

INTRODUCTION TO AFRICAN AMERICAN AND AFRICAN STUDIES I

21:014:111

Mondays and Wednesdays, 4:00-5:20pm

Conklin Hall, Room 302

Fall 2019

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Office Hours: Mondays 2-3pm, Wednesdays 5:30-6:30pm, and by appointment

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COURSE DESCRIPTION

Almost exactly 400 years ago, English colonists in Virginia purchased enslaved Africans for the first time. Since then, people of African descent have played a central role at every stage in the development and expansion of what became the United States. This course serves as an introduction to the field of African American and African Studies (AAAS), focusing on the period from the beginning of the European trade in enslaved Africans in the mid-1400s to the mid-1800s, when 4 million enslaved Black Americans gained freedom during the Civil War.

Because AAAS is an interdisciplinary field, this course offers more than a basic historical overview, but is instead designed to explore key aspects of Black life and thought throughout the diaspora. Through engagement with a wide variety of sources – ranging from historical documents to modern films – students will learn some of the complexities behind the limited view of the Black past that is offered in US high school classes and in our popular media. In particular, given the misperception that slavery and racism are phenomena confined to the South, this course gives particular emphasis to how they operated in New Jersey and neighboring states; as well as elsewhere in the Americas.

One of the central projects of this course is to trace race and racism – specifically, American anti-Blackness – from their creation within the context of European enslavement of Africans in the Americas, through their development into the forms we know today. Rutgers University-Newark is famous for the diversity of our student body, and in course like this – where different members of the class have different types of connections to the often-traumatic history we are studying – it is essential to put that diversity to work as an asset to our learning. A key source that students will investigate is their own “socialization” around racial identity, racism, and anti-Blackness. This refers to the process by which each person has been trained by family, school, popular culture, etc., to have certain ideas about race – and to act in accordance with those ideas. We will use formal Intergroup Dialogues as well as personal and small group

reflections and discussions of group dynamics and interactions throughout the semester, in order to deepen our understanding of how our own racial identity and socialization affect our approach to studying this material. The final project for the course involves developing ideas for how the material covered in class could be used to interrupt the cycle of socialization around race, racism, and anti-Blackness.

LEARNING OUTCOMES

The primary learning outcomes for this course include:

1. Students will be able to articulate how modern concepts of race are linked to the European enslavement of Africans in the Americas
2. Students will be able to identify key locations in the African diaspora on a map, as a tool for understanding the various interconnections between them and the different legacies in the present day
3. Students will develop the skills to critically analyze a range of cultural texts produced by and about members of the African diaspora, including newspapers, autobiographies, scholarly texts, novels, films, monuments and memorials, and plays
4. Students will gain an understanding of the various uses to which the past has been put, both by Black Americans asserting their rights, and by those seeking to disenfranchise them
5. Students will develop analytical and critical thinking skills around the question of how this history impacts the world today, with a particular focus on how it manifests in the culture and social structure of the United States
6. Students will read and engage with the work of early Black American artists, intellectuals, and activists, and gain a basic understanding of the history of Africans and their descendants through the mid-19th century, enslaved and free, both within and beyond the United States.

REQUIREMENTS AND GRADING

15% Attendance and Participation

- Attendance is required; see full details under “Policies” below. Students will mark themselves present on Blackboard, using the password posted on the board at the beginning of each class; the timing with which you submit this will also be used to measure on-time attendance.
- Each student is expected to contribute regularly during class, engage in group activities, ask and answer questions from peers on Google Classroom, and communicate with Dr. Monteiro as needed during Office Hours or via email. While it is perfectly normal and legitimate to have “peaks and valleys” of participation, total silence and lack of engagement will be taken into account for this portion of the grade. Students who feel particularly comfortable speaking in class are expected to take care not to dominate class discussion. Participation will be graded through a combination of Dr. Monteiro’s assessment, peer evaluation,

and self-assessment. For an automatic boost of one letter grade on participation, attend Dr. Monteiro's Office Hours (or make an appointment) before the end of September.

30% Class Preparation Assignments (DUE: Midnight on Sundays and Tuesdays)

By midnight the night before each class, students will submit short online assignments that will help them to prepare for our class meeting. These assignments will vary, and will include activities that involve synthesis of the readings, building on our in-class conversations, and personal reflections. These are learning exercises, so it is more important that you submit them on time and clearly make an effort to complete them to the best of your ability, than that you do everything perfectly. All work will be graded on a credit/no credit basis, which means that full credit will be given for all work that is complete and submitted on time; and zero credit for incomplete or late work (unless documentation is provided for an excused absence). The assignments will be posted on Google Classroom, along with the required readings and other materials necessary to complete them.

PLEASE NOTE: These assignments will usually be posted after the previous class, in order to build directly on what we cover in class. If your schedule is such that you need to access and complete the assignments sooner, please let Dr. Monteiro know.

10% Geography Quiz (In-Class, September 23)

Students will take this quiz in class, based on maps and a list of key locations in the African diaspora that will be provided in advance. Students *must* pass this quiz prior to moving on to future assignments, so will be required to re-take it on a weekly basis until it is passed.

25% Public Memory of Slavery Response Paper (DUE: November 6)

This assignment explores the ways in which the history of African enslavement in the United States has been interpreted within our public culture. Students will have three options to choose from (two will be field trips, and one can be completed on your own time). Students will write a 3-5 page personal response paper about the experience of visiting or watching the cultural product they have chosen, which also incorporates specific readings related to it (assigned by Dr. Monteiro), and connects it to our course material.

20% Final Project: History, Socialization, and Anti-Blackness (DUE: Monday, December 9; revision due Wednesday, December 11; Reflection Paper due Monday, December 14)

Throughout the semester, we will be engaging in deep self-reflection and investigation about how our own racial identities were formed, with particular emphasis on how we all (including those of us who are Black) came to internalize aspects of American anti-Blackness. For the final project, we will develop ideas about how, if we could travel back in time, we could use the material from this course to intervene at various stages in that process. Students will be graded on the basis of the written work that they prepare for our final two class sessions, which will be "work sessions" on this theme; their active participation in these sessions; as well as a 2-3 page response paper, reflecting on the final project.

Extra Credit (due dates vary; no later than Wednesday, December 4)

Each student has the opportunity to boost their final grade by up to 3% by attending a lecture, event, or play, or visiting a museum or historic site that is related to the Black past; and submitting a reflection in the form of either a 2-3 page paper, or a 5 minute PowerPoint presentation. Dr. Monteiro will highlight appropriate opportunities throughout the semester; and you are welcome to email in advance for approval of any other events or museums that you would like to attend for extra credit. Students can submit only ONE extra credit assignment, which must generally be submitted within one week of the event/visit.

GOOGLE CLASSROOM

In addition to the standard Blackboard page provided for this course, students will use Google Classroom for such things as:

- Accessing assigned readings/videos/links and class preparation assignments due before each class session
- Submitting written work
- Receiving feedback on assignments

Please join Google Classroom as soon as possible, because you will need it in order to access the homework assignment for Monday's class:

1. Visit www.classroom.google.com
2. Mouse over the circle in the top right corner of your screen to make sure that you are signed in using your "scarletmail" account from Rutgers (rather than any other Google or gmail account that you may have)
3. When prompted, enter the class code: **alx6znh**

POLICIES*Academic Integrity*

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University's educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here:

<http://academicintegrity.rutgers.edu/academic-integrity-policy/>

Attendance

Students are expected to make every effort to attend class regularly, and to catch up on the material they have missed.

- Excused absences are defined by the course catalog as:

- 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.
- In order for an absence to count as excused, you must provide written documentation, ideally emailed to Dr. Monteiro as an attachment (a photograph of your note taken with your phone is ideal).
- Unexcused absences will negatively affect your grade in the course; **students with 5 unexcused absences may fail the course.**
- The same policies apply to arriving late to class, which is disruptive to your fellow students and means that you miss valuable course material. Every 3 times you are late to class without an excuse will count as one unexcused absence.
- After any absence – excused or unexcused – students are encouraged to complete the readings, as well as the class preparation assignment on Google Classroom (if the absence is excused, you can earn credit for this), and to meet with Dr. Monteiro to get caught up on the material that you missed. Reliable times to do so are during Office Hours, or you can make an appointment.

Communication

Unless it is a truly urgent matter, please do not approach me with questions or concerns prior to the start of class, during the time I need to set up. I may have time after class to talk, but by far the best way to communicate with me outside of class is to come to Office Hours – or, if you are unable to come at those times, email me to set up an appointment. **I will respond to emails within 24 hours on weekdays (it may take longer on weekends), so please plan ahead if you have a time-sensitive question related to an assignment.** Also, while you're waiting to hear back from me, I encourage you to doublecheck the syllabus and Google Classroom to make sure that it is not already answered there; and if not, to post your question in the relevant part of Google Classroom, so that your peers can answer.

Electronics Policy

Phones must be turned off completely during class, and kept in your bag. If you need access to your phone because of an emergency situation, you must email Dr. Monteiro in advance (if it is an ongoing situation, please meet me in Office Hours to explain). I encourage the use of laptops and tablets in class for the purposes of accessing the readings, taking notes, and collaborating on group work. Beyond that, you are all adults and can make your own choices. That said, I encourage you to be considerate of those around you: refraining from checking email, social media, etc., during class will reduce distractions for your fellow students.

"Life Happens" Policy

Unexpected and expected life challenges come up for as many as a third of my students every semester. You might become sick or injured; have an illness in the family which requires you to take on extra hours at work; etc. If you should be unfortunate enough as

to have this happen to you this term, please know that, as your professor, I care far more about your wellbeing than I do about your completing the course exactly as outlined on this syllabus. Instead of just disappearing, I encourage you to let me know as soon as you are able to about what is going on—just as you would let your supervisor at work know if you couldn't come to work. Together we can work out a plan for you to complete the work for the course in a way that is realistic given your changing situation; and, if need be, connect you with resources at the university that can offer you additional support (to which you are entitled as a Rutgers student!).

Office Hours

My Office Hours are the times that I set aside every week specifically to meet with students. In other words, those times are for *you*, so please do not be shy about using them. Many students come to ask questions related to the course and assignments; others have questions about majors, grad school, navigating college as a member of a marginalized group, etc. — which are only some of many great ways to use Office Hours. No appointment is necessary; however, you are welcome to make an appointment if you need to come at a specific time during my Office Hours, and I will reserve it for you. Also, my regular Office Hours are *not* the only times I can meet with students — you can email me for an appointment at a time that works for your schedule.

Written Work

All written work must be submitted both in hardcopy in class AND on Google Classroom, unless otherwise specified. I prefer basic 12-point font with one-inch margins. Page and/or word limits must be adhered to — if you've written too much, it is important to learn how to edit your work down to the appropriate size. Late work will be penalized an automatic ½ letter grade reduction for each day (i.e., the maximum grade that can be earned on a paper that is turned in the day after it is due is an A, the following day an A-, etc.), unless an official excuse is provided.

RUTGERS ACCOMMODATION AND SUPPORT SERVICES

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 Gender or Sex-Based Discrimination or Harassment: If you have experienced any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking, know that help and support are available. If you wish to report an incident, you may contact the Office of Title IX and ADA Compliance at (973)353-1906 or via email at TitleIX@newark.rutgers.edu. You may also submit an incident report using the following link: tinyurl.com/RUNReportingForm. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or via email at run.vpva@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. You may contact the Office of Title IX and ADA Compliance at (973)353-1906 or via email at TitleIX@newark.rutgers.edu.

For Individuals seeking Religious Accommodations: The Office of the Dean of Students is available to verify absences for religious observance, as needed. Contact the Dean of Students at (973)353-5063 or via email at DeanofStudents@newark.rutgers.edu.

For Individuals with temporary conditions/injuries: Students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate should submit a request via <https://temporaryconditions.rutgers.edu>.

For English as a second language (ESL): Students experiencing difficulty in courses due to English as a second language (ESL) should contact the Program in American Language Studies via email at PALS@newark.rutgers.edu to discuss potential supports.

Extended Absences: Per University Policy 10.2.7, you are responsible for communicating with your instructors regarding absences. The Office of the Dean of Students is available to verify extended absences. Contact the Dean of Students at (973)353-5063 or via email at DeanofStudents@newark.rutgers.edu.

Counseling Services: Counseling Center, Room 101, Blumenthal Hall, (973) 353-5805 or <http://counseling.newark.rutgers.edu/>

Tutoring Services: Rutgers Learning Center, Room 140, Bradley Hall (973) 353-5608 or <https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center>

Writing Assistance: Writing Center (tutoring and writing workshops), Room 126, Conklin Hall (973) 353-5847 or nwc@rutgers.edu or <https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center>

TOPICS AND READING ASSIGNMENTS

There are no textbooks to purchase for this course; all required material will be posted as PDFs or links on Google Classroom, or distributed in class.

Please budget approximately \$40 to cover the fieldtrip to New York City for the Public Memory of Slavery project (including food and roundtrip transportation from campus). Some funds are available to support students who need assistance with these costs.

The readings are due on the day that they are listed below – be sure to allow adequate time to complete the readings AND the online assignment.

Bring your readings and notes with you to every class. You will also be asked to bring laptops/tablets from time to time (let me know if you need to borrow one).

Please Note: The instructions for the class preparation assignments – which are due the night before each class session – will be distributed on Google Classroom, which is also where you will submit your work (unless otherwise instructed).

UNIT 1: INTRODUCTIONS AND GROUNDWORK

Wednesday, September 4

What is African American and African Studies – and why does it exist?
(no readings due)

Monday, September 9

Race, Oppression, and Intergenerational Trauma

- Beverly Tatum, “The Complexity of Identity: ‘Who Am I?’” in *Readings for Diversity and Social Justice*
- Iris Marion Young, “Five Faces of Oppression” in *Readings for Diversity and Social Justice*

Wednesday, September 11

American White Supremacy

- W.E.B. Du Bois, “Ch. 1: Of Our Spiritual Strivings” from *The Souls of Black Folks*
- Andrea Smith, “Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking women of color organizing,” in *The Color of Violence: The INCITE! Anthology*

Monday, September 16

History and Power

- Selections from Michel-Rolph Trouillot, *Silencing the Past: Power and the Production of History*

Wednesday, September 18

Representation Matters

- Ebony Elizabeth Thomas, Debbie Reese, Kathleen T. Horning, "Much Ado About A Fine Dessert: The Cultural Politics of Representing Slavery in Children's Literature," in *Journal of Children's Literature*
- Selections from John Marrant, "A Sermon Preached on the 24th Day of June 1789, Being the Festival of Saint John the Baptist, at the Request of the Right Worshipful the Grand Master Prince Hall, and the Rest of the Brethren of the African Lodge of the Honorable Society of Free and Accepted Masons in Boston"

Monday, September 23

Socialization and Race

- Bobbie Harro, "The Cycle of Socialization," in *Readings for Diversity and Social Justice*

Geography Quiz

UNIT 2: CREATING AND REMEMBERING THE BLACK ATLANTIC

Wednesday, September 25

Africa

- Selections from Stephanie E. Smallwood, *Saltwater Slavery: A Middle Passage from Africa to America Diaspora*
- Selections from "The Interesting Narrative of the Life of Olaudah Equiano, or Gustavus Vassa, the African. Written by Himself."

Monday, October 1

The Caribbean

- Selections from Mary Frances Berry "Becoming Colored Creole" in *We Are Who We Say We Are*
- Selections from Marisa J. Fuentes *Dispossessed Lives: Enslaved Women, Violence, and the Archive*

Wednesday, October 3

Monuments to Racism

- Selected readings regarding the removal of Confederate Statues

Monday, October 7

Public History of Slavery

- Video: Lonnie Bunch, Marion Thompson Wright Lecture at Rutgers University-Newark

Wednesday, October 9

Roots Tourism: Black Americans and the Diaspora

- Patricia de Santana Pinho, Ch. 1, "That's My Face: African American Reflections on Brazil" in *Mapping Diaspora: African American Roots Tourism in Brazil*
- Selections from Saidiya Hartman, *Lose Your Mother: A Journey Along the Atlantic Slave Route*
- Grant H. Cornwell and Eve W. Stoddard, "From Sugar to Heritage Tourism in the Caribbean: Economic Strategies and National Identities" in *Caribbean Tourism: Heritage & Cultural Tourism*

UNIT 3: SLAVERY, RACE, AND INDEPENDENCE

Monday, October 14

Legalizing Race

- Selections from Cheryl I. Harris, "Whiteness as Property," in *Harvard Law Review*
- Sharon Block, "Lines of Color, Sex, and Service" in *Women's America: Refocusing the Past*

Wednesday, October 16

The Founding Fathers and Slavery

- Madison Hemings's Memoirs, "Life Among the Lowly"
- Selections from Susan P. Schoelwer, ed., *Lives Bound Together: Slavery at George Washington's Mount Vernon*.

Monday, October 21

Slavery and Emancipation in New Jersey

- Graham Russell Hodges, Ch. 5, "The Black American Revolution, 1776-1783" in *Root & Branch: African Americans in New York & East Jersey*
- Graham Russell Hodges, Ch. 4, "From Revolution to Emancipation, 1783-1804" in *Slavery and Freedom in the Rural North: African Americans in Monmouth County, New Jersey, 1665-1865*

Wednesday, October 23

Slavery in the United States

- Deborah Gray White, "Simple Truths: Antebellum Slavery in Black and White," in *Passages to Freedom: The Underground Railroad in History and Memory*

Monday, October 28

Racial Science

- Bruce Dain, Ch. 7: "The New Ethnology" in *A Hideous Monster of the Mind: American Race Theory in the Early Republic*
- Selections from Frederick Douglass, "The Claims of the Negro, Ethnologically Considered"

Wednesday, October 30

Slavery and White Masculinity

- Walter Johnson, Ch. 13, “ ‘The Grey-Eyed Man of Destiny’ ” in *River of Dark Dreams: Slavery and Empire in the Cotton Kingdom*

Monday, November 4

Rutgers University and Slavery

- Kendra Boyd, Miya Carey, and Christopher Blakley, Ch. 2, “Old Money: Rutgers University and the Political Economy of Slavery in New Jersey” from Marisa J. Fuentes and Deborah Gray White, eds., *Scarlet and Black, Vol. 1: Slavery and Dispossession in Rutgers History*

Wednesday, November 6

Student Activism and the Legacies of Slavery

Guest Speaker: TBA

- Readings TBA

Public Memory of Slavery Response Paper due

Monday, November 11

Religion and Slavery

- Sylviane Anna Diouf “African Muslims in Bondage: Realities, Memories, and Legacies,” in Joanne M. Braxton and Maria I. Diedrich, eds. *Monuments of the Black Atlantic: Slavery and Memory*
- “Religious Instruction” in *Advice Among Masters: The Ideal in Slave Management in the Old South*, ed. James O. Breeden

UNIT 4: THE AFTERS OF SLAVERY

Wednesday, November 13

Centering Slavery and the Black American Past

- Selections from the *New York Times*’ “1619 Project”

Monday, November 18

Nostalgia for Slavery

- Selections from Robin Bernstein, *Racial Innocence: Performing American Childhood from Slavery to Civil Rights*

Wednesday, November 20

The Underground Railroad

- Eddie S. Glaude Jr, “A Sacred Drama: ‘Exodus and the Underground Railroad in African American Life” in *Passages to Freedom: The Underground Railroad in History and Memory*

Monday, November 25

Self-Emancipation during the Civil War

- Selections from Stephanie M.H. Camp, *Closer to Freedom: Enslaved Women & Everyday Resistance in the Plantation South*

Wednesday, November 27

NO CLASS (Friday class schedule)

Monday, December 2

Black Abolitionism

- David Walker, *Appeal: To the Coloured Citizens of the World, but In Particular, and Very Expressly, to Those of the United States of America*

Wednesday, December 4

Colonization

- Dalila Scruggs, Ch. 12 “‘Photographs to Answer Our Purposes’: Representations of the Liberian Landscape in Colonization Print Culture” in Lara Langer Cohen and Jordan Alexander Stein, eds, *Early African American Print Culture*

Monday, December 9

Final Project Discussion 1

History, Socialization, and Anti-Blackness proposals due

Wednesday, December 11

Final Project Discussion 2

Revised History, Socialization, and Anti-Blackness proposals due

Monday, December 14

(NO CLASS)

Final Reflection Paper due