

The Politics of Race at the University of Florida
IDS 2935
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Office Hours: Tuesdays and Thursdays from 10:40am-1:40pm

You may participate in office hours with Dr. Austin in person or via zoom
(<https://ufl.zoom.us/j/5186400829>)

Teaching Assistant: Ms. Denise Quinlan, M.A., is a doctoral student in the department of political science. She will facilitate and grade the discussions on Fridays and occasionally post announcements on canvas.

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 be 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 Required Textbook:

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

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).

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

The Reserve Articles are listed on the module pages on canvas. Click on the title to access the reading.

Your Grade will be Based on:

In addition to the introduction post 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. The due dates for the assignments are indicated below and on the class schedule.

- 1) Introduction Post (3%) and Course Orientation Information (2%)**

This information is listed on canvas on the assignments tab. After you complete this information, you will receive access to the other course content and receive the percentage points.

2) Participation in the Discussions (35%)

Ms. Quinlan will facilitate each discussion class on Fridays. Consistent informed, thoughtful, and considerate class participation is expected. During the discussions, students will provide comprehensive answers to the questions by referring to the assigned readings, videos, lectures, and other information. Upload a minimum one page, typed, double-spaced explanation of the contribution you made to the discussion on the required date on the day after the class meets (on Saturdays) before 11:59pm. Please refer to the rubric and make specific references to the readings and videos to show proof that you've reviewed them. Don't forget to include parenthetical citations and a reference page. Remember, the reference page is not included in the three page requirement.

3) First Reflection Paper (10%)

In this three-page, typed, double-spaced paper, students will provide an analysis of racial microaggressions and racial trauma. **The assignment is due on September 9th.**

4) Experiential Learning Activity (15%)

Watch the Gator Tales Play that can be found at on canvas. Then, write a typed, double-spaced, three-page paper what you learned from their experiences and how these experiences can contribute to your personal and intellectual growth. **The assignment is due on October 9th.**

5) Second Reflection Paper (10%)

Refer to the readings, lecture, and videos, in a three-page, typed, double-spaced paper when answering the following questions in your reflection paper about the types of racial micro-aggressions Asian American students experience and their impact on their mental health. **This assignment is due on October 14th.**

6) Third Reflection Paper (10%)

For the third reflection paper, answer the questions on canvas in a three-page, typed, double-spaced paper. This paper requires an examination of free speech, speech codes, and political correctness. **This assignment is due on November 4th.**

7) Analytical Essay (15%)

Papers must be three pages (not including references). They must also be typed and double-spaced. In your essay, reflect upon the information you received in class and the way in which this learning experience has impacted your understanding of the interaction between race, justice, and power and contributed to your intellectual, personal, and professional growth? **This essay is due on December 14th.**

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 required assignments must be uploaded on the correct date before 11:59pm. Students will not be allowed to make up any assignments 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. Complete the introduction post and course orientation by August 26th at 11:59pm.
2. Upload discussion summary to canvas by September 3rd at 11:59pm.

Module Two: Racial Microaggressions

Enjoy your Labor Day on September 5th.

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 9th at or before 11:59pm.
- 2) Upload discussion summary by September 17th at or before 11:59pm.

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

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 discussion 1 summary by September 24th at or before 11:59pm.
- 2) Upload discussion 2 summary by September 30th at or before 11:59pm

Module 4: The Asian American Student Experience at UF

Enjoy Your Homecoming Holiday on October 7th.

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 once 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 9th at or before 11:59pm.
- 2) Upload second reflection paper on or before October 14th at or before 11:59pm.

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 discussion summary 1 by October 21st at or before 11:59pm.
- 2) Upload discussion summary 2 by October 28th at or before 11:59pm.

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

Enjoy your Veteran's Day on November 11th.

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 4th.
- 2) Upload discussion summary by November 18th at 11:59pm.

Module 7: One Florida and the Issue of Affirmative Action

Enjoy your Thanksgiving Holiday. No assignment is due on November 26th.

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 discussion summary by December 2nd at 11:59pm.

Module 8: The Legacy of Slavery and Segregation, 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 discussion summary by December 7th, 2022 at 11:59pm.
2. Upload the analytical essay by December 14, 2022 at 11:59pm. There is no final exam in this class.