

**AFA 3930 The African Diaspora, Women, and Medicine**  
AFA 3930 Section Fall 2022 3 Credits  
African American Studies Program – University of Florida  
Dr. Alyssa Cole, African American Studies Program

**Class Days/Time:** M.W.F. Block 3 9:35-10:25

**Class Location:**

**Office Hours:** Virtual T.Th. 11-12:30 and by appt.

**Email:**

**Office:**

**Phone:**

**Catalog Description:**

**Course Description:** This course examines major themes in African American history from the early seventeenth century to the late nineteenth century. This period covers several pivotal moments in African American history, including 1619, the first year Africans landed on Virginian soil, the Middle Passage, the development and eventual dissolution of the Atlantic slave trade, African and Native American encounters, and the Civil War. While covering the broad expanse of African American history, this course will also focus on the history of African and African American healing traditions and medicine, beginning in West Africa and ending in the U.S. Four sections will cover an introduction to Black studies, African History and the history of Medicine, pre-colonial West Africa and the Middle Passage, the Atlantic world, and two units on the U.S.

**Course Objectives:**

1. Explore the diverse history of African Americans in the United States
2. Describe major themes in African American history and the history of medicine before the twentieth century
3. Interpret documents and other forms of evidence in their historical context
4. Formulate and support historical questions
5. Employ multiple forms of evidence and articulate a well-structured historical argument
6. Conduct original research and develop a substantial research paper
7. Engage in an ongoing process of writing and revision and report orally on research

**Required Books:**

Stephanie E. Smallwood, *Saltwater Slavery: A Middle Passage from Africa to American Diaspora* (Harvard University Press, 2008).

Rana A. Hogarth, *Medicalizing Blackness: Making Racial Difference in the Atlantic World, 1780-1840* (University of North Carolina Press, 2017).

Daina Ramey Berry, *The Price for Their Pound of Flesh: The Value of the Enslaved, from Womb to Grave, in the Building of a Nation* (Beacon Press, 2017).

Deirdre Cooper Owens, *Medical Bondage: Race, Gender, and the Origins of American Gynecology* (University of Georgia Press, 2017).

### Requirements and Evaluation of Grades:

Assignment	Due Dates	Points
Primary Source Essay 1 – Africa	9/16	150
Primary Source Essay 2 – Atlantic	10/7	150
Primary Source Essay 3 – U.S.	11/4	150
Research Proposal/Outline	11/11	50
Q.Q.C. Worksheets/Participation	12/7	250
Research Paper	12/10	<u>250</u>
		1000

<b><u>GRADE/POINT SCALE</u></b> Grading Scale Score	Percent	Grade	Grade Points
934-1000	93.4-100	A	4.00
900-933	90.0-93.3	A-	3.67
867-899	86.7-89.9	B+	3.33
834-866	83.4-86.6	B	3.00
800-833	80.0-83.3	B-	2.67
767-799	76.7-79.9	C+	2.33
734-766	73.4-76.6	C	2.00
700-733	70.0-73.3	C-	1.67
667-699	66.7-69.9	D+	1.33
634-666	63.4-66.6	D	1.00
600-633	60.0-63.3	D-	0.67
0-599	0-59.9	E	0.00

### **REQUIREMENTS AND EVALUATION**

**Attendance and Class Participation:** Students are expected to attend all classes and are allowed four unexcused absences. In other words, you can miss four classes and do not have to tell me. If you miss more than four classes, I will drop your final grade from an A to an A-, or a B+ to B, a C+, etc. Moreover, if you are not in class, you cannot learn the material no matter how well your classmate can summarize the main points of the discussion.

**Q.Q.C. Worksheets:** Questions, Quotations, Comments. Students will prepare a question, quotation, and comment for each class from that day's reading. Students will respond to each reading with a Q.Q.C. (3-6 sentences, Max.) and bring them to each class prepared to share. Students will collect these worksheets in a folder and turn them in at the end of the semester as a portion of their participation grade. **Q.Q.C. Worksheet Folder due in class on Wednesday, December 7.**

**Primary Source Essay 1 – Africa:** The purpose of this assignment is to critically analyze two primary sources from this section's readings and write a three-page essay (750 words). The first page of your essay should be an introduction paragraph with your thesis and the documents' historical context.

The body of your essay will analyze the source. You must quote the source, but make sure that you do not use too many. I want to read your interpretation of the source. Try not to quote longer than a sentence. To write a critical essay, you must critically read the source and develop a theme and a thesis. For example, as you are reading, ask yourself, what is the author's perspective? Keep in mind the author's perspective race, class, gender, and political ideology, liberal, conservative, or radical. You should also think about the language and tone of the document. Additional in-class work will help develop your skills in writing summaries, context, and developing historical questions.

Your conclusion should summarize your essay, restate your position, and if you have space, you can link your essay to a current issue related to the themes of the course. **Upload your first primary source essay to Canvas on Friday, September 16, by 11:59 pm.**

**Primary Source Essay 2 – Atlantic:** The requirements for your second essay are listed directly above. **Upload your second primary source essay to Canvas on Friday, October 7, by 11:59 pm.**

**Primary Source Essay 3 – U.S.:** The requirements for your third essay are listed directly above. **Upload your third primary source essay to Canvas on Friday, November 4, by 11:59 pm.**

**Research Paper Proposal Outline:** Choose a research topic related to any matter discussed in the course. **Do preliminary research** on the topic and write a two-page summary describing what you will address in your final paper. In your proposal, include an original argument and the sources you plan to use (five primary and three secondary sources). Make sure you choose a topic you are passionate about because you will not be allowed to change your topic. **Upload to canvas on Friday, November 11 at 11:59 pm.**

**Research Paper:** Students must write a well-researched, organized, and informative eight-page paper (2000 words) on any theme or topic we discussed in the course. Your final paper must include a **minimum** of five (5) primary sources and three (3) secondary sources such as books, journal articles, newspapers, and magazines. Students will craft an original argument/thesis statement which you will support throughout your paper. Please use the University of Chicago Style <https://www.chicagomanualofstyle.org/home.html>. **Upload your paper to Canvas on December 10 by 5 pm.**

## COURSE OUTLINE

Readings are due the day that they appear on the outline

I reserve the right to change my syllabus at any time. Students are responsible for any work or handouts that I may add.

### Week one:

Wednesday, August 24: Introduction to the course, Syllabus

Friday, August 26: Understanding the intersections of African history, Black Studies, and the history of medicine

### Pre-Colonial Africa

### Week 2:

Monday, August 29: *Saltwater Slavery*, Chapter 1, “The Gold Coast and the Atlantic Market in People”

Wednesday, August 31: *Saltwater Slavery*, Chapter 2, “Turning African Captives into Atlantic Commodities”

Friday, September 2: *The American Yawp*, Chapter 3. British North America, “VII. Primary Sources” [https://www.americanyawp.com/text/03-british-north-america/#VIIPrimary\\_Sources](https://www.americanyawp.com/text/03-british-north-america/#VIIPrimary_Sources)

### Week 3:

Monday, September 5: **Labor Day No Class**

Wednesday, September 7: *Saltwater Slavery*, Chapter 3, “The Political Economy of the Slave Ship”

Friday, September 9: *Saltwater Slavery*, Chapter 4, “The Anomalous Intimacies of the Slave Cargo”

### Week 4:

Monday, September 12: *Saltwater Slavery*, Chapter 5, “The Living Dead Aboard the Slave Ship at Sea”

Wednesday, September 14: *Saltwater Slavery*, Chapters 6 & 7, “Turning Atlantic Commodities into American Slaves,” and “Life and Death in Diaspora”

Friday, September 16: Digital Public Library of America, The Transatlantic Slave Trade Primary Source Set, <https://dp.la/primary-source-sets/the-transatlantic-slave-trade>, **Primary Source Essay #1 Due by 11:59 pm**

### Atlantic

### Week 5:

Monday, September 19: *Medicalizing Blackness*, Chapter 1, “Black Immunity and Yellow Fever in the American Atlantic

Wednesday, September 21: *Medicalizing Blackness*, Chapter 2, “An African Corps in a Most Distressed and Sickly Condition”

Friday, September 23: Primary Source Analysis

**Week 6:**

Monday, September 26: *Medicalizing Blackness*, Chapter 3, “Incorrigible Dirt Eaters”

Wednesday, September 28: *Medicalizing Blackness*, Chapter 4, “Of Paper Trails and Dirt Eaters”

Friday, September 30: **No Class**

**Week 7:**

Monday, October 3: *Medicalizing Blackness*, Chapter 5, “That the Asylum for Deserted Negroes is Now Complete for Their Reception”

Wednesday, October 5: *Medicalizing Blackness* Chapter 6, “For the Acquisition of Practical Knowledge” and Epilogue

Friday, October 7: **No Class, Homecoming, Second Primary Source Essay Due by 11:59 pm**

**United States – Part I**

**Week 8:**

Monday, October 10: *The Price for Their Pound of Flesh*, Introduction and Chapter 1, “The Value of Life and Death,” and “Preconception: Women and Future Increase”

Wednesday, October 12: *The Price for Their Pound of Flesh*, Chapter 2, “Infancy and Childhood”

Friday, October 14: Primary Source Analysis

**Week 9:**

Monday, October 17: *The Price for Their Pound of Flesh*, Chapter 3, “Adolescence, Young Adulthood, and Soul Values”

Wednesday, October 19: *The Price for Their Pound of Flesh*, Chapter 4, “Midlife and Older Adulthood”

Friday, October 21: Primary Source Analysis

**Week 10:**

Monday, October 24: *The Price for Their Pound of Flesh*, Chapter 5, “Elderly and Superannuated”

Wednesday, October 26: *The Price for Their Pound of Flesh*: Chapter 6 and Epilogue, “Postmortem: Death and Ghost Values”

Friday, October 28: Primary Source Analysis

**Week 11:**

Monday, October 31: *Medical Bondage*, Introduction, “American Gynecology and Black Lives,” and Chapter 1 “The Birth of American Gynecology”

Wednesday, November 2: Evelyn M. Hammonds and Susan M. Reverby “Toward a Historically Informed Analysis of Racial Health Disparities Since 1619”

Friday, November 4: Primary Source Analysis **Third Primary Source Essay due by 11:59 pm.**

**Week 12:**

Monday, November 7: *Medical Bondage*, Chapter 2, “Black Women’s Experiences in Slavery and Medicine”

Wednesday, November 9: Deirdre Cooper Owens and Sharla M. Fett “Black Maternal and Infant Health: Historical Legacies of Slavery”

Friday, November 11: **Research Paper Proposal/Outline due on Canvas by 11:59 pm**

**Week 13:**

Monday, November 14: *Medical Bondage*, Chapter 3, “Contested Relations: Slavery, Sex, and Medicine”

Wednesday, November 16: *Medical Bondage*, Chapter 4, “Irish Immigrant Women and American Gynecology”

Friday, November 18: 1619 Podcast, “How the Bad Blood Started”  
<https://www.nytimes.com/2020/01/23/podcasts/1619-podcast.html>

**Week 14:**

Monday, November 21: In Class Work Day – Research Paper Preparation

**Week 15:**

Monday, November 28: *Medical Bondage*, Chapter 5, “Historical Black Superbodies and the Medical Gaze” and “Afterword”

Wednesday, November 30: Linda Villarosa “How False Beliefs in Physical Racial Difference Still Live in Medicine Today”

Friday, December 2: Primary Source Analysis

**Week 16:**

Monday, December 5: Damon Tweedy “Medical Schools Have Historically Been Wrong on Race”

Wednesday, December 7: In Class Work Day – Research Paper Preparation **Q.Q.C. Worksheet Folder due in class**

Friday, December 10: **Research Paper due on Canvas by 5 pm.**

### **CLASSROOM DECORUM**

Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

### **COMMUNICATIONS**

Please allow 24-48 hours during the week. I do not check work emails during the weekend, so plan ahead. Emails sent on the weekend will be answered the next Monday or Tuesday. Again, manage your crisis by being prepared—do not email the night before a deadline as you probably will not get an answer. If you email me the morning of class, you will not get a reply until later that day or the next day.

### **ATTENDANCE POLICY AND MAKE UP POLICY**

Class attendance is expected. Each unexcused absence will result in a 10-point reduction in the final grade. Excused absences are consistent with university policies in the undergraduate catalog (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>) and require appropriate documentation. Students who can demonstrate that they were unable to submit an assignment by the deadline due to an excused absence and who can provide appropriate documentation for the absence will be given a reasonable period of time to make up the late work.

### **STUDENTS WITH DISABILITIES**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### **UNIVERSITY OF FLORIDA HONOR CODE**

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/scer/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code

and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

### **UF COUNSELING AND WELLNES CENTER**

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

### **OTHER CAMPUS RESOURCES**

Health and  
Wellness

*U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

*Counseling and Wellness Center:* [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.

*Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

*University Police Department:* [Visit U.F. Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

*U.F. Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the U.F. Health Emergency Room and Trauma Center website](#).

### **ACADEMIC RESOURCES**

*E-learning technical support:* Contact the [U.F. Computing Help Desk](#) at 352-392-4357 or via email at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

*[Career Connections Center](#):* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

*[Library Support](#):* Various ways to receive assistance with respect to using the libraries or finding resources.

*[Teaching Center](#):* Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.



[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

*Student Complaints On-Campus*: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)

*On-Line Students Complaints*: [View the Distance Learning Student Complaint Process.](#)

## **COVID 19 STATEMENT**

### Face-to-Face

In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- You are required to wear approved face coverings at all times during class and within buildings. Following and enforcing these policies and requirements are all of our responsibility. Failure to do so will lead to a report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with enough capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing between students. Please do not move desks or stations.
- 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.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the C.D.C. on symptoms of coronavirus](#)), please use the U.F. Health screening system and follow the instructions on whether you are able to attend class. [Click here for U.F. Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.](#)
  - 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. [Find more information in the university attendance policies.](#)

## **WRITING STUDIO**

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

## **COURSE EVALUATION**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.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://gatorevals.aa.ufl.edu/>.