

INTRODUCTION TO AFRICAN AMERICAN AND AFRICAN STUDIES I—Fall 2019

Hill Hall 107

COURSE DESCRIPTION

As the twenty-first century progresses, the gaps between American democratic ideals and practices continue to grow. Despite our greatest hopes for a more inclusive, equitable, and just society, Americans still find it difficult to engage in the sorely needed public dialogues that undermine their sense of the United States—or challenge their implicit and explicit biases. For the next fifteen weeks of this semester we will chart the journey of early African people in the Americas as we consider the ways in which they shaped and challenged public discussions about race, ethnicity, religion, class, citizenship status, gender, economics, and patriotism. Following their steps from the colonial period through the Reconstruction era, we will think critically about the early identity construction of African people in the Americas and the changing meanings of their identities over time. In doing so, we will arm ourselves with the knowledge and skills to engage (and hopefully influence) public conversations about issues that have divided the nation for more than two centuries.



“On to Liberty”
Theodore Kaufmann ca. 1867

COURSE INFORMATION

Instructor: Professor Hunter

Office: Conklin Hall 337

Hours: M/Th: 11:30-1:00 pm

Please use: <https://calendly.com/lpbhunter>

Email: lahunter@newark.rutgers.edu

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

ISBN: 9781319060527

Martha S. Jones *Birthright Citizens: A History of Race and Rights in Antebellum America* ISBN:9781316604724

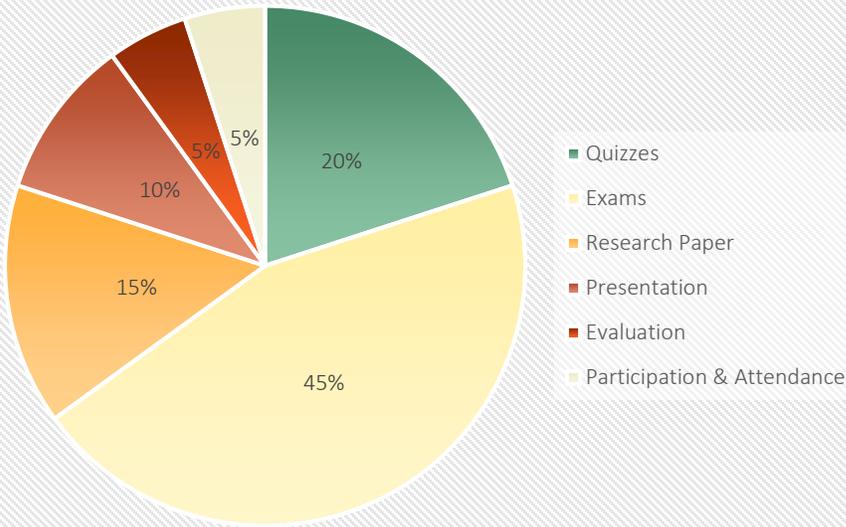
Deborah G. White *Ar'n't I A Woman: Female Slaves in the Plantation*

South ISBN: 9780393314816

COURSE OBJECTIVES

1. Study the early African American experience using both primary and secondary sources that range from scholarly articles and books, to songs and artwork.
2. Use primary and secondary sources to develop and sharpen your rhetorical analytical and critical thinking skills.
3. Demonstrate your understanding of the major events that shaped the early African American experience through discussion, debate, and written assignments.
4. Gain a greater understanding of the relationship between race and class.
5. Identify the contributions of African Americans to early American history and culture.
6. Evaluate the impact of American slavery, capitalism, and democracy on African American socio-cultural and political expressions.
7. Compare and contrast the philosophies, and resistance strategies of early African American leaders to American inequalities.

Grading Scale



“Getting Ready for Carnival” ca. 1877
Winslow Homer

Course Assignments Explained

Exams — You will take two exams this semester. The first is scheduled for October 16th during regular class time. The second exam will take place on Monday December 23rd from 3:00 pm to 6:00 pm. Detailed guides for both exams will be available on blackboard.

Quizzes— You will take three 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.

Essay Assignment—You are responsible for one essay this semester, which will require you to draw on primary and secondary sources to address a research question of your choosing from a given selection. A detailed guide will be available for this assignment on blackboard.

Project & Evaluation— This semester you will have a choice of two project options. The first option is a small group assignment that requires you to create a public history project. The second option requires you to complete 10-15 hours of service learning, individually, at a location of your selection and choice. Based on the project you choose; you will be assessed by your group members or a service learning supervisor. Your grade will be based on the level of effort and investment you put into your chosen project.

Participation— Consistent participation in this course is vital to excelling in it, and thoughtful, open conversations are the only ways to keep it interesting and fun. To ensure this, we must each bring ourselves to every conversation.

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 to Do
1	Sept. 4	Course Introductions	-----	
2	Sept. 9	Foundations of the Field	Blackboard Reading: Darlene Clark Hine “Black Studies: An Overview”	
	Sept. 11		Blackboard Reading: Mark Christian “Black Studies in the 21 st Century: Longevity has its Place”	
3	Sept. 16	African Renaissances and Precolonial Africa	Blackboard Reading: Excerpts from Cheikh Anta Diop’s <i>Precolonial Black Africa</i>	
	Sept. 18		Blackboard Reading: Paul Lovejoy and David Richardson “The Business of Slaving”	
4	Sept. 23	European Expansion & the Middle Passage	Blackboard Reading: Antonio Bly “Crossing the Lake of Fire”	
	Sept. 25		Blackboard Reading: Sowande Mustakeem ‘She must go overboard & shall go overboard’ Begin reading <i>Freedom on My Mind</i> Ch. 1 this weekend	
5	Sept. 30	The Black Atlantic	Blackboard Reading: Excerpts from <i>African Slavery in Latin America</i> Ch.2	
	Oct. 2		Blackboard Reading: David Geggus “The Sounds and Echoes of Freedom”	
6	Oct. 7		Blackboard Reading: Camilla Townsend “In Search of Liberty”	
	Oct. 9		Blackboard Reading: Hilary Beckles “A Riotous and Unruly Lot” Complete <i>Freedom on My Mind</i> Ch. 1 this week.	
7	Oct. 14	Midterm Review	-----	
	Oct. 16	Midterm Exam	-----	
8	Oct. 21	The North American Colonies Race & Law	Read Through <i>Freedom on My Mind</i> Ch. 2 this week.	
	Oct. 23		Textbook Documents (Found in the Documents section of Chapter 2): “An Act for Regulating Slaves in New Jersey” & South Carolina Slave Codes	
9	Oct. 28	Independence & the New Republic	Blackboard Reading: Excerpts from Thomas Jefferson <i>Notes on the State of Virginia</i> Read through <i>Freedom on My Mind</i> Ch. 3 this week	
	Oct. 30		Blackboard Reading: Lemuel Haynes “Liberty Further Extended”	
10	Nov. 4	Free & Unfree Black Communities in Antebellum America	Read: <i>Birthing Citizens</i> Ch. 1	
	Nov. 6		Read: <i>Birthing Citizens</i> Ch. 2	
11	Nov. 11		Read: <i>Ar’n’t I A Woman</i> Ch. 2	
	Nov. 13		Read: <i>Ar’n’t I A Woman</i> Ch. 5	
12	Nov. 18	Race, Rights & The American Civil War	Blackboard Reading: See Frederick Douglass Folder	

	Nov. 20		Read Through <i>Freedom on My Mind</i> Ch. 6 this week	Paper assignment due
13	Nov. 25			
	Nov. 27	Thanksgiving Break	NO CLASS	
14	Dec. 2		Begin reading through <i>Freedom on My Mind</i> Ch. 7	
	Dec. 4			
15	Dec. 9		Complete <i>Freedom on My Mind</i> Ch. 7 & Blackboard reading: Victoria Matthews "Aunt Lindy"	
	Dec. 11	Final Exam Review	-----	
16	Dec. 16	No Class	Reading Day	
	Dec. 18	No Class	Reading Day	
17	Dec. 23	Final Exam Day		