

INTRODUCTION TO AFRICAN AMERICAN AND AFRICAN STUDIES I SUMMER 2021

COURSE DESCRIPTION

In the wake of our most recent global crisis, feelings of uncertainty seem to loom above many of us. Coupled with economic recession and political unrest in many parts of the world, this historical moment has presented a series of hurdles, set to shape our unfolding realities. For many, this is an unprecedented and scary time, for others it is merely a call to adjust, change, and press forward. Regardless of our posture towards the future in the face of an ambiguous present, this current historical period exposes several unresolved legacies of our nation's troubled past. Indeed, this time of illness and economic stagnation has exposed the long standing inequities, selfishness, antagonism, and prejudice of our culture—even as it has also compelled many of us to tremendous acts of kindness and social justice. Understanding the persisting contradictions in our society requires a close inspection of their roots. This will be our collective task in the next five weeks. Together, we will chart the journey of African people in the Americas as we consider the ways in which they navigated the uncertainty of their contemporary moments in hopes of achieving freedom and equality. As we consider their journey, we will also think about the ways in which early Afro-American/Afro-Latinx/Afro-Caribbean people have shaped and challenged public discourse about race, ethnicity, class, gender, citizenship, national identity, and patriotism. Following their steps from the colonial period through the American Civil War, 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 the issues that have divided the nation for more than two centuries.

COURSE ESSENTIALS

Instructor: L. Hunter

Email:
lahunter@newark.rutgers.edu

Office Hours: W-TH 12-1 pm

Please use this link:
<https://rutgers.zoom.us/j/99014112173?pwd=NXA3ZDFOd0lpdnNCN2tHNHlkUUU3QT09>

Password: 564908

REQUIRED TEXTBOOK:

Deborah Gray White, Mia Bay et al. *Freedom on My Mind: A History of African Americans* Vol. 1 to 1885

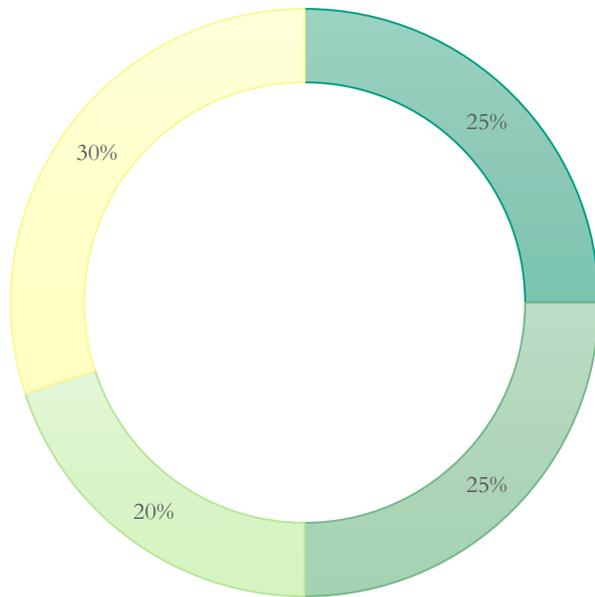
ISBN:9780312648831

Please note: All other assigned readings are on blackboard in the course readings section.

IN THIS COURSE YOU WILL:

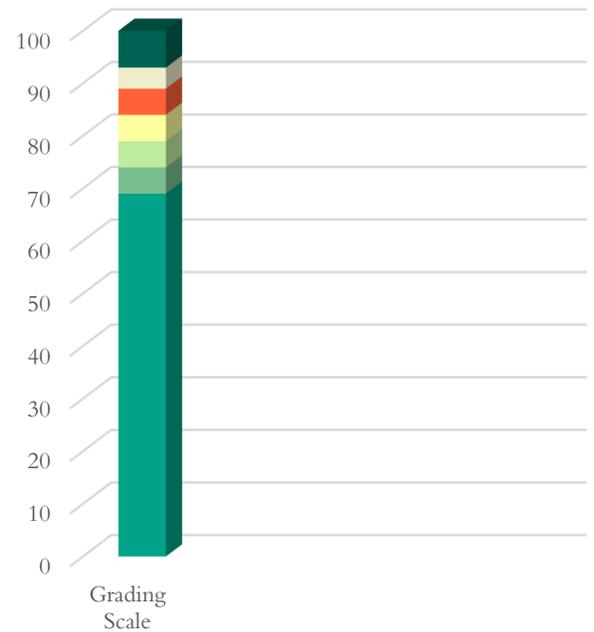
1. Study the early African experience in the Americas using primary and secondary sources that range from scholarly articles and books, to songs and artwork.
2. Use primary and secondary sources to develop your analytical and critical thinking skills.
3. Demonstrate your understanding of the major events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

Assignments



■ Test ■ Discussion Board Activities ■ Final Exam Proposal ■ Final Exam Essay

Grading Scale



■ F ■ D ■ C ■ C+ ■ B ■ B+ ■ A

Course Assignments Explained

Mid-Session Test—You will complete one test this semester, which will assess your grasp of the first three weeks of the summer session. A detailed guide will be available on our blackboard page at the end of the first week of the course.

Discussion Board Activities—Once a week I will post a short written activity in the discussion board section of our blackboard page. Each activity will help you build your analytical skills by requiring you to critically examine a source or short reading. Your responses should be AT LEAST 300-500 words long (approximately 1-3 paragraphs).

Final Exam Proposal— In preparation for your final exam, you will write a one paragraph description of your final essay that explains your main argument and identifies three of your potential sources. A detailed guide is available on blackboard in the final exam resources section.

Final Exam Essay— Your final exam is a short essay assignment due on July 3rd. The final will require you to choose one of a given set of research questions and respond using a combination of primary and secondary sources. A detailed guide is available on blackboard in the final exam resources section.

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."**

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.

Accommodation and 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. Contact ODS: (973) 353-5375 or 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.
- **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.
- **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. To submit an incident report: 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.

| | Topic | Read | Submit |
|---------------|---|---|--|
| Week 1 | | | |
| 6/1 | Course Introduction & the Golden Ages of Africa | | Please introduce yourself in the “Getting to Know You” discussion forum. |
| 6/2 | | Blackboard Reading: Cheikh Anta Diop <i>Precolonial Black Africa</i> | |
| 6/3 | | | |
| 6/4 | | Blackboard Reading: Finn Fuglestad <i>Slave Traders by Invitation</i> | Discussion Board Activity 1 due 6/6 @ 11:59 pm |
| Week 2 | | | |
| 6/7 | European Expansion & the Middle Passage | Blackboard Reading: Paul Lovejoy and David Richardson “The Business of Slaving” | |
| 6/8 | | | |
| 6/9 | | Blackboard Reading: Barbara Bush ‘Daughters of injur’d Africk’: African women and the transatlantic slave trade | |
| 6/10 | | | |
| 6/11 | | Begin reading <i>Freedom on My Mind</i> Ch. 1 | Discussion Board Activity 2 due 6/13 @ 11:59 pm |
| Week 3 | | | |
| 6/14 | The Atlantic World & the Development of the North American colonies | Complete <i>Freedom on My Mind</i> Ch. 1 | |
| 6/15 | | Blackboard Reading: Jane Landers “Africans in the Spanish Colonies” | |
| 6/16 | | | |
| 6/17 | | Blackboard Reading: William D. Phillips “Slavery in The Atlantic Islands And The Early Modern Spanish Atlantic World” | |
| 6/18 | | Begin reading <i>Freedom on My Mind</i> Ch. 2 | Mid-session Test due 6/20 @ 11:59 pm |
| Week 4 | | | |
| 6/21 | Race, Revolution & the New Republic | Complete <i>Freedom on My Mind</i> Ch. 2 | |
| 6/22 | | | |
| 6/23 | | Blackboard readings: James Gigantino “The Whole North is Not Abolitionized” | Discussion Board Activity 3 due 6/27 @ 11:59 pm |
| 6/24 | | | |
| 6/25 | | Read through <i>Freedom on My Mind</i> Ch. 3 this week. | |
| Week 5 | | | |

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| 6/ 28 | National Expansion & the Road to Civil War | Read through <i>Freedom on My Mind</i> Ch.4 this week. | |
| 6/ 29 | | | |
| 6/ 30 | | Read Speeches in Arguments for Abolition folder | Final Exam Proposal due 6/30 @ 11:59 pm |
| 7/ 1 | | | |
| 7/ 2 | | Skim through <i>Freedom on My Mind</i> Ch. 6 | Discussion Board Activity 4 due 7/2 @ 11:59 pm |
| Week 6 | | | |
| 7/ 5 | | Read through chapter 7 in <i>Freedom on My Mind</i> . | |
| 7/ 6 | | | |
| 7/7 | | Work on your final exam essay. | |
| 7/8 | | | Final Exam due July 8 @ 11:59 pm |