

AML 2410 - Issues Am Lit and Cult

“Reimagining Black Lives and Black Planets”

Tuesday: Period 2 - 3 (8:30 AM - 10:25 AM) Williamson Hall Room 202

Thursday: Period 3 (9:35 AM - 10:25 AM) Mechanical & Aerospace Eng B Room 234

Instructor: Kimberly Williams (kwilliams6@ufl.edu)

Office: TBD

Office Hours: Thursday, (12:00 pm-1:30 pm, EST), and by appointment (via online: <https://ufl.zoom.us/j/96407010666>)

Course description:

What is abolition and how does it relate to Afrofuturism? What is liberation theory and how can we use it to reimagine our orientation to the world? How is healing a tool for coalition building and essential to the practice of "unlearning?" How can we identify a new world through examining marine biology, meditative breathing, and migration patterns? This course will examine Black scholars and theorists who integrate reimagination into their praxis and literature. More specially, this includes scholar-activists and creative writers who reimagine Black life centered on healing, futurism, and love. We will examine the capacity of Black identity in a state of collective afterlife that includes abolition studies, Afrofuturism studies, and healing studies. This class includes the following objectives:

Course objectives and goals:

- By the end of this course, you will have a greater understanding of liberatory and pleasure theory-activism grounded in media studies.
- You will expand critical analysis and cohesive inquiry through essay assignments and creative assignments.
- You will have the chance to learn and engage through digital storytelling and creative materials.
- Finally, you will revise essays and develop strategies for becoming a better reader of your own work and your peers. This also includes utilizing MLA mechanics.
- This course fulfills the 6,000 word requirement for Florida’s general education design. Please find out additional information via this link:
<http://undergrad.aa.ufl.edu/general-education/gen-ed-program/writing-requirement/>

General Education Objectives:

This course confers General Education credit for either Composition (C) or Humanities (H). This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).

Composition courses provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.

Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.

The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes:

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication, and critical thinking:

Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.

Communication: Students communicate knowledge, ideas, and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.

Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to problems.

2021 Face-to-Face Format:

I am cognizant of the impact regarding COVID-19 and violent tragedies that shape our well-being. As your instructor, my role is to help shape and enrich your writing with intentional guidance, multimedia assignments, and course design. I also want to support your health and well-being as a student. Please reach out to me if you need assistance or have trouble keeping up with the course.

1. You are expected to wear approved face coverings at all times during class and within buildings even if you are vaccinated. Please continue to follow healthy habits, including best practices like frequent hand washing. Following these practices is our responsibility as Gators!
2. Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class. Hand sanitizing stations will be located in every classroom. If you're sipping coffee and water, please utilize a straw or uncover your mask to consume.
3. If you are sick, stay home and self-quarantine. Please visit the UF Health Screen, Test & Protect website about next steps, retake the questionnaire and schedule your test for no sooner than 24 hours after your symptoms began. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 (or email covid@shcc.ufl.edu) to be evaluated for testing and to receive further instructions about returning to campus. UF Health Screen, Test & Protect offers guidance when you are sick, have been exposed to someone who has tested positive or have tested positive yourself. Visit the [UF Health Screen, Test & Protect website](#) for more information.
 - Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.
 - If you are withheld from campus by the Department of Health through Screen, Test & Protect, you **are not permitted to use any on-campus facilities. Students attempting to attend campus activities when withdrawn from campus will be referred to the Dean of Students Office.**
 - Continue to regularly visit coronavirus.UFHealth.org and coronavirus.ufl.edu for up-to-date information about COVID-19 and vaccination.

Course Material:

All material will be posted on Canvas in order to offset student costs; however, you will need to have the following in place of purchasing textbooks:

- HBO Max subscription (you can add this channel via Amazon Prime or Hulu)
 - Netflix subscription
 - Tubi (free streaming site)
 - Twitter account and free accounts for digital storytelling platforms
- *If you do not have the above accounts, please note you might be able to take advantage of free streaming trials!

News Broadcaster (100 points): This assignment includes the research, analysis, and discussion of a current event through our coursework material. More specifically, this includes the following:

1. Researching a current event news/magazine article or podcast segment (current means for the year 2021).
2. Emailing the material at least 2 days prior to the class (this includes myself too).
3. Include a social media post (e.g. Tik Tok video, Tweet, Instagram video) that is related to your discussion (this is not emailed out before but introduced in the presentation).
4. Creating 3-4 discussion questions to lead into class discussions.
5. The article must correspond with material related to the current course theme.
6. This includes a range of 15-20 minutes of discussion.

Short Responses and Homework assignments (200 points): This includes various assignments across the course including homework assignments, essay responses, and discussion board posts.

Annotated Playlist (500 words, 100 points): This assignment draws from both a creative and formal writing dexterity of curating a playlist about [your definition of liberation](#) that includes ancestral history and self-guided principles. This may include audio interviews, recorded songs, performed songs, and soundscapes. The maximum length includes 5-7 tracks.

Two Distant Strangers: (1500 words, 200 points): This short film is polarizing and controversial with its discussion on Black trauma rhetoric and presentation. Accordingly, you will write an essay critiquing this film's screenplay.

Curating Liberation: (2000 words, 300 points): This project includes a multilevel project of a proposal, essay, and digital curation exhibit regarding your examination of liberation and futurism. The final project will incorporate both primary and (relevant) secondary texts and provide evidence of your critical thinking and interpretive abilities. You will choose a topic to research, write, and present to the class (e.g. mental health, school-to-prison pipeline, medical

care). You should engage this topic by researching its praxis as it relates to history, liberation, healing, and abolition or reformation studies. This is a deliberate time to

Attendance/Daily Participation (100 points) Daily and engaged participation is a priority in this course. All students should participate every day in some fashion by offering points of view, raising questions, asking for clarification, and/or writing when it is required. Attendance is mandatory.

Assignments Points and Grade Distribution:

- 30% 300 Researched Critical Essay (2000 words)
- 20% 200 Short essays and homework
- 20% 200 Two Distant Strangers Rewrite (1500 words)
- 10% 100 Annotated Playlist (500 words)
- 10% 100 News Broadcaster
- 10% 100 Class Participation

Grading Scale

A	4.0	93-100	C	2.0	73-76
A-	3.67	90-92	C-	1.67	70-72
B+	3.33	87-89	D+	1.33	67-69
B	3.0	83-86	D	1.0	63-66
B-	2.67	80-82	D-	0.67	60-62
C+	2.33	77-79	E	0.00	0-59

The following is a basic rubric which will be used to grade your major writing assignments:

A paper presents a **strong, original, and thought-provoking argument** that is **well-supported and organized**, and which demonstrates **thorough engagement** with the text and its relation to the themes and/or concepts discussed in the course. Papers at this level also contain strong prose and are mostly free of typos,

as well as mechanical and stylistic errors. This paper completely adheres to the assignment guidelines and rubric.

B paper falls noticeably short in **one or two** of the criteria for a strong argument listed above, but still demonstrates a thorough engagement with the text and its relation to the themes and/or concepts discussed in the course. Work in this range needs minor revision, but is otherwise stylistically and mechanically sound, with few errors.

C paper falls noticeably short in terms of **two or more** of the criteria for a strong argument. Work in this range also needs significant revision in terms of its content and organization and may contain several spelling and/or mechanical errors. Nonetheless, a C paper still shows effort and potential.

D paper is generally disorganized, too simple in terms of its argument and/or poorly-argued, and may also lack textual support for points being made. Work in this range is in need of significant revision and contains numerous spelling and/or mechanical errors that affect the clarity of the student's writing.

E paper falls short of **almost all** of the requirements for an effective argument listed above **and/or** may have lost excessive points for not following the basic assignment prompt or for being incomplete, late, or, missing. Work in this range is also full of spelling and mechanical errors which make the writing unclear and/or unreadable.

In addition, any assignment that is discovered to be plagiarized will automatically receive a grade of E.

Please note that the above rubric is not exact. Other factors, such as failure to follow basic assignment prompts or requirements, inaccurate textual references, etc. will affect your grade.

COURSE SCHEDULE

The following schedule is tentative and subject to change (with advance notice) throughout the term. Please pay attention to all announcements or updates to this schedule posted on Canvas and note that the most up-to-date version of the course schedule will be posted there. All assignments and readings are due the day they are listed.

Note: All readings listed below are posted on Canvas, with the exception of those preceded by an asterisk.

COURSE SCHEDULE

The schedule below is only a guide and is subject to change. Readings and assignments are due the day they are listed unless the instructors indicate otherwise. Additional reading material and assignments may be assigned in class.

Unit 1 - Oral Storytelling and History

Wk	Date	Day	Material	Due
1	8/24	T	Course Syllabus & Introductions	
	8/26	R	<ol style="list-style-type: none"> Fannie Lou Hamer Spotify storytelling: https://open.spotify.com/album/7Gs0MIZVU6Q35AcvQjmDTj?si=rOBnoz8Ro6j2ZTc7KueUw Close Reading handout: https://twp.duke.edu/sites/twp.duke.edu/files/file-attachments/close-reading-1.original.pdf 	
2	8/31	T	<ol style="list-style-type: none"> Samuel Proctor Oral History Podcast Ocoee and Rosewood: https://open.spotify.com/episode/2PbVQ0fHPkKGUwV9G2XUdR Ocoee Massacre Documentary: https://www.youtube.com/watch?v=HA0CLxHeH6Y&t=1559s 	1-page double-space response
	9/2	R	<ol style="list-style-type: none"> Watch the first episode of Lovecraft Country: <i>Sundown</i> Research and find a sundown town closest to your town 	
3	9/7	T	In-class activities (no preparatory readings) *Sequel: <i>Keep Your Eyes on the Prize Sequel</i>	Essay #1 DUE by 11:59pm
	9/9	R	Class Vocabulary List Presentation	Vocab due via discussion board

Unit 2 - Carceral Studies

Wk	Date	Day	Material	
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4	9/14	T	<ol style="list-style-type: none"> 1. <i>Beyond Struggle</i> 2. <i>Surviving Django</i> 3. <i>Negative Racial Stereotypes</i> <p>Screening: <i>Two Distant Strangers</i></p>	Discussion Board Post DUE Monday & response before Tuesday class
	9/16	R	<ol style="list-style-type: none"> 1. <i>Are Them and Two Distant Strangers...</i> 2. Opinion Trayvon Free 3. <i>Who are Today's...</i> <p>Lesson: <i>3-story thesis</i></p>	
5	9/21	T	<ol style="list-style-type: none"> 1. Angela Davis' <i>Are Prisons Obsolete</i> Chapter 1 2. Angela Davis <i>Are Prisons Obsolete</i> Chapter 2 <p>Lesson: <i>MEAL Plan</i></p>	Thesis/1st paragraph DUE
	9/23	R	<ol style="list-style-type: none"> 1. Angela Davis' <i>Are Prisons Obsolete</i> Chapter 6 2. Ruha Benjamin's <i>Race After Technology, Retooling Solidarity</i> 	
6	9/28	T	<ol style="list-style-type: none"> 1. Peer Revision 2. bell hooks and James Baldwin 	DS Draft
	9/30	R	<ol style="list-style-type: none"> 1. <i>The-School-To-Prison-Pipeline (1 file with Chapter 6 & 7)</i> 	FRIDAY Final Due, 10/2

Unit 3 – Gentrification

Wk	Date	Day	Material	
7	10/5	T	<ol style="list-style-type: none"> 1. <i>Why the Larger Climate...</i> <ol style="list-style-type: none"> a. https://time.com/5864704/environmental-racism-climate-change/ 2. <i>Hip Hop and Environmental Racism</i> <ol style="list-style-type: none"> a. in-class screening: http://www.theeec.org/ b. Introduce in-class Hometown landscape analysis assignments 	
	10/7	R	<ol style="list-style-type: none"> 1. <i>The Wrong Protection for Complexion:</i> <ol style="list-style-type: none"> a. https://www.wbur.org/npr/887386869/how-transportation-racism-shaped-america 2. <i>There's a Clear Fix:</i> https://www.vox.com/22299782/black-americans-environmental-justice-pollution 	HL Part I DUE, Friday 10/8
8	10/12	T	<ol style="list-style-type: none"> 1. Before class, Watch <i>40 Years a Prisoner</i> via HBO for class discussion 2. <i>Bones of Black Children...</i> https://www.theguardian.com/us-news/202 	

			1/apr/22/move-bombing-black-children-bones-philadelphia-princeton-pennsylvania	
			3. The Role of Police in Gentrification: a. https://theappeal.org/the-role-of-police-igen-trification-breonna-taylor/	
	10/14	R	1. In-class research and in-class office hours	HL Part II due, Friday 10/15
9	10/19	T	1. Before class , Watch <i>Vampires Vs. The Bronx</i> via Netflix 2. Listen to Samuel Proctor Oral History podcast on Alachua School Integration: a. https://open.spotify.com/episode/2PrLTgLdnS5dL210GVEEJO	
	10/21	R	1. In-class short film screening and brainstorming activity	HL Part III, due Friday, 10/5
10	10/26	T	Harn Museum of Art visit	MEET at the HARN
	10/28	R	In-class mechanics and research preparation for final	CR Reading Due

Unit 4 - Archives, Museums, and Liberations

Wk	Date	Day	Material	
11	11/2	T	1. https://mashable.com/article/online-exhibits-for-black-history-month?amp=1 2. https://www.washingtonian.com/2021/01/06/shes-spending-250-million-to-rethink-memorials-how-should-we-decide-which-ones-to-dismantle/ 3. https://www.museum-ed.org/creative-writing-activities-and-museum-visitors/	PROPOSAL DUE
	11/4	R	1. https://www.nypl.org/about/locations/schomburg/digital-schomburg/online-exhibitions 2. https://monumentlab.com/projects	OUTLINE DUE
12	11/9	T	1. https://mashable.com/article/online-exhibits-for-black-history-month?amp=1	Acquisition DUE
	11/11	R	HOME COMING: OFF	
13	11/16	T		
	11/18	R	PEER REVIEW	DRAFT DUE
14	11/23	T	In-class office hours	
	11/25	R	Thanksgiving Break!	

15	11/30	T	Exhibition Presentations	
	12/2	R	Exhibition Presentations	
16	12/7	T	Course Evaluations	
Congratulations!				

COURSE POLICIES AND PROCEDURES

Since this is an English course, students should expect a fair amount of reading and writing assignments. Additionally, this class thrives on a robust, high-quality discussion of the texts being read, whether online or in person, which means that the success of this class depends on the active and meaningful participation of *all* class members.

Attendance Policy

You should take attendance in this course very seriously, as class discussions cannot be replicated. If you miss class, you are also missing that day's lesson and work.

If you miss more than FIVE (5) synchronous classes during the term, you will automatically fail the entire course. As a result, you should always keep up with class, barring unforeseen circumstances like illness or personal emergencies. In those cases, communicate with me as soon as possible to let me know you are okay and to make arrangements to help you catch up with the class. Prolonged absences due to illness, or for any other reason, should be discussed with me in advance to arrange the possibility of make-up of assignments or to determine the options available to you.

Exempt from this policy are only those absences involving official university-sponsored events, such as athletics (see info on the ***Twelve-Day Rule***), band, and debate; as well as religious holidays and extenuating circumstances like military duty and court-mandated responsibilities.

Note: Any absences related to official university-sponsored events, religious holidays, military duty, and court-mandated responsibilities must be discussed with me **prior** to the date of the absence in order to arrange potential make-up work

Tardiness

For synchronous class meetings, students must join the Zoom meeting on time. Email me ASAP with any conflicts. Joining late disrupts the class and may lead to you missing important information.

Mode of Submission for Papers

All papers you write for this class, but especially final drafts of assignments, should feature polished writing and reflect your best effort. In addition, your papers must conform to MLA format*. This means your papers must meet the following basic formatting guidelines:

Your name and other relevant information (course title, name of instructor, date) on the *top left-hand* side of the page

Original or creative title for assignment (something other than Close Reading Assignment, Panel Paper, etc.)

12 point Times New Roman font, double-spaced

1 inch margins all around

MLA style headers with your last name and page number on the top right side of the page

MLA-style citations (in-text, and at the end of your paper on a separate Works Cited page).

All files for final drafts of papers need to be named according to the specifications on the respective assignment sheet and submitted as Word (.doc) or pdf. documents to the indicated location on Canvas (no Pages for Mac files, please).

Note: E-mailed assignments are **not** accepted, and failure of technology (computer/internet issues) is not an excuse for failing to turn in work on time.

Late Work Policy

As indicated in the ***Attendance Policy*** section of this syllabus, students are responsible for submitting assignments online/in class by the assigned date and time, unless other arrangements have been made with me ahead of time. Late work is not accepted. Please just email me beforehand if you need an extension. Let's normalize reaching out for help!

Paper Maintenance Responsibilities

Students are responsible for maintaining copies of all work submitted in this course and retaining all graded work until the term is over. Should the need arise for a resubmission of papers or a review of graded assignments, it is the student's responsibility to have and to make available this material.

Students should also get in the habit of carefully naming and saving all writing assignments and paper drafts not only on a computer, but also on a thumb drive, external hard drive, and/or a cloud-based service like Dropbox or Google Docs to prevent losing their work.

Grades

Feedback for major assignments will consist of inline comments and annotations that I make directly on your submission on Canvas, along with end comments. Please take time to review this feedback for the benefit of future assignments.

University policy prohibits discussions of grades via email due to privacy concerns. If you have grading-related questions after reviewing my feedback, please schedule an appointment to meet with me via Zoom to discuss.

Final Grade Appeals

If a student has any disagreement about their final grade, they should contact me first to arrange a (virtual) conference. If our discussion does not resolve the matter, the student may appeal their final grade by contacting Carla Blount at (cblount@ufl.edu). **Please note that grade appeals apply to final grades, not individual assignment grades, and may result in a higher, unchanged, or lower final grade.**

Academic Honesty

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it as follows:

Plagiarism. 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.

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code, which can be found at <https://sccr.dso.ufl.edu/students/student-conduct-code/>.

Important: You should never copy and paste something from the Internet without providing the exact location from which it came.

Each student's work is tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Other examples of plagiarism are resubmitting work you have turned in to other classes. If you are unsure if what you are doing constitutes academic dishonesty, ask me before turning in an assignment.

If you commit academic dishonesty, you will receive a zero for the assignment, and the incident may be submitted to the Dean of Students Office as an Honor Code violation.

E-mails

All emails addressed to me should **only** be sent from Canvas or your UF email address and be written in a professional tone that follows rules of grammar and etiquette. Along with your message, please include: a clear subject line and a proper salutation and closing. I will respond to emails within 24 hours during the week and within 48 hours on weekends.

Name and identity:

To facilitate communication, and to respect how you identify, please let me know if you go by a nickname or name that's different from what appears on my class roster. We will discuss names and pronouns during the first week of class.

Additional Resources:

Please note that some of the resources and services listed below have made adjustments in response to the COVID-19 pandemic. Please visit the respective link for details and updates on availability and hours of operation.

Technical Support

E-learning technical support: learning-support@ufl.edu, 352-392-4357

Computing Help Desk: <http://helpdesk.ufl.edu/>

Writing Studio

The University Writing Studio is available for free to all UF students. See <https://writing.ufl.edu/writing-studio/> to learn more and to make an appointment.

Students with Disabilities

The University of Florida complies with the Americans with Disabilities Act. Students requesting accommodation should visit the [Disability Resource Center](#) website for more information.

Students in Distress

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

U Matter We Care: <https://dso.ufl.edu/u-matter-care/>, umatter@ufl.edu, 352-294-2273 (CARE)

Dean of Students: <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261

Counseling and Wellness Center: <https://counseling.ufl.edu/>, 3190 Radio Road, (352) 392-1575

Field and Fork Pantry: <https://pantry.fieldandfork.ufl.edu/>, located near McCarty B, 352-294-2208

Student Health Care Center: <http://shcc.ufl.edu/>, (352) 392-1161

Statement on harassment

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty:

<https://hr.ufl.edu/forms-policies/policies-managers/sexual-harassment/>