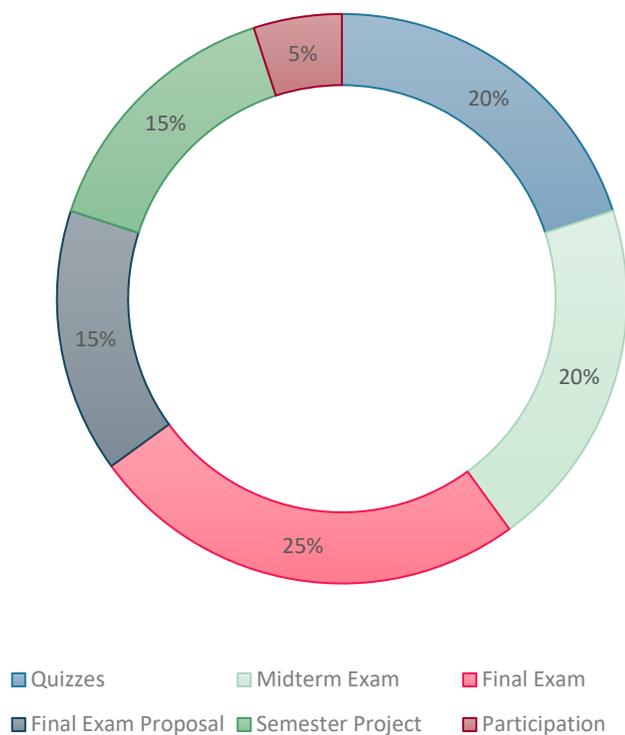
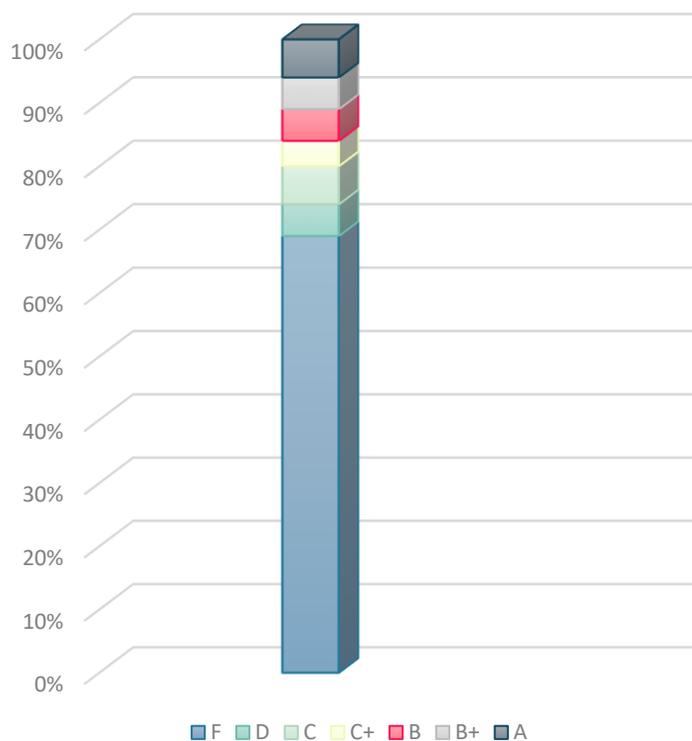




## Course Assignments



## 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 11, and the second is a formal research paper due on May 9<sup>th</sup>. 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.

**Semester Project**—In the tradition of the discipline of Africana Studies, you will complete one research or community service project in this course. You may choose from two options. One option requires you to organize a brief project based on sustainability. The second option requires you to complete 12-15 hours of service learning at a location of your selection and choice. Your project is due on May 2 and your grade will be based on the level of effort and investment you put into your chosen project.

**Participation**— To keep the course interesting and fun, I ask that we maintain thoughtful, open, and respectful conversations in each class. Understandably, there will be times when each of us may be late or absent. In this case, let's agree to give one another a 24-hour notice. 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 equal one absence; each unexcused absence after this will lower your final grade by one half grade. Any student who misses eight or more sessions through any combination of excused and unexcused absences should speak with me immediately.

**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](https://ods.rutgers.edu). Contact ODS: (973) 353-5375 or [ods@newark.rutgers.edu](mailto: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](mailto: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](mailto: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](mailto:TitleIX@newark.rutgers.edu). To submit an incident report: [tinyurl.com/RUNReportingForm](https://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](mailto:run.vpva@rutgers.edu).

	Topic	What to Read	What to Submit
Week 1	Course Introduction		
Jan. 19		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. 26		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. 2		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. 9		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. 16		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. 23		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. 2		Read Sadye M. L. Logan's "Mental Health Interventions and the Black Community"	
Week 8	Midterm Week		
Mar. 7	Midterm Review Session	-----	
Mar. 9	Midterm Exam	-----	Midterm exam due 3/11 @ 11:59 pm
Week 9	Spring Break	No reading. Enjoy your break.	
Mar. 14		-----	
Mar. 16		-----	
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. 23		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. 30		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. 6		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. 13		Read Gayle Addison's "Cultural Strangulation"	
Week 14			
Apr. 18		Read through Classic Black literature page content in module 14.	
Apr. 20		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. 27			
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 @ 12 pm