

IDH 2930: Untold Stories from the Archives: History of the University of Florida

Class type: Honors UnCommon Read course

Instructor: Sarah Coates, CA

Meetings: Tuesdays, Period 3 (9:35-10:25), Judaica Suite (room 208)
in Smathers Library

Office Hours: By appointment, Smathers Library 200C

Email: sarah.coates@ufl.edu

Course Description

Why are we called the Gators? What is Century Tower's purpose? What are the oldest buildings on campus? How did UF begin?

The University of Florida has a long, storied history that begs to be explored. In this course, we will do a deep dive into materials held in the University Archives to explore how these materials tell the story of UF, including those silent, undocumented stories that were excluded from the narrative. We will explore how these materials create the story of community and identity for the students at UF. You will be able to discuss your own story here at UF, and think of ways to share your story for the future. How will your experiences today be reflected in UF's future? What kinds of stories will be told and how will they be told? How can we fill in the gaps in the archival record to ensure all aspects of a story are told? These are some of the many questions we will explore in this course.

Learning Outcomes

By the end of this course, students will be able to:

- Critically explore the concept of how community and identity are formed through archives
- Understand the history of the University of Florida and how its story is shaped by the materials kept in University Archives
- Analyze materials to learn their historical context and deepen their understanding of UF history

Required Text

Van Ness, Carl and Kevin McCarthy. *Honoring the Past, Shaping the Future: The University of Florida, 1853-2003*. Gainesville, FL. 2003. Text is freely available on the UF digital collections, and can be viewed at the link above, or downloaded [here](#).

Other readings and videos will be posted to the course Canvas page.

Course Format and Meeting Location

We will meet in person in the Judaica Suite, located within the Grand Reading Room on the second floor of Smathers Libraries. Class should gather in the second floor lobby of Smathers Library before each class session begins to be let in to the Judaica Suite as a group. If you are late to class, you will need to ring the doorbell at the Grand Reading Room door and make your way to the Suite.

Please arrive to class on time and prepared (reading the required materials, answering discussion prompts online, etc.) to participate fully in class.

Reserve Materials in UF Special and Area Studies Collections

For your final project, you may need to conduct some research and consult archival materials outside of normal class hours. Please consult with me to place items on reserve in the Grand Reading Room. I will work with you to ensure that the relevant content is accessible virtually or in person. You must make appointments to visit the Grand Reading Room outside of class time during the room's open hours (9:00-5:00PM Monday-Friday). Appointments can be made by emailing special@uflib.ufl.edu.

The Grand Reading Room has special policies; please see those policies on our [website](#).

Class Policies

- Please be on time for class. We have a short class period and lots of history to explore. Be sure to be in the second floor of the Smathers Library lobby at or before our class meeting time to enter the Judaica Suite as a group.
- To help protect our materials, which are often unique and irreplaceable, we do not permit food, drink, pens, gum, or highlighters into the Judaica Suite. You may bring your phone, camera, laptop, notepad, ereader, and pencils into the Suite.
- To help protect our materials, we do not allow bags past the lobby of the Judaica Suite. All bookbags, purses, totes, etc. must be placed in the Suite lobby prior to class. The lobby doors will be locked during class time to help secure your bags.

- You are welcome (and encouraged!) to take photos of materials during class. Please don't use flash photography.
- Handle all archival materials carefully, in accordance with instructions provided by the instructor during class.
- You must complete all assignments listed on this syllabus to receive credit for this course. Late assignments will be marked down for each day.

Attendance: Because of the participatory nature of this course and the small number of sessions, attendance is crucial. Students promise to abide by all attendance policies of the [University](#) and the Honors Program. If you foresee significant conflict with attendance (due to activities, sports, labs, etc.) please speak with me as soon as possible.

Tardiness: Each tardy arrival to class counts as 1/3 of an absence (so 3 tardies equal 1 absence). If you are frequently late this will also negatively affect your participation grade in the course.

Classroom Community:

a. Many University Archives materials that we will explore during this class were written at a time and for an audience very different from ours, and there may be discussions in this material that range from the most elevated topics to the crudest. Sensitive topics may arise either in the reading or in class discussion. Every student is expected to be respectful to other students and the instructor during the discussion and to give space for the class to explore these stories. Please feel free to contact me ahead of time or outside of class if there are particular topics that you don't feel comfortable discussing.

b. Always bring the assigned reading to class with you, along with materials for taking notes and any assignments that may be due during that class meeting. Be prepared for active discussions. To help with this, I highly recommend that you take careful reading notes and write down potential comments for class ahead of time.

c. You should use computers, laptops, and e-readers for course-related activities only. Checking Facebook, web surfing unrelated to class, and doing work for other classes are examples of behavior that may result in deductions from your participation grade or you being asked to leave class for the day. You can, however, use an approved device to take notes or view course readings (if you prefer not to print electronic readings). Do remember that pens are not permitted in the Judaica Suite. If you need a pencil to take notes during class, please use one of the pencils provided during class.

Paper Submission: Papers and written assignments must be submitted to Canvas, in .doc or .docx format, before class on the date indicated on the syllabus. (All UF students have access to free copies of Office 365 ProPlus. This can be downloaded at [their website](#).)

Late Papers/Assignments: Papers submitted late will receive a deduction of one full letter grade per day. Papers submitted more than 3 days late will earn an E. I will consider exceptions in exceptional circumstances with appropriate documentation.

Other Policies

Please see the [UF Academic Policies and Resources page](#) for policies and information on Disability Resources, grading policies, GatorEvals, honor code, health and wellness resources, and other academic resources.

Honors Program contact information:

- Honors Program, Honors Village Complex #4, 352-392-1519
- Quick questions for an Honors advisor? Email advisor@honors.ufl.edu
- Need an Honors advising appointment? Schedule via Microsoft Bookings: <https://bit.ly/UFHonorsAdvising>
- Honors Program Event Calendar: <https://www.honors.ufl.edu/news--events/calendar-of-events/>

Assignments and Grading

Note from the Honors Program: A minimum grade of B is required to earn Academic points towards your Honors Completion Requirements. (Exception: Honors Quest I and II sections require a C). Once you have earned your final grade in this course, please upload the course information and final grade from your Unofficial Transcript into your Honors Canvas Cohort: Honors Completion module to earn Honors Milestone / Completion credit.

There are **500 points total** available in this class. More details about each assignment will be posted to Canvas, but a short description is available below. No extra credit is offered.

- **Participation in class and online discussions: 150 points (30%)**
- **Short response to yearbooks: 30 points (6%)**
 - Choose one aspect of a yearbook to examine (i.e. student organizations, social clubs, plays, athletics, etc.) Write a brief analysis of that aspect and what it shows about student life then versus student life now. 300-500 words.

- **Short response to a University Archives video: 30 points (6%)**
 - o Choose one film from a list of films available online in University Archives. Summarize the film and write your reaction to it. What does it tell you about student life during that time? What campus was like during that time? What was important to folks during that time? 300-500 words.
- **Short response to University Record: 30 points (6%)**
 - o Choose two years from the University Record (the course catalog), and find your major/college. Write a summary of the courses and program offered those two years, and compare it to now. What are the differences? What is the same? How do you feel about your classes now versus what you would have taken during those time periods? 300-500 words.
- **Topic proposal for final “F” book project: 20 points (4%)**
 - o Brief proposal covering your chosen topic for your final project, a summary of what you will be covering, the sources you will likely use, and the medium you will use for your final project. 300 word maximum.
- **Presentation of “F” book project: 40 points (8%)**
 - o Brief, no more than 5 minute, presentation of your final project to the class.
- **Final “F” book project: 200 points (40%)**
 - o Your final project for this class is to create your own “F” book – a “book” that explores one aspect of UF history to an incoming freshman. You’ve learned a lot about UF history this semester, so think back on a topic that interests you. What would you have wanted to know about this topic if you were an incoming freshman? Why is it important for someone to know about this topic? How does it help someone learn more about UF history? This project can be in any format you choose! You can write an essay, make an infographic, write a zine or booklet, make a video (or videos), write some blog posts, record a podcast, do a storymap, interview folks (although talk to me before you do this), anything you can think of. I’ll give you a few parameters, and some guidelines, but you have creative freedom. 1000-3000 words or its equivalent.

Grading Scheme

A: 100%-95.0%

A-: <95.0%-90.0%

B+: <90.0%-87.0%

B: <87.0%-84.0%
B-: <84.0%-80.0%
C+: <80.0%-77.0%
C: <77.0%-74.0%
C-: <74.0%-70.0%
D+: <70.0%-67.0%
D: <67.0%-64.0%
D-: <64.0%-61.0%
E: <61.0%-0.0%

Course schedule and assignments

Subject to change; see Canvas for the most up to date information. Any brief readings beyond what is posted here will be put on Canvas.

All assignments are due by the date on the schedule. Assigned readings should be completed before the class (i.e., you will need to read pages 1-23 of the textbook before class on January 20).

Week 1 (January 13): Introduction, syllabus review, overview of class

- Discussion post 1 due January 20th by 11:59pm

Week 2 (January 20): Early campus history (up to 1920s)

- Readings: Pages 1-23 in *Honoring the Past, Shaping the Future* (HPSF)

Week 3 (January 27): Historic campus tour

- Readings: Pages 24-35 *HPSF*
- *Historic Guide to Campus*, posted on Canvas and available here:
<https://ufdc.ufl.edu/UF00090229/00001/images>

Week 4 (February 3): Campus history 1920s-1946

- Yearbook assignment response due Tuesday, February 10th by 11:59pm
- Readings: Pages 35-56 *HPSF*

Week 5 (February 10): Co-education on campus

Week 6 (February 17): Campus 1948-1975

- Readings: Pages 35-56 *HPSF*
- Topic Proposal for Final “F” book project due no later than Tuesday, February 24th by 11:59pm.

Week 7 (February 24): Campus 1975-present

- Readings: Pages 77-94 *HPSF*
- Topic Proposal for Final “F” book project due no later than Tuesday, February 24th by 11:59pm

Week 8 (March 3): Homecoming and its Traditions

- Readings: Pages 95-116 *HPSF*

Week 9 (March 10): Student Life/Student Government

- University Archives Video assignment response due by Tuesday, March 24th at 11:59pm

Week 10 (March 17): NO CLASS Spring Break!

Week 11 (March 24): Campus Life I

Week 12 (March 31): History of the Colleges

- University Record assignment response due by Tuesday, April 7th at 11:59pm

Week 13 (April 7): Campus Life II

Week 14 (April 14): Athletics

Week 15 (April 21): Final thoughts/course wrap up

- Class presentations

Week 16 (April 28): Final F Book Project due no later than 11:59pm on April 28th (may be turned in earlier if desired)