Black Wall Street

AFA 3930– Section 0279 – Fall 2019
African American Studies Program – The University of Florida
Dr. Vincent E. Adejumo- Senior Lecturer

<table>
<thead>
<tr>
<th>Class Meeting Days: Tuesday and Thursday</th>
<th>Office: Zoom by appointment</th>
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</thead>
<tbody>
<tr>
<td>Class Meeting Period: 5-6 (T) 6(Th)</td>
<td>Building: Little Hall 0113</td>
</tr>
<tr>
<td>Class Time: T(11:45 am – 1:40 PM) Th(12:50 pm – 1:40 pm)</td>
<td>Phone: 352-392-0936</td>
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<tr>
<td>Office Hours: (T)(TH) 9:45 AM – 11:45 AM</td>
<td>Email: <a href="mailto:vadejumo3@ufl.edu">vadejumo3@ufl.edu</a></td>
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<tr>
<td>Credits: (03) Three Hours</td>
<td>Instagram: dr.vincent_ed_oluwole_adejumo</td>
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<tr>
<td>Skype: vadejumo3</td>
<td>Twitter: ufintroafam</td>
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Catalog Description

An integrated interdisciplinary exploration of selected themes and resources that represent the Black Business experience in North America, emphasizing continuity and change.

Course Description

As history has revealed, the development of black entrepreneurship and black enterprise since the founding of the United States has played an integral role in the advancement of American society today. Without the enterprise contributions of key African-American figures, many of the social and cultural commodities that all Americans identify with and enjoy today would not have been a reality. Black culture as a commodity provides a conceptual paradigm to examine entrepreneurship via the theory of “self-help” which sets the foundation for “Black Wall Street” and other predominantly black communities and collectives. “Black Wall Street” was a predominantly black business district located outside of Tulsa, Oklahoma and was considered an exemplar of black entrepreneurial success with over 300 thriving black businesses before it was burned down during the Tulsa race riots in 1921. This course will focus primarily on critically examining the state of African-American entrepreneurship from a historical perspective with “Black Wall Street” serving as a baseline as well as it’s strategies for advancement, tangible practices, and the current state of black business development. Students will become acquainted with the literature, data sources and discursive techniques for conducting empirical research on the dynamics of enterprise, entrepreneurship, and black business advancement. A critical component of the course is to examine and interrogate the impact of cultural, economic, and societal factors in the 21st century that are essential for black business development, propelled by new technologies in a market economy within the context of globalism. Special attention will be given to how globalism impacts the prospects of black enterprise and black entrepreneurship in the United States.

Course Objective

The objective of the course is to examine the historical nature of African-Americans establishing enterprise at certain points in American history while at the same time focusing on theories and policies that effect the value of the black dollar compared to other minority
community groups. For example, minorities in 2014 owned more than 949,000 businesses which amounted to roughly 11% being black owned. In contrast, 32% of minority owned businesses were Hispanic and about 53% were Asian. Using “Black Wall Street” as a baseline, the course will critically analyze the underlying factors that create the conditions that prevent African-Americans from initiating and maintaining viable businesses at the same rate as other racial minority groups in America as well as examine the overall larger dominant hegemonic societies’ perception of black business owners. In the first part of the course, students will become acquainted with the theories and general academic rhetoric of entrepreneurship and enterprising in America. The second part of the course will entail an historical overview of specifically the history of entrepreneurship and enterprising as it pertains to African-Americans, again with “Black Wall Street” serving as the foundation for discourse. The third part of the course will entail examining the current state of black business development in America today in the context of entertainment, sports, and corporate America. The last part of the course will focus on the conditions of black business development in different municipalities in Florida. Students will also be expected to develop a small business plan that addresses black enterprise and business development in the selected localities.

**Webinar Lectures**

“Black Wall Street” is taught in a synchronous online format on Thursdays which means you are required to view with a web camera the lectures LIVE online every Thursday from 12:50 pm to 1:40 PM which is period 6 in your handbook. An invitation will be sent each Thursday before class starts to view the lectures. For attendance to count, I will need to see your face via web cam for the entire lecture. Failure to do so will result in a significant impact for your participation grade. Please see the attendance policy for additional details.

**Disability Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester

**Course Evaluation**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at https://evaluations.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://evaluations.ufl.edu/results/
Course Activities

*Module Quizzes* ________________________________ 20%

In the first 3 modules, students will be expected to demonstrate mastery of the material for the week via a multiple choice quiz. The allotted time for the quiz is 1 hour and can be started at any time from noon Monday until the end of the 3rd week of the module Saturday Night 11 PM.

*Discussions Question responses* __________________________ 20%

In the first 3 modules, students will be expected to develop a critical analysis to the weekly discussion board question. Each discussion question will be a topic developed from the selected readings/videos in the module. In answering the question in an initial response, students will identify theories and concepts that are in the selected readings/video and explain why those theories and concepts answer the question. Each initial response to the question/or summary of materials presented for the week will be 1 page (300 words) in length, double spaced, 12-point font and includes at least 2 citations from the selected readings/videos. Initial 1 page 300-word response will be due on the Friday 11:00 PM of the second and third week of each module. After the initial response to the question/summary is posted, students will respond to at least 1 different initial responses of their classmates in at least 300 or more words using readings for that week and will be due that Saturday at 11:00 PM of the second and third Week of Each Module.

*Business Plan* ________________________________ 25%

Use the following questions to make decision about a business idea of your choice.

1. How can you describe the business...in only one paragraph please?
2. What is your product, or service?
3. Who will buy it?
4. Where should you locate the business?
5. How can you attract customers?
6. What is your competition?
7. How much should you charge for the products or service?
8. What advice do you need and who can provide it?
9. How will you organize the managers and/or workers of the business?
10. How will you split the profits? Who is responsible for the losses?
11. What should you consider to be able to produce the product and get it to the customer?
12. How much money is needed to get the business started?
13. How many customers will you have per month and how much will they buy per month?
14. How much does it cost to make the product or provide the service?

15. What are your operating costs? (Include your own salary)

16. How much money will your business earn each month by selling your product or service?

17. How much investment will you need to keep the business going until you make a profit?

18. What is your potential profit per year for Year I, Year II, and Year III?

19. How much money do you need to borrow to start this business?

20. How will you make the business grow in the future?

In addition to the ideas that are generated from the above questions, each student will write a professional business plan of at least 10 pages and will be due at the end of the semester. Part of your business plan will also entail interviewing a business owner/enterpriser/entrepreneur and getting tangible feedback. The feedback that you receive from the owner/entrepreneur will account for at least 1 page of your completed business plan.

Snap-a-Business .......................................................... 20%

You are tasked with patronizing a minority-owned business/enterprise in the United States and making a 5-minute video about it. Your video should include the product and/or service that you are purchasing, pricing, customer service review, marketing, location of business, and the general demographic that business normally targets. You should also include in the video how you learned about the business a comment from the owner/manager their experience managing the firm. All videos will be uploaded on Canvas and are due by April 10th. During the Black Metropolis Module, students will be required each week to provide a 100 word response to two videos that were uploaded by their peers each week in the Black Metropolis module by 11:00 PM.

The Collection Plate .......................................................... 10%

The collection plate assignment entails using concept mapping to visually illustrates the relationships between concepts and ideas. Represented in circles and boxes, concepts are linked by words and phrases that explain the connection between the ideas, helping you to organize and structure your thoughts to further understand information and discover new relationships. You will download the concept map template and complete it in the final week of the first three modules on the articles that are assigned for that week which will be due on Saturday at 11pm. The following is a guide for completing the map:

Start with a main idea, topic, or issue to focus on.

A helpful way to determine the context of your concept map is to choose a focus question—something that needs to be solved or a conclusion that needs to be reached. Once a topic or question is decided on, that will help with the hierarchical structure of the concept map.
Then determine the key concepts

Find the key concepts that connect and relate to your main idea and rank them; most general, inclusive concepts come first, then link to smaller, more specific concepts.

Finish by connecting concepts--creating linking phrases and words

Once the basic links between the concepts are created, add cross-links, which connect concepts in different areas of the map, to further illustrate the relationships and strengthen student’s understanding and knowledge on the topic.

Class Participation/Attendance 5%

Weekly attendance, participation, and completion of all assignments will be assessed to determine your participation/attendance grade. Three or more unexcused absences in the course will result in a corresponding deduction from your participation grade. For example, 1st absence after 2 absences is 1.5% deduction, 2nd is another 1.5% deduction, and 3rd unexcused means the entire 5% is deducted.

Requirements and Evaluation at a Glance

1. Module Quizzes 20%
2. Module Discussions 20%
3. Business Plan 25%
4. Snap-a-Business Discussion 20%
5. The Collection Plate 10%
6. Participation/Attendance 5%

Grading Scale


Presentation of Work

All written assignments must be typed, double-spaced using Times Roman 12 point font in MS Word with 250 WORDS PER PAGE. You must use a standard one-inch margin – no Bold-faced or large fonts. Use the style APA, MLA or Chicago that is used in your academic discipline. All pages should be numbered. Do not include a cover sheet. Put identifying information in the top, right corner, single spaced. The assignment title or paper title may be centered.

Violations of The Student Honor Code

Each student in this course is expected to abide by the University of Florida’s Student Honor Code and Code of Conduct. Any work submitted by a student in this course for academic credit will be the student's own work. Do not plagiarize. All work must be cited. Students suspected of academic dishonesty or of violating the Honor Code will be reported to the Dean of Students Office.
A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.

2. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

(b) Unauthorized Use of Materials or Resources ("Cheating"). A student shall not use unauthorized materials or resources in an academic activity. Unauthorized materials or resources shall include:

1. Any paper or project authored by the student and presented by the student for the satisfaction of any academic requirement if the student previously submitted substantially the same paper or project to satisfy an academic requirement and did not receive express authorization to resubmit the paper or project.

2. Any materials or resources prepared by another student and used without the other student's express consent or without proper attribution to the other student.

3. Any materials or resources which the faculty member has notified the student or the class are prohibited.

4. Use of a cheat sheet when not authorized to do so or use of any other resources or materials during an examination, quiz, or other academic activity without the express permission of the faculty member, whether access to such resource or materials is through a cell phone, PDA, other electronic device, or any other means.

For more information on violations of honor code, please visit here: https://www.dso.ufl.edu/scrc/process/student-conduct-honor-code/

**Evaluation of all Assignments Criteria**

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 class; 6) Following directions and completing assignments on time. See Grading rubric for specified distribution of points. UF has an online writing for students Visit their site at http://web.cwoc.ufl.edu/owl

**Required Books**


- The Rise and Fall of Black Wall Street – Robin Walker ISBN 9781499363920
**Attendance Policy**

Attendance for the Black Wall Street Course is mandatory. Students are responsible for satisfying all academic objectives as defined by Dr. Adejumo. Absences count from the first class meeting. In general, acceptable reasons for absence from or failure to participate in class include illness, serious family emergencies, special curricular requirements (e.g., judging trips, field trips, professional conferences), military obligation, severe weather conditions, religious holidays and participation in official university activities such as music performances, athletic competition or debate. Absences from class for court-imposed legal obligations (e.g., jury duty or subpoena) must be excused. Three or more unexcused absences in the course will result in a corresponding deduction from your participation grade. Excessive unexcused absences (5 or more unexcused absences) may result in 10% of your final grade at the discretion of Dr. Adejumo.

**Black Wall Street Course Outline**

*Module 1- Transactions*

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
<th>Readings Due</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>August 22nd</td>
<td><strong>Introduction</strong></td>
<td></td>
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<tr>
<td>August 27th</td>
<td>Theories of Enterprise</td>
<td>Small Business Enterprise</td>
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<tr>
<td>August 29th</td>
<td>What is Entrepreneurship</td>
<td>Entrepreneurship: a working definition</td>
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<tr>
<td>August 30th</td>
<td></td>
<td></td>
<td><strong>Initial response</strong></td>
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<tr>
<td>August 31st</td>
<td></td>
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<tr>
<td>September 3rd</td>
<td>Generating Ideas</td>
<td>Winning business Ideas</td>
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<tr>
<td>September 5th</td>
<td>Strengths, Weaknesses,</td>
<td>SWOT Analysis: A theoretical overview</td>
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<td></td>
<td>Opportunities, Threats</td>
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<tr>
<td>September 6th</td>
<td></td>
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<td><strong>Initial response</strong></td>
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<tr>
<td>September 7th</td>
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<tr>
<td>September 10th</td>
<td>Concepts of Black Enterprise</td>
<td>Race and Entrepreneurial Success: Pg 98 -117</td>
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<tr>
<td>September 12th</td>
<td>What it means to be a Black Entrepreneur</td>
<td>Race and Entrepreneurial Success: Pg 117 -138</td>
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<td>September 14th</td>
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<td><strong>Quiz 1</strong></td>
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<td>September 17th</td>
<td>Conceptualizing Black Capitalism</td>
<td>Race and Entrepreneurial Success: Pg 13 -48</td>
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<td>September 19th</td>
<td>Other Cultures: Asians</td>
<td>Race and Entrepreneurial Success 146- 174</td>
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<td>Date</td>
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<td>Readings Due</td>
<td>Assignment Due</td>
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<tr>
<td>September 21st</td>
<td>The Collection Plate</td>
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<tr>
<td>September 24th</td>
<td>Slave Economy</td>
<td>The History of Black Business in America PG 67-107</td>
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<tr>
<td>September 26th</td>
<td>Reconstruction &amp; Reparations</td>
<td>W.E.B DuBois and the case for Reparations</td>
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<tr>
<td>September 27th</td>
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<td>Initial Response</td>
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<tr>
<td>September 28th</td>
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<td>Rebuttal to peers</td>
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<tr>
<td>October 1st</td>
<td>Black Wall Street</td>
<td>The Rise and Fall of Black Wall Street pg. 3 - 17</td>
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<tr>
<td>October 3rd</td>
<td>Black Wall Street</td>
<td>The Rise and Fall of Black Wall Street pg. 17 - 38</td>
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<td>October 4th</td>
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<td>Initial Response</td>
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<tr>
<td>October 5th</td>
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<td></td>
<td>Rebuttal to peers</td>
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<tr>
<td>October 8th</td>
<td>Rosewood</td>
<td>Rosewood and America</td>
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<td>October 10th</td>
<td>Madam C.J. Walker Manufacturing Co.</td>
<td>Madam Walker</td>
<td>Quiz 2</td>
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<td>Business League</td>
<td>Reed Church</td>
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<tr>
<td>October 17th</td>
<td>Black Business as Civil Right or Black</td>
<td>Supporting Black Business Builds Black Power</td>
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<td>Power</td>
<td>Black Power as a Civil Right</td>
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<tr>
<td>October 19th</td>
<td></td>
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<td>The Collection Plate</td>
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Module 3- Post Civil Rights Era Development
<table>
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<th>Lecture</th>
<th>Readings Due</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>October 22nd</td>
<td>Black Enterprise Magazine</td>
<td><em>How to Succeed in Business Without Being White</em> pg 1-38</td>
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<tr>
<td>October 24th</td>
<td>Black Star Power</td>
<td>Black Entertainment Television</td>
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<tr>
<td>October 25th</td>
<td></td>
<td></td>
<td><em>Initial Response</em></td>
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<tr>
<td>October 26th</td>
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<td></td>
<td><em>Rebuttal to peers</em></td>
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<tr>
<td>October 29th</td>
<td>Blue Print for Black Power</td>
<td>Class, Race, and Power pg 1-12</td>
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<tr>
<td>October 31st</td>
<td>Blue Print for Black Power</td>
<td>Class, Race, and Power pg 13-26</td>
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<tr>
<td>November 1st</td>
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<td></td>
<td><em>Initial Summary</em></td>
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<tr>
<td>November 2nd</td>
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<td><em>Rebuttal to peers</em></td>
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<tr>
<td>November 5th</td>
<td>PowerNomics</td>
<td>Practicing Group Economics pg 119-139</td>
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<tr>
<td>November 7th</td>
<td>PowerNomics</td>
<td>Practicing Group Economics pg 139-154</td>
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<td>November 12th</td>
<td>African American Property</td>
<td>Declining Black Homeownership</td>
<td><em>Quiz 3</em></td>
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<tr>
<td>November 14th</td>
<td>The Road to Zero</td>
<td>African Americans Have Not Recovered</td>
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<tr>
<td>November 16th</td>
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<td><em>The Collection Plate</em></td>
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**Module 4 - Black Metropolis**

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<tr>
<th>Date</th>
<th>Lecture</th>
<th>Readings Due</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>November 19th</td>
<td>Community Presentation</td>
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<tr>
<td>November 21st</td>
<td>Community Presentation</td>
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<tr>
<td>November 23rd</td>
<td></td>
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<td><em>Snap-a Business Response</em></td>
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<tr>
<td>November 26th</td>
<td>Community presentation</td>
<td></td>
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</tbody>
</table>
December 3rd  Community presentation
December 4th  Snap-a Business Response
December 6th  Business Plan

Selected Websites

www.blackpast.org
http://www.jstor.org/
http://cms.uflib.ufl.edu/

Access JSTOR Database

1. Go to http://cms.uflib.ufl.edu/offcampus
2. Follow the instructions for option 2 for Virtual Private Network Installation
3. After successfully logging in, go to http://cms.uflib.ufl.edu/
4. Click on the database & Journals tab
5. Under find online databases, click databases A-Z, then type in JSTOR in the search box
6. Click on JSTOR-ALL+. Website will reroute to the JSTOR website
7. Use the general or advance search option to research journal articles

Netiquette Guide for Online Courses

It is important to recognize that the online classroom is in fact a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

Security

Remember that your password is the only thing protecting you from pranks or more serious harm.
- Don't share your password with anyone
- Change your password if you think someone else might know it
- Always logout when you are finished using the system

General Guidelines

When communicating online, you should always:
- Treat instructor with respect, even in email or in any other online communication
- Always use your professors’ proper title: Dr. or Prof., or if you in doubt use Mr. or Ms.
- Unless specifically invited, don’t refer to them by first name.
- Use clear and concise language
- Remember that all college level communication should have correct spelling and grammar
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you”
- Use standard fonts such as Times New Roman and use a size 12 or 14 pt. font
• Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING
• Limit and possibly avoid the use of emoticons like :) or 😊
• Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or offensive
• Be careful with personal information (both yours and other’s)
• Do not send confidential patient information via e-mail

Email Netiquette

When you send an email to your instructor, teaching assistant, or classmates, you should:
• Use a descriptive subject line
• Be brief
• Avoid attachments unless you are sure your recipients can open them
• Avoid HTML in favor of plain text
• Sign your message with your name and return e-mail address
• Think before you send the e-mail to more than one person. Does everyone really need to see your message?
• Be sure you REALLY want everyone to receive your response when you click, “reply all”
• Be sure that the message author intended for the information to be passed along before you click the “forward” button

Message Board Netiquette and Guidelines

When posting on the Discussion Board in your online class, you should:
• Make posts that are on topic and within the scope of the course material
• Take your posts seriously and review and edit your posts before sending
• Be as brief as possible while still making a thorough comment
• Always give proper credit when referencing or quoting another source
• Be sure to read all messages in a thread before replying
• Don’t repeat someone else’s post without adding something of your own to it
• Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point
• Always be respectful of others’ opinions even when they differ from your own
• When you disagree with someone, you should express your differing opinion in a respectful, non-critical way
• Do not make personal or insulting remarks
• Be open-minded

Course Do’s and Don’t’s

• Do check the announcements page every Monday and Tuesday for assignment updates
• Do check syllabus page on CANVAS for due dates of assignments
• Do email if you have any questions or concerns regarding an assignment
• Do complete every assignment in full and on-time to increase your chance to receive maximum points on an assignment
• Don’t assume if you are unsure about an assignment
• Don’t request extra credit, especially if you missed or made an unsatisfactory grade on an assignment

***Explicit content is presented in the course and Dr. Adejumo will set the parameters of profane language during the first week classes. Course assignment dates and times are subject to change at anytime at the discretion of Dr. Adejumo.