

**The Politics of Race at the University of Florida (IDS 2935)**  
**Summer B 2024 (July 1-August 9, 2024)**  
**Dr. Sharon Austin**  
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**University of Florida**

**Email Address:** Polssdw@ufl.edu

**Dr. Austin's 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.

**The Teaching Assistants:**

The teaching assistants for this class are **Rory Church (rwentworth.churc@ufl.edu)**, **Kristen Gary (kristengary@ufl.edu)**, and **Anna Verma (annaverma@ufl.edu)**. They are doctoral students in the department of political science. Each student will be assigned to one of the teaching assistant's sections. They will grade the discussion posts according to the rubrics on canvas. If you have any questions or concerns about assignments or grades, please contact me (and not them) via email or during office hours.

**\*Very Important: You can only see my lectures if you are using Firefox. Also, refer to the information about the VPN network so that you can access the reserve articles from an off-campus location. The instructions are listed as VPN instructions in the files folder. If you have any trouble, please contact one of the Library West librarians.**

**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 largely 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, readings, and videos. 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.

### **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 on class discussion boards.
- (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 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. In today's society, students are encouraged to fight discrimination and become activists. While doing so, they are able to show their pride in the Gator nation. This course will discuss race relations in both the past and present.

## **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. Finally, 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? What microaggressions do students encounter at UF? Why do we know so little about the experiences of students of color at UF? What unique challenges do undocumented students (who are disproportionately people of color) encounter here?

## **Writing Requirement**

This course also fulfills the 4,000 word writing requirement. The Writing Requirement (WR) ensures that 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 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).

Gordon, Jacob and Paul Ortiz, eds. 2022. *African American Studies: 50 Years at the University of Florida*. Gainesville: University Press of Florida.

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

**The Reserve Articles** can be accessed by clicking on the link on the title of the article on the module pages. Again, please review the VPN information on the course reserves page so that you can access the readings from off-campus locations.

### **Your Grade will be Based on:**

In addition to the discussions, this course requires short 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 on the class schedule. **In order to make the highest grade possible, refer to *all* of the assigned materials.**

- 1) **Discussions (30%)** Refer to the assigned materials (readings and videos) when answering the discussion questions. Also, refer to two (or more) of your classmates' posts. Refer to the assigned materials when including your posts and responses.
- 2) **Short Reflection Papers (10% each for a total of 30% of the grade)** Each of these should be typed, double-spaced, and three complete pages (not including a reference page). It is also very important to include citations, but title pages aren't necessary. You can also include more than three pages. It is probably easier to include a citation after a sentence that includes the author's last name, year of publication, and page number like (Ross, 2015, page 1). On the reference page include the complete reference (Ross, Lawrence. 2015. *Blackballed: The Black and White Politics of Race on America's Campuses*. New York: St. Martin's Griffin Press).
- 3) **Experiential Learning Activity (15%)** This paper can also should be typed, double-spaced, and three pages (not including a reference page). It is also very important to include citations, but title pages aren't necessary. Like with the reflection papers, you can include more than three pages, include a citation after a sentence that includes the author's last name, year of publication, and page number, and include the complete reference on the reference page.
- 4) **Analytical Essay (25%)** This paper can also should be typed, double-spaced, and three pages. Like with the other papers, you can also include more than three pages, but citations and a reference page aren't necessary. This paper requires that each student reflect on the things they have learned and their impact on their development.

**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. It is very important to upload your work on canvas on time. Please, don't wait until the last minute to submit your work.

**Disabilities Statement:**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://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/scr/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](http://www.evaluations.ufl.edu/results). You 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](mailto: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](mailto: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 Latino/a students, and undocumented students, and question whether their experiences impact the lives of everyone in society. If you would like to learn more about resources and campus offices that pertain to Hispanic/Latino culture, see the links in the files folder on canvas.

### **Turn it in:**

- 1) Complete the discussion 1 post and responses to two classmates **by Friday, July 5<sup>th</sup> at or before 11:59pm.**

### **Assignments:**

- 2) Discussion Post (Essential questions): What unique challenges do undocumented students encounter at UF and how should they cope with their status and the problems they face? Required Reading: 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. Recommended Videos: Latino in UF; The Making of La Casita.

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

**Module Description:** In this module, we will read 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 10<sup>th</sup> at or before 11:59pm.**
- 2) Upload first reflection paper on or before **July 14<sup>th</sup> at or before 11:59pm.**

### **Assignments:**

- 1) Discussion Post (Essential questions): What racial micro-aggressions have Black male and female students encountered at UF and how should they have coped with them? Required readings: 'I Was One of the First to See Daylight': Black Women at Predominantly White Colleges and Universities in Florida since 1959 and Black Male Student Success in Higher Education. Required Video: Racial Microaggressions at UF 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; Looking Back at UF's Asian American Pacific Islander History. Required Videos: Dr. Austin's 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 17<sup>th</sup> at or before 11:59pm.**
- 2) Upload experiential learning activity to canvas on **July 21<sup>st</sup> 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 Videos: Oklahoma SAE Frat: Two Students Expelled Over Racist Chants; Abolish Greek Life?, 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, three-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 24<sup>th</sup> at or before 11:59pm.**
- 2) Upload second reflection paper to canvas by **July 28<sup>th</sup> at or before 11:59pm.**

**Assignments:**

- 1) Discussion Post (Essential Questions): Refer to the assigned materials when answering the following questions. “Are HB7 (the stop woke act) and SB266/HB931 necessary to prevent the “indoctrination” of college students and should the Gator bait chant have been 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, and DeSantis Signs Bill Banning DEI Degrees at Florida Colleges. 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 did the Black Lives Matter Movement influence 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 31<sup>st</sup> at or before 11:59pm.**
- 2) Upload third reflection paper on **August 4<sup>th</sup> at or before 11:59pm.**

#### **Assignments:**

- 1) Discussion Post (Essential Questions): Refer to the assigned materials and answer the following questions. Did affirmative action in general, and One Florida in particular, enhance or inhibit the educational experiences of UF students? Required readings: 10 years in, 'One Florida' Posts Mixed Results for Minorities at Universities; Where are all the Black Students at UF?. Required Videos: Dr. Austin's lecture on affirmative action
- 2) Third Reflection Paper: Should colleges still be allowed to consider race as one of many factors in deciding whom to admit to college? In other words, did the U.S. Supreme Court reach the correct decision in the *Students for Fair Admissions, Inc. v. President and Fellows of Harvard College* decision? Why or why not? Required readings: *Students for Fair Admissions, Inc. v. President and Fellows of Harvard College* (Justia Summary); The Great American Half-Baked Sale of *Blackballed*. Required videos: Affirmative Action for College?; Affirmative Action and the Diversity Dilemma; Breaking Down the Supreme Court's Ruling Ending Affirmative Action in College Admissions.

## **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 7<sup>th</sup> at 11:59pm.**
  2. Upload analytical essay by **August 10<sup>th</sup> 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?