

Introduction to African American and African Studies II

Spring 2022
Smith 244

Course Description and Objectives

In the wake of the most recent phase of civil rights agitation in the United States, people across the world have taken to grassroots activism, political lobbying, digital protest, and more. Fueled by the Black Lives Matter mantra, many more people are working to address various types of oppression born out of racism, sexism, homophobia, xenophobia, and supremacist ideologies. The energy of this moment parallels the spirit of each previous phase of civil rights born in the United States and is indicative of the ways in which Afro-American people have impacted the world's perceptions of justice, inclusivity, and citizenship. Understanding the dynamism of this historic moment calls for an interrogation of its roots in the African American journey through the last two centuries—a task we will take on together this semester. 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. Finally, 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 in the last century.

1. Think critically about the black experience from the late nineteenth century into the twenty-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 socio-political strategies African Americans have historically employed to undermine exclusion and oppression since their emancipation.
4. Evaluate 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

E: lahunter@newark.rutgers.edu

Office Hours: Tues. 12:00 am-1:30 pm

Please use this link:

<https://rutgers.zoom.us/j/92835284787?pwd=SGZnVk8wY3p2V29lZ0dtOVZPUkM4UT09>

Password: 417592

Virtual Class Meeting Link:

<https://rutgers.zoom.us/j/93722490325?pwd=VmRQYlpyUHdmanFIY3ExdWhQVlJsZz09>

Password: 995440

Required Text:

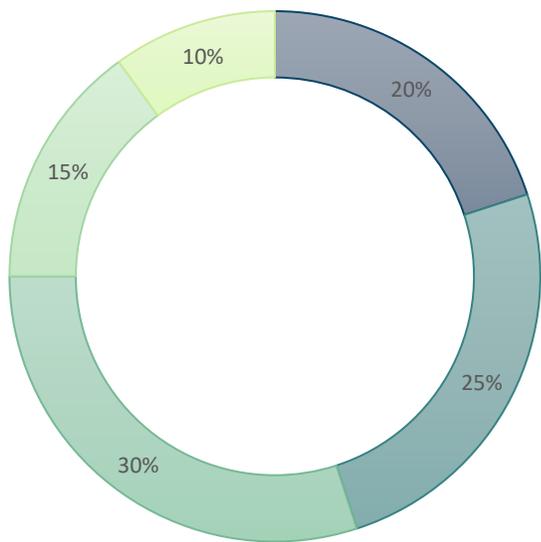
All readings are accessible via Canvas and the Rutgers University Library.

Course Information

Required Texts: Mia Bay, Deborah G. White, and Waldo Martin *Freedom on My Mind* Vol. 2 ISBN: 9781319060534

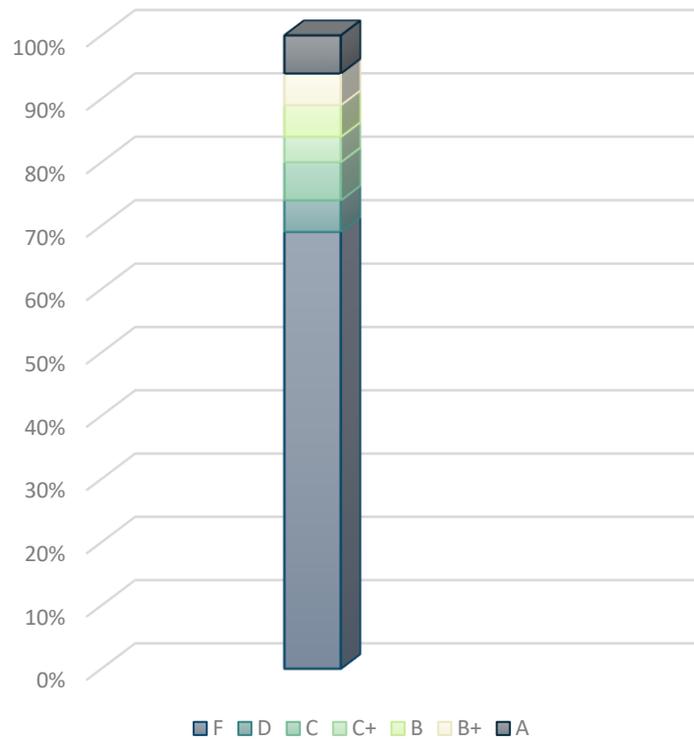
All readings outside of the main textbook are accessible via Canvas.

Course Assignments



- Quizzes
- Midterm Exam
- Final Exam
- Final Exam Proposal
- Discussion Board Activity

Grading Scale



Course Assignments Explained

Quizzes — You will take two brief quizzes over the course of the semester. Each quiz will require you to demonstrate your understanding of the major trends and events that we discuss throughout the semester. The dates of each assessment are below.

Exams— You will take two exams this semester. The first is scheduled for March, and the second is a formal research paper due on May 9th. Detailed guides for both exams will be available on Canvas in the exam guides section of our page.

Final Exam Proposal—In preparation for your final exam, you are required to submit a one-paragraph proposal along with a short bibliography. A detailed guide will be available for this assignment on Canvas in the exam guides section of our page.

Participation—Although we cannot engage in conversation in a physical classroom, consistent participation is still vital to maintaining a meaningful learning experience. In light of this, I have created four short discussion board activities that will allow us to engage with each other as the semester progresses. A brief guide is available on our Canvas page.

NOTE: The global impact of COVID -19 has profoundly reshaped the nature of university learning and classroom engagement everywhere. If you are having *ANY* difficulty completing assignments or accessing the technology to participate in our course, please do not hesitate to reach out to me to discuss the best strategy for continuing the course successfully.



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. The department **REQUIRES** all students to insert an academic integrity pledge on **ALL** of your submitted work. **The pledge should read as follows: "On My honor I have neither received nor given any unauthorized assistance on this assignment."**

Accommodation and Support Statement:

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Students with Disabilities:** Rutgers University welcomes students with disabilities into all of the University's educational programs. The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. In order to receive consideration for reasonable accommodations, a student with a disability must contact ODS, register, have an initial appointment, and provide documentation. Once a student has completed the ODS process (registration, initial appointment, and documentation submitted) and reasonable accommodations are determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided to the student. The student must give the LOA to each course instructor, followed by a discussion with the instructor. This should be completed as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.
- **Religious Holiday Policy and Accommodations:** Students are advised to provide timely notification to instructors about necessary absences for religious observances and are responsible for making up the work or exams according to an agreed-upon schedule. The Division of Student Affairs is available to verify absences for religious observance, as needed: (973) 353-5063 or DeanofStudents@newark.rutgers.edu.
- **Counseling Services:** Counseling Center Room I01, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>.
- **Students with Temporary Conditions/Injuries:** Students experiencing a temporary condition or injury that is adversely affecting their ability to fully participate in their courses should submit a request for assistance at: <https://temporaryconditions.rutgers.edu>.
- **Students Who are Pregnant:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy: (973) 353-1906 or TitleIX@newark.rutgers.edu.
- **Gender or Sex-Based Discrimination or Harassment:** Students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, should know that help and support are available. To report an incident, contact the Office of Title IX and ADA Compliance: (973) 353-1906 or TitleIX@newark.rutgers.edu. To submit an incident report: tinyurl.com/RUNReportingForm. To speak with a staff member who is confidential and does **NOT** have a reporting responsibility, contact the Office for Violence Prevention and Victim Assistance: (973) 353-1918 or run.vpva@rutgers.edu.

	Topic	What to Read	What to Submit
Week 1	Course Introduction		
Jan. 20		Review “Getting Started” module on Canvas	
Week 2	Freedom, Reconstruction and the Journey Ahead 1860-1900		
Jan. 24		Read through <i>Freedom on My Mind</i> Ch. 8 this week & “Letters to the Freedman’s Bureau”	
Jan. 27		Read excerpt from W.E.B. Du Bois’ <i>Black Reconstruction</i>	
Week 3			
Jan. 31		Begin reading <i>Freedom on My Mind</i> Ch. 9 this week.	
Feb. 3		Read Booker T. Washington’s “Atlanta Exposition [Compromise] Speech”	
		Read Booker T. Washington’s “Equal and Exact Justice to Both Races”	
Week 4	Jim Crow and the Meanings of Progress 1900-1930		
Feb. 7		Read W.E.B. DuBois’s “Of Booker T. Washington and Others”	
Feb. 10		Read Mary C. Terrell’s “The Progress of Colored Women”	
		Complete <i>Freedom on My Mind</i> Ch. 9 this week.	Quiz I due 2/11 @ 11:59 pm
Week 5	Early Civil Rights Strategies & the “Double V” 1930-1950		
Feb. 14		Read through <i>Freedom on My Mind</i> Ch. 10 this week.	
Feb. 17		Read Angela Davis’s “I Used to be Your Sweet Mama”	
Week 6			
Feb. 21		Read through <i>Freedom on My Mind</i> Ch. 11 this week.	

Feb. 24		Read excerpt from Cheryl Greenberg's <i>Or Does It Explode?</i>	
Week 7	Introduction to Black Psychology		Midterm review guide available 3/4
Feb. 28		Read Bertha Holliday's "The History and Visions of African American Psychology"	
Mar. 3		Read Sadye M. L. Logan's "Mental Health Interventions and the Black Community"	
Week 8	Midterm Week		
Mar. 7	Midterm Review Session	-----	
Mar. 10	Midterm Exam	-----	Midterm exam due 3/11 @ 11:59 pm
Week 9	Spring Break	No reading. Enjoy your break.	
Mar. 14		-----	
Mar. 17		-----	
Week 10	Black Childhood and Development		
Mar. 21		Read excerpt from Beverly Tatum's <i>Why Are All the Black Kids Sitting Together in the Cafeteria?</i>	
Mar. 24		Read Kristal Shelvin's "Stereotype Threat in African American Children"	Quiz 2 due 3/27 @ 11:59 pm
Week 11	Black Identity: Gender and Mental Health		
Mar. 28		Read Derrick Griffith's "What defines a man?"	
Mar. 31		Read Anita J. Thomas, et al "Gendered Racism, Psychological Distress, and Coping Styles of African American Women"	
Week 12	Black Power & the Black Arts Movement		
Apr. 4		Read Amy Abugo Ongiri's <i>Spectacular Blackness</i> Ch. 1	
Apr. 7		Read Amy Abugo Ongiri's <i>Spectacular Blackness</i> Ch. 3	Final Exam proposal due 4/8 @ 11:59 pm

Week 13	Black Literary Imagination & Critique		
Apr. 11		Read Langston Hughes's "The Negro Artist and the Racial Mountain"	
Apr. 14		Read Gayle Addison's "Cultural Strangulation"	
Week 14			
Apr. 18		Read through Classic Black literature page content in module 14.	
Apr. 21		Read through Contemporary Black literature page content in module 14.	
Week 15			
Apr. 25		Read excerpts from Toni Morrison's <i>Playing in the Dark</i>	
Apr. 28			
Week 16	Finals Week		
May 2	Last day of classes.	-----	All final projects due 5/2 @ 11:59 pm
Week 17		-----	
May 9	Final Exam Day		Final exam due 5/9 @ 3 pm