

**AFA 3333 Section RS11 (22587) Black Power**  
**Fall 2024**

**Classes Begin:8/22/24 - 12/04/24**

**Dr. Rik Stevenson-Instructor**

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**Remote Office Hours via Zoom or F2F**

Monday & Wednesday: (2:00-4:00)

or by appointment

**Class Meeting Times:**

MWF Period 3 (9:35-10:25)

Location:Anderson 0013

**Course Description:**

In June 1966 the phrase “black power” was catapulted into prominence as a slogan. The phrase was not new since it had been used by the novelist Richard Wright. Student activist and chairman of the Student Nonviolent Coordinating Committee (SNCC), hurled the phrase into national notice after the shooting of James Meredith during his walk for freedom in Greenwood Mississippi.<sup>1</sup> It was a call for self-determination and self-reliance in the midst of racial segregation and disenfranchisement. Though some heard the phrase a call to violence, in its essence Carmichael was leading the charge to separate form a passive Civil Rights Movement that was gaining slow, and in some cases, faltered results.

Also During the 1960s in the United States, the salience of revolution as a strategy to achieve the objectives of freedom, justice, and equality for African Americans became a prominent consideration among participants in the Civil Rights Movement (CRM), as well as broader groups of political activists, observers, and analysts. Anti-colonial struggles in Africa and Asia, such as the Mau Mau in Kenya, the FLN in Algeria, and the National Liberation Front in Vietnam became important revolutionary referents; and especially influential was the Cuban Revolution that brought Castro’s regime to power and introduced many African Americans to the revolutionary theses of Che Guevara.<sup>2</sup> This course examines these two approaches to Black freedom and liberation by interrogating theories and activities that work hand in hand and in opposition to one another to create safe place for of African descent.

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<sup>1</sup> Sleeper, Freeman, C., Black Power and Christian Responsibility, Abington Press, New York, 1969, p28-29.

<sup>2</sup> Henderson, Errol A.. The Revolution Will Not Be Theorized: Cultural Revolution in the Black Power Era (SUNY Press Open Access) (p. 1). State University of New York Press. Kindle Edition.

*Note: This syllabus is a general outline of the course, but it is subject to change. I will let you know if modifications are made.*

## **Course Objectives**

Our main objective is to help students gain an increased awareness of the most important thematic and theoretical concerns of the Black Power Movement. We will discuss and examine this movement, its major themes, its roots in previous black organizing strategies, and figures associated with Black Power, and how their influence moved the needle of Black Power ideology into national and international prominence. The Black Power Movement was certainly something different than its predecessors; but in order to understand how this movement developed, we must explore its foundations in the black freedom struggle, as well as how Black Power advocates altered their techniques in a society greatly changed by the Civil Rights Movement.

## **General Education Requirements and Objectives:** (H) (WR).

The course fulfills the General Education requirements for the humanities (H) and diversity (D). It also fulfills the Gordon Rule 6 requirement. This means that the major writing assignments will amount to a total of 6,000 words, and that students will receive feedback on their research proposals so that they can improve their writing skills.

Upon completing the course, students will:

- Be able to describe and articulate the significance of Black Power as a political and social concept.
- Explain how reconstruction, Jim Crow and the Freedom Movement of the 1950's & 1960's led to frustration among younger freedom fighters and students across the nation.
- To provide students with a basic introduction to African American socio-cultural and intellectual history and critical analysis
- Be able to name some of the key people who have shaped the Black Power Movement.
- Explain how historical knowledge affects community and culture, including chronological thinking, by examining primary sources and secondary sources, for the purposes of comprehension, historical analysis and interpretation.
- Be able to critique and analyze some of the social, cultural, political, and economic conditions that encouraged multi-leveled strategies to self determination.
- Evaluate historical events through the examination of various human endeavors, such as social, political, economic, and philosophical/religious/aesthetic activities.
- Demonstrate an understanding of basic concepts common in discourse Black Power and Civil Rights.
- Enhance their critical analysis and research skills.

## **Required Texts:**

Ture, Kwame, (Stokeley Carmichael) & Charles V. Hamilton, Black Power: The Politics of Liberation, ebook (Paper back 1967)

Henderson, Errol, The Revolution Will Not Be Theorized, ebook

Articles may be assigned throughout the semester as well. Students will be expected to access those readings online or using the UF library catalog.

## **Course Assignments and Assessments:**

All courses assignments have firm deadlines for submissions. This includes exams, and research paper submission dates. While most deadlines are 11:59 pm, **DO NOT WAIT UNTIL THE LAST MINUTE TO SUBMIT WORK AS YOU RISK NOT HAVING YOUR WORK PROPERLY SUBMITTED FOR CREDIT.**

**Discussion Posts-(20%):** Each student is expected to participate in course discussions. You are expected to reply and respond to discussion questions assigned to each module. There are multiple required posts please check Canvas regularly; each post must be a minimum of 150 words in length. (Due:Varies by module)

Please note responses are graded based on:

Historical content incorporated

Ability to critically engage the material & support argument with facts/contemporary examples

Response to at least TWO of your classmates' discussion posts

**Research proposal & paper (35%):**

**1. Proposal - 15%** Select a topic and ask a research question related to some aspect of the African American experience. The proposal must include a.) tentative title, b.) a clear research question, c.) an outline, d.) bibliography with no fewer than six references – **only scholarly sources and journal articles will be accepted.(Please DO NOT site Wikipedia.)**

The finished product should consist of 300-600 words. (You may change your topic but you submit a new proposal and get clearance from the instructor) **(Due: TBA.)**

**2. In Class Research Paper Presentation- 20%:** Beginning on,(Dates TBA ) each student must give an approximately 6-8 minute presentation. The presentation format is up to each student. In the presentation, describe your research topic, explain its significance to the discipline of African American Studies, provide a literature review, and explain the methods you used to acquire and analyze your sources. We will go in alphabetical order and you will receive a zero if you are not prepared to give your presentation when your name is called. There will be three presentations per class until all have presented. **(Date: TBA)**

**Midterm- (15%)** The midterm will test your knowledge of various course lectures, readings and videos as we progress through the semester. **(Due: TBA)**

**Learning from the past: Implementing the Town and Gown Concept (20%) (1500-1800 words)**

One of the missions of AFA is to commit itself to its community. In this project select a concept, idea or an interesting event from the lectures, videos or reading and share how it could be or should be implemented in class for today. The paper should thoroughly exam one of the events we've encountered and explain why knowing this information is still relevant for the liberation of Black people and Black youth in particular.

**(Due: TBA)**

**Final Exam- (15%)** Exam will assess your knowledge of the material engaged over the semester.  
**(Due:)**

**Note: More specific guidelines for writing assignments will be given as their due dates approach.**

**Make-up exams will be permitted ONLY at the instructor's discretion**

**Grading Scale**

94-100=A, 90-93=A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79=C+, 74-76=C, 70-73=C-, 67-69=D+, 64-66=D, 60-63=D-, Below 60 = E.

Grades and Grading Policies:The Office of the University Registrar records student grades.The word credit refers to one semester hour, generally representing one hour per week of lecture or two or more hours per week of laboratory work.

Link:<https://catalog.ufl.edu/UGRD/academic-regulations/academic-progress-policies/>

**Course Policies** (Policies adapted from <http://ufonline.ufl.edu/academics/>)

You should expect to devote as much time to this class as traditional on-campus students spend on their course work. This means that in addition to time spent on Canvas participating in online activities, students should expect to spend at least 3 hours of study time per credit hour per week. This includes reading materials (textbooks, eTexts, etc.), problem sets, researching and writing papers, and other assignments from your course instructor.

There are also documentaries and films that accompany each weekly module. It is imperative that you view this material as students will be tested on this information too.

**Attendance Policy:** After three unexcused classes are missed, you will not receive the percentage points for class participation (and will not have the option of submitting an optional paper). It is your responsibility to be on time before I complete the attendance roster which begins at the beginning of each class session. Also, try to get to class on time. The policy for missed work in this class is consistent with the university's policy (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>).

**Communication:** Contact me through Canvas. I do my best to respond to your comments/emails in a timely manner during business hours (evenings are excluded). **Allow 24 hours** during the week for a response to course concerns/emails. ***Weekends, I do not check email, so it is imperative that you submit any questions to me before noon on Fridays.*** I will also set-up a Groupme for the class as well.

**Written work format and submission:**

All assignments should be

Written in standard English and demonstrate competence of grammar, sentence structure, and paragraph structure

Typed, double-spaced with Times New Roman, 12 pt. font, 1" margins

Information with your name, date, and course should be in the top corner, single-spaced, on the first page only or on a cover page

All work must be properly documented. Students may use APA, MLA, or Turabian.

I will provide feedback on all written assignments; these comments are intended to strengthen your writing skills. They should be taken as constructive feedback, as I am evaluating clarity, content, structure, and sources.

**Four Short Papers**

Write a two page paper on the four topics below. In the paper summarize the main points of the paper. Critique the methodology and explain why you think this method was successful. Your paper will be graded on the basis of your knowledge of the video the author(s) support his/her arguments well? Your analysis should examine how these data have affected African American Studies and people of African descent socially.

**The first paper** is due TBA. Write a 1 page paper on James Meredith

**The second paper** is due TBA. Write a 1 page paper on Mrs. Ella Baker

**The third paper** is due TBA Write a 1 page paper on Minister Malcolm X

**The fourth paper** is due TBA. Write a 1 page paper on What Role did Black Religion Play in the BPM?

**Gordon Rule:** "The Writing Requirement (Gordon Rule) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning." This is a Gordon Rule course with a 4000-word minimum writing requirement. Your writing will be evaluated and you will receive feedback on assignments that are intended to fulfill this writing requirement. You will be evaluated based on grammar, punctuation, clarity, coherence, and organization.

*According to University policy, a C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or College Basic Distribution credit.*

**Policy on late/make-up work:** Given the brevity of the term and the fact that all assignments are known well in advance, **LATE WORK IS NOT ACCEPTED UNLESS THERE ARE EXCEPTIONAL CIRCUMSTANCES** (i.e. death of a close family member or hospitalization). Documentation will be required to prove those circumstances.

**Academic Honesty:** UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The

Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [Click here to read the Conduct Code](#). If you have any questions or concerns, please consult with the instructor in this class.

**Extra Credit Policy:** Extra Credit opportunities are offered during the semester at the instructor's discretion. Reference course modules for specific activities. All extra points earned will be added to a grade the lecturer selects at the end of the term.

**Accommodations:** Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access

### GatorEvals

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/>. 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/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

### Campus Resources:

- *Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- *Library Support:* Various ways to receive assistance with respect to using the libraries or finding resources.
- *Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

### Course Expectations and Etiquette:

Courteous and appropriate behavior is expected. Therefore, please be mindful that we are dealing with material that may be sensitive in terms of race, gender, class, sexuality, violence, and/or political perspective.

By remaining enrolled in the course, you are agreeing to complete all assignments and participate during discussions. **PLEASE KEEP THE DIALOG RESPECTFUL AND RELEVANT.** I encourage students to keep an open mind, and I expect you to **COMMUNICATE YOUR IDEAS WITHOUT HARSHLY OFFENDING YOUR PEERS. ALL ETHICAL PERSPECTIVES WILL BE RESPECTED BY THE INSTRUCTOR AND BY ALL CLASS MEMBERS AT ALL TIMES.**

### Course Outline

**Note:** Articles, documentaries, and films may accompany a weekly module.

Consult the Canvas Modules for the exact titles.

Course Outline

August 22, 2024- December 4, 2024

### Module/Week 1 August 26, 28, 30 2024

**White Power: The Colonial Situation, Chapter 1 (Pages 2-33)**

Discussion on [The Color of Law](#): Racial Zoning, The creation of Ghettos:

### Module/Week 2 September 2,4,6, 2024 Labor Day 9/2/2024

**White Power: The Colonial Situation, Chapter 1 (Pages 2-33)**

**Module/Week 3 September 9,11,13, 2024,**

**Black Power: It's Needs and Substance, Chapter 2 (Pages 34-58)**

**Module/Week 4 September 16,18,20, 2024**

**Black Power: It's Needs and Substance, Chapter 2 (Pages 34-58)**

Discussion on The Revolution Will Not Be Theorized, Errol Henderson

**Module/Week 5 September 23,25,27, 2024**

**Black Power: Politics of Liberation: The Myths of Coalition, Chapter 3, (Pages 58-85)**

Discussion on how do Coalitions work and are they really beneficial to the cause of Black Power?

**Module/Week 6 September 30, October 2,4, 2024**

**Mississippi Freedom Democrats Bankruptcy and of The Establishment, Chapter 4 (Pages 86-97)**

**Module/Week 7 October, 7,9,11, 2024**

**Mississippi Freedom Democrats Bankruptcy and of The Establishment, Chapter 4 (Pages 86-97)**

**Module/Week 8 October, 14,16,18, 2024**

Review of the first seven weeks, readings and lectures. What you should know.

**Module/Week 9 October, 21,23,25, 2024**

Review of the first seven weeks, readings and lectures. What you should know.

**Module/Week 10 October, 28,30, November 1, 2024**

**Black Belt Election Day 'Coming, Chapter 5, (Pages 89-121)**

**Module/Week 11 November, 4, 6, 8, 2024**

**Black Belt Election Day 'Coming, Chapter 5, (Pages 89-121)**

**Module/Week 12 November 11, 13, 15, 2024**

**Tuskegee, Alabama: The Politics of Deference, Chapter 6, (Pages 122-145)**

Research paper in class presentations begin.

**Module/Week 13 November 18, 20, 22, 2024**

**Dynamite in The Ghetto, Chapter 7, (Pages 146-163)**

Research paper in class presentations continue if necessary.

**Module/Week 14 November 25, 27, 29, 2024 Thanksgiving 11/28/2024**

**Break, Break, Break.**

**Module/Week 15 December, 2,4,6, 2024**

**Final Papers Due**

**Module/Week 16 December, 9,22,13, 2024**

**Final Exam:**  
**Due by 11:59 pm on**  
**Note: Students will be able to access the exam beginning on**