

Cover Sheet: Request 13138

AFA 3XXX Black Power Movement

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Sharon Austin polssdw@ufl.edu
Created	10/5/2018 11:59:03 AM
Updated	11/26/2018 8:39:54 AM
Description of request	Gain approval for the black power movement course as a 3000-level course.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - African American Studies 011601004	Sharon Austin		10/5/2018
uccconsult_black_power_movement.pdf					10/5/2018
College	Conditionally Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane	The College Curriculum Committee conditionally approves this request, with the following: 1) please re-do the course description to be consistent with approved style guidelines (see http://clas.ufl.edu/curriculum/do) 2) include the full links under links and policies, that are found in the syllabus policy page.	10/26/2018
No document changes					
Department	Approved	CLAS - African American Studies 011601004	Sharon Austin		11/15/2018
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		11/26/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			11/26/2018
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					

Step	Status	Group	User	Comment	Updated
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 13138

Info

Request: AFA 3XXX Black Power Movement

Description of request: Gain approval for the black power movement course as a 3000-level course.

Submitter: Sharon Austin polssdw@ufl.edu

Created: 11/15/2018 12:03:01 PM

Form version: 3

Responses

Recommended Prefix AFA

Course Level 3

Number XXX

Category of Instruction Intermediate

Lab Code None

Course Title Black Power Movement

Transcript Title Black Power Movement

Degree Type Baccalaureate

Delivery Method(s) Online, On-Campus

Co-Listing No

Co-Listing Explanation It will not be co-listed.

Effective Term Earliest Available

Effective Year 2019

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description An examination of the Black Power Movement, including major themes, roots in previous black organizing, associated groups and figures, and its influence on present society and activism."

Prerequisites AFA2000 Introduction to African American Studies

Co-requisites None

Rationale and Placement in Curriculum This course meets requirements for the African American Studies major and minor.

Course Objectives Explain the origin of the black power movement (reason it was founded).

Interpret the concept of Black Power and situate it within the narrative of American History.

Analyze the major goals, objectives, successes and failure of the black power movement.

Compare and contrast the black power movement to other contemporary social movements.

Compare and contrast the activities and leaders of the black power movement to those of the modern civil rights movement.

Course Textbook(s) and/or Other Assigned Reading Peniel Joseph, Waiting til the Midnight Hour: A Narrative History of Black Power in America

Timothy Tyson, Radio Free Dixie: Robert F. Williams and the Roots of Black Power

Manning Marable, Malcolm X: A Life of Reinvention

Clayborne Carson, *In Struggle: SNCC and the Black Awakening of the 1960s*

Stokely Carmichael and Mark Hamilton, *Black Power: The Politics of Liberation*

Hasan Jeffries, *Bloody Lowndes: Civil Rights and Black Power in Alabama's Black Belt*

Curtis Austin, *Up Against the Wall: Violence in the Making and Unmaking of the Black Panther Party*

Weekly Schedule of Topics Module One (January 4 – 15) “The Roots of Black Power”

Reading:

Peniel Joseph, *Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America* (New York: Henry Holt and Company, 2006), Introduction – Chapter 3

Non-lecture video:

Introduction to the Black Power Movement, <https://www.youtube.com/watch?v=h36wbRHlnhs>

Discussion Post and Short Essay Due On January 15th

Discussion Post: In a recorded video introduction, introduce yourself. Share the information you think is important about you; it could be where you're from, your major, the activities you participate in, or anything else you think tells your story. Also, briefly say why you're interested in this class/topic and what you hope to get out of it. Responses should be recorded and uploaded.

Short essay: Write 1-2 paragraphs to answer each of the following questions. – The Black Power Movement remains one of the most misunderstood social movements in American history. What comes to mind when you hear the words “Black Power”? What are the lasting images and ideas of the Black Power Movement in the American public memory? What are your own preconceived notions about what Black Power means?

Module Two (January 16 – 29) “Armed Self-Defense and Robert F. Williams”

Reading:

Timothy Tyson, *Radio Free Dixie: Robert F. Williams and the Roots of Black Power* (Chapel Hill: University of North Carolina Press, 1999), Introduction – Conclusion

Non-lecture video:

Radio Free Dixie broadcast, <https://www.youtube.com/watch?v=ojwtUMZGB4c>

Discussion Post, Essay, and Quiz Due On January 29th.

Discussion board post (one original post, one response): Discuss the idea of armed self-defense in relation to the non-violence of the Civil Rights Movement. In terms of a social movement, what are the benefits and drawbacks of non-violence? Of self-defense? Which idea makes the most sense to you?

Brief essay (1-2 pages): Describe the life of Robert F. Williams and his work in North Carolina. What causes did he take up? How did he try to organize people in Monroe? What problems did he face from the NAACP and other African Americans? Is he an activist of civil rights, Black Power, or both?

Short answer quiz: Provide a 2-3 sentence answer to each of the three questions.

Module Three (January 30 – February 12) “Black Separatism, the Nation of Islam, and Malcolm X”

Readings:

Peniel Joseph, *Waiting 'Til the Midnight Hour: A Narrative of Black Power in America* (New York: Henry Holt and Company, 2006), Chapters 4 – 6

Manning Marable, *Malcolm X: A Life of Reinvention* (New York: Penguin, 2012), Prologue – Chapter 6

Non-lecture video:

Malcolm X: The House Negro and the Field Negro: <https://www.youtube.com/watch?v=znQe9nUKzvQ>

Discussion Post Due, Writing Assignment, and Essay Due On February 12th

Discussion board post (one original post required): Define black separatism, based on your own ideas and the ideas from this module's materials. List at least two potential outcomes (one positive, one negative) of this concept.

Short writing assignment (1-2 paragraphs): Describe the basic ideas of the Nation of Islam. What brought about this group? What are some of the central beliefs of this organization?

Essay (1-2 pages): Malcolm X's speech (YouTube video, Joseph pgs. 84 – 92) presents two types of blacks from the days of slavery: the House Negro and the Field Negro. Compare and contrast the two and analyze Malcolm's purposes in making this speech. How did these concepts translate to blacks in the 1950s/60s?

Module Four (February 13 – 26) "Student Involvement and the Student Nonviolent Coordinating Committee"

Readings:

Peniel Joseph, *Waiting 'Til the Midnight Hour: A Narrative of Black Power in America* (New York: Henry Holt and Company, 2006), Chapters 7 – 8

Clayborne Carson, *In Struggle: SNCC and the Black Awakening of the 1960s*, Chapter 10 – 18

Non-lecture video:

Eyes on the Prize, The Sit-Ins (only 0:00 – 12 min): https://www.youtube.com/watch?v=bTUs_rl6oE8

Video Discussion, Quiz, and Essay Due On February 26th

Video discussion: Record a short video (1 to 5 minutes) describing what role you think students should play in pushing for legal, social, and political change. Feel free to incorporate student activism of past decades, but try and connect it to how you think students should be involved in social movements today.

Matching quiz: Put the 10 events listed on the student movement in chronological order, using only lectures and readings from the course; 10-minute limit.

Essay (1 page): By 1960, high school and college students became the leading force in the black freedom struggle. What changed with the sit-ins in 1960? How did a new generation's leadership change the goals and tactics of the movement?

Module Five (February 27 – March 19) "SNCC and the Transition to Black Power"

Readings:

Stokely Carmichael and Charles V. Hamilton, *Black Power: The Politics of Liberation* (New York: Vintage Books, 1967), Preface – Chapter 3

Hasan Kwame Jeffries, *Bloody Lowndes: Civil Rights and Black Power in Alabama's Black Belt* (New York: NYU Press, 2010), all

Non-lecture video:

Stokely Carmichael 1968 speech (the video cuts off before the last phrase, "Black Power"):
<https://www.youtube.com/watch?v=zxrzTsfPpFM>

Essay and Discussion Post Due on March 19th

Brief essay (1-2 pages): How did SNCC define Black Power? What steps did they take that made their stance more radical than their predecessors? Why was student involvement so important to this transition from Civil Rights to Black Power?

Discussion Board (one post, one response): How are separatist, all-black political parties beneficial to the struggle for more black political power? How are they detrimental? Do they more so contribute to an inclusive democracy or take away from it? Why did some activists consider them necessary in the 1960s?

Module Six (March 20 – April 9) "The Black Panther Party for Self-Defense"

Readings:

Peniel Joseph, *Waiting 'Til the Midnight Hour: A Narrative of Black Power in America* (New York: Henry Holt and Company, 2006), Chapters 9 – 10
Curtis Austin, *Up Against the Wall: Violence in the Making and Unmaking of the Black Panther Party* (Fayetteville: University of Arkansas Press, 2006), all.

Non-lecture videos:

Black Panthers: <https://www.youtube.com/watch?v=mk2ZtO2Gt8I>
Fred Hampton: <https://www.youtube.com/watch?v=Wy1gveC3GVs>

Quiz, Writing Assignment, and Discussion Post Due On April 9th

Short answer quiz: Write 1-2 sentences to answer the three questions below

- Where did Huey Newton and Bobby Seale first meet?
- What was the first issue the Black Panthers took up in Oakland?
- Describe one of the two events that first put the Panthers on the map.

Writing assignment: Write 1-2 pages to answer the following three questions. How did the Panthers platform develop from 1966 to the early 1970s? Why did they make changes to their approaches? How did the groups ideas compare to the media depictions?

Discussion board: Include one post and one response to the questions: Was Black Power rhetoric a useful organizing tool? Do you think confrontational rhetoric could help create a movement for change?

Module Seven (April 10 – April 19) “Black Arts, Black Pride, and Black Power Legacies”

Readings:

Peniel Joseph, *Waiting 'Til the Midnight Hour: A Narrative History of Black Power in America* (New York: Holt and Company, 2006), Chapter 11 – Epilogue
Daniel Matlin, "Lift up Yr Self!" Reinterpreting Amiri Baraka (LeRoi Jones), Black Power, and the Uplift Tradition," *Journal of American History* Vol. 93, No. 1 (June 2006), pp. 91-116.

Non-lecture video:

Amiri Baraka, “Against Bourgeois Art”: <https://www.youtube.com/watch?v=ehRSCQn38Ho>

Writing Assignment and Discussion Post Due On April 13th

Short writing Assignment (1 page): Find a piece of work that shows examples of the Black Arts Movement, Black Pride, or Black Power generally, and explain how it connects to one or more of these ideas. It can be visual art, such as a painting, a written work, such as a poem, a play or production, a song, etc. Preferably, it should be from the 1960s or 1970s, but if you can justify something from a different era, that works as well.

Discussion board (one post, one response): What is the overall legacy of Black Power? How does it influence different aspects of today's society?

Final projects should be uploaded by April 23rd.

Links and Policies [HTTP://www.dso.ufl.edu/drc](http://www.dso.ufl.edu/drc)

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Grading Scheme Grade breakdown is as follows:

Grade Scale:

A (4.0) = 93 - 100 A- (3.67) = 90 - 92 B+ (3.33) = 87 - 89; B (3.0) = 83 - 86; B- (2.67) = 80 - 82; C+ (2.33) = 77 - 79; C (2.0) = 73 - 76; C- (1.67) = 70 - 72; D+ (1.33) = 67 - 69; D (1.0) = 63 - 66; D- (.67) = 60 – 62; E Below 60

Assignments:

3 Quizzes (5% each)

15%
7 Essays/Writing Assignments 35%
6 Discussion Boards (5% each) 30%
Final Project 20%

A C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or College Basic Distribution credit.

Assignments: Grades will be based on the above breakdown.

- Quizzes are either multiple choice, matching, or short answer. They will test your knowledge of specific information, such as dates, names, and places.
- Writing assignments will range from one to two paragraphs to multiple pages. They will challenge you to elaborate on certain events or concepts in this movement.
- Discussions are crucial to a college class; the information presented in lectures serves as contextual information to assist in talking about these topics with me and your classmates, to understand why these events and ideas mattered, both then and now. Some will consist of recorded video clips; others will simply use message boards. Instructions for how much to post will be provided.
- A final project will challenge you to further examine an idea, group, or individual associated with the Black Power Movement that we either did not cover fully or did not discuss at all. Tell me your thoughts ahead of time so that I can give you some guidance. Then, write a 3-5 page paper on the topic and also upload a presentation in whatever medium you prefer to present this information to the class. How you present the topic is up to you; it can be a PowerPoint presentation, a dramatic interpretation/short film, a podcast-style recording, a museum exhibit, or any other idea you can come up with. You will need something to present so your classmates can learn from your work. Make sure to connect the chosen topic to the concept of Black Power and fit it into the overall ideas from the class. All students should submit an idea for their topic and presentation method by the end of Module 6.

Instructor(s) To Be Determined

External Consultation Results (departments with potential overlap or interest in proposed course, if any)

Department	Name and Title
_____	_____
Phone Number	E-mail
_____	_____
Comments	

Department	Name and Title
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Phone Number	E-mail
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Department	Name and Title
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