

The Black Power Movement in America
Fall 2021
AFA3930,
Section 1F63:
Meeting T: TUR-2342 & R TUR-2354

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Tuesday & Thursday 3:15-4:30

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Course Description & Objectives:

The Black Power Movement is one of the most interesting and often misunderstood movements in US history. Popular narratives and many scholarly works paint this movement as violent, racist, exclusionary, and comprised of groups dedicated to the overthrow of American society. It is often seen as a reactionary movement that halted the progress of a passive, integrationist Civil Rights Movement. However, historians have further examined ideas about the Black Power Movement, especially in drawing connections between Civil Rights and Black Power, and expanding on how Black Power organizing continued into the 1970s, 1980s, and 1990s. This course will examine this movement, its major themes, its roots in previous black organizing strategies, different groups and figures associated with Black Power, and how this organizing continued into an era of conservative national politics. The Black Power Movement was certainly something different than its predecessors; but in order to understand how this movement developed, we must explore its foundations in the black freedom struggle, as well as how Black Power advocates altered their techniques in a society greatly changed by the Civil Rights Movement. This cultural, political, and social movement encompassed many different groups and ideas, and the purpose of this course is to examine the concept of Black Power and situate it within the narrative of American History.



Online reading: <https://cwnc.omeka.chass.ncsu.edu/exhibits/show/journalisticcoverage/thewhiteman-sdeclarationofinde/thewhiteman-sdeclarationofinde>

History is a chain of events; what happened yesterday shapes today, and today's decisions will definitely affect tomorrow. To decipher the economic, social, and political climate of today's world, it is necessary to understand this building narrative of history. The other important thing to remember is that these topics are open for discussion. Dates, facts, and people are definitely important; however, the main objective is to be able to have a conversation about historical ideas and events and to place them into context. Undoubtedly, students completing this course will enhance their reading, writing, and verbal communication skills, as well as their ability to create and sustain an argument, using evidence to support their case.

Required Texts:

The following books are required and should be available at the UF Bookstore or through the UF Library's website, where noted. You can also purchase new and used copies online through most bookselling websites. If you have trouble finding the books, let me know sooner rather than later.

-Ogbar, Jeffrey, O.G., Black Power: Radical Politics and African American Identity, The Johns Hopkins University Press, Baltimore and London, 2004.

Ture, Kwame, & Charles V. Hamilton, Black Power: The Politics of Liberation, Vintage Books, New York, 1992.

Required Videos:

Course Requirements and Expectations:

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.

Please read your text books and watch the videos carefully and exegetically.

Five Short Papers

Write a two page paper on the four topics below. In the paper summarize the main points the paper. Critique the methodology and explain why you think this method was successful. Your paper will be graded on the basis of your knowledge of the video the author(s) support his/her arguments well? Your analysis should examine how these data have affected African American Studies and people of African descent socially.

The first paper is due TBA. Write a 1 page paper on Film "Why the US government murdered Fred Hampton" (<https://www.youtube.com/watch?v=mzZTLT8WpcQ&t=601s>)

The second paper is due TBA. Write a 1 page paper on "Black History before Slavery." (<https://www.youtube.com/watch?v=1LRZjwCINY>)

The third paper is due TBA . (Racial injustice and police brutality) Write a 1 page paper on Film “ The Ocoee Massacre: The Truth Laid Bare”. (<https://www.youtube.com/watch?v=emDt04rT3x4>)

The fourth is due TBA. Write a 1 page paper (Black Lives Matter) “The Lynching of Henry 'Peg' Gilbert”(<https://www.youtube.com/watch?v=PZRvRb4XaK4>)

The Fifth paper is due TBA. (Voter Suppression) Write a paper on (White Mobs Terrorize Black Residents in East St. Louis Riots), (<https://calendar.eji.org/racial-injustice/jul/03?fbclid=IwAR3Mvgi-kEo9hgL-viqwuique6xGICndDgplZI2j9fBY8f06bpjLigRgeHJQ>)

Supplemental Readings will be announced:

Assignment Evaluation and Descriptions

Assignment	Percent of Grade
1) Attendance /Participation	30%
Classroom verbal participation	15%
Research paper presentation	15%
2) 5 Short Papers (worth 5% each)	25%
3) Content Analysis & Oral History Presentation	10%
4) Research Paper	35%

Class Participation and Teaching Methodology

Effective teachers are persons who teach for transformation as well as education. The second key to effective transformative education is, don't do for students what they can learn to do for themselves. Risk, failure, and critical inquiry are key components to academic growth. By introducing a dialogical structure into the learning process the student gains opportunities to engage in conversations with one another which also creates a camaraderie among colleagues. This approach to learning is known as or often referred to as “Critical Pedagogy”. Critical pedagogy requires educators to *provoke* dialogue, debate and critical analysis within the classroom setting. In so doing we are creating persons who are good listeners unafraid, of failure and they learn to reach beyond their comfort zones independently. Therefore, We will discuss a

number of issues pertaining to non-violent, armed social activism, the Second Amendment and why traditional scholarship has neglected to introduce these concepts in the prominent historiography. I understand that some students are more comfortable participating in class discussions than others but we will all have an opportunity to offer input. However, students are **expected** to come to class prepared having completed the readings and being ready to contribute their critical analysis of the reading to the course discussions. Participation is graded by the student's contribution to discussion, group work, and class exercises and not right or wrong answers.

COVID 19 RECOMMENDED PROTOCOLS:

In response to COVID-19, the following practices 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 at no cost and have been demonstrated to be safe and effective against the COVID-19 virus. Visit this link for details on where to get your shot, including options that do not require an appointment: <https://coronavirus.ufhealth.org/vaccinations/vaccine-availability/>. Students who receive the first dose of the vaccine somewhere off-campus and/or outside of Gainesville can still receive their second dose on campus.

You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators. Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom.

If you sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. 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 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health

Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the UF Health Screen, Test & Protect website for more information.

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.

If you are withheld from campus by the Department of Health through Screen, Test & Protect you are not permitted to use any on campus facilities. Students attempting to attend campus activities when withheld from campus will be referred to the Dean of Students Office.

Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.