination & Critique	Blackboard Readings: Langston Hughes "The Negro Artist and the Racial Mountain"	
	Apr. 22		See Black Lit 1 folder on blackboard	
15	Apr. 27			
	Apr. 29		See Black Lit 2 folder on blackboard	
16	May 4			
	May 11	Final Exam Due @ 7pm		