

Course Syllabus Fall 2022

Democracy in Black & White, Florida 1860s-1920s history of bi-racial democracy, voting, and violence.
IDH2930 - 2132 (25748) Room: [LIT 0117](#) T | Period 5 (11:45 AM - 12:35 PM)

Instructor: Kevin Bird email: kevin.bird@ufl.edu

Office Hours: by appointment

Location: Pugh 230 or via Zoom

Required Text: *Emancipation Betrayed: The Hidden History of Black Organizing and White Violence in Florida*

Access through UF Smathers:

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=nlebk&AN=129009&site=ehost-live>

Additional supplemental materials are provided electronically.

Course Description: Why are national political influencers involving themselves in local elections down to school board seats? Does this type of far-reaching political calculus have a precedent? How are we to understand the relevance of distant events like Florida's bloody election of 1920 and the current state of our democracy? Dr. Paul Ortiz's *Emancipation Betrayed: The Hidden History of Black Organizing and White Violence in Florida* offers an essential backstory for understanding voting, democracy, and freedom in Florida and America. In providing this, Dr. Ortiz also offers a compelling analysis of the development of grassroots movements of change and the backstory for the largest extension of democracy in American History. *Emancipation Betrayed* is useful for understanding pressing historical and contemporary topics and broad themes like progress and regression in America.

This seminar-style course will provide students the opportunity to read *Emancipation Betrayed* carefully and reflectively. We will consider complementary historical sources like congressional investigations, oral histories, and listen to guest speaker(s). Our reading will inform and enliven engaging class discussion/online posts, short writing assignments, and an end-of-term 1,500 – 2000-word essay.

Course Objectives:

1. Read *Emancipation Betrayed* and other content carefully and reflectively, treating the author and classmates as conversation partners.
2. Understand and articulate *Emancipation Betrayed's* historical content and argument.
3. Engage the text *critically and respond *reflectively.
4. Actively and respectfully consider the insights and opinions of your classmates (and the teacher).

**Critically* may include but does not equate to negative. It means achieving a degree of intellectual discipline to evaluate ideas fairly and thoughtfully. We will strive to develop informed and introspective responses and not merely agree or disagree based on presuppositions and personal preferences.

*Regarding reading *Reflectively*, as you read you are entering into a conversation with the book/author. Let questions emerge and let your imagination consider the societal and personal implications of the reading.

Class Structure and Flow: The class structure will be quite simple: reading that culminates in in-depth conversation. Each week we will read and discuss a chapter of *Emancipation Betrayed* and/or a complimentary historical document, article, or listen to a guest speaker. Students will come to class having: 1) read/listened to/engaged the week's material, 2) posted on Canvas a reading response and 1-2 questions to guide that week's Canvas-based and classroom discussion, 3) and commented on one or more of their classmates'

Canvas question/reading responses. During class, we will discuss the reading, your posted questions, and your comments/ideas.

Depending on class size, students may have rotating responsibilities to lead part of the discussion. In-class discussions will sometimes be led by the instructor, sometimes by class members, and sometimes by a group of students. Each student should come to class ready to contribute every week and not merely listen.

A Word About Academic and Human Discourse: Going Beyond Civility

For us to have a successful class, we need to be able to communicate with each other well. That involves a conversation in which members are humble, respectful, thoughtfully engaged, and still free to critique (offer gracious and insightful feedback). We want to see the articulation and discussion of individual perspectives while leaving room for differing perspectives and conclusions. All of us should respectfully listen to other perspectives without becoming dismissive or defensive, a common default when a potential conversation partner withdraws from dialogue to protect beliefs and presuppositions. After listening well, we need to be able to converse about what we hear. As these ideals are upheld, we hope to create an environment where we all sense that, fundamentally, we are communicating with and learning from each other despite any differences that may exist.

Assignments and Grades:

Attendance Participation 35%

Weekly reading responses and comments 35%

Democracy/Civil Rights Movement Timeline (post-Civil War) 3%

Final Essay/Project 27%

All assignments will be submitted through Canvas. Students will receive ½ credit for all late assignments up to one week from the due date. Assignments more than one week late will not be accepted. Grading for assignments will be based on 1) your knowledge and understanding of the material; 2) the organization and clarity of your writing; 3) the coherence of your arguments and your arguments' relevance to that week's readings, and 4) your focus on responding to a given reading's thesis/content/questions as presented/asked.

Attendance and Participation: Since this is a discussion-based class, Canvas discussion boards and in-person attendance are required. Failure to do either will result in an assessed absence). Except for emergencies, absences must be cleared with the instructor before class. Students will be permitted **one** absence over the semester. A second absence will lower the course grade by ½ a letter grade, and a third or fourth absence by an additional full letter grade each. Students will not receive credit for the class if there are more than four absences.

In addition to attendance, students are expected to regularly contribute to Canvas-based and classroom discussions. In-class discussions will sometimes be led by the instructor, sometimes by a student or small groups, and sometimes by the collective class. Each class member should come to class ready to contribute to every class.

Reading responses: Students will submit weekly blog-style reading responses (200 words or more) and 1-2 questions that get at the author's thesis/essential concepts/most provocative ideas. Additionally, students should respond to one (or more if desired) of their classmate's reading responses/questions in Canvas. The instructor will monitor the students' online engagement. In general, a student should plan to initiate a discussion, provide a question or two to be used on the Canvas-based discussion board and in class, and comment on another student's insights/questions each week in Canvas. Students may also include connections between class readings and their observations of culture (bringing to our attention related articles, books, poetry, film, artwork, thinkers, and personal experiences). Students may consider using one or more of the following prompts for their reading responses: (No need to try to answer all of them each week).

- What was/were the thesis/central themes of this week's reading?
- Do you find anything unclear, confusing, or troubling in the reading this week?
- What historical information do you find most compelling in this chapter/reading?
- What are the contemporary parallels and implications of this week's readings?

*Remember, each week you will also provide one or two questions that get at some part of the author's thesis/essential concept for that week. Your questions will guide our class discussion.

Final Essay/Project: 1,500-2,000 words. Details will be given in class/Canvas.

Grading Scale: 93-100 (A); 90-92 (A-); 87-89 (B+); 83-86 (B); 80-82 (B-); 77-79 (C+); 73-76 (C); 70-72 (C-); 67-69 (D+); 60-66 (D); 60-62 (D-); Below 59 (E)

Course Schedule appears below and in Canvas.

Classroom Decorum: Students' full attention is expected while in class. All students please limit the use of cell phones, computers, and electronic devices to stay engaged with the class, i.e., please do not devolve into answering texts. This is a weekly conversation, and for us to have a good conversation we need everyone to be engaged in a face-to-face fashion. Please avoid "checking out" and multitasking, doing such is disrespectful to the author, your classmates, and the instructor.

Policies: 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 [Click here to read the university attendance policies](#).

Students Requiring Accommodations: Students with disabilities requesting accommodations should first register with the Disability Resource Center 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. DRC phone- 352-392-8565. [Click here to get started with the Disability Resource Center](#).

Course Evaluation: Students are expected to provide feedback on the quality of instruction in this course by completing UF's standard online evaluations (summary results will be available to students here). 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/. [Summaries of course evaluation results are available to students here](#).

In response to **COVID-19**, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated. [Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. [Find more information on the university attendance policies](#).

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-conduct-honor-code/>) specifies the number of behaviors that violate 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

E-Learning technical support: Contact the [UF Computing Help Desk](mailto:helpdesk@ufl.edu) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Counseling and Wellness Center: Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Writing Studio: The writing studio is committed to helping the University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 302 Tigert Hall for one-on-one consultations and workshops.

How to read in community....

Late Request

**With love's confidence, I'm asking,
if you should offer this book
to another, ask of him
as now I ask of you
to read slowly,
and thoroughly, tasting
each word's trouble.
Without a doubt, certain passages
should never stand alone,
but will require assistance
offered by others to further
endow their meaning. I fear
for the reader who dabbles,
who gleans, who hurries to take
and flee, and who by doing so acquires
nothing but a novel form
of his current poverty and error.**

—Anonymous author of The Cloud of Unknowing

Class Schedule: Assignments and dates are subject to change; the instructor will provide advance notice of any change during class time.

Week One: Tues. August 30 | Period 5 (11:45 AM - 12:35 PM)

Introductions (to our book, topic, class, teacher)

- Assignment Due: Get the book and introduce yourself in the Canvas Week One Discussion post

Week Two: Tues. September 6 | Period 5 (11:45 AM - 12:35 PM)

The origins of bi-racial democracy

- Complete before this week's reading- Assignment Due: Civil Rights Movement Timeline (post-Civil War)
- Reading Due: Prologue of *A Nation Under Our Feet* and (a selection from one of the following) *Report of the Joint Select Committee to Inquire into the Condition of Affairs in the Late Insurrectionary States, 1872: Florida--or--- Report of the Senate Committee on Privileges and Elections with Testimony and Documentary Evidence, 1876: Florida*

Use the following links in conjunction with your UF Smathers Library access and the Canvas Course Reserves link:
A Nation Under Our Feet:

<http://lp.hscl.ufl.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=cat04364a&AN=ufl.028615365&site=eds-live>

Report on the Late Insurrectionary States, 1872: Florida

<https://congressional.proquest.com/congressional/result/congressional/conqdocumentview?accountid=10920&groupid=104813&parmlid=1815A8BFB46>

Report on Elections with Testimony and Documentary Evidence, 1876: Florida

<https://congressional.proquest.com/congressional/docview/t29.d30.hrg-1876-pes-0002?accountid=10920>

Week Three: Tues. September 13 | Period 5 (11:45 AM - 12:35 PM)

Reconstruction

- Reading Due: *Emancipation Betrayed* Prologue and Preface and (a selection from one of the following that you did not read last week) *Report of the Joint Select Committee to Inquire into the Condition of Affairs in the Late Insurrectionary States, 1872: Florida--or--- Report of the Senate Committee on Privileges and Elections with Testimony and Documentary Evidence, 1876: Florida*

Use the following links in conjunction with your UF Smathers Library access and the Canvas Course Reserves link:
Emancipation Betrayed

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=nlebk&AN=129009&site=ehost-live>

Report on the Late Insurrectionary States, 1872: Florida

<https://congressional.proquest.com/congressional/result/congressional/conqdocumentview?accountid=10920&groupid=104813&parmlid=1815A8BFB46>

Report on Elections with Testimony and Documentary Evidence, 1876: Florida

<https://congressional.proquest.com/congressional/docview/t29.d30.hrg-1876-pes-0002?accountid=10920>

Week Four: Tues. September 20 | Period 5 (11:45 AM - 12:35 PM)

Reconstruction cont'd

- Reading Due: *Emancipation Betrayed* Chapter 1

Use the following links in conjunction with your UF Smathers Library access and the Canvas Course Reserves link:

<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=nlebk&AN=129009&site=ehost-live>

Week Five: Tues. September 27 | Period 5 (11:45 AM - 12:35 PM)

To save democracy

- Reading Due: *Emancipation Betrayed* Chapter 2
Use the following links in conjunction with your UF Smathers Library access and the Canvas Course Reserves link:
Emancipation Betrayed
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=nlebk&AN=129009&site=ehost-live>

Week Six: Tues. October 4 | Period 5 (11:45 AM - 12:35 PM)

Black progress and racial terrorism

- Reading Due: *Emancipation Betrayed* Chapter 3
Use the following links in conjunction with your UF Smathers Library access and the Canvas Course Reserves link:
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=nlebk&AN=129009&site=ehost-live>

Week Seven: Tues. October 11 | Period 5 (11:45 AM - 12:35 PM)

Memory, migration, and movement building

- Reading Due: *Emancipation Betrayed* Chapter 4 & 5
Use the following links in conjunction with your UF Smathers Library access and the Canvas Course Reserves link:
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=nlebk&AN=129009&site=ehost-live>

Week Eight: Tues. October 18 | Period 5 (11:45 AM - 12:35 PM)

The dangerous work of truth-telling

- Reading Due: Danielle McGuire's, *At the Dark End of the Street* (Prologue and chapter 1, xv-39)
Use the following links in conjunction with your UF Smathers Library access and the Canvas Course Reserves link:
[Available in Canvas using the Course Reserves Link](#)

Week Nine: Tues. October 25 | Period 5 (11:45 AM - 12:35 PM)

Emigration and agency

- Reading Due: *Emancipation Betrayed* Chapter 6
Use the following links in conjunction with your UF Smathers Library access and the Canvas Course Reserves link:
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=nlebk&AN=129009&site=ehost-live>
- Assignment Due: Introduce your Final Essay topic

Week Ten: Tues. November 1 | Period 5 (11:45 AM - 12:35 PM)

War at home and abroad

- Reading Due: *Emancipation Betrayed* Chapter 7
Use the following links in conjunction with your UF Smathers Library access and the Canvas Course Reserves link:
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=nlebk&AN=129009&site=ehost-live>

Week Eleven: Tues. November 8 | Period 5 (11:45 AM - 12:35 PM)

Movement building in the early 20th Century

- Reading Due: *Emancipation Betrayed* Chapter 8

Use the following links in conjunction with your UF Smathers Library access and the Canvas Course Reserves link:
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=nlebk&AN=129009&site=ehost-live>

Week Twelve: Tues. November 15 | Period 5 (11:45 AM - 12:35 PM)

Vote for your life, 1920

- Reading Due: *Emancipation Betrayed* Chapter 9

Use the following links in conjunction with your UF Smathers Library access and the Canvas Course Reserves link:
<https://search.ebscohost.com/login.aspx?direct=true&AuthType=ip,uid&db=nlebk&AN=129009&site=ehost-live>

Week Thirteen: Tues. November 22 | Period 5 (11:45 AM - 12:35 PM)

Democracy, a work in progress

- Due: Listen to (one hour and 15 minutes): Student Nonviolent Coordinating Committee Organizer Curtis (Hayes) Muhammad interview, https://www.tellingstories.org/mccomb/fullmovies/muhammad_%20curtis/index.html
- Reading Due: Charles Payne's, *I've got the Light of Freedom* (Preface, Introduction, and chapter 14, xv-6, 391-405)

Use the following links in conjunction with your UF Smathers Library access and the Canvas Course Reserves link:
https://ufl-flvc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=alma990209181780306597&context=L&vid=01FALSC_UFL:UFL&lang=en&search_scope=MyInst_and_CI&adaptor=Local%20Search%20Engine

Week Fourteen: Tues. November 29 | Period 5 (11:45 AM - 12:35 PM)

- Reading Due: "The Long Civil Rights Movement and the Political Uses of the Past," Jacquelyn Dowd Hall
Use the following links in conjunction with your UF Smathers Library access and the Canvas Course Reserves link:
https://ufl-flvc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_journals_224901784&context=PC&vid=01FALSC_UFL:UFL&lang=en&search_scope=CentralIndex&adaptor=Primo%20Central&tab=CentralIndex&query=any,contains,%E2%80%9CThe%20Long%20Civil%20Rights%20Movement%20and%20the%20Political%20Uses%20of%20the%20Past%E2%80%9D&offset=0

Week Fifteen: Tues. December 6 | Period 5 (11:45 AM - 12:35 PM)

Democracy then and now

- Final Essays Due and Essay Presentations

No class-Finals Week: December 10-16- no class

Event Calendar	Dates and Deadlines
Classes Begin	August 24

Event Calendar	Dates and Deadlines
Drop/Add (at or after assigned start time)	August 24 - 26, 29 - 30 (11:59 pm of last day)
Late Registration	August 24 - 26, 29 - 30 (11:59 pm of last day)
Non-Degree Registration (at or after assigned start time)	August 26, 29 - 30 (11:59 pm of last day)
Withdrawal from All Fall Courses with No Fee Liability	August 30 (11:59 pm)
Residency Reclassifications	September 2
Fee Payments (3:30 pm, University Bursar)	September 2 (3:30 pm)
S/U Grade Option	September 9
Degree Applications	September 16
Withdrawal with 25% Refund (W assigned to all Fall courses)	September 16
Drop Deadline (W assigned to individual course(s). Drops of individual courses must be approved by the student's college.)	November 21 (11:59 pm)
Withdrawal Deadline (W assigned to all Fall courses)	November 21 (11:59 pm)
Faculty Course Evaluation Period Opens (Dates can vary by course. Log on to GatorEvals ¹ to verify.)	November 22
Drop or Add a Course after the Drop/Withdrawal Deadline (students must petition their college with appropriate documentation for approval to drop or add after the deadline.)	December 7
Withdraw from All Fall Courses after the Drop/Withdrawal Deadline (students must petition their college with appropriate documentation for approval to withdraw from all courses after the deadline)	December 7
Classes End	December 7
Honors Theses due to College Advising Offices	December 7
Reading Days (no classes)	December 8 - 9

Event Calendar	Dates and Deadlines
Faculty Course Evaluation Period Closes (Dates can vary by course. Log on to GatorEvals ¹ to verify.)	December 9
Final Exams	December 10 - 16
Commencement (Dates of graduate and professional school commencements can vary. Please refer to the official schedules. ² Dates/times of all ceremonies will be posted when officially scheduled.)	December 16 - 17
Degree Status Available (on ONE.UF) ³	December 21
Final Grades Available (transcript view, on ONE.UF) ³	December 21
Faculty Course Evaluations Available to Instructors (on GatorEvals) ¹	December 22
Holidays (no classes)	September 5: Labor Day
	October 7: Homecoming
	November 11: Veterans Day
	November 23 - 26: Thanksgiving break
Dates and Deadlines	