

INTRODUCTION TO AFRICAN AMERICAN AND AFRICAN STUDIES II

Fall 2018

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.



Children in the “Silent Protest” Parade, New York City

Children’s Silent Protest,
New York City, 1917

Instructor: Professor Hunter

Office: Conklin Hall room 337

Hours: By appointment <https://calendly.com/lpbhunter>

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Required Texts: *All readings are accessible via blackboard or library reserve. *

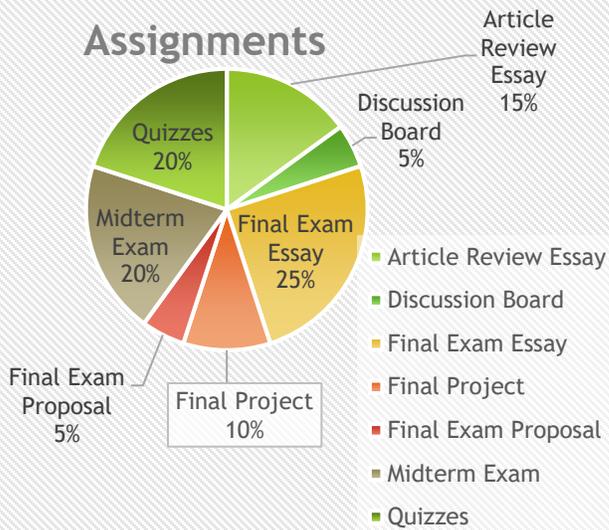
Deborah Gray White, Mia Bay et al. *Freedom on My Mind: A History of African Americans Vol. 1 to 1865*

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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.



Baltimore Cease Fire, 2017

Exams — You will take two exams this semester. The first will open on October 12th and close on October 19th. Your final exam is a longer essay due on December 17th. Detailed guides for both exams will be available on blackboard.

Quizzes – You will take three quizzes over the course of the semester that will require you to demonstrate your understanding of the major concepts, trends and events that we discuss throughout the semester.

Article Review Essay and Final Exam abstract – You are responsible for one short reading response paper this semester, that will require you to analyze a primary or secondary source of your choosing from our course readings. As a precursor to your written final exam, you are also required to submit a one-page abstract. Detailed guides are provided for both on blackboard and the due date is listed in the course schedule.

Quizzes – You will take five brief quizzes over the course of the semester. Quizzes will require you to demonstrate your understanding of the major trends and events that we discuss throughout the semester.

Discussion Boards – To maintain lively and engaging class discussion, you are required to submit two discussion post to our class forum on blackboard each week. You may write posts that respond to weekly class content or respond to the posts of your classmates. Your responses must be AT LEAST 150-300 words long (approximately one paragraph).

Project/Presentation – Towards the end of the semester you will each post a short presentation of your choosing on blackboard in which you will create a public history project that explores contemporary issues facing African Americans in the twenty-first century. A detailed guide and topic list will be available on blackboard in week seven of class.

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.

Writing accommodations: Rutgers University—Newark has an excellent writing center located in Conklin Hall room 126. Should you find that you are struggling with writing assignments this semester, please make an appointment with the writing center for tutoring or paper workshops. All services are free and can be made in advance. For more information, please visit: <https://myrun.newark.rutgers.edu/writing-center>

WEEK	DATE	TOPIC	WHAT TO READ	WHAT'S DUE
1	Sept. 4-7	Course Introduction		
		Reconstruction & the Challenges Ahead, 1880-1915	Blackboard Reading: Lee w. Formwalt, et. al. "Petitioning Congress for Protection"	
			Begin Reading <i>Freedom on My Mind</i> Ch. 8 & Blackboard Reading: Letters to the Freedmen's Bureau	
			Continue reading <i>Freedom on My Mind</i> Ch. 8	
2	Sept. 10-14		Blackboard Reading: Stephen Robinson "African American Citizenship"	
			Blackboard Reading: Catherine Clinton "Bloody Terrain"	
			Complete <i>Freedom on My Mind</i> ch. 8 this week and begin ch. 9	
			Blackboard Readings: Booker T. Washington's "Atlanta Exposition Speech" & DuBois "Of Booker T. Washington and Others"	
3	Sept. 17-21	Jim Crow in the Twentieth Century, 1915-1940	Complete: <i>Freedom on My Mind</i> Ch. 9	
			Begin <i>Freedom on My Mind</i> Ch. 10 & excerpts from Alain Locke <i>The New Negro</i>	
			Blackboard Reading: Excerpts from <i>The New Negro in the Old South</i>	
			Blackboard Reading: John C. Walter "The Role of the Caribbean Immigrant in the Harlem Renaissance"	
			Blackboard Reading: Angela Davis "I Used to be Your Sweet Mama"	Quiz 1 opened 9/21
4	Sept. 24-28			Quiz 1 closed 9/25
			Blackboard reading: Langston Hughes "The Negro Artist and the Racial Mountain"	
			Complete <i>Freedom on My Mind</i> ch. 10 this week	

			Textbook document Angelo Herndon “You Cannot Kill the Working Class”	
			Blackboard reading: William Sundstrom “Last Hired, First Fired”	Short Paper Submission link opened 9/30
5	Oct. 1-5	Early Civil Rights Strategies & the “Double V” – 1939-1948		
			Begin <i>Freedom on My Mind</i> Ch. 11 & textbook document William Hastie and George Stratemeyer “Resignation Memo and Response”	
			Blackboard reading: Andor Skotnes “Boycotting for Jobs in Baltimore”	Short paper submission link closed 10/4
			Blackboard reading: Dennis Dickerson “African American Religious Intellectuals and the Theological Foundations on the Civil Rights Movement, 1930-55”	
			Complete <i>Freedom on My Mind</i> ch. 11 this week	
6	Oct. 8-12		Begin reading <i>Freedom on My Mind</i> ch. 12	Midterm review posted
			Blackboard reading: Martha Biondi “How New York Changes the Story of the Civil Rights Movement”	
			Read <i>Freedom on My Mind</i> ch. 12 *stop at The Transformation of the Southern Civil Rights Movement section*	
				Midterm exam link opened 10/12
7	Oct. 15-19	African American Psychology: Introduction	Blackboard Reading: Bertha Holliday “The History and Visions of African American Psychology”	
			Naa Oyo A. Kwate “The Heresy of African-Centered Psychology”	
			Blackboard reading: Dereef Jamison “Returning to the Source”	
				Midterm exam link closed 10/19
8	Oct. 22-26		Blackboard reading: Jessica Fripp “Exploring the Influence of Attitude and Stigma on the Participation of African American and Latino Populations in Mental Health Services”	

			Blackboard Reading: Jacquelin Rahman “The N-Word: It’s History and Use in the African American Community”	Final exam guide posted—please select a novel.
			Blackboard reading: Lanier Holt “Dropping the N-Word”	
			Blackboard readings: Karanja K. Carroll “African-Centered Psychology, Education and the Liberation of African Minds”	
9	Oct.29- Nov. 2	Black Psychology & Education	Blackboard Reading: Excerpts from <i>The African American Child: Development and Challenges</i>	Quiz 2 opened 11/2
			Blackboard Readings: Kristal Shelvin “Stereotype Threat in African American Children”	
			Cleopatra Caldwell et. al. “Social Integration and the Mental Health of Black Adolescents”	
			Blackboard readings: Dorinda Carter “Cultivating a Critical Race Consciousness for African American School Success”	Begin your novel this week.
10	Nov. 5- 9	Black Identity and Body Image	Blackboard Reading: Nina Ellis Hervey “African American Personal Presentation”	Quiz 2 closed 11/6
			Blackboard readings: Elizabeth Adams “Skin tone bias among African Americans”	
			Blackboard readings: Ronald Jackson “Defining Black Masculinity as Cultural Property	
			Blackboard readings: Anita Thomas “Gendered Racial Identity of Young Black Women”	
11	Nov. 12-16	The Multiple Meanings of Freedom & Considering Black Literary Expression, 1963-1990	Read <i>Freedom on My Mind</i> ch. 12 *from The Transformation of the Southern Civil Rights Movement section to the end*	
			Blackboard Reading: Exerpts from Toni Morrison’s <i>Playing in the Dark</i>	
			Blackboard reading: Excerpts from Henry Louis Gates Signifyin[g] Monkey	

12	Nov. 19-23		Begin reading <i>Freedom on My Mind</i> ch. 13 & textbook document: Anne Moody “Coming of Age in Mississippi”	
			Continue reading: <i>Freedom on My Mind</i> ch. 13	
			ENJOY THANKSGIVING BREAK	Final project link opened
13	Nov. 26-30	Black Narratives in the “Age of Trump,” 2000-present	Blackboard Video: <i>The Great White Hoax</i>	Quiz 3 opened 11/30
			Demertria Irwen “In Trump Era, Black Writers Must Put Pen to Power”	
			Alice Walker “Don’t Despair”	
			Blackboard reading: Ta-Nehisi Coates “I’m not Black, I’m Kanye”	
14	Dec. 3-7		Blackboard: See Black film & television in the 21st Century folder	Quiz 3 closed 12/3
			Blackboard Reading: Stefani Robinson “Only 4.8% of TV Writers are Black” &	Complete your novel this week.
			Blackboard reading: Zadie Smith “Getting in, Getting Out”	
			Read first three sections of <i>Freedom on My Mind</i> Ch. 14	
15	Dec.10-14		Work on final projects and papers	Final project link closed 12/13
				Final exam link opened 12/14
			Final exam submission link open	
16	Dec. 17		Final exam submission link closed	Due by 11:59 pm