

Key Issues in African American and Black Atlantic Thought

AFA 3110
Fall 2015
On-line/Asynchronous
Office Hours: MW, 2:00-3:00; by appt.

Professor: Evan Hart, Ph.D.
E-Mail: hartee@ufl.edu
Office: Keene-Flint, 20

This course explores central currents in the intellectual history of the African American experience, situating its important debates over issues including (but not limited to) enslavement, freedom, justice, citizenship, politics, equality, and gender/sexual politics within the context of both the larger American and Black Atlantic zones of cultural and political contact, exchange, and struggle. The approach we will take in this course is to focus on the leading voices of resistance and social change that have influenced the public consciousness of African American communities, definitions of political action and change, and what it means to be an “intellectual.” Many of the writers we will read throughout this course have no had formal academic training, but are just as significant as those who earned higher degrees. We will also be careful not to divorce the writings we will read from their historical context. As such, there will be historical background provided to help flesh out our understanding of black intellectuals and their writings. This 3 credit course satisfies the Gen. Ed (D) diversity, (H) humanities, and WR (writing) requirements (6,000 words, not including exams; Gordon Rule E6)

REQUIRED TEXTS:

Manning Marable and Leith Mullings, eds. *Let Nobody Turn Us Around: An African American Anthology* (Second Edition)
Kristin Waters and Carol B. Conaway, eds. *Black Women's Intellectual Traditions: Speaking Their Minds*

REQUIRED FILMS:

The Black Power Mixtape, 1967-1975, directed by Göran Hugo Olsson. Available to rent for \$2.99 at: <https://youtu.be/FWb5HVAAQz0> (Will be watched for Module 7)
From Selma to Soweto, Episode 5 of Have You Heard from Johannesburg, directed by Connie Field. Available to rent for \$4.99 at: <https://vimeo.com/ondemand/haveyouheard/68422539> (Will be watched for Module 8)

| <u>Requirements:</u> | <u>Date</u> | <u>% of Final Grade</u> |
|--------------------------|----------------------------------|-------------------------|
| Syllabus Acknowledgement | Sat. Aug. 29 | 0% (REQUIRED) |
| Discussion Boards | Throughout Semester; 10 pts each | 20% |
| Module Quizzes | 1 per Module at 5% each | 35% |
| Research Proposal | Fri. Oct. 1 | 5% |
| Research Paper | Mon. Nov. 23 | 25% |
| Final Exam | Thurs. Dec. 17 | 15% |

COURSE OBJECTIVES:

This course is designed to do the following:

1. To provide students a basic introduction to African American socio-cultural and intellectual history
2. to understand the contribution of these writers/thinkers to our understanding of race and racism as well as other forms of difference (e.g. gender and class) which operate to oppress groups of peoples
3. To promote creative and self-directed learning through the research, reading, and writing processes
4. To provide the skills needed to complete a ten page research paper.

CLASS POLICIES:

Communication: I welcome student emails and will respond to them in a timely manner. However, I do not access my email 24 hours a day, so allow 24 hours for a response. Also, please use proper capitalization, grammar, and punctuation in your emails. Your correspondence reflects on you as student, and proper emailing etiquette will serve you well in your career at UF and beyond. Finally, emailed questions which can easily be answered by reading the syllabus will receive a simple SYS (see your syllabus) as a response.

Late work: Since this is an online learning environment and everything is running on a tight schedule, late work will not be accepted. This counts toward ALL assignments including discussion boards, module quizzes, and the term paper proposal and final paper. **Deadlines are posted in numerous locations both in the syllabus and on Canvas. Ignorance of deadlines is not a valid excuse.** Additionally, you will not be allowed to hand in your final research paper unless all previous assignments have been completed. These policies are consistent with university policies concerning attendance. You can find these policies at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Grading: Grading policies follow the policies laid out by UF. To understand how UF assigns grade points see: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>. I use a standard grading scale when assigning grades.

A = 93-100

A- = 90-92

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79

C = 73-76

C- = 70-72
D+ = 67-69
D = 63-66
D- = 60-62

ACCOMMODATIONS FOR DISABILITIES:

Students who require specific accommodations for a disability should speak with me within the first two weeks of class to ensure these accommodations are met. Students requesting classroom accommodation must first register with the Dean of Students Office. The office will provide documentation to the student who must provide this documentation to the instructor.

PLAGIARISM AND CHEATING:

According to UF's Student Conduct & Honor Code, plagiarism includes, but is not limited to:

- “1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.”

This can include, but is not limited to, papers on the internet, friends' papers, websites, or any other source you do not cite. In addition, as per the Student Conduct Code, submitting a paper you previously submitted for another course is considered a form of cheating and will face the same penalty as a plagiarized paper. As noted in the Student Conduct Code, there are a number of possible penalties for plagiarism or cheating. In this course, a student who is discovered plagiarizing on **any assignment** will automatically receive a grade of zero (0) for that assignment and the assignment cannot be redone to obtain a different grade on the plagiarized assignment. A second incidence of plagiarism will result in automatic failure of the course. If on any of the exams you quote directly from the textbook or readings without attributing them to the source, the professor has the option of assigning a failing grade to the exam. For further details on the issue of academic misconduct, including plagiarism, see the Student Conduct and Honor Code available on UF's website at: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

CLASS SCHEDULE

This schedule is tentative and subject to change. Any changes to the schedule or reading list will be announced to the class.

Module 1: Introduction to Course (1 week): August 24-30

From *Let Nobody Turn Us Around:*

“Introduction: Resistance, Reform, and Renewal...” (pp. Xxi-xxix)

ASSIGNMENTS: Introduction discussion post (By 10 pm on Friday, August 28)

Syllabus acknowledgement (Submitted by 10 pm on Saturday, August 29)

Module 2: Education and Early Resistance (1 week): August 31-Sept. 6

From *Let Nobody Turn Us Around*:

“Intro...” (pp 1-7)

“The Interesting Narrative...” (pp. 9-17)

“The Founding of the African Methodist Episcopal Church” (pp. 20-24)

“David Walker's 'Appeal'” (pp. 24-33)

“The Statement of Nat Turner” (pp. 34-39)

“Slavery As It Is” (pp. 63-65)

“Whenever the Colored Man is Elevated...” (pp. 107-111)

ASSIGNMENTS: Discussion post (original post by 11:59 on Thursday, Sept. 3; responses due by 11:59 Friday, Sept. 4)

Module quiz (due by 11 pm Sunday, Sept. 6)

Module 3: Gendered Resistance in the Antebellum Era (2 weeks): Sept. 8-Sept. 20

From *Let Nobody Turn Us Around*:

“What if I am a Woman?” (pp. 40-46)

“Ain't I a Woman?” (pp. 66-68)

From *Black Women's Intellectual Traditions*

“Maria W. Stewart: America's First Black Woman Political Writer” (pp. 13-37)

“Maria W. Stewart and the Rhetoric of Black Preaching...” (pp. 38-54)

“No Throw-Away Woman...” (pp. 72-88)

“Hear My Voice, Ye Careless Daughters” (pp. 91-112)

“Literary Societies...” (pp. 113-128)

“A Sign Unto This Nation...” (pp. 129-170)

ASSIGNMENTS: Discussion Board 1 (original post by 11:59 on Thursday, Sept. 10; responses due by 11:59 Friday, Sept. 11)

Discussion Board 2 (original post by 11:59 on Thursday, Sep 17; responses due by 11:59 Friday, Sept. 18)

Module Quiz (due by 11 pm, Sunday Sept. 20)

Module 4: Abolition, Nationalism, and Reconstruction (2 weeks): Sept. 21-Oct. 4

From *Let Nobody Turn Us Around*

“Let Your Motto Be Resistance!” (pp. 56-62)

“A Black Nationalist Manifesto” (pp. 70-84)

“What to the Slave is the Fourth of July?” (pp. 84-87)

“No Right That a White Man is Bound to Respect...” (pp. 88-106)

“Intro...” (pp. 115-122)

“What the Black Man Wants” (pp. 122-128)

“Henry McNeal Turner...” (pp. 128-132)

- “Black Urban Workers...” (pp. 132-135)
- “Labor and Capital Are in Deadly Conflict” (pp. 135-138)
- “Edward Wilmot Blyden...” (pp. 138-149)
- “The Democratic Ideal...” (pp. 150-159)
- “Race and the Southern Worker” (pp. 183-191)

ASSIGNMENTS: Discussion Board 1 (original post by 11:59 on Thursday, Sept 24; responses due by 11:59 Friday, Sept 25)

Research Paper Proposal (due by 10 pm on Friday, Oct. 2)

Discussion Board 2 (original post by 11:59 on Thursday, Oct. 1; responses due by 11:59 Friday, Oct. 2)

Module Quiz (due by 11 pm, Sunday Oct. 4)

Module 5: Life and Solutions During the Nadir (2 weeks): Oct. 5-Oct. 18

From *Let Nobody Turn Us Around*

- “A Voice From the South” (pp. 159-165)
- “The National Association of Colored Women” (pp. 165-171)
- “Ida B. Wells-Barnett” (pp. 191-195)
- “Booker T. Washington...” (pp. 174-181)
- “William Monroe Trotter...” (pp. 181-183)
- “WEB DuBois...” (pp. 195-209)

From *Black Women's Intellectual Traditions*

- “We Are All Bound Up Together” (pp. 192-215)
- “Arguing from Difference...” (pp. 287-305)
- “The Emergence of a Black Feminist...” (pp. 328-345)
- “Some Core Themes of Nineteenth-Century Black Feminism” (pp. 365-392)

ASSIGNMENTS: Discussion Board 1 (original post by 11:59 on Thursday, Oct. 8; responses due by 11:59 Friday, Oct. 9)

Discussion Board 2 (original post by 11:59 on Thursday, Oct. 15; responses due by 11:59 Friday, Oct. 16)

Module Quiz (due by 11 pm, Sunday Oct. 18)

Module 6: The New Negro: A Political and Cultural Renaissance (2 weeks): Oct. 19-Nov. 1

From *Let Nobody Turn Us Around*

- “Intro...” (pp. 217-224)
- “Black Conflict Over WWI” (pp. 224-227)
- “Marcus Garvey...” (pp. 241-250)
- “Women as Leaders...” (pp. 251-252)
- “Langston Hughes...” (pp. 253-267)
- “The Negro Woman and the Ballot” (pp. 264-267)
- “You Cannot Kill the Working Class” (pp. 281-288)
- “Breaking the Bars to Brotherhood” (pp. 294-298)

- “Black Women Workers...” (pp. 300-306)
- “Southern Negro Youth Conference” (pp. 306-308)
- “A. Philip Randolph...” (pp. 308-314)
- “Charles Hamilton Houston...” (pp. 314-315)
- “And End to the Neglect of the Problems...” (pp. 316-326)

ASSIGNMENTS: Discussion Board 1 (original post by 11:59 on Thursday, Oct. 22; responses due by 11:59 Friday, Oct. 23)
 Discussion Board 2 (original post by 11:59 on Thursday, Oct. 29; responses due by 11:59 Friday, Oct. 30)
 Module Quiz (due by 11 pm, Sunday Nov. 1)

Module 7: A Second Reconstruction (2 weeks): Nov. 2-Nov. 15

From Let Nobody Turn Us Around

- “Introduction...” (pp. 341-352)
- “Rosa Parks, Jo Ann Robinson, and the Montgomery...” (pp. 352-361)
- “The Southern Christian Leadership Conference...” (pp. 367-370)
- “Student Nonviolent Coordinating Committee...” (pp. 371-372)
- “We Need Group-Centered Leadership...” (pp. 375-376)
- “Martin Luther King, Jr. and Nonviolence” (pp. 377-383)
- “SNCC Position Paper: Women in the Movement (pp. 399-401)
- “Malcolm X...” (pp. 404-418)
- “Black Power...” (pp. 418-435)
- “CORE Endorses Black Power” (pp. 435-437)
- “To Atone for Our Sins and Errors...” (pp. 438-445)
- “Huey P. Newton and the Black Panther Party...” (pp. 445-456)
- “I Am a Revolutionary Black Woman” (pp. 459-463)
- “The National Black Political Convention...” (pp. 469-473)

WATCH: *The Black Power Mixtape* available to rent for \$2.99 at:
<https://youtu.be/FWb5HVAAQz0> (Please note, you MUST watch the documentary. There is a DVD copy of the film at Library West).

ASSIGNMENTS: Discussion Board 1 (original post by 11:59 on Thursday, Nov. 5; responses due by 11:59 **Sunday, Nov. 8. Extension for Homecoming**)
 Discussion Board 2 (original post by 11:59 on Thursday, Nov. 12; responses due by 11:59 Friday, Nov. 13)
 Module Quiz (due by 11 pm, Sunday Nov. 15)

Module 8: Race, Gender, Class and Politics After the Second Reconstruction (2 weeks): Nov. 16-Nov. 22 AND Nov. 29-Dec. 6

From Let Nobody Turn Us Around

- “Introduction...” (pp. 489-501)
- “Black Feminisms...” (pp. 501-507)

“I Am Your Sister” (pp. 515-522)
“Shaping Feminist Theory” (pp. 522-528)
“The Movement Against Apartheid...” (pp. 529-535)

From Black Women's Intellectual Traditions

“The Politics of Black Feminist Thought” (pp. 393-418)

WATCH: Episode 5 (From Selma to Soweto) of *Have you Heard from Johannesburg* available to rent for \$4.99 at: <https://vimeo.com/ondemand/haveyouheard/68422539> (Please Note: YOU ONLY NEED TO WATCH EPISODE 5).

ASSIGNMENTS: Discussion Board 1 (original post by 11:59 on Thursday, Nov. 19; responses due by 11:59 Friday, Nov. 20)
Research Paper (due by 11 pm, Monday, Nov. 23)

NOTHING ELSE IS DUE THE WEEK OF THANKSGIVING!

Discussion Board 2 (original post by 11:59 on Thursday, Dec. 3; responses due by 11:59 Friday, Dec. 4)
Module Quiz (due by 11 pm, Sunday Dec. 6)

STUDY WEEK: Dec. 7-9 (study for your final exam!)

FINAL EXAM: Dec. 17 by 11:59 pm

EXPLANATION OF ASSIGNMENTS

Discussions (20%) (each 250-500 words)

In modules 2 through 7, students will be expected to develop a critical analysis to the weekly discussion board question. Each discussion question will be a topic developed from the selected primary and secondary source course readings listed for the module. In answering the question in an initial response, students will identify theories and concepts that are in the module lectures and readings and use those to answer the questions asked.

Each initial response to the question will be 1 page in length, double spaced, 12 point font and includes at least 2 CITATIONS FROM THE SELECTED READINGS!!! Initial responses will be graded on a 10 point scale. See the grading rubric for the discussion question at the end of the syllabus. After the initial response to the question is posted, students will respond to at least 2 different initial responses of their classmates in at least 3 or more sentences. Failure to post initial double spaced response by 11:59 PM Thursday will result in a half grade deduction for the assignment. Failure to post 2 rebuttal statements by 11:59 PM Friday will also result in a

half grade deduction for the assignment. Failure complete both tasks in the allotted time frame will result in a ZERO for the assignment.

Module Quizzes (35% total)

For modules 2 through 8, students will be expected to demonstrate mastery of the material from the module lectures and readings for the module via a multiple choice AND short answer quiz. There will be 5 multiple choice and 5 short answer questions. The allotted time for the quiz is 100 minutes and can be started any time from noon Monday until 11:00 pm Sunday night. Failure to complete the quiz by 10:00 pm on Sunday will result in a ZERO on the quiz with no chance for a make-up.

Term Paper Proposal (5%)- Word total: 750

You must submit a brief research proposal (750 words) describing the topic you'd like to explore in the research paper project detailed below. I suggest you choose a term paper topic as early as possible to give yourself enough time to conduct your research and complete multiple paper drafts. The goal of the proposal is to help you make your decisions regarding the topic and to help you prove it's a viable option. In order to prove it's a tenable paper topic your proposal must include a listing of potential references you've found in your preliminary phase of library research. I caution you not to rest on internet sources which don't generally meet the same level of rigor as other sources. The bulk of your research should be done through the library. (Mining the library's databases is a great option for an online course!)

Term Paper (25%)- Word total: approximately 2250

Your term paper should focus on some aspect of African American intellectual history. This paper, along with the proposal, is the largest assignment in the course- 30% of your grade. Your paper should utilize outside research as well as relevant readings from the required course texts. My suggestion to you all is this: peruse the syllabus and begin looking for topics that are of interest to you. Start doing preliminary research to see what other sources (both primary and secondary) are available to you. Don't paint yourself in a corner by choosing a topic where you can't find many sources. Additionally, don't choose a topic so broad that you are overwhelmed with potential sources. I'm happy to speak with you about potential topics, and you will receive more feedback on your term paper proposal.

Your paper must be 8-10 pages long, following the formatting guidelines laid out in the critical reflections section. Your paper will be evaluated on these criteria:

1. Your ability to articulate a strong argument
2. The clarity of your prose
3. The quality of your sources and how you use them to support your arguments
4. Your organization and writing (do you use proper grammar? Is everything spelled correctly? Does your paper flow well?)
5. The quantity/quality of your citations. (i.e. in a 10 page paper do you only cite two sources? Is the majority of your paper simply direct quotes from your sources?)

Final Exam (15%)

There will be a final exam which is due on Thursday, December 17. This exam is worth 15% of your grade and will be a comprehensive exam. It will largely consist of essay questions which will require you to use information from the readings, lectures, and any other course materials.