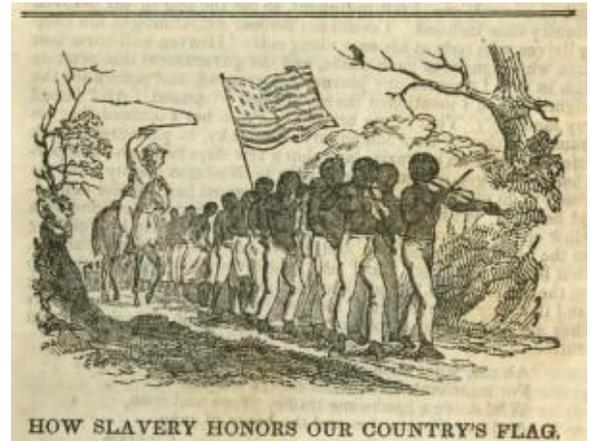


INTRODUCTION TO AFRICAN AMERICAN AND AFRICAN STUDIES I

Summer 2018

Course Description

The swelling social, economic and political controversy of our present 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.



Antebellum antislavery image

Instructor: Professor Hunter

Office: Conklin Hall room 326

Hours: By appointment

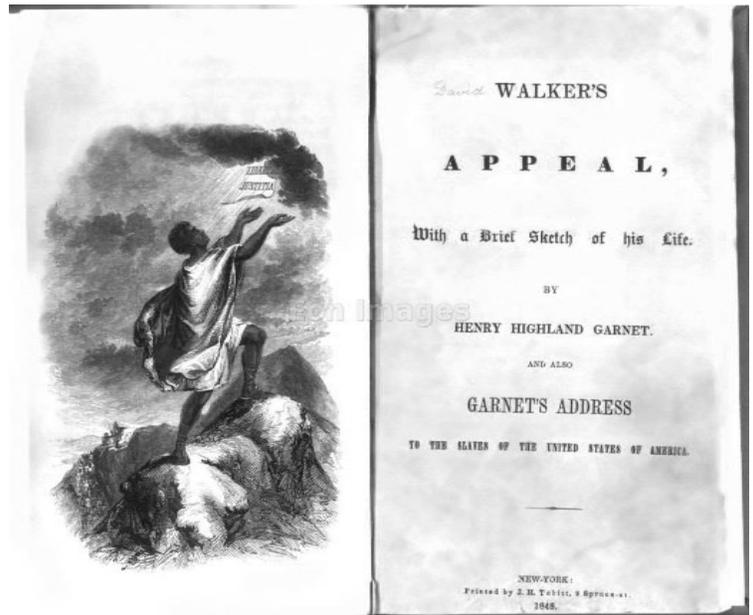
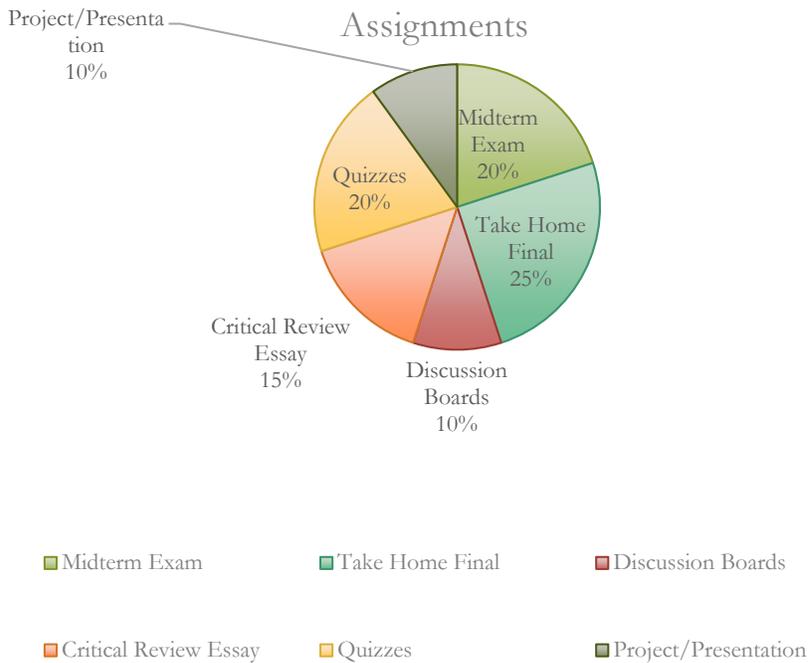
Email: lahunter@newark.rutgers.edu

Required Texts (All texts are on reserve in the library):

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

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.



DAVID WALKER'S *APPEAL TO THE COLORED CITIZENS OF THE WORLD* (1829)

Course Assignments Explained

Exams — You will complete two major assessments this semester the first is scheduled for June 15. The second major assessment is a longer essay assignment due on July 6th. Detailed guides for both exams are available on blackboard.

Quizzes – You will take two brief quizzes over the course of the semester. Each quiz will require you to demonstrate your understanding of the major trends and events that we discuss throughout the semester.

Critical Review Essay– You are responsible for one short critical review essay this semester that will require you to analyze an assigned article from class readings (or one of your choosing that fits within the time period of our course content). A detailed guide is available 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 is 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.”**

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	May 29	Course Introduction	See the Welcome folder on blackboard in the Course Lecture content folder	
	May 30	Africa Before & After European Expansion 1441-1808	Blackboard Reading: Chiek Anta Diop <i>Precolonial Black Africa</i>	
	May 31		Begin reading <i>Freedom on My Mind</i> Ch. 1	
2	June 4		Blackboard Reading: Paul Lovejoy and David Richardson "The Business of Slaving"	
	June 5		Complete <i>Freedom on My Mind</i> Ch. 1	
	June 6	Rethinking The Middle Passage 1619-1739	Blackboard Reading: Antonio T. Bly "Crossing the Lake of Fire"	Quiz 1 due June 8 @ 11:59 pm
	June 7		Begin reading <i>Freedom on My Mind</i> Ch. 2	
3	June 11	The Black Atlantic & North American Colonial Development	Continue reading <i>Freedom on My Mind</i> Ch. 2 & Blackboard Reading: Alex Borucki "Atlantic History and the Slave Trade to Spanish America"	
	June 12		Jerome Handler "Custom and Law: The Status of Africans in Seventeenth Century Barbados"	
	June 13		Read end of Ch. 2 documents: "An Act for Regulating Slaves in New Jersey" & "South Carolina Slave Codes"	Critical review essay due today @ 11:59 pm
	June 14	Race, Nation & Slavery in The Age of The New Republic	Begin reading <i>Freedom on My Mind</i> Ch.3 & Blackboard readings: James Gigantino "The Whole North is Not Abolitionized"	Midterm exam due June 15th @ 11:59 pm
4	June 18		Continue reading <i>Freedom on My Mind</i> Ch. 3 & Blackboard Reading: Lemuel Haynes "Liberty Further Extended"	
	June 19		Begin reading: <i>Freedom on My Mind</i> Ch. 4 & Blackboard Abolition Folder	
	June 20		Blackboard Reading: Joseph Rezek "The Orations on the Abolition of the Slave Trade"	
	June 21		Complete <i>Freedom on My Mind</i> Ch. 4	Quiz 2 due June 22nd @ 11:59 pm
5	June 25		Begin reading: <i>Freedom on My Mind</i> Ch. 5	
	June 26	Slavery, Race, Rights & The American Civil War	Blackboard Reading: See Frederick Douglass Folder	

	June 27		Continue reading: <i>Freedom on My Mind</i> Ch. 5	
	June 28		Begin reading <i>Freedom on My Mind</i> Ch. 6	
6	July 2		Deborah Willis "The Black Civil War Soldier"	
	July 3		Complete <i>Freedom on My Mind</i> Ch. 6	Presentations due today @ 11:59 pm
	July 4		-----	
	July 5			Take home final due July 6 @ 10 pm