

Spring 2012
AFA 3110 - Key Issues in African American & Black Atlantic Thought
T 4-5 (10:40am- 12:35), R 5 (11:45-12:25), LIT 0235

Dr. Faye V. Harrison
B129 Turlington Hall, phone: 2-1020
Office hours: M 11am-Noon, 1:30-3:00pm; W 10am-noon

COURSE DESCRIPTION

Overview. This course examines central currents in the intellectual history of the African American experience and other African diasporic experiences with which it has interacted and intersected both in the United States and other national contexts in the transatlantic world. Focus is on the prevailing trends in social and political thought, especially those related to questions of racism, slavery, freedom, citizenship, cultural identity, gender and sexual politics, economic justice, politics, crime and criminalization, diaspora, and international affairs. Emphasis will be placed on the leading voices of resistance and social change that have influenced black public consciousness, social and political action, and intellectual activities, including the formulation of social criticism and theory—both formal/academic and vernacular varieties.

Objectives. The major objectives of this course are: 1) to expand students' awareness of African American and African diaspora contributions to the social analysis and theory of the Black Experience; 2) to promote awareness of the significance of this body of knowledge for understanding racialization and other forms of difference and social inequality that operate in conjunction with processes of race making; and 3) to promote students' ability to think critically and communicate effectively about ideas in writing and speech.

The course fulfills the **General Education** requirements for the **humanities (H)** and **diversity (D)**. It also fulfills the **Gordon Rule E6** requirement. This means that writing assignments (beyond the exams) will amount to a total of 6000 words, and that students will receive feedback and guidance on those assignments toward the goal of improving their writing skills.

TEXTBOOKS

Gilroy, Paul. 1993. *The Black Atlantic: Modernity and Double Consciousness*. Cambridge: Harvard University Press.

Jiménez Román, Miriam & Juan Flores, eds. *The Afro-Latin@ Reader: History & Culture in the United States*. Durham: Duke University Press (strongly recommended).

Marable, Manning & Leith Mullings, eds. 2009. *Let Nobody Turn Us Around: Voices of Resistance, Reform, & Renewal*. Second edition. Lanham: Rowman & Littlefield Publishers.

Waters, Kristin & Carol B. Conaway, eds. *Black Women's Intellectual Traditions: Speaking their Minds*. Burlington: University of Vermont Press.

REQUIREMENTS

1. Do the readings by the time class meets on Tuesday and Thursday. Most assignments are from the list of required and recommended books, but some will be available from the library (either the catalog's online sources or e-reserve). The professor will provide pdfs of required and recommended readings not otherwise accessible.

2. Attend class and participate as regularly as possible. A record of attendance and unexcused absences will be kept. Minimally, participation involves asking questions and displaying attentiveness. There will

be opportunities to give individual and group presentations and to participate in small breakout group discussions and activities. **Some of the weekly readings will be divided up among work groups** that will contribute to class discussion based on their respective smaller group collaborations. Group and individual assignments such as these will be discussed and “negotiated” in class, so attendance is important. **(25 points)**

3. Write your critical reflections. *Students* are required to write five double-spaced three-page papers (of about 750 words each=>3750 total words). These **reaction papers** are to critically reflect on some aspect of the readings done usually over a two-week period. Hard copies are to be submitted on due dates, which will fall on Thursdays. Electronic submissions are allowed only in the case of excused absences from class. Although the professor may suggest topics to address, students may write about whatever most interests them. Essays may focus on a single reading or examine issues that run across more than one text. Students are free to express their personal reactions and to write autobiographically; however, personal opinions and experiences should be informed by the conceptual and empirical substance of the assigned and recommended readings. **(25 points)**

4. Do library research and write a term paper in at least three phases. A term paper **proposal**, due Feb. 23, of at least two pages of text (500 words) along with a third page listing ten potential references (journal articles, books or book chapters, and appropriate websites) the student will draw upon in researching the paper. The items on this list should be briefly annotated or the references may be discussed in the meat of the text. A preliminary **draft of the paper** must be submitted for the purpose of receiving the professor’s feedback and guidance before the paper is completed for final submission. The draft, which will not be given a recorded graded, is due on Thursday, April 5, and the **final paper** is due on Tuesday, April 24, the final class meeting.

Students are encouraged to begin the search for term paper topic early in the semester. They may begin by browsing the required and recommended readings and taking advantage of their professor’s office hours. Topics must be approved and shown to be tenable as a research focus. In other words, there must be an established literature on the subject.

The term paper, which should be at least 7 pages (or 1750 words), will be evaluated on the basis of the following criteria: 1) the application and articulation of an interdisciplinary perspective, 2) the clarity of exposition, 3) the overall quality of evidence used to support the argument, 4) the adequacy of organization and writing (i.e., word usage, grammar and spelling), and 5) the relative quantity and quality of citations. *Most of these criteria (especially 2-4) should be considered general guidelines for all writing assignments.* **(Proposal=10 points, Draft=0 points, Final version=20; TOTAL==>30 points)**

5. Take two examinations. There will be two take-home exams, a mid-term and final, for 10 points each. Both will require short essay responses to questions generated from class discussions and the readings. **(20 points)**

GRADING

C

Categories of Evaluation

Participation	25 points
Critical Reflections	25 points
Proposal	10 points
Term Paper	20 points
Mid-term exam	10 points
Final exam	10 points

Grade/Point Scale

A=100-95, A-=94-90, B+=89-87, B=86-82, B-=82-80, C+=79-77, C=76-73, C-=72-70, D+=69-67, D=66-63, D-=62-60, E=<60

EXTENSIONS ON ASSIGNMENTS

Students will be allowed an extension of a due date ONLY if they provide documentation of an illness, death in the family, or athletics-related travel. There will be penalties for unexcused late submissions.

ACADEMIC HONESTY

Every student must observe an implied honor code in all academic work. Students must operate according to an implied pledge that for “any work submitted for credit the student has neither received nor given unauthorized aid.” In other words, cheating and plagiarism are breaches of academic honesty subject to disciplinary action, which may include a failing grade for the course. For more details, consult the website <http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>.

ACCOMMODATIONS TO STUDENTS WITH DISABILITIES

Students needing classroom accommodation should register with the Dean of Students Office, where the necessary documentation will be issued. Students must submit that documentation to the professor when requesting accommodation.

SCHEDULE OF TOPICS, READINGS, & ASSIGNMENT DUE DATES

(DIS)ORIENTATION

- 01.10-12 Introduction to course objectives and requirements, to key concepts and perspectives within the history of social and political thought in Black America and the African or Black Diaspora in the Atlantic World, and to debates on the role of Black intellectuals
- Marable & Mullings (M&M), “Introduction: Resistance, Reform and Renewal in the Black Experience,” in *Let Nobody Turn Us Around*, 2009, xxi-xxix
- 01.17-19 Multiple Modalities of Black Intellectualism: roles and dilemmas of African diaspora intellectuals
- Cornel West, “The Dilemma of the Black Intellectual” in *Cultural Critique*, No. 1, Autumn 1985 or in *Journal of Blacks in Higher Education*, No. 2, Winter 1993, 59-67 (available online via Smathers Library catalog or Google)
- bell hooks, “Black Women Intellectuals” in *Breaking Bread: Insurgent Black Intellectual*. South End Press, pages 147-163, 1991 (pdf)
- Grant Farred, “Introduction: Thinking in Vernacular” in *What’s My Name? Black Vernacular Intellectuals*. University of Minnesota Press, 2003 (pdf)

HISTORICAL OVERVIEW OF KEY ISSUES

- 01.24-26 Enslavement and abolitionism, 1789-1861

Selections from M&M’s Section One:

- Introduction, pp. 3-7
- Phillis Wheatley, “On Being Brought from Africa to America,” pp. 7-8
- Olaudah Equiano, “The Interesting Narrative of the Life of Olaudah Equiano,” pp. 9-17
- Prince Hall, “Thus Doth Ethiopia Stretch Forth Her Hand from Slavery to Freedom and Equality,” 17-19
- Richard Allen, “The Founding of the African Methodist Episcopal Church,” 20-24

- David Walker's Appeal, 24-33
- Nat Turner's Statement, 34-39

Screening of parts of Haile Gerima's "Sankofa"

Critical reflection #1 due on Thursday

01.31-02.02 Maria W. Stewart, Abolitionist with a Gendered Consciousness

- Stewart, "What If I Am a Woman?" in M&M, 40-46
- "Introduction" and "Part I: Maria W. Stewart: Black Feminism in Public Places" in *Black Women's Intellectual Traditions: Speaking Their Minds* (W&C), 2007
- Marilyn Richardson, "Maria W. Stewart: America's First Black Woman Political Writer," 13-37
- Lena Ampadu, "Maria W. Stewart and the Rhetoric of Black Preaching, 38-54
- Ebony A. Utley, "A Woman Made of Words," 55-71*
- R. Dianne Bartlow "No Throw-away Woman," 70-88 *

Critical reflection #2 due

02.07-09 Perspectives from the Narratives & Speeches of Free and Enslaved Women:
Nancy Prince, Sojourner Truth, and Harriet Jacobs

- Hazel V. Carby, "Hear My Voice, Ye Careless Daughters," 91-112, in Waters & Conaway (W&C)
- Sojourner Truth, "A'n't I a Woman? M&M, 67-69
- Carla Peterson, "A Sign onto This Nation: Sojourner Truth . . .," 129-170, W&C
- Michelle N. Garfield, "Literary Societies," 113-128, W&C*

Critical Reflection #3 due

02.14-16 From Litigation and Integrationist Abolitionism to Nationalist Manifestos and Spirituals

Screening of parts of "Amistad"

- Cinque and the Amistad revolt 1841, M&M, 51-63
- Dred Scott decision, 1857, M&M, 88-92
- Frederick Douglass's speech denouncing the decision, M&M, 93-106
- Martin Delany, "A Black Nationalist Manifesto, M&M, 70-84
- The Spirituals, M&M, 111-113

02.21-23 Reconstruction and its Aftermath, 1865-1915

- Introduction to Section Two, M&M, 115-122
- Henry McNeal Turner's Christian nationalism, M&M, 128-132
- Black labor convention, 132-135; T. Thomas Fortune, "Labor and capital are in deadly conflict," 135-138
- Edward Wilmot Blyden, "The African Problem," M&M, 139-149
- Mary Ann Shadd Cary, "A Pleas for Emigration" 68-70
- Carol Conaway, "Mary Ann Shadd Cary: A Visionary of the Black Press" in W&C, 192-215*
- Booker T. Washington, "Atlanta Exposition Address," M&M, 175-177; "My View of Segregation Laws," 177-180

- WEB Du Bois, excerpts from “Conservation of Races” and *Souls of Black Folk*, M&M, 195-209
- Niagara Movement, M&M, 209-212*
- Hubert Harrison, Black revolutionary nationalism, M&M, 213-216*

Term paper proposal due and mid-term exam distributed

02.28-03.01 Post-Emancipation & Early 20th Century Women’s Voices

- Vanessa Holford Diana, “Narrative Patterning of Resistance in Frances E.W. Harper’s *Iola Leroy* and Pauline Hopkins’ *Contending Forces*,” W&C, 173-191
- Anna Julia Cooper, “A Voice from the South,” M&M, 159-164
- Mary Helen Washington, “Anna Julia Cooper: A Voice from the South,” W&C, 249-268
- Joy James, “Shadowboxing: Liberation Limbos—Ida B. Wells,” W&C, 346-362
- Melinda Abdullah, “The Emergence of a Black Feminist Leadership Model,” 328-345*
- Kristin Waters, “Some Core Themes of 19th Century Black Feminism,” W&C, 365-392*

Mid-term exam due

03.02-08 *No class—SPRING BREAK !*

03.13-15 Great Migrations from South and Caribbean, New Negro Movement, Garvey Movement, and World Wars, Post-War II Period, 1915-1954

Section Three, M&M

- Introduction, 219-224
- Black Bolsheviks, 228-241*
- Marcus Garvey and the UNIA, 241-250; Amy Jacques Garvey, “Women as Leaders,” 251-252
- Claude McKay, “If We Must Die,” 227-228
- Langston Hughes and the Harlem Renaissance, 253-263
- Scottsboro Trials and Black Workers in the Depression, 273-280
- Claudia Jones on Negro womanhood, 316-325
- Paul Robeson, “The Negro Artist Looks Ahead,” 325-330
- Thurgood Marshall, the Brown Decision, 331-340

Footage from “Scottsboro: An American Tragedy”

Critical reflection #4 due

03.20-22 Building the Mass Movement and Second Reconstruction, 1955-1974

Selections from M&M’s Section Four

- M&M Introduction, 343-352
- Rosa Parks, Jo Ann Robinson, excerpts from documents on Montgomery Bus Boycott, 252-361
- SCLC program, 367-370; ML King, “Non-Violence & Racial Justice,” 377-383
- SNCC and the sit-in movement, 371-372; John R. Lewis, “The Revolution is at Hand,” 383-385; Fannie Lou Hamer, “Special Plight and the Role of Black Women,” 395-399; SNCC Position Paper: Women in the Movement, 399-401; Position Paper on Black Power, 425-429 Stokely Carmichael on Black Power, “What We Want,” 419-435

- Malcolm X "The Ballot or the Bullet," 404-418
- Black Panther Party Platform & Program 445-449
- Angela Y. Davis, "I Am a Revolutionary Black Woman," 459-463
- Amiri Baraka, "There is No Revolution without the People," 473-479

--Barbara Ransby on Ella Baker (pdf)

<http://www.dso.ufl.edu/sccr/honorcodes/honorcode.php>

--Excerpts from "Eyes on the Prize" DVD

03.27-29 Professor's out-of-state conference –catch up with reading and work on term papers!

04.03-05 Post-civil and post-colonial trends, 1975-present

Selections from M&M's Section Five

- Black Feminisms: The Combahee River Collective Statement, 501-506
- bell hooks, "Shaping Feminist Theory," 522-528
- Louis Farrakhan: The Million Man March, 580-583
- Molefi Asante, "Afrocentricity," 546-551
- Randall Robinson & Jesse Jackson, "The anti-apartheid movement," 529-534
- Hip Hop Activism, 603-605
- World Conference against Racism, "Vienna Declaration and Plan of Action," 606-612
- US Representative Barbara Lee's response to 9/11, 613-617
- The Katrina Disaster, "This is Criminal: Malik Rahim Reports from New Orleans"
- Barack Obama and "Post-Racial" Politics, 627-640

--Manning Marable, "9/11 Racism in the Time of Terror" and "Racializing Obama: The Enigma of Post-Black Politics and Leadership" from *Beyond Boundaries: The Manning Marable Reader*, 2011 (pdfs)

Drafts of term papers due on Thursday

INTERETHNIC & TRANSNATIONAL BLACKNESS

04.10-12 Black Diversity in the U.S.—past and present incorporation of black immigrants

Selected chapters from *The Afro-Latin@ Reader*

- Jimenez Roman & Flores (J&F), Introduction
- Jesse Hoffnung-Garskof, "The World of Arturo Alfonso Schomburg," 70-91
- Susan Greenbaum, "Afro-Cubans in Tampa," 51-61
- Pablo "Yoruba" Guzmán, "Before People Called Me a Spic, They Called me a Nigger," 235-243
- Ana M. Lara, "Uncovering Mirrors: Afro-Latina Lesbian Subjects," 298-313

Selections from *The New African Diaspora* (Isidore Okpewho & Nkiru Nzegwu, eds.)

- Balfour K. Takyi, "Africans Abroad: Comparative Perspectives on America's Postcolonial West Africans," 236-254, 2009
- Msia Kibona Clark, "Questions of Identity among African Immigrants in America," 255-270

Critical reflection #5 due

INTERROGATING MODELS & PARADIGMS

04.17-19 Mapping the Black Atlantic as a Site for Counter-Modernity

Selected chapters and excerpts from Paul Gilroy's *The Black Atlantic*

04.24 LAST CLASS, **term papers due**, review for exam, exam distributed.

05.02 **FINAL EXAM due by 5 pm**