

Your Grade Will Be Based On The Following Scale %: 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80-82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 57 and below = E.
For more information on current UF grading policies for assigning grade points, you may link to the following website: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

COURSE OUTLINE

Readings are due on the day that they appear on the outline.

DATE	TOPIC(S)	READING(S)/FILM(S)/ASSIGNMENT(S)
<i>Week 1</i> T- Aug 26	COURSE OVERVIEW	
R- Aug 25	AFRICAN AMERICAN STUDIES AFRICAN AMERICAN STUDIES-UF SANKOFA – AFRICAN ORIGINS	Reading Due: 1. Franklin & Higginbotham - Chapter 1. Ancestral Africa 2. History of the UF <i>African American Studies Program</i> , http://www.clas.ufl.edu/afam/history.html
<i>Week 2</i> T Aug 30	MIS-EDUCATION	Reading Due: Franklin & Higginbotham – pages 478-481
R- Sept 1	AFRICANS IN THE DIASPORA ENSLAVED AFRICANS	Reading Due: Franklin & Higginbotham Chapter 2 - Africans in the Atlantic World Chapter 3 - Establishing North American Slavery DUE: Reflection Paper #1 A. LABELS & IDENTIFICATION
<i>Week 3</i> T- Sept 6	AFRICANS IN THE AMERICAS	Reading Due: Franklin & Higginbotham Chapter 4 – Eighteenth-Century Slave Societies Chapter 5 – Give Me Liberty
R-Sept 8	AFRICANS IN THE AMERICAS	Reading Due: Franklin & Higginbotham Chapter 6 – Building Communities in the
<i>Week 4</i> T- Sept 13	ENSLAVED	Reading Due: Franklin & Higginbotham Chapter 7 – Southern Slavery
R-Sept 15	AFRICANISMS FREE BLACKS	Reading Due: Franklin & Higginbotham Chapter 8 – Antebellum Free Blacks
<i>Week 5</i> T- Sept 20	ABOLITIONISTS & REBELLIONS	Reading Due: Franklin & Higginbotham Chapter 9 Abolitionism in Black and White
R-Sept 22	<i>A QUESTION OF COLOR</i> (1993) by Kathe Sandler	DUE: RESEARCH PAPER PROPOSAL
<i>Week 6</i> T- Sept 27	SELF-DETERMINATION CIVIL WAR	Reading Due: Franklin & Higginbotham Chapter 10 Civil War
R-Sept 29	DEBATE #1 <i>Blacks of Caribbean heritage are critical of Black Americans</i>	DEBATE #1

DATE	TOPIC(S)	READING(S)/FILM(S)/ASSIGNMENT(S)
<p><i>Week 7</i> T- Oct 4</p> <p>R-Oct 6</p>	<p>RECONSTRUCTION</p> <p>RECONSTRUCTION COLOR LINE</p>	<p><u>Reading Due:</u> Franklin & Higginbotham Chapter 11 Promises & Pitfalls of Reconstruction</p> <p><u>Reading Due:</u> Franklin & Higginbotham Chapter 12 The Color Line</p>
<p><i>Week 8</i> T- Oct 11</p> <p>R-Oct 13</p>	<p>COLOR LINE/SELF HELP</p> <p>DEBATE #2 <i>The contemporary use of the slogan "Black Lives Matter" is better than "All Lives Matter."</i></p>	<p><u>Reading Due:</u> Franklin & Higginbotham Chapter 13 The Era of Self Help</p> <p>DEBATE #2</p>
<p><i>Week 9</i> T- Oct 18</p> <p>R-Oct 20</p>	<p>PURSUIT OF DEMOCRACY</p> <p>VOICES OF PROTEST</p>	<p><u>Reading Due:</u> Franklin & Higginbotham Chapter 14 In Pursuit of Democracy</p> <p><u>Reading Due:</u> Franklin & Higginbotham Chapter 15 Voices of Protest</p>
<p><i>Week 10</i> T- Oct 25</p> <p>R-Oct 27</p>	<p>ARTS AND HUMANITIES</p> <p>REPARATIONS <i>BANISHED (2006) by Marco Williams</i></p>	<p><u>Reading Due:</u> Franklin & Higginbotham Chapter 16 The Arts at Home & Abroad</p> <p><u>Reading Due:</u> Franklin & Higginbotham Chapter 17 The New Deal Era Chapter 18 Double V for Victory</p>
<p><i>Week 11</i> T- Nov 1</p> <p>R- Nov 3</p>	<p>BLACKS & POLITICS</p> <p>ANTI-BLACK VIOLENCE</p>	<p><u>Reading Due:</u> Franklin & Higginbotham Chapter 19 American Dilemmas</p> <p><u>Reading Due:</u> Franklin & Higginbotham Chapter 20 We Shall Overcome</p>
<p><i>Week 12</i> T- Nov 8</p> <p>R- Nov 10</p>	<p>CRIMINAL JUSTICE SYSTEM</p> <p>DEBATE #3 <i>African Americans have been less critical of President Obama than other presidents.</i></p>	<p>DEBATE #3</p>
<p><i>Week 13</i> T- Nov 15</p> <p>R- Nov 17</p>	<p>PROGRESS & POVERTY</p> <p>DEBATE #4 <i>Iggy Azalea and Macklemore imitate Black culture in their work.</i></p>	<p><u>Reading Due:</u> Franklin & Higginbotham Chapter 21 Black Power</p> <p><u>DUE:</u> Last day to submit PERSONAL REFLECTION PAPER</p> <p>DEBATE #4</p>

DATE	TOPIC(S)	READING(S)/FILM(S)/ASSIGNMENT(S)
<i>Week 14</i> T- Nov 22	AFRICAN AMERICANS AND HEALTH	Reading Due: Franklin & Higginbotham Chapter 22 Progress and Poverty
R- Nov 24	NO CLASS - THANKSGIVING HOLIDAY	NO CLASS
<i>Week 15</i> T- Nov 29	BLACK LEADERSHIP	Reading Due: Franklin & Higginbotham Chapter 23 Perspectives on the Present
R- Dec 1	BLACK LEADERSHIP	
<i>Week 16</i> T-Dec 6	LAST DAY OF CLASS RESEARCH PAPER DUE by	DUE: RESEARCH PAPER E-mail your paper by 11:59PM /Monday, Dec 5 Submit a hard copy of your paper at the start of class.
R-Dec 8	NO CLASS - READING DAY	

REQUIREMENTS AND EVALUATION:

1. **CLASS PARTICIPATION/ATTENDANCE** **5%:**
Participation means that you are present, on time and able to engage in class discussions/exercises. It also means that you have completed your reading and are prepared on days that you are scheduled to present. Be sure to sign the roll. Any information and/or changes that are announced in class **are YOUR responsibility, whether you attended class or not.**

2. **REFLECTION PAPERS** **20%:**
 - A. **LABELS & IDENTIFICATION:** Write a (**3 page**) essay that answers the following questions – What kind of racial and/or ethnic label(s) do you use to “identify” and/or describe yourself? Why? Do you believe that your label is readily accepted by others? Why or why not? **(Due: Sept 1)**
 - B. **PROGRAM REFLECTION:** Write a (**3 page**) analysis of a lecture or panel discussion Held at the University of Florida or in the Gainesville community that you physically **attend before November 13**. The event **must** be related to the history, politics, education, culture or some other aspect of the African American experience. You must get my approval ahead of time. (SEE THE HANDOUT FOR MORE INSTRUCTIONS) **(Due: On or before Nov 18)**

3. **THREE POP QUIZZES** **30%:**
Quizzes will cover class readings, lectures, discussions, presentations, debates and films. They will consist of multiple choice, true/false, short answer and short (essay) items). You will typically be given between 15 and 25 minutes to complete them.

4. **DEBATE & DEBATE PACKET** **(10%):**
Research, prepare a five (5) page report and participate in a debate related to the African American experience. Evaluate the debates you don't participate in.

Details: You will sign up to debate a pre-set topic. I'll try to accommodate you in terms of your topic, but it may not be possible. All teams may not have an equal number. You will conduct research and prepare to debate on **both sides of the issue**. You will not know which side of the debate you will argue until one class beforehand. You will be expected to complete and submit your debate packet via e-mail no later than 8PM the night before the debate.

Debate Topics:

- #1: Blacks of Caribbean heritage are critical of Black Americans **Date:** 9/29
 #2: The contemporary use of the slogan "Black Lives Matter" is better than "All Lives Matter." **Date:** 10/13
 #3: African Americans have been less critical of President Obama than other presidents. **Date:** 11/10
 #4: Iggy Azalea and Macklemore imitate Black culture in their work. **Date:** 11/17
(CAREFULLY READ THE HANDOUT FOR DETAILED INSTRUCTIONS) **(Due: Varies)**

5. **RESEARCH PAPER PROPOSAL /OUTLINE** **(5%):**
 Choose a topic related to the African American experience that interests you. **DO PRELIMINARY RESEARCH** on the topic and write a 2 page summary describing what you will address in your final pa
(Note: Choose your topic carefully because you may not change it unless you get clearance, at least, three weeks before the final paper is due and submit a new proposal.
(SEE THE HANDOUT FOR MORE INSTRUCTIONS) **(Due: Sept 22)**
6. **RESEARCH PAPER** **15%:**
 Research and write an organized and informative (5) five page paper - not including the outline and reference page on your pre-proposed topic. Your paper will not be accepted if you did not submit a research paper proposal and had it approved.
 Upload your paper to Canvas no later than **11:55PM** on **(DUE: Dec 5)**
(SEE THE HANDOUT FOR MORE SPECIFIC INSTRUCTIONS)
7. **COMPREHENSIVE TEST** **14A** **15%:**
 The final exam will focus on class readings, discussions, presentations, lectures and films addressed during the entire class. It will consist of multiple choice, true/false, short answer and short (essay) answer items. **(Date: Dec 9 7:30AM-9:30AM)**

PRESENTATION OF WORK: All written assignments must be typed, double-spaced using Times Roman 12 point font in MS Word. You must use a standard **one-inch** margin - no **bold-faced** or large fonts. Use the style APA, MLA or Chicago that is used in your academic discipline. All pages should be numbered and stapled. Do not include a cover sheet. **Put identifying information in the top, right corner (no more than two lines, single spaced).** The assignment title or paper title may be centered. Work will be considered late and graded down one letter grade after the beginning of class on the due date. Work will continue to be reduced a letter grade for each additional day it is late.

EVALUATION OF ALL CLASS ACTIVITIES AND ASSIGNMENTS IS BASED ON:

- 1) Quality, scope and organization of documentation;
- 2) Clarity and coherence of expression;
- 3) Spelling, Grammar and Punctuation;
- 4) Quality of critical analysis;
- 5) Demonstration of an understanding of information and concepts addressed in the readings and/or discussed in class;
- 6) Following directions and completing assignments on time.

GENERAL EDUCATION LEARNING OUTCOMES:

AFA 2000 is a 4000 (*approximately 18 pages*) word Gordon Rule course which satisfies the General Education requirements for Humanities (H). You must complete and turn in at least 4000 words of

evaluated writing during the semester in order to receive credit. You must earn a grade of "C" or better to earn general education credit.

STUDENT LEARNING OUTCOMES: - CONTENT AND SKILLS:

HUMANITIES		
CONTENT	CRITICAL THINKING	COMMUNICATION
Know the history, underlying theories and methodologies used within the discipline of African American Studies	Identify and analyze key elements, biases and influences that shape thought within African American Studies. Approach issues and problems within that discipline from multiple perspectives.	Communicate knowledge thoughts and reasoning clearly and effectively in forms appropriate to African American Studies, individually and/or in groups.

CLASSROOM DECORUM:

- Be respectful of all of your classmates.
- Feel free to visit me during my office hours.
- If you send me an e-mail, be sure to identify yourself and the class that you are in.
- If you're sick with a contagious disease (flu, etc), please don't attend class or visit my office.
- No eating or drinking in class.
- No cell phones, pagers, laptops or other electronic devices may be used in class without prior approval from the professor.
- DO NOT e-mail or fax papers unless I ask you to.
- DO NOT slide your paper under my office door or put it in my mailbox unless asked to do so.

ATTENDANCE POLICY: Attendance is based on you being on time, signing the roll sheet, being prepared and staying for the entire class. 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. Do not send messages about your attendance through a classmate. 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, provide me with a written letter and/or medical excuse on a physician's official letterhead w/ phone or official university letterhead that includes the time and date of your care or other business on the day you return to class. **Poor attendance and tardiness will affect your final grade.** No further admonishments will be made. University policies that may be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."

MAKE UP POLICY: All assignments are known in advance; therefore, permission to hand in an assignment late is only granted for exceptional circumstances.

Quiz/Test/Exam: Students with documented official university or medical excuses may take a make up quiz/test/exam. The professor must be notified **before or immediately after** the absence and the exam must be scheduled **on the first day** that the student returns to campus. Students who do not provide documentation and reschedule the exam will not be given a make up.

Assignments: Students with valid official university or documented medical excuses be allowed to turn in assignments within one day of her/his return to campus without penalty. The assignment will be considered late and reduced one letter grade for each day the assignment is not turned in beginning with the due date if the proper documentation is not provided.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:

In compliance with the University of Florida's policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made in writing during the first three weeks of the semester,

except for unusual circumstances, so arrangements can be made. Students requesting classroom accommodation must first register with Student Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor.

UF STUDENT HONOR CODE: Each student in this course is expected to abide by the University of Florida's Student Honor Code and Code of Conduct. Any work submitted by a student in this course for academic credit **will be the student's own work. Do not plagiarize.** All work must be cited. Students suspected of academic dishonesty or of violating the Honor Code **will be reported** to the Dean of Students Office. To learn more about the UF policy regarding Academic Honesty and behaviors that violate UF policy, please visit: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

UF COUNSELING ASSISTANCE: Students who may experience stress related personal issues are encouraged to visit the University of Florida *Counseling and Wellness Center* at 3190 Radio Road. Phone: 392-1575. Website: <http://www.counseling.ufl.edu/cwc/contact-us.aspx>

OTHER CAMPUS RESOURCES:

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Sexual Assault Recovery Services (SARS), Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>
Academic Resources

Student Complaints Campus: https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf

On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

STATEMENT REGARDING HARRASMENT: UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. To learn more about this policy, visit: <http://www.dso.ufl.edu/sccr/sexual/>

COURSE EVALUATION: "Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>."

RECOMMENDED READING: (A small sample of sources).**SELECTED JOURNALS:**

<i>African American Review</i>	<i>Journal of American History</i>
<i>American Literature Forum</i>	<i>Journal of Black Psychology</i>
<i>American Historical Review</i>	<i>The Journal of Caribbean History</i>
<i>American Quarterly</i>	<i>Historical Review</i>
<i>Black American Literature Forum</i>	<i>Callaloo</i>
<i>Black Camera: A Micro Journal of Black Film Studies</i>	<i>Contributions to Black Studies</i>
<i>The Black Collegian</i>	<i>Journal of African American History</i>
<i>Black Issues in Higher Education</i>	<i>Journal of Blacks in Higher Education</i>
<i>Black Music Research Journal</i>	<i>Journal of Negro Education</i>
<i>The Black Scholar</i>	<i>Journal of Negro History</i>
<i>Diverse Issues in Higher Education</i>	<i>The Journal of Pan African Studies</i>
<i>Ethnicity and Race in a Changing World: A Review Journal</i>	<i>Journal of Southern History</i>
<i>International Journal of Africana Studies</i>	<i>Journal of West Indian Literature</i>
<i>Journal of African American Studies</i>	<i>Meridians: Feminism, Race, Transnationalism</i>
	<i>National Black Law Journal</i>
	<i>Negro American Literature Forum</i>
	<i>Phylon</i>
	<i>Race, Gender & Class: An Interdisciplinary Journal</i>

HELPFUL WEBSITES:

<http://www.usa-people-search.com/content-an-african-american-resource-guide.aspx>
<http://www.black-collegian.com/african/aaprofil.shtml>
http://www.galegroup.com/free_resources/bhm/bio/index.htm
<http://www.pbs.org/wnet/aaworld/reference/articles.html>
http://www.galegroup.com/free_resources/bhm/timeline.htm African American history timeline
www.blackpast.org
www.census.gov
<http://eblackstudies.org/intro/appendixa.htm> -This link will connect you to a list of several journals:

Akbar, Na'im, (1996). *Breaking the chains of psychological slavery*. Tall, FL: Mind Prod. & Assos.

Alkalimat, et. al., Introduction to Afro-American Studies www.eblackstudies.org/intro.

Alexander, Michelle. (2010). *The new jim crow: Mass incarceration in the age of colorblindness*. NY: The New Press.

Aptheker, Herbert. (Ed.). (2002). *Ten critiques, 1906-1960 new edition*. W.E.B. Dubois: the education of Black People. *Monthly Review Press*

Asante, Molefi Kete and Abu Abarry (eds). (1996). *African Intellectual heritage*. Temple University Press.

Asante, Molefi Kete. (Revised edition, 2003). *Afrocentricity*. Africa World Press.

Billingsley, Andrew (1992) *Climbing jacob's ladder: the enduring legacy of African-American families*. New York: Simon and Schuster.

- Bobo, Jacqueline, Cynthia Hudley and Claudine Michel (Eds). (2004). *The black studies reader*. NY: Routledge.
- Boo, Katherine. (2003). *The Black Gender Gap: The Real State of the Union*. *Atlantic Monthly*. 291(1), 107-09.
- Cane, Emily, (2000). Racial and Ethnic Variations in Gender Related Attitudes." *Annual Review of Sociology*. 26: 419-39.
- Carter G. Woodson, (1933, 1972). *The Mis-Education of the Negro* (Washington, D.C.: The Associated Publishers, Inc.9
- Coates, Ta-Nehisi. (2015). *Between the World and Me*. Spiegel & Grau.
- Chinweizu (1987). *Decolonizing the African mind*. London: Sundoor Press.
- Collins, Patricia Hill, (2005). *Black sexual politics*. NY: Routledge.
- Collins, Patricia Hill, (2000). Revised 10th Anniv 2nd Edition). *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. NY: Routledge
- Cruse, Harold, (1967). *The crisis of the negro intellectual*. New York: William Morrow.
- Delgado, Richard & Jean Stefanic. (2001). *Critical race theory: An introduction*. NY: NY.
- Diop, C. A. (1974). *The African origin of civilization: Myth or reality*. Westport, CN: Lawrence-Hill and Co. (First published 1955, in Paris).
- Diop, C. A. (1991). *Civilization or barbarism: An authentic anthropology*. Brooklyn, NY: Lawrence Hill.
- Drake, St. Clair (1987). *Black folk here and there: Volumes 1 & 2*. Los Angeles: Center for Afro-American Studies University of California.
- DuBois, W. E. B. (1903). *The Souls of Black Folk*. Chicago: A.C. McClurg & Co. (On line)
- Fanon, Frantz. (1967). *Black skin, white masks*. New York: Grove.
- Freire, Paulo (1970). *Pedagogy of the oppressed*. New York: Herder and Herder.
- Giddings, Paula. (1984). *When and where I enter: The impact of black women on race and sex in America*. NY: W. Morrow.
- Hilliard, Asa G. III (1995) *The Maroon Within Us: Essays on African American community socialization*. Baltimore: Black Classic Press.
- hooks, bell. (1989). *Talking back: thinking feminist, thinking black*. Consortium Book.
- hooks, bell. (1981). *Ain't I a woman: black women and feminism*. Boston: South End Press.
- Hunter, Andrea and Sherrill Sellers. "Feminist Attitudes Among African American Men and Women." *Gender and Society*. vol. 12, no 1 (1998): 81-99.
- King, M.L.K. (1964). *Why We Can't Wait*. New American Library
- Kotkin, Joel (1993). *Tribes: How race, religion, and identity determine success in the new global economy*. New York: Random House.
- Marable, Manning, (Ed.). (2000). *Let nobody turn us around: voices of resistance, reform, and renewal in the black experience*. Rowman & Littlefield Publishing Group.

- Morgan, Marcyliena. (Forthcoming, 2008). *Real Hip Hop – Battling for knowledge, power, and respect in the underground*. Duke University Press.
- Nobles, Wade W. (1986). *African psychology: toward its reclamation, reascension and revitalization*. Oakland, CA: Institute for the Advanced Study of Black Family Life and Culture.
- Norment, N. (Ed). (2007). *The African American studies reader*. (2nd Edition). Carolina Academic Press.
- Owens, Tracey Patton and Julie Snyder-Yuly. (2007). *Any Four Black Men Will Do: Rape, Race, and the Ultimate Scapegoat*. *Journal of Black Studies*. 37(6), 859-95.
- Shujaa, M. J. (Ed). (1994). *Too much schooling, too little education: paradox of black education in white societies*. Trenton, N. J.: African World Press, Inc.
- Singley, Bernestine. (2004). One Thousand Southern White Men. The Florida Years. January 8, 2012. <http://www.beforebarack.com/2011/04/14/one-thousand-southern-white-men/>.
- Wilson, Amos N. (1998). *Blueprint for black power: a moral, political and economic imperative for the twenty-first century*. New York: Afrikan World InfoSystems.
- Tatum, Beverly Daniel (1997). *Why are all the black kids sitting together in the cafeteria?* New York: Basic Books.
- Van Sertima, Ivan. (1976). *They came before Columbus*. NY, NY: Random House.
- Walters, Ron. (2007). Barack Obama and the Politics of Blackness. *Journal of Black Studies*. 38(1), 7-29.
- Williams, Juan. (1988). *Eyes on the prize: America's civil rights years, 1954-1965*. Penguin Group (USA).
- Woodson, Carter G. (1933-1990). *The Mis-education of the Negro*. Balti.: MD: Africa World Books. (Also On-line)

Should you have any questions or concerns, do not hesitate to visit, e-mail or call me.

The course outline is a guide. Should some elements change, you will be notified ahead of time.



Sankofa – Go Back and Fetch it