

The Politics of Race at the University of Florida
IDS 2935
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Office Hours: Tuesdays from 10am-11:30am and from 2pm-3pm
Thursdays from 10am-12:30pm and from 2pm-3pm

Teaching Assistant: Mr. Roshawn Colvin, M.A., is a doctoral student in the department of political science. Mr. Colvin will facilitate the discussions in your discussion class on Friday.

Course Description:

This hybrid quest 1 course falls under the category of justice and power. We will examine essential questions such as “What makes society a fair one?” and “How do we manage conflict?” Concerning the first question, educational opportunities are one step toward a fairer society. Concerning the second, we will examine the manner in which colleges and universities manage conflicts among their student body on the basis of race and ethnicity with an emphasis on the University of Florida. The essential questions that we will discuss are listed for each module. We will have more fairness in society when people from all racial groups have opportunities to receive elite educations at distinguished schools like UF. How has UF addressed racial issues throughout its history? What actions need to be taken at UF to ensure that students receive equal educational opportunities and fair treatment regardless of their race? Although the course will address issues examining many students of color, the focus will primarily be on Black students. This multidisciplinary course fulfills requirements for humanities, diversity, and 4,000 word writing credits. Students will learn about race issues on campus, on college campuses generally, and will receive information about undergraduate research facilities that examine race and ethnicity.

Student Learning Outcomes:

- (Content) The class will examine the history of race on at the University of Florida and at other universities, but the primary emphasis will be on race relations at UF. Students will read interdisciplinary articles and book chapters that use qualitative methodologies. I also encourage you to continue to engage in undergraduate research after completing this course.
- (Critical Thinking) Each student will think critically about the essential questions raised in each module after reading the assigned materials, watching films, and participating in discussions.

- (Communication) You will complete papers, an experiential activity, and an analytical essay and also must participate in class discussions that I will facilitate.
- (Connection) The main objective of the course is for students to connect the course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. After completing this course, you will be more familiar with the historical and other events that have resulted in the current state of race relations on campus. You will also reflect on the ways in which these issues might impact your own intellectual, personal, and professional growth.

Quest Objectives:

UF's website states that "Quest 1 courses address the history, key themes, principles, terminologies, theories, or methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition. Students learn to identify and analyze the distinctive elements of different arts and humanities disciplines, along with their biases and influences on essential questions about the human condition. These courses emphasize clear and effective analysis and evaluation of essential questions about the human condition from multiple perspectives. Students reflect on the ways in which the arts and the humanities impact individuals, societies, and their own intellectual, personal, and professional development."

The Politics of Race at UF provides a comprehensive history of race relations at the University of Florida. Before the admissions of the first Black, Hispanic/Latino, Asian, international, and other students of color, the university practiced an unyielding form of racism that excluded these students. After the university desegregated, these students often encountered a very hostile and unwelcoming environment. This course will discuss race relations in both the past and present by examining the theories and methodologies in research articles and books.

General Education Objectives (Humanities and Diversity):

Humanities courses identify, describe, and explain the history, underlying theory and methodologies used. They also approach issues and problems within the discipline from multiple perspectives and require that students communicate knowledge, thoughts, and reasoning clearly and effectively. In diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the U.S. population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

In this course, students will approach racial issues and problems within the academy by engaging in discussions, experiential learning opportunities, readings, and documentaries. Concerning the diversity requirement, we will discuss historical issues that have existed on university campuses. We will emphasize the manner and impact of these issues at the University of Florida on racial

and ethnic groups with an emphasis on Black, Latina/o and Asian students. By studying these historical issues, the class will gain an understanding of some of the contemporary issues that are being debated on our campus. For example, why have some UF students requested that the Reitz Union and O'Connell Center be renamed? Why aren't Asian American students requesting an Asian American cultural center that is similar to the Institute for Black Culture and the Institute for Hispanic/Latino Culture? What unique challenges do undocumented students (who are disproportionately people of color) encounter at UF?

Writing Requirement

This course also fulfills the 4,000 word writing requirement. The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory evaluation on the writing requirements of the course. The instructor will evaluate and provide feedback, on all written assignments with respect to grammar, punctuation, clarity, coherence, and organization.

The Textbooks:

Ross, Lawrence. *Blackballed: The Black and White Politics of Race on America's College Campuses*. (New York: St. Martin's Griffin, 2017).

Zimmerman, Johnathan. *Campus Politics: What Everyone Needs to Know*. (New York: Oxford University Press, 2016).

Recommended Books:

Lester, James D. 2014. *Writing Research Papers: A Complete Guide*. (New York: Pearson).

Colburn, David R. and Jane L. Landers, Eds. *The African American Heritage of Florida* (Gainesville: University Press of Florida, 1995).

The Reserve Articles:

These readings are on reserve on the www.uflib.ufl.edu web site and can also be accessed on the course reserves link on canvas. To read or print these articles from the library's website, click on the course reserves link, type in my last name, and click on the article's title.

Your Grade will be Based on:

In addition to the introduction post, syllabus acknowledgement, and class participation, this course requires three self-reflection papers, an experiential activity, and an analytical essay. All written assignments must have a 12-point font and use the Chicago Manual of Style citation format. You must submit a draft for each written assignment that will not be graded a week before the revised assignment is due. The due dates for the assignments are indicated below and on the class schedule.

1) Introduction Post (3%) and Syllabus Acknowledgment and Acceptance (2%)

In one of two paragraphs, introduce yourself and explain why you have registered for this course.

For the syllabus acknowledgment and acceptance, please sign and date the information below and upload it to canvas by August 27th at 11:59pm. I _____

have carefully read the syllabus in its entirety and agree with the requirements, policies, and all other terms. I have asked clarifying questions to ensure that I understand what I read. Signature: _____

Date: _____

2) Participation in the Discussion Class (30%)

Mr. Colvin will take attendance in each discussion class. Consistent informed, thoughtful, and considerate class participation is expected when meeting in the discussion class or participating on the discussion boards and will be evaluated using the rubric below. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). During the discussions, students will provide comprehensive answers to the questions by referring to the assigned readings, videos, lectures, and other information. Upload an approximately one page typed, double-spaced explanation of the contribution you made to the discussion class on the required date.

Participation Grading Rubric:

High Quality	Average	Needs Improvement	Failed
Shows extensive evidence of having read the assigned work by answering questions frequently	Shows some evidence of having read the assigned work by answering questions occasionally.	Shows little evidence of having read the assigned work by answering questions occasionally.	Shows no evidence of having read the assigned work and has made no attempt to answer questions.
Shows extensive evidence of having understood and considered issues raised.	Shows some evidence of having understood and considered issues raised.	Shows little evidence of having understood and considered issues raised.	Shows no evidence of having understood and considered issues raised.
Takes the perspective of others into account.	Takes the perspective of others into account most of the time.	Seldom takes the perspective of others into account.	Does not Take the perspective of others into account.

3) First Reflection Paper (10%)

In this approximately 4-6 page (1,000-1,500 words), typed, double-spaced paper, students will provide an analysis of racial microaggressions and racial trauma by answering the following questions. What is the definition (and types) of racial microaggressions and racial trauma? What microaggressions and trauma do students of color encounter on college campuses in general and at UF in particular? Finally, is it possible for these racial microaggressions, trauma, and justice incidents to impact my experience at UF? **The assignment is due on September 10th.**

4) Experiential Learning Activity (10%)

Watch the Gator Tales Play that can be found at:

<https://www.youtube.com/watch?v=U6BU6Vfxw1o>. Write a typed, double-spaced, approximately 4-6 page paper about the following. What did I learn from the oral history experiences of the students in the play? How can their experiences contribute to my personal and intellectual growth as a student? **The assignment is due on October 8th.**

5) Second Reflection Paper (10%)

Refer to the readings, lecture, and videos, in an approximately 4-6 page (1,000-1,500 words), typed, double-spaced paper when answering the following questions in your reflection paper. What types of racial micro-aggressions do Asian American students experience on college campuses in general and at the University of Florida? How have these experiences impacted their mental health? Finally, how have “non-Muslim” students perceived Muslim students on campuses and have negative perceptions worsened after the 2017 travel ban? **This assignment is due on October 15th.**

6) Third Reflection Paper (10%)

For the third reflection paper, answer the following questions in an approximately 4-6 page (1,000-1,500 words), typed, double-spaced paper. Do colleges and universities, including UF, suppress free speech? If so, what examples are there of this from the past decade? What arguments would you make in favor for and against speech codes on campus and how will these codes impact my educational experience at UF? *Provide evidence of controversies (mention this in the rubric).* **This assignment is due on November 5th.**

7) Analytical Essay (25%)

Papers must be a minimum of 2,000 words (8 pages, not including references). They must also be typed and double-spaced. In your essay, reflect upon the information you received in class and answer the following questions. What benefits can students gain from existing campus resources, programs, centers, etc.? What actions need to be taken at UF to ensure that students receive equal educational opportunities and fair treatment regardless of their race? How has this learning experience impacted your understanding of the interaction between race, justice, and power in academia (especially the information in the presentations in module 8)? How has the information you’ve learned in this class contributed to your intellectual, personal, and professional growth? **This essay is due on December 10th.**

Grading Scale:

94-100	A	90-93	A-	87-89	B+	84-86	B	80-83	B-	77-79	C+
74-76	C	70-73	C-	67-69	D+	64-66	D	60-63	D-	Below 60	E

A minimum grade of C is required for general education credit. Information on current UF grading policies can be found at:

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

Missed Work Policy:

The policy for missed work in this class is consistent with the university's policy (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). All discussion posts, quizzes, and papers must be uploaded on the correct date before 11:59pm. Students will not be allowed to make up any quizzes or discussion posts unless proper documentation is submitted to the professor before the assignment.

Disabilities Statement:

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.

Academic Dishonesty:

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 (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) 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. If you have any questions or concerns, please consult with the instructor.

Course Evaluation:

Students will have the opportunity to evaluate the class during the last two weeks of class and will be informed when they will be able to submit course evaluations. Summaries of the results can be found at www.evaluations.ufl.edu/results. 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.

Campus Resources:

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 3921575 so that a team member can reach out to the student.

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. 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:

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learningsupport@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/>

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

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 2215 Turlington Hall for one-on-one consultations and workshops.

Class Schedule

Module One: The Black Campus Movement of the 1960s

Module Description:

In this module, we will look at the black campus movement's origin nationwide. We will discuss the events of the civil rights movement that resulted in student protests on college campuses across the nation. Finally, we will discuss the responses of the administration to these protests. Some of them ended violently. This module will provide a history that will allow you to understand race relations on campus during the 1960s and the way that minority students were treated on campus.

Turn it in:

1. Upload introduction post and discussion 1 post to canvas by August 27th at 11:59pm. Upload responses to your peers by August 30th at 11:59pm.
2. Upload discussion post 2 post to canvas by September 3rd at 11:59pm. Upload responses to your peers by September 5th at 11:59pm.

Assignments: Watch the videos and lecture that are listed on canvas for both discussion posts.

1. Discussion 1 Post (Essential Questions): Did you witness any racism in high school? Do you believe students with racist views in high school bring those beliefs to college? How does the racism exhibited by these students impact race relations on campus? Required Readings for Discussion 1 Post (available at the course reserves link on canvas): The Black Revolution on Campus; Moving Toward Blackness: The Rise of Black Power on Campus; A Revolution is Beginning: The Strike at San Francisco State
2. Discussion 2 Post (Essential Questions): Should activists in the Black campus movement have followed the NAACP's philosophy of nonviolent direct action instead of the Black Power movement's philosophies? Why or why not? Required Readings for Discussion 2 Post (available at the course reserves link on canvas): "Shuddering in a Paroxysm of Black Power": A Narrative Overview of the Black Campus Movement; The Black Power Movement: A State of the Field; The NAACP, Black Power, and the African American Freedom Struggle

Module Two: Racial Microaggressions

Enjoy your Labor Day on September 6th.

Module Description: Minority students have to deal with these racial microaggressions at UF. Our examinations of racial microaggressions and racial trauma in this module allow us to examine essential questions about issues and events that impact the minority student campus learning experience. After the June 2020 murder of George Floyd, some individuals who had been in denial about racism wanted to become more enlightened. In this module, students will study the perceptions that some people have of the Black Lives Matter Movement and its directive for college campuses to study racial justice.

Turn it in:

- 1) Upload first reflection paper is due September 10th at or before 11:59pm.
- 2) Upload third discussion post on or before September 17th at or before 11:59pm. Upload responses to your peers by September 20th at or before 11:59pm.

Assignments: Watch Dr. Austin's lecture for both assignments.

- 1) First Reflection Paper (Essential Questions): What is the definition (and types) of racial microaggressions and racial trauma? What microaggressions and trauma do students of color encounter on college campuses in general and at UF in particular? Finally, is it possible for these racial microaggressions, trauma, and justice incidents to impact my experience at UF? Required Readings for the first reflection paper: "The Joke's on You, Black" of *Blackballed: The Black and White Politics of Race on College Campuses*; "How Did that Make You Feel?" of *Campus Politics*; The Emotional Toll of Racism; UF Student Shot by Police Tells His Story. Required videos: Microaggressions in the Classroom; Understanding Racial Trauma;

- 2) Third Discussion Post (Essential Questions): After the death of George Floyd at the hands of a Minneapolis police officer, how has the Black Lives Matter Movement influenced students to promote racial justice on campuses, including at UF and why do some critics object to the movement? Required Readings for the third discussion post: 49 Days of Mourning for George Floyd: An Asian American Re-awakening in St. Paul; As a Latinx Student, Black Lives Matter is My Responsibility Too. Required videos: Black Lives Matter Explained; UF Black Student Stories One Year After the Murder of George Floyd; “Anti-Racism” Racists; The Real Goal of the ‘Black Lives Matter’ Movement is the Destruction of Western Society

Module Three: The Latino/a and Black Female Experience at UF

Enjoy Homecoming October 1st.

Module Description: In this module, we will examine the experiences of Latino/a students at UF and at other colleges. In addition, the students will examine issues of concern to black female students and faculty. After completing this module, you will be able to reflect on the experiences of these black women and Latino/a students and question whether they impact the lives of everyone in society.

Turn it in:

- 1) Upload fourth discussion post on or before September 24th at or before 11:59pm. Upload responses to your peers by September 27th at or before 11:59pm.
- 2) Upload fifth discussion post on or before October 1st at or before 11:59pm. Upload responses to your peers by October 3rd at or before 11:59pm.

Assignments:

- 1) Fourth Discussion Post (Essential questions): What unique challenges do undocumented students encounter at UF and how do you think they cope with their status and the problems they face? In addition, what resources, if any, should UF provide to undocumented students? Required Readings: Associations between Cultural Stressors, Cultural Values, and Latina/o College Students’ Mental Health; “Illegal” Immigrants Should Pay Full Tuition at Florida Public Universities; Hay Que Tener Fe: The Challenge of Being a Latina DACA College Student; Legislation and Programs Support Undocumented Students in Florida. Required Videos: Dr. Austin’s Latino/a student and La Casita lecture; Latino in UF; What It’s Like to be Latino at a White College; DACA Students React to Election; Latino/a Diaspora in the Americas Project; Coming Out as an Undocumented Immigrant-Latino Voices.
- 2) Fifth Discussion Post (Essential questions): What racist and sexist experiences did the first black female students have at UF? Are black female students and other female students of color still experiencing these issues today. What challenges did one black female faculty experience when trying to attain tenure and promotion? In your opinion,

why are there so few black female faculty on campus? Why are women of color excluded from discussions about campus sexual assault? Required readings: 'I Was One of the First to See Daylight': Black Women at Predominantly White Colleges and Universities in Florida since 1959; Resilience Post Tenure: The Experience of an African American Woman in a PWI; "Student Bodies: Policing Sex on College Campuses" of *Campus Politics*; Women of Color Undergraduate Students' Experiences with Campus Sexual Assault: An Intersectional Analysis. Required Videos: Dr. Austin's Black Female Experience lecture; Why Do We Silence Black Girls and Women Who are Survivors of Sexual Violence?; Campus sexual assault survivors press to change culture, erase stigma.

Module 4: The Asian American and Muslim Student Experience at UF

Module Description: In this module, we will read journal and campus newspaper articles about the stereotypes, racial microaggressions, and mental health challenges experienced by Asian American and Muslim students. This topic is a relevant one because of the anti-Asian and anti-Muslim environments on some college campuses, especially in recent years, that have affected their abilities to gain a fair and equitable educational experience.

Turn it in:

- 1) Upload experiential learning activity to canvas on October 8th at or before 11:59pm.
- 2) Upload second reflection paper on or before October 15th at or before 11:59pm. Upload responses to your peers by October 18th at or before 11:59pm.

Assignments:

- 1) **Experiential Learning Activity:** An analysis of the Gator Tales play (Essential Questions). Actors re-enact the oral histories of the first Black students at UF in the play that can be found at <https://www.youtube.com/watch?v=U6BU6Vfxw1o> (1 hour and 58 minutes). Write a typed, double-spaced, approximately 4-6 page paper about the following. What did I learn from the oral history experiences of the students in the play? How can their experiences contribute to my personal and intellectual growth as a student? Required readings: None. Required video: Gator Tales play.
- 2) **Second Reflection Paper (Essential Questions):** Refer to the readings, lecture, and videos, when answering the following questions in your reflection paper. What types of racial micro-aggressions do Asian American students experience on college campuses in general and at the University of Florida? How have these experiences impacted their mental health? Finally, how have "non-Muslim" students perceived Muslim students on campuses and have negative perceptions worsened after the 2017 travel ban? Required readings: Challenging the Model Minority Myth as a First-Generation College Student; A month later — has UF addressed its own Asian hate? UF Needs to do Better; APIDA, AASU Highlight Lack of Asian American Programs at UF; The Anxiety of Being Asian

American; An Examination of Non-Muslim College Students' Attitudes Toward Muslims; A Document Analysis Examining the Experiences of Muslim College Students at a Public University in the U.S. South. Required Videos: UF Asian American Student Union 2018-2019 Intro Video: Who We Are; An epidemic of hate: anti-Asian hate crimes amid coronavirus; Anti-Asian Hate Touches International Students; University of Florida's Islam Protest; Amid Influx of Muslim Students, Schools Temper Tensions.

Module 5: The Integration of UF, College Racism and Greek Life

Module Description: The readings, videos, and lecture in this module will educate students about the racial climate on campus when the first black students were admitted and that today. Current students continue to encounter prejudices that resemble those experienced by the first black students, especially when it pertains to Greek life.

Turn it in:

- 1) Upload sixth discussion post to canvas on October 22nd at or before 11:59pm. Upload responses to your peers by October 25th at or before 11:59pm.
- 2) Upload seventh discussion post to canvas on October 29th at or before 11:59pm. Upload responses to your peers by November 1st at or before 11:59pm.

Assignments: Watch Dr. Austin's "The Integration of UF" lecture for both posts.

- 1) Sixth Discussion Post (Essential Questions): Should UF's student government association pass a resolution that says "America's colleges have fostered a racist environment that makes them a hostile space for African American students?" Why or why not? Required Readings: University of Florida Gets Low 'Racial Equity' Grade from USC's 'Race and Equity' Center; UF Needs to Improve Racial Equity. Required Video: Are Colleges Racist Against African Americans.
- 2) Seventh Discussion Post (Essential Questions): Should fraternities and sororities be expelled if their members engage in bigoted or discriminatory actions? Should Greek life be abolished on campuses? Did black students at the University of Mississippi and the accuser at Duke University engage in a form of 'reverse racism' toward white students? What punishments should these students have received? Required Readings: "Jim Crow Greek Row", "The Machine", "Not Bitter, No Apologies" in *Blackballed: The Black and White Politics of Race on America's Campuses*; Why it's so difficult to abolish sororities and fraternities; It's Not Just Alabama. Required Videos: Oklahoma SAE Frat: Two Students Expelled Over Racist Chants; Abolish Greek Life? Racism And COVID-19 Spark Campus Debates; Sorority Girl Goes on Racist Rant; 10 Years Later, The Duke LaCrosse Case Still Stings

Module 6: Free Speech, Speech Codes, and Political Correctness

Module Description: In this module we will gain a greater understanding of controversies involving free speech. On one hand, universities, like UF, want to foster a climate of diversity and inclusion that is free from bigotry. On the other hand, members of the university community usually have a right to engage in verbal and symbolic speech that sometimes makes us uncomfortable.

Turn it in:

- 1) Upload third reflection paper to canvas by November 5th.
- 2) Upload eighth discussion post to canvas on November 12th. Respond to peers on or before November 15th.

Assignments: Watch Dr. Austin's lecture on Free Speech for both assignments.

- 1) Third Reflection Paper (Essential Questions): Do colleges and universities, including UF, suppress free speech? If so, what examples are there of this suppression from the past decade? What arguments would you make in favor of and against speech codes on campus? Required readings: 45-56 of chapter Diversity and Its Discontents and Professorial Speech and the Fate of Academic Freedom in *Campus Politics*. Required videos: Free speech hits a fever pitch at the University of Florida; Protesters at the Donald Trump Jr. Speech at UF.
- 2) Eight Discussion Post (Essential Questions): Is HB 233 necessary to ensure that all students have the ability to freely express their views at UF (and at other Florida public universities)? Should President Fuchs have issued a directive that the UF band no longer use the Gator bait chant? Required readings: We're Mad as Hell. . . and We're taking Over the Building in *Blackballed*; The Question of Political Correctness in *Campus Politics*. Required Videos: Florida joins push to outlaw 'free speech zones' on campus; Florida to require public university faculty students to be surveyed; Former player who coined 'Gator Bait' phrase asks UF to reconsider cheer ban; The History of Blackface in America.

Module 7: One Florida and the Issue of Affirmative Action

Enjoy your Thanksgiving Holiday. No assignment is due on November 29th.

Module Description: For many years, colleges and universities have tried to ensure racial, ethnic, gender, religious, and other forms of diversity. In this module, students will discuss the issue of whether affirmative action is an appropriate way for them to do so. The class will read and analyze readings and videos about the origin, evolution, and controversies associated with affirmative action as well as the inception and impact of the One Florida Initiative.

Turn it in:

Upload ninth discussion post to canvas on or before November 22nd. Respond to peers on or before November 25th.

Assignment: Watch Dr. Austin's lecture on affirmative action for this assignment.

Ninth Discussion Post (Essential Questions): Does affirmative action in general, and One Florida in particular, enhance or inhibit the educational experiences of UF students? Should affirmative

action and One Florida continue in the future? If so, how long? If not, why not? Required readings: The Great American Half-Baked Sale of *Blackballed*; Pages 38-45 of Diversity and Its Discontents in *Campus Politics*; 10 years in, 'One Florida' Posts Mixed Results for Minorities at Universities; What Can We Learn from States That Ban Affirmative Action; Where are all the Black Students at UF? Required videos: Affirmative Action for College?; Affirmative Action and the Diversity Dilemma.

Module 8: The Legacy of Slavery and Segregation at UF and Final Reflections

Module Description: In this module, we will discuss UF's (and other elite colleges') ties to slavery and segregation. On many campuses, buildings that are named after supporters of segregation are being renamed and statues are being removed.

Turn it in:

1. Upload tenth discussion post on December 3, 2021 at or before 11:59pm. Respond to Peers on December 6, 2021 at or before 11:59pm.

Assignments: Watch the two presentations that are a part of the Racial Justice Grant.

- 1) Tenth Discussion Post (Essential Questions): What benefits would UF and its students receive from the renaming of the O'Connell Center, J.Wayne Reitz Union, and George P. Smathers Libraries? What arguments can you make both in favor of and against the renaming of campus buildings? In other words, what will the university accomplish if it renames these buildings? Required readings: Honoring the Dishonorable in *Blackballed*; UF Students Examine School Ties to Slavery; Campuses Reckon with Racist Pasts; Renaming the Reitz Union; Rename UF buildings that Glorify Racists. Required videos: Princeton University Removes Woodrow Wilson's name; Princeton Removes Woodrow Wilson Name from School...Correspondent Akhil Rajasekar Reacts; Shackles and Ivy: The Secret History of How Slavery Helped Build America's Elite Colleges;
- 2) Analytical Essay (Essential Questions): What benefits can students gain from existing campus resources, programs, centers, etc.? What actions need to be taken at UF to ensure that students receive equal educational opportunities and fair treatment regardless of their race? How has this learning experience impacted your understanding of the interaction between race, justice, and power in academia (especially the information in the presentations in module 8)? How has the information you've learned in this class contributed to your intellectual, personal, and professional growth?