



## **POLS327: African American Politics (SBD1)**

**"Do not call the forest that shelters you a jungle." – Ghanaian Proverb**

**The specific material and assignments in this course may change depending on the instructor.**

Course Instructor:	<b>Dr. S. L. Wallace, Professor</b> Department of Political Science Ford Hall, Room 113 Telephone: 502.852.4432 Email: <a href="mailto:slwall08@louisville.edu">slwall08@louisville.edu</a>
	<b>Office Hours:</b> See Blackboard for contact information.
Semester and Year:	Spring 2019
Course Number in Schedule:	<b>6273</b>
Course ID on Blackboard:	<b>POLS327-01-4192</b>
Course Section:	327-01
Class Days and Times:	TU, TH at <b>9:30 – 10:45 AM</b>
Class Location:	Ford Hall, Room 305
Credit Hours:	3 units / in <b>Social &amp; Behavioral Science, US Diversity (SBD1)</b>
Course Format:	Traditional lecture (F2F) format with online content (Blackboard)
Prerequisites:	None

**PLEASE NOTE:** This course is designed to be flexible with the potential to modify the course content to meet the needs and special interests of the students. The instructor at any time without prior notice may modify the schedule and materials, as necessary. **Changes will be distributed via email and posted on Blackboard.** It is your responsibility to check Blackboard for updates.

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## Course Description

Welcome to POLS327: *African American Politics*. This course examines “the relationship between African Americans race history and the American political system via political behavior research: political socialization, organization, mobilization, leadership, voting, political parties, coalitions and interest group strategies” (Quoted from UofL Course Schedule). In this broad survey of how attributions of racial difference shape American socio-economic and political life, our purpose is to study the evolution of African American political discourse and political life to discover the ways in which this social scientific scholarship informs and advances democracy and the politics of race, class and gender in the United States.

## Course Goals

- Acquire knowledge and understanding of the relationship between African American race history and the American political system.
- Understand how the structures and activities of the federal and state governments facilitate democracy or shaped racial differences for citizens through a constitutional framework orchestrated by the principle of “federalism” and “state sovereignty” via the Tenth Amendment.
- Examine African American political participation via political behavior research, such as political socialization, organization, mobilization, leadership, voting, political parties, coalitions and interest group strategies.
- **Learn to appreciate the contributions of the African Americans quest for universal freedom in the United States.**

## Social & Behavioral Sciences (SB) Learning Outcomes

This course meets the general education Cardinal Core Program (CCP) requirements for **Social & Behavioral Sciences (SB)** that are concerned with understanding human behavior, human interactions, human environment, and the related social structures and forms.

The SB learning outcomes and course learning goals are identified and assessed as follows:

1. *Apply knowledge and theories and analyze evidence via qualitative and/or quantitative research methods that are utilized in the field.*

The course incorporates different theoretical perspectives on race, gender, class and other social variables. Course readings and lectures then draw from qualitative and quantitative research, such as nationally-, state- or locally-representative data in the form of graphs, tables, and figures. Course readings may also cover many of the foundational qualitative studies on race and politics. Assignments require students to draw from theoretical, qualitative, and quantitative research to make empirical claims about the status on the range of Black Ethnicities and Identities in the United States.

**Short essay(s), in-class films, interactive activities, and class participation** will allow students’ to demonstrate their ability to make compelling claims based on empirical research.

2. *Identify how different fields of inquiry conceptualize diversity and the dynamics of social inequalities.*

A main goal of this course is to analyze and understand the African American struggle for universal freedom in the United States. **The study of race and politics is fundamentally interdisciplinary.** Thus, class readings span the disciplines of the social sciences and humanities, but the primary foci will be via a Political Science framework. The course readings from different disciplines will contribute a deeper understanding of the intersection of race/ethnicity, class, gender/sexuality, and culture; the discussion of all course topics, such as the theories and political perspectives include the experiences of diverse groups of African Americans.

**Short essay(s), in-class films, interactive activities, and class participation** will allow students' to adequately explore and explain inequalities and this range of diversity.

3. *Represent and critically respond to multiple points of view on cultural issues as expressed in in different historical, social, and cultural contexts.*

The course includes historical discussions of race and ethnicity, and students must explore how race is a social construction, and one that varies substantially across different ethnic groups and cultures.

**Short essay(s), in-class films, interactive activities, and class participation** on based designated readings will assess learning of key concepts related to the social, historical, and cultural constructions of race/ethnicity, and the multiple points of view on race/ethnicity found within multiple paradigms.

4. *Use critical thinking and reasoning skills such as making inferences, evaluating assumptions, and assessing limitations of knowledge claims.*

**Short essay(s), in-class films, interactive activities, and class participation** will allow students' to demonstrate the extent to which they can use empirical evidence to support arguments, and the extent to which they make inferences from data and assigned readings about African Americans' diverse lived experiences in the United States. Students also are asked to explore and analyze common assumptions about race in our society, and the limitations of non-research based discussion and rhetoric surrounding race (often found in popular media, etc.).

5. *Communicate effectively in speech and writing, while respecting others' contributions, through proper citation appropriate to the discipline.*

**Short essay(s), in-class films, interactive activities, and class participation** will allow students' to demonstrate their ability to express their oral and written views about the range of topics explored.

## **Diversity (D1) Outcomes**

**Diversity refers to the difference that differences make.** All courses in "diversity" will examine the ways in which components of identity and social and material stratification affect positively or negatively life experiences, opportunities, and sense of belonging in national or global contexts. Such courses will broaden students' understanding of how the experiences and opportunities of individuals and groups in the United States are shaped by the various historical, cultural and social structures and processes of stratification. These courses will center on race, socio-economic status, and gender, and/or their interactions with other social demographics.

The Diversity (D1) learning outcomes and course learning goals are identified and assessed as follows:

1. *Identify how historical, social, and cultural structures and processes shape understandings of race/ethnicity, class, and gender and/or their interaction with other social demographics in the U.S.*

Throughout the course, class readings, discussions and films draw from an intersectionality perspective that explores how race/ethnicity intersects with gender, class, sexuality, or social and political identities and lives. This class explores historical, social, and cultural constructions of race/ethnicity and how these vary according to individuals' and groups' social locations within the United States political system.

**Short essay(s), in-class films, interactive activities, and class participation** will allow students to demonstrate their ability to adequately incorporate an intersectional perspective on race and politics.

2. *Demonstrate understanding of how these structures and processes affect the life experiences and opportunities of individuals and/or groups in the U.S.*

The course readings and discussions explore the unique experience of race/ethnicity on the individual, interactional, and the structural levels within the American political system and how these experiences influence the range of Black ethnic groups' life experiences and life chances.

**Short essay(s), in-class films, interactive activities, and class participation** will allow students' to demonstrate their ability to which they can identify and explain different levels of race inequality.

3. *Identify, interpret, and evaluate evidence from different social locations and from multiple points of view.*

Keeping with the overall theme of the class—understanding the African American struggle for universal freedom.

**Short essay(s), in-class films, interactive activities, and class participation** will allow students' to explore race inequality as it intersects with the social locations of gender, social class, and nationality. Students' short essays and class participation are assessed on the extent to which they recognize and understand different social locations and points of view.

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### **Blackboard Classroom**

The course is delivered in a **lecture format with assignments on Blackboard** learning management system (LMS), which requires UofL student registration for access. All course information, assignments and notifications will be posted therein. Forms that require a signature can be scanned and delivered via email, faxed or hand-delivered.



**Copyright law** protects nearly all the learning materials and resources used in this course and prohibit further distribution and dissemination of them. These materials and resources are provided solely for use by students enrolled in the course, and those students are solely responsible for complying with copyright law. **Thus, reproduction, distribution, or publication (on-line or otherwise) of transcribed or taped versions of my lectures and materials is not permitted.** Further information about copyright is available on the web from the United States Copyright Office: <http://www.copyright.gov>

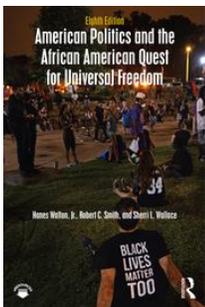
## **Course Credit**

**The US Department of Education Academic Credit Hour Definition:** A 3-credit hour course requires 2,250 instructional minutes total, which breaks down to 45 (50-minutes) or 30 (75-minutes) Face-to-Face (F2F) contact hours in class with an average of 6 hours (2 hours for each 1 contact hour) of study, homework and review time outside of class each week. This equals to about 90 hours spent on outside academic work in an average 15-week course.

## **Class Attendance and Participation Policy**

Attendance and active participation in class are expected. **The score is used to reward students for dedication and consistency in class attendance and discussion.** I follow the university **excused absences policy** [<http://louisville.edu/provost/what-we-do/classroom-policies/>] that includes “events in which a student represents the university to external constituencies in academic or extra-curricular activities,” **and** personal medical emergencies and tragedies as excused absences. In case of medical or personal emergencies or leaves, **students should seek documentation as supporting evidence from the Dean of Students.** It is incumbent upon each student to get notes and class information from other students in class when absent. Students, who are voluntarily absent from class meetings, assume responsibility for sanctions imposed.

## **Course Text and Materials:** (Books are often cheaper when purchased off campus and/or online)



**Title:** *American Politics and the African American Quest for Universal Freedom*

**Publication Date & Edition:** 2017, 8e

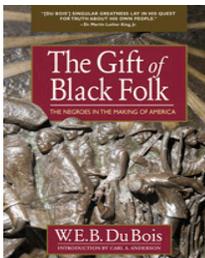
**Authors:** Walton, Jr., Hanes, Robert C. Smith and Sherri L. Wallace

**ISBN:** 978-1-138-65814-1

**Publishers:** Routledge Press

**Formats:** Buy New/Used, Rent or Digital (eBook)

**ATTENTION: Additional Readings are available on Blackboard.**



**Title:** *The Gift of Black Folk: The Negroes in the Making of America*

**Publication Date & Edition:** 2009

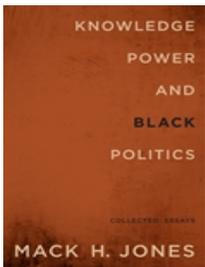
**Authors:** Du Bois, W.E.B.

**ISBN:** 978-0-757-00319-6

**Publishers:** Square One Publishers

**Formats:** Buy New/Used or Digital (eBook)

**On course reserve in Ekstrom Library.**



**Title:** *Knowledge, Power, and Black Politics* (OPTIONAL Background Reading)

**Publication Date & Edition:** 2015

**Authors:** Jones, Mack H.

**ISBN:** 978-1-4384-4908-1

**Publishers:** SUNY Press, Series in African American Studies

**On course reserve in Ekstrom Library.**

## Course Assignments:

### Take Home, Open Book Exams

The purpose of this assignment is to demonstrate comprehension and sophisticated understanding of the required/recommended readings, films, and lecture notes. **Three (3) exams** will be made available on Blackboard at least 10 days before the due date. The exam will be comprised of three parts:

- **Part I:** One short essay to answer (maximum 3-4 pages)
- **Part II:** Identification/Definitions with explanation on significance to the topic/course taken from required readings or another assignment as deemed appropriate
- **Part III:** Triplet Trivia (short, fill-in-the-blank answers) taken from required readings

Detailed instructions for each section will be given on the exam.

## Course Grading and Rubrics

### Grading Scale and Rubrics:

Grades are determined using a plus/minus (+/-) scale up to 100. Bonus points are applied to **final grades**. See Critical Thinking Guides and Writing Guidelines on Blackboard.

Final grades are determined using a plus/minus (+/-) scale up to 100. Bonus points are applied to **final grades**.

Letter Grade	Quality Points	Percent Grade	
A+	4.0	97-100	“The grade A+ is given for extraordinary work and appears on the transcript with the “plus” qualification, <u>but it awards no additional quality points</u> . The grade F means not passing and earns neither semester hours toward graduation nor quality points; however, the number of semester hours attempted is computed into the point standing, so that an F has a negative effect on the point standing. All missing grades change to failing grades one year after the completion of the semester in which the course was taken.” [Instructor Underline; Quoted from UofL Grading, accessed at <a href="http://catalog.louisville.edu/undergraduate/university-wide-unit-specific-policies/grading-course-numbering-systems/">http://catalog.louisville.edu/undergraduate/university-wide-unit-specific-policies/grading-course-numbering-systems/</a>
A	4.0	93-96	
A-	3.7	90-92	
B+	3.3	87-89	
B	3.0	83-86	
B-	2.7	80-82	
C+	2.3	77-79	
C	2.0	73-76	
C-	1.7	70-72	
D+	1.3	67-69	
D	1.0	65-66	
D-	0.7	60-64	
F	0.0	0-59	

**Student’s Implied Consent and Agreement:**  
By receiving this syllabus and remaining enrolled in this course, you give implied consent and agreement to this contract. You understand and accept the requirements and standards that are to evaluate your performance in course work or related field experiences. Further, you understand that failure to complete the requirements and demonstrate the professional behaviors and dispositions as outlined in this syllabus may result in your failure in this class, the loss of college credits, and/or the removal from this course or university, if deemed necessary.

## POLS327: African American Politics Course Schedule

WEEK/DATES	READINGS & ASSIGNMENTS
<b>PART I: FOUNDATIONS</b>	
<p><b>WEEK 1:</b> January 8, 10</p> <p><i>Monday, Jan. 7</i> Classes begin Last day to register</p> <p><i>Friday, January 11</i> Last day to drop/add</p>	<p><b>REQUIRED READING: (Read at your own pace – Complete by Exam 1)</b> <u>Walton, Smith and Wallace:</u> Chapter 1 – Universal Freedom Declared... Denied Chapter 2 – Federalism and the Limits of... Freedom</p> <p><b>REQUIRED READINGS ON BLACKBOARD:</b></p> <ul style="list-style-type: none"> <li>➤ Interactive Constitution: The <i>United States Constitution</i> – Art. I, section 2; Art. I, section 9; Art. IV, section 2; 13<sup>th</sup> Amend. (1865); 14<sup>th</sup> Amend. (1868); 15<sup>th</sup> Amend. (1870); <i>The Emancipation Proclamation</i></li> <li>➤ W.E.B. Du Bois: “What’s in a Name?” (<i>The Crisis</i>, 1928)</li> <li>➤ Lerone Bennett: “What’s in a Name?” (<i>Ebony Magazine</i>, 1967)</li> <li>➤ <i>The Atlantic</i>: “The Financial Consequences of Saying ‘Black,’ vs. ‘African American’”</li> </ul> <p><b>BACKGROUND READING (OPTIONAL):</b> Black Politics Epistemology and Theory Readings (READ: <b>Chapters 1-4, pp. 3-59</b>) in Mack Jones (2014). <i>Knowledge Power and Black Politics: Collected Essays</i>. SUNY Press. <b>On course reserve in Ekstrom Library.</b></p>
<p><b>WEEK 2:</b> January 15, 17</p>	<p><b>REQUIRED READING: (Read at your own pace – Complete by Exam 1)</b> <u>W.E.B. Du Bois:</u> Chapter 3 – Black Soldiers Chapter 4 – The Emancipation of Democracy Chapter 5 – The Reconstruction of Freedom</p> <p><b>BACKGROUND READING (OPTIONAL):</b></p> <ul style="list-style-type: none"> <li>• Explore Trans-Atlantic Slave Trade Database</li> <li>• Explore Maps of the Slave Trade in the Americas</li> <li>• Explore Blacks in the Military Sources</li> </ul>
<p><b>WEEK 3:</b> January 22, 24</p> <p><b>NO CLASS –</b> <i>Dr. Martin Luther King Holiday – <u>Monday, January 21</u></i></p>	<p style="background-color: #e6f2ff; padding: 2px;"><b>NOTE: The Materials in Week 3 are useful for your D.R.I.E. Assignment</b></p> <p><b>REQUIRED READING ON BLACKBOARD:</b></p> <ul style="list-style-type: none"> <li>➤ “Of the Dawn of Freedom” in <i>The Souls of Black Folks (1903)</i> – W.E.B Du Bois</li> <li>➤ “Lynch Law in America,” Speech (1900) – Ida B. Wells-Barnett</li> <li>➤ “What are Black Codes?” – Excerpt from Page Smith</li> <li>➤ Equal Justice Initiative (EJI) Report: “Lynching in America... Racial Terror” (2015)</li> <li>➤ Equal Justice Initiative (EJI) Report: “Lynching... Targeting... Black Veterans” (2016)</li> <li>➤ Musarium: Without Sanctuary –historical web site on lynching</li> <li>➤ “Strange Fruit,” <i>Sung–Billie Holiday, 1939; Lyrics–Lewis Allen, 1939; Poem–Abel Meeropol, c. 1930s</i></li> </ul> <p style="background-color: yellow; padding: 2px;"><b>FILM: <i>Ida B. Wells: A Passion for Justice (1989)</i>, 58 minutes – Time Permitting</b></p>
<p><b>WEEK 4:</b> January 29, 31</p>	<p><i>Continue with assigned readings and discussion</i></p>

<b>PART II: POLITICAL BEHAVIORISM</b>	
<b>WEEK 5:</b> February 5, 7	<p><b>REQUIRED READING: (Read at your own pace – Complete by Exam 1)</b></p> <p><u>Walton, Smith and Wallace:</u></p> <p style="padding-left: 40px;">Chapter 3 – Political Culture and Socialization Chapter 4 – Political Opinion Chapter 5 – African Americans and the Media</p> <p><u>W.E.B. Du Bois:</u></p> <p style="padding-left: 40px;">Chapter 7 – The American Folk Song Chapter 8 – Negro Art and Literature Chapter 9 – The Gift of the Spirit</p> <p style="background-color: yellow;"><b>FILM: <i>Goin' to Chicago (2006)</i>, 69 minutes – Time Permitting</b></p> <p><b>BACKGROUND READING (OPTIONAL):</b></p> <ul style="list-style-type: none"> <li>• The Green Book Travel Guide: Interactive Map (Safe Places for Black Travel)</li> <li>• Timelines of African American Music in America</li> <li>• Timelines on African American History</li> </ul>
<p><b>ASSESSMENT DUE: Thursday, February 7</b> <b>D.R.I.E. Analytical Essay</b> (Describe, React, Interpret &amp; Evaluate Assignment)</p>	
<b>WEEK 6:</b> February 12, 14	<i>Continue with assigned readings and discussion</i>
<b>PART III: COALITIONS, MOVEMENTS, INTEREST GROUPS, PARTIES, AND ELECTIONS</b>	
<b>WEEK 7:</b> February 19, 21	<p><b>REQUIRED READING: (Read at your own pace – Complete by Exam 2)</b></p> <p><u>Walton, Smith and Wallace:</u></p> <p style="padding-left: 40px;">Chapter 6 – Social Movements ...Coalition Politics Chapter 7 – Interest Groups Chapter 8 – Political Parties Chapter 9 – Voting Behavior and Elections</p> <p><u>W.E.B. Du Bois:</u></p> <p style="padding-left: 40px;">Chapter 2 – Black Labor Chapter 6 – The Freedom of Womanhood</p> <p><b>BACKGROUND READING (OPTIONAL):</b></p> <ul style="list-style-type: none"> <li>• Chronological History of Major Civil Rights Legislation</li> <li>• <i>The Southern Manifesto</i> (March 12, 1956)</li> <li>• The Montgomery Story (1957)</li> <li>• Dr. Martin Luther King, Jr., “Letter from the Birmingham Jail” (1963)</li> <li>• March on Washington Official Pamphlet (1963)</li> <li>• Material on “Black Power” from SNCC, Black Panthers, Dr. MLK, Jr.</li> <li>• “The 12 Greatest African American Leaders” (Walton &amp; Smith, 2003)</li> </ul>
<b>WEEK 8:</b> February 26, 28	<i>Continue with assigned readings and discussion</i>
<p><b>ASSESSMENT DUE: Thursday, February 28</b> <b>EXAM #1 – Covers PARTS I &amp; II</b> (Reading, Writing , and Critical Thinking Exercise)</p>	

<b>WEEK 9:</b> March 5, 7 <i>Wednesday, Mar. 6</i> Last day to withdraw	<i>Continue with assigned readings and discussion</i>  <b>FILM:</b> <i>Unbought &amp; Unbossed (2004), 77 minutes – Time Permitting</i>
<b>WEEK 10:</b> March 12, 14	<b>SPRING BREAK! (March 10 - 17)</b>
<b>PART IV: INSTITUTIONS</b>	
<b>WEEK 11:</b> March 19, 21	<b>REQUIRED READING: (Read at your own pace – Complete by Exam 3)</b> <u>Walton, Smith and Wallace:</u> Chapter 10 – The Congress and the . . . Quest for Universal Freedom Chapter 11 – The Presidency, Bureaucracy and the . . . Quest . . . Chapter 12 – The Supreme Court and the . . . Quest for Universal Freedom Chapter 13 – State and Local Politics . . . Quest for Universal Freedom  <b>FILM:</b> <i>Adam Clayton Powell (1991), 54 minutes – Time Permitting</i>  <b>BACKGROUND READING (OPTIONAL):</b> <ul style="list-style-type: none"> <li>• Organizational Chart of the United States Government</li> <li>• History on Five U.S. Black Senators</li> <li>• Adam Clayton Powell, Jr. (Background material)</li> <li>• Profile of 115<sup>th</sup> Congress</li> </ul>
<b>WEEK 12:</b> March 26, 28	<i>Continue with assigned readings and discussion</i>
<b>ASSESSMENT DUE: Thursday, March 28</b> <b>EXAM #2 – Covers PART III (Reading, Writing , and Critical Thinking Exercise)</b>	
<b>WEEK 13:</b> April 2, 4	<i>Continue with assigned readings and discussion</i>
<b>PART V: DOMESTIC POLICY</b>	
<b>WEEK 14:</b> April 9, 11	<b>REQUIRED READING: (Read at your own pace – Complete by Exam 3)</b> <u>Walton, Smith and Wallace:</u> Chapter 14 – Domestic Policy and the . . . for Social and Economic Justice  <b>REQUIRED READING ON BLACKBOARD:</b> <ul style="list-style-type: none"> <li>• Economic Mobility Report: “Unequal Degrees of Affluence. . .” (2016)</li> <li>• Federal Reserve Bank: “Why Didn’t Higher Education Protect. . . Wealth” (2017)</li> <li>• EPI Report: “Black Americans Are Working More Than Ever, but Pay Hasn’t Caught Up” (2017)</li> <li>• IASP Report: “Roots of the Widening Racial Wealth Gap” (2013)</li> <li>• Progress of the Black Community under the Obama Administration</li> </ul> <b>BACKGROUND READING (OPTIONAL):</b> <ul style="list-style-type: none"> <li>• Reports on the status of Black Women in the United States</li> <li>• <i>The Atlantic</i> – “Black Pathology and the Closing of the Progressive Mind” (Ta-Nehisi Coates, 2014)</li> <li>• <i>The Atlantic</i> – “A Case for Reparations” (Ta-Nehisi Coates, 2014)</li> </ul>
<b>WEEK 15</b> April 16, 18	<i>Continue with assigned readings and discussion</i> <b>Class ends.</b>
<b>ASSESSMENT DUE: Monday, April 22</b> <b>EXAM #3 –Covers PARTS IV &amp; V(Reading, Writing , and Critical Thinking Exercise)</b>	

## APPENDIX

### Class Policies and Privileges (How to succeed in this course)

A key component of college education is to prepare students for their eventual workplace and lifelong experiences. Whether one pursues a career in Political Science or any other field, s/he will be evaluated, in part, on “professionalism,” which means to demonstrate professional status, methods, character, or standards while engaging in a source of livelihood or career.

**Learning requires attention and focus.** I am committed to holding the **highest standards of excellence** in preparing and helping students to learn. To be exemplary members of any profession, students must possess the basic dispositions and behaviors expected. Additionally, students must actively seek to acquire a set of professional competencies and abilities in their disciplines through courses and field experiences throughout their college career. Thus, it is incumbent upon students to know the expectations, policies and privileges in my classroom and at the university. Please review the **Code of Student Conduct online:** <http://louisville.edu/dos/students/codeofconduct>

Some **observable professional behaviors** suggest that an individual will perform well in an academic setting and will leave ready for their chosen professions. These behaviors include:

- Deference to and respect for authority of faculty and staff in expressed and written communication (i.e. addressing faculty as “Dr. Wallace,” “Professor Wallace,” or “Professor” and adherence to English composition rules using proper grammar – spelling, punctuation, syntax – and respectful content in all written emails or memorandums),
- Consistent class attendance,
- Active participation in or contribution to class, group or field exercises,
- Awareness that some materials and media may contain profanity and disturbing images, and although it may be difficult, one can critically analyze what is read and/or observed, even if s/he do not always agree,
- Maintenance of professional confidentiality,
- Promptness in completion of all assignments,
- Competence, respect and genuine understanding of diversity, inclusion and exceptionality,
- Demonstrated knowledge of chosen field-related issues and research,
- Demonstrated knowledge of community, state, and inter/national events in field of study and its impact,
- Commitment to building collegiality among student peers, faculty and staff, and
- Involvement in student or professional organizations or activities both on and off campus.



While expecting positive personal dispositions and professional behaviors, certain behaviors are considered unprofessional, inappropriate, unacceptable and/or perhaps, even dangerous. Demonstration of these disruptive behaviors on a consistent and on-going basis threatens to damage the integrity of the individual, the profession and university overall.

The University of Louisville defines **disruptive behavior** as “behavior a reasonable person would view as substantially or repeatedly interfering with normal class activities. Examples include repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, persisting in speaking without being recognized, or resorting to physical threats or personal insults.” [Quoted from UofL, accessed at <http://louisville.edu/dos/facultystaff/classroom-disruption-policy>]

### **Course Ban Use of Personal Technology**

Although the university policy is silent on the use of alternative technologies—including **cell phones, laptop computers, and tablets (iPads, etc.)**—for extracurricular purposes during class, such behavior can be highly disruptive, rude, disrespectful and a distraction to the instructor and student peers. It interferes with access to an appropriate face-to-face, peer-to-peer educational environment. Similarly, experimental studies<sup>1</sup> document that personal technological aids are casually related to poor performance in courses, in addition to negative externalities. **PLEASE LIMIT the use of alternative technologies and take written notes to enhance your cognitive learning abilities.** The instructor will actively monitor the **UofL Alert System** and will immediately notify students of alerts pertaining to student safety and other matters. Failure to abide by this policy may result in permanent dismissal and/or de-enrollment from the course for disruptive behavior. EXEMPTIONS allowed for DRC purposes.



### **Course Email Protocol**

**Email:** Every student is issued a **UofL** email account, which is one of the major means of communication from departments such as the Office of Academic Records, Student Affairs and the Business Office. All students are responsible for checking their **UofL** email accounts regularly and are accountable for information disseminated to their email accounts. Failure to read university communications sent to **UofL** email accounts does not absolve students from knowing and complying with the content of these communications.



I will attempt to address only emails **sent via your university email accounts** within 24 hours of receipt. PLEASE NOTE: Email sent via a different email account may or may not receive a response. Students should consult the syllabus and/or Blackboard for questions regarding the reading schedule and due dates prior to emailing the professor about such queries. Students who request changes – due to emergencies or unforeseen circumstances – to class assignments, grades or any other pertinent class materials via email should not assume any changes have been

made until written confirmation has been received. To assist you with developing your professional email communications, I have set the following example of **Proper Email Protocol** for contacting me:

**RE:** Request for an Appointment (Please be clear and succinct)

**Salutation:** “**Dr. Wallace**” or “**Professor Wallace**” **NOT** “Ms.” or “Mrs.”

**Body:** State in full sentences with proper grammar and punctuation the purpose of the email (Please no shorthand or all lower caps).

**Closing:** Student’s Name, Course Title, Class Time

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<sup>1</sup>[<https://www.thecut.com/2015/07/case-against-laptops-in-the-classroom.html>]; [<https://qz.com/444250/we-cannot-rely-on-the-internet-to-teach-our-children/>]; [[https://www.washingtonpost.com/news/grade-point/wp/2018/01/22/to-ban-or-not-to-ban-teachers-cope-with-students-driven-to-distraction-by-technology/?noredirect=on&utm\\_term=.3c6889c1c7f7](https://www.washingtonpost.com/news/grade-point/wp/2018/01/22/to-ban-or-not-to-ban-teachers-cope-with-students-driven-to-distraction-by-technology/?noredirect=on&utm_term=.3c6889c1c7f7)]

## University Policies and Resources

Students who observe religious **work-restricted holy days** must notify me **within the first two weeks of the semester**. For more information, please the university's website.

Students who require accommodations (e.g. physical impairments, pregnancy, different learning (dis)abilities) that may make it difficult to carry out the course work as outlined and/or have special needs, please contact the **Disabilities Resource Center**, Stevenson Hall, Room 119, 852.6938 or visit the web site: <http://louisville.edu/disability/> . Arrangements must be made **within the first two weeks of the semester** with DRC.



For individual and/or group-based tutoring please contact the UofL's **REACH Program: Resources for Academic Achievement** office located in Belknap Academic Building. For more information, call 852.8105 or visit the web site: <http://www.reach.louisville.edu/> .

In addition, students who desire to improve their writing skills are encouraged to visit the **University Writing Center**, located in Ekstrom Library. For appointments and operating hours, please call 852.2173 or visit the website at: <http://louisville.edu/writingcenter/>. Writing Center consultants and professional staff are available to assist you with brainstorming, organizing your ideas, constructing your thesis, responding to rough drafts, and assisting in writing, revising and editing and proofreading your final drafts by empowering you to become a better editor on your own.



**The UofL Diversity Vision Statement:** <http://www.louisville.edu/provost/diversity/vision.html>)

"The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences—including race, ethnicity, gender, age, socio-economic status, national origin, sexual orientation, disability and religion—that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty and staff who reflect the diversity of our larger society."



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### Notice to UofL Military and Veteran Students:

UofL's mission is "to smooth the transition from military life to student life by devoting individualized support to veteran students and their families in providing a broad range of services, coordinating with VA, university departments, and other community organizations." To better serve your needs and for more information, please visit: <http://louisville.edu/veterans/>

**UofL's Title IX/Clery Act Notification:** Students please be aware that any disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program or involving a campus visitor or University student or employee (whether current or former) **is not confidential under Title IX**. Faculty and instructors must forward such reports, including names and circumstances, to the University Title IX officer.



For more information, see the **Sexual Misconduct Resource Guide:**

<http://louisville.edu/dos/students/studentpoliciesandprocedures/student-sexual-misconduct-policy/student-sexual-misconduct-policy-2017-2018>

### **Ground Rules for Class Discussion:** (Adapted from a Diversity Workshop Handout)

We know that racism, classism, sexism, heterosexism and other institutionalized forms of oppression exist. We know that one of the mechanisms of institutionalized racism, classism, sexism, heterosexism, among others is that we are **all** systematically taught misinformation about our own group **and** about members of other groups. This is true for members of privileged and stigmatized groups.

#### **With these conditions in mind:**

- We agree not to blame ourselves or others for the misinformation we have learned about the past but accept responsibility for not repeating misinformation after we have learned the facts.
- We agree not to project blame on members of other groups for the conditions of their lives.
- We assume that people – both the groups we study and the members of the class – always do the best they can.
- We will actively pursue new and accurate information about our own groups and those of other groups.
- We will share information about ourselves and groups with members of the class, and never demean or devalue ourselves and/or other people for their experiences. **All personal comments will be confidential and kept inside the classroom.** Thus, video recording of lectures, copyrighted content and class discussions are strictly prohibited unless authorized by the Instructor because such actions may serve to stymie classroom discussion for those who fear being recorded and having their comments posted online. This also can create a legal liability for the student.
- We agree to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit group cooperation and progressive action.



OUR ULTIMATE GOAL is to create a SAFE ATMOSPHERE for OPEN DISCUSSION.

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Please take the time to do the **online course evaluation**. Evaluations are used to revise the materials as necessary, make adjustments to meet the needs of students and to improve instruction. Thank you in advance for your time and consideration.

Sincerely,

Dr. Wallace

**Congratulations Graduates and much success to you!**

