

Hyacinth Miller

[hyacinth.miller@rutgers.edu](mailto:hyacinth.miller@rutgers.edu)

Office: Conklin 304

Office hours: Tuesdays 5:30 pm – 7 pm [use this link: https://calendly.com/hyacinth-miller-rutgers](https://calendly.com/hyacinth-miller-rutgers)

**Introduction to African American and African Studies II - 21:014:112:61  
Spring 2020 – January 21, 2020 through May 4, 2020**

## About This Course

This course explores the historical experiences of people of African descent in the United States from the Civil War to the present. DuBois (1903) argued that the problem of the 20<sup>th</sup> century would be the 'color-line.' Does the problem of the 21<sup>st</sup> century continue to be the color line, or is the new fight a class struggle?

In this discussion-based, interactive course, we examine the impact of race and racial prejudice on African-descended people post-emancipation and the ways that society has struggled to embrace them as equals. Together, we reflect on and interrogate issues of segregation, economic independence, culture and identity. We seek to answer the question of what it means to be an American, given the American ideals of freedom, equality, democracy and citizenship.

We will also explore the 54 countries of the African continent and connect the events of the past to contemporary issues to help explain the continent's political, social and economic status.

The railroad stations were at times so crowded with people leaving that special guards were called to keep order. PHOTO OF THE GREAT MIGRATION below with Black passengers waiting in line to purchase train tickets surrounded by two White guards. The artist is Jacob Lawrence.



<http://lawrencemigration.phillipscollection.org/the-migration-series/panels/12/the-railroad-stations-were-at-times-so-crowded-with-people-leaving-that-special-guards-had-to-be>

Department of African American and African Studies Mission Statement: [African American and African Studies Mission Statement](#)

## Course Learning Goals

1. Examine actors, events and ideas that have shaped African American and African history from Reconstruction through the present
2. Identify African countries on a map and differentiate between colonizers
3. Evaluate the interventions employed by African Americans (and allies) to undermine social and political oppression
4. Explain the causes and persistence of white racial aggression
5. Evaluate the social construction of the black/white racial binary in the U.S. and the complexities associated with this construction
6. Develop writing and presentation skills through the production of analytical and reflective essays and oral presentations in an academic setting

Prerequisites: A willingness to engage in new and/or familiar materials with an open mind

### Obama's speech a model of persuasion



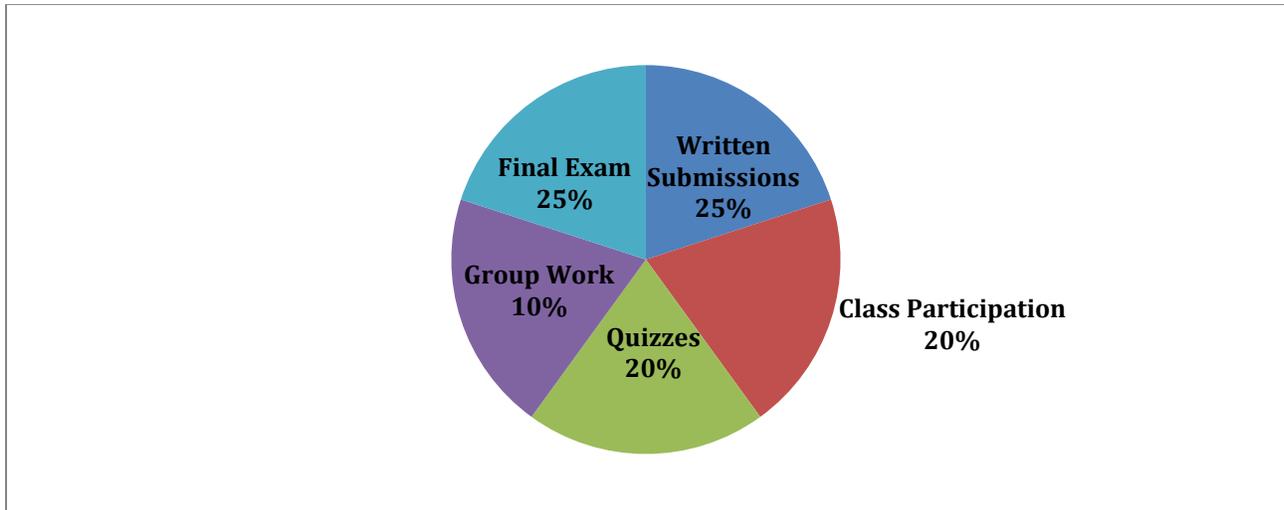
<http://www.cnn.com/2013/09/11/opinion/kusnet-syria-obama-speech/index.html>

## Required Text

White, D. G. 1, Bay, M., & Martin, W. E. (2017). *Freedom on my mind: A history of African Americans, with documents* Volume 2 (Second edition.). Boston: Bedford/St. Martins.

## Course Grading Breakdown

1. Written Submissions.....25%
2. Class Participation.....20%
3. Quizzes.....20%
4. Group Work.....10%
5. Final.....25%



## Course Grading Scale

90...100+	A
87...89.9	B+
80...86.9	B
77...79.9	C+
70...76.9	C
65...69.9	D
0...64.9	F

## Academic Integrity

Rutgers University expects students to maintain the highest ethical standards. The consequences of academic dishonesty, including cheating and plagiarism, are very serious. When you submit an exam or assignment, you need to abide by the honor pledge of "On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment."

Plagiarism means copying another person's written work and presenting it as your own. This covers all submitted work in this course. Some possible outcomes of plagiarizing work include failing the assessment, and/or the course, referral to the Academic Dean for further disciplinary actions. The University takes plagiarism very seriously as do I. Rutgers' academic integrity policy is here <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

## Communication Policy

You are responsible for reading all of my posted announcements. You should log into the course site every few days to check for new announcements.

You can contact me via email at [hyacinth.miller@rutgers.edu](mailto:hyacinth.miller@rutgers.edu). I will usually respond to email messages within 24 to 48 hours (except for weekends).

When sending me an email, address the email as Dear Professor Miller, Dear Professor. I WILL NOT RESPOND TO EMAIL MESSAGES THAT BEGIN WITH "Hey", "Yo." I will delete messages with no greeting, because I will assume that it is SPAM.

Always include the subject and course name in the subject line because I teach more than one class per semester.

Below is a campaign flyer for Fannie Lou Hamer, in the Freedom Election, 1964



<https://www.pinterest.com/pin/153896512241374852/?lp=true>

## Attendance and Participation Policy

I designed this course to be an interactive learning experience. Discussion of readings comprises a significant portion of every student's final course grade. You must complete the required reading **BEFORE** class to enable informed participation. I calculate participation grades based on both the quality and quantity of your classroom participation.

Because of the nature of the class design, you should attend every class session. We meet for only 45 hours this semester – that is the equivalent of one, full-time workweek. Lack of

participation and attendance will equal lower final course grades. **If you must miss a class, you are responsible for completing any in class assignment for that day and for obtaining any important class related information from that day.**

If you are going to miss a class, within 24 hours of your absence, **the University requires you to use the University absence-reporting website <https://sims.rutgers.edu/ssra/>** to indicate the date/reason for your absence. Be sure to advise me of a religious-related absence.

I expect you to inform me about an absence before or immediately after the absence takes place. I require valid documentation to consider excusing an absence.

**As per university guidelines, “Any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.” (For classes that meet once per week, this should be four instead of eight.)**

In addition:

- Three Late Arrivals = Final Grade – 3 grade points
- Four or more late arrivals = Final Grade – one grade level
- Improper/Abusive use of technology = Final Grade – one grade level

Moreover, I will dismiss you from the class if the behavior continues.

## Late Submission Policy

No late submissions accepted.

## Time Commitment

This course includes considerable time spent doing readings, assignments and other work toward course mastery. To be successful in this course, guidelines estimate that you will need to spend at least six to nine hours on coursework per week.

📌 Watching Multimedia:	up to 3 hours
📌 Reading Assignments:	up to 3 hours
📌 Various Weekly Assignments:	up to 3 hours

This course has a schedule with deadlines. Doing work every day works best.

## Dropping or Withdrawing from the Course

To drop or withdraw from this course, it is not sufficient to stop posting assignments or contributing to discussion. **You must do so formally through the Registrar’s office.** It is your responsibility to complete all forms. If not, I must assign you an F grade at the end of the semester. You can review this information using this link

<https://registrar.newark.rutgers.edu/registrar-spring-academic-calendar-0>

**Required technological skills** - Ability to use Blackboard and Kaltura

## Technical Problems

**Direct ALL technical questions to the Student Help Desk at [help@newark.rutgers.edu](mailto:help@newark.rutgers.edu). You can also call them at 973-353-5083, or drop-in to their office in Hill Hall 109.** This link directs you to the Newark Computing Services Web site <https://runit.rutgers.edu/hd/>

If there is a technical glitch on Blackboard, email the assignment to me at [hyacinth.miller@rutgers.edu](mailto:hyacinth.miller@rutgers.edu), **BEFORE** the deadline.

In an online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute to do/submit an assignment, the chances of these glitches affecting your success increase. Therefore, plan appropriately.

## Required equipment

Computer, Internet access, webcam with microphone OR headphones with microphone, and software that can save a file in the format of Microsoft Word.

## Videos and Web sites

Any required films and videos will be available on Blackboard. There is no charge to view any films contained in the Rutgers Libraries. Full versions of many of the films shown in class are available for you to borrow from the Rutgers Media Library. You can find more information using this link <https://www.libraries.rutgers.edu/borrow-access-request/students-faculty-staff>



**Black Lives Matter – Paris** - <https://www.pinterest.com/pin/454159943651468766/?lp=true>

The photos depicts a group of young Black and White people with signs promoting Black Lives Matter, including Hands Up, Don't Shoot, in front of the Eiffel Tower, Paris France.

**Course Content** - view and refer to the expanded Course Schedule in Blackboard for specifics on each unit

**The course consists of four main themes:**

1. 19<sup>th</sup> Century United States
2. 20<sup>th</sup> Century United States pre-Civil Rights Movement
3. 20<sup>th</sup> Century United State post-1965 to the 21<sup>st</sup> Century
4. Africans in the Diaspora



Brown Beret Ministers circa 1968 –

<https://www.latimes.com/nation/la-na-1968-east-la-walkouts-20180301-htlstory.html>

## Weekly Course Schedule

Date	Subject
January 21	Introduction
January 28	Chapter 8 – Reconstruction: The Making and Unmaking of a Revolution, 1865-1885
February 4	Chapter 9 – Black Life and Culture during the Nadir, 1880-1915 Blackboard Document: Booker T. Washington on the Reaction to his Atlanta Compromise Speech
February 11	<b>CENSUS Class - Presenter</b>
February 18	Chapter 10 - The New Negro Comes of Age, 1915-1940 Marcus Garvey
February 25	Chapter 11 - Fighting for a Double Victory in the World War II Era, 1939-1948
March 3	Chapter 12 – The Early Civil Rights Movement 1945-1963
<b>March 14- March 22</b>	<b>SPRING BREAK NO CLASSES</b>
March 24	Chapter 13 – Multiple Meanings of Freedom: The Movement Broadens, 1961-1976 Watch Film, “Unbought and Unbossed-Chisholm ‘72”
March 31	Chapter 14 – Racial Progress in an Era of Backlash and Change, 1967-2000 Correa, Jennifer G. “The Targeting of the East Los Angeles Brown Berets by a Radical Patriarchal Capitalist State: Merging Intersectionality and Social Movement Research”. Critical Sociology 37.1 (2011): 83-101. Web
April 7	Blacks in the Diaspora – <b>Speaker – Africa</b> <b>Mvemba Dizolele, Adjunct Lecturer, African Studies</b>
April 14	Blacks in the Diaspora – <b>Speaker – Europe</b> <b>Werner Latournald, Cultural Activist Werner Latournald, France</b>
April 21	<b>Broadway Play – To Kill A Mockingbird</b>
April 24 <sup>th</sup>	Chapter 15 – African Americans and the New Century, 2000-Present End of Semester Review & POT LUCK

## WRITING EXERCISE RUBRIC

CRITERIA	Exceeds Requirements (5 points)	Meets Requirements (3-4 points)	Needs Improvement (1-2 points)	Incomplete (0 points)	Weight
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Paper has less than 2 spelling and grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>Paper has 2-3 spelling and grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>Paper has 4 or more spelling and grammatical errors.</li> </ul>	<ul style="list-style-type: none"> <li>Paper is incomplete.</li> </ul>	20%
<b>Introduction</b>	<ul style="list-style-type: none"> <li>Topic sentence/paragraph is accurate and is appropriate for the audience and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Topic sentence/paragraph is accurate.</li> <li>Topic sentence/paragraph is not appropriate for the audience and/or purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Topic sentence/paragraph is not accurate.</li> <li>Topic sentence/paragraph is not appropriate for the audience and/or purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Topic sentence/paragraph is not present.</li> </ul>	10%
<b>Supporting Statements</b>	<ul style="list-style-type: none"> <li>4 or more supporting statements or paragraphs.</li> <li>Supporting statements or paragraphs substantiate the topic sentence/paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>2-3 or more supporting statements or paragraphs.</li> <li>Supporting statements or paragraphs substantiate the topic sentence/paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>1 supporting statement or paragraph.</li> <li>Supporting statements or paragraphs do not substantiate the topic sentence/paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Supporting statements or paragraphs are not present.</li> </ul>	10%
<b>Supporting Details</b>	<ul style="list-style-type: none"> <li>Sufficient number of supporting details and supporting details are accurate.</li> <li>Supporting details substantiate supporting statement or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Sufficient number of supporting details.</li> <li>Not all supporting details are accurate.</li> <li>Supporting details substantiate supporting statement or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient number of supporting details.</li> <li>Not all supporting details are accurate.</li> <li>Supporting details do not substantiate supporting statement or paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>Supporting details are not present.</li> </ul>	30%

<b>CRITERIA</b>	<b>Exceeds Requirements (5 points)</b>	<b>Meets Requirements (3-4 points)</b>	<b>Needs Improvement (1-2 points)</b>	<b>Incomplete (0 points)</b>	<b>Weight</b>
	<ul style="list-style-type: none"> <li>Supporting details are presented clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Supporting details are not presented clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Supporting details are not presented clearly.</li> </ul>		
<b>Length and Organization</b>	<ul style="list-style-type: none"> <li>Paper meets length requirement.</li> <li>Paper is logically organized and sequenced.</li> <li>Content flows from one sentence/paragraph to the next.</li> </ul>	<ul style="list-style-type: none"> <li>Paper meets length requirement.</li> <li>Paper is logically organized and sequenced.</li> <li>Content does not flow from one sentence/paragraph to the next.</li> </ul>	<ul style="list-style-type: none"> <li>Paper does not meet length requirement.</li> <li>Paper is not logically organized and sequenced.</li> <li>Content does not flow from one sentence/paragraph to the next.</li> </ul>	<ul style="list-style-type: none"> <li>Paper is incomplete.</li> </ul>	30%

Credit: This rubric has been modified. The original version was provided, with permission, by Rutgers Learning Studio (eCollege). For further information, please contact [oir@rutgers.edu](mailto:oir@rutgers.edu).

## VIDEO PRESENTATION RUBRIC

	<b>Professionally Presented (5 POINTS each)</b>	<b>Above Average (4 POINTS)</b>	<b>Average (2-3 POINTS)</b>	<b>Below Average (0-1 POINT)</b>
<b>Organization</b>	Information presented in a logical sequence. Skillful and cohesive presentation. Relates issues, arguments and/or readings from the course.	Information presented in a logical sequence. Somewhat cohesive with a fair amount of conceptual clarity. Relates, for the most part, to issues, arguments, readings from the course.	Audience has difficulty following presentation because students jumps around. Some-to-little cohesion and clarity. Engages very little class material.	Audience cannot understand presentation because there is no sequence of information, cohesion or clarity. Course arguments, readings not engaged.
<b>Presentation of Facts</b>	Student presents all key facts about the country and relationship to the topic.	Students present almost all key facts about the country and relationship to the topic.	Students present about half of the key facts about the country and relationship to the civil rights movement.	Students present few key facts about the country and the relationship to the topic.
<b>Subject/Knowledge Content</b>	Student demonstrates full knowledge (more than required) of topic with full explanations and elaboration.	Students demonstrate a good understanding of topic but fail to elaborate.	Students demonstrate a good understanding of the topic but seems somewhat uncomfortable with certain information.	Students do not appear to understand the topic very well and does not grasp information.
<b>Volume</b>	Loud enough to be heard by audience. Little to no "umm-ing."	Loud enough to be heard by audience at least 90% of the time. Some "umm-ing."	Loud enough to be heard by audience at least 75% of the time. Consistent "umm-ing."	Often too soft to be heard by audience or too loud to be understood. Excessive "umm-ing."

<b>Graphics</b>	Graphics explain and reinforce screen text and presentation. Font formats and colors carefully planned and enhance readability. Nothing misspelled.	Graphics relate to text and presentation. Font formats and colors enhance readability. Some typos.	Occasionally uses graphics that rarely support text and presentation. Font formats and colors complement topic, but a bit difficult to read. More than 50% of wording contain typos.	Uses superfluous graphics or no graphics. Font formats and colors make it difficult to read. Typos present an unsurmountable distraction.
<b>Preparedness</b>	Students are completely prepared and has obviously rehearsed.	Students are generally prepared but may have needed more rehearsals.	Students are somewhat prepared, but it is clear that rehearsal was lacking.	Students do not seem prepared to present.
<b>Length</b>	Presentation is at least 7 minutes long, but not longer than 15 minutes. Informative and interesting. Not rushed.	Presentation is brief and informative. A little rushed.	Presentation is too long or too short. Appears somewhat confusing and/or somewhat rushed.	Presentation too long or too brief. Presentation is confusing and /or rushed.
<b>Oral Communication</b>	Speaks clearly and distinctively all (95%-100%) the time with no mispronunciations.	Speaks clearly and distinctively all (85%-94%) the time with few mispronunciations.	Speaks clearly and distinctively most (75%-84%) of the time with few mispronunciations.	Often mumbles or cannot be understood. Has more frequent mispronunciations.

# Serving Students

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## Office of Disability Services

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>. To begin this process, please complete the Registration form on the ODS web site: <https://ods.rutgers.edu/students/registration-form>. For more information, please contact the Director, Allen Sheffield, at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting [odsnewark@newark.rutgers.edu](mailto:odsnewark@newark.rutgers.edu)

## Office for Violence Prevention and Victim Assistance

The Office of Violence Prevention and Victim Assistance offers counseling and advocacy services, educational programming, and training, consultation and policy development services to all members of the University community. Our programs and services are designed to promote ways of coping with the effects of interpersonal violence and to prevent such violence from occurring. <http://vpva.rutgers.edu/need-help/>

## Office of Student Life LGBTQ Resource Program

The Office of Student Life LGBTQ Resource Program seeks to create a safe and affirming environment for lesbian, gay, bisexual, transgender, queer and ally students, faculty and staff at Rutgers University-Newark. Read more about our program's main point for focus, here <https://lgbtq.newark.rutgers.edu/>

## Veteran and Military Programs and Services

Rutgers University welcomes current and prospective students who are veterans and Reservists. We want to help make your transition to college life as smooth as possible and your college experience rewarding and productive. Resources for Student Veterans can be found here <http://www.newark.rutgers.edu/resources-student-veterans>

## Mental Health Wellness

If you experience mental or other difficulties, contact one of the university's psychological and counseling centers. The centers offer a variety of **free, confidential** services to part-time and full-time students enrolled at Rutgers. <http://counseling.newark.rutgers.edu/>

## Rutgers Legal Services

One of the goals of the Office of Student Legal Services at Rutgers University is to provide legal assistance and representation to eligible university students.

<http://rusls.rutgers.edu/contact-us/>

## Rutgers Immigrant Community Assistance Project (RICAP)

All students currently enrolled at Rutgers are eligible for a **free and confidential** legal consultation with RICAP Immigrant Rights Attorney Jason Hernandez. In some instances, direct representation may be available through RICAP directly or by referral to a reputable attorney. Contact Jason Hernandez, Immigrant Rights Attorney, at 856-225-2302 or

[jason.c.hernandez@rutgers.edu](mailto:jason.c.hernandez@rutgers.edu) to schedule your appointment.

<https://law.rutgers.edu/rutgers-immigrant-community-assistance-project-ricap>

## Undocumented Student Services (USS)

The Office of the Dean of Students is happy to provide services to support undocumented and DACA students on our campus. For undocumented students seeking one-on-one support to navigate campus resources, obtain referrals, or address other concerns, please contact Yuriana Garcia Tellez, USS Senior Program Coordinator, at 848-209-5123 or [y.garcia@rutgers.edu](mailto:y.garcia@rutgers.edu)

## The Writing Center

We will work together on improving your writing, but if you should wish, you may also contact the Writing Center, which offers writing tutoring and workshops to all undergraduate students currently enrolled in classes on the Rutgers, Newark campus. It is located in Conklin 126; phone 973-353-5847.

<http://www.ncas.rutgers.edu/writingcenter>

## Rutgers Learning Center (tutoring services)

Our center exists to support your studies. We can help to clarify key course concepts and through peer led discussion refine your understanding. This conversation demands active participation which in turn requires that you attend all your classes, read your textbooks, prepare and review well organized and copious notes, participate in class discussions and conscientiously attempt your homework before seeking assistance.

## Rutgers University Libraries

Assistance with library resources is available through phone, email and chat. Please review the Introduction to Rutgers Libraries Library Guide.

<https://www.libraries.rutgers.edu/dana>

## Rutgers Holiday Policy

Students should 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 attached link has more information <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>