

ENL

African- American Perspectives on Citizenship



"Ours is not the struggle of one day, one week, or one year. Ours is not the struggle of one judicial appointment or presidential term. Ours is the struggle of a lifetime, or maybe even many lifetimes, and each one of us in every generation must do our part."

- Representative John Lewis

Fall 2020 | Section 5
Zoom link on Blackboard
MW 4:45 - 6:00 pm (Central Time)

Course Resources

DR. HEATHER M. FINCH
heather.finch@belmont.edu

VIRTUAL OFFICE HOURS
(Link available on Blackboard)

MW 9-11 am
TR 1-3 pm
BY APPOINTMENT



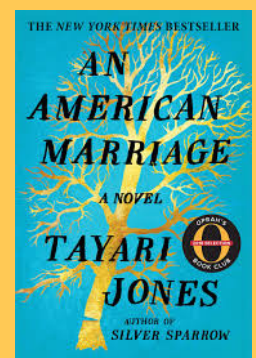
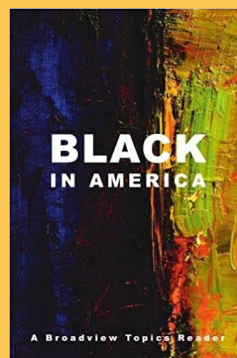
Blackboard

REQUIRED TEXTS & OTHER MATERIALS

Edwards, Jessica, Ed. *Black in America*. Peterborough, Ontario, Canada: Broadview Press, 2018.

Jones, Tayari. *An American Marriage*. Chapel Hill, NC: Algonquin Books, 2018.

Readings on Blackboard/Syllabus Schedule
Computer with Internet and Cloud access
Pen/pencil and paper



TEACHING
PHILOSOPHY

Maya Angelou's words, "When you learn, teach. When you get, give," capture my purpose and drive for teaching. I do not take for granted the privilege to facilitate the exchange of ideas. Higher education can be a transformative place, and the classroom is an important space for learning because it can impact our world's needs in significant ways as students learn their value as they work towards professional and personal goals.

Course Goals

The Constitution in its original and evolving form can be viewed as holding the definitions of citizenship. This course will explore the rights outlined in this document for American citizens, including but not limited to voting, and the perspectives of African Americans pursuing these rights. This exploration will include enslavement, civil rights, and contemporary experiences to consider what African-American literature and culture teach us about American citizenship. Studying voices such as Harriet Jacobs, Zora Neale Hurston, and Ta-Nehisi Coates, we'll consider if the Constitution "provide[s] [people] of every color and creed their full rights and obligations as citizens of the United States." During this course, you will (Student Learning Outcomes):

- Demonstrate multidisciplinary understandings of African-American citizenship experiences
- Demonstrate different methods of scholarly inquiry
- Demonstrate critical thinking, writing, and research skills
- Engage meaningfully and critically with scholarly sources to support critical thoughts and projects

REQUIREMENTS AND POLICIES

Course Engagement

You're expected to engage in every aspect of the course whether you're learning via HyFlex, synchronous online, or asynchronous online. Engagement includes but is not limited to participation in live class meetings (synchronous/HyFlex students), completing assignments on time, and sharing on discussion boards. Failure to engage may result in a "FN" (failure for non-engagement) as outlined below:

For asynchronous online: A grade of "FN" may be assigned if there are a total of 3 weeks (not consecutive) with no evidence of engagement. Engagement will be assessed through weekly checkpoints including, but not limited to, class assignments, activities, and discussion board posts.

For synchronous online: A grade of "FN" may be assigned if a student demonstrates no engagement in more than 20% of synchronous and/or asynchronous sessions. Engagement will be assessed through different activities, including but not limited to, asking questions, contributing to the discussion through the chat feature, participating in breakout room activities, and giving student presentations.

For HyFlex: A grade of "FN" may be assigned if a student demonstrates no engagement in more than 20% of in-person, synchronous, and/or asynchronous sessions. Engagement will be assessed through different activities, including but not limited to, asking questions, contributing to the discussion through the chat feature, participating in breakout room activities, and giving student presentations.

Provost's Excused Absences: If a class absence/late assignment is necessary because of an activity by another class or university organization, the sponsor of the activity will provide a detailed memorandum on the letterhead that the Provost will approve. Please email me the approved memo as soon as you receive it or the day you join the class again - whichever comes first.

You are responsible for keeping up with your engagement and communicating with me about issues with engagement and assignments.



PLAGIARISM / CHEATING

are serious violations and will be treated according to the procedures outlined in *The Bruin Guide* and any other sanctions as decided by the Office of Student Affairs. All work must be

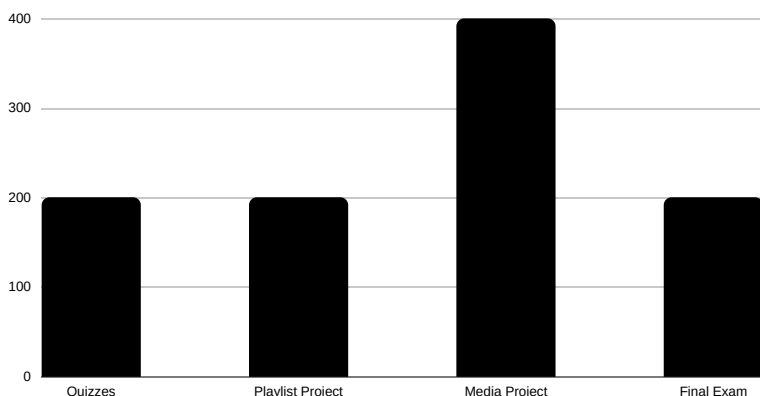
ORIGINAL!

Etiquette

We will make sure our behaviors will help us be present and safe when we're in live meetings and use technology to make our learning community stronger. If meeting in person, we will wear masks and social distance at least 6 ft. from each other. Whenever questioning if you should do something while we are meeting live, ask: Will this disrupt my and others experience? Will it endanger our health? When in doubt -

Be Kind

Grades



Your final grade will be based on the following 1000-pt. distribution:

Quizzes	200
Playlist Project	200
Media Project	400
Final Exam	200

880-899 = B+	780-799 = C+	680-699 = D+
930-1000 = A	830-879 = B	730-779 = C
900-929 = A-	800-829 = B-	700-729 = C-
		600-629 = D-
		599-0 = F

*If you'd like to calculate your current grade, divide the total number of earned points (excluding any earned extra credit points) by the total number of total possible points for graded assignments only.

Paper Guidelines

When writing a paper, it should follow the Modern Language Association (8th edition) See Blackboard for specific guidelines on the assignment sheets. Failure to choose and follow the documentation guidelines may result in a 50-point deduction on the assignment. All type-written work must be turned in as a Microsoft Word document (-.doc or -.docx) on Blackboard. Failure to turn your paper in as a MS Word document the first time may result in an automatic 30-point deduction.

Assignment Requirements

I expect all assignments to be turned in on time unless you have made arrangements with me **prior** (at least 5 calendar days) to the due date. Thirty points (30 points) may be deducted for each **calendar** day (not class period) that an assignment is late. Also, failure to meet the minimum word count requirement for assignments may result in a 30-pt. deduction from the assignment's grade. No journal/quiz assignments will be accepted late without a verifiable excuse or making arrangements with me before the due date. **All assignment due dates are set in Central Time zone. You are responsible for checking in advance and learning how you'll be impacted by any time/date changes.**

Virtual Office Hours & Conferences

will be your opportunity to meet with me virtually about your class work. All office hours can be scheduled at the link you can find on Blackboard. While there are specific hours I'll always try to keep available, the link on Blackboard will have the most up-to-date availabilities. Failure to attend virtual mandatory conferences may impact your engagement.

Class Communication

Check your **E - M A I L** **daily**. It is the best way for you to communicate with me and for me to communicate with the class, especially if there are changes. Expect responses from me within 24 hours M - F. After 4 pm on Fridays, expect a response from me on the following Monday.

Special Accommodations

In compliance with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, the university will provide reasonable accommodation of all medically documented disabilities. If you have a disability and would like the university to provide reasonable accommodations of the disability during this course, please notify the Office of the Dean of Students as soon as possible.

Inclusion & Diversity Statement

In this class, people of all abilities, ages, ethnicities, genders and gender identities, religions, sexual orientations, socioeconomic backgrounds, regions, nationalities, and other categories of difference have a space to learn and share their perspectives. If you do not feel included, please speak with me as soon as possible to discuss this and important resources.

Schedule



All readings/listenings/viewings/class prep must be done before the date to the left, and due dates and times for all assignments are on Blackboard unless otherwise indicated. Schedule is subject to change.

Week 1

August 19

Class Introductions

Week 2

August 24

Douglass, from "Fourth of July Oration" pp. 19-24

Jacobs, from *Incidents in the Life of a Slave Girl, Seven Years Concealed* pp. 26-35

August 26

Johnson, "Lift Every Voice and Sing" pp. 52-53

Wells, from "Lynch Law in America" & *Southern Horrors: Lynch Law in All Its Phases* pp. 55-61

Week 3

August 31

McKay, "If We Must Die" pp. 94-95

Hughes, "Let America Be America Again" (Blackboard)

Walker, "For My People" (Blackboard)

September 2

Dunbar-Nelson, "The Negro Woman and the Ballot" pp. 103-106

Hurston, "How It Feels to be Colored Me" pp. 108-112

Week 4

September 7

King, Jr., "Letter from Birmingham Jail" pp. 135-150

Malcolm X, from *The Autobiography of Malcolm X* pp. 152-156

September 9

Lorde, "The Transformation of Silence" pp. 188-191

hooks, "Coming to Class Consciousness" pp. 218-228

Week 5

September 14

Obama, "A More Perfect Union" pp. 239-249

Obama, "Eulogy for Rep. John Lewis" (Blackboard)

September 16

Adichie, "The Color of an Awkward Conversation" pp. 250-252

Landrieu, "Truth: Remarks on the Removal of Confederate Monuments in New Orleans" pp. 434-441

Week 6

September 21

Optional Conferences

September 23

Gay, "The Politics of Respectability" pp. 354-357

Smith, "Getting In and Out" pp. 447-445

Week 7

September 28

Alexander, from *The New Jim Crow* pp. 253-261

September 30

Stevenson, from *Just Mercy* pp. 367-379

Week 8 - Semester Mid-Point October 9

October 5 Coates, "The Case for Reparations" pp. 307-339

October 7 To Be Determined

Week 9

October 12 Half-class Workshop

October 14 Half-class Workshop

Week 10

October 19 Jones, *An American Marriage* pp. 3-27

October 21 Jones, *An American Marriage* pp. 28-61

Week 11

October 26 Jones, *An American Marriage* pp. 61-91

October 28 Jones, *An American Marriage* pp. 95-134

Week 12

November 2 Jones, *An American Marriage* pp. 135-173

November 4 Jones, *An American Marriage* pp. 174-207

Week 13

November 9 Jones, *An American Marriage* pp. 208-244

November 11 Jones, *An American Marriage* pp. 244-Conclusion

FINAL EXAM

Tuesday, November 17 - 5 - 7:30 PM