

Introduction to African American & African Studies

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Course Information: Summer 2016
Course Number: 21:014:111
Course Format: ONLINE

Session Dates: May 31, 2016 – July 8, 2016



The Emancipation Statue seen here is the work of Barbados' best known sculptor Karl Broodhagen and symbolizes the breaking of chains of slavery at Emancipation
<http://island360.net/emancipation-day-cross-the-caribbean>

Course Description

This course explores the historical, social, legal and political experiences of people of African descent in the United States from pre-slavery through the post-Reconstruction era. We will deconstruct the concepts of liberty, freedom, equality and Americanness through an examination of slavery as an American institution.

We will investigate the history of West African kingdoms, describe and assess the Middle Passage, identify slave resistance and Black participation in the United States Revolutionary and Civil Wars and their fight for eventual emancipation.

We will examine the impact of race and racial prejudice on people of African descent as they simultaneously chronicled their enslaved experiences and fought for their human rights.

This course will serve as a foundation for evaluating, analyzing and explaining current ethnic and racial tensions in the United States and the Americas.



Statue of Alexander Hamilton in the United States Capitol rotunda
https://en.wikipedia.org/wiki/Alexander_Hamilton

Course Learning Goals

By the end of the semester you will:

- ◆ Identify and describe the relevance of major actors, events and ideas that have shaped African American history through Reconstruction
- ◆ Identify and explain the strategies employed by African Americans (and others) to undermine social and political oppression
- ◆ Describe the persistence of white racial aggression and explain the social construction of the black/white racial binary in the U.S.
- ◆ Improve research and critical thinking skills, as applied to African American and African Studies, through engagement with interdisciplinary scholarship and analysis of primary sources
- ◆ Develop writing skills through analytical and reflective essays and develop greater familiarity with the interactive collaborative software, Voicethread
- ◆ Employ and demonstrate the necessary skill sets enabling you to interact effectively in an online learning environment.

Books and Course Materials

All course materials are available in digital/online formats, as downloadable PDF files via Library databases, such as JSTOR or from Open-Access Internet Resources (webpages) and downloadable files. I have posted all additional required readings on Blackboard (BB) in Course Documents.

1. Required Text

Deborah Gray White, Mia Bay, Waldo E. Martin Jr. *Freedom on My Mind: A History of African Americans with Documents Vol. 1: to 1885*.

ISBN-13: 978-0312648831

ISBN – 10: 0312648839

2. 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.

Course Grade Breakdown

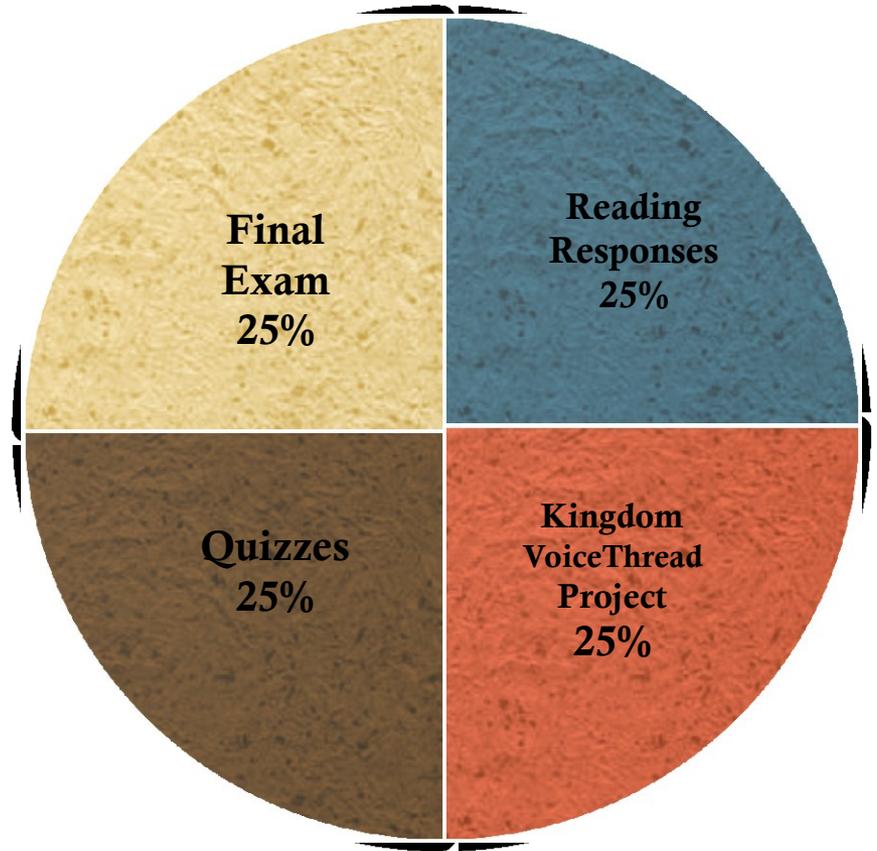
Quizzes - There will be two quizzes in this course. One will be at the end of week one and the other the end of week four. The quizzes will be timed and the majority of questions will be multiple choice with some short essay answers required.

Reading Responses – You will need to submit two written responses. One will be a film critique/analysis, the other will respond to my question prompts.

Kingdom VoiceThread Project – You will choose an ancient African Kingdom and present a five to seven minute “docu-history” of this Kingdom using Voicethread.

Final Exam - There will be a final exam at the end of the six weeks. The final will be a 60 minute timed exam with 27 multiple choice questions and three short essay questions.

Article Submission Extra Credit– You can submit one extra credit, 300 word analysis, of an article, **not older than 30 days**, which describes a contemporary discussion of slavery in the Americas.



Course Grading

If you want to earn an “A” in the course:

- ◆ Organize your submissions with enough time to ensure that they contain sufficient course references, clear, cogent and concise writing and impeccable grammar. Submissions will be evaluated for clarity of expression and quality – not only content; also prepare well for the quizzes, midterm and final.
- ◆ Make arrangements to speak/meet with me if you have any questions (hyacinth.miller@rutgers.edu).

Grading Scale	
A	90-100 Work of superior quality and mastery of course material
B+	86-89 Work of high quality, mastery of course material, with minimal errors
B	80-85 See above
C+	76-79 Work minimally meets course requirements
C	70-75 See above
D	60-69 Work shows minimal clarity or engagement with course material
F	<60 No satisfactory work provided during the semester

Course Participation

Course Delivery

- ◆ Just log in
- ◆ This course is taught 100% online and in the Blackboard Course Management System. The course is taught asynchronously. There are weekly deadlines to submit work, but for the most part, we will not be required to “meet” at a particular time, date, place.
- ◆ We will have six weeks to cover 14 weeks of a regular coursework. Upon successful completion of the course, you will receive the same three credits.
- ◆ Because of the nature of this accelerated online course, **I will not accept** late assignments. If you have experienced an unavoidable personal situation that prevents you from completing work on time AND you have supporting documentation, please email me PRIOR to the date the work is due and/or exam scheduled for reconsideration.

Prerequisites

- ◆ There are no required prerequisites for this course.

Technical requirements

- ◆ There are no technical requirements, but, as the course delivery and communication takes place via screen, you will benefit from processing and graphic software (Flash and video players). I also recommend a high-speed Internet connection and software that can save a file in the format of Microsoft Word doc or PDF.
- ◆ You are required to use Blackboard, VoiceThread and library databases.

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, for six weeks. This is calculated based on the college standard requirement of approximately three hours of work each week per credit-hour of the course. Depending on our individual backgrounds and schedules, some Units may require more time, some less.
- ◆ This course has a schedule with deadlines. This course is NOT self-paced. Do not try to 'save-up' all course work to the last day of each unit.
- ◆ If you have not completed all assignments by the end of the semester, do not ask to submit extra credit. The answer is No.
- ◆ Doing a little work everyday works best.
- ◆ Schedule regular study/assignment times in your calendar. Studies show that the more hours you put in, the better the work output. Students who can only put in two to three hours per week are not as likely to get top grades as those students who can study at least six or more hours per week.

Technical Problems and Troubleshooting

- ◆ I encourage everyone to download a copy of this course syllabus (and print a hard copy) along with the course schedule and any course materials.
- ◆ In an online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure, cyber attacks). Many issues can be headed off or resolved relatively quickly; however, if you wait until the last minute to complete assignments or study for exams, the chances of these glitches affecting your success increase. Please plan appropriately. If a problem occurs, it is essential you take immediate action to resolve the problem.
- ◆ Also, as a registered Rutgers student, you will have access to the computer labs on the various Rutgers campuses. See attached link:
<http://www.libraries.rutgers.edu/computers>

Using Blackboard & Student Technical Support

◆ Technical questions and the Student Help Desk for RU-Newark:

- ◆ help@newark.rutgers.edu (useful if you have a day or so to resolve)
- ◆ 973-353-5083 (good for urgent questions)
- ◆ Hill Hall 109 (walk-ins)
- ◆ <http://ncs/newark.rutgers.edu/hd> (helpdesk Web page)
- ◆ Also, send me an email to let me know that you have experienced a problem.

◆ New (Less Experienced) Blackboard Users

- ◆ Review the following video made by Blackboard for tips on how to use Blackboard https://en-us.help.blackboard.com/Learn/Reference/Blackboard_Learn_Videos/Student_Videos
- ◆ In addition, many “How-To” videos for using Blackboard in a fully online course can be accessed by a keyword search on YouTube <https://www.youtube.com/user/OfficeOfAcademicTech>
- ◆ This is the link for the Rutgers University-Newark Academic Technology Services Blackboard for Students site <http://ats-techdocs.rutgers.edu/m/35887>

Communication Policy

◆ Announcements

I will use the announcement feature of Blackboard to communicate with you. Be sure to check the course Web page and RU Web mail daily to ensure that you do not miss any notifications.

◆ Emails

- ✓ Please contact me via email, hyacinth.miller@rutgers.edu. This is my preferred method of communication. Except for weekends and holidays, I typically respond to email messages within 24 business hours. I read and answer emails during regular business hours (i.e., between 9 a.m. and 5 p.m.). If you send emails at other times, the response time will be a bit longer.
- ✓ **When sending me an email, please be sure to address the email as Dear Professor Miller, Dear Ms. Miller or Dear Professor. I WILL NOT RESPOND TO EMAIL MESSAGES THAT BEGIN WITH “Hey”, “Yo”, or NO GREETING AT ALL.**
- ✓ RU Web mail is the official email address used by the course software. If you prefer to have your webmail forwarded to a personal email address, you can link it to your RU Web mail. Select this link <https://my.rutgers.edu/portal/help/faqs.html#3.4.6> scroll down and then select “How do I forward my email to another account”

Netiquette

- ◆ Creating a positive learning environment is our **collective project** in the course. It requires that we each engage with the material and with each other in a mutually respectful manner. Being civil to one another is a course requirement.
- ◆ Netiquette refers to our good manners, mutual respect and listening carefully to one another: it is network etiquette, the do's and don't's of online communication. If/When posting to our discussion board or communicating with others in our class, please remain courteous. Below are the guidelines we will follow in this course.
 - ◆ Be professional and courteous
 - ◆ Be respectful of other points of view
 - ◆ Avoid using slang and abbreviations because they can lead to misinterpretation
 - ◆ Do not capitalize all letters because this suggests shouting
 - ◆ Think and proofread before you submit. Draft responses in a separate file, proofread it, think about it – and then paste it into discussion.
 - ◆ Be sure to participate early in the Unit and then come back later to check and comment on responses. Everyone together helps to make a great discussion.

The Libraries and Writing Center

◆ Rutgers University Libraries

Assistance is available through phone, email and chat. Please review the Introduction to Rutgers Libraries helpful information and tutorials

<http://libguides.rutgers.edu/c.php?g=336662&p=2266850>

◆ The Writing Center

The Writing Center offers writing, tutoring and workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus (each Rutgers campus has a writing center). See this link for more information

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

Rutgers University

Academic Policies

Academic Integrity

This course follows Rutgers University policies relating to Academic Integrity. Students at Rutgers University are expected to maintain the highest ethical standards. The consequences of academic dishonesty, including cheating and plagiarism, are very serious. Rutgers' academic integrity policy is here <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/>

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 (assignment).” Plagiarism means copying another person’s written work and presenting it as your own. This covers all submitted work in this course. Copying another’s work will get you an F in the course and a meeting with the Dean for disciplinary action. The University takes plagiarism very seriously as do I. Rutgers’ plagiarism policy is here <http://academicintegrity.rutgers.edu/resources-for-students/>

Rutgers University

Health & Wellness Policies

◆ Serving Students with Disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. This course follows the policies established relating to disabilities. In order 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. The policy is here <https://ods.rutgers.edu/contact-ods>

◆ 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. The programs and services are designed to promote ways of coping with the effects of interpersonal violence and to prevent such violence from occurring at all. The information is here <http://vpva.rutgers.edu/need-help/>

◆ Office of Student Life LGBTQ Resource Program

This 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. More information is here <http://lgbt.newark.rutgers.edu/node/60>

◆ Resources for Student Veterans

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>

Student Instructional Rating Survey

- ◆ The Student Instructional Rating Survey (SIRS) is a University-wide survey of students for their comments about their classroom experiences that semester.
- ◆ Instructors, departments, schools and the University use the results to strengthen and improve teaching instruction.
- ◆ SIRS is conducted toward the end of every semester by the Center for Teaching Advancement and Assessment Research. Access this link for more information - <http://ctaar.rutgers.edu/sirs/>
- ◆ When you get the email notification, please complete the survey. Your input and responses will help me to improve this course.



Department of African American and African Studies

Social Media

❖ Join us on Facebook

<https://www.facebook.com/RUNAFAM/>

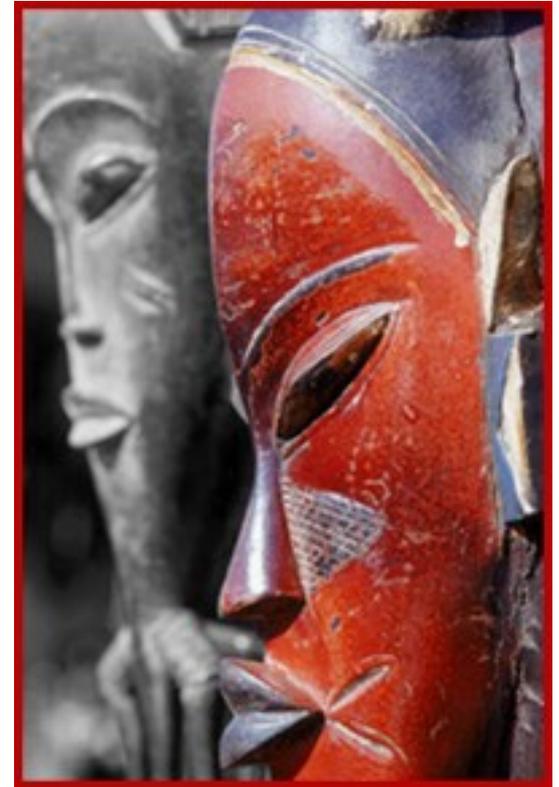
❖ Join us on Twitter @RUNafam

❖ Contact Us

afam@newark.rutgers.edu OR

973-353-5528 OR

323 Conklin Hall



Course Units

1. From Africa to America
2. African Slavery in North America
3. African Americans in the Age of Revolution
4. Slavery and Freedom in the New Republic
5. Black Life in the Slave South



Figure 1. A portrait of the enslaved both young and old harvesting cotton in the fields. The enslaved lived in destitute conditions and were made to work long hours every day. <http://ctlsites.uga.edu/hist2111-wolf2015/author/luke137/>

6. The Northern Black Freedom Struggle and the Coming of the Civil War
7. Freedom Rising: The Civil War
8. Reconstruction: The Making and Unmaking of a Revolution

Unit 1 – From Africa to America

May 31 – June 3

Unit Overview:

This week's readings provide a brief history of ancient West Africa, Europe in the age of the slave trade, the enslavement of indigenous peoples, and the Middle Passage. The two articles provide 'dueling' perspectives of what constitutes legitimacy when attempting to interpret and communicate historical events and occurrences.

Readings for this week:

- **Chapter 1** - Deborah Gray White, Mia Bay, Waldo E. Martin Jr. *Freedom on My Mind: A History of African Americans with Documents Vol. 1: to 1885*. New York, Boston :Bedford/St Martin's Press, 2012.
 - Mary R. Lefkowitz. "Willful Distortions Of History". *Academic Questions* 8.3 (1995): 28-32. (BB course documents)
 - **Introduction** – Martin Bernal. *Black Athena*. New Brunswick, N.J.: Rutgers University Press, 1987. (BB course documents)
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Learning Objectives:

- 1) Chronicle the history of West African kingdoms and identify core West African values and beliefs.
 - 2) Explain why European presence off the West African coast increased after the 15th century.
 - 3) Determine the factors that led to the inception of the transatlantic slave trade and the use of African slave labor.
 - 4) Describe and identify multiple dimensions of the Middle Passage.
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QUIZ

There will be an online quiz on Friday, June 3rd. This quiz will be available from 7am through 11pm. The quiz will cover Chapter 1, *Freedom on My Mind*. This 30-minute timed quiz will have 20 multiple choice questions. The quiz will be located in BB, in the Assignments tab. You will receive an announcement when the quiz becomes available.

Units 2 & 3 – African Slavery in North America and African Americans in the Age of Revolution

June 6 – June 10

Unit Overview:

This week's readings provide a brief history of the expansion of slavery, Africans in New England, Black society in Spanish Florida and the Stono Rebellion. Chapter 3 will cover free Blacks and Black patriots and loyalists. The articles provide an analysis of the practice of **pawnship** in Western Africa and the other explores the role of the American Black in British service during the Revolutionary War.

Readings for this week:

- **Chapter 2 and Chapter 3** - Deborah Gray White, Mia Bay, Waldo E. Martin Jr. *Freedom on My Mind: A History of African Americans with Documents Vol. 1: to 1885*. New York, Boston :Bedford/St Martin's Press, 2012.
- Paul E. Lovejoy and David Richardson. "The Business of Slaving: Pawnship in Western Africa, c. 1600-1810". *The Journal of African History*, Vol. 42, No. 1 (2001), pp. 67-89. (BB course documents)
- Sylvia Frey. "The British and the Black: A New Perspective". *The Historian*, Vol. 38, No. 2 (1976), pp.225-238. (BB course documents)

Learning Objectives:

- 1) Describe the differences in the way that slavery evolved and was practiced in the colonies.
- 2) Identify the laws and restrictions that characterized chattel slavery in the colonies.
- 3) Explain the methods that enslaved Africans used to resist and rebel against slavery.
- 4) Assess the impact of the Great Awakening on the development of the black church.
- 5) Describe the role of African Americans in the Revolutionary War.
- 6) Evaluate the impact of African culture and religious tradition on the African American identity.

ASSIGNMENT DUE – June 10

There is a written response due on June 10. Refer to BB, Assignments tab, Response 1 - June 10 link for more information.

Unit 4– Slavery and Freedom in the New Republic

June 13 – June 17

Unit Overview:

This week's readings provide a discussion on the status of the slave question coupled with the demands of cotton cultivation, the impact of the Haitian Revolution and the Louisiana Purchase, Gabriel's Rebellion and the Back to Africa question. The article provides an analysis of the **social construction of race** and the emergence of the binary racial distinction in the United States.

Readings for this week:

- **Chapter 4** - Deborah Gray White, Mia Bay, Waldo E. Martin Jr. *Freedom on My Mind: A History of African Americans with Documents Vol. 1: to 1885*. New York, Boston :Bedford/St Martin's Press, 2012.
- Robert Pierce Forbes. "The Cause of this Blackness: The Early American Republic and the Construction of Race". *American Nineteenth Century History*, Vol. 13, No. 1 (2012), pp. 65-94. (BB course documents)

Learning Objectives:

- 1) Describe the differences in the way that slavery evolved and was practiced in the colonies.
- 2) Identify the laws and restrictions that characterized chattel slavery in the colonies.
- 3) Explain the methods that enslaved Africans used to resist and rebel against slavery.
- 4) Assess the impact of the Great Awakening on the development of the black church.
- 5) Describe the role of African Americans in the Revolutionary War.
- 6) Evaluate the impact of African culture and religious tradition on the African American identity.

ASSIGNMENT DUE – June 17

Your ancient African Kingdom Voicethread project is due on June 17th. Refer to BB, Assignments tab, African Kingdom Voicethread - June 17 link for more information.

Units 5 & 6 – Black Life in the Slave South and The Northern Black Freedom Struggle and the Coming of the Civil War June 20 – June 24

Unit Overview:

This week's readings provide a discussion of American industrialization, the Missouri Compromise, Denmark Vesey, Nat Turner and other black challenges to slavery. One article provides an exploration of Northern Black life, while the other provides an exploration into black male sexual exploitation during slavery and its lasting legacy.

Readings for this week:

- **Chapters 5 and 6** - Deborah Gray White, Mia Bay, Waldo E. Martin Jr. *Freedom on My Mind: A History of African Americans with Documents Vol. 1: to 1885*. New York, Boston :Bedford/St Martin's Press, 2012.
- **Chapter 1 Northern Free Blacks: The Scholarly Discussion - pp 1-19** in James Oliver Horton. *Free People of Color: Inside the African American Community*. Washington, D.C.: Smithsonian, 1993. (BB Course Documents)
- Thomas Foster. "The Sexual Abuse of Black Men under Slavery". *Journal of the History of Sexuality* Vol. 20, No. 3 (2011) pp. 445–464 (BB Course Documents)

Learning Objectives:

- 1) Explain how the rise of cotton as a major cash crop consolidated the South's commitment to slavery.
- 2) Explain the "Missouri question" and the roots of tension in the nation over the expansion of slavery.
- 3) Explain the different methods that slaves and free blacks used to resist slavery.
- 4) Explain the evolution of the abolitionist movement during the 1830s.
- 5) Characterize the impact of the following events on the African American freedom struggle: the Compromise of 1850, the Kansas-Nebraska Act of 1854, and the 1857 Dred Scott case.

QUIZ

There will be a quiz on Friday, June 24th. This quiz will be available from 7am through 11pm. The quiz will cover Chapters 2, 3 and 4 as well as *The Business of Slaving* - Lovejoy and Richardson, *The British and the Black* - Frey and *The Cause of the Blackness* - Forbes. This 45-minute timed quiz will have 22 questions. The quiz will be located in BB, in the Assignments tab. You will receive an announcement when the quiz becomes available.

Unit 7– Freedom Rising: Civil War 1861-1865

June 27 – July 1

Unit Overview:

This week's readings provide an exploration of Abraham Lincoln and his legacy, black military service, the Freedmen's Bureau and the 13th Amendment.

Readings for this week:

- **Chapter 7-** Deborah Gray White, Mia Bay, Waldo E. Martin Jr. *Freedom on My Mind: A History of African Americans with Documents Vol. 1: to 1885*. New York, Boston :Bedford/St Martin's Press, 2012.

Learning Objectives:

- 1) Define President Abraham Lincoln's objectives during the Civil War, and track the evolution of these objectives over the course of the war.
- 2) Explain how refugee slaves shaped political and military policies on slavery during the war.
- 3) Characterize the contributions that African American men and women made in support of the Union's war effort.
- 4) Evaluate the impact that the Emancipation Proclamation had on the nation.
- 5) Assess the ways that the war exacerbated racial tensions within the United States.

ASSIGNMENT DUE – July 1

Your early American film critique/analysis is due on July 1. Refer to BB, Assignments tab, Film Analysis - July 1 link for more information.

Unit 8 - Reconstruction: The Making and Unmaking of a Revolution, 1865-1885

July 4 – July 8

Unit Overview:

This week's readings provide a discussion of 'freedom', the political revolution and Reconstruction, the Buffalo Soldiers and westward opportunities, white domination and the struggle for equal rights. DuBois' article provides an interrogation of the 19th century and his prognostications for the challenges facing Black Americans in the 20th century.

Readings for this week:

- **Chapter 8-** Deborah Gray White, Mia Bay, Waldo E. Martin Jr. *Freedom on My Mind: A History of African Americans with Documents Vol. 1: to 1885*. New York, Boston :Bedford/St Martin's Press, 2012.
- **Chapter 2 -** Du Bois, W. E. B. *The Souls Of Black Folk*. Charlottesville, Va.: University of Virginia Library, 1996. (BB Course Documents)

Learning Objectives:

- 1) Explain the steps that freed people took in building free black communities in the South during Reconstruction.
- 2) Define Radical Republicans' objectives in crafting legislations and acts to secure black people's freedom.
- 3) Characterize the challenges that freed people faced during Reconstruction.
- 4) Understand the strategies that white southerners used to restore white domination in the South.
- 5) Explain the various methods that African Americans used to challenge the racial hierarchy in the years following Reconstruction.

FINAL EXAM – July 8

Your final exam will be on Friday, July 8th . This exam will be available from 7am through 11pm and will cover Chapters 5, 6, 7 and 8 as well as *Of the Dawn of Freedom* - DuBois. This 60-minute timed exam will have 30 questions. The exam will be located in BB, in the Assignments tab. You will receive an announcement when the quiz becomes available.

Important Course Dates

Self-Introduction	Quiz 1	Response 1	Kingdom Project	Quiz 2	Film Analysis	Extra Credit	Final Exam
June 2	June 3	June 10	June 17	June 24	July 1	July 5	July 8



Enjoy the rest of your
SUMMER

Image courtesy of: <https://www.youtube.com/watch?v=UFatVn1hP3o>