

Key Issues in Black Atlantic Thought
AFA 3110 – Spring 2020
African American Studies Program – The University of Florida
Dr. Ashley Robertson Preston- Lecturer

Office Hours & Location: Virtual Office Hours MW 3:00-4:30 pm (Canvas)

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This course is a survey of how African-descended people from the United States and the Caribbean addressed important political and social issues, including slavery and abolitionism; Reconstruction and Jim Crow; World War I and II; the Great Depression; the modern civil rights movement; the Black Power movement; and the contemporary political era, with an emphasis on the election of the first African American president and the appointments of two African Americans on the U.S. Supreme Court. We will also consider how gender, spirituality/religion, culture (including literature, music, and the fine arts), and identity (including American, African, and Caribbean identity) influenced black perspectives on these major moments and debates.

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.

Course Objectives

This course is designed to do the following:

- To provide students a basic introduction to African American socio-cultural and intellectual history
- To help students understand the contribution of prominent black writers/thinkers to our understanding of race and racism as well as other forms of difference (e.g. gender and class) which operate to oppress groups of peoples
- To promote creative and self-directed learning through the research, reading, and writing processes
- To provide the skills needed to complete a substantial research paper.

Required Books:

Manning Marable and Leith Mullings, eds. *Let Nobody Turn Us Around: An African American Anthology* (Second Edition)

Kristin Waters and Carol B. Conaway, eds. *Black Women's Intellectual Traditions: Speaking Their Minds*.

(When the readings are from *Black Women's Intellectual Traditions* it will be mentioned with the reading.)

REQUIREMENTS & EVALUATION AT A GLANCE:

Module Discussions 20%

Critical Reflection Papers 35%

Final Exam 15%

Research Paper Proposal 5%

Research Paper 25%

Syllabus Acknowledgement 0% but required

Grading Scale

A 100-94, A-: 90-93

B+: 87-89, B: 84-86, B-: 80-83

C+: 77-79, C: 74-76, C-: 70-73

D+: 67-69, D: 64-66, D-: 60-64

F: below 60

Due Dates

Module Discussion Due Dates

1/12

1/26

2/9

2/23

3/11

3/22

4/5

4/19

Critical Reflection Papers

1/13

2/10

3/12

4/20

Final Exam

4/27

**The final will be posted a week before the due date. **

Research Paper Proposal

2/5

Research Paper Due

3/27

Module Discussions (20%)

Students will be expected to develop a critical analysis to the module discussion board questions. There are 8 modules and each discussion question will be a topic developed from the selected readings for the module. Your response should be a minimum of 100 words. No edited responses are allowed. Discussion topics will be posted at the beginning of the module.

Critical Reflections (35%)

Students are required to write four double-spaced, 12 point font (Times New Roman) three-page papers (of about 750 words each=>3000 total words). These *reaction papers* are to critically reflect on some aspect of the readings done usually over a few week's period. Although the professor may suggest topics to address, students may write about whatever most interests them. Essays should examine issues that run across more than one text. Students are free to express their personal reactions and to write autobiographically; however, personal opinions and experiences should be informed by the conceptual and empirical substance of the assigned and recommended readings.

Final Exam (15%)

There will be a final exam which will be a comprehensive. It will largely consist of essay questions which will require you to use information from the readings, lectures, and any other course materials.

Research Paper Proposal (5%)

You must submit a brief research proposal (approximately 500-750 words or 2-3 pages) describing the topic you'd like to explore in the research paper project detailed below. I suggest you choose a term paper topic as early as possible to give yourself enough time to conduct your research and complete multiple paper drafts. The goal of the proposal is to help you make your decisions regarding the topic and to help you prove it's a viable option. In order to prove it's a tenable paper topic your proposal must include a listing of potential references you've found in your preliminary phase of library research. I caution you not to rest on internet sources which don't generally meet the same level of rigor as other sources. The bulk of your research should be done through the library. (Mining the library's databases is a great option!) We will discuss the assignment in greater detail in class, but you should be thinking about possible paper topics ASAP.

Research Paper (25%)

Your term paper should focus on some aspect of African American intellectual history. Your paper should utilize outside research as well as relevant readings from the required course texts. My suggestion to you all is this: peruse the syllabus and begin looking for topics that are of interest to you. Start doing preliminary research to see what other sources (both primary and secondary) are available to you. Don't paint yourself in a corner by choosing a topic where you can't find many sources. Additionally, don't choose a topic so broad that you are overwhelmed with potential sources. I'm happy to speak with you about potential topics, and you will receive more feedback on your term paper proposal.

Your paper must be a minimum of 1750 words (7 pages), following the formatting guidelines laid out in the critical reflections section. Your paper will be evaluated on these criteria:

1. Your ability to articulate a strong argument
2. The clarity of your prose
3. The quality of your sources and how you use them to support your arguments
4. Your organization and writing (do you use proper grammar? Is everything spelled correctly? Does your paper flow well?)
5. The quantity/quality of your citations. (i.e. in a 10 page paper do you only cite two sources? Is the majority of your paper simply direct quotes from your sources?)

Consider these the grading guidelines for all writing assignments!

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 module lecture;
- 6) Following directions and completing assignments on time.

*UF has an online writing for students Visit their site at <http://web.cwoc.ufl.edu/owl>

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. 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.

Makeup Policies/Late Work

No late assignments will be accepted. Please take note of the due dates at the beginning of the semester! **When submitting work online please be sure to double check that the assignment has been properly submitted. Any corrupted files that are submitted will automatically receive a 0%** It is your responsibility to make sure that assignments are on time. Please do not send anything to me by email. Canvas is the only acceptable submission portal.

Communication

Allow 24 hours for replies to emails. This may be extended to 72 hours if the email is left over a weekend or holiday. Be sure to read the syllabus and the instructions again before sending an email. Lastly, be as descriptive as possible in the subject line of the email.

Students with Disabilities

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodations must first register with the Dean of Students Office (352-392-8565, www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting an accommodation. Students with disabilities should follow this procedure at the beginning of the semester. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University of Florida Honor Code

In this course, a student who is discovered plagiarizing on **any assignment** will automatically receive a grade of zero (0) for that assignment and the assignment cannot be redone to obtain a different grade on the plagiarized assignment. A second incidence of plagiarism will result in automatic failure of the course. If on any of the assignments you quote directly from the textbook or readings without attributing them to the source, you will receive a zero. For further details on the issue of academic misconduct, including plagiarism, see the Student Conduct and Honor Code available on UF's website at: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>

According to UF's Student Conduct & Honor Code, 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."

Weekly Schedule

****Please note that this syllabus is a guide. Dr. Preston reserves the right to change the syllabus.****

MODULE 1 (January 6-12)

Introduction & Slavery & Abolitionism

"Intro"

"The Interesting Narrative..."

"The Founding of the African Methodist Episcopal Church"

"David Walker's Appeal"

"The Statement of Nat Turner"

"Let Your Motto Be Resistance"

"What to the Slave is the Fourth of July?"

Module 1 Lecture:

<https://mediasite.video.ufl.edu/Mediasite/Play/dd21a2345ac749a6a743c0c5220f3f021d>

MODULE 2 (January 13-26)

Black Women Leading the Cause of Abolition

Ain't I a Woman?"

"What if I am a Woman?"

"Maria W. Stewart: America's First Black Woman Political Writer" *From Black Women's Intellectual Traditions*

"Maria W. Stewart and the Rhetoric of Black Preaching" *From Black Women's Intellectual Traditions*

"Literary Societies" *From Black Women's Intellectual Traditions*

"The Hidden History of Anna Murray Douglass"

<https://www.smithsonianmag.com/history/hidden-history-anna-murray-douglass-180968324/>

Reconstruction and the Aftermath of Slavery

Section Two Introduction

"What the Black Man Wants"

“Henry McNeal Turner”
“Booker T. and the Politics of Accommodation”
Excerpts from *Up From Slavery*

“William Edward Burghardt Du Bois”
“The Niagara Movement”
“Hubert Henry Harrison”

Module 2 Lecture:

<https://mediasite.video.ufl.edu/Mediasite/Play/082a12805d4f40c59ce7f2323d032e491d>

MODULE 3 (January 27-February 9)

Women’s Activism and the Dawn of Segregation

“A Voice from the South” (Both the essay in *Black Women’s Intellectual* and the text in *Let Nobody Turn Us Around*)

“The National Association of Colored Women”

“Ida B. Wells Barnett”

“Shadowboxing: Liberation Limbos” *From Black Women’s Intellectual Traditions*

“12 Things the Negro Must Do For Himself” -Nannie Helen Burroughs (This article will be available on Canvas)

“What It Means to be Colored in Capital of the U.S.”

<http://www.americanrhetoric.com/speeches/marychurchterrellcolored.htm>

The Great Migration, Harlem Renaissance and World War

Section Three Introduction

“Black Conflict Over WWI” (pp. 224-227)

“Marcus Garvey...” (pp. 241-250)

“Black Women as Leaders”

“Langston Hughes...” (pp. 253-267)

“James Weldon Johnson and Harlem in the 1920’s

Black Workers in the Great Depression

Black Women Workers during the Great Depression

Module 3 Lecture:

<https://mediasite.video.ufl.edu/Mediasite/Play/1378a48fb59e4d66971d9114677971a71d>

MODULE 4 (February 10-23)

Marcus Garvey

Excerpts from *The Philosophies and Opinions of Marcus Garvey*

The New Deal and World War II

Southern Negro Youth Conference”

“Breaking the Bars to Brotherhood”

A. Phillip Randolph

“What Does Democracy Mean To Me?” (This article will be sent via Canvas)

“Charles Hamilton Houston and the War Effort”

“An End to the Neglect of the Problems”

“Thurgood Marshall”

Module 4 Lecture:

<https://mediasite.video.ufl.edu/Mediasite/Play/cd65e59b18174d44bec9801dacd749481d>

MODULE 5 (February 24-March 11)

Dr. Carter G. Woodson

The Miseducation of the Negro (excerpts)

We Shall Overcome: The Second Reconstruction

Section Two Introduction

“Rosa Parks, Jo Ann Robinson”

“Roy Wilkins and the NAACP”

“The Southern Christian Leadership Conference..” (pp. 367-370)

“Student Nonviolent Coordinating Committee....”

“Freedom Songs”

“We Need Group-Centered Leadership...” (pp. 375-376)

“Martin Luther King, Jr. and Nonviolence” (pp. 377-383)

“SNCC Position Paper: Women in the Movement (pp. 399-401)

“The Special Plight and the Role of Black Women”

Module 5 Lecture:

<https://mediasite.video.ufl.edu/Mediasite/Play/e8e720cd33ef41629f5b849358352d8f1d>

MODULE 6 (March 12-22)

The Second Reconstruction (Continued)

T: “Elijah Muhammad and the Nation of Islam”

“Malcolm X and Revolutionary”

“Black Power”

“Core Endorses Black Power”

“To Atone for Our Sins and Errors in Vietnam”

“The People Have to Have power”

“Huey P. Newton”

Contemporary African American Thought

Introduction to Section Five

“Women in Prison”

“The Anita Hill Controversy”

“Race Matters”

“Afrocentricity”

Module 6 Lecture:

<https://mediasite.video.ufl.edu/Mediasite/Play/7165b53c641a4599877c0d0c986bf4191d>

Module 7 (March 23-April 5)

African American’s Road to the White House (November 13-15)

Shirley Chisholm Speech at Howard University 1969

<http://americanradioworks.publicradio.org/features/blackspeech/schisholm-2.html>

“Keep Hope Alive”

Barack Obama’s Presidential Campaign

Voices of the Diaspora

Excerpts from *The African Origin of Civilization* by Cheikh Anta Diop

http://www.centerformaat.com/files/African_Origin_of_Civilization_Complete.pdf

Excerpts from *How Europe Underdeveloped Africa* by Walter Rodney

<http://chateanews.com/wp-content/uploads/2017/06/Africa-Must-Unite-Kwame-Nkrumah.pdf>

Module 7 Lecture:

<https://mediasite.video.ufl.edu/Mediasite/Play/401c8578ac634cf6bc84f41973ed8c581d>

Module 8 (April 6-19)

The New Jim Crow (excerpts)

Module 8 Lecture:

<https://mediasite.video.ufl.edu/Mediasite/Play/fdc877d555c34ad49e6d23c66879dcc81d>