**IDH 2930 Section 22E5**

**Little Hall 0117**

**Instructor: Matthew Paul Cowley, M.Ed.**

**Email:** **matthewpaulc@ufl.edu**

**Office Hours:** By request **–** Please email me to schedule an appointment

**Required Texts:**

Thomas, A. (2017). *The Hate U Give*. New York, NY: Balzer + Bray, an imprint of HarperCollins Publishers.

Other minor readings will be made available via Canvas

**Book & Course Overview**

*The Hate U Give* by Angie Thomas is a coming-of-age tale for the 2010s. It’s central character, Starr Carter, is split between two distinct worlds: the predominantly white private school that she attends, and the poor Black neighborhood where she lives. She typically keeps these two worlds far apart. However, an experience with racism and police brutality not only brings these two worlds together, but it sets them on fire. As the great (and divisive) Black philosopher Tupac Shakur famously said, “The hate you give little infants f----s everybody”. He shortened the sentiment to the tattooed acronym T.H.U.G. L.I.F.E. This book is an exploration of that sentiment.

This course will use the content of Angie Thomas’ gripping 2017 novel *The Hate U Give* to explore and facilitate dialogue around race, structural racism, racial identity, activism and hip-hop culture. We will employ the students’ intellectual and emotional responses to co-construct an open learning environment that is both a safe and a brave space. This will allow students to investigate their own personal identities in relation to their peers and the broader social context.

**Assignments & Expectations**

* **Class Participation (30%)** | Students are expected to attend class and provide meaningful contributions to the class discussion. Physical attendance, evidence that the student is prepared for class, and earnestly participating in the dialogue will comprise a significant amount of the student’s final grade.
* **Journals (20%) |** Students will submit a bi-weekly journal entry to Canvas the reflects on and responds to the chapters read since the last journal entry. Students are expected to connect the readings to other literature or your experiences. Journal entries will be due at midnight on the day before class meets each week.
* **Midterm (20%)** | In a short mid-term paper, students will discuss how their identities and personal backgrounds could potentially impact their perception of the text. Additionally, each student will be asked to choose one week during the semester and identify a piece of relevant media (i.e. opinion editorial, research article or online video) to share with the class as the foundation for an online discussion.
* **Final Project (30%)** | Students will be given a final project that asks them to reflect on the whole of the text and to represent their intellectual and emotional reflection in an instructor approved project. Students will be encouraged to employ their own interests to complete the project. Examples of projects that a student could undertake include: drafting an alternate or additional chapter to the book, creating an annotated music playlist, or drafting a business plan for a non-profit. Students will be asked to present their final projects to the class.

**Grades**

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| --- | --- |
| 94.0 – 100 A | 77.0 – 79.9 C+ |
| 90.0 – 93.9 A- | 70.0 – 73.9 C |
| 87.0 – 89.9 B+ | 67.0 – 69.9 D+ |
| 84.0 – 86.9 B | 64.0 – 66.9 D |
| 80.0 – 83.9 B- | 60.0 – 63.9 D |

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| **Date** | **Topic | Reading** | **Due** |
| August 23rd | Introductions & Course Overview |  |
| August 30th | Systemic Racism and Structural Violence Readings |  |
| September 6th  | Chapters 1 – 3 | **Journal Entry** |
| September 13th | Chapters 4 – 6 |  |
| September 20th | Chapters 7 – 9 | **Journal Entry** |
| September 27th  | Chapters 10 – 12 |  |
| October 4th  | Articles on Black Lives Matter, protests, and activism | **Midterm Project Due** |
| October 11th | Chapters 13 – 15 |  |
| October 18th | Chapters 16 – 18 | **Journal Entry** |
| October 25th | Chapters 19 – 21 |  |
| November 1st | Chapters 22 – 24 | **Journal Entry** |
| November 8th | Chapters 25 – 26 |  |
| November 15th | **NO CLASS Meeting | Work on Final Projects**  |  |
| November 22nd  | **THANKSGIVING** |  |
| November 29th | Students Present Final Projects |  |

**Attendance:** 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>

**Accommodations:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.”

**Student Health, Counseling and Wellness Services:** If you have academic concerns related to this course, you should contact the instructor in person or via email. You also may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with your academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the UF Counseling and Wellness Center, 352-392-1575. Visit the website for more information: http://www.counseling.ufl.edu/. Also, crisis intervention is always available 24/7 from: Alachua County Crisis Center: 352-264-6789.

**Evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations 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/results/.