

# **AFA 2000, Section 02CE—Introduction to African American Studies**

**Meeting Time:** MWF 10:40 AM-11:35 PM      **Spring 2023**      **Location:** TUR 2303

**Dr. Courtney Moore Taylor-Lecturer**

## **Contact Information:**

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## **Office Hours:**

Mondays and Wednesdays: 12:45 pm-2:45 pm

or by appointment

## **Course Description:**

This course focuses on the origins and development of African American Studies. It begins by exploring the purpose and mission of the discipline and the leaders who fought to have it recognized on college campuses during the late 1960s and 1970s. The class also examines AFA's relevance to the academy both then and now. The course then explores the various disciplines that make up this interdisciplinary study such as history, sociology, anthropology, religion, and sports. By exploring these areas students will gain a foundational knowledge of this rich discipline, delve into current issues that relate to the Black experience, the academy, and larger socio-economic and political issues facing the Black Community. Students will analyze these people, events and concepts through lectures, class discussions, primary source documents, and audio-visual materials.

*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.*

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

The course fulfills the General Education requirements for the humanities (H) and writing (WR). It also fulfills the Gordon Rule requirement. This means that the major writing assignments will amount to a total of **4000 words**, and that students will receive feedback so that they can improve their writing skills.

Upon completing the course, students will:

- Be able to describe the origins and growth of the African American Studies discipline
- Learn about some of the theories and theorists of African American Studies
- Be able to name some of the key people who have shaped the discipline of African American Studies
- Be introduced to various disciplines and their work on the Black experience that shaped African American studies
- Analyze some of the social, cultural, political, and economic issues that have shaped the African American experience in North America
- Better understand the history and culture of Africa, the African Diaspora and Africa's influence on America
- Demonstrate an understanding of basic concepts common in discourse about African Americans
- Enhance their critical analysis and research skills

## **Required Texts:**

Norment Jr., Nathaniel. *African American Studies: The Discipline and Its Dimensions*. New York: Peter Lang Publishing, 2019.

Gordan, Jacob U'Mofe and Paul Ortiz. *African American Studies: 50 Years at the University of Florida*. Gainesville, FL: Library Press at UF, 2021.

This book is free and can be accessed at <https://ufl.pb.unizin.org/africanamericanstudies/front-matter/title-page/>

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

## Course Assignments

Students' knowledge and success in meeting course requirements will be assessed through the following:

**An AFA Degree and Me-(10%):** Compose a 600-900 word essay outlining the different careers an individual can pursue with an AFA degree in the global economy. In your paper, feel free to engage key individuals who've majored or minored in this degree as examples of the myriad ways this degree can be beneficial. **(Due: January 22<sup>nd</sup>)**

### **Research proposal & paper (25%):**

**1. Proposal - 10%:** 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 books and journal articles will be accepted.** The finished product should consist of 300-600 words. (You may not change your topic unless you submit a new proposal and get clearance from the instructor) **(Due: February 5<sup>th</sup>)**

**2. Paper- 15%:** Research and write an informative and organized 1500–1800-word essay- not including the references. The final paper must include a cover sheet and no fewer than 6 references. Your paper will not be accepted if you have not turned in a satisfactory proposal. **(Date: March 12<sup>th</sup>)**

**Midterm- (15%)** The midterm will test your knowledge of various course material and chapters as we progress through the course. **(Due: March 5<sup>th</sup>)**

**Reaction paper - 15%:** Write a 900-1200-word reaction paper to the assigned course readings for one class session. Papers should consist of a brief synopsis of the assigned readings followed by critical analysis of the events and author's interpretation. Students are expected to share relevant points from their papers during the class discussion from the class session selected. **(Due: Varies by Student; Students will sign up with instructor for due date)**

### **Learning in Action: Social-Community Responsibility Project (20%) (1500-1800 words)**

One of the missions of AFA is to commit itself to identifying and helping meet the Black community's needs. For this assignment you will create a plan that will address a need as well as practically implement it. Students will select from the following two options and present their projects to the class. **(Due: April 17<sup>th</sup>)**

#### ***Option 1: Take it to the Streets***

Create a community project that addresses one of the following issues:

- Black on Black Crime
- Voting Challenges in the 21<sup>st</sup> Century
- Health disparities
- Educational disparities

Projects must provide a detailed look at the current state of the issue, followed by a community program that will shed light and offer measurable goals and objectives for the community to strive to meet.

#### ***Option 2: African American Studies: It's Relevant in Our Schools***

Select one discipline of Black Studies and create a lesson plan for elementary, middle school, or high school teachers to implement. The lesson plan must include resources (books, films) a lesson and age-appropriate group and individual activities for students to complete.

**Final Exam- (15%)** Exam will assess your knowledge of the material engaged over the semester. **(Due: May 1<sup>st</sup>)**

**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.

## **Course Policies**

**Attendance Policy:** Students are expected to *be present, punctual and prepared* and **sign-in** at the beginning of ALL class meetings for the instructor's records. Though attendance does not factor into your final grade it does impact your overall success in the course and your opportunity to earn extra credit. Without question, students who fail to attend class miss vital information which contributes to their lack of success.

**In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.**

- **If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit [one.ufl.edu](http://one.ufl.edu) for screening / testing and vaccination opportunities.**
- **If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.**
- **Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.**

**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.**

### **Written work format and submission:**

All assignments should be

- Written in standard English and demonstrate competence of capitalization, 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.

**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.

To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.

**Policy on late/make-up work:** All assignments are known well in advance; therefore, *permission to hand in an assignment late is only granted for exceptional 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.

### **In-Class Recording:**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a

complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

**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.

#### **Classroom Expectations and Etiquette:**

Courteous and appropriate classroom behavior is expected. Therefore, please be mindful of the following at all times during class:

- Students are expected to be **PRESENT, PUNCTUAL, AND PREPARED.**
- Cell phones should be silenced during class. **CALLS AND TEXT MESSAGING DURING CLASS ARE PROHIBITED.**
- Laptops and tablets are allowed in class for note-taking purposes. **HOWEVER – if they interfere with your attention and participation during the class session (i.e. playing on Facebook or checking email), you will be asked to shut down the device.**
- Bringing food to class is a distraction, so it is your responsibility to manage your time appropriately and eat **before** class. **As such ONLY BEVERAGES, WITH THE APPROPRIATE LIDS, ARE ALLOWED IN CLASS.**
- As we are in a professional learning environment that requires your ACTIVE participation, students are asked to **KEEP THEIR HEADS OFF OF THEIR DESKS, ABSTAIN FROM TAKING NAPS, REFRAIN FROM PUTTING THEIR FEET ON THE FURNITURE AND TO TAKE ALL NOTES THAT ARE PROVIDED BY THE INSTRUCTOR.**
- Lastly, 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 class discussions, regardless of objections you may have on these grounds. **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.

### Week 1

- Jan.** 9 Course Overview  
11 **Introduction to African American Studies**  
Reading: Norment pgs. 3-17; "A Black Studies Manifesto: Characteristics of a Black Studies Mind" by Darlene Clark Hine  
13 Discussion/**Reaction Paper Sign up week (must be completed by Friday, January 13<sup>th</sup>)**

### Week 2

- 16 **NO CLASS: MLK Holiday**  
18 **African American Studies: Purpose, Mission and Current State of the Discipline**  
**Reading:** Norment pgs. 17-57; "African American Studies and Racial Crisis in America" by Dr. Ashley Preston, March 2021 <https://thebestschools.org/magazine/importance-of-african-american-studies/>  
20 **How to Use the Library Lecture/ An AFA Degree & Me Essay Due (January 22<sup>th</sup> by 11:59 pm)**

### Week 3

- 23 **Students & The Fight for Black Studies**  
Reading: "The Black Campus Movement and the Institutionalization of Black Studies, 1965-1970" by Ibram H. Rogers (J. of African American Studies (2012)); "Remembering the Black Campus Movement" by Ibram H. Rogers  
25 Class Discussion & Breakout Session  
27 Topic Takeaways

### Week 4

- 30 **UF & The History of the Black Studies Program in Gainesville**  
**Reading:** From One Milestone to the Next by Andrew Doerfler <https://news.clas.ufl.edu/from-one-milestone-to-the-next-african-american-studies-at-uf/>; "The 1971 Sit-In and Campus Civil Rights" by Bronwyn McCarthy and Candice Ellis <https://web.uflib.ufl.edu/spec/exhibits/altufrights.htm> (Links to an external site.)\_Interview with David Horne, founding member of UF's BSU from the Samuel Proctor Oral History Project [https://ufdcimages.uflib.ufl.edu/AA/00/08/34/53/00001/AA00083453\\_00001.pdf](https://ufdcimages.uflib.ufl.edu/AA/00/08/34/53/00001/AA00083453_00001.pdf)  
*African American Studies: 50 Years at UF*: Chapters 1 & 2  
"Black Studies in the 21st Century: Longevity Has Its Place" by Mark Christian in the Journal of black studies, 2006-05-01, Vol.36 (5), p.698-719;

- Feb.** 1 Class Discussion & Breakout Session  
3 Discussion & Topic Takeaways/ **Research Paper Proposals Due (February 5<sup>th</sup> by 11:59 pm)**

### Week 5

- 6 **African American Studies: An Interdisciplinary Field: History and Africans in the Atlantic World**  
**Reading:** Norment Chapter 2 and "Daughters of injur'd Africk': African Women and the transatlantic slave trade" by Barbara Bush (Women's History Review, November 2008)  
Paul Lovejoy and David Richardson "The Business of Slaving"  
Crossing the lake of fire: Slave resistance during the Middle Passage, 1720-1842 by Antonio Bly in **The Journal of Negro History; Washington Vol. 83, Iss. 3, (Summer 1998): 178-186.**  
8 Class Discussion & Breakout Session  
10 Discussion & Topic Takeaways

## Week 6

- 13 **African American Studies: An Interdisciplinary Field: Literature/Anthropology and American Slavery**  
**Reading:** Norment Chapters 3-4; "Origins of American Slavery" by Philip D. Morgan (OAH Magazine of History, July 2005)
- 15 Class Discussion & Breakout Session
- 17 Discussion & Topic Takeaways

## Week 7

- 20 **African American Studies: An Interdisciplinary Field: Sociology/Psychology and Antebellum American Slavery**  
**Reading:** Norment Chapters 5-6, Danelle Watkins "Examining the Associations of Racism, Sexism, and Stressful Life Events on Psychological Distress Among African American Women" and "The Everyday Life of Enslaved People in the Antebellum South" by Calvin Schermerhorn (OAH Magazine, April 2009); "American Slavery in History and Memory and the Search for Social Justice" by Ira Berlin (The Journal of American History, March 2004)
- 22 Discussion
- 24 Discussion & Topic Takeaways

## Week 8

- 27 **African American Studies: An Interdisciplinary Field: Religion\Philosophy**  
**Reading:** Norment Chapters 7-8; "Faith Among Black Americans" by By Besheer Mohamed, Kiana Cox, Jeff Diamant And Claire Gecewicz, Feb. 2021, Pew Research Center, <https://www.pewresearch.org/religion/2021/02/16/faith-among-black-americans/>
- March 1 Class Discussion & Breakout Session
- 3 Discussion & Topic Takeaways/ **Midterm (Due: March 5<sup>th</sup> by 11:59 pm)**

## Week 9

- 6 **African American Studies: An Interdisciplinary Field: Political Science/Economics**  
**Reading:** Norment Chapters 9-10, "Wealth of Two Nations: The U.S. Racial Wealth Gap, 1860-2020 By Ellora Derenoncourt, Chi Hyun Kim, [Moritz Kuhn](#) & Moritz Schularick
- 8 Class Discussion & Breakout Session
- 10 Discussion & Topic Takeaways/ **Research Papers Due (March 12<sup>th</sup> by 11:59 pm)**

## Week 10

March 13<sup>th</sup>-17<sup>th</sup>  
**Spring Break (No Classes-University Closed)**

## Week 11

- 20 **African American Studies: An Interdisciplinary Field: Music/Dance and Life as Free People of Color**  
**Reading:** Norment Chapters 11-12 and Read Buckser, Andrew S. "Lynching as Ritual in the American South." *Berkeley Journal of Sociology* 37 (1992): 11-28.
- 22 Class Discussion & Breakout Session
- 24 Discussion & Topic Takeaways

## Week 12

- 27 **African American Studies: An Interdisciplinary Field: Art/Film and The Positive Ramifications of the Black Nadir**  
**Reading:** Norment Chapters 13-14 and "'We Are Not Educating Individuals but Manufacturing Levers': Creating a Back Female Professional Class during the Jim Crow Era" by Stephanie J. Shaw (OAH Magazine, Jan. 2004); "Black Durham behind the Veil: A Case Study" by Leslie Brown and Anne Valk (OAH Magazine, Jan. 2004); "The African American Great Migration Reconsidered" by Sara-Jane (Saje) Mathieu (OAH Magazine, Oct. 2009)
- 29 Class Discussion & Breakout Session
- 31 Discussion & Topic Takeaways

## Week 13

- April 3 **African American Studies: An Interdisciplinary Field: Education and Florida and the Civil Rights Movement**  
**Reading:** Norment Chapter 15 and read the following articles: "Without Compromise or Fear": Florida's African American Female Activists" by Maxine D. Jones
- 5 Class Discussion & Breakout Session
- 7 Discussion & Topic Takeaways

## Week 14

- 10 **African American Studies: An Interdisciplinary Field: Science& Technology/Sports and the Positive Ramifications of the Civil Rights Movement**  
**Reading:** Norment Chapters 16-17 and Read "Great Speed But Little Stamina:" The Historical Debate Over Black Athletic Superiority" by David K Wiggins in the *Journal of Sport History* 16 (2), 158-185, 1989 and "Black Lives Matter and the Civil Rights Movement: A Comparative Analysis of Two Social Movements in the United States" by Dewey M. Clayton in the *Journal of Black Studies* 49 (5), 448-480, 2018
- 12 Class Discussion & Breakout Session
- 14 Discussion & Topic Takeaways

## Week 15

- 17 **Learning in Action: Social-Community Responsibility Project Due/Presentations Begin**
- 19 Presentations continued
- 21 Presentations continued

## Week 16

- 24 **Presentations continued**  
African American Studies: Where do we go from here?  
50 Years at UF: Chapters 6 & 7  
Reading: Panel Urges UF to Connect More with the Community, Feb. 2020, by Cleveland Tinker  
<https://www.gainesville.com/news/20200220/panel-urges-uf-to-connect-more-with-community>
- 26 Course Wrap Up and Takeaways Discussion  
Students are also encouraged to complete their GatorEvals for the Fall term!

### **Final Exam:**

Due by 11:59 pm on Monday, May 1<sup>st</sup>

Note: Students will be able to access the exam beginning on April 29<sup>th</sup>