

# INTRODUCTION TO AFRICAN AMERICAN & AFRICAN STUDIES

MTH – 1:00-2:20 pm

Hill Hall 210

Fall 2017

## 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 are a reflection of 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.

## IN THIS COURSE YOU WILL:

- A. Study the early African American experience using both primary and secondary sources that range from scholarly articles and books, to songs and artwork.
- B. Use primary and secondary sources to develop and sharpen your rhetorical analytical and critical thinking skills.
- C. Demonstrate your understanding of the major events that shaped the early African American experience through discussion, debate, and written assignments.
- D. Gain a greater understanding of the relationship between race and class.
- E. Identify the contributions of African Americans to early American history and culture.
- F. Evaluate the impact of American slavery, capitalism, and democracy on African American socio-cultural and political expressions.
- G. Compare and contrast the philosophies, and resistance strategies of early African American leaders to American inequalities.

## PROFESSOR L. HUNTER

Email: [jahunter@scarletmail.rutgers.edu](mailto:jahunter@scarletmail.rutgers.edu)  
[Lpbhunter@gmail.com](mailto:Lpbhunter@gmail.com) (please CC all messages and assignments here.)

Office & Hours:  
Conklin Hall rm. 326  
MW: 11:45-12:45pm

## 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

All other readings are on Blackboard.



Anti-slavery image of Madagascan women

## COURSE REQUIREMENTS



19<sup>th</sup> century sketch of a Hausa Man

### GRADING SCALE

- Papers (25) points)
- Quizzes (20 points)
- Exams (25 points)
- Presentation (10 points)
- Group/Service Learning Evaluation (5 points)
- Participation (5 points)
- Extra Credit (2 points)

### What Your Final Grade Means

- A=90-100 – work of superior quality and mastery of course material
- B+= work of high quality, mastery of course material, with minimal errors
- B= See above
- C+ = work minimally meets course requirements
- C= 70-74 –see above
- D=60-69 – work shows minimal clarity or comprehension of course material
- F=≤59—no satisfactory work submitted during semester

**Short Paper Assignment:** 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. A detailed guide is provided on blackboard and the due date is listed in the course schedule.

**Long Paper Assignment:** This semester you will write one essay in response to a larger academic question. You will be responsible for finding the proper sources for this paper and will be graded according to the strength of your argument and the use of your sources. The guidelines for this assignment are available on blackboard, but we will discuss it in detail well in advance of its due date.

**Quizzes:** You will take four quizzes over the course of the semester. They will not all be announced in advance so please make sure you have read for each class to prepare. Quizzes will require you to demonstrate your understanding of the major trends and events that we discuss throughout the semester. **Note: If you miss a quiz for any reason, you must make it up within two class sessions. After this time, you will lose the opportunity – except in cases of proven medical emergency. You cannot re-take a missed pop quiz.**

**Midterm Exam/ Final Exam (non-comprehensive):** You will take two exams this semester. The first is scheduled for Oct. 18 during regular class time. The second exam is scheduled for Monday December 18<sup>th</sup> 11:45-2:45 pm.

**Participation:** Consistent participation in this course is vital to excelling in it, and thoughtful, open conversations are the only ways to keep it interesting and fun. To ensure this, we must each

bring ourselves to every conversation. Making an effort to question, challenge, critique and debate the points raised in class will allow you to walk away from this semester with a strong command of the major issues that shape early African American Studies. Accomplishing this for all of us will mean active participation in class dialogue and spirited involvement in every activity.

**Presentation and Project:** In the third week of this semester you will choose **one of two civic engagement projects**. Both project formats are listed below. As the semester comes to an end, you will have the opportunity to conduct a brief presentation on your individual or collective project choice. When you have completed your project, your group members or supervisor will evaluate your work. Your evaluation will be based on the level of effort and contribution you make to your chosen project and is worth five points of your overall grade.

**Project Option A –** For this project, you will choose from a given selection of topics. Along with the students who also select this topic, you will create a public history project that connects one specific aspect of early African American life. A detailed guide is available on blackboard.

**Project Option B –** For this project, you will select a service learning project that will require you to complete 15-20 hours of service in a Newark based community organization. A list of community organizations is available on blackboard.

**Extra Credit:** You will have at least one extra credit opportunity this semester. A list of opportunities will be posted on blackboard during the month of October.

**Evaluation:** A key 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.

### Course Policies, Resources & Notes On Success

**Attendance & punctuality:** Besides active participation, being in class is a key component to excelling in this course. Understandably, there will be times when each of us may be late or absent. In this case, let's agree to keep each other posted at least 24 hours AHEAD of time when we can. If this is not possible, and your late attendance or absence is not due to an emergency, it will count against you. Three incidences of lateness will equal one absence; each unexcused absence after this will lower your final grade by one half grade. Any student who misses eight or more sessions through any combination of excused and unexcused absences will not earn credit in this class. Such students should withdraw to avoid getting an F.

**Policy on Academic Integrity:** 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. As per University policy, you are **REQUIRED** to insert and sign this academic integrity pledge on ALL of your submitted work this semester:

***"ON MY HONOR I, (signature here), HAVE NEITHER RECEIVED NOR GIVEN ANY UNAUTHORIZED ASSISTANCE ON THIS ASSIGNMENT."***

**Accommodations:** Rutgers University welcomes students with disabilities into all of the University's educational programs. 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, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>. For more information, please contact Kate Torres at (973) 353-5375 or in the Office of Disability Services in the Paul Robeson Campus Center, in suite 219 or by contacting [odsnewark@rutgers.edu](mailto:odsnewark@rutgers.edu).

Note: Course schedule subject to change.

Week	Dates	Topic	What to Read	What's Due
1	Sept. 7	Course Introduction		Confirm your email and complete the pre-course survey on blackboard.
2	Sept. 11	Foundations, Methods & Critical Issues	Blackboard Readings: Darlene Clark Hine "A Black Studies Manifesto" & "Black Studies: An Overview"	
	Sept. 14		Blackboard Readings: Marable Manning "Living Black History" & Howard Winant "Teaching Race and Racism in the Twenty-first Century"	
3	Sept. 18	Africa Before & After European Expansion 1441-1808	Begin reading <i>Freedom on My Mind</i> Ch. 1 pp. 2-31 & Blackboard reading: Paul Lovejoy and David Richardson "The Business of Slaving"	
	Sept. 21		Continue Reading <i>Freedom on My Mind</i> Ch. 1 & Blackboard reading: Excerpts from <i>Transformations in Slavery</i>	
4	Sept. 25	Rethinking The Middle Passage 1619-1739	Blackboard Readings: Excerpts from A. Roger Ekirch's <i>Bound for America</i> & Sharon Salinger's <i>To Serve Well and Faithfully</i>	
	Sept. 28		Begin reading <i>Freedom on My Mind</i> Ch. 2 pp. 54-71 & Blackboard Readings: Liam Hogan "The Irish in the Anglo-Caribbean"	
5	Oct. 2	Colonial Development & Racial Boundaries	Read <i>Freedom on My Mind</i> Ch. 2 pp. 71-82 & Blackboard reading: "An Act for Regulating Slaves in New Jersey" & South Carolina Slave Codes pp.86-89.	
	Oct. 5		Begin reading <i>Freedom on My Mind</i> Ch.3 pp. 110-138 & Blackboard Reading: Lemuel Haynes "Liberty Further Extended"	Document Analysis Essay due
6	Oct. 9		Continue reading <i>Freedom on My Mind</i> Ch. 3 & Blackboard reading: Excerpts from Gary B. Nash <i>The Forgotten Fifth</i> <b>Midterm review sheets available on blackboard</b>	
	Oct.12		Complete <i>Freedom on My Mind</i> Ch. 3 & Blackboard readings: Cynthia King "Representing Revolution in Black History"	
7	Oct. 16	Midterm Review	-----	
	Oct. 19	Midterm Exam	-----	
8	Oct. 23	Race, Nation & Slavery in The Age of The New Republic	Begin reading: <i>Freedom on My Mind</i> Ch. 4 pp. 160-176 & Blackboard readings: Excerpts from Thomas Jefferson's Notes on Virginia	

	Oct. 26		Complete <i>Freedom on My Mind</i> Ch. 4 pp.176-189	
9	Oct. 30	Free African Americans & Civil Rights	Begin reading: <i>Freedom on My Mind</i> Ch. 5 & Blackboard readings: James Gigantino "The Whole North is Not Abolitionized"	
	Nov. 2		Read <i>Stories of Freedom</i> Ch. 1 pp. 7-38	
10	Nov. 6	Progress & The Antebellum Period	Complete: <i>Freedom on My Mind</i> Ch. 5 & <i>Stories of Freedom</i> Ch. 1 pp. 38-67	
	Nov. 9		Read <i>Ar'n't I A Woman?</i> Ch. 2 & Blackboard reading: Thomas Foster "The Sexual Abuse of Black Men Under Slavery"	
11	Nov. 13	Slavery, Race, Rights & The American Civil War	Begin reading <i>Freedom on My Mind</i> Ch. 6 pp. 264-282 & Complete <i>Stories of Freedom</i> Ch. 2	Presentation 1
	Nov. 16		Read <i>Ar'n't I A Woman?</i> Ch. 3 & 5	Presentation 2
12	Nov. 20		Complete <i>Freedom on My Mind</i> Ch. 6	Formal Essay 1 Presentation 3
	Nov. 21		Read <i>Stories of Freedom</i> Ch. 4 Final exam review sheets available on blackboard	
13	Nov. 27		Begin reading <i>Freedom on My Mind</i> Ch. 7 pp.322-350	Presentation 4
	Nov. 30	African American Women, Reconstruction & Racial Destiny	Complete <i>Freedom on My Mind</i> Ch. 7	Presentation 5
14	Dec. 4		Begin reading <i>Freedom on My Mind</i> Ch. 8	Presentation 6
	Dec. 7		Complete <i>Freedom on My Mind</i> Ch. 8 400-407 & Blackboard reading: Victoria Matthews "Aunt Lindy"	Presentation 7 <b>Submit Service Learning Contracts and Essays by Dec. 10</b>
15	Dec. 11		Blackboard Reading: Francis E.W. Harper Watkins "We Are All Bound Up Together" & "The Great Problem to Be Solved"	Presentation 8
	Dec. 14	Final Exam Review	-----	
	Dec. 21	Final Exam	HILL HALL ROOM 210 3:00-6:00 pm	