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.

**REQUIRED TEXTS:**


Kristin Waters and Carol B. Conaway, eds. *Black Women's Intellectual Traditions: Speaking Their Minds*

**Requirements: Date % of Final Grade**

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<tr>
<th>Requirement</th>
<th>Date</th>
<th>% of Final Grade</th>
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<tbody>
<tr>
<td>Discussion/Participation</td>
<td>Throughout Semester</td>
<td>20%</td>
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<tr>
<td>Critical Analysis Papers</td>
<td>Fri. Sept. 11</td>
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<td>Fri. Oct. 2</td>
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<td>Fri. Nov. 20</td>
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<tr>
<td>Research Proposal</td>
<td>Fri. Sept. 25</td>
<td>5%</td>
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<tr>
<td>Midterm Exam</td>
<td>Fri. Oct. 9</td>
<td>15%</td>
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<tr>
<td>Research Paper</td>
<td>Mon. Nov. 30</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>Fri. Dec. 18</td>
<td>15%</td>
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**COURSE OBJECTIVES:**

This course is designed to do the following:

1. to expand students' understanding of African American contributions to
analyzing/theorizing the Black Experience

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 improve students' writing skills and hone their ability to clearly state an argument both verbally and on the written page

**CLASS POLICIES:**

**Attendance:** Student participation is an essential component to this course. As such, attendance will be taken daily. If you arrive 10 or more minutes late, do not expect to be counted as present for the day. It is assumed that enrollment in the class means that there are no conflicts with other obligations (weddings, work, travel, meetings, etc.) during class time. Simply telling me or e-mailing a message indicating that you’ll be absent does not automatically become an “excused absence.” If you have an official excuse for an absence, provide me with a written excuse on official letterhead (either physician or university) which includes information regarding your absence (dates and times).

Additionally, regardless of points, **any student missing more than 20% of the total classes will automatically fail the course.** You cannot pass this course if you do not attend regularly.

**Classroom Policies:** Be courteous and professional toward your classmates. Turn off cellphones, engage with the course material, respond to classmates in discussions, and refrain from using laptops unless the use of a laptop is a medical necessity (see section on “accommodations for disabilities”). If a student is found texting or otherwise using their phone during class, there will be a verbal warning. If cellphone usage continues, the student will be asked to leave the classroom and will not be counted as present for that day.

**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:** To be eligible for full credit, any missed assignments, exams, or papers must be accompanied with proper documentation, i.e. a doctor's excuse, etc. Late papers without documentation will fall one letter grade per day late. **Assignments will not be accepted after three days. No exceptions.** If an assignment is due on Wednesday, for example, and is handed in on Friday (the next class period) it is considered **2 days late** and 20 points will be deducted. 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. 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.

Week 1 (Aug. 24) - Introduction to course objectives, requirements, and topics
*From Let Nobody Turn Us Around:*
“Introduction: Resistance, Reform, and Renewal...” (pp. xxi-xxix)

Week 2 (Aug. 31)- Slavery and Abolitionism
*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)

Week 3 (Sept. 7)- Abolitionism Through the Lens of Gender: Maria W. Stewart
*From Let Nobody Turn Us Around:*
“What if I am a Woman?” (pp. 40-46)

*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)

**NO CLASS, MON., SEPT. 7 FOR LABOR DAY**

**FIRST CRITICAL REFLECTION PAPER DUE FRI., SEPT. 11**

Week 4 (Sept. 14)- Resistance Through Narrative: The Narratives and Speeches of Black Women
*From Let Nobody Turn Us Around:*
“Ain't I a Woman?” (pp. 66-68)

*From Black Women's Intellectual Traditions*
“Hear My Voice, Ye Careless Daughters” (pp. 91-112)
“Literary Societies...” (pp. 113-128)
“A Sign Unto This Nation...” (pp. 129-170)

Week 5 (Sept. 21)- Slavery and Abolitionism Continued
*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)
“The Spirituals” (pp. 111-113)

RESEARCH PAPER PROPOSAL DUE FRI., SEPT. 25

Week 6 (Sept. 28)- Reconstruction and Its Aftermath
From Let Nobody Turn Us Around
“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)

CRITICAL REFLECTION 2 DUE FRI., OCT. 2

Week 7 (Oct. 5)- Women's Voices During the Nadir
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)

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)

MIDTERM EXAM DUE FRI., OCT. 9

Week 8 (Oct. 12)- Models of Racial Uplift in Conflict?
From Let Nobody Turn Us Around
“Booker T. Washington... “ (pp. 174-181)
“William Monroe Trotter...” (pp. 181-183)
“WEB DuBois... “ (pp. 195-209)
“Hubert Henry Harrison” (pp. 213-216)
Week 9 (Oct. 19)- From Plantation to Ghetto: The Great Migration, Harlem Renaissance, and WWII

From Let Nobody Turn Us Around
“Intro...” (pp. 217-224)
“Black Conflict Over WWI” (pp. 224-227)
“Black Bolsheviks...” (pp. 228-241)
“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)

Week 10 (Oct. 26)- The Great Depression and WWII

From Let Nobody Turn Us Around
“Black Workers in the Great Depression“ (pp. 273-279)
“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)

CRITICAL REFLECTION 3 DUE ON FRI., OCT. 30

Week 11 (Nov. 2)- The Second Reconstruction

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)

NO CLASS ON FRIDAY, NOV. 6 FOR HOMECOMING

Week 12 (Nov. 9)- The Second Reconstruction, Continued

From Let Nobody Turn Us Around
“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)
“Martin Luther King, Jr. and Nonviolence” (pp. 377-383)
“SNCC Position Paper: Women in the Movement (pp. 399-401)

Week 13 (Nov. 16)- The Contemporary Civil Rights Movement
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)
“Anita Hill-Clarence Thomas Controversy” (pp. 552-558)
“Louis Farrakhan...” (pp. 580-584)

From Black Women’s Intellectual Traditions
“The Politics of Black Feminist Thought” (pp. 393-418)

CRITICAL REFLECTION 4 DUE ON FRI., NOV. 20

Week 14 (Nov. 23)- NO CLASS THIS WEEK FOR THANKSGIVING BREAK

Week 15 (Nov. 30)- Race, Gender, Class, and Politics in the Late 20th Century
From Let Nobody Turn Us Around
“The Movement Against Apartheid...” (pp. 529-535)
“Race Matters” (pp. 558-565)
“Crime- Causes and Cures” (pp. 571-580)
“A Voice From Death Row” (pp. 584-586)
“Let Justice Roll Down Like Waters...” (pp. 586-592)
“Black Radical Congress” (pp. 592-599)

RESEARCH PAPER DUE ON MON., NOV. 30

Week 16 (Dec. 7)- Activism in the 21st Century
From Let Nobody Turn Us Around
“Hip-Hop Activism” (pp. 603-605)
“World Conference Against Racism” (pp. 606-613)
“The Cosby vs. Dyson Debate” (pp. 617-621)
“Hurricane Katrina Crisis” (pp. 623-627)

NO CLASS ON FRI., DEC. 11 FOR READING DAY

FINAL EXAM: FRI., DEC. 18, 10:00-12:00
EXPLANATION OF ASSIGNMENTS

Discussion/Participation (20%)
For this class to be successful, students must take responsibility for actively participating each day in the course. Discussion of course materials allows for a higher degree of interaction and collaboration than the traditional lecture format. And, let's be honest, no one wants to sit through 16 weeks of solid lectures! For these reasons, discussion and participation is worth 20% of your grade. This means you MUST attend class regularly and participate in the discussions. Attendance will be taken every day, and unexcused absences will lower your grade. At a bare minimum, participation requires you to ask an occasional question and display attentiveness to both the lectures and discussions. At least once a week, if not more, we will engage in various activities to get students more involved in the material. Throughout the semester, you will have opportunities to give informal presentations, lead discussions on particular readings, and participate in a host of small-group activities. I will be keeping track of who is keeping up with the readings and is actively involved and those who remain passive. I can't stress this enough: discussion is integral to the success of the course and to your final grade.

Critical Reflections (4 total, each worth 5% for a total of 20%)- Word total: 3000
Throughout the semester, you will be writing four short critical reflection essays. Each essay should be approximately 750 words. These essays must be double-spaced, typewritten in Times New Roman 12 pt font with 1 inch margins, and must be submitted in hard copy at the beginning of class on the days they are due.

In these essays, you should examine some aspect of the readings you've completed the last week or two. I may suggest possible subjects, but you have the freedom to choose what you are most interested in or what you are most concerned with in regards to the readings. Generally, your reflections should examine an issue or two which run across multiple readings. This is a place for you to express your personal reactions to the readings, but a word of caution: your personal opinions and experiences should always be informed by the readings. Keep in mind: proper grammar is important and impacts your grade!

Midterm and Final Exams (each worth 15% for a total of 30%)
Both of the exams will be in-class exams. Each exam will cover lectures, discussions, and readings. Questions will consist of both short response and a longer essay question. The exams will be discussed in greater detail as we approach the dates for the exams.

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!) We will discuss the assignment in greater detail in class, but you should be thinking about possible paper topics asap. After all, the proposal is due during the fifth week of the 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. You 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?)

Consider these the grading guidelines for all writing assignments!