

# INTRODUCTION TO AFRICAN AMERICAN AND AFRICAN STUDIES I

## SPRING 2022

(014:111:90)

Instructor: Professor Hunter

Email: lahunter@newark.rutgers.edu

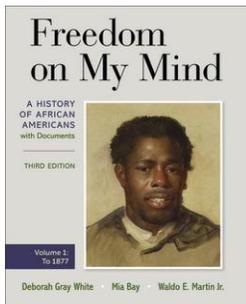
Virtual Office Hours: Tues. 12-1:30 pm

<https://rutgers.zoom.us/j/92835284787?pwd=SGZnVk8wY3p2V29lZ0dtOVZPUkM4UT09>

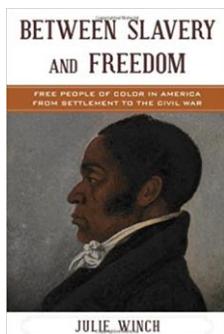
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### Required Texts:

\*All required readings outside of the main textbooks are accessible via Canvas. \*



Deborah G. White, et. al. *Freedom on My Mind: A History of African Americans Vol. 1 to 1865* (3<sup>rd</sup> edition) ISBN: 978-1319243005



Julie Winch *Between Slavery and Freedom: Free People of Color in America From Settlement to the Civil War* ISBN: 978-0742551145

## Course Description

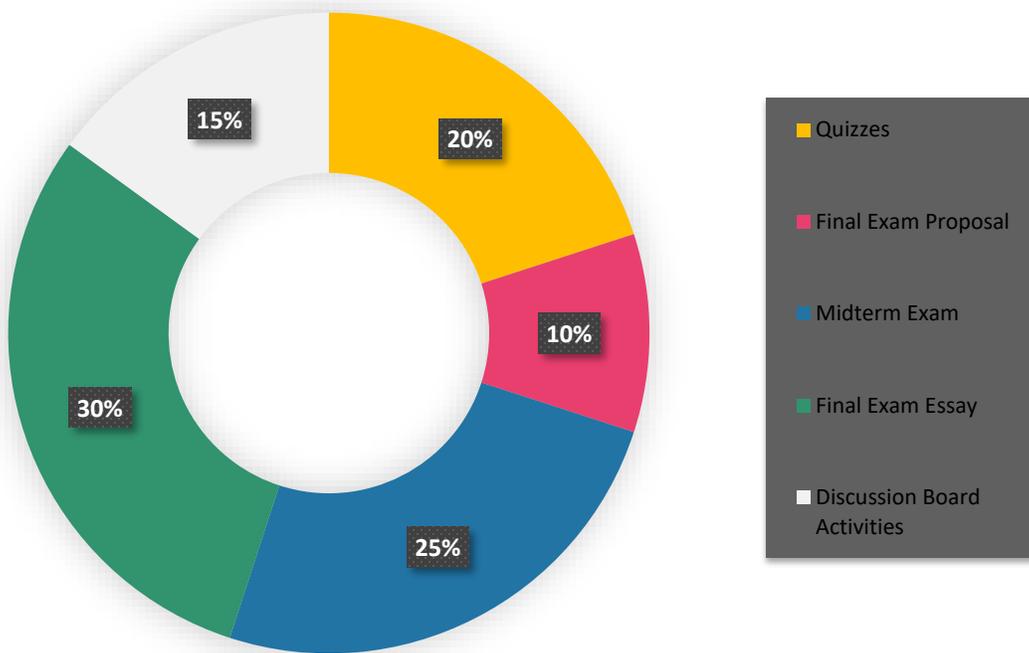
As the twenty-first century progresses, the gaps between American democratic ideals and practices continue to grow. Despite our greatest hopes for a more inclusive, equitable, and just society, Americans still find it difficult to engage in the sorely needed public dialogues that undermine their sense of the United States—or challenge their implicit and explicit biases. This semester, we will undertake the task of inspecting the roots of our national contradictions, as we consider the journeys of African people in the early Americas. Together, we will discuss the ways in which they navigated the uncertainty of their contemporary moments in hopes of achieving freedom and equality. Nuancing this, we will also consider African influence on public discourse about race, ethnicity, class, gender, citizenship, national identity, and patriotism throughout the Americas. Following their steps from the colonial period through the American Civil War, we will closely examine the early self-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 of race that have divided the nation for more than two centuries.

## Course Objectives

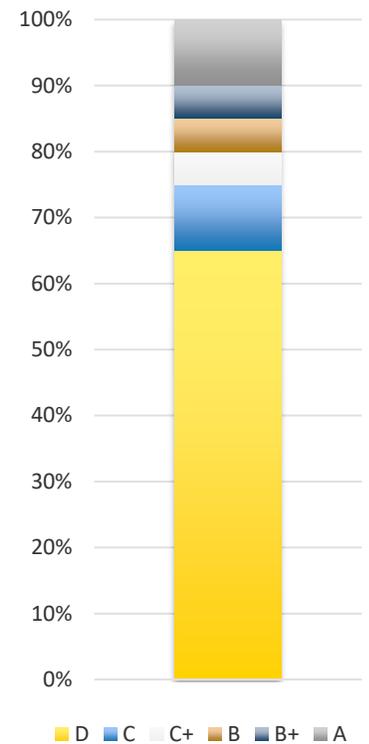
This semester you will—

1. Use primary and secondary sources to develop and sharpen your analytical and critical thinking skills.
2. Demonstrate your understanding of the major events that shaped the early African American experience through oral and written assignments.
3. Gain a greater understanding of the historic relationship between race and class in the Americas.
4. Identify the contributions of African descended people to early history and culture of the Americas.
5. Evaluate the impact of American slavery, capitalism, and democracy on African American socio-cultural and political expressions.
6. Compare and contrast African Americans' early strategies of resistance to American inequality and oppression.

## Assignment Weights



## GRADING SCALE



## COURSE REQUIREMENTS

**PLEASE NOTE:** The impacts of the evolving COVID-19 virus continue to redefine our work and lives in profound way. If you are having ANY difficulty completing assignments or accessing the technology to participate in our course, please do not hesitate to reach out to me to discuss the best strategy for continuing the course successfully.

**Discussion Boards** — Although we will not be in a physical classroom, consistent participation is still vital to maintaining a meaningful learning experience. In light of this, I have created four short discussion board activities that will allow us to sustain dialog with each other as the semester progresses. Understandably, there will be times when you are unable to complete a discussion board on its due date. If this is the case, don't worry. Simply notify me via email that you are unable to meet the assignment deadline and submit your assignment within the next 48 hours. You will still receive full credit. If you do not contact me, and your assignment is submitted more than 48 hours after its due date, your grade will be lowered by one half letter grade for each day it is late.

**Quizzes** — This semester you will complete three brief quizzes. Each quiz will require you to demonstrate your understanding of the major trends and events we will explore in the coming weeks. All quizzes must be completed on or before their due dates through the Canvas learning system. Similar to your discussion boards, if you are unable to complete your quiz on or before its due date, please send me an email and submit your quiz within the next two days. If your quiz is submitted more than 48 hours after its due date, your grade will be lowered by 5% for each day it is late. The due dates of each assessment are listed below.

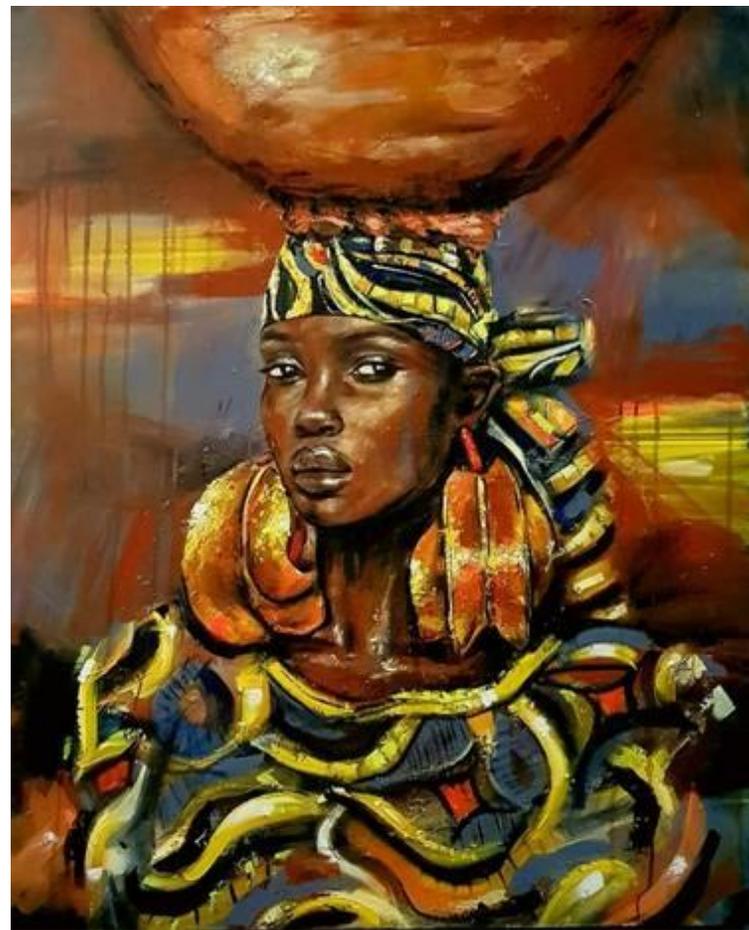
**Final Exam Proposal**—In preparation for your final exam, you are required to submit a one-paragraph proposal and brief annotated bibliography. A detailed guide will be available for this assignment on Canvas in the exam guides module of our Canvas page.

**Exams**—You will take two exams this semester. Your midterm must be submitted by the end of the day on October 17<sup>th</sup> and your final exam must be submitted on December 18<sup>th</sup> by 11:59 pm. Detailed guides for both exams will be available on Canvas in the exam guides module.

# Evaluation & Integrity Policy

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. The department **REQUIRES** all students to insert an academic integrity pledge on **ALL** of your submitted work. **The pledge should read as follows: “On my honor I have neither received nor given any unauthorized assistance on this assignment.”**

# Accommodation & 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](http://ods.rutgers.edu). Contact ODS: (973) 353-5375 or [ods@newark.rutgers.edu](mailto: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](mailto: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](mailto: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](mailto:TitleIX@newark.rutgers.edu). To submit an incident report: [tinyurl.com/RUNReportingForm](http://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](mailto:run.vpva@rutgers.edu).

	TOPIC	WHAT TO READ	WHAT TO SUBMIT
<b>Week 1</b>	Introduction to the course & Africana Foundations		
Jan. 18		Please review all content in the “Getting Started” module this week.	Introduce yourself to the class in the “Getting to Know You” discussion forum.
Jan. 19		Read Darlene Clark Hine’s “Black Studies: An Overview”	
Jan. 20			
Jan. 21		Read Mark Christian’s “Black Studies in the 21st Century: Longevity has its Place”	
<b>Week 2</b>	Precolonial West Africa		
Jan. 24		Read through <i>Freedom on My Mind</i> Ch. 1 this week.	
Jan. 25		Read Chiekh Anta Diop <i>Pre-Colonial Black Africa</i> (Excerpt 1)	
Jan. 26			
Jan. 27		Read Chiekh Anta Diop <i>Pre-Colonial Black Africa</i> (Excerpt 2)	
Jan. 28			Discussion Board Activity 1 due 1/28 by 11:59 pm
<b>Week 3</b>			
Jan. 31			
Feb. 1		Read excerpts from Paul Lovejoy <i>Transformations in Slavery: A History of Slavery in Africa</i>	
Feb. 2			
Feb. 3		Read Paul Lovejoy and David Richardson’s “The Business of Slaving”	
Feb. 4			
<b>Week 4</b>	The Black Atlantic		
Feb. 7		Read through <i>Freedom on my Mind</i> Ch. 2 this week.	
Feb. 8		Read Leo Garofal’s “The Movement of Afro-Iberians to Colonial Spanish America”	
Feb. 9			
Feb. 10		Read excerpts from Hebert Klein’s <i>African Slavery in Latin America</i> Ch.1	
Feb. 11			Quiz 1 due 2/11 @ 11:59 pm
<b>Week 5</b>	The Black Atlantic (cont.)		

Feb. 14			
Feb. 15		Read Hilary McD Beckles's "Caribbean Anti-Slavery: The Self-Liberation Ethos of Enslaved Blacks"	
Feb. 16			
Feb. 17		Read Hilary McD Beckles "An Economic Life of their Own: Enslaved Women as Entrepreneurs"	
Feb. 18			Midterm Exam Guide Available today.
<b>Week 6</b>	North American Colonies		
Feb. 21		Read through <i>Freedom on My Mind</i> Ch. 3 this week.	
Feb. 22		Read "An Act for Regulating Slaves in New Jersey" & South Carolina Slave Code (Found in the document project section of chapter 3 of <i>Freedom on My Mind</i> )	
Feb. 23			
Feb. 24		Read <i>Between Slavery and Freedom</i> Ch. 1	
Feb. 25			Discussion Board Activity 2 due 2/25 by 11:59 pm
<b>Week 7</b>	Midterm Exam Week		
Feb. 28			
Mar. 1		//////////	Study for your exam.
Mar. 2			
Mar. 3		//////////	
Mar. 4	Midterm Exam		Midterm Exam due 3/5 @ 11:59pm
<b>Week 8</b>	Independence & the New Republic		
Mar. 7		Complete <i>Freedom on My Mind</i> Ch. 4 this week.	
Mar. 8		Read Thomas Jefferson's Original draft of the Declaration of Independence & "Lemuel Haynes's "Liberty Further Extended"	
Mar. 9			
Mar. 10		Read <i>Between Slavery and Freedom</i> Ch. 2	
Mar. 11			
<b>Week 9</b>	SPRING BREAK ENJOY!		
Mar. 14			
Mar. 15	No Class—Enjoy the break!	//////////	
Mar. 16			
Mar. 17			
Mar. 18			
<b>Week 10</b>	Independence & the New Republic (cont.)		

Mar. 21		Read Debra Newman “Black Women in the Era of the American Revolution in Pennsylvania”	
Mar. 22			Discussion Board Activity 3 due 3/25 by 11:59 pm
Mar. 23		Read Thomas Peters “A Black Loyalist Petitions for a Better Place of Settlement” & Nero Brewster “Petition to the New Hampshire Legislature”	
Mar. 24			
Mar. 25			
<b>Week 11</b>	Free & Unfree Black Communities in Antebellum America		
Mar. 28		Begin reading through <i>Freedom on My Mind</i> Ch. 5 this week.	
Mar. 29		Read Ona Judge “Washington’s Runaway Slave” (found in the document project section of chapter 5 of <i>Freedom on My Mind</i> )	
Mar. 30			
Mar. 31		Read <i>Between Slavery and Freedom</i> Ch. 3	
Apr. 1			Quiz 2 due 4/1 @ 11:59 pm
<b>Week 12</b>			
Apr. 4		Read <i>Between Slavery and Freedom</i> Ch. 4	
Apr. 5			
Apr. 6		Read Rebecca de Schweinitz “Loving Hearts and ‘Brave Ones”	
Apr. 7			
Apr. 8			Discussion Board Activity 4 due 4/8 by 11:59 pm
<b>Week 13</b>			
Apr. 11			
Apr. 12		Read Libra Hilde “I Liked My Papa Best: Enslaved Fathers”	
Apr. 13			
Apr. 14		Read excerpts from Deborah G White <i>Ar’n’t I A Woman?</i>	
Apr. 15			Final Exam Proposal due 4/15 @ 11:59 pm today.
<b>Week 14</b>	Race, Rights & the American Civil War		
Apr. 18		Read through <i>Freedom on My Mind</i> Ch. 6 this week.	
Apr. 19		Read through Frederick Douglass Speeches in this week’s module.	
Apr. 20			

Apr. 21		Read through Abolitionist publications in this week's module.	
Apr. 22			Quiz 3 due 4/22 @ 11:59 pm
<b>Week 15</b>			
Apr. 25			
Apr. 26		Read through Freedom on My Mind Ch. 7 this week.	
Apr. 27			
Apr. 28		Read excerpts from Ella Forbes's African American Women During the Civil War	
Apr. 29			
<b>Week 16</b>	FINAL EXAM WEEK		
May 2	Last Day of classes.	//////////	Focus on your final exam essay.
<b>Week 17</b>			
May 9	FINAL EXAM DAY		Final exam due 5/9 @ 11:59 pm.