

(Un)Common Read: Roberto Clemente

Spring 2022 • IDH 2930 • Section 3144 • Weimer Hall 3020 • Tuesdays • 1:55-2:45 p.m.

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Course Summary

On New Year's Eve 1972, after 18 seasons in major league baseball, Roberto Clemente died in a plane crash on a humanitarian trip to Nicaragua after a devastating earthquake. Author David Maraniss recounts his life in "Clemente: The Passion and Grace of Baseball's Last Hero."

During his Hall of Fame career with the Pittsburgh Pirates, Clemente won four batting titles and led his team to championships in 1960 and 1971, getting a hit in all of his 14 World Series games. His career ended with 3,000 hits, the magical last coming in his final at bat. Born in Puerto Rico in 1934, when major league baseball was segregated, Clemente went on to become the greatest Latino player in his sport. As Maraniss tells it, he was, in a sense, the Jackie Robinson of the Spanish-speaking world: A ballplayer of determination, grace and dignity, who paved the way and set the highest standard for waves of Latino players who followed in later generations and who now dominate the game.

Clemente insisted his responsibilities extended beyond the diamond. His motto: If you can help others and fail to do so, you're wasting your time on earth. After capturing Clemente's life and times, Maraniss retraces his final days, from the earthquake to the accident, revealing the corruption and negligence that led him on a mission of mercy toward his untimely death.

Students in this class will also review movies, documentaries and other books and articles that focus not only on Clemente's life and times, but also the collective realities faced by Black and Latino baseball players—as well as their influences on society and culture at large—back then and now.

Through our readings and assignments, we will also delve into the intersection of race, sports and culture—which is the subject of a journalism course the instructor teaches regularly.

Course Objectives

Students in this course will be able to relate:

1. How Clemente was that rare athlete who rose above sports to become a symbol of larger themes.
2. How a focus on Afro-Latinos allows us to study the history of racial ideologies in the Americas.
3. How Afro-Latino athletes have used their platforms to advocate for a more diverse/tolerant world.
4. How Afro-Latino athletes—and how they fit into social and economic concerns—have been situated in scholarly literature and cultural mediums (TV, film, books, podcasts, social media).

Noteworthy

Each student is responsible for:

1. Reading, understanding and abiding this syllabus and its contents and directives. This includes doing all of the work assigned from the first module to the last. Regardless of why he/she/they are unable to do so, a student who does not may be withdrawn from the course per UF policy.
2. Abiding any announcements or directives the instructor sends the class or any one of you individually via UF email or most likely Canvas. Expect to see interaction from the instructor via these platforms concerning relevant matters that will be discussed as a class soon after.
3. Completing all assigned readings as class participation and quizzes will affect grading.

In addition:

- Outreach to the instructor is welcomed but should be short, course related, grammatically correct and necessary. Replies from the instructor will be short and sweet and as soon as possible.
- A security reminder: Your UF password is the only thing protecting you from pranks or more serious harm when using Canvas. Don't share your password with anyone. Change your password if you think someone else might know it. Always logout when you are finished using the system.
- Unauthorized recording and or sharing of recorded materials from this course is strictly prohibited.
- If your performance in this course is impacted by your experiences outside of class, let me know.

Technical Support

Call 352-392-4357 for help resolving technical issues related to accessing or using Canvas or other connectivity (wireless, VPN), email software configuration, browser and GatorLink authentication issues.

UF Computing Help Desk: <https://helpdesk.ufl.edu>

Students With Disabilities

Reasonable accommodations will be made for students with disabilities and who have registered with the UF Dean of Students Office. This office will provide relative documentation to the student, who must then provide this documentation to the instructor when requesting accommodations.

UF Disability Resource Center: <http://www.dso.ufl.edu/drc/>

Counseling Center

Personal or health issues such as depression, anxiety, stress, career uncertainty and or relationships can interfere with your ability to function as a student. UF's Counseling and Wellness Center (CWC) offers support for students in need. CWC is located at 3190 Radio Road and open each weekday from 8 to 5.

UF Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>

Course Evaluations

Please offer respectful feedback about this course online via GatorEvals. Guidance is at <https://gatorevals.aa.ufl.edu/students/>. Evaluation results are at <https://gatorevals.aa.ufl.edu/public-results>.

Academic Integrity

Academic dishonesty of any kind shall not be tolerated in this course. That includes but is not limited to using any work done by another person for a class assignment; submitting work done for another class, and using images produced by someone else without explicit permission by the creator.

Attribution is not the same as permission. Most images found online are not free to use.

UF Student Honor Code: <https://sccr.dso.ufl.edu/process/student-conduct-code>

UF Student Resources

UF students have access to tutorials (video-based and otherwise) from which to learn outside of class time certain software and equipment needed to accomplish various required tasks this semester.

These resources include but are not limited to the library, tutoring, career resource center, etc.

UF Student Resources: <http://ufadvising.ufl.edu/student-resources.aspx>

Diversity Statement

The UF College of Journalism and Communications Department of Journalism embraces a commitment toward an intellectual community enriched and enhanced by diversity along a number of dimensions, including race, ethnicity and national origins, gender and gender identity, sexuality, class and religion. We expect all of our journalism courses to help foster an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society.

Students are at all times to show respect for one another as well as for the instructor. If something was said in relation to this class (by anyone) that made you feel uncomfortable, please talk to me about it.

Deadlines

Late assignments may not be accepted unless an emergency can be documented. An assignment submitted late could be graded as a zero. If an illness or a personal emergency prevents you from completing an assignment on time, advance notice and written documentation are required. If advance notice is not possible because of a true emergency, written documentation will be mandated ASAP.

Generally speaking, we will function as if working in a professional workplace: You don't do your work (on time) you risk losing your job. In other words, students who miss deadlines will suffer consequences. Given this is a sports-related class, and as someone else once relevantly put it: What happens when you turn in your fantasy football lineup late? Same concept.

Extra Credit

No "extra credit" shall be accepted. Each student is expected to do the same amount of work and achieve the same outcomes. This proves to be fair when considering that students have different circumstances unrelated to class. Imagine those students, for example, who must work three jobs, and don't have as much time to do extra credit as those who don't have to work.

The instructor will not grade according to effort as it is the outcomes that matter. He will be mindful of whether your work is trending forward or backward when it's time for assignment or final grades.

Student Demeanor

Students are expected to come to class as scheduled and on time and to remain until it has been dismissed. They are to come prepared, having completed any required readings and performed any preparatory work that is assigned. Students are expected to participate in class discussion, and to treat each other and the instructor with respect and attention. While in class, students should not be texting, perusing the internet or otherwise doing anything unrelated to the course task or discussion at hand.

Each absence may result in a 10-point penalty toward the class contribution portion of your grade. Lateness or unwarranted disruptions may likewise result in up to a 5-point penalty, per each occasion.

Regardless of why they were absent, students who miss too many classes risks not mastering the coursework. In such cases, they may be withdrawn from the course per UF policy.

Readings and Multimedia

The instructor aims at all times to adhere to the UF Center for Teaching and Learning's Affordable UF Initiative (see <http://teach.ufl.edu/affordable-uf>).

Students should expect to read the entirety of:

- "Clemente: The Passion and Grace of Baseball's Last Hero" © 2006 by David Maraniss

Students should also expect to read or take in:

- Academic journal articles, book chapters, and news stories and commentaries from across the internet, as well as various audio and video matter, all of which will be assigned in adherence to the course objectives, and as unanticipated issues and reports arise relating to race, sports and culture.
- Of particular interest will be articles, commentaries and/or multimedia from TheUndeatead.com ESPN's daily online platform devoted to the intersection of race, sports and culture.

Students should also expect:

- Some reading or multimedia the instructor requires or he/she/they select in adherence to the course objectives and/or pursuant to course assignments could necessitate a small purchase fee.
- \$\$\$ some multimedia the instructor requires or a student selects in adherence of his/her/their assignments could necessitate a small purchase fee (e.g., ESPN+ or other streaming services).

Writing Assignments

All writing assignments should be turned in:

- On a Word file with 1-inch margins (top, bottom, left, right), 12-point Times New Roman font with Format<Paragraph spacing set at zero, zero, none, single in the dialog boxes (please ask).
- With the file named as either studentlastname_topicname.doc or studentlastname_topicname.docx.
- With your name, class name and date on three separate lines, all single-spaced in the top left corner.
- With the text as double-spaced and with indentions for new paragraphs.

All assignments must be submitted or posted by the specified deadline.

Failure to abide by these expectations could result in grade penalties.

Assignments and Grading

At all times remember these two things: 1) As in sports, as in life, you will be rewarded for results, not just for effort. 2) Late assignments shall be subject to a 10 point grade reduction.

Final grade calculations: 930-1,000, A; 929-900, A-; 899-870, B+; 869-830, B; 829-800, B-; 799-770, C+; 769-730, C; 729-700, C-; 699-670, D+; 669-630, D; 629-600 D-; 599 and below, E.

Attendance (100 points) and Discussion (200 points)

- Expect weekly discussion board prompts in Canvas that will focus on the assigned reading, course objectives and/or emerging matters relating to race, sports and culture (15 points each). The answers will help springboard our class discussion (8 points each week). Each unexcused absence or lateness may result in a 10 or five point penalty, respectively.

Essay (200 points)

- Each student will offer 1,000 words (four pages, double-spaced, with references) that honor one or more of our objectives and the assigned reading and includes research beyond course material. It should reveal critical analysis and may or may not be a springboard toward your class presentation.

Class Presentation

- Each student will do an eight- to 10-minute class presentation that relates to one or more of our objectives, honors assigned reading and includes research beyond the course material.
- **(100 points)** A 500-word abstract (two pages, double-spaced) shall explain your choice and inspiration for your class presentation and earn the instructor's approval before moving forward.
- **(150 points)** An annotated bibliography shall help gird your presentation and include at least six primary and/or secondary sources. (Material from the assigned readings can be used for the presentation but shall not be included among these sources.) Each of the six-plus sources shall include a paragraph summarizing its contents and presentation value.
- **(250 points)** The presentation must be uploaded to Canvas as per instructions in the assignment space. Each student shall offer peer review feedback on each class presentation.

Essay and Class Presentation

Please review the instructions and rubrics for the essay and class presentation assignments in Canvas and be sure the instructor approves your choices before investing too much time on them.

A presentation may use audio or video clips, however, consult with the instructor in advance if more than three minutes of it would consist of multimedia. Keep in mind: This is an oral presentation that is to demonstrate critical analysis of a topic related to one or more of the course objectives.

You may use either Microsoft PowerPoint, Apple Keynote or even Prezi for your content presentation.

Definitely check to ensure all webpages and or associated multimedia files are in place; last thing you want is for your video or audio to not work when and how you want it to.

For the presentation, your attire should reflect you're taking it seriously. Each student shall offer peer-review written feedback on each class presentation. Definitely abide the writing assignment mandates just below before submitting your written work. Always remember to be mindful of grammar, spelling and punctuation. The same goes for the textual matter in your presentation. Don't give away points.

Course Schedule

This syllabus represents our current plans and objectives. These plans may change because of developing news or learning opportunities. Such changes shall typically be communicated via Canvas.

Remember to abide the weekly discussion prompts, which the instructor will endeavor to offer via Canvas by the Friday after each class session. Students may suggest prompt topics as so desired.

Relevant topics that emerge over the weekend will most likely be discussed in the next class session.

WEEK 1: Jan. 5-11

- Introductions and a review of the course objectives, syllabus, assignments and other expectations.

WEEK 2: Jan. 12-18

Readings and Discussion

- “Clemente: The Passion and Grace of Baseball’s Last Hero” © 2006 by David Maraniss
pages 1 to 2, “Memory and Myth”
Chapter 1, pages 3 to 15, “Something That Never Ends”
Chapter 2, pages 17 to 38, “Where Momen Came From”
- TBA

WEEK 3: Jan. 19-25

Readings and Discussion

- “Clemente: The Passion and Grace of Baseball’s Last Hero” © 2006 by David Maraniss
Chapter 3, pages 39 to 58, “Dream of Deeds”
Chapter 4, pages 59 to 86, “The Residue of Design”
- TBA

WEEK 4: Jan. 26-Feb. 1

Readings and Discussion

- “Clemente: The Passion and Grace of Baseball’s Last Hero” © 2006 by David Maraniss
Chapter 5, pages 87 to 103, “*¡Arriba! ¡Arriba!*”
Chapter 6, pages 105 to 136, “Alone at the Miracle”
- TBA

WEEK 5: Feb. 2-8

Readings and Discussion

- “Clemente: The Passion and Grace of Baseball’s Last Hero” © 2006 by David Maraniss
Chapter 7, pages 137 to 162, “Pride and Prejudice”
- TBA

WEEK 6: Feb. 9-15Readings and Discussion

- “Clemente: The Passion and Grace of Baseball’s Last Hero” © 2006 by David Maraniss
Chapter 8, pages 163 to 186, “Fever”
- TBA

Abstract

- **Due by 1 p.m., Feb. 15**

WEEK 7: Feb. 16-22Readings and Discussion

- “Clemente: The Passion and Grace of Baseball’s Last Hero” © 2006 by David Maraniss
Chapter 9, pages 187 to 212, “Passion”
- TBA

WEEK 8: Feb. 23-March 1Readings and Discussion

- “Clemente: The Passion and Grace of Baseball’s Last Hero” © 2006 by David Maraniss
Chapter 10, pages 213 to 240, “A Circular Stage”
- TBA

Essay

- **Due by 5 p.m., March 4**

SPRING BREAK: March 7-11**WEEK 10: March 2-15**Readings and Discussion

- “Clemente: The Passion and Grace of Baseball’s Last Hero” © 2006 by David Maraniss
Chapter 11, pages 241 to 267, “*El Día Más Grande*”
- TBA

WEEK 11: March 16-22Readings and Discussion

- “Clemente: The Passion and Grace of Baseball’s Last Hero” © 2006 by David Maraniss
Chapter 12, pages 269 to 286, “Tip of the Cap”
Chapter 13, pages 287 to 307, “Temblor”
- TBA

Annotated Bibliography

- **Due by 1 p.m., March 22**

WEEK 12: March 23-29Readings and Discussion

- “Clemente: The Passion and Grace of Baseball’s Last Hero” © 2006 by David Maraniss
Chapter 14, pages 309 to 319, “Cockroach Corner”
Chapter 15, pages 321 to 337, “December 31”
Chapter 16, pages 339 to 352, “Out to Sea”
pages 353 to 354, “Myth and Memory”
- TBA

WEEK 13: March 30-April 5Readings and Discussion

- TBA

Class Presentations

- **Student order to be determined weeks in advance.**

WEEK 14: April 6-12Readings and Discussion

- TBA

Class Presentations

- **Student order to be determined weeks in advance.**

WEEK 15: April 13-19Readings and Discussion

- TBA

Class Presentations

- **Student order to be determined weeks in advance.**

FINAL WEEK: No final exam unless anyone objects :-)