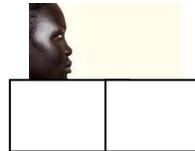




# Blacks In Florida

AFA 4225 - Section 1289 - SPRING 2020  
African American Studies – The University of Florida  
Dr. P. Hilliard-Nunn



<b>Class Time:</b>	Tuesdays 11:45AM-1:40PM Thursdays 12:50PM-1:40PM	<b>Credit:</b>	(03) Hours Exam
<b>Class Location:</b>	Room 0014 Matherly Hall	<b>Office Location:</b>	1012 Turlington Hall
<b>Office Hours:</b>	Thursdays 1:45PM to 3:45PM Other Times By Appointment	<b>Office Phone:</b>	352-392-5724
		<b>e-mail:</b>	hilliardnunn@ufl.edu

### 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. *Blacks 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 Blacks in Spanish Florida, resistance to enslavement, racial terrorism during and beyond reconstruction, Jim Crow, and the layers of struggle for human rights in 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 and educational institutions. Emphasis will be placed on the Black experience in Alachua County. Classes will consist of lectures, discussions, film screenings, visitor presentations and one field trip.

While students will learn about some of the key players and events that shaped the history of Blacks 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 Blacks 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.

### REQUIREMENTS & EVALUATION AT A GLANCE

		%:
<b>Attendance &amp; Participation</b>	Ongoing	10%
<b>Archive - Time-Line Report</b>	February 11	15%
<b>Test #1</b>	February 18	15%
<b>1 Sodayi Group Book Response</b>	March 12, March 19, March 24, March 26	15%
<b>Oral History Project</b>	April 9	30%
<b>Test #2</b>	April 21	15%
	<b>TOTAL</b>	<b>100%</b>

## REQUIREMENTS AND EVALUATION:

- ATTENDANCE & PARTICIPATION** (10%):  
Attendance will be based on you arriving at class on time, signing the class roll sheet, and remaining for the entire class. Participation means that you have completed your readings and/or assignments and you're able to contribute to the class discussion. Any information and/or changes that are announced in class **are YOUR responsibility, whether you attended class or not**. Unexcused absences and tardiness will decrease your grade for participation. If you must miss class, for any reason, on a day that you are due to present or turn in an assignment, you must turn in your work ahead of time. **You will need a dedicated notebook for the class.**
- SODAYI GROUP BOOK RESPONSES (DUE: March 12, 19, 24, 26)** (15%):  
Student groups will prepare report on one book. The report will include 1) a "Sodayi 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> March 12
Book Response <i>Rebels and Runaways</i>	<b>Due:</b> March 19
Book Response to <i>Emancipation Betrayed</i>	<b>Due:</b> March 24
Book Response <i>Before his time: Harry T. Moore</i>	<b>Due:</b> March 24
Book Response to <i>Freedom in the Family</i>	<b>Due:</b> March 26

(See the handout on Canvas for more details)
- ARCHIVE TIME LINE REPORT (DUE: Feb 11 )** (15%):  
Select one (1) appropriate item (i.e. brochure, letter, poster, diary, photo, etc.) in the UF Archives significant to the theme, *Blacks 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)
- ORAL HISTORY PROJECT/ PRESENTATION (DUE: April 19 )** 30%:  
**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 19).  
**PART 3:** Present a 15 minute summary of your report to the class.  
(See the handout on Canvas for more details)
- TESTS: (DATES: February 18 and April 21)** 30%  
There will be two (2) open-note tests – each worth 15% of your grade. The tests 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.

### **REQUIRED COURSE TEXTS:**

Due, T. & P. S. Due. (2003). *Freedom in the family: A mother-daughter memoir of the fight for civil rights*. Ballantine Publishing Group: NY.

Dunn, M. (2016). *A history of florida: Through black eyes*. CreateSpace Independent Publishing Platform.

Green, B. (2005). *Before his time: The untold story of harry T. moore, America's first civil rights martyr*. University of Florida Press.

Landers, J. (1999). *Black society in spanish florida*. University of Illinois.

Ortiz, P. (2005). *Emancipation betrayed: The hidden history of black organizing and white violence in florida from reconstruction to the bloody election of 1920*. University of California Press: Los Angeles, CA.

Rivers, L. (2013). *Rebels and runaways: Slave resistance in nineteenth-century florida*. University of Illinois Press.

**PRESENTATION OF WORK:** All written assignments must be typed, double-spaced using Times Roman 12 point font in MS Word. 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 and stapled. Do not include a cover sheet. **Put identifying information in the top, right corner (with no more than two single spaced lines)**. Use references in all papers. Work will be considered late and graded down one letter grade after the beginning of class on the due date. Work will continue to be reduced a letter grade for each additional day it is late.

### **EVALUATION OF ALL CLASS ACTIVITIES AND ASSIGNMENTS IS BASED ON:**

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. 7) Follows directions with formatting.

**GRADES:** Refrain from telling me the grade that you want or need. You will get the grade that you earn. I will post most grades on CANVAS. The final grade will not be averaged and posted on CANVAS. Do not expect to receive an "A" simply because you turn an assignment in on time.

**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>

### **CLASSROOM DECORUM:**

- a. Be respectful of your classmates and the professor.
- b. No eating or drinking in class. Eat before you arrive.
- c. If you're sick with a contagious disease, please don't attend class – get a doctor's note.
- d. No cell phones, laptops or other electronic devices may be used in class without prior approval from the professor. Students who violate this rule, may be asked to leave class and/or be considered absent for that day.
- e. No person has permission to audio or videotape classes without the professor's permission.

- f. If you engage in behavior such as reading texts, browsing the internet, sleeping, daydreaming, not participating in activities or any other behavior that I consider to be disrespectful, you may be considered absent for that day.
- g. You do not have my permission to do classwork from other classes during this class.
- h. Bring your text and/or other relevant readings to class.

**COMMUNICATIONS:**

- a. Identify yourself and the class that you're in when you e-mail me.
- b. Add a salutation/greeting (Good morning, Good Afternoon, Good Evening Dr. Hilliard-Nunn when you e-mail me. Also, add a closing along with your name (i.e. Sincerely, Thank you, etc.) or I am not likely to respond.
- c. Allow about 24-30 hours for a response to your e-mail. I may respond sooner.
- d. DON'T slide papers under my office door or put them in my mailbox unless asked to do so.
- e. Feel free to e-mail me and/or visit me during my office hours. **I cannot meet right before or after class.**
- f. Have Fun!

**ATTENDANCE & PARTICIPATION:** It is assumed that enrollment in the class means that there are no conflicts with other obligations (*weddings, work, travel, meetings, etc.*) during class time. Do not send messages about your attendance through a classmate. Telling me or e-mailing a message indicating that you'll be absent does not automatically become an "excused absence." If you have an official excuse, provide me with a written letter and/or medical excuse on a physician's or university program's official letterhead that includes the time and date of your care/business at the beginning of class on the day you return. Each of the 29 classes is worth 3.4 points. You may have 3 excused absences. You will be at a disadvantage if you miss class as I will not re-teach classes during my office hours. If you have completed your readings and secured notes from a classmate, I will answer any questions that you have. UF attendance policies may be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>."

**MAKE UP POLICY:** All assignments are known in advance; therefore, permission to hand in an assignment late is only granted for exceptional circumstances.

**Quiz/Test:** Only students with documented official university or medical excuses may take a make up quiz/test. The professor must be notified **before or immediately after** the absence and the exam must be rescheduled **on the first day** that the student returns to campus. Students who do not provide appropriate documentation and reschedule the quiz/test immediately upon their return will not be given a make up.

**Assignments:** Assignments are known ahead of time so your grade will be reduced one letter grade for each day the assignment is not turned in beginning with the due date. Students with valid official university or documented medical excuses will be allowed to schedule make up **in-class presentations** within one day of her/his return to campus without penalty.

**ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES:**

In compliance with the University of Florida's policy and equal access laws, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made in writing during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students requesting classroom accommodation must first register with Student Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://www.dso.ufl.edu/drc/)) by providing appropriate documentation. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor.

**UF 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. To learn more about the UF policy regarding Academic Honesty and behaviors that violate UF policy, please visit: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>.

**UF COUNSELING ASSISTANCE:** Students who may experience stress related personal issues are encouraged to visit the University of Florida *Counseling and Wellness Center* at 3190 Radio Road. Phone: 392-1575. Website: <http://www.counseling.ufl.edu/cwc/contact-us.aspx>

**OTHER CAMPUS RESOURCES:**

***Library Support***, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

***Teaching Center***, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.  
<http://teachingcenter.ufl.edu/>

***Writing Studio***, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.  
<http://writing.ufl.edu/writing-studio/>

***E-learning technical support***, 352-392-4357 (select option 2) or e-mail to  
Learning-support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

***Career Resource Center***, Reitz Union, 392-1601. Career assistance and counseling.  
<http://www.crc.ufl.edu/>

***U Matter, We Care:*** If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

***Sexual Assault Recovery Services (SARS)***, Student Health Care Center, 392-1161.

***University Police Department***, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>  
Academic Resources

***Student Complaints Campus:*** [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf)

***On-Line Students Complaints:*** <http://www.distance.ufl.edu/student-complaint-process>

**STATEMENT REGARDING HARRASMENT:** UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty. To learn more about this policy, visit: <http://www.dso.ufl.edu/sccr/sexual/>

**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 <https://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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”

**GENERAL EDUCATION OUTCOMES:** AFA 3930-0184 is not a Gordon Rule course.

# BLACKS IN FLORIDA - COURSE OUTLINE

DATE	TOPIC(S)	READING(S)/FILM(S)/ASSIGNMENT(S)
<i>Week 1</i> T-Jan 7 R-Jan 9	<b>COURSE OVERVIEW FROM AFRICA TO FLORIDA FLORIDA TIME-LINE</b>  <b>BLACK FLORIDA</b>	<b>Syllabus</b> <b>Introductions</b> <b>Book Assignments</b>  <b>Reading:</b> Dunn: Chp. 1 pp. 1-28 Ortiz: Chp. 1
<i>Week 2</i> T- Jan 14 R-Jan 16	<b>ENSLAVEMENT &amp; RESISTANCE</b>  <b>AFRICANS &amp; SPANISH FLORIDA</b>	<b>Reading:</b> Dunn: Chp. 2 pp. 43-48 Rivers: Chapters 1 & 2.  <b>Reading:</b> Landers: Chapters 1, 2 and 7.
<i>Week 3</i> T-Jan 21 R-Jan 23	<b>JEWELS IN THE UF ARCHIVES Library East – Judaica Suite 2<sup>nd</sup> Flr.</b>  <b>RUNNING AWAY</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>  Rivers: Chp. 4 - 6
<i>Week 4</i> T-Jan 28 R-Jan 30	<b>AFRICAN “SEMINOLE” REBELLIONS</b>  <b>FLORIDA &amp; THE CIVIL WAR</b>	<b>Reading:</b> Dunn: pp. 29-39 and Ortiz, pp. 1-8  Rivers: Chp. 11
<i>Week 5</i> T-Feb 4 R-Feb 6	<b>BLACK EDUCATION IN FLORIDA</b> Dr. Deidre Houchen (confirming)  <b>BLACK POLITICIANS JIM CROW &amp; RESISTANCE</b>	<b>Reading:</b> Green: Chapters 1-3  Ortiz: Chapter 7 & 8
<i>Week 6</i> T-Feb 11 R-Feb 13	<b>BLACK CHURCH &amp; BENEVOLENT ASSOCIATIONS</b>  <b>VIRGIL HAWKINS &amp; SCHOOL DESEGREGATION</b>	<b>Reading:</b> Ortiz: Chapter 5, pp. 101-127 <b>DUE:</b> Archive Time Line Report  Green: Chapters 8 & 9.
<i>Week 7</i> T-Feb 18	<b>TEST #1</b>	<b>You may use your dedicated course notebook. No printouts or notes from other people.</b>
R-Feb 20	<b>Class will meet at the AAS 50<sup>th</sup> ANNIVERSARY RONALD C. FOREMAN SYMPOSIUM</b>	<b>Early Sessions: Smathers Library, Room #1 Afternoon Sessions: Institute of Black Culture (IBC)</b>
F-Feb 21	<b>AAS 50<sup>th</sup> ANNIVERSARY COMMUNITY CELEBRATION Historic Marker Dedication</b>	<b>10:30AM: Tour &amp; Refreshments. AAS Office. NOON: Historic Marker Dedication –Turlington 12:45PM: AASP Community Celebration</b>

<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>SODAYI 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>SODAYI BOOK REPORT</b>	<b>DUE:</b> <i>-Rebels and Runaways</i>
<i>Week 12</i> T-Mar 24	<b>SODAYI BOOK REPORT</b>	<b>DUE:</b> <i>-Emancipation Betrayed</i> <i>-Before His Time: Harry T. Moore</i>
R-Mar 26	<b>SODAYI 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>TEST #2</b>	<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 be modified. Should it change, you will be notified ahead of time.*

**A variety of books, magazine special issues, websites, journal articles, museum exhibits, etc. address diverse aspects of the Black experience in Florida. A few recommended readings are listed below.**

- Anderson, J. (1973). *A. Philip Randolph; a Biographical Portrait*. 1st ed. New York: Harcourt Brace Jovanovich.
- Brown, C. (1998). *Florida's black public officials, 1867-1924*. University of Alabama Press.
- Colburn, D. & J. L. Landers (Eds.). (1995). *The African american heritage of florida*. University Press of Florida.
- Rivers, L. (2000). *Slavery in florida: Territorial days to emancipation*. University Press of Florida: Gainesville, FL.
- Hobbs, T. B. (2015). *Democracy abroad, lynching at home: Racial violence in florida*. University Press of Florida.
- Jackson, D. H. & C. Brown. (2005). *Go sound the trumpet! Selections in florida's african american history*. University of Tampa Press
- Jones, M. & McCarthy, K. (1993). *African americans in florida*. Pineapple Press.
- King, G. (2012). *Devil in the grove: Thurgood marshall, the groveland boys, and the dawn of a new America*. New York: Harper Collins.
- McCarthy, K. (2007). *African american sites in florida*. Pineapple Press.
- Phelts, M. D. (1997). *An American beach for african americans*. University Press of Florida.
- Vickers, Lu and C. Wilson-Graham. (2). *Remembering paradise park: Tourism and segregation at silver springs*. University Press of Florida.
- Winsboro, I. D. S. (2009). *Old south, new south, or down south? Florida and the modern civil rights movement*. West VA Univ. Press: Morgantown.
- The Black Archives. 2008. The Black Archives History and Research Foundation of South Florida. 2/15/2008 <<http://www.theblackarchives.org/>>.
- Mohl, R. (1987). Black Immigrants: Bahamians in Early Twentieth-Century Miami. *The Florida Historical Quarterly*, 65(3), 271-297. Retrieved from [www.jstor.org/stable/30147810](http://www.jstor.org/stable/30147810)
- Marotti, F., & Marotti, F. (2013). *Heaven's Soldiers: Free People of Color and the Spanish Legacy in Antebellum Florida*. Tuscaloosa: The University of Alabama Press. [muse.jhu.edu/book/22361](http://muse.jhu.edu/book/22361).
- Stewart-Dowdell, B. J. & K. M. McCarthy. (2003). *African americans at the university of florida*. *The Black Experience: A Guide to African American Resources in the State Library and Archives of Florida* <https://www.floridamemory.com/collections/blackexperience/stategovernment.php>
- Florida Black Heritage Trail* <https://dos.myflorida.com/historical/preservation/heritage-trails/black-heritage-trail/>
- Meek-Eaton Black Archives - <http://fam.u.edu/index.cfm?MEBA>