

Black Wall Street

AFA 3930– Section 0279 – Spring 2021
African American Studies Program – The University of Florida
Dr. Vincent E. Adejumo- Senior Lecturer

Class Meeting Days: Tuesday and Thursday	Office: Zoom by appointment
Class Meeting Period:9-10 (T) 6(Th)	Building: Little Hall 0113 and Zoom
Class Time:T(11:45 am – 1:40 PM) Th(12:50 pm – 1:40 pm)	Phone: 352-392-0936
Office Hours: (T)(TH) 9:45 AM – 11:45 AM	Email: vadejumo3@ufl.edu
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Catalog Description

An integrated interdisciplinary exploration of selected themes and resources that represent the Black Business experience in North America, emphasizing continuity and change.

Course Description

As history has revealed, the development of black entrepreneurship and black enterprise since the founding of the United States has played an integral role in the advancement of American society today. Without the enterprise contributions of key African-American figures, many of the social and cultural commodities that all Americans identify with and enjoy today would not have been a reality. Black culture as a commodity provides a conceptual paradigm to examine entrepreneurship via the theory of “self-help” which sets the foundation for “Black Wall Street” and other predominantly black communities and collectives. “Black Wall Street” was a predominantly black business district located outside of Tulsa, Oklahoma and was considered an exemplar of black entrepreneurial success with over 300 thriving black businesses before it was burned down during the Tulsa race riots in 1921. This course will focus primarily on critically examining the state of African-American entrepreneurship from a historical perspective with “Black Wall Street” serving as a baseline as well as it’s strategies for advancement, tangible practices, and the current state of black business development. Students will become acquainted with the literature, data sources and discursive techniques for conducting empirical research on the dynamics of enterprise, entrepreneurship, and black business advancement. A critical component of the course is to examine and interrogate the impact of cultural, economic, and societal factors in the 21st century that are essential for black business development, propelled by new technologies in a market economy within the context of globalism. Special attention will be given to how globalism impacts the prospects of black enterprise and black entrepreneurship in the United States.

Course Objective

The objective of the course is to examine the historical nature of African-Americans establishing enterprise at certain points in American history while at the same time focusing on theories and policies that effect the value of the black dollar compared to other minority

community groups. For example, minorities in 2014 owned more than 949,000 businesses which amounted to roughly 11% being black owned. In contrast, 32% of minority owned businesses were Hispanic and about 53% were Asian. Using “Black Wall Street” as a baseline, the course will critically analyze the underlying factors that create the conditions that prevent African-Americans from initiating and maintaining viable businesses at the same rate as other racial minority groups in America as well as examine the overall larger dominant hegemonic societies’ perception of black business owners. In the first part of the course, students will become acquainted with the theories and general academic rhetoric of entrepreneurship and enterprising in America. The second part of the course will entail an historical overview of specifically the history of entrepreneurship and enterprising as it pertains to African-Americans, again with “Black Wall Street” serving as the foundation for discourse. The third part of the course will entail examining the current state of black business development in America today in the context of entertainment, sports, and corporate America. The last part of the course will focus on the conditions of black business development in different municipalities in Florida. Students will also be expected to develop a small business plan that addresses black enterprise and business development in the selected localities.

Disability Accommodations

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester

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/>

Course Activities

Module Quizzes _____ 20%

In the first 3 modules, students will be expected to demonstrate mastery of the material for the week via a multiple choice quiz. The allotted time for the quiz is 1 hour and can be started at any time from noon Monday until the end of the 3rd week of the module Saturday Night 11 PM.

Discussions Question responses _____ 20%

In the first 3 modules, students will be expected to develop a critical analysis to the weekly discussion board question. Each discussion question will be a topic developed from the selected readings/videos in the module. In answering the question in an initial response, students will

identify theories and concepts that are in the selected readings/video and explain why those theories and concepts answer the question. Each initial response to the question/or summary of materials presented for the week will be 1 page (300 words) in length, double spaced, 12-point font and includes at least 2 citations from the selected readings/videos. Initial 1 page 300-word response will be due on the Friday 11:00 PM of the second and third week of each module. After the initial response to the question/summary is posted, students will respond to at least 1 different initial responses of their classmates in at least 300 or more words using readings for that week and will be due that Saturday at 11:00 PM of the second and third Week of Each Module.

Business Plan _____ 25%

Use the following questions to make decision about a business idea of your choice.

1. How can you describe the business...in only one paragraph please?
2. What is your product, or service?
3. Who will buy it?
4. Where should you locate the business?
5. How can you attract customers?
6. What is your competition?
7. How much should you charge for the products or service?
8. What advice do you need and who can provide it?
9. How will you organize the managers and/or workers of the business?
10. How will you split the profits? Who is responsible for the losses?
11. What should you consider to be able to produce the product and get it to the customer?
12. How much money is needed to get the business started?
13. How many customers will you have per month and how much will they buy per month?
14. How much does it cost to make the product or provide the service?
15. What are your operating costs? (Include your own salary)
16. How much money will your business earn each month by selling your product or service?
17. How much investment will you need to keep the business going until you make a profit?
18. What is your potential profit per year for Year I, Year II, and Year III?
19. How much money do you need to borrow to start this business?
20. How will you make the business grow in the future?

In addition to the ideas that are generated from the above questions, each student will write a professional business plan of at least 10 pages and will be due at the end of the semester. Part of your business plan will also entail interviewing a business owner/enterpriser/ entrepreneur and getting tangible feedback. The feedback that you receive from the owner/entrepreneur will account for at least 1 page of your completed business plan.

Snap-a-Business _____20%

You are tasked with patronizing a minority-owned business/enterprise in the United States and making a 5-minute video about it. Your video should include the product and/or service that you are purchasing, pricing, customer service review, marketing, location of business, and the general demographic that business normally targets. You should also include in the video how you learned about the business a comment from the owner/manager their experience managing the firm. All videos will be uploaded on Canvas and are due by April 4th. During the Black Metropolis Module, students will be required each week to provide a 100 word response to two videos that were uploaded by their peers each week in the Black Metropolis module by 11:00 PM Saturday.

The Collection Plate _____10%

The collection plate assignment entails using concept mapping to visually illustrates the relationships between concepts and ideas. Represented in circles and boxes, concepts are linked by words and phrases that explain the connection between the ideas, helping you to organize and structure your thoughts to further understand information and discover new relationships. You will download the concept map template and complete it in the final week of the first three modules on the articles that are assigned for that week which will be due on Saturday at 11pm. The following is a guide for completing the map:

Start with a main idea, topic, or issue to focus on.

A helpful way to determine the context of your concept map is to choose a focus question—something that needs to be solved or a conclusion that needs to be reached. Once a topic or question is decided on, that will help with the hierarchical structure of the concept map.

Then determine the key concepts

Find the key concepts that connect and relate to your main idea and rank them; most general, inclusive concepts come first, then link to smaller, more specific concepts.

Finish by connecting concepts--creating linking phrases and words

Once the basic links between the concepts are created, add cross-links, which connect concepts in different areas of the map, to further illustrate the relationships and strengthen student's understanding and knowledge on the topic.

Class Participation/Attendance _____5%

Weekly attendance, participation, and completion of all assignments will be assessed to determine your participation/attendance grade. Three or more unexcused absences in the course will result in a corresponding deduction from your participation grade. For example, 1st absence after 2 absences is 1.5% deduction, 2nd is another 1.5% deduction, and 3rd unexcused means the entire 5% is deducted.

Requirements and Evaluation at a Glance

1. Module Quizzes	20%
2. Module Discussions	20%
3. Business Plan	25%
4. Snap-a-Business Discussion	20%
5. The Collection Plate	10%
6. Participation/Attendance	5%

Grading Scale

94-100=A, 90-93=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-, 59 and below = F

Presentation of Work

All written assignments must be typed, double-spaced using Times Roman 12 point font in MS Word with 250 WORDS PER PAGE. 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. Do not include a cover sheet. Put identifying information in the top, right corner, single spaced. The assignment title or paper title may be centered.

Violations of The 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.

A student shall not represent as the student's own work all or any portion of the work of another. 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.
- (b) Unauthorized Use of Materials or Resources ("Cheating"). A student shall not use unauthorized materials or resources in an academic activity. Unauthorized materials or resources shall include:

1. Any paper or project authored by the student and presented by the student for the satisfaction of any academic requirement if the student previously submitted substantially the same paper or project to satisfy an academic requirement and did not receive express authorization to resubmit the paper or project.
2. Any materials or resources prepared by another student and used without the other student's express consent or without proper attribution to the other student.
3. Any materials or resources which the faculty member has notified the student or the class are prohibited.
4. Use of a cheat sheet when not authorized to do so or use of any other resources or materials during an examination, quiz, or other academic activity without the express permission of the faculty member, whether access to such resource or materials is through a cell phone, PDA, other electronic device, or any other means.

For more information on violations of honor code, please visit here:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

Evaluation of all Assignments Criteria

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. See Grading rubric for specified distribution of points. UF has an online writing for students Visit their site at

<http://web.cwoc.ufl.edu/owl>

Required Books

- Race and Entrepreneurial Success: Black, Asian, and White Owned Businesses in the United States – by Robert W. Fairle and Alicia M. Robb ISBN 0262260670
- The Rise and Fall of Black Wall Street – Robin Walker ISBN 9781499363920

Attendance Policy

Attendance for the Black Wall Street Course is mandatory. Students are responsible for satisfying all academic objectives as defined by Dr. Adejumo. Absences count from the first class meeting. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Three or more unexcused absences in the course will result in a corresponding deduction from your participation grade. Excessive unexcused absences (5 or

more unexcused absences) may result in 10% of your final grade at the discretion of Dr. Adejumo.

Black Wall Street Course Outline

Module 1- Transactions

Date	Lecture	Readings Due	Assignment Due
January 12th	Introduction		
	Theories of Enterprise	<i>Small Business Enterprise</i>	
<i>January 14th</i>	What is Entrepreneurship	Entrepreneurship: a working definition	
<i>January 15th</i>			<i>Initial response</i>
<i>January 16th</i>			<i>Rebuttal to peers</i>
<i>January 19th</i>	Generating Ideas	Winning business Ideas	
<i>January 21st</i>	Strengths, Weaknesses, Opportunities, Threats	SWOT Analysis: A theoretical overview	
<i>January 22nd</i>			<i>Initial response</i>
<i>January 23rd</i>			<i>Rebuttal to peers</i>
<i>January 26th</i>	Concepts of Black Enterprise	Race and Entrepreneurial Success: Pg 98 -117	
<i>January 28th</i>	What it means to be a Black Entrepreneur	Race and Entrepreneurial Success: Pg 117 -138	
<i>January 30th</i>			<i>Quiz 1</i>
<i>February 2nd</i>	Conceptualizing Black Capitalism	Race and Entrepreneurial Success: Pg 13 - 48	
<i>February 4th</i>	Other Cultures: Asians	Race and Entrepreneurial Success 146- 174	
<i>February 6th</i>			<i>The Collection Plate</i>

Module 2- Black Wall Street

Date	Lecture	Readings Due	Assignment Due
<i>February 9th</i>	Slave Economy	The History of Black Business in America PG 67-107	
<i>February 11th</i>	Reconstruction & Reparations	W.E.B Dubois and the case for Reparations	
February 12th			<i>Initial Response</i>

February 13th			<i>Rebuttal to peers</i>
<i>February 16th</i>	Black Wall Street	The Rise and Fall of Black Wall Street pg. 3 - 17	
<i>February 18th</i>	Black Wall Street	The Rise and Fall of Black Wall Street pg. 17 - 38	
<i>February 19th</i>			<i>Initial Response</i>
<i>February 20th</i>			<i>Rebuttal to peers</i>
<i>February 23rd</i>	Rosewood	Rosewood and America	
<i>February 25th</i>	Madam C.J. Walker Manufacturing Co.	Madam Walker	
<i>February 27th</i>			<i>Quiz 2</i>
<i>March 2nd</i>	Booker T. Washington: National Negro Business League	Negro Class Structure and the ideology of Booker T/Robert Reed Church	
<i>March 4th</i>	Black Business as Civil Right or Black Power	Supporting Black Business Builds Black Power Black Power as a Civil Right	
<i>March 6th</i>			<i>The Collection Plate</i>

Module 3- Post Civil Rights Era Development

Date	Lecture	Readings Due	Assignment Due
<i>March 9th</i>	Black Enterprise Magazine	<i>How to Succeed in Business Without Being White pg 1- 38</i>	
<i>March 11th</i>	Black Star Power	Black Entertainment Television	
<i>March 12th</i>			<i>Initial Response</i>
<i>March 13th</i>			<i>Rebuttal to peers</i>
<i>March 16th</i>	Blue Print for Black Power	Class, Race, and Power pg 1-12	
<i>March 18th</i>	Blue Print for Black Power	Class, Race, and Power pg 13-26	
<i>March 19th</i>			<i>Initial Response</i>
<i>March 20th</i>			<i>Rebuttal to peers</i>

<i>March 23rd</i>	PowerNomics	Practicing Group Economics pg 119-139	
<i>March 25th</i>	PowerNomics	Practicing Group Economics pg 139-154	
<i>March 27th</i>			<i>Quiz 3</i>
<i>March 30th</i>	African American Property	Declining Black Homeownership Gaines in Black Homeownership	
<i>April 1st</i>	The Road to Zero	African Americans Have Not Recovered	
<i>April 3rd</i>			<i>The Collection Plate</i>

Module 4- Black Metropolis

Date	Lecture	Readings Due	Assignment Due
April 4th			Initial Snap-a-Business video
April 6th	Community Presentation		
April 8th	Community Presentation		
<i>April 10th</i>			Snap-a Business Response
April 13th	Community presentation		
April 15th	Community presentation		
<i>April 17th</i>			<i>Snap-a Business Response</i>
<i>April 24th</i>			<i>Business Plan</i>

Selected Websites

www.blackpast.org

<http://www.jstor.org/>

<http://cms.uflib.ufl.edu/>

Access JSTOR Database

1. Go to <http://cms.uflib.ufl.edu/offcampus>
2. Follow the instructions for option 2 for Virtual Private Network Installation
3. After successfully logging in, go to <http://cms.uflib.ufl.edu/>
4. Click on the database & Journals tab
5. Under find online databases, click databases A-Z, then type in JSTOR in the search box
6. Click on JSTOR-ALL.. Website will reroute to the JSTOR website
7. Use the general or advance search option to research journal articles

Netiquette Guide for Online Courses

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone
- Change your password if you think someone else might know it
- Always logout when you are finished using the system

General Guidelines

When communicating online, you should always:

- Treat instructor with respect, even in email or in any other online communication
- Always use your professors' proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, don't refer to them by first name.
- Use clear and concise language
- Remember that all college level communication should have correct spelling and grammar
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you"
- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING
- Limit and possibly avoid the use of emoticons like :) or ☺
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
- Be careful with personal information (both yours and other's)
- Do not send confidential patient information via e-mail

Email Netiquette

When you send an email to your instructor, teaching assistant, or classmates, you should:

- Use a descriptive subject line
- Be brief

- Avoid attachments unless you are sure your recipients can open them
- Avoid HTML in favor of plain text
- Sign your message with your name and return e-mail address
- Think before you send the e-mail to more than one person. Does everyone really need to see your message?
- Be sure you REALLY want everyone to receive your response when you click, “reply all”
- Be sure that the message author intended for the information to be passed along before you click the “forward” button

Message Board Netiquette and Guidelines

When posting on the Discussion Board in your online class, you should:

- Make posts that are on topic and within the scope of the course material
- Take your posts seriously and review and edit your posts before sending
- Be as brief as possible while still making a thorough comment
- Always give proper credit when referencing or quoting another source
- Be sure to read all messages in a thread before replying
- Don't repeat someone else's post without adding something of your own to it
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point
- Always be respectful of others' opinions even when they differ from your own
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
- Do not make personal or insulting remarks
- Be open-minded

Course Do's and Don't's

- Do check the announcements page every Monday and Tuesday for assignment updates
- Do check syllabus page on CANVAS for due dates of assignments
- Do email if you have any questions or concerns regarding an assignment
- Do complete every assignment in full and on-time to increase your chance to receive maximum points on an assignment
- Don't assume if you are unsure about an assignment
- Don't request extra credit, especially if you missed or made an unsatisfactory grade on an assignment

***Explicit content is presented in the course and Dr. Adejumo will set the parameters of profane language during the first week classes. Course assignment dates and times are subject to change at anytime at the discretion of Dr. Adejumo.