

Special Topics: African American History 1865- Present
AFA 3930 Section Fall 2022 3 credits
African American Studies Program- University of Florida
Dr. David A. Canton, Director African American Studies Program

Class Days/Time: MWF Block 6
Class Location: MF Institute for Black Culture RM 017
W Weil Hall 0238
Office Hours: T/TH 1:00-2:00 virtual or by appointment
Email: da.canton@ufl.edu

Office: African American Studies
1012 Turlington Hall
Phone: 352-392-3060

CATALOG DESCRIPTION: Examines the history of African Americans from the end of slavery to the present.

COURSE DESCRIPTION: This course is an in-depth survey of the major themes in African American history from 1865 to the present. Using primary and secondary sources students will be introduced to the myriad of voices and perspectives in African American thought and communities. The course will cover traditional leaders such as Martin Luther King, and Ida B. Wells, but it will investigate the impact of lesser known leaders such as Ella Baker and Bayard Rustin. This course investigates the long term impact of institutional racism, sexism, poverty and structural inequities. By the end of the semester students will be able to provide a historical analysis of contemporary issues in the African America community.

COURSE OBJECTIVES: Students will 1) identify the economic and political impact of African American culture 2) appreciate the diversity and complexity in African American social thought 3) demonstrate an understanding of the fundamental concepts in African American history 4) enhance your reading, writing, and critical thinking skills 5) assemble a podcast that explains a concept in African American history 6) an ability to interpret primary and secondary sources.

REQUIRED BOOKS:

Anderson, Carol, *One Person, No Vote: How Voter Suppression Is Destroying Our Democracy* (New York: Bloomsbury Publishing, 2019).
Hine, Darlene Clark, William C. Hine and Stanley Harrold, *The African American Odyssey Volume 2* (London: Pearson 2018).
Rothstein, Richard, *The Color of the Law: A Forgotten History of How Our Government Segregated America* (New York: W.W. Norton and Company, 2017).
Smith, Robert S, *Black Liberation from Reconstruction to Black Lives Matter* (New York: Oxford University Press, 2022).

REQUIREMENTS AND EVALUATION OF GRADES:

Assignment	Due Dates	Points
Primary Source Essay	9/12	125
Attendance		25
In Class Mid term	10/14	150
Op Ed	10/31	150
Primary Source Essay	11/18	150
Research Proposal/Outline	11/28	50
Podcast Presentation	12/2	100
Research Paper	12/10	<u>250</u>
		1000

GRADE/POINT SCALE Grading Scale Score	Percent	Grade	Grade Points
934-1000	93.4-100	A	4.00
900-933	90.0-93.3	A-	3.67
867-899	86.7-89.9	B+	3.33
834-866	83.4-86.6	B	3.00
800-833	80.0-83.3	B-	2.67
767-799	76.7-79.9	C+	2.33
734-766	73.4-76.6	C	2.00
700-733	70.0-73.3	C-	1.67
667-699	66.7-69.9	D+	1.33
634-666	63.4-66.6	D	1.00
600-633	60.0-63.3	D-	0.67
0-599	0-599	E	0.00

REQUIREMENTS AND EVALUATION

Attendance and Class Participation: Students are expected to attend all classes and are allowed 4 unexcused absences. In other words, you can miss four classes and do not have to tell me.. If you miss more than four classes, I will drop your final grade from, an A to a A-, or a B+ to B a C+ etc. Moreover, if you are not in class, you cannot learn the material no matter how well your classmate can summarize the main points of discussion.

Primary Source Essay: The purpose of this assignment is to critically analyze two primary sources from the Smith readings and write a three page essay (750 words). The first page of your essay should be an introduction paragraph with your thesis and provide the historical context of the documents. What were the political, social, ideological, and economic factors that influenced the author? You do not need to do any outside research for this portion. Your textbook and the class discussions should suffice. I put on reserve a number of handouts that can help you with this assignment. Upload your primary source essay to Canvas on September 12th by 5 pm. Upload your second primary source essay to Canvas on November 18th by 5 pm.

The body of your essay will analyze the source. You must quote the source, but make sure that you do not use too many. I want to read your interpretation of the source. Try not to quote longer than a sentence. In order to write a critical essay, you must critically read the source and come up with a theme and a thesis. For example, as you are reading ask yourself, what is the author's perspective, keep in mind the author's perspective race, class, gender, and political ideology, liberal, conservative, or radical. You should also think about the language and tone of the document. Your conclusion should summarize your essay, restate your position, and if you have space, you can link your essay to a modern issue.

Midterm: There will be an in-class mid-term that will consist of identifications and two essays. I will go over the information for the exam two weeks in advance. The in class midterm is on October 14th.

Op Ed Essay: Each student is required to write a 500 word op ed on a topic in the course. You are required to include two links in your essay. I will show up to include links in your essay. Op Eds are designed to expose the public to historical debates and issues. You do not need to site any books just use the essay links to support your thesis. If you have questions, please ask before you begin your essay. Please up load your Op Ed to Canvas on October 31 at 5 pm.

Below is an Op Ed I wrote for *Truthout*.

“Déjà vu All Over Again: Racism, Poverty and Militarism: 50 Years Later”

Truthout, June 1, 2017. <http://www.truth-out.org/speakout/item/40794-deja-vu-all-over-again-racism-poverty-and-militarism-50-years-later>

Research Paper Proposal/Outline

Choose a research topic related to any topic that we discussed in the course. **Do preliminary research** on the topic and write a two page summary describing what you will address in your final paper. Make sure you choose a topic that you are passionate about because you will not be allowed to change your topic. Upload to canvas on November 28th at 5 pm.

Research Paper

Students are required to write a well-researched, organized, and informative 8 page paper (2000 words) on any theme or topic that we discussed in the course. Your final paper must include a variety of primary and secondary sources such as books, journal articles, newspapers, magazines. Please use the University of Chicago Style <https://www.chicagomanualofstyle.org/home.html> Some topics include the history or racial education in housing and unemployment, the Civil Rights/Black Power Era. Upload your paper to Canvas on December 10 at 5 pm.

Podcast: Podcasting is a venue to share ideas and opinions. I am going to divide the class into groups of three and you will create your own Podcast. The podcast will be 4 minutes and it can be on any theme that we discuss in the course. Your podcast must include content from two students and one can be a producer. I suggest using Garageband or any other platform. I am grading for content, accurate information, creativity, audio and unique style, connections, incorporating, readings, popular culture, and analysis. Up load your Podcast to Canvas on December 2 at 5 pm.

Below is a link to a Podcast by historians at Villanova University. Be creative. You can add anything you like that will get your audience to listen and learn.

<https://www1.villanova.edu/villanova/artsci/lepage/resources/podcasts.html>

PRESENTATION OF WORK

All written assignments must be typed-double spaces, using Times New Roman 12 point font in MS word. You must use a standard one inch margin, no bold-faced or large fonts. Use the University of Chicago Style.

<https://www.chicagomanualofstyle.org/home.html>

All pages should be numbered and I do not need a cover sheet. The assignment is due before the end of class. Work will be considered late and graded down one letter grade for each day it is late.

EVALUATION OF ALL ASSIGNMENTS AND CLASS ASSIGNMENTS

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 module lecture 6) Following directions and completing assignments on time.

COURSE OUTLINE

Readings are due the day that they appear on the outline

I reserve the right to change my syllabus at any time. Students are responsible for any work or handouts that I may add.

Module 1 Reconstruction 1865-1877

Wednesday, August 24: Introduction to Class

Friday, August 26: Smith, “The Big Question” After Decades of Struggle, was there a breakthrough in civil rights in the 1960s?

Monday, August 29: Smith, Position 1- The 1960s Breakthrough in Civil Rights Position 2 “The Permanence of Racism: No Breakthrough in Racial Equality

Wednesday, August 31: Hine, Chapter 12 “The Meaning of Freedom: The Promise of Reconstruction, 1865-1868”

Friday, September 2: **Discussion of Smith Readings**

Monday, September 5 Labor Day No Class

Wednesday, September 7: Hine, Chapter 13: “The Failure of Reconstruction” 1868-1877

Friday, September 9: Smith Readings, “Reconstruction and the Meaning of Freedom” 1.1, 1.2, 1.3 and 1.4.

Module 2: Post Reconstruction, Jim Crow, Black Resistance

Monday, September 12, Hine, Chapter 14: “White Supremacy Triumphant” pgs 370-385

Primary Source Essay

Wednesday, September 14, Hine, Chapter 14, 385-400; Smith, “Jim Crow and the Problem of Racism” 2.1, 2.2, 2.3, 2.4

Friday, September 16: “The Rise and Fall of Jim Crow,” Episode 1 You Tube

Monday, September 19: Hine, Chapter 15: “African Americans Challenge White Supremacy, 1877-1918” Pgs, 401-420

Wednesday, September 21: Hine, Chapter 15, pgs 421-438

Friday, September 23, Think, Pair Share, Smith, 3.1 “We Wear the Mask”

Monday, September 26, Hine Chapter 16: “African Americans in the Early 20th Century” pgs. 438-458

Wednesday, September 28, Hine Chapter 16, pgs 459-480

Friday, September 30, Video: On your own “The Rise and Fall of Jim Crow” PBS Episode 2 Youtube

Monday, October 3, Hine, Chapter 17, “African Americans and the 1920s.” Smith, “Voices of Protest”, 3.2, 3.3, 3.4, 3.5

Module 3: The Great Depression and World War II

Wednesday, October 5, Hine Chapter 18, “Black Protest, Great Depression and the New Deals”

Friday, October 7, **No Class Homecoming**

Monday, October 10: Rothstein, Chapter 1, “If San Francisco Then Everywhere”

Wednesday, October 12: Rothstein, Chapter 2, “Public Housing, Black Ghettos”

Friday, October 14, **In Class Mid Term Examination**

Monday, October 17: Rothstein, Chapter 3, “Racial Zoning”

Wednesday, October 19: Rothstein, Chapter 4, “Own Your Own Home”

Friday, October 21, **No Class** Watch, “Race The Power of An Illusion, Episode 3, “The House We Live In” On Youtube <https://vimeo.com/133506632>

Monday, October 24, Hine, Chapter 19 “Black Culture and Society 1930-1950

Wednesday, October 26: Rothstein, Chapter 6, “White Flight”

Friday, October 28, Smith, Readings, 2.6, 4.1, and 4.2

Monday, October 31, Hine, Chapter 20, The World War II Era
Op Ed Assignment

Module 4: The Civil Rights Struggle

Wednesday, November 2, Hine Chapter 21, The Long Freedom Movement pgs 620-642

Friday, November 4, Smith Readings, 3.7-3.9

Monday, November 7, Hine Chapter 21, pgs 642-662

Wednesday, November 9, Anderson, Chapter 1, “A History of Disfranchisement”

Friday, November 11, Smith, Readings, 3.10- 3.11

Module 5: Post Civil Rights America 1965-Present

Monday, November 14, Hine Chapter 22

Wednesday, November 16, Anderson, Chapter 2, “Voter ID”

Friday, November 18, Smith, Readings 3.12-3.15 “The Black Panther Party For Self Defense Platform”
Primary Source Essay

Monday, November 21, Hine Chapter 23

Monday, November 28, Anderson, Chapter 3, “Voter Roll Purge”

Research Paper Proposal

Wednesday, November 30 Hine, Chapter 24

Friday, December 2, Smith, Readings, 5.1-5.8 “The Movement (s) Continues”

Podcast Due

Monday, December 5, Anderson, Chapter 4, “Rigging the Rules”,

Wednesday December 7, Anderson, Chapter 5, “The Resistance”

Research Paper Due on December 10

CLASSROOM DECORUM

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

COMMUNICATIONS

Please allow 24-48 hours during the week. I do not check work emails during the weekend, so plan ahead. Emails sent on the weekend will be answered the next Monday or Tuesday. Again, manage your

crisis by being prepared—do not email the night before a deadline as you probably will not get an answer. If you email me the morning of class, you will not get a reply until later that day or the next day.

ATTENDANCE POLICY AND MAKE UP POLICY

Class attendance is expected. Students are allowed four unexcused absences. Each unexcused absence after the fourth will result in a 10 point reduction in the final grade. Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation. Students who can demonstrate that they were unable to submit an assignment by the deadline due to an excused absence and who can provide appropriate documentation for the absence will be given a reasonable period of time to make up the late work.

STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UNIVERSITY OF FLORIDA HONOR CODE

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 Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

UF COUNSELING AND WELLNES CENTER

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

OTHER CAMPUS RESOURCES

Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

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](#).

University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road,

Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website.](#)

ACADEMIC RESOURCES

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Career Connections Center: Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

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.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

On-Line Students Complaints: [View the Distance Learning Student Complaint Process.](#)

ONLINE

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

WRITING STUDIO

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

COURSE EVALUATION

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.ufl.edu/>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/>.

