

African-American History 1

Fall 2021

Section 2; 21:512:233

Mon 4pm-5:20pm

Wed: 4pm-5:20pm

Conklin-352

Professor Kristyn Scorsone
Office Hours: Zoom by
appointment
Email: k.scorsone@rutgers.edu

Course Description

How have African Americans experienced oppression and engaged in resistance during slavery and in the years after? This course is an introduction to the academic field of African-American History, through the Reconstruction Era. Our focus will be on the major issues and events of African-American history and culture with attention to issues of gender, class, and sexuality. We will also consider how this history has an impact on contemporary issues and how to share this history with a contemporary audience.

Learning Goals

Our goal is to better understand U.S. history through the study of its African-American history. We will look at informed opinions on our past, and their contribution to our present. This course will include the study of primary sources, as well as the study of the historiography --in other words, how scholars have interpreted the subject-- surrounding Black history.

By the end of this class, students will be able to:

- Describe key figures, events, and ideas during slavery and the Reconstruction Era.
- Think about race relations in conjunction with issues of class, gender, sexuality.
- Analyze primary sources, including creative expressions, as historical documents;
- Connect history with contemporary issues;
- Synthesize readings and documents in original academic analyses and public history products.

Academic Integrity

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. When you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

All students are required to sign the Rutgers Honor Code Pledge. To receive credit, every assignment must have your signature under the following phrase: "On my honor, I have neither received nor given any unauthorized assistance on this assignment."

Generally speaking, it is a violation of the academic integrity code to:

- Use someone else's words or ideas without attribution

- Copy content from someone else's paper, quiz, or exam or purchasing assignments (including but not limited to term papers, essays, and reports) and other written assignments
- Cut and paste from the web without citing
- Using concealed notes or crib sheets during examinations
- Leaving out in-text citations
- Submitting substantial portions of your past work for credit without prior approval.
- Have someone else complete course assignments for you

I strictly follow the University's rules regarding plagiarism and other academic irregularities. Please consult me if you have any questions about what is and is not appropriate regarding the use of sources or citation. If you are unsure if something needs to be cited - to be safe just cite it, and then you can always ask me about it later.

The university's policy on academic integrity is available at <http://academicintegrity.rutgers.edu/academic-integrity-policy/>

The Writing Center

The Writing Center (<http://www.ncas.rutgers.edu/writingcenter>), located in Room 126 of Conklin Hall, offers writing tutoring and writing workshops to all undergraduate students currently enrolled in classes on the Rutgers-Newark campus. Their tutors work to help students become more independent readers and writers capable of responding well to the demands of writing within the university. Please inform your students that The Writing Center is available to them free of charge and encourage them to take advantage of their services to strengthen their reading, writing, and research skills.

Students with Disabilities

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 website at <https://ods.rutgers.edu/students/registration-form>. For more information, please visit the Office of Disability Services in the Paul Robeson Campus Center, Suite 219 or contact odsnewark@rutgers.edu.

Violence Protection and Victim Assistance

Rutgers faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of gender or sex-based discrimination or 4 (Rev. 6/19) harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. Rutgers has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The University strongly encourages all students to report any such incidents to the University. Please be aware that all Rutgers employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers as listed in Appendix A to Policy 10.3.12) are required to report information about such discrimination and harassment to the University. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member

must share that information with the University's Title IX Coordinator. If you wish to speak with a staff member who is confidential and does not have this reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)-353-1918, or at run.vpva@rutgers.edu. Learn more about the office here: <http://counseling.newark.rutgers.edu/vpva>

Attendance and Participation:

You will be expected to attend class having completed readings and assignments and be prepared to actively participate. Bring your readings with you to each class meeting to facilitate discussion.

What counts as an excused absence?

Recognized grounds for absence are illness requiring medical attention, curricular or extracurricular activities approved by the faculty, personal obligations claimed by the student and recognized as valid, recognized religious holidays, and severe inclement weather causing dangerous traveling conditions.

Please alert me in advance whenever possible and provide some form of written evidence.

Attendance is mandatory. An excessive number of absences will negatively impact your grade, whether excused or unexcused. In the case of illness or other issues, please be in touch with Kristyn Scorsone by email as soon as possible. For further detail on university regulations on class attendance see http://catalogs.rutgers.edu/generated/nwk-ug_0608/index.html

NOTE: 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."

Names and Pronouns

An important part of creating a respectful learning environment is knowing and using the name you use, which may differ from your legal name, as well as the gendered pronouns you use (for example, I go by they/her). Please feel free to let me know your name and/or the pronouns you use at any time in class or privately.

Assignments and Grading:

- Attendance and Participation: 30%
 - Attendance is defined as you coming to class prepared to discuss that day's readings.
 - Participation is counted by how much you participate in class discussions. Asking questions counts as participation!
- 2 Reading Quizzes: 20%
 - Twice during the semester, I'll give you a quiz on the class materials and what we have gone over together.
- Reading Annotations: 20%
 - Several times throughout the semester, I'll ask you to annotate a reading for that week using Hypothesis, which is linked through Canvas. These will be graded as complete or incomplete.
 - You must add at least two annotations to the document. These can be questions about something the author said, a response to a point the author made, and/or a connection to something else we've talked about in our class or to the news.
 - Annotations are due by **3pm** on the day we're discussing that source.

- Final Project Proposal: 10%
 - You will submit a proposal of your plan for your final project. It will include your topic, the argument you plan to make, what sources you will use (primary and secondary), how your topic relates to a contemporary issue, and what form your project will take. 1-2 pages.
- Take-Home Final Project: 20%
 - You will create a public history project around a theme by using primary and secondary source documents and contemporary documents and images. We will discuss this more in depth later.

Grading Scale:

90 - 100	A
87 - 89	B+
80 - 86	B
77 - 79	C+
70 - 76	C
60 - 69	D
59 or less	F

Late Assignments:

I expect assignments to be completed on the day they are due. Any late submissions without an approved excuse will lose a half-grade every day it is late. If there are circumstances that make it impossible for you to hand in assignments on time, please contact Kristyn Scorsone by email as soon as possible so that we can discuss an arrangement that works for both of us.

Required Texts:

There are no required books for this course.

All required readings will be available through Canvas or online. Additional materials, including films or other media, may be required as well and will be available through Canvas.

***Readings may be subject to change during the semester.**

Technology Rules

Students may use laptops and tablets during class for class-related activities only. If I learn that students are using these devices for any other purpose, I may impose further restrictions. Students are also prohibited from listening to any other device in this class that has not received prior authorization. Further, do not keep headphones in your ears even if you are not listening to anything. In essence, you are in class approximately 3 hours a week. Please be present and prepared when you are here.

If any tech issues arise, let me know immediately. Please don't come to class unprepared because "the link didn't work." You can often Google the item and find it somewhere else on the web, as well.

Weekly Schedule:

Module 1: The Business of Slavery

Week 1:

WEDNESDAY Sept 1: Introduction to Class

Introductions

Learning Hypothesis using the syllabus

Go over syllabus

Week 2:

MONDAY: Sept. 6: **NO CLASS - LABOR DAY**

WEDNESDAY: Sept. 8

Ibram X. Kendi, chapter 7 “Enlightenment” in *Stamped From the Beginning: The Definitive History of Racist Ideas in America*. <https://search-ebSCOhost-com.proxy.libraries.rutgers.edu/login.aspx?direct=true&db=nlebk&AN=1195944&site=ehost-live>

Listen to podcast: 1619 Project, episode 1 “The Fight for True Democracy”
<https://open.spotify.com/show/7j5MhJCMBvOjF1Asi9LPLX>

DUE: Annotate “Enlightenment” using Hypothesis on Canvas.

Week 3:

MONDAY: Sept. 13

Sven Beckert, chapter 5, “Slavery Takes Command” in *Empire of Cotton: A Global History*. Available on Canvas.

Listen to podcast: 1619 Project, episode 2 “The Economy that Slavery Built”
<https://open.spotify.com/show/7j5MhJCMBvOjF1Asi9LPLX>

DUE: Annotate “Slavery Takes Command” using Hypothesis on Canvas.

WEDNESDAY: Sept. 15

Walter Johnson, “Introduction: A Person with a Price” in *Soul by Soul: Life Inside the Antebellum Slave Market*. E-book, Cambridge, Mass.: Harvard University Press, 1999,
<https://hdl-handle-net.proxy.libraries.rutgers.edu/2027/heB.00050>

DUE: Annotation on Walter Johnson’s “Introduction” using Hypothesis on Canvas.

Week 4:

MONDAY: Sept. 20

Walter Johnson, Chapter One “The Chattel Principle” in *Soul by Soul: Life Inside the Antebellum Slave Market*. E-book, Cambridge, Mass.: Harvard University Press, 1999, <https://hdl-handle-net.proxy.libraries.rutgers.edu/2027/heb.00050>

WEDNESDAY: Sept. 22

Explore: <https://slavevoyages.org>

*Be sure to click on to view each Special Feature, especially the map time lapse and Slave Ship in 3D video. Come to class prepared to discuss your thoughts on the website.

Frederick Douglass, “The Meaning of July 4th for the Negro,” Speech, July 5, 1852. <http://www.historyisaweapon.com/defcon1/douglassjuly4.html>

DUE: Annotate “The Meaning of July 4th for the Negro” using Hypothesis on Canvas

Module 2: Oppression and Resistance

Week 5:

MONDAY: Sept. 27

Steven Hahn, chapter 1 “Of Chains and Threads” in *A Nation Under Our Feet: Black Political Struggles in the Rural South from Slavery to the Great Migration*. Available on Canvas.

DUE: Annotate “Of Chains and Threads” using Hypothesis on Canvas

WEDNESDAY: Sept. 29

Deborah Gray White, “Jezebel and Mammie: The Mythology of Female Slavery” in *Ar’n’t I a Woman?: Female Slaves in the Plantation South*

DUE: Quiz 1 by Friday, Oct. 1 midnight on Canvas.

Week 6:

MONDAY: Oct. 4

Heather Andrea Williams, Chapter 2 “Let No Man Put Asunder” in *Help Me to Find My People: The African American Search for Family Lost in Slavery*, University of North Carolina Press, 2012. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=877304>

WEDNESDAY: Oct. 9

Treva B. Lindsey and Jessica Marie Johnson, “Searching for Climax: Black Erotic Lives in Slavery and Freedom.” Available on Canvas.

DUE: Annotate “Searching for Climax” using Hypothesis on Canvas.

Week 7:

MONDAY: Oct. 11

Stephanie E. Jones-Rogers, chapter 4 “She Thought She Could Find a Better Market”

in *They Were Her Property: White Women As Slave Owners in the American South*, Yale University Press, 2019. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=5662513>

WEDNESDAY: Oct. 13

Tiya Miles, Chapter 2 excerpts “Madame Lalaurie” in *Tales from the Haunted South: Dark Tourism and Memories of Slavery from the Civil War Era*, University of North Carolina Press, 2015. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=4322268>

DUE: Annotate “Madame Lalaurie” using Hypothesis on Canvas.

Week 8:

MONDAY: Oct. 18

Chapter 1 - *Twelve Years a Slave: Narrative of Solomon Northup, a Citizen of New-York, Kidnapped in Washington City in 1841, and Rescued in 1853*: Electronic Edition. <https://docsouth.unc.edu/fpn/northup/northup.html>

WEDNESDAY: Oct. 20

Chapter 17 “The Flight” and Chapter 18 “Months of Peril” in *Harriet Jacobs, Incidents in the Life of a Slave Girl* <https://docsouth.unc.edu/fpn/jacobs/jacobs.html#jac145>

DUE: Annotate Harriet Jacobs chapter “The Flight” using Hypothesis on Canvas

Week 9:

MONDAY: Oct. 25

Stephanie Camp, chapter 2 “I Could Not Stay There: Men, Women, and Truancy” in *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South*. Available on Canvas.

WEDNESDAY: Oct. 27

Erica Armstrong Dunbar. Chapter 8: “The Fugitive” in *Never Caught: The Washingtons’ Relentless Pursuit of Their Runaway Slave, Ona Judge*, Simon & Schuster, 2017. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=5671773>

Thomas Gray, *The Confessions of Nat Turner*: <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1014&context=etas>

DUE: Annotate *The Confessions of Nat Turner* using Hypothesis on Canvas.

Module 3: Reconstruction Era to the early 20th century

Week 10:

MONDAY: Nov. 1

“Emancipation Proclamation:” <http://digitalhistory.hsp.org/pafirm/doc/emancipation-proclamation-january-1-1863>

Watch: <https://www.facinghistory.org/resource-library/video/introduction-contested-history?backlink=https://www.facinghistory.org/reconstruction-era/lessons/contested-history>

DUE: Annotate “Emancipation Proclamation” using Hypothesis on Canvas.

WEDNESDAY: Nov. 3

Henry Louis Gates Jr. chapter 1 in *Stony the Road: Reconstruction, White Supremacy, and the Rise of Jim Crow*, Penguin Publishing Group, 2019. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=6062452>

Week 11:

MONDAY: Nov. 8

Crystal Feimster, excerpts from *Southern Horrors: Women and the Politics of Rape and Lynching*

WEDNESDAY: Nov. 10

Marcus Anthony Hunter and Zandria F. Robinson. Chapter 5 “The Blacker the Village, the Sweeter the Juice” in *Chocolate Cities : The Black Map of American Life*, University of California Press, 2018. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=4820033>

DUE: Quiz 2 by Friday, Nov 12 midnight on Canvas.

Week 12:

MONDAY: Nov. 15

Talitha L. LeFlouria, chapter 5 “Broken, Ruined, and Wrecked: Women on the Chain Gang” in *Chained in Silence*. Available on Canvas.

*Discussion of Final Project Assignment.

WEDNESDAY: Nov. 17

Tera Hunter, “Domination and Resistance: The Politics of Wage Household Labor in New South Atlanta.” Available on Canvas.

DUE: Annotate “Domination and Resistance” on Canvas using Hypothesis.

Module 4: Public Memory and the Legacies of Slavery

Week 13:

MONDAY: Nov. 22

Ta-Nehisi Coates, "The Case for Reparations," *The Atlantic*
<https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

DUE: PROPOSALS FOR FINAL PROJECT - submit on Canvas.

WEDNESDAY: Nov. 27 **NO CLASS - THANKSGIVING**

Week 14:

MONDAY: Nov. 29

Watch: 13th <https://www.youtube.com/watch?v=krfcq5pF8u8>

Read: Michelle Alexander, *The New Jim Crow* - Chapter 4 "The Cruel Hand." Available on Canvas.

WEDNESDAY: Dec. 1

Listen to the 1619 podcast episode 3: "The Birth of American Music"
<https://open.spotify.com/show/7j5MhJCMBvOjF1Asi9LPLX>

Isabel Wilkerson. Part 2: Chapter 8 "The Nazis and the Acceleration of Caste" *Caste (Oprah's Book Club): The Origins of Our Discontents*, Random House Publishing Group, 2020. ProQuest Ebook Central, <https://ebookcentral-proquest-com.proxy.libraries.rutgers.edu/lib/rutgers-ebooks/detail.action?docID=6180165>

DUE: Annotate "The Nazis and the Acceleration of Caste" using Hypothesis on Canvas.

Week 15:

MONDAY: Dec. 6

Excerpt from *Slavery and Public History: The Tough Stuff of American Memory*. Available on Canvas.

Monument Lab reading - TBD

DUE: Annotate *Slavery and Public History* or the Monument Lab reading using Hypothesis on Canvas.

WEDNESDAY: Dec. 8

Explore virtual exhibit: *Black Power! 19th Century*:
<https://storymaps.arcgis.com/stories/a171b3b641c7445bb05a90d2ddfc5337>

**Black Power! 19th Century* includes the following: Part 1 and [Part 2](#), [map of Newark Black Power! 19th Century sites](#), [map of New Jersey Black Power! 19th Century site](#), and an online exhibition [Monumental Spirit: Reimagined Sites of 19th Century Newark](#).

MONDAY: Dec. 13

Q & A on final projects.

“A Herstory of the #BlackLivesMatter Movement” by Alicia Garza
<https://thefeministwire.com/2014/10/blacklivesmatter-2/>

FINAL PROJECT - DUE DATE TBD

****Final Exam week begins December 16****

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 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 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/>.

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

Learning Resources:

- Rutgers Learning Center (tutoring services) Room 140, Bradley Hall (973) 353-5608 <https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center>
- Writing Center (tutoring and writing workshops), Room 126, Conklin Hall (973) 353-5847 nwc@rutgers.edu <https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center>

