

Buffalos and Bloods: The Black Experience in the U.S. Military
AFA 3930 Section Fall 2022 3 Credits
African American Studies Program – University of Florida
Dr. Alyssa Cole, African American Studies Program

Class Days/Time: M.W.F. Block 5 11:45-12:35

Class Location:

Office Hours: Virtual T.Th. 11-12:30 and by appt

Email:

Office:

Phone:

Catalog Description:

Course Description: This course analyzes African American participation in six United States wars and conflicts, including The Civil War, the Spanish War, World War I, World War II, the Korean War, and the Vietnam War. This class will discuss topics related to citizenship, manhood, racism, domestic terrorism, sexism, and civil rights.

Course Objectives:

1. Examine the history of African American involvement in U.S. wars.
2. Leave this course with an understanding of arguments supporting and opposing African American participation in U.S. wars.
3. Interpret documents and other forms of evidence in their historical context
4. Formulate and support historical questions
5. Employ multiple forms of evidence and articulate a well-structured historical argument
6. Conduct original research and develop a substantial research paper
7. Engage in an ongoing process of writing and revision and report orally on research

Required Books:

Kimberly Phillips, *War! What is it good for? Black Freedom Struggles & the U.S. Military from World War II to Iraq*

Chad Williams, *Torchbearers of Democracy: African American Soldiers in the World War I Era*

Deborah Willis, *The Black Civil War Soldier: A Visual History of Conflict and Citizenship*

Wallace Terry, *Bloods, Black Veterans of the Vietnam War: An Oral History*

Requirements and Evaluation of Grades:

<u>Assignment</u>	<u>Due Dates</u>	<u>Points</u>
Primary Source Essay 1 – Civil War	9/9	100
QQC Worksheets/Participation	12/7	200

Primary Source Essay 2 - WWI	10/5	150
Primary Source Essay 3 - WWII	10/28	150
Research Proposal/Outline	11/11	50
Vietnam War Presentation	11/30	150
Research Paper	12/10	<u>200</u>
		1000

<u>GRADE/POINT SCALE</u> 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 four 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 an 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 the discussion.

Q.Q.C. Worksheets: Questions, Quotations, Comments. Students will prepare a question, quotation, and comment for each class from that day's reading. Students will respond to each reading with a Q.Q.C. (3-6 sentences, Max.) and bring them to each class prepared to share. Students will collect these worksheets in a folder and turn them in at the end of the semester as a portion of their participation grade. **Q.Q.C. Worksheet Folder due in class on Wednesday, December 7.**

Primary Source Essay 1 – Civil War: The purpose of this assignment is to critically analyze two primary sources from this section's readings and write a three-page essay (750 words). The first page of your essay should be an introduction paragraph with your thesis and the documents' historical context.

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. To write a critical essay, you must critically read the source and develop 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. Additional in-class work will help develop your skills in writing summaries, context, and developing historical questions.

Your conclusion should summarize your essay, restate your position, and if you have space, you can link your essay to a current issue related to the themes of the course. **Upload your first primary source essay to Canvas on Friday, September 9, by 11:59 pm.**

Primary Source Essay 2 - WWI: The requirements for your second essay are listed directly above. **Upload your second primary source essay to Canvas on Wednesday, October 5, by 11:59 pm.**

Primary Source Essay 3 - WWII: The requirements for your third essay are listed directly above. **Upload your third primary source essay to Canvas on Friday, October 28, by 11:59 pm.**

Research Paper Proposal Outline: Choose a research topic related to any matter 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. In your proposal, include an original argument and the sources you plan to use (five primary and three secondary sources). Make sure you choose a topic you are passionate about because you will not be allowed to change your topic. **Upload to canvas on Friday, November 11 at 11:59 pm.**

Vietnam War Presentation: Students will be assigned a chapter from *Bloods*, which they will read and prepare a presentation to present to the class. Presentations should be 10 minutes long and should make connections with themes discussed in the course. Students will prepare three questions for additional class discussion. Further information will be provided in class. **Presentations will begin Wednesday, November 30.**

Research Paper: Students must write a well-researched, organized, and informative eight-page paper (2000 words) on any theme or topic we discussed in the course. Your final paper must include a **minimum** of five (5) primary sources and three (3) secondary sources such as books, journal articles, newspapers, and magazines. Students will craft an original argument/thesis statement which you will support throughout your paper. Please use the University of Chicago Style <https://www.chicagomanualofstyle.org/home.html>. **Upload your paper to Canvas on December 10 by 5 pm.**

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.

Week one:

Wednesday, August 24: Introduction to the course, Syllabus

Friday, August 26: Overview of Black Military Service

Civil War

Week 2:

Monday, August 29: Introduction to the Civil War, *The Black Civil War Soldier*, Introduction and Chapter 1

Wednesday, August 31: *The Black Civil War Soldier*, Chapters 2 and 3

Friday, September 2: Discussion, primary source analysis

Week 3:

Monday, September 5: **Labor Day No Class**

Wednesday, September 7: Give Them Their Due: A Reassessment of African Americans and Union Military Service in Florida during the Civil War Irvin D. S. Winsboro *The Journal of African American History* Vol. 92, No. 3 (Summer, 2007), pp. 327-346 (20 pages)

Friday, September 9: *The Black Civil War Soldier*, Chapters 4 and 5, **Primary Source Essay #1 Due by 11:59 pm**

Spanish War:

Week 4:

Monday, September 12: Introduction to the Spanish War, "The Black Volunteers in the Spanish-American War" Marvin Fletcher *Military Affairs* Vol. 38, No. 2 (Apr. 1974), pp. 48-53 (6 pages)

Wednesday, September 14: The American Yawp, Chapter 19. American Empire
<https://www.americanyawp.com/text/19-american-empire/>

Friday, September 16: <https://www.nps.gov/prsf/learn/historyculture/buffalo-soldiers-and-the-spanish-american-war.htm>, source analysis

WWI:

Week 5:

Monday, September 19: Introduction to WWI, The American Yawp Chapter 21. World War I & Its Aftermath, <http://www.americanyawp.com/text/21-world-war->

Monday, October 24: Video – African American Troops Training

<https://ktwu.pbslearningmedia.org/resource/african-americans-world-war-two-gallery/ken-burns-lynn-novick-the-war/>

Wednesday, October 26: The American Yawp Chapter 25. The Cold War,

<https://www.americanyawp.com/text/25-the-cold-war/>

Friday, October 28: Just War Theory and Exercise, **Third Primary Source Essay due by 11:59 pm.**

Korean War:

Week 11:

Monday, October 31: Introduction to the Korean War, *War! What is it good for?* Chapter 3 – Glory on the Battlefield

Wednesday, November 2: Korean War Legacy Foundation Video – Curtis Lewis,

<https://koreanwarlegacy.org/interviews/curtis-lewis/>

Friday, November 4: Chapter Excerpt from *We Were There: Voices of African American Veterans, from World War II to the War in Iraq*, Part Two: Korea, Charles Armstrong, and Stephen Hopkins

Week 12:

Monday, November 7: Chapter Excerpt from *We Were There: Voices of African American Veterans, from World War II to the War in Iraq*, Part Two: Korea, Robert Yancey, and Julius W. Becton Jr.

Wednesday, November 9: *War! What is it good for?* Chapter 4 – Did the Battlefield Kill Jim Crow?

Friday, November 11: **Research Paper Proposal/Outline due on Canvas by 11:59 pm**

Vietnam:

Week 13:

Monday, November 14: Introduction to the Vietnam War, Documentary - The Fog of War (In Class)

Wednesday, November 16: *War! What is it good for?* Chapter 5 – Machine Gun Blues

Friday, November 18: Presentation preparation and *Bloods* chapter assignment

Week 14:

Monday, November 21: *War! What is it good for?* Chapter 6 – Sing No More of War

Week 15:

Monday, November 28: The American Yawp, Chapter 28. The Unraveling,
<http://www.americanyawp.com/text/28-the-unraveling/>

Wednesday, November 30: Vietnam Presentations

Friday, December 2: Vietnam Presentations

Week 16:

Monday, December 5: Vietnam Presentations

Wednesday, December 7: Vietnam Presentations, **Q.Q.C. Worksheet Folder due in class**

Friday, December 10: **Research Paper due on Canvas by 5 pm.**

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. Each unexcused absence 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 U.F. Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

U.F. 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 U.F. Health Emergency Room and Trauma Center website](#).

ACADEMIC RESOURCES

E-learning technical support: Contact the [U.F. Computing Help Desk](#) at 352-392-4357 or via email 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.](#)

COVID 19 STATEMENT

Face-to-Face

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- 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.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the C.D.C. on symptoms of coronavirus](#)), please use the U.F. Health screening system and follow the instructions on whether you are able to attend class. [Click here for U.F. Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.](#)
 - 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. [Find more information in the university attendance policies.](#)

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/>.