

**AFA4225/ ANT4930/ ANG6930/ AMH3931  
SPRING 2025**

**Dr. R. Barnes**  
**Associate Professor**  
**Anthropology and African American Studies**  
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**Tuesdays 11:45AM-1:40PM**  
**RM. MAT 0006**

**Thursdays 12:50PM-1:40PM**  
**RM MAT 0010**



**COURSE GOAL:**

The goal of this course is to critically examine selected elements of the history, culture and politics of Black resistance and resilience in Florida from the 1500s to the present.

**COURSE DESCRIPTION:**

The state of Florida has an old, rich and multi-layered past. African Descended people have been present and active in the state for most of the recorded history. *Black in Florida* will provide an interdisciplinary examination of selected elements of the history, culture and politics of African Descended people in Florida. Specifically, the course explores Black people in Spanish Florida, resistance to enslavement, racial terrorism during and beyond reconstruction, Jim Crow, and the layers of struggle for human rights in health, education, voting and land ownership. The course also reviews the resilience of Black Floridians and their social, cultural, economic and political contributions to the state from their unpaid labor and legal fights to their self-determined structuring of religious, business, health and educational institutions. Classes will consist of lectures, discussions, film screenings, visitor presentations and field trips.

While students will learn about some of the key players and events that shaped the history of Black people in Florida, they will also have the unique opportunity to contribute to the expansion of knowledge by conducting oral histories of African Americans in Alachua County. These oral histories will become a part of the Samuel Proctor Oral History Collection at the University of Florida.

**COURSE OBJECTIVES:**

Students will be able to: 1) demonstrate an understanding of Florida history in general and the history of Black people in Florida in particular, 2) articulate varied ways that African Americans have resisted enslavement, political oppression, racial terrorism and segregation from the first known arrival of Africans in the state to the present, 3) identify some of the key issues and individuals involved in Florida's Human Rights struggles, 4) identify some of the key individuals and events related to the history of African Americans in Florida, 5) conduct and report oral histories.

**Course Structure:**

This is a course in which class discussion of the readings and films is the most important assignment. I expect that you will participate actively in class, ask questions, and challenge the ideas put forward by the

texts or class discussions. I ask that you treat your peers with respect and consideration when they are speaking so that we can create an open environment in which all feel they have a right to voice their **informed** opinions.

This course is designed to engage students in research, critical thinking, and formal research skills through various means of learning in an attempt to provide all students with multiple opportunities to utilize their optimal learning style while building others. Students will be asked to demonstrate their learning through writing assignments, oral reports, class discussions and examinations. In each instance students will be assessed based upon the content and the form. For example: in the case of a writing assignment, there may be deductions in the student's grade if the writing impairs the reader's ability to understand the content or the content is not thoroughly argued and/or researched. Students should feel free to see me or to utilize the myriad resources available to assist students in their academic life here at the University of Florida College of Arts and Sciences Writing Center.

### **Use of Derogatory Language**

This course leans heavily on the history and culture of Florida as it pertains to the Black experience. We cannot run away from or ignore the history of this country and the state and its implications on the contemporary lived experiences of its citizens. As a result, we will encounter language that is a reflection of that history. We will not use the language that has been identified as offensive in common contemporary parlance. We will also be careful with sharing explicit depictions and provide warnings when these things may be encountered throughout the course. We will discuss these terms, depictions, and language as a class, recognizing that this is a learning environment..

### **Student Accessibility:**

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

### **Sensitive Subject Matter:**

This course requires engagement with issues of a potentially sensitive nature. Some of our readings and class discussions will frankly address race, ethnicity, health, and sexuality among other topics. While you are not required to self-disclose in assignments or discuss information with which you are uncomfortable, I do expect you to read and discuss in class the articles and chapters assigned. If you anticipate problems completing the readings or participating in class discussions, please talk to me well in advance. A passing grade in this class is not dependent on what you disclose in your writings and discussion but rather how well you engage the reading, think analytically, and write effectively. (adapted from Lindeman SDSU)

### **Colleague Sensitivity:**

We each come from a range of backgrounds and have had a host of experiences that may affect how we read, discuss, and experience various aspects of the course and our work together as colleagues. There may be information presented or statements made that cause various emotions during class, while reading, or even post class when one has had time to think about the material alone or with others. I ask that we come to the readings, assignments, and discussions with compassion and empathy; for ourselves as individuals, and for others as colleagues in a community of learning. As your course instructor and facilitator, I will work to be attentive and to address concerns as sensitively as possible, however, I ask that if you experience something you would like to discuss, please make me aware after class, in office hours, or by appointment.

**Wellness:**

We are currently experiencing particularly difficult times as a society. The University offers resources that you should feel welcome to utilize.

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.

**Course Work Expectations:**

All student assignments must be type-written, double-spaced, with pagination, your name on each page, and submitted via Canvas using docx or pdf files. This class requires a good deal of reading and writing. Writing assignments are given as an opportunity to build students' research, critical thinking, and formal scholarship skills. Therefore, writing is assessed along with content and will result in deductions in grading if there are significant errors in grammar, punctuation and style and/or the writing impairs the reader's ability to understand the content. With this in mind, please utilize the College of Arts and Sciences Writing Center.

I may occasionally recommend that students see me and/or a counselor for assistance in which case the student would be able to resubmit the assignment after having met with me and/or a tutor. This is the only time I allow resubmissions.

**Plagiarism and Cheating:**

Plagiarism will not be tolerated in this class. Students caught plagiarizing, defined as misrepresenting another's work as one's own through omission, evasiveness, and/or improper citation, may receive an F on the assignment and in the class. Common yet no less egregious plagiarism includes using verbatim other authors' summaries of research and then citing the primary source rather than citing the author who summarizes that primary source. If you are unsure about when you may be in danger of plagiarizing please talk with me. (adapted from Lindeman SDSU). Additionally, students now have access to tools like ChatGPT that may assist in the writing process. It is imperative that if you utilize ChatGPT to aid in your writing you cite any ideas that are not your own as being generated by ChatGPT. Because this is a learning environment, using ChatGPT (and related AI tools) as if what they generate is your own thought or language does not help you to learn, only to complete an assignment. As students in an educational environment, we are in the business of learning.

**Classroom Policies Honor Code/Ethical Practice:**

You are required to abide by the Student Honor Code. Any violation of the academic integrity expected of you will result in a minimum academic sanction of [faculty to insert their minimum academic penalty, for example: "failing grade on the assignment or assessment"] Any alleged violations of the Student Honor Code will result in a referral to Student Conduct and Conflict Resolution. Please review the Student Honor Code and Student Conduct Code at [sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/](http://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

**Audio/Visual Policy:**

To encourage active engagement and academic inquiry in the classroom, as well as to safeguard the privacy of students and faculty, no form of audio or visual recording in the classroom is permitted without explicit permission from the professor/instructor or without a letter from the Disability Resource Center, signed by the faculty member, authorizing the recording as an accommodation. Authorized recordings may only be used by a student who has obtained permission and may not be shared or distributed for any reason.

See the University of Florida Guidance for Recording a Class Lecture

<https://sccr.dso.ufl.edu/policies/codechanges/>

**Avoid Unauthorized Recordings:**

A Student shall not make a video or audio Recording. A Recording must not be Published without the prior express written consent of the Faculty or guest lecturer.

A Student shall not make a Recording in class, through any means over any medium, of anything other than a Class Lecture, including but not limited to the Recording of any assessment, clinical activity, lab, or student presentation. The Recording of any meeting or conversation in class between Students or between Students and Faculty or guest lecturer is strictly prohibited.

**Do Not Share or Publish Recordings:**

A Student, independently or with another person or other people, must not without express written authorization take, give, Publish, post or submit, transmit, or receive materials, information, or resources in any manner, through any medium, for the purpose of gaining or providing an improper academic advantage to any Student.

**Course Evaluation:**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [gatorevals.aa.ufl.edu/students/](http://gatorevals.aa.ufl.edu/students/). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). Summaries of course evaluation results are available to students at [gatorevals.aa.ufl.edu/public-results/](http://gatorevals.aa.ufl.edu/public-results/)

**Use of Electronics:**

It is true that we now live in a sort of “Jetsons” age. However, I view the classroom as a professional environment much like an office or team meeting. It is quite rude in that context to take or receive phone calls, emails, chats, etc. Therefore students are asked to turn off or silence their electronic devices including smart phones before arriving in class. If you forget and your phone rings, you are asked to quietly turn it off and proceed with class without any further distractions. If you need to take the call, silence it, and quietly leave the classroom and take your call outside. If you have, or anticipate an emergency that requires you to be available electronically, you are required to let me know, and step outside the classroom to take care of **ALL** electronic communications. Students may use laptops, ipads, ereaders, and other electronic reading devices **to read or view classroom materials ONLY**. You may not use these devices for social networking, “googling”, or other purposes not related to the course. Not only is a wandering screen distracting to the user, it is just as distracting to those nearby since we all know, at this point, screens are hard to resist!

**Course Requirements****1. Class Participation. (10% of final grade)**

You are expected to come to class fully prepared for class discussions. All assigned readings must be completed by class time on the days they are due. You are also expected to participate actively in class discussions. Understanding that there are various ways in which a student may “participate,” student participation will also be calculated based upon active participation in online formats (Canvas discussion posts, etc).

## 2. Special Event reflection papers. (10% of final grade; 5% each)

Students are required to attend two events outside our class sessions that are related to Black women's experiences. I will periodically provide a list of possible events. However, students are also encouraged to locate events on their own. Topics can be broad; however, each event must connect to our course and its focus on Black women.

The papers should be 2-3 pages, typed and double-spaced and submitted via Canvas. There is no need for a cover page. Students are asked to place their name, date, and page number on each page. Deadlines for the special events paper are rolling. Students should plan to submit one week after attending the event. Students are also encouraged to submit one paper before the midterm and the second by the last day of classes. If these guidelines pose a challenge, the last day students can submit these papers is the last day of fall semester classes.

## 3. GROUP BOOK RESPONSES (20%):

Student groups will prepare report on one book. The report will include 1) a Response Form, 2) a three (3) page paper addressing the content of the book and its significance in understanding Black resistance and resilience in Florida, and 4) an in class presentation. The dates for each are listed below.

Book Response to <i>Black Society in Spanish Florida</i>	<b>Due:</b> February 25
Book Response <i>A History of Florida through Black Eyes</i>	<b>Due:</b> March 4
Book Response to <i>Go Gator and Muddy the Water</i>	<b>Due:</b> March 11
Book Response <i>Freedom in the family</i>	<b>Due:</b> March 25
Book Response to <i>Their Eyes Were Watching God</i>	<b>Due:</b> April 1
Book Response to <i>African American Studies: 50 Years at the University of Florida</i>	<b>Due:</b> April 8
<b><i>(Dates will be discussed in class and posted to Canvas)</i></b>	

## 4. Archive Timeline Report Due February 11 (20%)

Select one (1) appropriate item (i.e. brochure, letter, poster, diary, photo, etc.) in the UF Archives significant to the theme, *Black in Florida: Resistance and Resilience*. Research and prepare a time-line covering a 20 year period which places the item in the proper historic context and highlights key dates and events. The report should include: 1) A two (2) page summary of the item and time period, 3) a Time-Line with between 15 and 20 relevant date/events, and 4) a minimum of five (5) references.

***(See the handout on Canvas for more details)***

## 5. Oral History Project/Presentation Due April 15 (20%)

**PART 1:** Select a person to interview who has demonstrated some level of social, cultural and/or political resistance and/or resilience in Florida. Conduct preliminary research on the person, their community, and other information that may help you with the interview.

**PART 2:** Transcribe your interview and conduct more research to support the points you make in your report. Write up your findings in a 5 page report with six references AND the transcribed copy of the interview in the appendix. (**Due:** April 15).

**PART 3:** Present a 15 minute summary of your report to the class.  
***(See the handout on Canvas for more details)***

## 6. Test: February 18 (20%)

There will be one open-note test. The test will be comprehensive and focus on class readings, discussions, presentations, course lectures and media. You may use your dedicated course notebook on the test which will consist of short answer and short (essay) answer items.

### \*Graduate Credit. Final Paper

Students enrolled in ANG6930 will write a paper on a topic of their choice related to the work of this course. Guidelines will be discussed in consultation with the professor.

**Your Grade Will Be Based On The Following Scale %:** 93-100=A, 90-92=A-, 87-89=B+, 83-86=B, 80- 82=B-, 77-79=C+, 73-76=C, 70-72=C-, 67-69=D+, 63-66=D, 60-62=D-, 57 and below = E.

For more information on current UF grading policies for assigning grade points, you may link to the following website: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

## REQUIRED TEXTS

Landers, Jane. 1999. *Black Society in Spanish Florida*. University of Florida.

Due, Tananarieve Due and Patricia Stephens Due. 2003. *Freedom in the family: A Mother-Daughter Memoir of the fight for Civil Rights*.

Gordon, Jacob and Paul Ortiz. 2022. *African American Studies: 50 Years at the University of Florida*. Library Press at UF.

Hurston, Zora Neale. Edited by Pamela Bordelon. 1999. *Go Gator, and Muddy the Water: Writings from the Federal Writers' Project*.

Hurston, Zora Neale. 1937. *Their Eyes Were Watching God*. (Any Edition)

Dunn, Marvin. 2016. *A History of Florida Though Black Eyes*. Create Space.

# Black In Florida: Course Outline

DATE	TOPIC(S)	READING(S)/FILM(S)/ASSIGNMENT(S)
<i>Week 1</i>	<b>COURSE OVERVIEW FROM AFRICA TO FLORIDA</b>	<b>Syllabus</b>
T-Jan 7	<b>FLORIDA TIME-LINE</b>	<b>Introductions Book</b>
R-Jan 9	<b>BLACK FLORIDA</b>	<b>Assignments</b>
		<b>Reading:</b> Dunn: Chp. 1 pp. 1-28 Ortiz: Chp. 1
<i>Week 2</i>	<b>ENSLAVEMENT &amp; RESISTANCE</b>	<b>Reading:</b> Dunn: Chp. 2 pp. 43-48 Rivers: Chapters 1 & 2.
T-Jan 14		
R-Jan 16	<b>AFRICANS &amp; SPANISH FLORIDA</b>	<b>Reading:</b> Landers: Chapters 1, 2 and 7.
<i>Week 3</i>	<b>JEWELS IN THE UF ARCHIVES</b>	<b>Reading:</b> Visit the UF Archives page at: <a href="https://cms.uflib.ufl.edu/sasc/Index.aspx">https://cms.uflib.ufl.edu/sasc/Index.aspx</a>
T-Jan 21	Library East – Judaica Suite 2 <sup>nd</sup> Flr.	
R-Jan 23	<b>RUNNING AWAY</b>	Rivers: Chp. 4 - 6
<i>Week 4</i>	<b>AFRICAN “SEMINOLE” REBELLIONS</b>	<b>Reading:</b> Dunn: pp. 29-39 and Ortiz, pp. 1-8
T-Jan 28		
R-Jan 30	<b>FLORIDA &amp; THE CIVIL WAR</b>	Rivers: Chp. 11
<i>Week 5</i>	<b>BLACK EDUCATION IN FLORIDA</b>	<b>Reading:</b> Green: Chapters 1-3
T-Feb 4		
R-Feb 6	<b>BLACK POLITICIANS JIM CROW &amp; RESISTANCE</b>	Ortiz: Chapter 7 & 8
<i>Week 6</i>	<b>CHURCH &amp; BENEVOLENT ASSOCIATIONS</b>	<b>Reading:</b> Ortiz: Chapter 5, pp. 101-127 <b>DUE:</b> Archive Time Line Report
T-Feb 11		
R-Feb 13	<b>VIRGIL HAWKINS &amp; SCHOOL DESEGREGATION</b>	Green: Chapters 8 & 9.
<i>Week 7</i>	<b>TEST #1</b>	<b>You may use your dedicated course notebook. No printouts or notes from other people.</b>
T-Feb 18		

<i>Week 8</i> T-Feb 25	<b>RACIAL VIOLENCE THE ROSEWOOD MASSACRE</b> Mrs. Liz Jenkins	<b>Reading:</b> Ortiz: Chp 3 Dunn: Chp. 4 & 6
R-Feb 27	<b>CIVIL RIGHTS MR. MARNA WESTON</b>	Dunn, Chp. 7 and Due & Due, pp. 1-55 We will collaborate with Mr. Weston's class <i>Florida and the Civil Rights Movement</i> at Oak Hall School
<b>Week 9</b>	<b>NO CLASS – SPRING BREAK</b>	<b>March 10</b>
<i>Week 10</i> T-Mar 10	<b>CIVIL RIGHTS</b>	<b>Reading:</b> Due, Chapter 13, 15 & 25
R-Mar 12	<b>BOOK REPORT</b>	<b>DUE:</b> <i>-Black Society in Spanish Florida</i>
<i>Week 11</i> T-Mar 17	<b>BLACK FARMERS &amp; LAND</b>	
R-Mar 19	<b>BOOK REPORT</b>	<b>DUE:</b> <i>-Rebels and Runaways</i>
<i>Week 12</i> T-Mar 24	<b>BOOK REPORT</b>	<b>DUE:</b> <i>-Emancipation Betrayed</i> <i>-Before His Time: Harry T. Moore</i>
R-Mar 26	<b>BOOK REPORT</b>	<b>DUE:</b> <i>-Freedom in the Family</i>
<i>Week 13</i> T-Mar 31	<b>PRESENTATIONS ORAL HISTORY PROJECTS</b>	
R-Apr 2	<b>PRESENTATIONS ORAL HISTORY PROJECTS</b>	
<i>Week 14</i> T-April 7	<b>PRESENTATIONS ORAL HISTORY PROJECTS</b>	
R-April 9	<b>PRESENTATIONS ORAL HISTORY PROJECTS</b>	<b>DUE:</b> Oral History Report Packet
<i>Week 15</i> T-Apr 14	<b>PRESENTATIONS ORAL HISTORY PROJECTS</b>	
R-Apr 16	<b>REVIEW OF COURSE MATERIAL</b>	
<i>Week 16</i> T-Apr 21		<b>LAST DAY OF CLASS</b>
R-Apr 23	<b>NO CLASS - READING DAY</b>	

*This syllabus is a general guide and is subject to modification. Should it change, you will be notified in class and in writing.*