COURSE GOAL:
The goal of this course is to critically examine selected elements of the history, culture and politics of Black resistance and resilience in Florida from the 1500s to the present.

COURSE DESCRIPTION:
The state of Florida has an old, rich and multi-layered past. African Descended people have been present and active in the state for most of the recorded history. Blacks in Florida will provide an interdisciplinary examination of selected elements of the history, culture and politics of African Descended people in Florida. Specifically, the course explores Blacks in Spanish Florida, resistance to enslavement, racial terrorism during and beyond reconstruction, Jim Crow, and the layers of struggle for human rights in education, voting and land ownership. The course also reviews the resilience of Black Floridians and their social, cultural, economic and political contributions to the state from their unpaid labor and legal fights, to their self-determined structuring of religious, business and educational institutions. Emphasis will be placed on the Black experience in Alachua County. Classes will consist of lectures, discussions, film screenings, visitor presentations and one field trip.

While students will learn about some of the key players and events that shaped the history of Blacks in Florida, they will also have the unique opportunity to contribute to the expansion of knowledge by conducting oral histories of African Americans in Alachua County. These oral histories will become a part of the Samuel Proctor Oral History Collection at the University of Florida.

COURSE OBJECTIVES:
Students will be able to: 1) demonstrate an understanding of Florida history in general and the history of Blacks in Florida in particular, 2) articulate varied ways that African Americans have resisted enslavement, political oppression, racial terrorism and segregation from the first known arrival of Africans in the state to the present, 3) identify some of the key issues and individuals involved in Florida’s Human Rights struggles, 4) identify some of the key individuals and events related to the history of African Americans in Florida, 5) conduct and report oral histories.

REQUIREMENTS & EVALUATION AT A GLANCE

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Due Date</th>
<th>%</th>
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<tbody>
<tr>
<td>Attendance &amp; Participation</td>
<td>Ongoing</td>
<td>10%</td>
</tr>
<tr>
<td>Archive - Time-Line Report</td>
<td>February 11</td>
<td>15%</td>
</tr>
<tr>
<td>Test #1</td>
<td>February 18</td>
<td>15%</td>
</tr>
<tr>
<td>1 Sodayi Group Book Response</td>
<td>March 12, March 19, March 24, March 26</td>
<td>15%</td>
</tr>
<tr>
<td>Oral History Project</td>
<td>April 9</td>
<td>30%</td>
</tr>
<tr>
<td>Test #2</td>
<td>April 21</td>
<td>15%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>100%</td>
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</table>
REQUIREMENTS AND EVALUATION:

1. **ATTENDANCE & PARTICIPATION** (10%):
   Attendance will be based on you arriving at class on time, signing the class roll sheet, and remaining for the entire class. Participation means that you have completed your readings and/or assignments and you’re able to contribute to the class discussion. Any information and/or changes that are announced in class are YOUR responsibility, whether you attended class or not. Unexcused absences and tardiness will decrease your grade for participation. If you must miss class, for any reason, on a day that you are due to present or turn in an assignment, you must turn in your work ahead of time. You will need a dedicated notebook for the class.

2. **SODAYI GROUP BOOK RESPONSES** (DUE: March 12, 19, 24, 26) (15%):
   Student groups will prepare report on one book. The report will include 1) a “Sodayi Response Form,” 2) a three (3) page paper addressing the content of the book and its significance in understanding Black resistance and resilience in Florida, and 4) an in class presentation. The dates for each are listed below.
   - Book Response to *Black Society in Spanish Florida* Due: March 12
   - Book Response to *Rebels and Runaways* Due: March 19
   - Book Response to *Emancipation Betrayed* Due: March 24
   - Book Response to *Before his time: Harry T. Moore* Due: March 24
   - Book Response to *Freedom in the Family* Due: March 26

   (See the handout on Canvas for more details)

3. **ARCHIVE TIME LINE REPORT** (DUE: Feb 11) (15%):
   Select one (1) appropriate item (i.e. brochure, letter, poster, diary, photo, etc.) in the UF Archives significant to the theme, *Blacks in Florida: Resistance and Resilience*. Research and prepare a time-line covering a 20 year period which places the item in the proper historic context and highlights key dates and events. The report should include: 1) A two (2) page summary of the item and time period, 3) a Time-Line with between 15 and 20 relevant date/events, and 4) a minimum of five (5) references.

   (See the handout on Canvas for more details)

4. **ORAL HISTORY PROJECT/ PRESENTATION** (DUE: April 19) 30%:
   **PART 1:** Select a person to interview who has demonstrated some level of social, cultural and/or political resistance and/or resilience in Florida. Conduct preliminary research on the person, their community, and other information that may help you with the interview.
   **PART 2:** Transcribe your interview and conduct more research to support the points you make in your report. Write up your findings in a 5 page report with six references AND the transcribed copy of the interview in the appendix. (Due: April 19).
   **PART 3:** Present a 15 minute summary of your report to the class.

   (See the handout on Canvas for more details)

5. **TESTS:** (DATES: February 18 and April 21) 30%
   There will be two (2) open-note tests – each worth 15% of your grade. The tests will be comprehensive and focus on class readings, discussions, presentations, course lectures and media. You may use your dedicated course notebook on the test which will consist of short answer and short (essay) answer items.
REQUIRED COURSE TEXTS:


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 (with no more than two single spaced lines). Use references in all papers. 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. 7) Follows directions with formatting.

GRADES: Refrain from telling me the grade that you want or need. You will get the grade that you earn. I will post most grades on CANVAS. The final grade will not be averaged and posted on CANVAS. Do not expect to receive an “A” simply because you turn an assignment in on time.

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

CLASSROOM DECORUM:

a. Be respectful of your classmates and the professor.
b. No eating or drinking in class. Eat before you arrive.
c. If you’re sick with a contagious disease, please don’t attend class – get a doctor’s note.
d. No cell phones, laptops or other electronic devices may be used in class without prior approval from the professor. Students who violate this rule, may be asked to leave class and/or be considered absent for that day.
e. No person has permission to audio or videotape classes without the professor’s permission.
If you engage in behavior such as reading texts, browsing the internet, sleeping, daydreaming, not participating in activities or any other behavior that I consider to be disrespectful, you may be considered absent for that day.

You do not have my permission to do classwork from other classes during this class.

Bring your text and/or other relevant readings to class.

COMMUNICATIONS:

a. Identify yourself and the class that you’re in when you e-mail me.
b. Add a salutation/greeting (Good morning, Good Afternoon, Good Evening Dr. Hilliard-Nunn when you e-mail me. Also, add a closing along with your name (i.e. Sincerely, Thank you, etc.) or I am not likely to respond.
c. Allow about 24-30 hours for a response to your e-mail. I may respond sooner.
d. DON’T slide papers under my office door or put them in my mailbox unless asked to do so.
e. Feel free to e-mail me and/or visit me during my office hours. I cannot meet right before or after class.
f. Have Fun!

ATTENDANCE & PARTICIPATION: 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. 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 or university program’s official letterhead that includes the time and date of your care/business at the beginning of class on the day you return. Each of the 29 classes is worth 3.4 points. You may have 3 excused absences. You will be at a disadvantage if you miss class as I will not re-teach classes during my office hours. If you have completed your readings and secured notes from a classmate, I will answer any questions that you have. UF attendance policies 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: Only students with documented official university or medical excuses may take a make up quiz/test. The professor must be notified before or immediately after the absence and the exam must be rescheduled on the first day that the student returns to campus. Students who do not provide appropriate documentation and reschedule the quiz/test immediately upon their return will not be given a make up.

Assignments: Assignments are known ahead of time so your grade will be reduced one letter grade for each day the assignment is not turned in beginning with the due date. Students with valid official university or documented medical excuses will be allowed to schedule make up in-class presentations within one day of her/his return to campus without penalty.

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/scr/process/student-conduct-honor-code/](https://www.dso.ufl.edu/scr/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](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/
  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.
- **Academic Resources**
- **Student Complaints Campus**: [https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

**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/scr/sexual/](http://www.dso.ufl.edu/scr/sexual/)

**COURSE EVALUATION**: “Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [https://gatorevals.aa.ufl.edu/students/](https://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [https://ufl.bluera.com/ufl/](https://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [https://gatorevals.aa.ufl.edu/public-results/](https://gatorevals.aa.ufl.edu/public-results/).”

**GENERAL EDUCATION OUTCOMES**: AFA 3930-0184 is not a Gordon Rule course.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC(S)</th>
<th>READING(S)/FILM(S)/ASSIGNMENT(S)</th>
</tr>
</thead>
</table>
| 1    | T-Jan 7 | COURSE OVERVIEW FROM AFRICA TO FLORIDA FLORIDA TIME-LINE | Syllabus  
Introductions  
Book Assignments  
Reading: Dunn: Chp. 1 pp. 1-28  
Ortiz: Chp. 1 |
|      | R-Jan 9 | BLACK FLORIDA | |
| 2    | T-Jan 14 | ENSLAVEMENT & RESISTANCE AFRICANS & SPANISH FLORIDA | Reading: Dunn: Chp. 2 pp. 43-48  
Rivers: Chapters 1 & 2.  
Reading: Landers: Chapters 1, 2 and 7. |
|      | R-Jan 16 | | |
| 3    | T-Jan 21 | JEWELS IN THE UF ARCHIVES Library East – Judaica Suite 2nd Flr. | Reading: Visit the UF Archives page at:  
https://cms.uflib.ufl.edu/sasc/Index.aspx  
Rivers: Chp. 4 - 6 |
|      | R-Jan 23 | RUNNING AWAY | |
| 4    | T-Jan 28 | AFRICAN “SEMINOLE” REbellions FLORIDA & THE CIVIL WAR | Reading: Dunn: pp. 29-39 and Ortiz, pp. 1-8  
Rivers: Chp. 11 |
|      | R-Jan 30 | | |
| 5    | T-Feb 4 | BLACK EDUCATION IN FLORIDA Dr. Deidre Houchen (confirming) | Reading: Green: Chapters 1-3  
Ortiz: Chapter 7 & 8 |
|      | R-Feb 6 | BLACK POLITICIANS JIM CROW & RESISTANCE | |
| 6    | T-Feb 11 | BLACK CHURCH & BENEVOLENT ASSOCIATIONS VIRGIL HAWKINS & SCHOOL DESEGREGATION | Reading: Ortiz: Chapter 5, pp. 101-127  
DUE: Archive Time Line Report  
Green: Chapters 8 & 9. |
|      | R-Feb 13 | | |
| 7    | T-Feb 18 | TEST #1 | You may use your dedicated course notebook.  
No printouts or notes from other people. |
|      | R-Feb 20 | Class will meet at the AAS 50th ANNIVERSARY RONALD C. FOREMAN SYMPOSIUM | Early Sessions: Smathers Library, Room #1  
Afternoon Sessions: Institute of Black Culture (IBC) |
|      | F-Feb 21 | AAS 50th ANNIVERSARY COMMUNITY CELEBRATION Historic Marker Dedication | 10:30AM: Tour & Refreshments. AAS Office.  
NOON: Historic Marker Dedication –Turlington  
12:45PM: AASP Community Celebration |
| Week 8 | T-Feb 25 | Racial Violence The Rosewood Massacre  
Mrs. Liz Jenkins  
CIVIL RIGHTS  
Mr. Marna Weston | Reading:  
Ortiz: Chp 3  
Dunn: Chp. 4 & 6  
Dunn, Chp. 7 and Due & Due, pp. 1-55  
We will collaborate with Mr. Weston’s class Florida and the Civil Rights Movement at Oak Hall School |
| Week 9 | NO CLASS – SPRING BREAK | March 10 |
| Week 10 | T-Mar 10 | Civil Rights  
Sodayi Book Report | Reading: Due, Chapter 13, 15 & 25  
DUE: -Black Society in Spanish Florida |
| Week 11 | T-Mar 17 | Black Farmers & Land  
Sodayi Book Report | DUE: -Rebels and Runaways |
| Week 12 | T-Mar 24 | Sodayi Book Report | DUE: -Emancipation Betrayed  
- Before His Time: Harry T. Moore  
DUE: -Freedom in the Family |
| Week 13 | T-Mar 31 | Presentations  
Oral History Projects  
Sodayi Book Report  
Sodayi Book Report  
Oral History Projects |  
Presentations  
Oral History Projects  
Sodayi Book Report  
Sodayi Book Report  
Oral History Projects |
| Week 14 | T-April 7 | Presentations  
Oral History Projects  
Sodayi Book Report  
Sodayi Book Report  
Oral History Projects |  
Presentations  
Oral History Projects  
Sodayi Book Report  
Sodayi Book Report  
Oral History Projects  
DUE: Oral History Report Packet |
| Week 15 | T-April 14 | Presentations  
Oral History Projects  
Sodayi Book Report  
Sodayi Book Report  
Oral History Projects  
Review of Course Material |  
Presentations  
Oral History Projects  
Sodayi Book Report  
Sodayi Book Report  
Oral History Projects  
Review of Course Material |
| Week 16 | T-April 21 | Test #2  
No Class - Reading Day | LAST DAY OF CLASS |

*This syllabus is a general guide and is subject to be modified. Should it change, you will be notified ahead of time.*
A variety of books, magazine special issues, websites, journal articles, museum exhibits, etc. address diverse aspects of the Black experience in Florida. A few recommended readings are listed below.


