This course is a research methods seminar for the humanities. Broadly construed, “the humanities” is a conglomeration of fields and disciplines that are dedicated to the study, interpretation, and appreciation of expressions of the human mind. This understanding of the humanities includes such diverse works as literature, history, music, mathematics, and computer code. More of an attitude than an aptitude, and more of an approach than a subject, it is in the humanities that that the perennial question “what does it mean to be human?” is asked. In this course, we will focus on recent scholarly and artistic engagements with conventional and unconventional repositories of the traces of the Black past as well as Black collective memory. In particular, we will undertake a deep study of literary critic Saidiya Hartman’s recent *Wayward Lives, Beautiful Experiments: An Intimate Histories of Riotous Black Girls, Troublesome Women, and Queer Radicals*. We will ask: How does the Black Archive help us answer the question what does it mean to be human? Through intensive reading, writing, and preliminary research, students will formulate their own archival research projects.

Approaches to the Black Archive Syllabus
Course Outcomes:
Students will be able to
1. Summarize scholarly arguments
2. Interpret primary sources, texts, and works of art and culture
3. Evaluate secondary literature
4. Design a humanities research project

Required Material:

Recommended:

Expectations:
As a research seminar, the course will be based and driven by the interests and energies of the students. It requires that all students come to class prepared, having both done the reading and formulated some provisional thoughts or questions for our discussion. It is also a collaborative seminar, which means that students will be expected to work together in and beyond the virtual classroom to explore the course material. For that reason, participation will be assessed on the basis of the extent to which the student contributed to the overall learning environment of the classroom.

The following two suggestions will serve you well in this course. First, because the course features an intense focus on one particular work, it is strongly suggested that you read Saidiya Hartman’s *Wayward Lives, Beautiful Experiments* in its entirety as soon as possible. Second, the sooner you identify a possible research project, the sooner you will be able to make the most of our activities in the course.

Because of the nature of this seminar, it goes without saying that attendance is mandatory. More than one unexcused absence will reflect poorly on your participation grade.

Assessment:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due date</th>
<th>Value (in %)</th>
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</thead>
<tbody>
<tr>
<td>Short essays</td>
<td>---</td>
<td>10</td>
</tr>
<tr>
<td>Book Review</td>
<td>Sept. 27</td>
<td>15</td>
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<tr>
<td>Oral Presentations and participation</td>
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<td>15</td>
</tr>
<tr>
<td>Wayward proposal</td>
<td>Oct. 30</td>
<td>20</td>
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<tr>
<td>Final project proposal</td>
<td>Dec. 21</td>
<td>40</td>
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<tr>
<td><strong>Total</strong></td>
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Approaches to the Black Archive Syllabus
Note on academic integrity:
As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational, research, and clinical missions, and violations of academic integrity constitute serious offenses against the entire academic community.

The principles of academic integrity require that a student:
• make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations.
• properly acknowledge and cite all use of the ideas, results, images, or words of others.
• properly acknowledge all contributors to a given piece of work.
• obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions.
• treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
• uphold the ethical standards and professional code of conduct in the field for which the student is preparing.

To create a strong culture that promotes academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: “On my honor, I have neither received nor given any unauthorized assistance on this examination (assignment).”

Please visit http://academicintegrity.rutgers.edu to view the full policy on academic integrity.

Accommodation and Support Statement
Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students and the University as a whole. RU-N has identified the following resources to further the mission of access and support:

For Individuals with Disabilities: The Office of Disability Services (ODS) is responsible for the determination of appropriate accommodations for students who encounter barriers due to disability. Once a student has completed the ODS process (registration, initial appointment, and submitted documentation) and reasonable accommodations are

Approaches to the Black Archive Syllabus
determined to be necessary and appropriate, a Letter of Accommodation (LOA) will be provided. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at ods.rutgers.edu. Contact ODS at (973)353-5375 or via email at ods@newark.rutgers.edu.

For Individuals who are Pregnant: The Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy. Students may contact the Office of Title IX and ADA Compliance at (973) 353-1906 or via email at TitleIX@newark.rutgers.edu.

For support in writing: Please take advantage of resources and tutoring offered by the Writing Center, specifically their remote tutoring available at http://www.ncas.rutgers.edu/writingcenter.

For Absence Verification: The Office of the Dean of Students can provide assistance for absences related to religious observance, emergency or unavoidable conflict (e.g., illness, personal or family emergency, etc.). Students should refer to University Policy 10.2.7 for information about expectations and responsibilities. The Office of the Dean of Students can be contacted by calling (973) 353-5063 or emailing deanofstudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: The Office of the Dean of Students can assist students who are experiencing a temporary condition or injury (e.g., broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request using the following link: https://temporaryconditions.rutgers.edu.

For English as a Second Language (ESL): The Program in American Language Studies (PALS) can support students experiencing difficulty in courses due to English as a Second Language (ESL) and can be reached by emailing PALS@newark.rutgers.edu to discuss potential supports.

For Gender or Sex-Based Discrimination or Harassment: The Office of Title IX and ADA Compliance can assist students who are experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the Office of Title IX and ADA Compliance by calling (973) 353-1906 or emailing TitleIX@newark.rutgers.edu. Incidents may also be reported by using the following link: tinyurl.com/RUNReportingForm. For more information, students should refer to the University’s Student Policy Prohibiting Sexual Harassment, Sexual Violence, Relationship Violence, Stalking and Related Misconduct located at http://compliance.rutgers.edu/title-ix/about-title-ix/title-ix-policies/.

Approaches to the Black Archive Syllabus
For support related to interpersonal violence: The Office for Violence Prevention and Victim Assistance can provide any student with confidential support. The office is a confidential resource and does not have an obligation to report information to the University’s Title IX Coordinator. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based line available to students; students can text (973) 339-0734 for support.

For Crisis and Concerns: The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a support plan to address personal situations that might impact their academic performance. Students, faculty and staff may contact the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

For Stress, Worry, or Concerns about Well-being: The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If you are not quite ready to make an appointment with a therapist but are interested in self-help, check out TAO at Rutgers-Newark for an easy, web-based approach to self-care and support: https://tinyurl.com/RUN-TAO.

For emergencies, call 911 or contact Rutgers University Police Department (RUPD) by calling (973) 353-5111.
Schedule of classes

Introduction to the course

1) Sept. 2
   b. Read “A Note on Method” in Hartman, WLBE

Response paper : What are the humanities? Due by Sept. 6 (300 words max)

Part 1: On the recovery of Black Life

Unit 1: What?

2) Sept. 7 – Book 1: “She Makes an Errant Path Through the City”

Reading Summary 1 due Sept. 8 (300 words max)

3) Sept. 9 – Book 1: “She Makes an Errant Path Through the City”


Reading Summary 2 due Sept. 13 (300 words max)

5) Sept. 16 -- Book 2: “The Sexual Geography of the Black Belt”


Reading Summary 3 due Sept. 12 (300 words max)

7) Sept. 23 – Book 3: “Beautiful Experiments”

Book Review due Sept. 27 (between 800-1200 words)

8) Sept. 28 – Book Review workshop

9) Sept. 30 – Roundtable on to Beautiful Experiments on AAIHS
    https://www.aaihs.org/online-roundtable-saidiya-hartmans-wayward-lives-beautiful-experiments/

Approaches to the Black Archive Syllabus
Unit 2: Why? How?
10) Oct. 5 –
   a. Saidiya Hartman & Arthur Jafa in conversation at the Hammer Museum June 6, 2019 https://www.youtube.com/watch?v=YGxZQ3Py4-A
   b. “A Note on Method”
   c. Introduction to Research Proposals
11) Oct. 7 –
   a. WLBE, 3-44
   b. A guide to Bibliography
12) Oct 12 –
   a. WLBE 45- 122
   b. Bibliography presentations
13) Oct. 15
   a. WLBE 123- 160
   b. Bibliography presentations
14) Oct. 19
   a. WLBE 160 - 216
   b. Bibliography presentations
15) Oct. 21
   a. WLBE 217 - 256
   b. Bibliography presentations
16) Oct. 26
   a. WLBE 257 - 296
   b. Bibliography presentations
17) Oct. 28
   a. WLBE 257 - 296
   b. Bibliography presentations

MIDTERM – Reversed-engineered research proposal for WLBE due by 5pm Oct. 30.

Part 2: Designing an archival project
18) Nov. 2 -- Choosing the topic

Approaches to the Black Archive Syllabus


20) Nov. 9 – Reviewing the Literature 1

21) Nov. 11 -- Reviewing the Literature 2: Strategies and Techniques
   a. Introduction to annotated bibliographies and literature reviews
   b. Principles of Digital Humanities research Methods

22) Nov. 16 – Archives in Theory
   a. To be determined by student projects

23) Nov. 18 – Archives in Practice
   a. To be determined by student projects

24) Nov. 23 – Progress Reports

25) Nov. 25 – Thanksgiving

26) Nov. 30 – Student Presentations on chosen theoretical framework

27) Dec. 2 – Research Proposal Workshop

28) Dec. 7 – Research Proposal Workshop

29) Dec. 9 – Conclusion