**IDH2930 Section 1330: *How Does the World Respond to Race?***

**Course Information**

Instructor: Shelby Marie Boehm sboehm@pky.ufl.edu

Date: Thursdays, Period 9 (4:05-4:55) Spring 2017

Location: Little Hall 119

Office Hours: *by appointment only, schedule via email*

**Required Texts**

[*The Bluest Eye* by Toni Morrison](https://www.amazon.com/Bluest-Eye-Vintage-International/dp/0307278441/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1478097080&sr=1-1&keywords=the+bluest+eye) ISBN: 0307278441

**Course Description**

The course will use *The Bluest Eye* by Toni Morrison to consider how the world responds to race. Through the narration of Pecola, the reader is exposed to how her perception of beauty and therefore identity is affected by race. Although this novel was written almost fifty years ago, the premise of race affecting how we view ourselves and those around us is still a topic of relevant discussion, and has fueled a variety of responses to race within our changing culture. We will use Morrison’s novel and other responses to race as the basis to consider how we identify ourselves within the conversation of race. Our end goal will be to contemplate how we can continue to examine the racial lens within society in order to be socially proactive citizens conscious of not falling for a single story. This course is particularly important for undergraduates as they navigate how their identity further develops within a diverse campus community where they can use their voice as a positive asset for social reform.

**Assignments & Grading Criteria**

*Community Participation-- 40%*

Students are expected to participate in personal inquiry by attending all class meetings, being prepared for class through the completion of required readings and assignments, and contributing to class discussions.

*Final project and presentation-- 60%*

Students will create a Visual Exploration Project displaying their understanding of how the world responds to race through their study of *The Bluest Eye* and other supplemental resources which will be discussed throughout the seminar course. They may create this product using various virtual mediums (Google Drive, InfoGraphics through Piktochart, Prezi) or traditional non-virtual methods. Students will present their findings to the group and draw further wonderings about how race affects identity.

More information on grades and grading policies can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

**Course Schedule**

*See attached*

**Class Attendance and Makeup 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>

**Class Demeanor**
Students are expected to arrive to class on time and behave in a manner that is respectful to the instructor and to fellow students. Please avoid the use of cell phones and restrict eating to outside of the classroom. Opinions held by other students should be respected in discussion, and conversations that do not contribute to the discussion should be held at minimum, if at all.

**Students Requiring Accommodations**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://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.

**Course Evaluation**

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/.](https://evaluations.ufl.edu/results/)

**University 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 (<https://www.dso.ufl.edu/sccr/process/student-conducthonor-code/>) 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 or TAs in this class.

**Campus Resources**

*Health and Wellness*
 U Matter, We Care:
 If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team

member can reach out to the student.

Counseling and Wellness Center:

[http://www.counseling.ufl.edu/cwc/Default.asp](http://www.counseling.ufl.edu/cwc/Default.aspx), 392-1575; and the University Police

Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)
 Student Health Care Center, 392-1161.

University Police Department, 392-1111 (or 9-1-1 for emergencies). <http://www.police.ufl.edu/>

*Academic Resources*
 E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-

support@ufl.edu. <https://lss.at.ufl.edu/help.shtml>.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <http://www.crc.ufl.edu/>

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <http://teachingcenter.ufl.edu/>

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <http://writing.ufl.edu/writing-studio/>

Student Complaints Campus:
<https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf>
On-Line Students Complaints: <http://www.distance.ufl.edu/student-complaint-process>

***Tentative* Course Schedule //** IDH2930 Section 1330: How does the world respond to race?

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| **Date** | **Agenda** | **Due** |
| 1/5/17 | (Drop/Add) Course introduction, experience investigation, TED Talk: Color blind or color brave? by Mellody Hobson |  |
| 1/12/17 | Text Section 1 Discussion | *The Bluest Eye* p. 9-32 |
| 1/19/17 | Text Section 2 Discussion | *The Bluest Eye* p. 33-58 |
| 1/26/17 | Text Section 3 Discussion | *The Bluest Eye* p. 61-93 |
| 2/2/17 | Text Section 4 Discussion | *The Bluest Eye* p. 97-131 |
| 2/9/17 | Text Section 5 Discussion | *The Bluest Eye* p. 132-163 |
| 2/16/17 | Text Section 6 Discussion, Media study // The Doll Study by Kenneth and Mamie Clark, “Sweetness” by T.M., “The Changing Face of America” by Lise Funderburg, The Office “Diversity Day” | *The Bluest Eye* p. 164-183 |
| 2/23/17 | Text Section 7 Discussion, Poetry study // Clint Smith, Malcolm London, Nayyirah Waheed, Reg E.Gaines | *The Bluest Eye* p. 187-206 |
| 3/2/17 | Music study // TED Talk: Is Hip Hop a cancer or a cure? by Lecrae, Artist studies: Kendrick Lamar, J.Cole, Chance the Rapper, Childish Gambino, Tupac, Sho Baraka, Drake |  |
| **3/9/17** | **UF Spring Break-- No Class** |  |
| 3/16/17 | Art and media study // Police brutality investigation, Titus Kaphar, Devin Allen, NPR Code Switch “A Letter from…,” TED Talk: How to raise a black son in America by Clint Smith, excerpts from *How to Slowly Kill Yourself and Others in America* | Abstract/Final Project Plan |
| **3/23/17** | **No Class** |  |
| **3/30/17** | **No Class** |  |
| 4/6/17 | Presentation of Final Projects | Final Projects |
| 4/13/17 | Presentation of Final Projects | Final Projects |