

African American Justice Movements in the U.S. (AFA 3930)

**African American Studies
University of Florida
Fall 2024**

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**Office Hours:
Tuesday & Thursday by Appointment on Microsoft Teams**

Course Description

This course examines African American movements for justice, equality, and freedom between the nineteenth and twenty-first centuries. We will consider abolitionism, Pan-Africanism, Black Nationalism, the Civil Rights and Black Power Movements and will compare and contrast their goals and objectives. We will query if and how the lessons learned from previous U.S. Black movements inform today's challenges of race, gender, class, sexuality, and other biases. We will, then, end the semester by focusing on the concept of digital humanity in relationship to Black cyberactivism, misogynoir, and U.S. executive powers of surveillance in our contemporary digital world.

Required Texts:

1. Kelley, R.D.G. *Freedom Dreams*.
2. Marable & Mullings. *Let Nobody Turn Us Around*.
3. Shakur, Assata. *Assata: An Autobiography*.
4. Cullors-Khan. *When They Call You A Terrorist*.

Learning Objectives:

By the conclusion of this course students will be able to:

1. Compare and contrast multiple African American justice movements in the U.S.
2. Evaluate African American justice movements' various tactics to obtain justice, equality and/or freedom.
3. Critically engage material through regular written analysis and discussion.

The Learning Environment

In order for this to be a successful class, we must work together to promote an atmosphere where everyone feels comfortable expressing their opinions. I expect everyone to treat each other with the utmost respect.

Communication:

In any communication, i.e. face-to-face or via email, you are to refer to me as Professor Young. Since they are professional communications, all your e-mails to me must, at a minimum:

- 1) Have a subject line that accurately expresses the purpose of the email (e.g., “Assignment Question for AFA 3930”).
- 2) Open with a salutation (such as “Hello/ Hi/ Greetings Professor Young”) and have a closing with your full name. If you send me an e-mail that does not follow the basic conventions laid out above, you will receive a reply from me that simply reads “Please see the syllabus.”

Late or Missed Assignments:

Only emergencies that would also result in an excused absence are valid reasons for submitting an assignment late. If special considerations prevent you from fulfilling course obligations (such as prolonged illness), please provide me with documentation.

Artificial Intelligence (AI):

Generative AI tools should not be used for course assignments.

Assignment Information

All assignments should be typed, double-spaced, proofread, and follow MLA, APA, or Chicago guidelines for formatting citations and bibliographies. Information and ideas that are not your own must be appropriately cited.

Grading Scale: 945-1000 95-100 **A** | 895-944 90-94 **A-** | 865-894 87-89 **B+** | 835-864 84-86 **B** | 795-834 80-83 **B-** | 765-794 77-79 **C+** | 735-764 74-76 **C** | 695-734 70-73 **C-** | 665-694 67-69 **D+** | 635-664 64-66 **D** | 595-634 60-63 **D-** | 594- 59 or below **F** |

Course Assignments:

| | |
|----------------------------------|--------------------|
| Bi-Weekly Analytical Précis: | 150 Pts. (5 Total) |
| Bi-Weekly Recorded Discussions: | 150 Pts. (5 Total) |
| Abstract and Sources: | 100 Pts. |
| Outline/ Annotated Bibliography: | 100 Pts. |
| Rough Draft: | 200 Pts. |
| Final Draft: | 300 Pts. |

Total: 1000 Pts.

Required Assignments:

1. As part of the weekly workload, students are required to complete all material for each weekly class section with vigorous analysis, discussion, and writing on of the material.
2. The first assignment submission on the course material will be due on Tuesday, August 27, 2024. All submissions must be made before the exact deadline listed or face point deductions.
3. The course involves a significant amount of autonomous work. This requires discipline to succeed. Furthermore, because of the online format for this course, each week students will engage a substantial amount of wide-ranging materials, including academic scholarship, primary sources, and sometimes interviews or lectures.
4. Every other week, each student will submit a three to five paragraph, cited analytical précis that replies to critical questions, key arguments and evidence in readings, and synthesizes the importance of any assigned media content (Weeks 2, 4, 6, 8, and 10). Please submit your responses in narrative form with complete sentences. Lists and bulleted posts will not receive credit.
5. On alternating weeks, students will record a discussion analyzing specific sources with an assigned group, which will be uploaded to Canvas for a grade (Weeks 3, 5, 7, 9, and 11).
6. On Week 5, students will submit an abstract and a list of at least five sources they will use in their major project. On Week 10, students will submit a substantial outline and annotated bibliography of at least seven sources they will use in their final.
7. During Week 13 students will circulate a five-page double-spaced paper draft to a student peer reviewer for appraisal (selected at random by the professor).
8. The 10-page, double-spaced final draft of the paper will be due at 11:59pm on Friday, December 6, 2024.

UNIVERSITY INFORMATION

Disability Accommodations:

Students with disabilities who feel they may have access issues are invited to discuss their concerns with the instructor. They are also urged to contact the Disability Resource Center if they need special assistance or extra time to complete assignments because of their disability and should also contact me privately within the first week of the semester to discuss their situation. Please bring with you the necessary documentation from the Disability Resource Center:

Disability Resource Center
University of Florida
Disability Resource Center
001 Reid Hall

Voice: (352) 392-8565
FL Relay Service: (800) 955-8770
DRCTesting@ufsa.ufl.edu
<https://disability.ufl.edu/>

Title IX Policy:

The Title IX Policy and its associated guidelines and procedures are designed to ensure a safe and non-discriminatory educational and work environment and to meet the legal requirements set forth in the U.S. Department of Education's Title IX Amendments of 1972. This umbrella policy identifies the behavioral expectations that will meet the goal of establishing and maintaining a safe and healthy environment – free from all forms of gender inequity – for all individuals working, learning, residing, volunteering, and visiting our community. Implicit in this goal, is the expectation that all members of the University community act toward this commitment by promptly reporting any suspected violation of this policy.

Schedule of Readings and Assignments

(Any adjustments to the schedule will be given to students in a timely fashion.)

- ❖ Week 1: Introductions & Course Overview
- ❖ Week 2: August 26 - 30, 2024

Précis #1 Due on August 27 by 11:59pm.

- Definitions: Establishing Themes.

(2018). *Keywords for African American Studies*. E. R. Edwards, R. A. Ferguson, and J. O.G. Ogbar (Eds.).

- Jackson, Shona N. "Colonialism."
- Wilkins, Fanon Che. "Empire."
- Mustakeem, Sowande' M. "Slavery."

PART A: ABOLITIONISM, 1768-1861.

- ❖ Week 3: September 2 - 6, 2024.

Recorded Group Discussion #1 Due on September 3 by 11:59pm.

- (2009). Marable, Manning and Leith Mullings (eds.). *Let Nobody Turn Us Around: An African American Anthology*. 2nd Edition.
 - (1768). Wheatley, Phillis. "On Being Brought from Africa to America."
 - (1789). Equiano, Olaudah. *The Interesting Life of Oloudah Equiano*.

- (1797). Hall, Prince. “Thus Doth Ethiopia Stretch Forth Her Hand from Slavery, to Freedom and Equality.”
- (2002). Kelley, Robin D. G. *Freedom Dreams: The Black Radical Imagination*.
 - Preface and “When History Sleeps.”
- (2017). Khan-Cullors. Patrisse. *When They Call You a Terrorist*.
 - Forward and Introduction.

❖ Week 4: September 9 – 13, 2024.

Précis #2 Due on September 10 by 11:59pm.

- (2009). Marable, Manning and Leith Mullings (eds.). *Let Nobody Turn Us Around: An African American Anthology*. 2nd Edition.
 - (1829-1830). Walker, David. “Appeal”
 - (1831). Turner, Nat. “Statement”
 - Slaves Are Prohibited to Read and Write by Law.
 - (1833). Stewart, Maria W. “What If I Am a Woman?”
 - (1843). Garnet, Henry Highland. “Let Your Motto Be Resistance!”
 - (1851). Truth, Sojourner. “Ain’t I a Woman?”
 - (1852). Delany, Martin R. “A Black Nationalist Manifesto.”
 - (1852). Douglass, Frederick. “What to the Slave Is the Fourth of July?”
 - (1847). “No Rights That a White Man Is Bound to Respect”: The Dred Scott Case and Its Aftermath.
- (2017). Khan-Cullors. Patrisse. *When They Call You a Terrorist*.
 - Chapter 1: Community, Interrupted.
 - Chapter 2: Twelve.
 - Chapter 3: Bloodlines.

PART B: Reconstruction, Pan-Africanism, Segregation, 1861-1915.

❖ Week 5: September 16 - 20, 2024.

Recorded Group Discussion #2 Due on September 17 by 11:59pm.

Abstract and a List of at Least Five Sources Due September 20 by 11:59pm.

- (2009). Marable, Manning and Leith Mullings (eds.). *Let Nobody Turn Us Around: An African American Anthology*. 2nd Edition.
 - (1868). Turner, Henry McNeal. Black Christian Nationalist.
 - (1869). National Colored Labor Convention. “Black Workers during Reconstruction.”
 - (1886). Fortune, T. Thomas. “Labor and Capital Are in Deadly Conflict.”

- (1890). Blyden, Edward Wilmot. The African Diaspora.
 - (1893, 1896). Dunbar, Paul Laurence. “I Know Why the Caged Bird Sings.”
 - (1895). Washington, Booker T. The Politics of Accommodation.
 - (1909). Wells-Barnett, Ida B. Crusader for Justice.
 - (1905). Du Bois. W.E.B. The Niagara Movement.
- (2002). Kelley, Robin D. G. *Freedom Dreams: The Black Radical Imagination*.
 - Chapter 1: Dreams of the New Land.
 - (2017). Khan-Cullors. Patrisse. *When They Call You a Terrorist*.
 - Chapter 4: Magnitude and Bond.
 - Chapter 5: Witness.
 - Chapter 6: Out in the World.
 - Chapter 7: All the Bones We Could Find.
 - Film. The Rise and Fall of Jim Crow (Episode 1).

PART C: GREAT MIGRATION AND WORLD WAR, 1915-1954.

❖ Week 6: September 24 - 26, 2024.

Précis #3 Due on September 25 by 11:59pm.

- (2009). Marable, Manning and Leith Mullings (eds.). *Let Nobody Turn Us Around: An African American Anthology*. 2nd Edition.
 - (1917?). Harrison, Hubert Henry. Black Revolutionary Nationalist.
 - Black Conflict over World War I.
 - (1919). McKay, Claude. “If We Must Die.”
 - (1920). Garvey, Marcus. The Universal Negro Improvement Association.
 - (1925). Garvey, Amy Euphemia Jacques Garvey. “Women as Leaders.”
 - Black Workers in the Great Depression.
 - (1930s). The Scottsboro Trials.
 - Black Women Workers during the Great Depression.
 - (1941). Randolph, A. Philip. The Negro March on Washington Movement.
 - (1954). Marshall, Thurgood. The *Brown* Decision and the Struggle for School Desegregation.
- (2002). Kelley, Robin D. G. *Freedom Dreams: The Black Radical Imagination*.
 - Chapter 2: “The Negro Question”: Red Dreams of Black Liberation
- (2017). Khan-Cullors. Patrisse. *When They Call You a Terrorist*.
 - Chapter 8: Zero Dark Thirty.
 - Chapter 9: No Ordinary Love.
 - Chapter 10: Dignity and Power. Now.

- Film. Marcus Garvey: Look for Me in the Whirlwind.

PART D: THE SECOND RECONSTRUCTION, 1954-1975.

- ❖ Weeks 7-8: September 30 – October 4; October 7 - 11, 2024.

Recorded Group Discussion #3 Due on October 9 by 11:59pm.

- (2009). Marable, Manning and Leith Mullings (eds.). *Let Nobody Turn Us Around: An African American Anthology*. 2nd Edition.
 - (1955-1956). Rosa Parks, Jo Ann Robinson, and the Montgomery Bus Boycott.
 - Roy Wilkins and the NAACP.
 - (1957). The Southern Christian Leadership Conference.
 - (1960). Student Nonviolent Coordinating Committee and the Sit-in Movement.
 - Baker, Ella. “We Need Group-Centered Leadership.”

- ❖ Week 9: October 14 - 18, 2024.

Précis #4 Due on October 15 by 11:59pm.

- Film. Fannie Lou Hamer: Stand Up.
- Speech. “Until I am Free You are Not Free Either.”

- ❖ Week 10: October 21 - 25, 2024.

Recorded Group Discussion #4 Due on October 22 by 11:59pm.

Substantial Outline and Annotated Bibliography Due October 25 by 11:59pm.

- (2009). Marable, Manning and Leith Mullings (eds.). *Let Nobody Turn Us Around: An African American Anthology*. 2nd Edition.
 - (1966). Black Power.
- (1987). Shakur, Assata. *Assata: An Autobiography*.
 - Chapters 1-10.

- ❖ Week 11: October 28 – November 1, 2024.

Précis #5 Due on November 1 by 11:59pm.

- (2002). Kelley, Robin D. G. *Freedom Dreams: The Black Radical Imagination*.
 - Chapter 5: “This Battlefield Called Life”: Black Feminist Dreams
- (1987). Shakur, Assata. *Assata: An Autobiography*.

- Chapters 11-21.

PART D: THE CONTEMPORARY MOMENT.

- ❖ Week 12: November 4 - 8, 2024.

Recorded Group Discussion #5 Due on November 5 by 11:59pm.

(2022). Bailey, Moya. Misogynoir: Challenges in Detecting Intersectional Hate. *Social Network Analysis and Mining* 12 (166): 1-15.

(2017). FBI. Black Identity Extremists Likely Motivated to Target Law Enforcement Officers.

- (2017). Khan-Cullors. Patrisse. *When They Call You a Terrorist*.
 - Chapter 11: Black Lives Matter.
 - Chapter 12: Raid.
 - Chapter 13: A Call, A Response.
 - Chapter 14: #Say Her Name.
 - Chapter 15: Black Futures.
 - Chapter 16: When They Call You A Terrorist.

- ❖ Week 13: November 11 - 15, 2024.

Rough Draft Due on November 15, 2024 by 11:59pm.

Workshop Outlines with Group Members.

- ❖ Week 14: November 18 - 23, 2024.

Workshopping Rough Drafts with Group Members.

- ❖ Week 15: November 26 -28, 2024.

THANKSGIVING BREAK

- ❖ Weeks 16: December 3 – 5, 2024.

Discussion of Final Papers.

FINAL ESSAY DUE on December 6, 2024 by 11:59pm.