

AFA 3110, Section CT02—Key Issues in Black Atlantic Thought
Meeting Time: Asynchronous Spring 2023 Location: Online

Dr. Courtney Moore Taylor-Lecturer

Contact Information:

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Remote Office Hours via Zoom:

Mondays and Wednesdays: 9:30 am-10:30 am
or by appointment

Course Description:

This course focuses on the leading voices of resistance and social change that influenced African American intellectual history, Black public consciousness, political action, and social theory. Beginning with the slave trade and the Middle Passage, the course progresses chronologically through the major watersheds of African American history including American Slavery, the Civil War, Reconstruction, the Black Nadir, and the Civil Rights Movement to the present era. Students will analyze ways people of African descent have impacted and been impacted by the Transatlantic Trade and the subsequent socio-economic and political events that occurred due to the global collision of cultures. Encountering this knowledge, students will gain greater insight into America's contemporary racial, economic, gender, and political ideologies. 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: (D, 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 name some of the key people who have shaped Black thought as it relates to major issues such as racism, classism, and sexism.
- Identify prominent Black people who've fought injustices both in the United States and abroad
- 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:

Marable, Manning and Leith Mullings, eds. *Let Nobody Turn Us Around: An African American Anthology*.
Second Edition. New York: Rowman & Littlefield Publishers, Inc. 2009.

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

Course Assignments and Assessments:

Online courses have firm deadlines for assignment submissions, exams, and course end 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-(15%): 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 6 required posts; prompt responses must be a minimum of 200 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

Profiles in the Black Atlantic Experience (10%): Select an individual that addressed one of the social ills of black people involved in the diaspora. You will then compose a 900-1200-word essay providing biographical information on the individual, identify the issue they addressed, and the methods involved. The paper will conclude with you engaging the outcome and overall impact both then and now. **(Due: January 22nd)**

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 600-700 words in outline form. (You may not change your topic unless you submit a new proposal and get clearance from the instructor) **(Due: February 5th)**

2. Paper- 15%: Research and write an informative and organized 2100-2400- 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 12th)**

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

Social Change Campaign (20%): Throughout the semester we've encountered people who've identified social ills and spoke out against them. Unfortunately, the Black community still faces many issues today. Identify an issue and develop a campaign to address the problem the Black Community is currently facing.

Part I: In a 1200-1500 word essay, create a campaign that could be enacted today to address the issue. Use ideas explored in class to assist in constructing your campaign.

Part II: You will then need to create a succinct presentation, in PowerPoint format, that identifies the issue, displays data on the problem, and reveals your solutions. **(Due: April 17th)**

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

**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 (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.), 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: While you have the flexibility to "attend" class whenever you have time, **I encourage you to log in daily as well as sign up to receive Notifications from Canvas** to ensure you stay abreast of all due dates and changes to the course.

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 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 6000-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: 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.

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.

- Week 1** **January 9th-13th**
Course Overview/How to be a Successful Student?
Discussion Question (DQ) Introduce yourself (**Due: 1/13**)
Reading: Manning: Introduction, pgs. XXI-XXIX
Lecture: Course Overview
- Week 2** **January 16th-20th (MLK Holiday, January 16th, College Closed)**
Historical Overview Lecture: Africa and the Middle Passage
Reading: Manning pgs. 3-17
Profiles in the Black Atlantic Experience Submitted (Due: January 22nd by 11:59 pm)
- Week 3** **January 23rd-27th**
Historical Overview: Lecture: Colonial Slavery & Early Opposition
Reading: Manning pgs. 17-19; "Origins of American Slavery" by Philip D. Morgan (OAH Magazine of History, July 2005)
- Week 4** **January 30th-February 3rd**
Historical Overview Lecture: Antebellum Slavery
Reading: Manning pgs. 34-40; 46-51; 84-88; "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) (**Note: Articles can be accessed using library resources**)
Discussion Question (DQ) (Due: 2/2 by 11:59 pm)
Research Proposals Submitted (Due: February 5th by 11:59 pm)
- Week 5** **February 6th-10th**
Historical Overview Lecture: The Call for Freedom: Race, Gender & Antebellum Activism
Reading: Manning pgs. 24-34; 40-46; 56-70; 88-106
- Week 6** **February 13th-17th**
Historical Overview Lecture: Civil War & Reconstruction:
Reading: Manning pgs. 122-135; Jourdan Anderson and Spottswood Rice Letters
Jourdan Anderson, who expressed his thoughts about returning to his old master. Access the letter at: <http://www.lettersofnote.com/2012/01/to-my-old-master.html>
Read the following primary source of a Black Civil War Soldier, Spottswood Rice. Access the letters at: <http://www.freedmen.umd.edu/rice.htm> (Links to an external site.)
Read Architects of Their Own Liberation: African Americans, Emancipation, and the Civil War by Manisha Sinha OAH Magazine of History, Vol. 27, No 2, pp 5-10)
Discussion Question (DQ) (Due: 2/16 by 11:59 pm)
- Week 7** **February 20th-24th**
Historical Overview Lecture: The Black Nadir
Reading: Manning pgs. 159-165; 174-183; 191-213
Read Buckser, Andrew S. "Lynching as Ritual in the American South." *Berkeley Journal of Sociology* 37 (1992): 11-28. <http://www.jstor.org/stable/41035454>.
Discussion Question (DQ) (Due: 2/23 by 11:59 pm)

- Week 8** **February 27th-March 3rd**
Historical Overview Lecture: Self- Help and Black Identity/ Voices of Protests
Reading: Manning pgs. 241-252; 264-267; 273-281
Midterm (Due: March 5th by 11:59 pm)
- Week 9** **March 6th-10th**
Historical Overview Lecture: The World at War
Reading: Manning pgs. 224-228; 253-264; 294-306; 314-315
Discussion Question (DQ) (Due: 3/9 by 11:59 pm)
Research Papers Submitted (Due: March 12th by 11:59 pm)
- Week 10** **March 13th-17th**
Spring Break (No Classes-University Closed)
- Week 11** **March 20th-March 24th**
Historical Overview Lecture: The Civil Rights Movement
Reading: Manning pgs. 331-340; 345-361; 367-372; 375-376; 383-401
Begin Final Project: Social Change Campaign
- Week 12** **March 27th-31st**
Historical Overview Lecture: The Black Power Movement
Reading: Manning pgs. 401-435; 445-456; 459-463
Discussion Question (DQ) (Due: 3/30 by 11:59 pm)
- Week 13** **April 3rd-7th**
Historical Overview Lecture: Black People in the 1970s & 1980s
Reading: Manning pgs. 469-473; 489-512
- Week 14** **April 10th-14th**
Historical Overview Lecture: A Century Ends
Reading: Manning pgs. 603-641
Social Change Campaign (Due: April 17th by 11:59 pm)
- Week 15** **April 17th-21st**
Historical Overview: The 21st Century: The New Jim Crow, BLM, #MeToo
- Week 16** **April 24th-26th**
Course Wrap-up
Complete GatorEvals
Begin Final Exam Review

Final Exam:

Due by 11:59 pm on Monday, May 1st

Note: Students will be able to access the exam beginning on April 29th