

# Intro to African American Studies

AFA 2000 – Section 7A94 – Summer 2022  
African American Studies Program – The University of Florida  
Dr. Vincent Adejumo- Senior Lecturer

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Class Time: Asynchronous Online	Office: Web Conference
Office Hours: (T) 12 PM – 3 PM online	Phone: 352-392-0936
Credits: (03) Three Hours	Email: <a href="mailto:vadejumo3@ufl.edu">vadejumo3@ufl.edu</a>
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## Catalog Description

An integrated interdisciplinary exploration of selected themes and representative materials in the African-American experience in North America, emphasizing continuity and change. (H) (WR) 4000.

## Course Description

The experience of Africans in America and the Diaspora is broad and deep. The study of that experience will be examined, beginning in Africa, the birthplace of civilization and humanity and will extend to the history of blacks in America. It is impossible to capture each element of the journey, but our analysis will be an interdisciplinary approach to explore some of the political, cultural, economic, artistic and social themes that illustrate the influence of the construction of African American realities in the past and present. Class sessions will be composed of lectures, discussions, exercises, film screenings, media and textual analysis in an online format.

## Course Objectives

Students will 1) obtain a general introduction to the origins of African American Studies 2) Identify theories and theorists of African American Studies 3) demonstrate an understanding of basic concepts common in discourse about African Americans that includes beliefs, cultures and conditions 4) be able to summarize a general historical overview of the history of African Americans 5) Explain some of the contemporary socio-cultural issues facing African Americans, 6) Develop critical analysis and research skills.

## Requirements and Evaluation

Module Chapter Quizzes 20%

In modules **1 through 6**, students will be expected to demonstrate mastery of the material in the book chapters for the week via a multiple choice quiz. The allotted time for the quiz is 60 minutes and can be started at anytime from noon Monday until 11:00 PM Sunday Night. Failure to start the quiz by 10:00 PM Sunday Night will result in a zero with no chance for make-up.

Midterm Quiz 20%

In **module 3**, students will be expected to demonstrate mastery of the material from modules 1 through 3 via a multiple choice quiz. The allotted time for the quiz is 1 hour. Please check the schedule below and Canvas for due dates and times.

In **modules 1 through 6**, 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 chapters in the module. In answering the question in an initial response, students will identify theories and concepts that are in the selected chapters and explain why those theories and concepts answer the question. Each initial response to the question will be 1 page in length, double spaced, 12 point font and includes at least **2 CITATIONS FROM THE SELETED CHAPTERS!!!** Initial responses will be graded on a 100 point scale. See the grading rubric for the discussion question at the end of the syllabus. After the initial response to the question is posted, students will respond to at least **2 different initial responses of their classmates in at least 3 or more sentences**. Failure to post initial 1 page double spaced response by 11:59 PM Friday will result in a half grade deduction for the assignment. Failure to post 2 rebuttal statements by 11:59 PM Saturday will also result in a half grade deduction for the assignment. Failure to complete both tasks in the allotted time frame will result in a ZERO for the assignment.

Research and write a 8 – 10 page paper on a specific topic from the book that concerns the African American experience. The paper must include at least 6 cited referenced sources including the “From Slavery to Freedom” textbook. Articles from JSTOR, News Organizations (i.e. New York Times, CNN) and Youtube videos may also be used for citation. Please read rubric and citation instructions on the assignment page to submit the final document before submission. Below are 8 topics that can be chosen:

1. Explain the paradox of Slavery and Freedom during the American Revolution (Chapter 5) (Youtube videos in module 2 and 3)
2. What are the similarities and differences between the Slave Codes in the Antebellum period, Black codes during the Reconstruction Period, and Jim Crow laws in the South after 1900 (Chapter 8, Chapter 11, Chapter 12) (Youtube Videos in Module 3,4,5,6)
3. How did Harriet Tubman, Mary McLeod Bethune, and Rosa Parks contribute to the various movements that they were apart of? Movements to consider in this analysis include the Abolitionist movement during the Antebellum period, The New Deal Era, and the Civil Rights movement. (Chapter 8, Chapter 17, Chapter 20) (Youtube Videos in Module 7)
4. Describe the Pan African movements of W.E.B. Dubois, Marcus Garvey, and Malcolm X. After describing all three movements, explain which one do you feel was the most effective in encouraging unity between black people globally. (Chapter 14, Chapter 15, Chapter 21) (Youtube Videos in Module 7)
5. Compare and Contrast the ideologies of Malcolm X and Dr. Martin Luther King Jr between 1955 and 1965. How did these ideologies between the two men help establish the foundation for the Civil Rights acts of 1964/1965 and the Black power movement? (Chapter 20, Chapter 21) (Youtube Videos in Module 8)
6. Who is Fannie Lou Hamer and what impact did she have on the Local Democratic Party in Mississippi and National Democratic Party in the 1960's? What was Fannie Lou Hamer's role in "Freedom Summer"? Why was Lyndon Baynes Johnson opposed to Fannie Lou Hamer's actions? Would you classify Fannie Lou Hamer as a "Civil Rights" or "Black Power" activist? (Chapter 20, Chapter 21) (Youtube Videos in Module 8)
7. Is the election of Barack Obama the realization of Dr. Martin Luther King Jr's dream? Why or why not? (Chapter 20, Chapter 23) (Youtube Videos in Module 8)
8. Compare and contrast the differences between Sojourner Truth, Ida B. Wells, Shirly Chisolm, and Angela Davis. Do you believe that the message of these women is relevant to politics and culture currently? Whom would you compare these women to today as far as message, activism, and style? (Chapter 15)

The final quiz will be a multiple-choice assessment that will test your knowledge of all material presented in the course.

### **Requirements and Evaluation at a Glance**

1. Module Chapter Quizzes	20%
2. Midterm Quiz	15%
3. Weekly Discussions	30%
4. Research Paper	15%
5. Final Quiz	20%

### **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+, 63-66=D, 60-62=D-, 57-59=F+, 57 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.

### **University of Florida 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. To learn more about the UF policy regarding Academic Honesty, please visit:

<http://www.dso.ufl.edu/judicial/academic.php>

### **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 Textbook**

Franklin, John Hope and Evelyn Brooks Higginbotham. (2011). From Slavery to Freedom: A History of African Americans (9<sup>th</sup> Ed.). NY, NY: McGraw Hill.

## General Education Learning Outcomes

AFA 2000 is a 4000 (*approximately 16-18 pages*) word Gordon Rule course which satisfies the General Education requirements for Humanities (H). You must complete and turn in at least 4000 words of evaluated writing during the semester in order to receive credit. You must earn a grade of “C” or better to earn general education credit.

## Student Learning Outcomes- Content and Skills

Humanities		
<u>Content</u>	<u>Critical Thinking</u>	<u>Communication</u>
Know the history, underlying theories and methodologies used within the discipline of African American Studies	Identify and analyze key elements, biases and influences that shape thought within African American Studies. Approach issues and problems within that discipline from multiple perspectives	Communicate knowledge, thoughts, and reasoning clearly and effectively in forms appropriate to African American Studies, individually and/or in groups

## Introduction to African American Studies Course Outline

### Module 1- African American Studies Introduction/ African Origins, The Atlantic World, and Enslavement (May 10th – May 15<sup>th</sup> )

#### *Course Overview*

"UF African American Studies Program History," *University of Florida African American Studies Program*, <http://afam.clas.ufl.edu/>

Learning Objectives- Students will identify basic facts of the African American Studies program and summarize a general overview of the resources that it offers. Students will identify basic facts of ancient Africa. This includes examining Ancient Africa and the societies that existed within the continent, early commercial networks, Great empires, and African Slavery. Students will also be able to summarize a general historical overview of slave trading, the middle passage, and slave societies in Americas. Students will demonstrate an understanding of the basic concepts discussed by identifying key issues of the materials presented and critically analyze the implications of those concepts.

**Watch:** *The Atlantic Slave Trade: Crash Course World History #24*

**READ:** Chapter 1 & 2 Franklin & Higginbotham

**READ:** [http://www.huffingtonpost.com/2012/10/17/mansa-musa-worlds-richest-man-all-time\\_n\\_1973840.html](http://www.huffingtonpost.com/2012/10/17/mansa-musa-worlds-richest-man-all-time_n_1973840.html)

**READ:** Origins of American Slavery-- <http://www.jstor.org/stable/25161964>

*Assignment-* Post to discussion board your name, where you're from, self identified race/ethnicity, and why you are interested in the Intro to African American Studies Course. After reading the Primer on Race document, Link on Afrocentricity, and watching the youtube videos, what is your opinion on Race in America and at the University of Florida? What factors help create demand for slavery in the new world? Is there a difference in the way in which Slaves were treated in Africa compared to when they were transported to the new world? What role did race play in the demand and treatment of slaves? What does Mansa Musa's pilgrimage mean to you? Initial response due Friday

May 13<sup>th</sup> 11:59 PM Rebuttals Due Saturday May 14<sup>th</sup> 11:59 PM.. Complete Syllabus/Handbook and Module 1 Quiz Due Sunday May 15th 11:00 PM

**Module 2- North American Slavery/ Enslavement in the South and genesis of Resistance (May 16th – May 22nd)**

Learning Objectives- Students will identify basic facts about the establishment of Slavery in North America, the paradox of slavery and freedom, and the abolitionist movement. Students will be able to develop critical analysis of the paradox between slavery and freedom and the arguments of why slavery should and should not exist. Students will demonstrate an understanding of the basic concepts discussed by identifying key issues of the materials presented and critically analyze the implications of those concepts... Students will identify basic facts about slaves and free blacks in America between 1790 and 1860, black colonization, domestic slave trade, slave codes, social and cultural life for slaves in the south, and resistance tactics. Students will be able to develop critical analysis of the circumstances surrounding the Louisiana Purchase and the factors that contributed to the resistance of slavery. Students will demonstrate an understanding of the basic concepts discussed by identifying key issues of the materials presented and critically analyze the implications of those concepts.

**READ:** Chapter 3 through 5 Franklin & Higginbotham

**READ:** Slavery in the Lower South---- <http://www.jstor.org/stable/25163596>

**READ:** Chapter 6 through 8 Franklin & Higginbotham

**READ:** "Are We Men?": Prince Hall, Martin Delany, and the Masculine Ideal in Black Freemasonry, 1775-1865--- <http://www.jstor.org/stable/490174>

**Watch:** *Slavery and the Making of America - Episode 2 - Liberty in the Air*

**Watch:** *Episode 15 (Segment 3): The Impact of the Haitian Revolution*

**Watch:** *Nat Turner: A Troublesome Property. America's Spartacus*

Assignment- Write a 1 page double spaced answer to the discussion question by 11:59 PM Friday Night (May 20th). 2 Rebuttal statements due 11:59 PM Saturday Night (May 21st) Take Module 2 Quiz by 11:00 PM Sunday Night (May 22nd)

**Module 3- Abolitionist and Civil War (May 23rd – May 29th)**

**READ:** Chapter 9 through 10 Franklin & Higginbotham

**Watch:** Voices of the Civil War Episode 11: "Prelude to the Emancipation Proclamation"

**Watch:** Voices of the Civil War Episode 12: "Emancipation Proclamation"

Course Objective- Students will identify basic facts about Anti-Slavery agendas and the civil war. Students will be able to develop critical analysis of the circumstances that led and ended the civil war. Students will demonstrate an understanding of the basic concepts discussed by identifying key issues of the materials presented and critically analyze the implications of those concepts

Assignment- Write a 1 page double spaced answer to the discussion question by 11:59 PM Friday Night (May 27th). 2 Rebuttal statements due 11:59 PM Saturday Night (May 28th).

Assignment- 35 multiple choice midterm quiz on material encompassing modules 1 through 3 due by 11:00 PM Sunday (Sunday May 29th). Must start quiz by 10:00 PM in order to get the full 2 hour.

#### **Module 4- Reconstruction and Self Determination/ Equality, Culture, and New Deal Era (May 30th – June 5th)**

**READ:** Chapter 11 through 13 Franklin & Higginbotham

**READ:** Unreconstructed Democracy: W. E. B. Du Bois and the Case for Reparations--  
<http://www.jstor.org/stable/3118219>

**READ:** Chapter 15 through 17 Franklin & Higginbotham

**READ:** Towards African Unity by Haile Selassie... <http://www.jstor.org/stable/158910>

**Watch:** [Civil War Reconstruction---](#)

**Watch:** [Booker T. Washington vs W.E.B. DuBois](#)

**Watch:** [The Honorable Marcus Garvey- The History of The U.N.I.A...\(FULL\)](#)

**Watch:** [Mary McLeod Bethune](#)

Course Objective- Students will identify basic facts about the circumstances surrounding reconstruction, legalized segregation, the era of black women, and the paradox of Jim Crow and World War 1. Students will be able to develop critical analysis of the circumstances surrounding the social and economic implications of the reconstruction era and the establishment of Jim Crow. Students will demonstrate an understanding of the basic concepts discussed by identifying key issues of the materials presented and critically analyze the implications of those concepts... Course Objective- Students will identify basic facts about the strategies of civil rights organizations, the Harlem Renaissance, The Great Depression and New Deal. Students will be able to develop critical thinking analysis of effective protest strategies of civil rights organizations, art vs. propaganda, and factors that attributed to support of African Americans moving ideologically towards the left. Students will demonstrate an understanding of the basic concepts discussed by identifying key issues of the materials presented and critically analyze the implications of those concepts

**Assignment-** Write a 1 page double spaced answer to the discussion question by 11:59 PM Friday Night (June 3rd).  
2 Rebuttal statements due 11:59 PM Saturday Night (June 4th) Take Module 4 Quiz by 11:00 PM Sunday Night (June 5th)

#### **Module 5- Black Politics, Education, Black Power/ Poverty, Influence, and the Criminal Justice System (June 6th – June 12th)**

Course Objective- Students will identify basic facts about the circumstances surrounding the challenge for civil rights in the courts, black internationalism, Nonviolent Direct Action, and the Black Power Movement. Students will be able to develop critical thinking analysis of the relation between the Civil Rights Movement in the U.S. within the context of the black Diaspora and the philosophies of Non-violent vs Black Power. Students will demonstrate an understanding of the basic concepts discussed by identifying key issues of the materials presented and critically analyze the implications of those concepts... Students will identify basic facts about the circumstances surrounding poverty, African Americans in pop culture, Hip Hop; Health, Education, and Incarceration Disparities, and current day politics. Students will be able to develop critical thinking analysis of why poverty still disproportionately affects African-Americans today, the impact of hip hop culture, and the implications for the future with the election of President Barack Obama. Students will demonstrate an understanding of the basic concepts discussed by identifying key issues of the materials presented and critically analyze the implications of those concepts

**READ: Chapter 19 through 21**

**READ: Chapter 22 and 23**

**Watch:** [1948 DNC: Truman's Democrats Tackle Civil Rights](#)

**Watch:** [Rare Video of Martin Luther King, Jr. on Civil Rights and Peace](#)

**Watch:** [Malcolm X on racism, politics and propaganda \(1964 – 1965\)](#)

**Watch:** [Malcolm X Make it Plain](#)

**Watch:** [2pac Shakur thoughts on Politics](#)

Assignment- Write a 1 page double spaced answer to the discussion question by 11:59 PM Friday Night (June 10th).  
2 Rebuttal statements due 11:59 PM Saturday Night (June 11th). Take Module 5 Quiz by 11:00 PM Sunday Night (June 12th)

### **Module 6- Reflections and beyond (June 13th– June 18th)**

Course Objective- Students will demonstrate an understanding of all the basic concepts presented in the course by identifying all key concepts that has been presented throughout the course in all assigned readings and YouTube videos.

Assignment- 8-10 page 2400 word research paper due at 11:00 PM Friday (June 17th)  
Start final quiz by 9:00 PM Friday June 17th (Quiz will close at 11:00 PM).

\*\*\*Syllabus due dates and times for assignments are subject to change at anytime at the discretion of the instructor.

### **Make Up Work**

Make up work will only be acceptable due to a technical error while taking a quiz or uploading an assignment. If an error occurs, please contact the UF helpdesk for assistance at (352) 392-HELP or [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu) and obtain a request number. When contacting the instructor regarding make up work, please provide this request number for full consideration.

### **Selected Websites**

[www.blackpast.org](http://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
- Use the e-learning software to send messages directly to the instructor
- 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