

**African American Studies Program | Department of History
University of Florida**

Race & Education

AMH 3931, Section 0184 | AFA 3930, Section 165H

Spring 2017

Periods 6

Mondays/Wednesdays/Fridays, 12:50 – 1:40 p.m.

Location: Fine Arts C (FAC), 127

Professor: Ibram X. Kendi, Ph.D.
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Office Hours: Mondays/Wednesdays, 11:45 a.m. – 12:30 p.m. or by appointment
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Course Description

This course examines race and education, especially the racial issues that arose on college campuses in the late 1960s and early 1970s.

Required Books

Joy Ann Williamson, *Black Power on Campus: The University of Illinois, 1965-75* (University of Illinois Press).

Ibram H. Rogers, *The Black Campus Movement: Black Students and the Racial Reconstitution of Higher Education, 1965-1972* (Palgrave Macmillan).

Stefan M. Bradley, *Harlem vs. Columbia: Black Student Power in the Late 1960s* (University of Illinois Press).

Robert Cohen and David J. Snyder, eds., *Rebellion in Black and White: Southern Student Activism in the 1960s* (John Hopkins University Press).

Academic Course Requirements

Reading Pop Quizzes (20 Percent). Students will be given six, five-question pop quizzes at the beginning of six class periods. There is no need to study. Reading the text carefully will suffice as studying. There are no make-ups, unless you have an approved excuse. Each quiz is worth 20 points for a total of 100 points. Your lowest quiz grade will be dropped. A student cannot use the excuse that the browser would not come up. If the link works for one, then it should work for all. And if it does not work for you, then there is something wrong with your computer and it is on you if you chose not to seek out a replacement computer.

Class Presentations (5 Percent). We will be reading a variety of sources. Each student will select one required reading and give a class presentation. The presenter is to provide an overview of the reading, as well as their personal reflections on the reading. Finally, students are to facilitate a classroom discussion about the readings, bringing to class at least five discussion questions.

Periodical Research (15 Percent). Students will be assigned one calendar year (or one half year) from roughly 1965 to 1975. Each student will review all the issues of *The Florida*

Alligator and the *Gainesville Sun* from time period. Other students will be assigned a publication: *The Eye*, *The Hogtown Orifice*, *The Crocodile*, or *The University Report*. All students will be looking for articles relating to Black students at the University of Florida. Students will duplicate these articles and put them into packet. Each student will select and transcribe (write out into a Microsoft document) five of the most important articles from their time periods, articles that best describe the life and/or activism of Black students at the University of Florida. At the beginning of each packet, students are to have a table of contents and introduction describing the articles in their packet, and briefly narrating what occurred in the life of Black students during that time or in that periodical.

Archival Research (15 Percent). Students will conduct research in the University of Florida archives. Each student will be assigned to review two folders in the University Archives. All students will be looking for documents relating to Black students at the University of Florida. Students will put these articles together in a digital packet. Each student will select and transcribe ten of the most important articles from their time periods, articles that best describe the life and/or activism of Black students at the University of Florida. At the beginning of each packet, students are to have a table of contents and introduction describing the articles in their packet, and briefly narrating what occurred in the life of Black students, as revealed in those two folders.

Two Oral History Interviews/Transcriptions/Annotations (15 Percent). Students will conduct two oral history interviews with people who were involved in the Black Campus Movement at the University of Florida. Students can interview Black students and non-Black students, staff, faculty, administrators, or community members. The only requirement is that they must have been involved somehow in UF's Black Campus Movement. Each student will transcribe both interviews. Each student will write a historical annotation (250-500 words) for each interview transcription. Both the oral history interviews and annotations will be included in the packet below.

Historical Annotations (20 Percent). Students are to select 10 pieces from the pieces they transcribed from their periodical and archival research. They are to write historical annotations for each of these pieces. The professor will explain how to write historical notations and provide examples. These annotations introduce the piece. These notations shall be between 250 and 500 words. Students are to present these documents and historical annotations (including the oral histories) during the final weeks of class.

Final Group Project: Writing Book Proposal (10 Percent). We will be writing a book proposal together as a class. Students will be broken up into groups, and each group will be charged with writing a section of the book proposal. The sections are as followed:

1. Letter of Inquiry
2. Book Overview
3. Chapter Summaries
4. Audience
5. Competing Books
6. Marketing

Note: All assignments must be typed in 12-point in a word processing font.

Extra Credit

During the semester, there may be events on campus that have some relationship to this course. If the event is approved, the instructor give extra credit for attending and writing a one-page reflection paper about your experience. A half of a point will be added to your overall grade/average for attending and writing about an event.

Grading Scale (Numerical Grade Equivalent)

	100-94 = A	93-90 = A-
89-87 = B+	86-84 = B	83-80 = B-
79-77 = C+	76-74 = C	73-70 = C-
69-67 = D+	66-64 = D	63-60 = D-
	59-0 = E	

Grading Percentages Corresponding to Letter Grades

	97 = A	92 = A-
88 = B+	85 = B	82 = B-
78 = C+	75 = C	72 = C-
68 = D+	65 = D	62 = D-
	59 = E	

Grading Policy

The grading for this course will be based on the student's knowledge of the material, and how they articulate this knowledge through class discussion and assignments. **Students cannot turn in any assignments late.**

Course evaluation process

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>.

Class attendance policy

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>.

Students with Disabilities

Students requesting classroom accommodation must first register with the Dean of Student Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation.

UF's Honesty Policy

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this

assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of this class.

Tentative Course Schedule

Week # 1

Wednesday, January 4 ~ Course Overview

Friday, January 6 ~ Required Reading: *The Black Campus Movement*, Intro & Chapter 1, 1-28.

Week #2

Monday, January 9 ~ Required Reading: *The Black Campus Movement*, Chapter 2-3, 29-66.

Wednesday, January 11 ~ Filmed Play. “Gator Tales.” Directed by Kevin Marshall.

Friday, January 13 ~ Required Reading: *The Black Campus Movement*, Chapter 4, 67-88.

Week #3

Monday, January 16 ~ No Class

Wednesday, January 18 ~ Required Reading: *The Black Campus Movement*, Chapter 5-6, 89-106.

Friday, January 20 ~ Required Reading: *The Black Campus Movement*, Chapter 7, 127-144.

Week #4

Monday, January 23 ~ Documentary. “Agents of Change.” By Ginzberg & Dawson.

Wednesday, January 25 ~ Required Reading: *The Black Campus Movement*, Chapter 8 & Epilogue, pgs. 145-169.

Friday, January 27 ~ Required Reading: TBA. Guest Lecture.

Week #5

Monday, January 30 ~ Required Reading: TBA. Guest Lecture.

Wednesday, February 1 ~ Required Reading: *Black Power on Campus*, Intro & Chapter 1, 1-34.

Friday, February 3 ~ Required Reading: *Black Power on Campus*, Chapter 2, 35-55.

Week #6

Monday, February 6 ~ Required Reading: *Black Power on Campus*, Chapter 3-4, 56-111.

Wednesday, February 8 ~ Required Reading: TBA. Guest Lecture.

Friday, February 10 ~ Class Meets in Special Collections Research Room, Second Floor, Smathers Library (Library East). Students are to conduct research on their assigned periodicals during class time.

Week #7

Monday, February 13 ~ Class Meets in Special Collections Research Room, Second Floor, Smathers Library (Library East). Students are to conduct research on their periodicals during class time.

Wednesday, February 15 ~ Required Reading: *Black Power on Campus*, Chapter 5, 112-133.

Friday, February 17 ~ Required Reading: *Black Power on Campus*, Chapter 6, 134-144.

Week #8

Monday, February 20 ~ Required Reading: *Black Power on Campus*, Chapter 6, 112-133.

Archival Research Packets Due.

Wednesday, February 22 ~ Required Reading: *Rebellion in Black and White*, Intro, 1-42.

Friday, February 24 ~ Required Reading: *Rebellion in Black and White*, Chapter 11, 255-279.

Week #9

Monday, February 27 ~ Required Reading: *Rebellion in Black and White*, Chapter 12, 280-306.

Wednesday, March 1 ~ Required Reading: Shirletta J. Kinchen, *Black Power in the Bluff City*, Chapters 5, pgs. 143-174 [Canvas].

Friday, March 3 ~ Class Meets in Library. Students are to conduct archival research on their assigned periodicals during class time.

Week #10 ~ No Classes, Spring Break**Week #11**

Monday, March 13 ~ Required Reading: Martha Biondi, *Black Revolution on Campus*, Chapter 5, 142-173 [Canvas].

Wednesday, March 15 ~ Guest Lecturer. Oral History Training.

Friday, March 17 ~ Required Reading: *Harlem v. Columbia University*, Intro & Chapter 1, 1-38.

Week #12 ~

Monday, March 20 ~ Required Reading: *Harlem v. Columbia University*, Chapter 2-3, 39-73.

Wednesday, March 22 ~ Required Reading: *Harlem v. Columbia University*, Chapter 4, 74-92.

Friday, March 24 ~ Class Meets in Library. Students are to conduct research on their assigned periodicals during class time.

Week #13

Monday, March 27 ~ Required Reading: *Harlem v. Columbia University*, Chapter 5, 93-109.

Periodical Research Packets Due.

Wednesday, March 29 ~ Required Reading: *Harlem v. Columbia University*, Chapter 6, 110-132.

Friday, March 31 ~ Required Reading: *Harlem v. Columbia University*, Chapter 7, 133-154.

Week #14

Monday, April 3 ~ Required Reading: *Harlem v. Columbia University*, Chapter 8, 155-186.

Wednesday, April 5 ~ Required Reading: *Harlem v. Columbia University*, Conclusion & Epilogue, pgs. 187-199.

Friday, April 7 ~ Required Readings: Two Sample Book Proposals [Canvas].

Class Discussion: Writing a Book Proposal. Groups Assigned for Book Proposal Project.

Week #15

Monday, April 10 ~ Presentations on Historical Packets.

Wednesday, April 12 ~ Presentations on Historical Packets.

Friday, April 14 ~ ~ Presentations on Historical Packets.

Week #16

Monday, April 17 ~ Book Proposal Workshops.

Book Proposal Drafts Due (Emailed to Professor by start of class)

Wednesday, April 19 ~ Book Proposal Workshops.

Week #17: Finals Week

Final Exam (no class meeting): *Thursday, April 28, 10:00 am – 12:00 pm*

Book Proposal Final Drafts Due. Email to Professor by noon on April 28th.