Course Overview

This course explores 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.

At the end of this semester you will:

1) Have 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) Use your textbook, scholarly essays, and primary sources, to think critically about the African American experience from the late nineteenth century into the twenty-first century.

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 at the turn of the twentieth century, during two major World Wars and in contemporary times.

5) Discuss and debate issues of race, gender and identity as we think collectively about the contributions of African Americans to modern American society.


NOTE All other required reading will be posted on Canvas. You are responsible for reading them to complete their corresponding assignments.
Grading in this course is based on completion of the following:

Quiz: You will take one quiz during this winter session based on the readings and primary sources within your textbook. Each quiz will require you to demonstrate your understanding of the trends and events covered in this course.

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 Canvas in the final exam section.

Formal Research Paper: Your formal paper will require you to write 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 is posted in the paper guidelines section.

Discussion Forums: Since our semester is short, discussion is essential to excelling in this course. In each module, I will pose questions to the class and provide additional material to consider alongside the main reading to engage you in discussion. You are required to contribute to these prompts and provide a response of AT LEAST one or two paragraphs.
**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.

**A Reminder about 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.”**

**Accommodations:** Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: [https://ods.rutgers.edu/students/documentation-guidelines](https://ods.rutgers.edu/students/documentation-guidelines). If the documentation supports your request for reasonable accommodations, your campus’s disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: [https://ods.rutgers.edu/students/registration-form](https://ods.rutgers.edu/students/registration-form). For more information, please contact Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting odsnewark@rutgers.edu.
Accommodation and Support:

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 101, 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.
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<th>Topic</th>
<th>What to read?</th>
<th>Assignments due</th>
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<td><strong>Week 1</strong> (Dec. 22-25)</td>
<td>Course Introduction &amp; the Legacy of Reconstruction 1865-1900</td>
<td>Review content in the Welcome course module</td>
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<td>Read through Freedom on My Mind Ch. 8 this week (available on Canvas).</td>
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<td>Read Lee w. Formwalt, et. al. “Petitioning Congress for Protection”</td>
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<td><strong>Week 2</strong> (Dec. 28-Jan. 1)</td>
<td>From the Nadir Period to the Early Civil Rights Movement 1900-1940</td>
<td>Read through <em>Freedom on My Mind</em> Ch. 9 this week.</td>
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<td>Read Booker T. Washington’s Atlanta Compromise Speech</td>
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<td>Read W.E.B. DuBois “Of Booker T. Washington and Others”</td>
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<td><strong>Week 3</strong> (Jan. 4-8)</td>
<td>Civil Rights and Black Psychology, 1940-1963</td>
<td>Read Anne Moody’s “Coming of Age in Mississippi”</td>
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<td>Read Kenneth Clark &amp; Mamie Clark “The development of consciousness of self and the emergence of racial identification</td>
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<td>Blackboard Reading: Bertha Holliday “The History and Visions of African American Psychology”</td>
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<td><strong>Week 4</strong> (Jan. 11-15)</td>
<td>The Black Power Movement 1975-1980</td>
<td>Read through Freedom on My Mind Ch. 12-13</td>
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