

Course|New for request 10455

Info

Request: AFA3XXX

Submitter: AUSTIN, SHARON D polssdw@ufl.edu

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Responses

Recommended Prefix: AFA

Course Level : 3

Number : XXX

Lab Code : None

Course Title: Black Lives Matter

Transcript Title: Black Lives Matter

Effective Term : Fall

Effective Year: 2016

Rotating Topic?: No

Amount of Credit: 3

Repeatable Credit?: No

S/U Only?: No

Contact Type : Regularly Scheduled

Degree Type: Baccalaureate

Weekly Contact Hours : 3

Category of Instruction : Advanced

Delivery Method(s): On-Campus

Course Description : Examination of the particular historical, geographical, cultural, social, and political ways in which race was, and continues to be, configured and deployed in the United States.

Prerequisites : AFA 2000 Introduction to African American Studies

Co-requisites : None

Rationale and Placement in Curriculum : This course fulfills the requirements for the major and minor and it would be taught in African American Studies.

Course Objectives : Students who successfully complete this course will be able to:

1. Acquire an understanding of key developments in the Black Lives Matter campaign but also understand the context out of which it emerged and the policies that produce and reinforce racial inequality.
2. Develop the ability to read and analyze primary documents, situate them in historical context, and develop critical interpretations of their significance.
3. Think across a number of disciplines, participate in a learning collective, and communicate important, difficult topics to a broad audience.

Course Textbook(s) and/or Other Assigned Reading: • Jill Quadagno, *The Color of Welfare: How Racism Undermined the War on Poverty* (New York: Oxford University Press, 1994).

- Thomas J. Sugrue, *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* (Princeton, Princeton University Press, 1996, 2005).
- Eduardo Bonilla-Silva, *Racism without Racists: Color-Blind Racism and the Persistence of Racial Inequality in America* (New York: Roman & Littlefield, 2014).
- Michelle Alexander, *The New Jim Crow: Mass Incarceration in the Age of Colorblindness* (The New Press, 2010).
- Jonathan Kozol, *Savage Inequalities: Children in America's Schools* (New York:

Random House, 1991.

- Ta-Nehisi Coates, *Between the World and Me* (New York: Random House, 2015).

Weekly Schedule of Topics : Week One: The Roots of Racism

August 24 None

August 26 Bonilla-Silva, *Racism without Racists*, ch 1, 1-24;
<http://blacklivesmatter.com/a-herstory-of-the-blacklivesmatter-movement/>

August 28 Bonilla-Silva, *Racism without Racists*, ch 2, 25-72

Week Two: The Urban Crisis

August 31 Sugrue, *Origins of the Urban Crisis*, ch 1-2, 17-55

September 2 Sugrue, *Origins of the Urban Crisis*, ch 3-4, 57-123

September 4 Sugrue, *Origins of the Urban Crisis*, ch 5-6, 125-177

Week Three: The Urban Crisis cont.

September 7 No Class

September 9 Sugrue, *Origins of the Urban Crisis*, ch 7-8, 181-231

September 11 Sugrue, *Origins of the Urban Crisis*, ch 9 and conc, 232-271

Week Four: The Logic of Racism

September 14 Bonilla-Silva, *Racism without Racists*, ch 3-4, 73-119

September 16 Bonilla-Silva, *Racism without Racists*, ch 5-6, 123-178

September 18 Bonilla-Silva, *Racism without Racists*, ch 7-8, 179-224

PODCAST RESPONSE PAPER DUE

Week Five: The War on Poverty

September 21 Quadagno, *The Color of Welfare*, ch 1-2, 17-60

September 23 Quadagno, *The Color of Welfare*, ch 3-4, 61-116

September 25 Blog posts and articles posted on Canvas

Week Six: The War on Poverty cont.

September 28 Quadagno, *The Color of Welfare*, ch 5-6, 117-154

September 30 Quadagno, *The Color of Welfare*, ch 7-8, 155-186

October 2

Blog posts and articles posted on Canvas

Week Seven: The War on Education

October 5 Kozol, *Savage Inequalities*, intro and ch 1, 1-48

October 7 Kozol, *Savage Inequalities*, ch 2-3, 49-160

October 9 Kozol, *Savage Inequalities*, ch 4, 161-210
Week Eight: The War on Education cont.

October 12 Kozol, *Savage Inequalities*, ch 5-6, 211-282

October 14 NPR, *This American Life*, "The Problem We All Live With, Part One and Two"
(<http://www.thisamericanlife.org/radio-archives/episode/562/the-problem-we-all-live-with> and <http://www.thisamericanlife.org/radio-archives/episode/563/the-problem-we-all-live-with-part-two>)

October 16 MIDTERM EXAM

Week Nine: Toward a History of Mass Incarceration

October 19 Alexander, *The New Jim Crow*, intro and ch 1, 1-58

October 21 Alexander, *The New Jim Crow*, ch 2, 59-96

October 23 Alexander, *The New Jim Crow*, ch 3, 97-139

Week Ten: The New Jim Crow

October 26 Alexander, *The New Jim Crow*, ch 4, 140-177

October 28 Alexander, *The New Jim Crow*, ch 5 and 6, 178-262

October 30 NPR, *This American Life: Cops See it Differently, Part One and Two*
(<http://www.thisamericanlife.org/radio-archives/episode/547/cops-see-it-differently-part-one> and <http://www.thisamericanlife.org/radio-archives/episode/548/cops-see-it-differently-part-two>)

Week Eleven: Trayvon Martin

November 2 Blog posts and articles posted on Canvas

November 4 Blog posts and articles posted on Canvas

November 6 No Class

Week Twelve: Ferguson

November 9 Blog posts and articles posted on Canvas

OP-ED DUE

November 11 No Class

November 13 Blog posts and articles posted on Canvas

Week Thirteen: Eric Garner, Michael Brown, Say Her Name

November 16 Blog posts and articles posted on Canvas

November 18 Blog posts and articles posted on Canvas

November 20 Blog posts and articles posted on Canvas

Week Fourteen: Charleston

November 23 Blog posts and articles posted on Canvas

November 25 No Class

November 27 No Class

Week Fifteen: Toward A Post Racial America?

November 30 Bonilla-Silva, *Racism without Racists*, ch 10-11, 255-315

December 2 Coates, *Between the World and Me* (first half)

December 4 Coates, *Between the World and Me* (second half)

Week Sixteen: Reflections

December 7 George Yancy and Judith Butler, "What's Wrong with 'All Lives Matter'?"
New York Times, January 12, 2015.

December 9 Wrap Up

Grading Scheme : • Readings: Each week, you will be assigned roughly 100-150 pages of reading. You are expected to read all of the assigned readings before 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.

- You will be responsible for giving a presentation on the day's subject matter once during the course of the semester. We will talk in more detail about this assignment in the beginning of the semester.
- A five hundred (500) word response paper to the podcast "Our National Conversation About Conversations About Race" (available here: <https://itunes.apple.com/us/podcast/our-national-conversation/id970262104?mt=2> or in iTunes) is due on September 18. You may write your response on any episode published since August 2015. We will talk in more detail about this assignment in the beginning of the semester. Late assignments will receive a zero.
- An in-class midterm exam is scheduled for October 16.
- A one thousand (1000) word op-ed about an event or episode that unfolds during the course of the semester is due by November 9. Please note that you may submit this at any time before the due date. We will talk in more detail about this assignment before the paper is due. Late assignments will receive a zero.
- A ten to twelve (10-12) page research paper incorporating primary and secondary sources is due on December 16. Your paper will be graded according to the content of your ideas and the quality and accuracy of your prose. 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.

Generally speaking, I will look for the following in your papers:

1. Analysis. Does the paper make a convincing and coherent argument?
2. Evidence. Is the argument well supported by evidence? Is evidence used effectively?

3. Organization. Is the paper structured in logical way?
4. Content and originality. Does the paper make an original contribution or insight? Does the author's own opinion and voice come through?
5. Mechanics and style. Is the paper free of spelling and grammar errors? Is it clearly written?

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. Improvement over the course of the semester is not only encouraged but also rewarded.

Your grade for this class will be determined as follows:

Participation and Attendance 15%

Class presentation: 10%

Podcast Response Paper: 10%

Op-ed:

15%

Midterm:

20%

Research paper:

30%

Instructor(s) : Lauren Pearlman