

INTRODUCTION TO AFRICAN AMERICAN AND AFRICAN STUDIES to 1865 – Fall 2018 (MTH 1:00-2:20 Hill 210)

Course Description

As the twenty-first century progresses, the gaps between American democratic ideals and practices continue to grow. Despite our greatest hopes for a more inclusive, equitable, and just society, Americans still find it difficult to engage in the sorely needed public dialogues that undermine their sense of the United States—or challenge their implicit and explicit biases. For the next fifteen weeks of this semester 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 issues that have divided the nation for more than two centuries.



Painting of Jamaican “Junkanoo” Celebration
ca. 1838

Instructor: Professor Hunter

Office: Conklin Hall room 337

Hours: By Appointment

<https://calendly.com/lpbhunter>

Email: lahunter@scarletmail.rutgers.edu

Required Texts: *All readings are accessible via blackboard or library reserve. *

Deborah Gray White, Mia Bay et al. *Freedom on My Mind: A History of African Americans Vol. 1 to 1865* ISBN:9780312648831

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

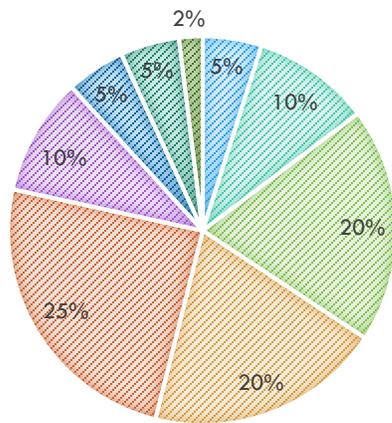
Shane White *Stories of Freedom in Black New York* ISBN: 9780674025783

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.

GRADING SCALE

- Paper 1
- Paper 2
- Quizzes
- Midterm Exam
- Final Exam
- Project/Presentation
- Evaluation
- Participation
- Extra Credit



SUGAR CANE CUTTERS
JAMAICA, CA 1891

Course Assignments Explained

Exams — You will take two exams this semester. The first is scheduled for October 17. The second exam will take place on Monday December 17th. Detailed guides for both exams will be available on blackboard.

Quizzes— You will take four 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.

Essay Assignments—You are responsible for two essays this semester. The first is a source analysis paper that will require you to analyze a primary or secondary source of your choosing from our course readings. Detailed guides are provided for both assignments on blackboard.

Project & Evaluation— This semester you will have a choice of two project options. The first option is a small group project that requires you to create an interactive public history initiative. The second option requires you to complete 10-15 hours of service learning, individually, at a location of your selection and choice. Based on the project you choose, you will be assessed by your group members or a service learning supervisor. Your grade will be based on the level of effort and investment you put into your chosen project and is worth five percent of your overall grade.

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.

Optional Extra Credit— This semester you will have at least 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 October.

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

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.

Writing accommodations: Rutgers University—Newark has an excellent writing center located in Conklin Hall room 126. Should you find that you are struggling with writing assignments this semester, please make an appointment with the writing center for tutoring or paper workshops. All services are free and can be made in advance. For more information, please visit: <https://myrun.newark.rutgers.edu/writing-center>

Week	Date	Topic	What to read	What's due
1	Sept. 6	Course Introduction	-----	
2	Sept. 10	Foundations, Methods & Critical Issues	Blackboard Readings: Darlene Clark Hine "Black Studies: An Overview"	
	Sept. 13		Blackboard Readings: Michael Tillotson & Serie McDougal "Applied Africana Studies"	
3	Sept. 17	Africa Before & After European Expansion	Blackboard Reading: Excerpts from Chiek Anta Diop <i>Precolonial Black Africa</i>	
	Sept. 20		Blackboard Reading: Paul Lovejoy and David Richardson "The Business of Slaving"	
4	Sept. 24	European Expansion & The Middle Passage	Begin reading <i>Freedom on My Mind</i> Ch. 1 & Blackboard Reading: Antonio T. Bly "Crossing the Lake of Fire"	
	Sept. 27		Begin reading: Richard Sheridan "The Guinea Surgeons on the Middle Passage"	Paper 1 due
5	Oct. 1	The Black Atlantic	Blackboard Reading: Alex Borucki "Atlantic History and the Slave Trade to Spanish America"	
	Oct. 4	CLASS CANCELLED	Complete <i>Freedom on My Mind</i> Ch. 1	
6	Oct. 8		Blackboard Reading: Jerome Handler "Custom and Law: The Status of Africans in Seventeenth Century Barbados"	
	Oct. 11		Blackboard Readings: Liam Hogan "The Irish in the Anglo-Caribbean"	
7	Oct. 15		Midterm Review	
	Oct. 18		Midterm Exam	
8	Oct. 22	North American Development, Racial Boundaries & Independence	Begin <i>Freedom on My Mind</i> Ch. 2	
	Oct. 25		Textbook Documents: "An Act for Regulating Slaves in New Jersey" & South Carolina Slave Codes pp. 86-89.	
9	Oct. 29		Complete <i>Freedom on My Mind</i> Ch. 2	

	Nov. 1	Race, Nation and Freedom in the New Republic	Read through Freedom on My Mind Ch. 3 & Blackboard Reading: Lemuel Haynes “Liberty Further Extended”	
10	Nov. 5		Read through <i>Freedom on My Mind</i> Ch. 4 & Blackboard readings: Cynthia King “Representing Revolution in Black History”	Presentation 1
	Nov. 8	Free Black Communities in Antebellum America	Read <i>Stories of Freedom</i> Ch. 1 pp. 7--38	Presentation 2
11	Nov. 12		Read <i>Stories of Freedom</i> Ch. 1 pp. 38-67	Presentation 3
	Nov. 15	Slavery in Antebellum America	Read <i>Stories of Freedom</i> Ch. 4	Paper 2 Due
12	Nov. 19		Read: <i>Ar'n't I A Woman?</i> Ch. 2	Presentation 4
	Nov. 22		Class Cancelled	
13	Nov. 26	Slavery, Race, Rights & The American Civil War	Read: <i>Ar'n't I A Woman?</i> Ch. 3	Presentation 5
	Nov. 29		Read through <i>Freedom on My Mind</i> Ch. 7 & Blackboard Reading: See Frederick Douglass Folder	Presentation 6
14	Dec. 3	African American Women, Reconstruction & Racial Destiny	Blackboard reading: Victoria Matthews “Aunt Lindy”	Presentation 7
	Dec. 6		Read through <i>Freedom on My Mind</i> Ch. 8	
15	Dec. 10		Final Exam Review	
	Dec. 13		Reading Day—No Class	
16	Dec. 20		Final Exam	