

INTRODUCTION TO AFRICAN AMERICAN AND AFRICAN STUDIES I

Spring 2019

Course Description

For many Americans, the election of President Donald Trump signals a regression from the progress of the previous decades. Yet a closer interrogation of twenty-first century America will reveal that the controversies of this contemporary moment are a culmination of generations of unsettled social, economic, and political issues. They reflect deep-seated social, cultural and political attitudes that shape and support the discrepancy between American democratic ideals and practices. More than this, however, the tensions of this specific historical moment in the United States are a consequence of varying degrees of silence in our society. Despite our greatest hopes for a more inclusive, equitable, and just society, many Americans are unwilling to engage in the sorely needed public dialogues that challenge their implicit and explicit biases. This will be the major task of the next fourteen weeks of this semester. Together, 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 the issues that have divided the nation for more than two centuries.



Antislavery image of Madagascan women

Instructor: Professor Hunter

Office: Conklin Hall room 337

Hours: Make appointments to meet here:

<https://calendly.com/lpbhunter>

Email: lahunter@newark.rutgers.edu

Required Texts:

Deborah Gray White, Mia Bay et al. *Freedom on My Mind: A History of African Americans Vol. 1 to 1885* ISBN:9780312648831

Deborah Gray White *A'r'n't I A Woman? Female Slaves in the Plantation South* ISBN: 9780393314816

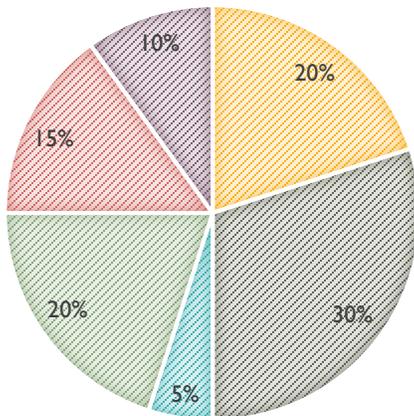
Shane White *Stories of Freedom in Black New York* ISBN: 9780674025783

IN THIS COURSE YOU WILL—

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.

COURSE ASSIGNMENTS

- Midterm Exam
- Final Exam Essay
- Final Exam Proposal
- Quizzes
- Analysis Paper
- Discussion Boards



19TH CENTURY SKETCH OF A HAUSA MAN

Course Assignments Explained

Exams — You will complete two exams this semester. The first is due by the end of the day (11:59 pm) on Mar 15, 2019. For your final exam, you will write a seven to ten-page paper that is due by the end of the day (11:59 pm) on May 13, 2019. 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.

Short Essay Assignment—You are responsible for one short reading response paper this semester, that will require you to analyze a primary source of your choosing from our main textbook *Freedom on My Mind*. A detailed guide is provided on blackboard and the due date is listed in the course schedule.

Final Exam Proposal— As a precursor to your written final exam, you are required to submit a one-page proposal and bibliography for your exam three weeks before you submit your essay. A detailed guide is provided on blackboard.

Discussion Boards—To maintain lively and engaging class discussion, you are required to submit two critical questions or discussion topics to our class forum on blackboard each week. You are also required to provide **AT LEAST** one response to the questions and comments of your classmates **each week** during the semester.

Your responses should be **AT LEAST** 150-300 words long (approximately one paragraph).

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 & Notes on Success

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.

Week	Date	Topic	What to read	What's due
1		Course Introduction & Overview		
Jan. 22- Jan. 25		Foundations, Methods & Critical Issues		
			Blackboard Readings: Darlene Clark Hine "Black Studies: An Overview"	
2			Michael Tillotson "Applied Africana Studies" & Karanja K. Carroll "Africana Studies and Research Methodology"	
Jan. 28- Feb. 1		Africa Before & After European Expansion 1441-1808	Blackboard Reading: Chiek Anta Diop <i>Precolonial Black Africa</i>	
			Begin reading <i>Freedom on My Mind</i> Ch. 1	
			Blackboard Reading: Paul Lovejoy and David Richardson "The Business of Slaving"	
			Complete <i>Freedom on My Mind</i> Ch. 1	
3		Rethinking The Middle Passage 1619-1739	Blackboard Reading: Antonio T. Bly "Crossing the Lake of Fire"	
Feb. 4- Feb. 8			Begin reading <i>Freedom on My Mind</i> Ch. 2	
			Blackboard reading: Richard Sheridan "The Guinea Surgeons on the Middle Passage"	
			Continue reading <i>Freedom on My Mind</i> Ch. 2 this week	Quiz 1 due Feb. 10 @ 11:59 pm
4		The Black Atlantic	Blackboard Reading: Alex Borucki "Atlantic History and the Slave Trade to Spanish America"	
Feb. 11- Feb. 15				
			Jerome Handler "Custom and Law: The Status of Africans in Seventeenth Century Barbados"	
			Complete <i>Freedom on My Mind</i> Ch. 2	

			Blackboard Readings: Liam Hogan “The Irish in the Anglo-Caribbean”	
5		North American Colonial Development & Racial Boundaries		Document Analysis Essay due Feb. 22 by 9 pm
Feb. 18- Feb.22			Textbook Documents: “An Act for Regulating Slaves in New Jersey” & South Carolina Slave Codes	
			Begin reading <i>Freedom on My Mind</i> Ch.3	
			Blackboard readings: Excerpts from Thomas Jefferson’s Notes on Virginia	
			Continue reading & Blackboard readings: Cynthia King “Representing Revolution in Black History”	
6		Race, Nation & Slavery in The Age of The New Republic Free African Americans & Civil Rights	Complete <i>Freedom on My Mind</i> Ch. 3	Midterm review sheets available on blackboard
Feb. 25- Mar.1			Begin reading: <i>Freedom on My Mind</i> Ch. 4	
			Blackboard Reading: Lemuel Haynes “Liberty Further Extended”	
			Complete <i>Freedom on My Mind</i> Ch. 4 this week	
7		Free African Americans & Civil Rights	Begin reading: <i>Freedom on My Mind</i> Ch. 5	Quiz 2 due Mar. 4 @ 11:59 pm
Mar. 4 -Mar. 8				
			Blackboard readings: James Gigantino “The Whole North is Not Abolitionized”	
			Begin Reading <i>Stories of Freedom</i> Ch. 1	
8				

Mar. 11- Mar. 15			Complete <i>Stories of Freedom</i> Ch. 1	
		Midterm Exam	-----	Complete Midterm Exam on Mar. 15 by 11:59 pm
9		SPRING BREAK	-----	-----
Mar. 18- Mar.22			Read: <i>Stories of Freedom</i> Ch. 4	Final Exam guide available
10		Progress & The Antebellum Period		
Mar. 25- Mar. 29			Continue reading <i>Freedom on My Mind</i> Ch. 5	
			Read <i>Ar'n't I A Woman?</i> Ch. 2	
			Blackboard Reading: View Slave Culture Folder	
11			Read <i>Ar'n't I A Woman?</i> Ch. 3	
Apr. 1- Apr. 5				
			Read <i>Ar'n't I A Woman?</i> Ch. 5	
			Blackboard Reading: David Dodddington "Informal Economies and Masculine Hierarchies"	
12		Slavery, Race, Rights & The American Civil War	Begin reading <i>Freedom on My Mind</i> Ch. 6	
Apr. 8 - Apr. 12				

			Joseph Rezek "The Orations on the Abolition of the Slave Trade"	
			Blackboard Reading: See Abolition Folder 1	
13			Deborah Willis "The Black Civil War Soldier"	
Apr. 15 – Apr. 19			Complete <i>Freedom on My Mind</i> Ch. 6	Submit Final Exam Proposal by April 20 th .
			Blackboard Reading: See Abolition Folder 2	
14			Begin reading <i>Freedom on My Mind</i> Ch. 7	
Apr. 22 – Apr. 26				Quiz 3 due Apr. 26 @ 11:59 pm
			Blackboard Reading: See Frederick Douglass Folder	
			Complete <i>Freedom on My Mind</i> Ch. 7	
15	African American Women, Reconstruction & Racial Destiny		Blackboard reading: Victoria Matthews "Aunt Lindy"	
Apr. 29- May 3			Skim <i>Freedom on My Mind</i> Ch. 8	
			Blackboard Readings: Francis E.W. Harper Watkins "We Are All Bound Up Together" & "The Great Problem to Be Solved"	
16				
May 6				
17	Final Exam			Final essay due May 13 @ 11:59 pm