

Course Information

COURSE #: AFA 3110

Time/Location: MWF Period 5 | 11:45-12:25 | LIT 0113

Click here for campus map: <http://campusmap.ufl.edu/#/index>

Professor: Manoucheka Celeste, Ph.D. | **Email:** celeste@ufl.edu

Office Hours: M/W 10:30-11:30, or by appointment

Office: Ustler Hall 206

Required Textbooks & Course Materials

1. Manning Marable and Leith Mullings, eds. *Let Nobody Turn Us Around: An African American Anthology* (Second Edition)
2. Kristin Waters and Carol B. Conaway, eds. *Black Women's Intellectual Traditions: Speaking Their Minds*
3. All other readings will be provided as pdf or hard copy

Description and Objectives

This course examines key themes in the intellectual history of African American and African diasporic experiences as they intersected both in the United States and other national contexts in the transatlantic world. We will focus on prevailing trends in social and political thought and the arts, especially related to questions of racism, slavery, freedom, citizenship, cultural identity, gender and sexual politics, economic justice, politics, crime and criminalization, diaspora, and international affairs. Also, we will discuss the interventions of leading voices of resistance and social change and their influence on black public consciousness, social and political action, and artistic and intellectual activities.

Objectives:

In this course, students will:

- Expand their understanding of African Americans' and the African diaspora's contribution to theorization and social analysis of Black experiences.
- Deepen their knowledge and articulate the significance of this body of knowledge particularly as it relates to racialization and other forms of difference and social inequality that operate in conjunction with processes of race making
- Demonstrate ability to think critically and communicate effectively (oral and written)

The course fulfills the **General Education** requirements for the **humanities (H)** and **diversity (D)**. It also fulfills the **Gordon Rule E6** requirement. This means that writing assignments (beyond the exams) will amount to a total of 6000 words, and that students will receive feedback and guidance on those assignments toward the goal of improving their writing skills.

Class Structure:

Class sessions include a combination of lectures, discussions, and activities. Our class meetings are designed to be active and participatory. Your willingness to share your stories, perspectives, or questions is essential to a lively, fun course! This class requires w

****Diversity of backgrounds, learning styles, gender, race, culture, sexuality, life circumstances, etc. is *deeply appreciated and celebrated* in this class.**

Course Requirements:

You will meet the course objectives by fulfilling the following requirements:

- Submit all work in standard format and adhere to assignment requirements: **Times New Roman, 12pt, 1-inch margins, double-space. Use appropriate citation style (APA is preferred). Points will be deducted otherwise.**
- Completing all assignments and projects on time
- Fully participating in class discussions and activities (including with unannounced graded in-class activities)
- Demonstrating your understanding of the material through a midterm exam and final exam/paper.
- Use appropriate sources and citations (academic books and journals, newspapers, magazines as discussed in class—not wiki, blogs, social networks, personal websites, etc.)

****See Canvas for description of announcements for details****

***Limited extra credit opportunities will be announced.**

Grading Requirements

Category	Points possible
Activities/Participation (incl. quizzes)	30
Reading response/analysis (5pts each)	20
Midterm exam	10
Final exam	10
Research Paper Proposal	10
Research Paper Final	20
Total	100

Grade/Point Scale

A=100-95	A-=94-90
B+=89-87	B=86-82
B-=82-80	C+=79-77
C=76-73	C-=72-70
D+=69-67	D=66-63
D-=62-60	E=<60

EXPECTATIONS

- Come to class prepared, fully participate and be respectful of the learning community we will build.
 - Being prepared involves: completing readings or assignments in advanced, and having necessary supplies.
 - Fully participating involves being a part of the discussions, actively listening and/or taking notes and contributing to the general experience.
- We are all here to learn, myself included. Together we will discuss and critically engage with the course material. In order to be successful, we need to respect each others’ opinions, practice active listening and avoid any behavior that disrupts the learning of others.
- Leave your technology in your bag. Checking cell phones, text messages, Facebook, Twitter, etc., is **NEVER** okay in this class. Limit your computer use to note taking.
- Please refrain from disruptive activities. I reserve the right to ask you to leave if your behavior is disruptive.
- Complete and submit assignments on time or ahead of time. Come to class on time. “To be early is to be on time, to be on time is to be late, to be late is unacceptable,” -C. Berry.
- Manage crisis by planning ahead and asking for help when appropriate.
- Ask questions when you have them. This is a great way to learn.
- Trust that you have something to offer the class (your perspective and experience are important)
- Be responsible for your own learning and grades. Do not count on others to take notes or to send you reminders.
- Communicate with me: email, come to my office.
- Have fun!!

You can expect me to:

- Be on time and prepared for class.
- Be structured, but flexible when needed.
- Prioritize fairness to ALL students. I will not do for one person what I cannot do for ALL.
- Respond to your questions in a timely manner. Please allow 24-48 hours during the week. I do not check work emails during the weekend, so plan ahead. Emails sent on the weekend will be answered the next Monday or Tuesday. Again, manage your crisis by being prepared—do not email the night before a deadline as you probably will not get an answer. If you email me the morning of class, you will not get a reply until later that day or the next day.
- Be committed to your learning and available outside of class to assist you.
- *Not be attached to your grades or points. I don't get a bonus for lower or higher grades, so trust that I will be as fair as possible.
- Actively engage in class and have fun!!

COURSE POLICIES: *In addition to Expectations (see above) here are some more specifics:*

Statement regarding oppression:

The classroom is a place for learning and only works when everyone is respected and treated justly. Language and gestures that are oppressive (ex: hate speech, shutting people down, 'name-calling') will not be tolerated in this space. Additionally, due to the nature of this course, we may encounter texts and examples that are oppressive in nature or that you do not agree with. In order to have this be a meaningful learning experience, it is necessary to not only to acknowledge, but also to respect difference in identities, points of view, life experiences, etc. Further, since we are all in this space, we are ALL responsible to address behavior that is oppressive in nature in a respectful, non-judgmental manner. If you cannot adhere to this, please make arrangements to be in a different class.

Attendance, Assignments, Tardiness, and Make-up assignments

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

- Only you can determine your success in this class. You will get out of it only what you put into it—this requires attending class.
- Attendance is required and is taken in a few ways including: roll call, sign-up sheets, quizzes, and in class activities. You are responsible for making sure your presence is counted, especially with quizzes, and in class assignments—and if you are tardy. Once grades are submitted, attendance issues will not be considered, so please check this regularly.
- You are responsible for getting the information and material you miss in class from a classmate.
- A sizeable percentage of the points for this class come from in-class participation activities. Due to the nature of these activities, make-ups will not be available.
- A student with 5 unexcused absences will be dropped a letter grade. More than 8 absences will result in automatic failure of the course. Arriving at class late or leaving early (tardies) count ½an absence each.
- Class will begin and end on time each day. Please be considerate of your classmates and avoid disrupting their learning.
- Assignments are due at the beginning of class in class on the due date, turned in by you. To be fair to all students who meet the expectations of this course, late assignments are not usually accepted without losing considerable points, unless there is proper documentation for the absence or tardiness.
- Anything turned in after class/outside of class on the due date will go down 1 letter grade per 24-hour period after the deadline. For example, your grade is a B, but it is turned in after class the same day. Your final grade will be a C.
- If you turn in an assignment and leave class ends, your assignment will be discarded and will be considered late once re-submitted

- In order for assignments to be accepted without losing points, please contact me as soon as possible and provide documentation of illness or other university-approved absences. Dated documentation can include, but are not limited to: dated doctor's note, documentation of jury duty, obituary, etc. I reserve the right to contact the appropriate sources to confirm the documentation.
- **Assignments are NEVER accepted via email.**
- If your involvement in a university-sponsored activity requires that you miss a certain class period, you must provide me with documentation in advanced. Under some pre-approved circumstance (university-sponsored absence), assignments can be turned in early with advanced notice and proper documentation.
- Exam make ups will be discussed on a 1:1 basis for certifiable/documented medical and/or family emergencies, or university-sponsored activity.
- Students who wish to observe religious holidays that conflict with class dates should inform me in writing of their intention to do so in the **first two weeks of the semester.**

Reasonable Accommodation for Students with Disabilities

UF is committed to providing reasonable support for students with disabilities. Students with disabilities are responsible for registering with Disability Resource Center/Dean of Students Office in order to receive academic accommodations. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.. Students are encouraged to contact *Disability Resource Center*: <https://www.dso.ufl.edu/drc/students/accommodations>

Academic Dishonesty and Plagiarism (adapted from syllabus of J.C. Hamm)

Academic dishonesty undermines the educational process and learning community. Using someone else's words or ideas as your own is dishonest and lazy. Cases of suspected plagiarism and/or cheating will be pursued diligently. The range of possible penalties includes a failing grade and dismissal from the university. You are responsible for knowing the university's standards. See Honor Code: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

***Only original work will receive a grade.** A zero will be assigned to any work with unoriginal work until the situation is resolved.

Ongoing feedback: I encourage you to share your feedback and concerns about this course as they arise. Please do not wait until the end of the semester. This includes grading errors or issues (within 2 weeks). I cannot fix what I do not know is broken. I am open and responsive to constructive feedback and questions.

Notification: Periodically, I will make course announcements via email notification. You are responsible for this information, so check your email every 24 hours. If you do not use your UF email account, you must forward your UF account to one you check daily. If you ask questions that may benefit the class, I may send the notification to the entire class in lieu of only emailing you. Announcements will also be posted on Blackboard

Writing help:

The University provides numerous opportunities for students to get work on their writing. We can all improve our writing. When you turn in papers for this course, I will assume that it has been thoroughly edited. Visit:

<https://writing.ufl.edu/writing-studio/>

Additional Information:

Use one of the citation styles (APA, MLA, Chicago 16). Please visit <http://writingcenter.unlv.edu/supervisorschedule>

Information on current UF grading policies for assigning grade points:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

“Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online 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>.”

Phone number and contact site for university counseling services and mental health services: 392-1575,
<http://www.counseling.ufl.edu/cwc/Default.aspx>

University Police Department: 392-1111 or 9-1-1 for emergencies.

Attire: Bow ties every Thursday.

*Class sessions may not be recorded (unless arranged with instructor through Disabilities Resource Center). Class notes may not be sold.

Course Outline

*Please NOTE: the schedule is provisional and may be changed as needed by the instructor.

DATE	TOPIC	READINGS DUE All reading must be complete prior to the class day they are assigned.	ASSINGMENTS DUE
WK 1	ORIENTATON	Class overview; big picture	
8/22	Intro to course; Topic Overview	Read syllabus	Read syllabus
8/24	Africa & Diasporic Formation	Read: 'diaspora 1' pdf	
8/26	Diasporic Formation & Key Terms	Read: M&M preface thru intro Watch: "Race- The Power of an Illusion: The Story We Tell" Library online search or http://uf.catalog.fcla.edu/permalink.jsp?20UFPDA000953977	Video Response
WK 2			
8/29	The Intellectual	<ul style="list-style-type: none"> Key Terms You as scholar: 	Syllabus form due
8/31		<ul style="list-style-type: none"> Cornel West, "The Dilemma of the Black Intellectual" in <i>Cultural Critique</i>, No. 1, Autumn 1985 or in <i>Journal of Blacks in Higher Education</i>, No. 2, Winter 1993, 59-67 (available online via Smathers Library catalog or Google) bell hooks, "Black Women Intellectuals" in <i>Breaking Bread: Insurgent Black Intellectuals</i>. South End Press, pages 147-163, 1991 (pdf) Grant Farred, "Introduction: Thinking in Vernacular" in <i>What's My Name? Black Vernacular Intellectuals</i>. University of Minnesota Press, 2003 (pdf) 	
9/2		<ul style="list-style-type: none"> Phillis Wheatley, "On Being Brought from Africa to America," pp. 7-8 Olauday Equiano, "The Interesting Narrative of the Life of Olaudah Equiano," pp. 9-17 Prince Hall, "Thus Doth Ethiopia Stretch Forth Her Hand from Slavery to Freedom and Equality," 17-19 	
WK 3			
9/5	Holiday	Holiday	
9/7		<ul style="list-style-type: none"> Richard Allen, "The Founding of the African Methodist 	

		<p>Episcopal Church," 20-24</p> <ul style="list-style-type: none"> • David Walker's Appeal, 24-33 • Nat Turner's Statement, 34-39 • Stewart, "What If I Am a Woman?" in M&M, 40-46 	
9/9		<ul style="list-style-type: none"> • "Introduction" and "Part I: Maria W. Stewart: Black Feminism in Public Places" in <i>Black Women's Intellectual Traditions: Speaking Their Minds</i> (W&C), 2007, 1-72 • Marilyn Richardson, "Maria W. Stewart: America's First Black Woman Political Writer," 13-37 • Lena Ampadu, "Maria W. Stewart and the Rhetoric of Black Preaching, 38-54 	
WK 4			
9/12		<ul style="list-style-type: none"> • Ebony A. Utley, "A Woman Made of Words," 55-71* • R. Dianne Bartlow "No Throw-away Woman," 70-88 * • Hazel V. Carby, "Hear My Voice, Ye Careless Daughters," 91-112, in Waters & Conaway (W&C) 	
9/14		<ul style="list-style-type: none"> • Sojourner Truth, "A'n't I a Woman? M&M, 67-69 • Carla Peterson, "A Sign onto This Nation: Sojourner Truth . . .," 129-170, W&C • Michelle N. Garfield, "Literary Societies," 113-128, W&C* 	
9/16		Interactive Activity	Prompt
WK 5			
9/19		<ul style="list-style-type: none"> • Cinque and the Amistad revolt 1841, M&M, 51-63 • Dred Scott decision, 1857, M&M, 88-92 • Frederick Douglass's speech denouncing the decision, M&M, 93-106 • Martin Delany, "A Black Nationalist Manifesto, M&M, 70-84 • The Spirituals, M&M, 111-113 	
9/21		<ul style="list-style-type: none"> • Fanon, Frantz, Excerpts, pdf • Negritude Women Excerpts • Cesaire, Aime, Excerpts 	
9/23		Interactive Activity	Prompt
WK 6			
9/26		<ul style="list-style-type: none"> • Introduction to Section Two, M&M, 115-122 • Henry McNeal Turner's Christian nationalism, M&M, 128-132 • Black labor convention, 132-135; T. Thomas Fortune, "Labor and capital are in deadly conflict," 135-138 • Edward Wilmot Blyden, "The African Problem," M&M, 139-149 • Mary Ann Shadd Cary, "A Pleas for Emigration" 68-70 	
9/28		<ul style="list-style-type: none"> • Carol Conaway, "Mary Ann Shadd Cary: A Visionary of the Black Press" in W&C, 192-215* • Booker T. Washington, "Atlanta Exposition Address," M&M, 175-177; • "My View of Segregation Laws," 177-180 	
9/30		Interactive Activity	Prompt
WK 7			
10/3		<ul style="list-style-type: none"> • Niagara Movement, M&M, 209-212* 	

		<ul style="list-style-type: none"> • WEB Du Bois, excerpts from “Conservation of Races” and <i>Souls of Black Folk</i>, M&M, 195-209 • Hubert Harrison, Black revolutionary nationalism, M&M, 213-216* 	
10/5		Proposal Workshop	Proposal Due
10/7	Mid-term	Interactive Activity	Prompt
WK 8			
10/10		Midterm	
10/12		<ul style="list-style-type: none"> • READ: Joy James, “Shadowboxing: Liberation Limbos—Ida B. Wells,” W&C, 346-362 • Melinda Abdullah, “The Emergence of a Black Feminist Leadership Model,” 328-345* • Kristin Waters, “Some Core Themes of 19th Century Black Feminism,” W&C, 365- 392* 	
10/14	Holiday	Holiday	
WK 9			
10/17		<ul style="list-style-type: none"> • Vanessa Holford Diana, “Narrative Patterning of Resistance in Frances E.W. Harper’s <i>Iola Leroy</i> and Pauline Hopkins’ <i>Contending Forces</i>,” W&C, 173-191 • Anna Julia Cooper, “A Voice from the South,” M&M, 159-164 –Mary Helen Washington, “Anna Julia Cooper: A Voice from the South,” W&C, 249- 268 	
10/19			
10/21		<ul style="list-style-type: none"> • Introduction, 219-224 • Black Bolsheviks, 228-241* • Claude McKay, “If We Must Die,” 227-228 • Marcus Garvey and the UNIA, 241-250; • Amy Jacques Garvey, “Women as Leaders,” 251-252 • Langston Hughes and the Harlem Renaissance, 253-263 	
WK 10			
10/24		<ul style="list-style-type: none"> • Scottsboro Trials and Black Workers in the Depression, 273-280 • Claudia Jones on Negro womanhood, 316-325 • Paul Robeson, “The Negro Artist Looks Ahead,” 325-330 • Thurgood Marshall, the Brown Decision, 331-340 	
10/26		<ul style="list-style-type: none"> • M&M Introduction, 343-352 • Rosa Parks, Jo Ann Robinson, excerpts from documents on Montgomery Bus Boycott, 252-361 • SCLC program, 367-370; ML King, “Non-Violence & Racial Justice,” 377-383 • SNCC and the sit-in movement, 371-372; John R. Lewis, “The Revolution is at Hand,” 383-385; • Fannie Lou Hamer, “Special Plight and the Role of Black Women,” 395-399; • SNCC Position Paper: Women in the Movement, 399-401; 	
10/26		Interactive Activity	Prompt
WK 11			

10/31		<ul style="list-style-type: none"> • Position Paper on Black Power, 425-429 • Stokely Carmichael on Black Power, "What We Want," 419-435 • Malcolm X "The Ballot or the Bullet," 404-418 • Black Panther Party Platform & Program 445-449 • Angela Y. Davis, "I Am a Revolutionary Black Woman," 459-463 	
11/2		<ul style="list-style-type: none"> • Louis Farrakhan: The Million Man March, 580-583 • Molefi Asante, "Afrocentricity," 546-551 • Randall Robinson & Jesse Jackson, "The anti-apartheid movement," 529-534 • Amiri Baraka, "There is No Revolution without the People," 473-479 	
11/4		Interactive Activity	Prompt
WK 12			
11/7		<ul style="list-style-type: none"> • Barbara Ransby on Ella Baker (pdf) • Black Feminisms: The Combahee River Collective Statement, 501-506 • bell hooks, "Shaping Feminist Theory," 522-528 • Fighting Shirley Chisholm: Discourses of Race and Gender in US Politics," by Yveline Alexis 	
11/9		Instructor at Conference: No Class	
11/11	Holiday	Holiday	
WK 13		Theorizing identity and analyzing images	
11/14		<ul style="list-style-type: none"> • Negotiating Caribbean Identities By Stuart Hall • Cultural Identity and Diaspora by Stuart Hall 	
11/16		<ul style="list-style-type: none"> • Intro: Liberty, Fraternity, Exile: Haiti and Jamaica after Emancipation by Matthew J. Smith • Odd and Ordinary by MRT 	
11/18		<ul style="list-style-type: none"> • Interactive Activity 	Prompt
WK 14			
11/21		<ul style="list-style-type: none"> • Whose am I? by Imani Perry (Dines) • Hip Hop Activism, 603-605 <p>(11/22- Course eval period opens: Log on to GatorRater for info)</p>	
11/23	Holiday	Holiday	
11/25	Holiday	Holiday	
WK 15			
11/28		<ul style="list-style-type: none"> • Manning Marable, "9/11 Racism in the Time of Terror" • World Conference against Racism, "Vienna Declaration and Plan of Action," 606-612 – • Racializing Obama: The Enigma of Post-Black Politics and Leadership, Manning Marable, <i>Souls</i> Vol. 11, Iss. 1, 2009 	
11/30		<ul style="list-style-type: none"> • The Katrina Disaster, "This is Criminal: Malik Rahim Reports from New Orleans" • Henry Giroux, Katrina • Gina Ulysse, pdf 	
12/2		<ul style="list-style-type: none"> • Barack Obama and "Post-Racial" Politics, 627-640 • "Hope is Making a Comeback", Joseph 	

WK 16			
12/5		Presentations	
12/7	Last Class	Presentations	
*12/14	Final	Final	

Final exam group 14D; Dec 14 Wed; 3:00 p.m. - 5:00 p.m.

Syllabus Acknowledgement and Acceptance

I _____ have carefully read the syllabus in its entirety and agree with the requirements, policies, and all other terms. I have asked clarifying questions to ensure that I understand what I read.

Signature: _____ Date: _____