

The Politics of Race at the University of Florida (IDS 2935)
Summer B 2022 (June 27-August 5, 2022)
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Office Hours: You may participate in office hours with Dr. Austin via zoom at <https://ufl.zoom.us/j/5186400829> on Tuesdays and Thursdays from 2pm-3:30pm. I am also available on other days and at other times by appointment.

Course Description:

Welcome!! This asynchronous 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. The format for the class is as follows. There are six modules that will include your assignments for each week of this six-week class. You must watch my lectures and the required videos that are listed in each. In addition, you must read the required readings and complete the assignments. The teaching assistants will oversee the discussion posts, but I will grade all of the assignments (including the discussions).

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).

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 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 Quiz (2%)

This information is listed on canvas on the assignments tab. After you pass this quiz, you will receive access to the other course content.

2) Participation in the Discussions (30%)

The teaching assistants will participate in the discussion sections and will grade them. Consistent informed, thoughtful, and considerate participation is expected and will be evaluated using the rubric below. During the discussions, students will provide comprehensive answers to the questions listed in the modules by referring to the assigned readings, videos, lectures, and other information. Also, respond to two of your classmates' posts. In order to earn higher grades, cite the assignments when both posting and responding. **The due dates for the discussions and responses are July 1st, 5th, 12th, 19th, 26th, and August 2nd.**

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%)

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? 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. Required Videos: UF Asian American Student Union 2018-2019 Intro Video: Who We Are; An epidemic of hate: anti-Asian hate crimes amid coronavirus; and Anti-Asian Hate Touches International Students. **The assignment is due on July 9th.**

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 July 16th.**

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 July 23rd.**

6) Third Reflection Paper (10%)

Should affirmative action continue in the future? If so, how long? If not, why not? Required readings: The Great American Half-Baked Sale of *Blackballed*; 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. **This assignment is due on July 30th.**

7) Analytical Essay (25%)

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? How has the information you’ve learned in this class contributed to your intellectual, personal, and professional growth? **This essay is due on August 5th.**

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. Students will be given specific times when evaluations can be submitted.

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 1: Introduction and The Latino/a and Undocumented Student Experiences at UF

Module Description: In this module, we will examine the experiences of Latino/a students at UF and at other colleges. After completing this module, you will be able to reflect on the experiences of these Latino/a students, or undocumented students, and question whether their experiences impact the lives of everyone in society.

Turn it in:

- 1) Complete the introduction post, course orientation quiz, discussion 1 post, and responses to two of your classmates are **due on July 1st at or before 11:59pm.**

Assignments:

- 2) 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? Required Readings: Hay Que Tener Fe: The Challenge of Being a Latina DACA College Student. 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, and Coming Out as an Undocumented Immigrant.

Module 2: The African American and Asian American Student Experience at UF

Module Description: In this module, we will read journal and campus newspaper articles about the stereotypes, racial microaggressions, and/or mental health challenges experienced by African American and Asian American students. This topic is a relevant one because of the anti-black and anti-Asian 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 discussion post and responses on **July 5th at or before 11:59pm.**
- 2) Upload first reflection paper on or before **July 9th at or before 11:59pm.**

Assignments:

- 1) Discussion Post (Essential questions): What racist and sexist experiences did the first black female students have at UF and what racial micro-aggression do African American male students encounter at UF? Required reading: 'I Was One of the First to See Daylight': Black Women at Predominantly White Colleges and Universities in Florida

since 1959. Required Videos: Microaggressions in the Classroom; Dr. Austin's Black Female Experience lecture and Dr. Austin Micro-Aggressions lecture

- 2) First 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? Required readings: Challenging the Model Minority Myth as a First-Generation College Student; A month later — has UF addressed its own Asian hate?; APIDA, AASU Highlight Lack of Asian American Programs at UF. Required Videos: Dr. Austin The Asian American Student Experience Lecture; UF Asian American Student Union 2018-2019 Intro Video: Who We Are; An epidemic of hate: anti-Asian hate crimes amid coronavirus; and Anti-Asian Hate Touches International Students.

Module 3: Greek Life and The Integration of UF

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 post and responses by **July 12th at or before 11:59pm.**
- 2) Upload experiential learning activity to canvas on **July 16th at or before 11:59pm.**

Assignments:

- 1) Discussion Post (Essential Questions): Should fraternities and sororities be expelled if their members engage in bigoted or discriminatory actions? 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*. Required Video: Oklahoma SAE Frat: Two Students Expelled Over Racist Chants; Presumed Guilty;
- 2) 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 and from Dr. Austin's lecture about the experiences of the first black students? How can their experiences contribute to my personal and intellectual growth as a student? Required readings: None. Required videos: Gator Tales play and Dr. Austin "The Integration of UF" lecture.

Module 4: Free Speech 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 discussion post and responses by **July 19th at or before 11:59pm.**
- 2) Upload second reflection paper to canvas by **July 23rd at or before 11:59pm.**

Assignments:

- 1) Discussion Post (Essential Questions) Refer to the assigned materials when answering the following questions. “Is HB 7 (the Stop Woke Act) necessary for free speech and should things like the Gator bait chant be banned?” Required readings: We’re Mad as Hell. . . and We’re taking Over the Building in *Blackballed*. Mixed Message: UF Seems to Endorse State’s New anti-CRT Law. Required Videos: Dr. Austin’s lecture on free speech; Florida joins push to outlaw ‘free speech zones’ on campus; The History of Blackface in America; Former Player Who Coined Gator Bait Phrase Asks UF to Reconsider Cheer Ban
- 2) Second Reflection Paper (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 speech used in the movement? Required Readings: 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 5: One Florida and the Issue of Affirmative Action

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:

- 1) Upload discussion post and responses by **July 26th at or before 11:59pm.**
- 2) Upload third reflection paper on **July 30th at or before 11:59pm.**

Assignments:

- 1) Ninth Discussion (Essential Questions): Refer to the assigned materials and answer the following questions. Does affirmative action in general, and One Florida in particular, enhance or inhibit the educational experiences of UF students? Required reading: 10 years in, 'One Florida' Posts Mixed Results for Minorities at Universities. Required Videos: Dr. Austin's lecture on affirmative action
- 2) Third Reflection Paper: Should affirmative action continue in the future? If so, how long? If not, why not? Required readings: The Great American Half-Baked Sale of *Blackballed*; 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 6: 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 post and responses by **August 2nd at 11:59pm.**
 2. Upload analytical essay by **August 5th, 2022 at 11:59pm.**
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- 1) 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? Required readings: Honoring the Dishonorable in *Blackballed*; UF Students Examine School Ties to Slavery; Rename UF buildings that Glorify Racists. Required videos: Black Thursday; UF's Ties to Slavery.
 - 2) Analytical Essay (Essential Questions): 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? How has the information you've learned in this class contributed to your intellectual, personal, and professional growth?