

**IDH 2930 Section: 0215**

**Monday Period 10 (5:10-6:00pm)**

**Hume 0119**

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

**Email: [matthewpaulc@ufl.edu](mailto:matthewpaulc@ufl.edu)**

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

**Required Texts:**

Kendi, I. X. (2019). *How to be an Antiracist*. New York: One World.

Other minor readings will be made available via Canvas or E-mail.

**Book & Course Overview**

Ibram X. Kendi's *How to Be an Antiracist* eschews an understanding of racism as interpersonal hatred based on race. Instead, he centers on racism's structural nature. Kendi seamlessly flows between discussions of racism and his visceral personal experiences, creating an engaging text that is a fusion of memoir and academic. The core argument of Ibram X. Kendi's 'How to Be Antiracist' is that not being racist is insufficient. This course explores the importance of making antiracism a conscious choice and how to work within our sphere of influence to undo racism and build a more equitable society.

**Learning Outcomes:**

1. Students who take this course will develop an understanding of structural racism as an oppressive force in the United States and its negative impacts on individuals of ALL races.
2. Students who take this course will develop a practical understanding of antiracism as the conceptual opposite of racism.
3. Students who take this course will learn how to embrace antiracist practices in their everyday lives.

**Assignments & Expectations**

- **Class Participation (30%)** | Students are expected to attend class and provide meaningful contributions to the class discussion. 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 four journal entries to Canvas over the course of the semester. Journals are expected to reflect on and respond to the chapters read since the last journal entry. Students are encouraged to connect the readings to other literature, popular media, or personal experiences. Journal entries should be between 1-2 double-spaced pages (12-point standard font style). Journal entries will be due at 11:59pm on Monday after class meets each week.
- **Midterm (20%)** | "Racist Policy Paper" - Students are asked to identify a policy, practice, procedure that they believe to be racist (causing racial disparities or disproportionately impacting racialized groups). The policy, procedure, or practice may be from local, state, or national law/legislation; organizational, corporate, or university policy; or another reasonable source. Students should outline what they believe makes the policy or practice racist. Claims should be supported by reputable data or peer-reviewed research. The midterm paper should be between 3-4 double-spaced pages (12-point standard font style).
- **Final Project (30%)** | "My Antiracist Future" - Students are asked to reflect on the whole of Kendi's text and discuss how they see their role in creating an antiracist future. Students should consider their future career/profession, civic/community engagement, family, and other relevant aspects of their lives. *How to be an Antiracist* should serve as the primary source for this paper, but students should incorporate sources from other academic journal articles, books, popular media, and personal experiences. Final papers should be between 5-6 double-spaced pages (12-point standard font style).

**Alternatively**, students may propose a creative project to serve as their final. Projects must be approved by the instructor. Projects must include a short whitepaper (1-2 pages) outlining the purpose of their project, describing their approach, and reflecting on their plans, successes, challenges, and progress.

Date	Reading	Due
August 23 <sup>rd</sup>	Introductions & Course Overview	
August 30 <sup>th</sup>	Introduction & Chapter 1	
September 6 <sup>th</sup>	<b>LABOR DAY – NO CLASS</b>	
September 13 <sup>th</sup>	Readings on identity, positionality privilege	
September 20 <sup>th</sup>	Chapter 2 & Chapter 3	<b>Journal Entry Due</b>
September 27 <sup>th</sup>	Chapter 4 & Chapter 5	
October 4 <sup>th</sup>	Chapter 6 & Chapter 7	<b>Journal Entry Due</b>
October 11 <sup>th</sup>	Articles on racism, white supremacy, and antiracism	
October 18 <sup>th</sup>	Chapter 8 & Chapter 9	<b>MIDTERM DUE</b>
October 25 <sup>th</sup>	Chapter 10 & Chapter 11	
November 1 <sup>st</sup>	Chapter 12 & Chapter 13	<b>Journal Entry Due</b>
November 8 <sup>th</sup>	<b>NO CLASS</b>	
November 15 <sup>th</sup>	Chapter 14 & Chapter 15	<b>Journal Entry Due</b>
November 22 <sup>nd</sup>	<b>NO CLASS</b>	
November 29 <sup>th</sup>	Chapter 16, Chapter 17, Chapter 18	
December 6 <sup>th</sup>	Students Share Final Papers/Projects	<b>FINAL PAPER DUE</b>
December 13 <sup>th</sup>	<b>NO CLASS</b>	

## Grades

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

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)  
[Grades and Grading Policies](#)

**Attendance:** Attendance is mandatory and is a significant percentage of students' final grade. Students should make every effort to communicate with the instructor for accommodations related to attendance and assignment due dates. Official policies 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 Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

**Class Recording:** Class meetings will be facilitated in-person. To create a safe environment conducive to learning and growth, students are asked not to audio or video record class meeting.

### Course Evaluation:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [ufl.bluera.com/ufl/](http://ufl.bluera.com/ufl/). [Summaries of course evaluation results are available to students here](#).

### 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](#) 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.

### **Student Privacy**

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

### **Campus Resources:**

#### Health and Wellness

##### **U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** [counseling.ufl.edu/cwc](http://counseling.ufl.edu/cwc), and 392-1575

##### **Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://police.ufl.edu).

#### Academic Resources

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling.

**Library Support**, 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.

**Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

**Student Complaints Campus**

**On-Line Students Complaints**