



A Black and Latinx History of the Gator Nation
Dr. Ryan Morini (rmorini@ufl.edu)
AFA 4931, sec. 3091 Spring 2020 Syllabus
Period 3 (9:35am – 10:25am)
Monday, Wednesday, Friday
Pugh 240 (SPOHP conference room)



Instructor office: 247 Pugh Hall
Instructor office hours: By appointment

Course Description

This course approaches the Black and Latinx history of the University of Florida through oral history interviews, archival documents, and Ethnic Studies scholarship. We will consider the history of this institution from its origins and founding up to the present, including the complex history of desegregation and integration, the founding of the Institute of Black Culture (IBC) and Institute of Hispanic-Latino Cultures, the neoliberal corporatization of higher education, and other threads, trajectories and legacies that all speak to wider national and international contexts.



We will look at the ways that UF's history has been represented, and examine the ways that Black history and Latinx history are (and are not) incorporated into those narratives. Our coursework will involve direct use of archival documents and first-person oral history narratives, through working with SPOHP's existing archives on UF history as well as those of the Smathers Libraries Special Collections, and building on the existing archives by conducting new oral history interviews.

The idea of this course is to think critically about the nature of the institution overall and how it relates to other, similar institutions and the wider world, and to help ensure that the things we learn can be shared more widely so that more UF students (and more members of the "Gator Nation") can engage with these histories in meaningful ways.

In class, students will discuss readings and, increasingly, their research findings. Students will devote the remainder of their course time to interviewing and interview processing, archival research, digital humanities work (editing, scripting, etc.), and collaborative meetings. Students enrolled in this course are helping to *write* the history of UF, and not simply learn passively *about* it. You will thus help to create a roadmap for the continuation of the project by the next cohort of students, as well as current and future SPOHP staff, interns, and volunteers, just as other students have done before you.

Learning Outcomes for Students Enrolled in this Course:

- 1) A deeper and more contextualized understanding of Black and Latinx history at UF
- 2) Archival research and critical engagement with primary documents
- 3) Qualitative research through oral history interviewing and fieldwork methodologies
- 4) Use of archival materials in digital humanities production
- 5) Ability to do individualized work that participates in larger collaborative projects

Required Texts:

Ibram Rogers 2012, *The Black Campus Movement: Black Students and the Racial Reconstitution of Higher Education, 1965-1972*.

All other required reading materials will be downloadable from the “Files” folder on the course Canvas website (<http://elearning.ufl.edu>).

Beyond that, students will be encouraged to share scans or notes from archival items found in Special Collections, or in the SPOHP archives, as described below.

UNIVERSITY POLICIES AND RESOURCES**Attendance and make-ups**

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

Academic Integrity

“UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Resources Available to Students**Health and Wellness**

- *U Matter, We Care*: umatter@ufl.edu; 392-1575
- *Counseling and Wellness Center*: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center; 392-1161
- *University Police Department*: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

Academic Resources

- *E-learning technical support*: Learningsupport@ufl.edu; <https://lss.at.ufl.edu/help.shtml>; \ 352-392-4357 (opt. 2)

- Career Resource Center: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601
- Library Support: <http://cms.uflib.ufl.edu/ask>
- Teaching Center: Broward Hall; 392-2010 or 392-6420
- Writing Studio: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

Procedure for Conflict Resolution

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact your Undergraduate or Graduate Coordinator or Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf (for residential classes) or <http://www.distance.ufl.edu/student-complaintprocess> (for online classes).

<u>Assignments and Grading</u>		
Assignment	Due date	Points
Attendance and participation	Ongoing	200
Weekly reflections	(10 x 15 points each)	150
Practice Interview	Wed, Feb 5 (5:00pm)	30
Interview (linked to reflection below)	Fri, Mar 27 (midnight)	40
Social media post	By signup	30
Reflection papers (4)		
UF history reflection	Tue, Jan 21 (midnight)	50
Methods reflection	Thu, Feb 13 (midnight)	50
Interview reflection (requires Interview above)	Fri, Mar 27 (midnight)	50
Course reflection	Wed, Apr 29 (midnight)	50
Final Project (5 parts)		
Prospectus	Wed, Feb 26 (midnight)	30
Prospectus Peer Review	Fri, Feb 28 - IN CLASS	30
Final Project workshopping	Week 15 (Apr 13-17)	40

Final Project	Mon, Apr 27 (midnight)	200
Final Project Presentation	TBA, finals week	50
		Total: 1000

Grading Scale

The grade scale for this course is as follows:

A = 100-93 C(S) = 76-73
A- = 92-90 C-(U) = 72-70
B+ = 89-87 D+ = 69-67
B = 86-83 D = 66-63
B- = 82-80 D- = 62-60
C+ = 79-77 E = 59-0

Note to enrolled undergraduates: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Attendance and participation

Attendance and participation are crucial. This course will not function without all of us making it to class on time and ready to engage with the assigned material. We will circulate a sign-in sheet for every class to keep track of attendance; it is each student's responsibility to make sure they sign in each time. If you know you will be unable to make it to a class, please let me know early and ahead of time rather than after the fact whenever possible.

Weekly Reflections

Weekly reflections are due on the Sunday after each given week, on Canvas by midnight. The reflections must be in MS Word format, 1" margins, double-spaced Times New Roman 12 point font or equivalent, and be at least **two** full pages long. You will be expected to engage with the week's readings and discussion in these reflections, discussing specific points that demonstrate that engagement clearly. However, these are reflections and so personal thoughts, feelings, reactions, and so on are encouraged.

It may help to think of these assignments as being like weekly journal entries—they are not just take-home quizzes on the material, though they can serve that function in some ways, but are also intended to help you to digest and think through what we have read, watched, and discussed.

Practice Interview Wed, Feb 5, 5:00pm

Everyone will conduct a practice interview with one of their peers, which you will treat as if it were an oral history interview for the archives. (And you will have the option of making it available in the archives in exactly that way in the TOH [Teaching Oral History] collection.) You need to check out a digital recorder in accordance with SPOHP protocols, and return the recorder to Deborah Hendrix in Pugh 250 before 5pm on Wednesday, February 5 (i.e. close of business).

We will then make discussion of the interview process a central focus in our in-class interviewing workshop on Friday, February 7.

Interview

Everyone will conduct at least one in-person interview for this course. You *need to complete this assignment as part of the **Interview Reflection*** described below. (You are welcome to do more than that, and can also conduct phone interviews in addition to the in-person interview.) When conducting interviews, you are required to obtain the interviewee's informed consent and for both they and you to sign our release form, the SPOHP Creative Commons license, so that the interview can become part of our public archive. Before conducting an interview, read the Oral History Association's Principles and Best Practices document:

[\(http://www.oralhistory.org/about/principles-and-practices/\)](http://www.oralhistory.org/about/principles-and-practices/)

To conduct an interview, you need to check out a recorder from either Deborah Hendrix or myself, and return it to Deborah with the CC license dated and signed. *The interview does not count for the assignment if we do not have the Creative Commons license.* If you need to conduct the interview in our office—including if it's a phone interview, which can only be done at SPOHP—then *make sure* to reserve a space through Deborah and our office manager, Tamarra Jenkins.

If you conduct more than one interview, you will select which one you want to have graded. The grade will be based on how well you apply the basic principles and ethics of interviewing that we discuss in class.

Social media post (by signup)

You will each select a moment in or aspect of UF history that you would like to spotlight publicly and compose a post that we will share on the SPOHP social media platforms of Facebook and Instagram. The format of the post will depend on the content, but posts should ideally contain visuals (one or more pictures or video[s]), well-crafted and edited descriptive text that could include historical writing as well as personal reflection, and can potentially include audio clips, external links to further sources, and so on.

Reflection papers (4)

Students are required to write four reflection papers which must be in MS Word format, 1" margins, double-spaced, and in Times New Roman 12 point font or equivalent. Reflection papers should be no less than **three** double-spaced pages, and should all demonstrate substantive engagement with the material by describing and working with specific points rather than broad generalizations, but personal feelings, thoughts, experiences, and connections are encouraged and welcomed.

1) UF History reflection

This reflection should focus on Julian Pleasants' 2006 book *Gator Tales*, alongside the two documentaries *The Making of the IBC* and *The Making of La Casita*. Some of the prompts for the paper include: What strikes you as important in UF history? What have you learned, and what

new questions do you have after reading/watching these sources that we can work to answer this semester? What history of UF do you want to tell?

2) Methods reflection

This paper will incorporate several elements: archival research (e.g. in the UF Special Collections), your practice interview, and your experiences in working with archived oral histories. What are you learning about these methods of inquiry, and about the process of historical research and historiography? What are some of the major ethical and methodological challenges that you have encountered? What has been most or least rewarding, most or least surprising? What do you see as the strengths and weaknesses of each method? Which are you most drawn to and why?

3) Interview reflection

After you complete the interview assignment (not the Practice interview, but the for-real archival interview), reflect on the interview experience. After everything that you've read and watched about history this semester, what was it like to conduct an interview? What was your experience in setting up the interview, and what was your approach in conducting the interview? Where do you think you were most successful as an interviewer? What would you hope to improve on in the future? What parts of the interview (particular stories, comments, reflections, moments, bits of information) do you think will be of value to future students and researchers?

4) Course reflection

At the end of the course, please reflect on your experience in the course. What was most successful? What was least successful? What did you learn? What did you find challenging? What would you want to say to future students at UF about the history of this institution, and what it will be important for them to know, and what questions you think they might want to research further?

Final project (5 parts)

The final project is somewhat open-ended—it's part of a discussion we have throughout the semester. It is a research project that incorporates the materials we have consulted in the course, further research that you have done on your own (via conducting interviews and/or archival work), and your own creativity. Final projects can take the form of podcasts, websites, short videos or documentaries, zines, artwork, booklets, papers/articles/essays, or other media through which you can share the stories you've researched more widely.

Although you may opt to make the assignment course-only (i.e. only for grading purposes), students are encouraged to design projects that can be shared publicly so that future students and the wider public can learn from and build on your work and not have to repeat the same efforts you undertook to learn the same things.

****Final projects absolutely *can* be collaborative.** As long as I can identify your own distinct work for grading purposes, you are encouraged to work together on projects.

The final project has several stages and components, as detailed below:

1) Prospectus

This is your proposal. The prospectus is most often a 2-3 page double-spaced MS Word file that describes what you want to do for your final project. So a typical prospectus would include:

- a) A working title (what is the project called?)
- b) A one-paragraph summary of the project
- c) 1-2 paragraphs on methods—how do you plan to gather the information you’ll need?
- d) 1-2 paragraphs on the medium—what form(s) will this project take? Is it a website? A podcast? Lesson plans? A zine? Etc. Be as specific as you can about what you want to create and how you think you can create it.
- e) Timeline—identify major components of the project and when each will be completed

The Prospectus is due Wednesday, Feb 26 so that you can all read each other’s ideas and we can workshop them on the Friday before Spring Break.

2) Prospectus peer review

On Friday, Feb 28, we will workshop everyone’s Prospectus. You will be expected to submit comments on each proposal which your peers can then use in strengthening and developing their project design.

3) Final project workshop

Week 15 will be devoted to your final projects. We will be actively workshopping them in class, and so by that point you will need to have substantial drafts ready which we can engage with. You will be expected to incorporate the feedback from this workshopping into your final project, which will be due during finals week.

4) Final project

After all of the proposal writing, research, and workshopping, your final project is due on midnight during the Monday of finals week. You are all required to make a submission on Canvas, but given the variable nature of the projects, some of you might submit the actual project on Canvas, while others may opt to submit documentation of the project and get the actual project to me by other means. We will discuss the options in class.

5) Final presentation

We will plan to hold a public presentation of your final projects either in the last week of classes or during finals week, depending on the consensus we can reach as a group. The date is thus to be determined.

Class Schedule

Week 1 (Jan 6 – 10)	Introductions
Introductions to each other--who are we, what are our goals in this course? Introduction to the course, to SPOHP, and to oral history as an interdisciplinary mode of inquiry. Beginning our discussions of UF history, and examinations of discourse surrounding UF history and heritage.	

Mon, Jan 6 Overview of the course

Introductions

Thinking about the university, its history and historiography

Thinking about sources—archives, oral history interviews

Readings for Wed, Jan 10 (next class):

UF Historic Map 2009 (1 page, plus 1-page map)

Tamburro 2017 - Civil Reitz (2 pages)

JBHE 2007 - Dedication to Virgil Hawkins (1 page)

Wed, Jan 8 A People's History of UF

*****ASSIGNED for Tue, Jan 21 at midnight: UF History Reflection**

What does it mean to think about Black and Latinx history at UF? Why is it important?

Readings for Fri, Jan 12 (next class):

Resistance, Respect, and Regrowth (2015) LDAP interns

(<https://youtu.be/khsuSuiyT7s>) (24 min)

Ortiz 2016 - Making History Matter (22 pages)

*Reading for Wed, Jan 22 → Pleasants 2006, *Gator Tales* (92 pages)

Fri, Jan 10 METHODS 1 Introductory workshop

Intro to Share Drive and the SPOHP office

Discussion of archives, oral history transcripts

Intro to transcription

Readings for Mon, Jan 13

The Making of the IBC (SPOHP documentary)

Week 2 (Jan 13 – 17)

Getting Started - Concepts, Context

Begin analytical assessment of the work that students at SPOHP have already done. What have we already learned, and what kinds of questions can we try to answer through archival work and through oral history? What questions do we want to answer now?

Mon, Jan 13

Discuss *The Making of IBC*

Readings for Wed, Jan 15

The Making of La Casita (SPOHP documentary)

Wed, Jan 15

Discuss *The Making of La Casita*

Readings for Friday, Jan 17:
AAHP Kitty Oliver interview

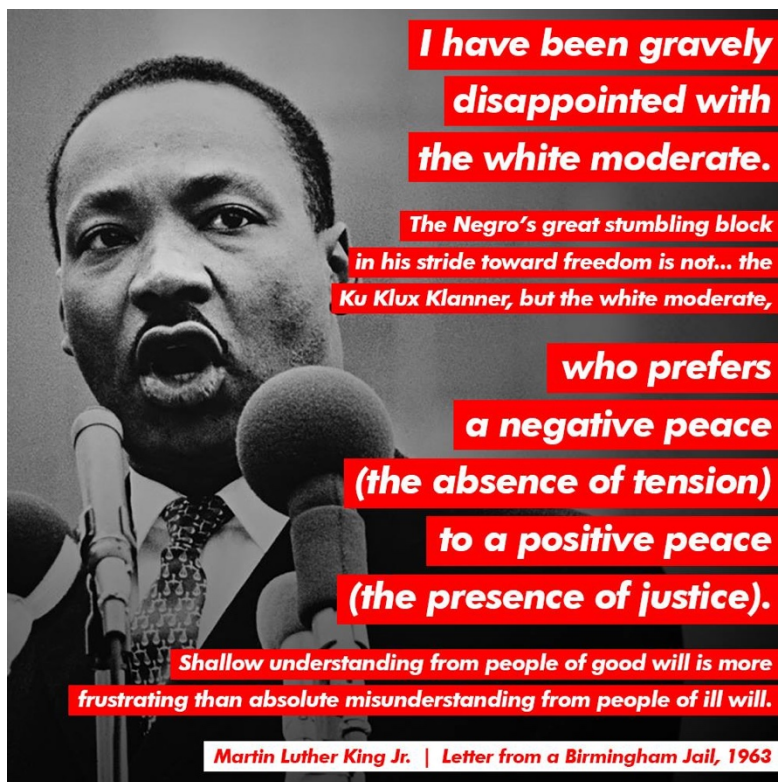
Fri, Jan 17 METHODS 2 Oral History Interviews, Listening, and Analysis
The Kitty Oliver interview is a centerpiece, so make sure to read and listen well.

Readings for Wed, Jan 22:
Pleasants 2006, *Gator Tales*

Week 3 (Jan 20 – 24)

Thinking Through Our Angles of Approach

Thinking about what UF history has been recorded, and what has not been--and how best to explore and tell the histories that have been left out. Thinking seriously about what you'd like to work on and how you'd like to approach it. We will also enjoy a guest presentation/workshop on archival research and searching for Black and Latinx history in an archive that has long held a strong bias for excluding, minimizing, or marginalizing that history.



Mon, Jan 20—HOLIDAY, NO CLASS—MLK Day

Honor MLK by realizing and cultivating a deeper understanding of the fact that he was not the white Liberal fantasy people reduce him to

e.g. <http://www.trulytafakari.com/21-radical-quotes-from-martin-luther-king-jr-to-make-america-great-again/>

And if you want to watch it via SPOHP and UFDC, Churchill Roberts' 1971 documentary, *Keep Your Trash*, on the 1968 Memphis sanitation workers' strike, is available here:

<https://oral.history.ufl.edu/2014/01/17/now-on-ufdc-keep-your-trash-1971-first-documentary-on-memphis-sanitation-workers-strike/>

Wed, Jan 22 UF History

→ DUE Tuesday at midnight: UF History Reflection

*****ASSIGNED for Thu, Feb 13 at midnight: Methods Reflection**

*****ASSIGNED for Wed, Feb 26 at midnight: Prospectus (final project proposal)**

Discuss Pleasants' *Gator Tales* book

Readings for Fri, Jan 24 (next class):

1915 dorm shooting pamphlet

Selections from:

Crow

Tigert papers

Bristol papers

Fri, Jan 24 METHODS 3 Presentation by Dr. Margarita Vargas-Betancourt

→ SPECIAL LOCATION: LACC Multipurpose room

Presentation on archival methods

Central question: how does one look for Black and Latinx history in the UF archives?

See the timeline Dr. Vargas and her colleagues created:

https://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1w969qrTwiAmho-Po5owY6oiCb-KRjmcAwdLuNurJpX4&font=Default&lang=en&initial_zoom=2&height=650

Readings for Monday, January 27:

Buckman Act

Crow selections

Bristol selections

Week 4 (Jan 27 – 31)

Thinking Critically About Histories and Connections

This week, we will reflect on some of what we've discussed so far and hold our first workshop focused not just on interpreting but on *conducting* oral history interviews. We will want to think about how we can best use archival research and oral history interviewing in combination.

Mon, Jan 27 Early UF and Thinking About the Archive

*****ASSIGNED by signup: Social media post**

Discussing the archival readings and reflection on Dr. Vargas-Betancourt's presentation.

Readings for Wednesday, Jan 29:

Robertson 2015, *Mary McLeod Bethune in Florida*, Part I: "\$1.50, Faith in God, and Five Little Girls."

Wed, Jan 29 Thinking About Foundations

Of foundings and foundations and their legacies

Readings for Friday, Jan 31:

Anderson & Jack 1991
Oral History Association Best Practices

Fri, Jan 31 METHODS 4 Interviewing workshop

***ASSIGNED for Wed, Feb 5 at 5:00pm: Practice Interview

***ASSIGNED for Fri, Mar 27 at midnight: Interview Assignment

How to conduct an interview

Discuss Anderson and Jack, listening, interviewing ethics, methods, techniques

Readings for Monday, Feb 3:

Rogers 2012, *The Black Campus Movement*, Intro through Chapter 3

Week 5 (Feb 3 – 7)

The Black Campus Movement

This week, you will all conduct your practice interviews, and Friday's workshop will be a debrief from that assignment combined with a strategy session for how to approach the interviews this semester. We will also be discussing the Black Campus Movement and Ibram Rogers' (now Ibram Kendi) scholarship on the history of that movement.

Mon, Feb 3

Talking about the early histories of Black student activism

Readings for Wednesday, Feb 7 (next class):

Rogers 2012, Ch.4-6

Wed, Feb 5

Rise of the Black Campus Movement

Readings for Monday, Feb 10:

Finish Rogers 2012

Fri, Feb 7 METHODS 5 Interview Workshop II

Debrief on practice interviews

Discussion of interview goals for the semester

Readings for Monday, Feb 12:
Finish Rogers 2012

Week 6 (Feb 10 – 14)

The Black Campus Movement at UF

This week, we finish the Rogers book and then begin studying the Black Thursday event at UF in more detail, consulting archival documents, book excerpts, and interviews. We will start thinking more concretely about what aspects of the story we might help to tell in more detail.

Mon, Feb 10

Discuss the scope of the Rogers book, its relevance to UF history—and contrast Rogers 2012 with Pleasants 2006

Readings for Wednesday (Feb 14):
Sharpe and on Black Thursday

Wed, Feb 12 Black Thursday/Student Activism

→ **DUE Thursday, Feb 13 at midnight: Methods Reflection**

Talking about Black Thursday

St. Petersburg Times, Apr 17, 1971 - 3 articles/columns

<https://news.google.com/newspapers?id=JfRRAAAIBAJ&sjid=2HUDAAAIBAJ&pg=4240%2C895018>

<https://news.google.com/newspapers?id=JfRRAAAIBAJ&sjid=2HUDAAAIBAJ&pg=4810%2C897916>

Readings for Friday, Feb 14:

“Chronology of Black Thursday” (from SpecColl vertical files)

“A Brief history of BSU”

Dowdell, “Black Students at UF: A History”

Stewart-Dowdell and McCarthy 2003 - excerpts on Black Thursday

Fri, Feb 14 [tentative] Guest presentation by Dr. Patricia Hilliard-Nunn

Further discussion of Black Thursday: what we know, what we need to learn, why it matters

Readings for Monday, Feb 17:

Jones and, Ch. 8

White 2010

Emery 2015-17

Week 7 (Feb 17 – 21)**Politics at UF in the 1960s and '70s**

We will further discuss other aspects of the tensions of integration at UF, and explore legacies of student and faculty activism and civil rights on campus. Our workshop on Friday will focus directly on concrete interview planning—scheduling, outreach, interview guides, etc.

Mon, Feb 17

UF in the 1960s

Readings for Wednesday, Feb 21 (next class):

Vox, “When Florida Had a Committee to Terrorize Gay People”

(<https://youtu.be/IbTBehjdlc0>)

(12 min) + their document cloud

(<https://www.documentcloud.org/public/search/projectid:46504-Florida-Legislative-Investigation-Committee>)

Jones Ch. 7 (optional: check out Chapter 5)

Homosexuality and Citizenship in Florida (the “purple pamphlet”) on UFDC

<http://ufdc.ufl.edu/UF00004805/00001/>

Article connecting Virgil Hawkins to Johns Committee

<http://southfloridagaynews.com/National/lgbt-history-month-the-johns-committee-state-sanctioned-homophobia.html>

Wed, Feb 19

The Johns Committee and its legacy at UF

Readings for Friday, Feb 21:

Sujatha Fernandes, *Curated Stories* Intro and Chapter 1

Fri, Feb 21 WORKSHOP 6 Interviewing Workshop III

Concrete interview planning

Readings for Monday, Feb 24:

Acuña, Chh. 4 and 5

Mariscal, Ch. 6

Week 8 (Feb 24 – 28)**Latinx History**

This week, we will look at the history of the Latino student movement—the Chicano Movement, the Puerto Rican Movement and organizations like the Young Lords, and some further details of Latinx history at UF. On Friday, we will workshop everyone’s Final Project Prospectuses.

Mon, Feb 24

Chicano Studies and student activism in the history of Latino Studies

Readings for Wed, Feb 26:

Awartani 2019

Delgado-Romero 2004

Lombardi docs re: La Casita
(22-26, 35-40)

Crouchett 1971

Leavitt 1941

Wed, Feb 26

→ **DUE Wednesday, Feb 26 at midnight: Prospectus (proposal for final project)**

Latinx history at UF

Readings for Friday, Mar 2:

Read each other's prospectuses and be ready to give feedback

Fri, Feb 28 Prospectus workshop

Peer review of prospectuses, discussion of the work ahead

Readings for Monday, Mar 10 (first day back from spring break):

Kitty Oliver memoir excerpts

Kitty Oliver interview (review)

Week 9 (Mar 2 – 6)

SPRING BREAK

Spring Break!

(But remember you do have readings for Monday)

Week 10 (Mar 9 – 13)

Memoirs

We will read memoirs of two black women who are accomplished alumni from UF; Dr. Kitty Oliver, and Atty. Bernice Singley. We want to read these for their historical information, but also thinking about the literary quality of their narratives, and in what ways written memoirs differ from recorded oral history interviews.

Mon, Mar 9

Discuss memoirs, interviews, memory, and narrative

Readings for Wednesday, Mar 11

Bernice Singley, *One Thousand Southern White Men*, up to page 64

Wed, Mar 11

Discuss Singley

Readings for Friday, Mar 13

Finish Singley 2004, *One Thousand Southern White Men*

Fri, Mar 13

Discuss Singley

Readings for Monday, Mar 16 (next class):

Shore & Wright

Juffer 2001

Week 11 (Mar 16 – 20)

Thinking About University Governance

This week, our topic is what scholars have called “audit culture,” and the corporate mentality underpinning university governance. We will also consider the role of—and challenges facing—cultural centers and institutes within the corporate university, and critically evaluate the different meanings that can be affixed to terms like “multiculturalism.”

Mon, Mar 16 Audit Culture, the Corporate University, and Governance

Discuss readings and audit culture

Readings for Wednesday, Mar 18

Hefner 2002

Stovall - Why Black Cultural Centers (Hord 2005)

Princes - The Precarious Question of Black Culture vs. Multicultural Centers (H 2005)

Young - Black Cultural Centers and Black Studies (Hord 2005)

Asante - Challenging Orthodoxies (Hord 2005)

Wed, Mar 18

Discuss readings: the corporate university and multiculturalism

Readings for Friday, Mar 20

Aparicio 1994

AAHP 249 Brian and Lurie Favors interview

Fri, Mar 20

Discuss cultural centers and multiculturalism

Readings for Monday, Mar 26 (next class):

Scans on the Loyal Order of the '99 from the *Iguana*

Daniela Lopez 2018 zine on the Loyal Order

AAHP 262 David Padgett

AAHP 519A and B Nikitah Orenbe-RA Imani

Week 12 (Mar 23 – 27)

More recent student activism at UF

This week, we will look more deeply at Black and Latinx direct action at UF.

Mon, Mar 23

Discuss the Loyal Order of the '99

Readings for Wed, Mar 25

Masque 2018

Wed, Mar 25

Discussion of NoLaIBCita, the “two houses” controversy, and Black and Brown Wednesday

Readings for Friday, Mar 27

TBD

Fri, Mar 27 Instructor at SOHA conference in Las Vegas; Plan TBD

→ DUE Friday, Mar 27 by 5:00pm: Interview Assignment

→ DUE Friday, Mar 27 at midnight: Interview Reflection

Readings for Monday, Mar 30:

Haraway 1988, “Situated Knowledges”

Week 13 (Mar 30 - Apr 3)

Framing concepts

This week, we will take a look at some theoretical work that can help us to think about the materials we've been gathering and working with.

Mon, Mar 30

Thinking seriously about objectivity

Readings for Wednesday, April 1:

Anderson, *Imagined Communities* excerpts

Wed, Apr 1

Discussion of the “Gator Nation” concept

Fri, Apr 3 [Your input needed]

Week 14 (Apr 6 – 10)

TBA

We will decide how we will use this week as we get further into the course, once we see final projects taking shape, once we’ve conducted some of our interviews, and as our plan crystallizes for the final weeks of the semester.

Mon, Apr 6 [Your input needed]

Wed, Apr 8 [Your input needed]

Fri, Apr 10 [Your input needed]

Week 15 (Apr 13 – 17)

Workshops

We will workshop your projects collaboratively this week.

Mon, Apr 13 **Workshopping final projects**

Wed, Apr 15 **Workshopping final projects**

Fri, Apr 17 **Workshopping final projects**

Week 16 (Apr 20 – 24)

TBA

We will decide how we will use this week as we get further into the course, once we see final projects taking shape, once we’ve conducted some of our interviews, and as our plan crystallizes for the final weeks of the semester.

Mon, Apr 20 [Your input needed]

Wed, Apr 22 [Your input needed]

Fri, Apr 24 **READING DAY, NO CLASS ANYWAY**

Week 17 (Apr 27 – May 1)

Final presentations

This week, you make your final presentations, and you will turn in your completed projects.

Week 17 (Apr 27 – May 1)

→ DUE Monday, Apr 27 at midnight: Final Project

→ DUE Date TBA: Final Project Public Presentations

→ DUE Wednesday, Apr 29 at midnight: Course Reflection