

INTRODUCTION TO AFRICAN AMERICAN AND AFRICAN STUDIES I – Spring 2018

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 326

Hours: MW 11:30-12:30 (Make appointments to meet using this link: <https://calendly.com/lpbhunter>)

Email: lahunter@scarletmail.rutgers.edu (please CC all messages to lpbhunter@gmail.com)

Required Texts:

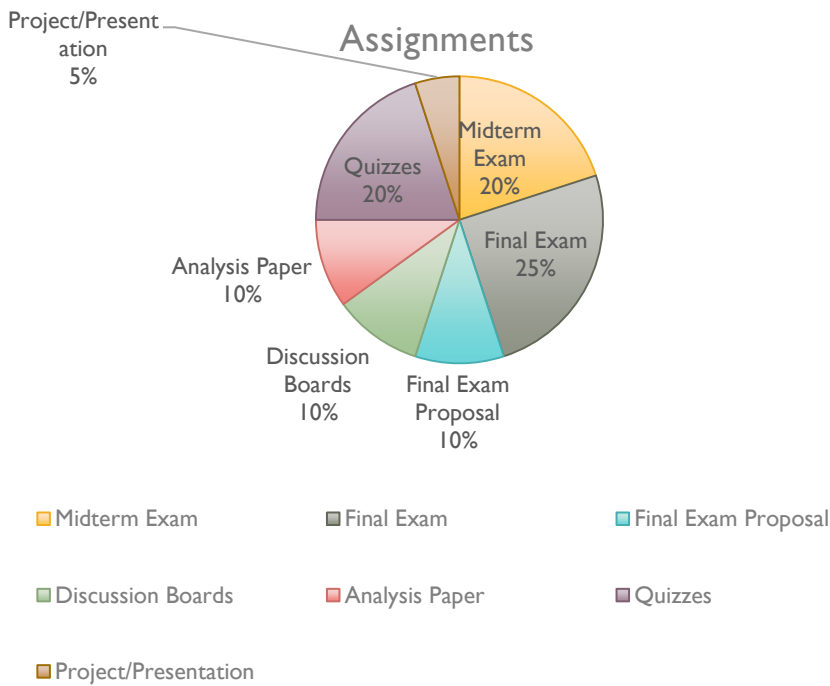
Deborah Gray White, Mia Bay et al. *Freedom on My Mind: A History of African Americans Vol. 1 to 1885* ISBN:9780312648831

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.



19TH CENTURY SKETCH OF A HAUSA MAN

Course Assignments Explained

Exams — You will take two exams this semester. The first is scheduled for Feb. 23. The second exam is due on Monday May 8th. Detailed guides for both exams will be available on blackboard.

Quizzes – You will take five 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 and Final Exam proposal – You are responsible for one short reading response paper this semester, that will require you to analyze a primary source of your choosing within the textbook. As a precursor to your written final exam, you are required to submit a one-page proposal and bibliography for your exam. Detailed guides are provided for both on blackboard and the due date is listed in the course schedule.

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).

Project/Presentation – Towards the end of the semester you will each post a short presentation of your choosing on blackboard in which you will create a public history project that explores a specific aspect of early African American life. A detailed guide will be available on blackboard.

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

Extra Credit: This semester you will have two extra credit opportunities, from which you can only choose **ONE**. A list of on and off-campus events will be posted on blackboard at the beginning of February, and will be available through April.

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 | Jan. 17 | Course Introduction | | Email confirmation |
| | Jan. 18 | Foundations, Methods & Critical Issues | Blackboard Readings: Darlene Clark Hine "Black Studies: An Overview" | |
| | Jan. 19 | | Blackboard Reading: Howard Winant "Teaching Race and Racism in the Twenty-first Century" | |
| 2 | Jan. 22 | | Michael Tillotson Applied Africana Studies" & Karanja K. Carroll "Africana Studies and Research Methodology" | |
| | Jan. 23 | Africa Before & After European Expansion 1441-1808 | Blackboard Reading: Chiek Anta Diop <i>Precolonial Black Africa</i> | |
| | Jan. 24 | | Begin reading <i>Freedom on My Mind</i> Ch. 1 | |
| | Jan. 25 | | Blackboard Reading: Paul Lovejoy and David Richardson "The Business of Slaving" | |
| | Jan. 26 | | Complete <i>Freedom on My Mind</i> Ch. 1 | Quiz 1 due Jan. 28 @ 9 pm |
| 3 | Jan. 29 | Rethinking The Middle Passage 1619-1739 | Blackboard Reading: Antonio T. Bly "Crossing the Lake of Fire" | |
| | Jan. 30 | | Begin reading <i>Freedom on My Mind</i> Ch. 2 | |
| | Jan. 31 | | Begin reading: Richard Sheridan "The Guinea Surgeons on the Middle Passage" | |
| | Feb. 1 | | Continue reading <i>Freedom on My Mind</i> Ch. 2 | |
| | Feb. 2 | | Blackboard reading: Excerpts from Sharon Salinger's <i>To Serve Well and Faithfully</i> | |
| 4 | Feb. 5 | The Black Atlantic | Blackboard Reading: Alex Borucki "Atlantic History and the Slave Trade to Spanish America" | |
| | Feb. 6 | | | |
| | Feb. 7 | | Jerome Handler "Custom and Law: The Status of Africans in Seventeenth Century Barbados" | |
| | Feb. 8 | | | |
| | Feb. 9 | | Blackboard Readings: Liam Hogan "The Irish in the Anglo-Caribbean" | Document Analysis Essay due by 9 pm |

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| 5 | Feb. 12 | North American Colonial Development & Racial Boundaries | Complete Freedom on My Mind Ch. 2 | Quiz 2 due Feb. 11 @ 9 pm |
| | Feb. 13 | | Textbook Documents: “An Act for Regulating Slaves in New Jersey” & South Carolina Slave Codes pp. 86-89. | |
| | Feb. 14 | | Begin reading <i>Freedom on My Mind</i> Ch.3 pp. 110-138 | |
| | Feb. 15 | | Blackboard readings: Excerpts from Thomas Jefferson’s Notes on Virginia | |
| | Feb. 16 | | Continue reading <i>Freedom on My Mind</i> Ch. 3 & Blackboard readings: Cynthia King “Representing Revolution in Black History” | Midterm review sheets available on blackboard |
| 6 | Feb. 19 | Race, Nation & Slavery in The Age of The New Republic Free African Americans & Civil Rights | Begin reading: <i>Freedom on My Mind</i> Ch. 4 pp. 160-176 | |
| | Feb. 20 | | Blackboard Reading: Lemuel Haynes “Liberty Further Extended” | |
| | Feb. 21 | | | |
| | Feb. 22 | | Complete <i>Freedom on My Mind</i> Ch. 4 pp.176-189 | |
| | Feb. 23 | Midterm Exam | ----- | Complete Exam by 11:59 pm |
| 7 | Feb. 26 | Free African Americans & Civil Rights | Blackboard Reading: Excerpts from Oliver Horton <i>Free People of Color</i> | |
| | Feb. 27 | | Begin reading: <i>Freedom on My Mind</i> Ch. 5 | |
| | Feb. 28 | | | |
| | Mar. 1 | | Blackboard readings: James Gigantino “The Whole North is Not Abolitionized | |
| | Mar. 2 | | | |
| 8 | Mar. 5 | | Read <i>Stories of Freedom</i> Ch. 1 pp. 7-38 | |
| | Mar. 6 | | | |
| | Mar. 7 | | <i>Stories of Freedom</i> Ch. 1 pp. 38-67 | |

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| | Mar. 8 | | | |
| | Mar. 9 | | <i>Stories of Freedom</i> Ch. 4 | Quiz 3 due @ 9 pm |
| 9 | Mar.10-18 | SPRING BREAK | ----- | ----- |
| 10 | Mar. 19 | Progress & The Antebellum Period | Continue reading <i>Freedom on My Mind</i> Ch. 5 | Final Exam guide available |
| | Mar. 20 | | | |
| | Mar. 21 | | Read <i>Ar'n't I A Woman?</i> Ch. 2 | |
| | Mar. 22 | | | |
| | Mar. 23 | | Read <i>Ar'n't I A Woman?</i> Ch. 3 | |
| 11 | Mar. 26 | | Blackboard Audio: View Slave Culture Folder 1 | |
| | Mar. 27 | | | |
| | Mar. 28 | | Read <i>Ar'n't I A Woman?</i> Ch. 5 | |
| | Mar. 29 | | Blackboard Reading: View Folk Culture Folder | |
| | Mar. 30 | | | Final exam Proposal due by 9 pm Quiz 4 due Apr.1 @ 9 pm |
| 12 | Apr. 2 | Slavery, Race, Rights & The American Civil War | Begin reading <i>Freedom on My Mind</i> Ch. 6 pp. 264-282 | |
| | Apr. 3 | | | |
| | Apr. 4 | | Joseph Rezek "The Oration on the Abolition of the Slave Trade" | |
| | Apr. 5 | | Blackboard Reading: See Abolition Folder 1 | |
| 13 | Apr. 9 | | Deborah Willis "The Black Civil War Soldier" | |

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| | Apr. 10 | | Complete <i>Freedom on My Mind</i> Ch. 6 | |
| | Apr. 11 | | | |
| | Apr. 12 | | Blackboard Reading: See Abolition Folder 2 | |
| 14 | Apr. 16 | | Begin reading <i>Freedom on My Mind</i> Ch. 7 pp.322-340 | |
| | Apr. 17 | | | |
| | Apr. 18 | | Blackboard Reading: See Frederic Douglass Folder | |
| | Apr. 19 | | Complete <i>Freedom on My Mind</i> Ch. 7 pp.339-350 | |
| 15 | Apr. 23 | African American Women, Reconstruction & Racial Destiny | Blackboard reading: Victoria Matthews "Aunt Lindy" | Quiz 5 due Apr. 22 @ 9 pm |
| | Apr. 24 | | Skim <i>Freedom on My Mind</i> Ch. 8 400-407 | |
| | Apr. 25 | | Blackboard Reading: Francis E.W. Harper Watkins "We Are All Bound Up Together" & "The Great Problem to Be Solved" | |
| | Apr. 26 | | | |
| 16 | Apr. 30 | | | Final Projects Due @ 11:59 pm |
| 17 | May 8 | Final Exam | | Final essay due @ 11:59 pm |