

Cover Sheet: Request 14151

IDS2935: UFQUEST 1, Imagining Social Justice: The Long Civil Rights Movement

Info

Process	Course New/Close/Modify Ugrad Gen Ed
Status	Pending at PV - General Education Committee (GEC)
Submitter	Lauren Pearlman lpearlman@ufl.edu
Created	8/22/2019 3:03:31 PM
Updated	8/22/2019 9:35:25 PM
Description of request	IDS2935 is the course "shell" through which the first offerings in the new UF Quest curriculum will be offered. I am asking that the Gen Ed committee temporarily approve a section of IDS2935 titled Imagining Social Justice: The Long Civil Rights Movement as an offering that fills the Humanities and Diversity Gen Ed Designations and Writing 2000 words Gen Ed requirement. This temporary approval will last for three semesters.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	CLAS - History 011612000	Elizabeth Dale		8/22/2019
No document changes					
College	Approved	CLAS - College of Liberal Arts and Sciences	Joseph Spillane		8/22/2019
No document changes					
General Education Committee	Pending	PV - General Education Committee (GEC)			8/22/2019
No document changes					
Office of the Registrar					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|Gen_Ed|New-Close-Modify for request 14151

Info

Request: IDS2935: UFQUEST 1, Imagining Social Justice: The Long Civil Rights Movement

Description of request: IDS2935 is the course "shell" through which the first offerings in the new UF Quest curriculum will be offered. I am asking that the Gen Ed committee temporarily approve a section of IDS2935 titled Imagining Social Justice: The Long Civil Rights Movement as an offering that fills the Humanities and Diversity Gen Ed Designations and Writing 2000 words Gen Ed requirement. This temporary approval will last for three semesters.

Submitter: Lauren Pearlman lpearlman@ufl.edu

Created: 8/21/2019 3:32:48 PM

Form version: 1

Responses

Course Prefix and Number

Response:
IDS2935

Enter the three letter prefix, four-digit course number, and lab code (if applicable), as the course appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog).

If the course has been approved by the UCC but is still pending at SCNS, enter the proposed course prefix and level, but substitute XXX for the course number; e.g., POS2XXX.

Course Title

Enter the title of the course as it appears in the Academic Catalog (or as it has been approved by SCNS, if the course is not yet listed in the catalog, or as it was approved by the UCC, if the course has not yet been approved by SCNS).

Response:
IDS2935 Pearlman UFQ1 Imagining Social Justice: The Long Civil Rights Movement

Delivery Method

Please indicate the delivery methods for this course (check all that apply). Please note that content and learning outcome assessment must be consistent regardless of delivery method.

Response:
Classroom

Request Type

Response:
Change GE/WR designation (selecting this option will open additional form fields below)

Effective Term

Enter the term (semester and year) that the course would first be taught with the requested change(s).

Response:
Spring

Effective Year

Response:
2020

Credit Hours

Select the number of credits awarded to the student upon successful completion. Note that variable credit courses are not eligible for GE or WR certification.

Response:
3

Prerequisites

Response:
n/a

Current GE Classification(s)

Indicate all of the currently-approved general education designations for this course.

Response:
None

Current Writing Requirement Classification

Indicate the currently-approved WR designation of this course.

Response:
None

Requesting Temporary or Permanent Approval

Please select what type of General Education Approval you desire for this course. Selecting 'Permanent', will request a permanent General Education designation. You may also select a temporary General Education assignment for 1, 2, or 3 semesters.

Response:
3 semesters

Requested GE Classification

Indicate the requested general education subject area designation(s) requested for this course. If the course currently has a GE designation and the request includes maintaining that designation, include it here.

Response:
H - Humanities , D - Diversity

Requested Writing Requirement Classification

Indicate the requested WR designation requested for this course. If the course currently has a WR designation and the request includes maintaining that designation, include it here.

Response:
E2 - 2000 words

Type of writing skill feedback provided

Response:
Grade

Accomplishing Objectives

Please provide an explanation of how the General Education Objectives will be accomplished in the course. A numbered list is the recommended format (see example GE syllabus). Inclusion of this explanation is a required component of GE courses and syllabi.

Response:

Humanities objectives: Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

These general education objectives will be accomplished through:

1. Evaluation of what scholars call the "long civil rights movement."
2. Assessment of the different methodological approaches scholars have taken to understand social justice in general and the long civil rights movement in specific.
3. Discussion of the relationship between the long civil rights movement and contemporary social justice issues.
4. Evaluation of historical, sociological, philosophical, literary, and artistic works.

Diversity objectives: 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 US 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.

These general education objectives will be accomplished through:

1. Evaluation of the priorities of the everyday, ordinary black citizens who had the courage to imagine a more just society and the skilled African American activists who helped them organize and mobilize to transform society during the 20th century.
2. Evaluation of the outcomes for the everyday, ordinary black citizens who had the courage to imagine a more just society and the skilled African American activists who helped them organize and mobilize to transform society during the 20th century.
3. Discussion of the relationship between personal beliefs about diversity and contemporary social justice issues.

Content: Explanation of Assessment

Please provide an explanation of how the General Education Content SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Humanities example: Identify, describe, and explain the history, underlying theory and methodologies used.

At the end of the course, students will be able to:

1. Identify, describe, and explain the key developments in the long civil rights movement and how they shaped the world in which we live.
2. Identify, describe, and explain specific goals, strategies, and political ideologies of the long civil rights movement.

Content will be assessed through class discussion, 3 papers, and midterm exam.

Diversity example: Identify, describe, and explain the historical processes and contemporary experiences characterizing 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 disability.

At the end of the course, students will be able to:

1. Identify, describe, and explain the ways that the long civil rights movement helped to further the rights of African Americans, as well as Latinos, gays and lesbians, and other marginalized peoples.

Content will be assessed through class discussion, 3 papers, and a midterm exam.

Critical Thinking: Explanation of Assessment

Please provide an explanation of how the General Education Critical Thinking SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Humanities example: Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives.

At the end of the course, students will be able to:

1. Analyze primary documents, situate them in historical and literary context, and develop critical interpretations of their significance to the long civil rights movement.
2. Evaluate specific goals, strategies, and political ideologies of the long civil rights movement.
3. Reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond.
4. Identify and analyze the different methodological frameworks used to understand the long civil rights movement.

Critical thinking will be assessed through class discussion, 3 papers, symposium participation and reflection, and capstone project.

Diversity example: Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.

At the end of the course, students will be able to:

1. Analyze and evaluate how social inequities affected the opportunities of African Americans and how they fought to secure their rights.
2. Analyze and reflect on what changed for African Americans during the long civil rights movement and what inequalities still exist for them and different groups in the U.S.

Critical thinking will be assessed through class discussion, 3 papers, symposium participation and reflection, and capstone project.

Communication: Explanation of Assessment

Please provide an explanation of how the General Education Communication SLO will be assessed in this course. This is a required component of a General Education syllabus.

Response:

Humanities example: Communicate knowledge, thoughts and reasoning clearly and effectively.

At the end of the course, students will be able to:

1. Develop and present clear and effective responses to essential questions about social justice

issues in oral and written forms.

Communication will be assessed through class discussion, 3 papers, symposium participation and reflection, and capstone project.

Diversity example: Communicate knowledge, thoughts and reasoning clearly and effectively.

At the end of the course, students will be able to:

1. Develop and present clear and effective responses to essential questions about social justice issues in oral and written forms.

Communication will be assessed through class discussion, 3 papers, symposium participation and reflection, and capstone project.

University of Florida
Quest 1
Spring 2020

Title: Imagining Social Justice: The Long Civil Rights Movement
Dr. Lauren Pearlman

Office: 224 Keene-Flint Hall
Email: lpearlman@ufl.edu

Phone: 352-273-3364
Classroom: TBD

Office Hours:

TBD

Course Details:

Quest 1 Theme: Justice and Power

General Education: Humanities, Writing (2,000 words), Diversity

(Note that a minimum grade of 'C' is required for General Education credit)

Class resources, announcements, updates, and assignments will be made available through the class Canvas site (www.elearning.ufl.edu)

Course Description:

During this interdisciplinary Quest 1 course, we will employ a grassroots approach to understand one of America's most defining social justice movements: what scholars call the "long civil rights movement." Rather than focus solely on the best-known moments of the 1950s and 1960s, this course will cover key events, issues, and organizations from the New Negro to the New Jim Crow. We will examine the origins of the movement, especially in relation to World Wars I and II; the development and impact of the mass mobilization efforts of the movement's defining phase; and more contemporary civil rights issues, like mass incarceration, police brutality, and prison abolition. Our goal is to understand the development of the movement as well as the priorities of and outcomes for the everyday, ordinary black citizens who had the courage to imagine a more just society and the skilled African American activists who helped them organize and mobilize to transform society during the 20th

century. What, for example, was the importance of labor activism and international politics, the role of women, and the ideological and tactical transition to Black Power? How did the African American freedom movement intersect with and influence debates about gender, labor, sexuality, and foreign policy? To tackle these and other questions, students will engage with historical, sociological, philosophical, literary, and artistic works. In doing so, we hope to better understand the movement's successes, failures, and its legacy for this nation.

Required Readings

We will read a variety of books, articles, and primary documents. There are four (4) required texts available for purchase at the UFE Bookstore. In addition to these books, there will be one (1) eBook, and various readings

purchase at the UF Bookstore. In addition to these books, there will be one (1) eBook, and various readings, images, and other primary documents available online via Canvas, the course e-learning site. These are required readings and will form the basis of many assignments. Whether you print them out as hard copy or not is up to you, but please be sure that you can access them during class.

- Glibert King, *Devil in the Grove: Thurgood Marshall, the Groveland Boys, and the Dawn of a New America* (New York: Harper Collins, 2012). **History.**
- Danielle L. McGuire, *At the Dark End of the Street: Black Women, Rape, and Resistance--A New History of the Civil Rights Movement from Rosa Parks to the Rise of Black Power* (New York: Vintage Books, 2011). **History.**
- John Lewis and Andrew Aydin, *March: Book Three* (Marietta, GA: Top Shelf Productions, 2016). **Graphic novel.**
- Alice Kim, Erica Meiners, Jill Petty, Audrey Petty, Beth E. Richie, and Sarah Ross, eds., *The Long Term: Resisting Life Sentences Working Toward Freedom* (Chicago: Haymarket Press, 2018). **Critical essays, personal reflections, conversations, poetry, theater, art, war stories, love stories, and manifestos.**
- Lauren Pearlman, ed. *The West Point Guide to the Civil Rights Movement* (New York: Rowan Technology Solutions, 2014-2016). **Digital Humanities eBook .**

Instructions for downloading digital reader: We will be working with primary documents over the course of the semester. These will serve as the foundation for your third paper due **April 3**. In order to access the primary documents, you need to download the eBook, *The West Point Guide to the Civil Rights Movement*. On the Rowan Publishing page, you can download the book for free (<https://shop.westpointhistoryofwarfare.com/products/the-west-point-guide-to-the-civil-rights-movement>). The publisher will send you an email to download the book. Note: It works best on an iPad or Mac computer but is also compatible with PCs.

Recommended Reading: A terrific guide to general writing rules is Strunk and White's *The Elements of Style*. The first edition is available online for free: <http://www.bartleby.com/141/>

QUEST 1 AND GEN ED DESCRIPTIONS AND STUDENT LEARNING OUTCOMES

QUEST 1 DESCRIPTION: Quest 1 courses are multidisciplinary explorations of essential questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students apply approaches from the humanities to mine works for evidence, create arguments, and articulate ideas.

QUEST 1 SLOS:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Connection).
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

HUMANITIES DESCRIPTION: Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

These general education objectives will be accomplished through:

1. Evaluation of what scholars call the "long civil rights movement."
2. Assessment of the different methodological approaches scholars have taken to understand social justice in general and the long civil rights movement in specific.
3. Discussion of the relationship between the long civil rights movement and contemporary social justice issues.
4. Evaluation of historical, sociological, philosophical, literary, and artistic works.

DIVERSITY DESCRIPTION: Diversity (D) – this designation is always in conjunction with another program area. 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 US 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.

These general education objectives will be accomplished through:

1. Evaluation of the priorities of the everyday, ordinary black citizens who had the courage to imagine a more just society and the skilled African American activists who helped them organize and mobilize to transform society during the 20th century.
2. Evaluation of the outcomes for the everyday, ordinary black citizens who had the courage to imagine a more just society and the skilled African American activists who helped them organize and mobilize to transform society during the 20th century.
3. Discussion of the relationship between personal beliefs about diversity and contemporary social justice issues.

HUMANITIES SLOS:

1. Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
2. Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
3. Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

At the end of the course, students will be able to:

1. Identify, describe, and explain the key developments in the long civil rights movement and how they shaped the world in which we live. (Content)
2. Identify, describe, and explain specific goals, strategies, and political ideologies of the long civil rights movement. (Content)
3. Analyze primary documents, situate them in historical and literary context, and develop critical interpretations of their significance to the long civil rights movement. (Critical Thinking)
4. Evaluate specific goals, strategies, and political ideologies of the long civil rights movement. (Critical Thinking)
5. Reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond. (Critical Thinking)
6. Identify and analyze the different methodological frameworks used to understand the long civil rights movement. (Critical Thinking)
7. Develop and present clear and effective responses to essential questions about social justice issues in oral and written forms. (Communication)

DIVERSITY SLOS

1. Identify, describe, and explain the historical processes and contemporary experiences characterizing 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 disability.
2. Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society.

At the end of the course, students will be able to:

1. Identify, describe, and explain the ways that the long civil rights movement helped to further the rights of African Americans, as well as Latinos, gays and lesbians, and other marginalized peoples. (Content)
2. Analyze and evaluate how social inequities affected the opportunities of African Americans and how they fought to secure their rights. (Critical Thinking)
3. Analyze and reflect on what changed for African Americans during the long civil rights movement and what inequalities still exist for them and different groups in the U.S. (Critical Thinking)
Develop and present clear and effective responses to essential questions about social justice issues in oral and written forms. (Communication)

WRITING DESCRIPTION: The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course. It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

WRITING EVALUATION:

1. This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
2. The instructor will evaluate and provide feedback on the student's written work with respect to content,

organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics.

3. Specific guidelines for individual assignments will be provided during the course of the semester. A rubric is attached. Generally speaking, I will evaluate you on the following criteria:
- a. **Argument and support:** Does the paper make a convincing and coherent argument? Is the argument well supported by evidence? Is evidence used effectively?
 - b. **Organization and coherence:** Is the paper structured in logical way? Does the introduction include a statement of the topic or situation under investigation, a thesis statement, and a brief statement of the main supporting arguments? Do the body paragraphs have topic sentences that tie back to the paper's thesis? Do they provide specific evidence and sound analysis that supports the argument being made?
 - c. **Content and originality:** Does the paper make an original contribution or insight? Does the author's own opinion and voice come through?
 - d. **Style:** Is the paper formatted correctly? Does it contain the word count as specified? Are footnotes present, properly formatted, and sufficient to document ideas?
 - e. **Mechanics:** Is the paper grammatically correct, free from typos and spelling errors, and generally readable? Is it written in the past tense? Does the author avoid saying "I" "we," "you," etc.

Course Delivery: This course is a traditional face-to-face class focused on the written and spoken exchange of ideas. Students will be engaged through a combination of lecture and class discussion with the instructor and TA and with one another, as well as through feedback from the instructor and TA on their written work. Lectures will introduce core knowledge of the week's topic and ensure timely achievement of course objectives. Weekly discussions (led by the instructor and/or TA) will build on lecture content, while group activities will offer additional personal engagement with the class materials.

Course Assignments:

- This class requires a serious commitment of time and energy. Please have your syllabus on hand and be sure to keep up with all of the reading and writing deadlines. Note: I will always allow time for formal and informal discussion of assignment prompts.
- **Readings:** The reading for this class will ebb and flow. I will alert you to the weeks that have heavier reading assignments ahead of time and discuss with you time management strategies for these weeks. You are expected to read all of the assigned readings prior to class and arrive in class with questions, comments, and opinions about what you have read. Make sure to allow enough time in your schedule to read thoroughly and critically.

Note: At times the iBook assignments may appear long, but they include multimedia and short written documents. Each assignment from the iBook is intended to be the equivalent of traditional reading for one class session.

Note: You will be expected to read all of *March* during Week 12. This is a graphic novel and is intended to be the equivalent of traditional reading for two class sessions.

- A five hundred (500) word essay analyzing primary documents is due on **January 31**. Your essay will be graded according to the content of your ideas *and* the quality and accuracy of your prose. Late papers will not be accepted. Further instructions regarding format and content will be distributed before the paper is due.
- A one thousand (1000) word essay on the *Devil in the Grove* is due on **February 21**. Late papers will be penalized one third of a letter grade for every day that they are late. Further instructions regarding format and content will be distributed before the paper is due.
- A midterm exam will be given on **February 26**.
- A fifteen hundred (1500) word critical analysis essay of primary documents is due on **April 3**. Late papers will be penalized one third of a letter grade for every day that they are late. Further instructions regarding format and content will be distributed before the paper is due.
- **Short papers:** Over the course of the semester students will be asked to write three original papers (500-1500 words each), which will combine to satisfy a 2000 word General Education requirement. All papers must be typed, double-spaced with one-inch margins, 12 pt. Times New Roman. You must include a word-count at the top of your first page. Please also include your name, the date you hand in the

assignment, and title your essays. If it is difficult for you to choose a title, consider that a clue that you may need to focus your essay more. Each paper is to be uploaded onto the course's e-learning site in Canvas. You can log in and find the course web page here: elearning.ufl.edu. The papers will be graded electronically, and returned to you electronically.

- You will be required to participate in the annual symposium of the Mellon Working Group on Mass Incarceration scheduled for Spring 2020. The symposium will feature invited speakers whose works tackle the grand challenge question, “What would the world look like without mass incarceration,” and include a panel featuring community partners (including, for example, the River Phoenix Center for Peacebuilding, the Florida Justice Institute). Time and location of the event will be provided no later than Fall 2019. Criteria for participation: You must attend the symposium and post a reflection to fulfill the experiential element of the course. Reflecting on the core questions posed in class, students will submit a short essay discussing how the issue of mass incarceration is connected to class content and to their lives as a whole. Students should reflect on whether or how the symposium makes them consider their own place in what scholars call “the carceral state.” Additional guidelines for the reflection will be described on Canvas.
- A final capstone project is due on **April 22**.
- **Capstone project:** In the spirit of the Quest Connection SLO, the final project asks students to identify a modern civil rights issue (including, but not limited to, criminal justice reform, the crisis of mass incarceration, police brutality, environmental racism, and reparations) and explore how to understand and address the issue within the context of social justice. How do you imagine overcoming this issue to achieve a more just future? The short paper assignments, in addition to class readings and discussion, should prepare you to succeed in this assignment. The grade for the capstone project will involve two parts: a creative project with a public impact component and a reflection paper.
 - Part 1: The creative project may be completed individually or in groups of up to 3 students who are working on the same issue. Ideas for the creative project include photography, song, dance, art, community projects, and podcasts, among others.
 - Part 2: Each student must write a reflection essay on their experience identifying, evaluating, and imagining a future that overcomes their chosen issue. Students will also be asked to reflect on the ways in which the themes of this course are relevant to their own intellectual, personal, and professional development at UF and beyond. This paper will be more informal than your three essays, but they must be clearly written, thoughtful, and reveal an understanding of the main themes of the course.

Grades: Your grade in this class will be determined largely by your performance on a variety of written assignments and exams. These exercises will allow you to hone your critical thinking and writing skills and allow you to reflect thoughtfully on the long civil rights movement. The professor will provide all feedback on assignments by the end of the semester. Improvement over the course of the semester is not only encouraged but also rewarded.

Your grade for this class will be determined as follows:

Attendance

5%

Paper #1

10%

Paper #2

15%
Paper #3

15%

Midterm

15%
Symposium participation and reflection 10%
Capstone Project

20%
Participation

10%
(5% before the midterm/5% after the midterm)

UF Grading Scale

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S	U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	.67	0	0	0	0	0	0

A100-94, A-: 90-93

C+: 77-79, C: 74-76, C-: 70-73

B+: 87-89, B: 84-86, B-: 80-83 D+: 67-69, D: 64-66, D-: 60-64

F: below 64

More information on UF's grading policies is available at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Attendance and Assignment Policies

- Attendance is required, expected, and central to your learning experience. Attendance is taken in a few ways including: roll call, sign-up sheets, quizzes, and in class activities.
- Class will begin and end on time each day. Please be considerate of your classmates and avoid disrupting their learning.
- In addition to showing up for class on time, be ready to articulate and defend your ideas, as well as to listen to and work with the ideas of others.
- Assignments are due at the beginning of class on the due date (unless otherwise stated) and turned in by you and you alone. Unless stated otherwise, late assignments will be penalized one-third-letter grade per 24-hour period after the deadline. So if you turn your assignment in after class ends the same day it is due, and your grade is a B, your final grade will be a B-

due, and your grade is a D, your final grade will be a D-.

- In order for assignments to be accepted without losing points, please contact me as soon as possible and provide documentation of illness or other university-approved absences. Dated documentation can include, but are not limited to: dated doctor's note, documentation of jury duty, obituary, etc. I reserve the right to contact the appropriate sources to confirm the documentation. Except in case of emergency, you should contact me before an excused absence to make arrangements to turn in work before class.
- If you turn in an assignment and leave before class ends, your assignment will be discarded and will be considered late once re-submitted.
- A model student will demonstrate responsibility for getting the information and material missed in class from a classmate. A student with 5 unexcused absences will have their grade reduced. Arriving at class late and/or leaving before class is over counts as ½ an absence. I will not contact students during the semester to apprise them of their attendance status; it is the responsibility of the students to check this regularly. Religious holidays, UF athletic travel conflicts, and written explanations from a certified health professional are eligible for an excused absence when cleared with the instructor, ideally ahead of time. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
- Note: A model student will not engage in behavior such as reading texts, browsing the internet, sleeping, or doing homework for another class. If you engage in this or any other behavior that I consider to be disrespectful to me or to your classmates, you may be considered absent for that day.

Guidelines for Discussion

Participation in discussion is an important part of your role as a member of this class. A rubric is attached. Model students will be prepared and engaged in discussion. Your instructor or TA will evaluate participation halfway through the semester and offer tips for improvement. You will receive half your participation before the midterm and half after the midterm. You are also encouraged to ask for feedback at any point in the semester.

Please keep in mind that conversations about race can stir up strong emotions. A great deal of this results from the environment of mistrust and misunderstanding that exists in the wider society. I start from the assumption that those of you that have chosen to take this class have come with an open mind, ready not only to share your points of view but to try to understand the perspectives of others. Thoughtful, insightful, and honest points of view are needed in order to help us all learn to communicate more effectively and openly about race. So that everyone feels respected in the classroom, use tact and understanding when presenting your ideas. Personal attacks, disparaging remarks, or attempts to dominate the conversation will not be tolerated. Remember as well that individuals in the classroom may have been personally affected by the issues that we are discussing; and to show respect to your peers and the educational process.

Mobile Electronic Device Policy

Recent studies have shown that college students retain less information when they use laptops instead of pen and paper, and that open laptops are disruptive to nearby students. However, I recognize that many of you are more comfortable taking notes on a computer, so I will allow it during lecture and discussion. Laptops will not be allowed during film screenings, so do bring pen and paper to class on these days. I reserve the right to ban laptops if they become disruptive over the course of the semester. Please silence your cell phone prior to the start of class, keep it out of sight, and do not text or use social media apps during class time.

Correspondence

I will send important course announcements and other correspondence to you via your UF email account. If you do not use this as your primary account, please make sure that you have your UF email forwarded to you and check your email regularly! Sadly I will not text you reminders about when assignments are due.

How to get in touch with your professor

- Come to office hours. I truly enjoy getting to know more about students outside of the classroom. You are encouraged to stop by with any questions that you may have about assignments, readings, your major, going grad school, or other pertinent topics.
- Email me at lpearlman@ufl.edu. I will generally get back to you within 24 hours, though my response will be slower during the weekend. Do not email me the night before an assignment is due and expect to receive a response.

Students with Disabilities

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodations must first register with the Dean of Students Office (352-392-8565, www.dso.ufl.edu/drc/). The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting an accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Academic Honesty

The University, as well as your instructor, values and expects academic integrity. Ethical violations include

cheating, plagiarism, fabrication, and academic misconduct (including turning in the work of others as your own and reusing old assignments). These will not be tolerated and will result in an automatic failing grade in the course. Plagiarism is defined in the University of Florida's Student Honor Code as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." Students found guilty of academic misconduct will be prosecuted in accordance with the procedures specified in the UF honesty policy

To avoid plagiarism, you must not copy the words, phrases, arguments, ideas, or conclusions of another person or source (including Internet sources) without properly crediting the person or source with both quotation marks and a footnote. Make sure that you properly cite direct quotations, paraphrased information, and facts that are not widely known. I will provide you with guidelines for proper citations and formatting prior to your submission of all written work, but you may contact me at any time for clarification. For more information on UF's honest policy, see <http://www.dso.ufl.edu/scr/honorcodes/conductcode.php>. For more information on how UF's Judicial Affairs processes cases of plagiarism, see <http://www.dso.ufl.edu/judicial/academic.php>.

Student Evaluations

1. Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>. Note: Instructor will allow time during the last 10 days of class for students to complete UF course evaluations and the Quest Student Survey and to hear from Quest Ambassadors about additional course offerings, peer-mentoring, and research opportunities in the Quest curriculum.

Materials and Supplies Fees

There are no additional fees for this course.

U Matter, We Care

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

Course Schedule

This schedule is provisional and may be changed as needed by the instructor.

Week One: The Roots of Racism

Summary: The course recognizes that conversations about race, race relations, racism, and forms of allyship and anti-oppression are difficult but critical to have in the complex and interconnected world in which we live. One aim for the first week is to begin to identify our own assumptions about race in America, especially as they relate to concepts of justice. What makes a society a fair one?

January 6 None

January 8 Excerpts from William H. Chafe, Raymond Gavins, Robert Korstad, eds., *Remembering Jim Crow: African Americans Tell About Life in the Segregated South* (New York: The New Press, 2001, 2014), 1-40. **Autobiography.**

Week Two: The Jim Crow South

Summary: This week we will begin to analyze what daily life was like for black and white citizens in the South after Reconstruction. We will introduce the idea of Jim Crow and ask what rights African Americans had during this time. How do we define civil rights?

January 13 Excerpts from Chafe, Remembering Jim Crow, 40-80. **Autobiography.**

January 15 Excerpts from Chafe, Remembering Jim Crow, 80-120. **Autobiography.**

Week Three: World War I and the New Negro

Summary: This week we will begin to examine the origins of the long civil rights movement, especially in relation to World War I. We will draw from sociology and African American literary studies to examine different calls to action. Who has the power to make change? What was the importance of labor activism and international politics to the African American freedom movement? What role did art play?

January 20 No Class

January 22 W.E.B. Du Bois, "Close Ranks," and "Returning Soldiers"; Marcus Garvey, selected documents (<http://www.pbs.org/wgbh/amex/garvey/filmmore/ps.html>); Claude McKay, "If We Must Die"; Alain Locke, "Enter the New Negro." **Sociology, poetry, art.**

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Week Four: World War II and Double Victory

Summary: We will continue analyzing the relationship of war to the African American freedom movement. We will introduce the "Double V" concept and explore the way that returning soldiers shaped the movement with their demands for racial justice. What was the power of the press in affecting change?

January 27 James Thompson, Letter to the Editor, *Pittsburgh Courier* (January 31, 1942), King, *The Devil in the Grove*, 1-40

January 29 King, *The Devil in the Grove*, 41-100. **Journalism.**

Paper #1 Due January 31

Week Five: The Postwar Promise

Summary: This week takes us deep into Florida history, as we dig into *The Devil in the Grove*, a seminal text that explores the interaction between the local and national civil rights movements, with a particular emphasis on activists' early legal strategies. What roles do (in)justice and power play in shaping Florida communities?

February 3 King, *The Devil in the Grove*, 100-160. **Journalism.**

February 5 King, *The Devil in the Grove*, 161-220. **Journalism.**

Week Six: Groundwork: The Road to Brown

Summary: We continue our examination of the civil rights movement in Florida. What types of racial terror and violence occurred in Florida? How did activists respond? What does justice look like? Is journalism an effective way to tell the story of the civil rights movement?

February 10 King, *The Devil in the Grove*, 221-292. **Journalism.**

February 12 King, *The Devil in the Grove*, 293-362. **Journalism.**

Week Seven: Making the Modern Movement, 1954-56

Summary: This week we will draw from history and women's studies to explore not only the role of women in shaping the modern movement, as this is a constant theme, but specifically the ways that they elevated the issue of sexual violence to the center of the civil rights movement. How did women shape the agenda of the African American freedom movement? What role did sexual violence play? What type of social change allowed these women to envision a more just society?

February 17 McGuire, *At the Dark End of the Street*, xiv-47. **History.**

February 19 McGuire, *At the Dark End of the Street*, 48-83. **History.**

Paper #2 Due February 21

Week Eight: Groundwork: The Roots of Self-Defense

Summary: After the midterm, we will begin to explore the ideological roots of self-defense and what becomes known as Black Power. We will draw from philosophy and psychiatry to examine the theoretical underpinnings of Black Power. What are some of the philosophical justifications for violence? Is there room for violence in the civil rights movement?

February 24 **MIDTERM EXAM**

February 26 Excerpt from Williams, *Negroes with Guns* (New York: Marzani & Munsell, 1962); Williams, "Is Violence Necessary to Combat Injustice? For the Positive: Williams Says 'We Must Fight Back'"; Frantz Fanon, "Reciprocal Bases of National Culture and the Fight for Freedom," the Congress of Black African Writers, 1959. **Autobiography, philosophy, psychiatry.**

Week Nine: Spring Break

March 2 No Class

March 4 No Class

Week Ten: Making the Modern Movement, Part 1

Summary: This is the first of four weeks covering the classic chapter of the civil rights movement. We will focus on some of the best-known moments of the 1950s and 1960s. How did the civil rights movement develop during this era? This week we will draw from black feminist theory and post-colonial studies to examine the power of social justice .

March 9 Barbara Ransby, "Behind the Scenes View of a Behind the Scenes Organizer," in *Sisters in Struggle: Invisible Black Women in the Civil Rights Movement 1945–1970* , ed. Bettye Collier-Thomas and V.P. Franklin. **History.**

March 11 Nonviolence and Sit-in documents, The West Point Guide to the Civil Rights Movement, Module 2, Chapters 2-3 (roughly 25 pages). **Autobiography, philosophy, post-colonial studies.**

- Theories of Nonviolence (context)
- M.K. Gandhi to London Missionary Society of India in 1925
- Mahatma K. Gandhi, "Between Cowardice and Violence, 1945
- Dr. Martin Luther King Jr., "Nonviolence and Racial Justice," February 6, 1957
- Excerpt from Dr. Martin Luther King Jr., "The Sword That Heals," in *Why We Can't Wait*, 1963
- CORE Rules for Action, 1963–1964
- Interview with Bayard Rustin, 1979
- We Shall Overcome (mp3)
- Sit-Ins (context)
- "Woolworth Made Target for Demonstration Here," February 2, 1960
- Interview with Franklin McCain about Greensboro sit-ins
- Advertisement for Picketers in Chapel Hill, North Carolina, 1960
- Interview with Diane Nash, November 12, 1985

Week Eleven: Making the Modern Movement, Part 2

Summary: This is the second of four weeks covering the classic chapter of the civil rights movement. We will focus on some of the best-known moments of the 1950s and 1960s. What was the impact of the mass mobilization efforts during the movement's defining phase? Who has the power to make change? This week we will draw from religion to examine our moral obligation to one another.

March 16 Freedom Ride documents, The West Point Guide to the Civil Rights Movement, Module 2, Chapter 4 (roughly 25 pages) . **Statistics, newspaper clippings, photography.**

- Freedom Rides (context)
- Letter from James Farmer to President John Kennedy, April 26, 1961
- Freedom Rider Mug Shots
- Letter from a Freedom Rider's Father, 1961
- Freedom Rider Statistics

- Sid Moody, "Freedom Rides Brought More than Violence," February 1962
- Freedom Rides: Timeline and History
- Map of Freedom Rides
- Buses are a Coming
- Interview with Hank Thomas (audio) and biography

March 18 Birmingham documents, The West Point Guide to the Civil Rights Movement, Module 2, Chapter 5 (roughly 25 pages) . **Speeches, newspaper clippings, autobiography.**

- The Birmingham Campaign (context)
- Fred Shuttlesworth, "The Birmingham Manifesto," April 3, 1963
- Press Clips, April 1963
- Excerpt from Dr. Martin Luther King Jr., "Letter from Birmingham Jail," April 16, 1963
- President Kennedy, Press Conference #55, May 8, 1963"
- Alabama Christian Movement for Human Rights, "The Birmingham Truce Agreement," May 10, 1963
- KKK Flyers
- Barbara Cross, "A Love That Forgives," 1963
- Diane Nash, Report, September 17–20, 1963

Week Twelve: Making the Modern Movement, Part 3

Summary: This is the third of four weeks covering the classic chapter of the civil rights movement. We will focus on some of the best-known moments of the 1950s and 1960s. What type of social change would allow us to envision a more just society? How do we "read" a graphic novel? What is effective about telling the story of the civil rights movement in this format?

March 23 Lewis and Aydin, March (Book Three), 1-125. **Graphic novel.**

March 25 Lewis and Aydin, March (Book Three), 125-250. **Graphic novel.**

Week Thirteen: Making the Modern Movement, Part 4

Summary: This is the fourth of four weeks covering the classic chapter of the civil rights movement. We will focus on some of the best-known moments of the 1950s and 1960s. We will draw from statistics and political science to examine what the Civil Rights and Voting Rights Acts promised. How do we evaluate whether or not they were successful? Did they help us, as a society, overcome racism?

March 30 Civil Rights Act and Voting Rights Act documents, The West Point Guide to the Civil Rights Movement, Module 1, Chapters 3-7 (roughly 75 pages). **Original voter application forms and literacy tests, quantitative data, maps, speeches.**

- The Civil Rights Act of 1964 (context)
- Excerpt, George Wallace, First Inaugural Address, January 14, 1963
- President John F. Kennedy, Report to the American People on Civil Rights, June 11, 1963
- Everett M. Dirksen, Speech on the Senate Floor re the Civil Rights Bill, June 10, 1964
- Letter from NAACP's Roy Wilkins to Everett Dirksen, June 12, 1964 and Wilkins biography
- Freedom Summer (context)
- Report by Thomas Foner on Voter Registration, July 3, 1964
- Gren Whitman, "Mississippi Summer 1964" journal entries
- COFO Freedom Flyer, Summer 1964
- Liz Fusco, Freedom Summer reflections
- Alabama Voter Application Form
- Sample Voter Literacy Test
- Mississippi Freedom Democratic Party (context)
- COFO brochure about the Mississippi Democratic Freedom Party, Summer 1964
- Challenge of the Mississippi Freedom Democratic Party, Summer 1964
- Fannie Lou Hamer, Testimony Before the Credentials Committee, DNC Convention, August 22, 1964
- March From Selma to Montgomery (context)
- Oral Histories from the Selma to Montgomery Marches
- March from Selma to Montgomery Map and Photos
- Footage from "Bloody Sunday"
- Selma Poetry
- Memos from Joseph Califano to President Lyndon Johnson re Selma to Montgomery March
- Dr. Martin Luther King Jr. speech at the Alabama Capitol, March 25, 1965
- The Voting Rights Act (context)
- President Lyndon B. Johnson. Special Message to Congress: "The American Promise." March 15, 1965

- African American Voter Registration in Select States
- Alabama Registration Statistics

April 1

McGuire, *At the Dark End of the Street*, 84-134. **History.**

Paper #3 Due April 3

Week Fourteen: From Freedom Now to Black Power

Summary: This week we will examine basic but complicated questions about the transition from demands for civil rights to demands for Black Power. How did activists make the ideological and tactical transition to Black Power? How does one change what is not just?

April 6 Black Power documents, *The West Point Guide to the Civil Rights Movement*, Module 3, Chapters 1-3 (roughly 25 pages). **Philosophical works, speeches, political manifestos, film.**

- Stokely Carmichael, "Black Power," July 28, 1966, Meredith, MS
- Stokely Carmichael, "Integration is completely irrelevant to us," *The Movement*, June 1966
- Stokely Carmichael, "Black Power," University of California, Berkeley, November 19, 1966
- Student Nonviolent Coordinating Committee, "Women in the Movement," Position Paper, November 1964
- Student Nonviolent Coordinating Committee, *The Basis of Black Power*, Position Paper, 1966
- Black Panther Party Platform and Program, October 1966
- The Black Panther Party, "To Feed Our Children," *The Black Panther*, March 26, 1969
- Kathleen Cleaver, Interview, *Democracy Now!*, January 2015
- Angela Davis, Interview, *Black Power Mixtape*
- Eldridge Cleaver, "Black is Coming Back"
- Huey P. Newton, "Functional Definition of Politics"

April 8 Black Power documents, *The West Point Guide to the Civil Rights Movement*, Module 3, Chapters 4-7 (roughly 75 pages). **Philosophical works, speeches, political manifestos, film.**

- Student Nonviolent Coordinating Committee Position Paper On Vietnam, 1966
- GIs United Against the War in Vietnam, Statement of Aims
- Muhammad Ali, Interview on the Vietnam War-Draft
- Black Panther Party Chief of Staff David Hillard, Interview, KPIX Eyewitness News, October 22, 1969
- "Black Power in Vietnam," *Time Magazine*, September 19, 1969
- General G. Baker Jr., "My fight is for freedom"
- Tommie Smith, *Vice.com* interview, August 2012
- John Carlos, *Democracy Now!* Interview, October 2011
- Ruby Duncan, Statement to the Democratic Platform Committee, Atlanta, GA, April 17, 1976
- Combahee River Collective, Statement, April 1977
- The Organization of Afro-American Unity, "For Human Rights and Dignity"
- Ruth Turner Perot, "Organizing the black community for the purpose of promoting the interests and concerns of the black people"
- Northwestern University Black Students, "If our demands are impossible, then peace between us is impossible too"
- Floyd McKissick, "Black business development with social commitment to black communities"
- Carl Stokes, "People, Acting Together, Are Power," 1967
- National Black Political Convention, *The Gary Declaration*, 1972
- National Black Political Agenda, *Both Parties Have Betrayed Us*, 1972
- Harold Washington, *We Must Have a Black Mayor*, 1983
- Elaine Brown, Interview with Louis Massiah and Terry Rockefeller, October 14, 1988

Week Fifteen: Imagining Social Justice Beyond the Civil Rights Movement

Summary: During the last two weeks, we will examine more contemporary civil rights issues, like mass incarceration, police brutality, and prison abolition. We will approach these issues through theories and methods from disciplines such as social work, gender studies, and anthropology. Who has the power to make change? What is powerful about social justice? Note: there will also be time this week dedicated to completing UF course evaluations and the Quest Student Survey.

April 13 Kim, etc., eds., *The Long Term*, 1-40. **Critical essays, personal reflections, conversations, poetry, theater, art, war stories, love stories, and manifestos.**

April 15

Kim, etc., eds., *The Long Term* , 40-80 . **Critical essays, personal reflections, conversations, poetry, theater, art, war stories, love stories, and manifestos.**

Week Sixteen: Imagining Social Justice Beyond the Civil Rights Movement

Summary:

During the last two weeks, we will examine more contemporary civil rights issues, like mass incarceration, police brutality, and prison abolition. We will approach these issues through theories and methods from disciplines such as social work, gender studies, and anthropology. What does a more just society look like? What type of social change would allow us to enact this vision?

April 20

Kim, etc., eds., *The Long Term* , 80-120 . **Critical essays, personal reflections, conversations, poetry, theater, art, war stories, love stories, and manifestos.**

April 22

Kim, etc., eds., *The Long Term* , 120-160 . **Critical essays, personal reflections, conversations, poetry, theater, art, war stories, love stories, and manifestos.**

Guidelines for Discussion (Rubric)

Above Average (85-100%)	Satisfactory (75-85%)	Unsatisfactory
<p>The student</p> <ul style="list-style-type: none"> actively listens moves the discussion forward with deeper questions and well thought-out answers consistently provides evidence to support responses connects responses to others' comments shows respect to peers reflects on what reading strategies they are using 	<p>The student</p> <ul style="list-style-type: none"> passively listens joins the discussion by occasionally answering questions asks (mostly surface) questions occasionally provides evidence to support responses 	<p>The student</p> <ul style="list-style-type: none"> ignores distracts shows little understanding Makes personal disparaging comments attempts conversation is reading internet, another c

Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY
CONTENT AND ORIGINALITY	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea that is unclear or off- topic or provide minimal or inadequate discussion. Papers may also lack sufficient evidence or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack identifiable organization, or lack a coherent sense of logic in a paragraph or section, and may lack clear transitions and coherence to the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little support, as in summaries or lists, or fail to provide critical analysis.
	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will	Documents rely on word usage that is inappropriate for the context or discipline. Sentences may be short with awkward construction.

STYLE	display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents may also use w
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many me grammatical errors that the reader's understanding or s undermine the writer's cred

1. The student must earn a grade of C or better in the course.
- AND
2. The student must earn an S (satisfactory) evaluation on the writing requirements of the course.