

IDS4930/AMH3931 – 3 Credits

Reviving Democracy: Grassroots movements for and against democracy in Florida and the Gulf South, the 1860s to the present

Dr. Kevin Bird Email: kevin.bird@ufl.edu Office phone: 352 273 1077

Class Meeting Times: Tuesday Period 7-8 McCarty B Rm. 86

Thursday Period 7 McCarty B Rm. 86

Student Office Hours: Mon. 1:30 - 4:00 PM, in person or by Zoom

Wed. 11:30-1:30 PM, only by Zoom

Thurs. 10:00-11:30 PM, in person or by Zoom

Review the appointment times other students may have scheduled and schedule your own appointment using the following link: <https://calendly.com/kevin-bird/office-hours-meeting>. *If you have work, athletics, or other commitments that make it difficult for you to utilize student office hours, please let me know, and I will work with you to find an alternative meeting time.*

Course Description

In this course, students will learn essential parts of the late nineteenth and twentieth-century backstory of Gulf South citizens' struggle for democracy and civil rights. Students will engage in primary and secondary source readings focusing on Florida and their choice of the contiguous coastal states of Alabama, Mississippi, and Louisiana. Readings and online and in-person discussions and instruction will address aspects of the Black Freedom Struggle and counter movements and delineate how citizen-led movements in the Gulf South paved the way for the two largest extensions of democracy in American History, i.e., Reconstruction and the post-WW II Civil Rights Movement. Students will learn how broad-based movements form and develop over time with a special focus on coastal regions.

This course is designed to introduce students to key themes, interpretations, events, and primary and secondary sources related to significant social movements in the Gulf South. In so doing, students should learn how to read, think, engage the topic in discussion, and express ideas in an analytical and well-written manner. The course format will involve readings before each class, in-class & Canvas-based discussions, and lectures. Generally, Tuesday and Thursday class times will include instructor-led lectures and discussions introducing and building upon foundational readings. Your Canvas-based Reading Journal/Discussion Post is generally due in preparation for the second of your two class meetings of a given week.

Required Textbooks:

1. Ortiz, Paul. *Emancipation Betrayed the Hidden History of Black Organizing and White Violence in Florida from Reconstruction to the Bloody Election of 1920*. Berkeley: University of California Press, 2005. <https://www.jstor.org/stable/10.1525/j.ctt1pn57b> *Those who have already taken Dr. Bird's AMH 2020 course will read: Bird, Kevin. *From the Field to the Shop Floor: The Black Freedom Struggle and Its Challengers in McComb, Mississippi*, as an assigned substitute. The link to this text can be found here <https://patron.uflib.ufl.edu/UFE0058997/00001/pdf> *

And your choice of one of the following, which you will purchase and read in the second half of the course:

1. Butler, J. Michael. *Beyond Integration: The Black Freedom Struggle in Escambia County, Florida, 1960-1980*. Chapel Hill: The University of North Carolina Press, 2016.

2. Colburn, David R. *From Yellow Dog Democrats to Red State Republicans: Florida and Its Politics since 1940*. Gainesville: University Press of Florida, 2007.
3. Jeffries, Hasan Kwame. *Bloody Lowndes: Civil Rights and Black Power in Alabama's Black Belt*. New York: New York University Press, 2009.
4. Payne, Charles M. *I've Got the Light of Freedom: The Organizing Tradition and the Mississippi Freedom Struggle*. Berkeley: University of California Press, 1995.
5. Woods, Clyde Adrian. *Development Drowned and Reborn: The Blues and Bourbon Restorations in Post-Katrina New Orleans*. Edited by Jordan T. Camp and Laura Pulido. Athens: University of Georgia Press, 2017.
6. Additional required materials will be made available via Canvas and are listed in your Canvas Modules section and in the calendar below.

Course Objectives

This course aims to:

- Investigate how Gulf South citizens in the Reconstruction-to-the-modern era laid the groundwork for and against bi-racial multiparty democracy in America.
- Introduce how economic influences and the Gulf South's unique geographic context influenced broad-based movement building in this region.
- Explore how Gulf South citizens engaged in coalition building in the post-Reconstruction era and how a competing set of citizens organized Jim Crow governments and other strategies to maintain economic and political power.
- Delineate how Gulf South citizens helped propel the post-WW II Civil Rights Movement, and some of the political shifts and trends after the Movement.
- Research and compose a Gulf South Coastal essay/project pertaining to movement building for or against democracy and citizenship.

STUDENT LEARNING OUTCOMES:

In this course, students will trace the history of Gulf South citizens' struggle for democracy and human rights from the end of the Reconstruction era to the contemporary era. Topics will include, but are not limited to, broad-based bi-racial coalition building, counter-movement organizing to embargo economic and political changes, and unique aspects of coastal communities that contributed to citizens' formation of broad-based movements.

Students will describe the factual details of the substantive Historical episodes under study from Reconstruction to the modern day. Students will be assessed via: Weekly Reading Journal Posts (on Canvas), Quizzes, the exchange of views in class, and a midterm take-home essay questions.

Students will identify and analyze foundational developments that determined the nature and scope of democracy and citizenship in the Gulf South using critical thinking skills. Students will be assessed via: Weekly Reading Journal Posts (on Canvas), the exchange of views in class discussions, and midterm take-home essay questions.

Students will demonstrate an understanding of the primary ideas, values, and perceptions that have shaped American History in the Gulf South. Students will be assessed via: Students will be assessed via: Weekly Reading Journal posts (on Canvas), Quizzes, the exchange of views in class discussions, and midterm take-home essay questions.

Students will demonstrate competency in civic literacy. Students will be assessed via: a Constitutional Quiz, in-class and other Quizzes, the exchange of views in class discussions, and midterm take-home essay questions.

Students will draw on course instruction and readings, and their primary source research to create a community history document containing a Prelude, Introduction, and Summary of Findings about and to be shared with a Gulf South coastal community.

Class Schedule:

Assignments and dates are subject to change; the instructor will provide advance notice of changes during class time.

Week One: January 13, 15

Class Introductions

- Ensure your access to the Canvas portion of this course and [*Emancipation Betrayed*](#) in preparation for this and upcoming weeks; <https://www.jstor.org/stable/10.1525/j.ctt1pn57b>
- Introduction to the “when,” “what,” and “how” of democratic breakthroughs, introductions to this course, and student introductions (online in your Week 1 Module. Make a Reading Journal/Discussion Post in Canvas by Friday, 1/16/2025. In upcoming weeks, your Post will be due by Thursdays @ 12:59 AM.
- Create an American Citizenship and Democracy, Reconstruction-to-the 2020s timeline with between 10-15 events. An honest attempt for this assignment will earn full credit. Attempt to complete the timeline from your memory or in collaboration with a classmate, but without using the internet or AI for content. AI may be used, however, and if desired, for the presentation/design of your human-

generated content. See your Week 1 Canvas Module for more instructions for this and future assignments.

- To improve your study habits, consider the **optional** "How to Study" 5-part resource. The Part 1 video:

Week Two: January 20, 22

Reconstruction: The struggle for Citizenship and Democracy in the 1860s and 1870s.

- Steven Hahn, *A Nation Under Our Feet*, Prologue, pg. 1-10
- W. E. B. Du Bois, *Black Reconstruction*, 1, 3-15, 511-524
- LESCH CHT. Frederick Douglass's Political Theory of the Powerless: Natural Rights from Below. *American Political Science Review*. Published online 2025:1-15. doi:10.1017/S000305542400146

Week Three: January 27, 29

The struggle for citizenship and democracy continues in the 1860s-1880s.

- Paul Ortiz, *Emancipation Betrayed*, Chapter 1
- CARPENTER D, MOORE CD. When Canvassers Became Activists: Antislavery Petitioning and the Political Mobilization of American Women. *American Political Science Review*. 2014;108(3):479-498. doi:10.1017/S000305541400029X

Week Four: February 3, 5

Movement building for freedom: Armed self-defense, political memory, and reform in the late 1880s, 1890s.

- Paul Ortiz, *Emancipation Betrayed*, Chapters 3, 4
- *Populism and Collective Memory. The Palgrave Handbook of Populism* /. Cham: Springer International Publishing , 2022.

Week Five: February 10, 12

More strategies for freedom and Democracy: Mutual aid societies, emigration, and military service in the late-1800s & early-1900s.

- Paul Ortiz, *Emancipation Betrayed*, Chapters 5, 6, or 7 (choose one)
- BYUN, JOSHUA, and HYUNKU KWON. "Black Troops, White Rage, and Political Violence in the Postbellum American South." *American Political Science Review*, 2025, 1-20.

Week Six: February 17, 19

Voter registration and the election of 1920: Grassroots organizing, female enfranchisement, and election politics in the 1920s.

- Paul Ortiz, *Emancipation Betrayed*, Chapter 9
- OPPAGA, *Ocoee Election Day Violence – November 1920*. Report Number 19-15, (2019).

Week Seven: February 24, 26

- Feb. 24 - First Exam Multiple Choice McCarty B 86 @ 1:55 PM
- Feb. 26 - First Exam Essay Upload Deadline @ 11:59 PM via Canvas

Week Eight: March 3, 5

Connecting the Past and Present: Intergenerational movement building in the early to mid-1900s.

- Kevin Bird, *FROM THE FIELD TO THE SHOP FLOOR: The Black Freedom Struggle and its Challengers in McComb, Mississippi*, (pgs. 9-16, 144-181, 351-358)
- FRYMER, PAUL. “Acting When Elected Officials Won’t: Federal Courts and Civil Rights Enforcement in U.S. Labor Unions, 1935–85.” *American Political Science Review* 97, no. 3 (2003): 483–99.

Week Nine: March 10, 12

The struggle for citizenship and democracy continues in the post-WWII era.

- Choose one of the following books for the remainder of this semester: a) Colburn, *From Yellow Dog Democrats to Red State Republicans*, Introduction and Chapters 1, 2; b) Butler, *Beyond Integration (Escambia County, Florida)*, Introduction and Chapter 2; c) Jeffries, *Bloody Lowndes (Alabama)*, Introduction and Chapter 2; d) Payne, *I've Got the Light of Freedom (Mississippi)*, Introduction and Chapter 3; e) Woods, *Development Drowned and Reborn (New Orleans)*, Introduction and Chapter 4
- Slaughter, Christine, Chaya Crowder, and Christina Greer. “Black Women: Keepers of Democracy, the Democratic Process, and the Democratic Party.” *Politics & Gender* 20, no. 1 (2024): 162–81.

Week Ten: No Class- Spring Break, March 14 - 21

Week Eleven: March 24, 26

The struggle for citizenship and democracy continues.

- Read one of the following based on your Week 9 choice: a) Colburn, *From Yellow Dog Democrats to Red State Republicans*, Chapters 3, 4; b) Butler, *Beyond Integration (Escambia County, Florida)*, Chapters 3, 4; c) Jeffries, *Bloody Lowndes (Alabama)*, Chapters 3, 4; d) Payne, *I've Got the Light of Freedom (Mississippi)*, Chapters 8, 9; e) Woods, *Development Drowned and Reborn (New Orleans)*, Chapter 5
- Harada, Masataka. “The Voting Rights Act of 1965 and Strategic Policy Making in the South.” *State Politics & Policy Quarterly* 12, no. 4 (2012): 456–82.

Week Twelve: March 31, April 2

The struggle for citizenship and democracy continues.

- Read one of the following based on your Week 9 choice: a) Colburn, *From Yellow Dog Democrats to Red State Republicans*, Chapters 5, 6; b) Butler, *Beyond Integration (Escambia County, Florida)*, Chapters 5, 6; c) Jeffries, *Bloody Lowndes (Alabama)*, Chapter 5; d) Payne, *I've Got the Light of Freedom (Mississippi)*,

Chapters 11, 12; e) Woods, *Development Drowned and Reborn* (New Orleans), Chapter 6

- JEONG, GYUNG-HO, GARY J. MILLER, and ITAI SENED. “Closing the Deal: Negotiating Civil Rights Legislation.” *American Political Science Review* 103, no. 4 (2009): 588–606.

Week Thirteen: April 7, 9

The struggle for citizenship and democracy continues.

- Read one of the following based on your Week 9 choice: a) Colburn, *From Yellow Dog Democrats to Red State Republicans*, Chapters 7, 8; b)Butler, *Beyond Integration (Escambia County, Florida)*, Chapter 8; c) Jeffries, *Bloody Lowndes (Alabama)*, Chapter 6; d) Payne, *I've Got the Light of Freedom (Mississippi)*, Chapter 13; e) Woods, *Development Drowned and Reborn (New Orleans)*, Chapter 7
- Barabas, Jason, and Jennifer Jerit. “Redistricting Principles and Racial Representation.” *State Politics & Policy Quarterly* 4, no. 4 (2004): 415–35.

Week Fourteen: April 14, 16

The struggle for citizenship and democracy continues.

- Read an option from the following based on your Week 9 choice: a) Colburn, *From Yellow Dog Democrats to Red State Republicans*, Chapters 9; b)Butler, *Beyond Integration (Escambia County, Florida)*, Chapters 9, 10; c) Jeffries, *Bloody Lowndes (Alabama)*, Chapter 7, Epilogue; d) Payne, *I've Got the Light of Freedom (Mississippi)*, 14, Epilogue, & Bibliographic Essay; e) Woods, *Development Drowned and Reborn (New Orleans)*, Chapter 8, Conclusion.
- LUBLIN, D., BRUNELL, T.L., GROFMAN, B., and HANDLEY, L. (2009), Has the Voting Rights Act Outlived Its Usefulness? In a Word, “No”. *Legislative Studies Quarterly*, 34: 525-553.

Week Fifteen: April 21

- Second Exam Multiple Choice McCarty B 86 @ 1:55 PM

Second Exam Take Home Essay Upload Deadline is April 27 @ 8:00 AM via Canvas

Course Requirements

This course complies with all UF policies. Information about grading and attendance policies, support for students with disabilities, course evaluations, the Honor Code, and other campus resources can be found at: <https://go.ufl.edu/syllabuspolicies>

Attendance and Participation: Excelling in this course will require you to show up on time, with an attitude to think and learn, i.e., be an engaged, reflective learner. Plan on attending all lectures, reading the assigned material in preparation for class, sharing your thoughts, and hearing insights from others. Reading and referring to the assigned readings before and after our classes will provide background knowledge and a reference while we explore topics with greater specificity. Your attendance, other monitoring of your participation, and Reading Journals are meant to encourage your engagement with the

topics of this course and will factor into your final grade. Showing up ready to learn, discuss, and give a good effort in other ways will benefit your grade; likewise, lapses in attendance and in-class or Canvas-based discussions, completing the assigned reading, and completing your weekly reading journal/discussion post will diminish your final grade precipitously. Do not expect extra credit later in the semester to compensate for a lack of or inconsistent engagement on your part.

Attendance will be taken at each class, and students' percentage of classes attended, and class participation will factor directly into the Attendance and Participation Grade. A 90% or greater Attendance percentage will be rounded up to 100% at the end of the semester. An attendance percentage lower than 85% will result in additional manual deductions per half-letter grade increments of your final course grade, thus affecting a final grade with increasing severity. Students with lower than 70% attendance should speak to the instructor to discuss withdrawing from the class. A Basic rubric for measuring Class Participation: Full Class Participation Credit- A student participates in most weeks' class discussion. Students exhibit that they have read and have thought about that week's topic and readings, and are willing to reflect upon and respond to the teacher's and their classmates' ideas. A student helps to facilitate class discussion by, among other welcome ways, helping the class consider different perspectives, alternate views, or dissenting opinions. Partial-to-Low, or No Class Participation Credit- A student does little, or does not, engage in class discussion, answer instructor or student questions posed in class, or contribute to a culture of discussion, questions, challenging assumptions, or other points of engagement.

Please help me reduce the number of emails we exchange about common/"routine" excused absences as much as possible by first speaking with me (pertaining to Tuesdays and Thursdays) after class when possible, and proceeding to the Excused Absence Assignment in your Module Section for instructions on making up your credit. This will allow me to spend more time advising and getting to know students like yourself. Once you have done the above, you are welcome to email us a reminder to load up your credit. Any emails should have "Excused Absence" and the date of your absence in the email subject line. Ex., Excused Absence for 1.28.2025.

Excused Absences include documented treatment by a medical professional, observance of a religious holiday, and documented pre-approved participation in an official UF event (UF Athletics and some official university/college events). Again, after speaking after class (when possible), you will generally submit documentation from the UF Infirmary, other Doctors, or official preapproved events directly on Canvas. Having done such, you will then send an email with "Excused Absence" and the date of the absence in the email subject line to your Instructor to load up your credit.*

Classroom & Canvas-based Discussion Expectations: Courteous and appropriate classroom behavior is always expected; this includes punctuality. Since this class will require active engagement, students should avoid such offensive behavior as text messaging, unrelated phone or laptop activity, working on assignments for other classes, talking with neighbors about unrelated matters, and, if possible, coming to class late or leaving before class is over. Also, keep in mind that the University of Florida prohibits any form of discrimination or sexual harassment among students, faculty, and staff. For further information and resources, see the UF Title IX and other UF Campus Resource websites:
UF Title IX website for reporting sexual harassment: <https://titleix.ufl.edu/report/>

Canvas Expectations: This course will require students to engage the Canvas portion of this course, including primary sources, PowerPoint slides posted for students' benefit, quizzes and exams, and weekly Reading Journals/Discussion prompts posted in each week's module. Students will generally submit weekly (usually a 250-word minimum) Reading Journal/Discussion Post responses, usually by

Wednesday evening, identifying essential concepts and exploring connections within the class readings and contemporary events. See the instructions in the Modules Section for writing instructions. Finally, class announcements will be made through Canvas, and all papers must be turned in via Canvas. Class handouts, lecture slides, assignment rubrics, readings, study guides, and a copy of this syllabus are on our Canvas site. Check your Canvas inbox daily for announcements.

Reading Journal/Discussion Posts: Students will generally submit weekly (usually a 250-word minimum) Reading Journal/Discussion Post responses, usually by Wednesday evening, identifying essential concepts and exploring connections within the class readings and contemporary events.

Basic Rubric for Reading Journal/Discussion Posts: **Full Credit Post-** A student identifies the thesis of that week's reading, provides analysis of the thesis, and provides examples from different parts of the reading. A full credit post may also demonstrate insight or reflection in connecting the readings with modern events or exploring other implications. In general, a full credit post moves past simple observation to analysis and reflection. **Partial Credit Post-** A student falls short of providing analysis, and provides only observation, and impromptu commentary that does not demonstrate the student has read or taken as much time thinking about the assigned reading.

In Class Presentation(s): Students will assist the instructor in fostering discussion, analysis, and reflection in class by making concise 5-7 minute presentations on a topic and/or reading of the class. **Basic Rubric for In-Class Presentations:** **Full Credit Presentation-** A student provides a well-organized summary of major points, thesis, connections with other research or readings, and contemporary implications to the class, accompanied by a 5-7 slide presentation, and questions for the class to discuss.

Instructions for Submitting Written Assignments: All written assignments must be submitted as Word documents (.doc or .docx) through the "Modules" or "Assignments" portal in Canvas by the specified deadlines. Do NOT upload or send assignments as PDF files.

Quizzes: Students will have a series of unannounced quizzes on Tuesdays and Thursdays to gauge their learning and participation. Making up credit for these unannounced quizzes will be possible when a student has a qualified, documented excuse. Students will also have several scheduled quizzes to ensure basic understanding of the basic and pertinent constitutional, geographic, and historical timeline knowledge.

Exams: Your mid-term and second exams will draw from the readings and our class times. Exams will consist of multiple-choice and take-home or in-class essay questions/projects.

Extensions & Make-Up Exams: Speak with the professor for an extension or make-up exam. All requests should be related to dates of religious observance and/or supported by documentation from a medical provider, Student Health Services, the Disability Resource Center, UF Athletics, or the Dean of Students' Office. Finally, make-up work or extensions will be made available in cases in which students present valid documentation or an excuse. If at all possible, please provide notice and documentation or an excuse ahead of time. Valid documentation/excuses include medical documentation, requests related to religious observance, travel, and/or participation in official UF-sponsored events. Remember, late homework, take-home essays, or other work without the above-mentioned documentation/excuse will be reduced by half a grade each day late, and missed discussion posts or other assignments may be assigned a zero. Additional information about attendance and make-up exams, assignments, and other work in this course is consistent with university policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Grading and Expectations

UF Grading and Grade Point Policies: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

Course grades will be determined in the following manner: Attendance and Participation-20%, Reading Journal/Discussion Posts-20%, Presentation(s)-5%, Quizzes- 5%, Midterm-20%, Final Exam-30%

Grading scale: A = 100-93; A- = 92-90; B+ = 89-87; B = 86-83; B- = 82-80; C+ = 79-77; C = 76-73; C- = 72-70; D+ = 69-67; D = 66-63; D- = 62-60; E = 59-0

Additional Support Services Resources:

UF Police's website for Advocacy and other Support Services:

<https://police.ufl.edu/divisions/behavioral-services/office-of-victim-services/resources-for-victims/>

UF Student Health Care, and other Support Services: <https://titleix.ufl.edu/get-help/campus-resources/>

Course Evaluations: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback professionally and respectfully is available at <https://gatorevals.aa.ufl.edu/students/>. 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 <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/publicresults/>.

Resources and Policies

Students with Disabilities: I am committed to accommodating students with disabilities. Please notify me early in the semester if you have a disability and require special accommodations. Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. Students need to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

Academic Honesty: You are welcome to study and discuss topics together with your fellow students. If several of you would like to discuss plans for dividing up the reading and reviewing it together before class, let me know; that may be a possibility. Any Reading Response/Discussion Post, answer, or assignment that you turn in should always be your work. Plagiarism, using AI programs to write essays, and other forms of cheating will be referred to the UF Dean of Students Academic Dishonesty review and are subject to disciplinary action. A UF Dean of Students finding confirming plagiarism may result in a 0 in the course. All work will be loaded in Turnitin, and any unoriginal/plagiarism score higher than 20 percent must be resubmitted and achieve a score lower than 20 percent. Instances of cheating include a student getting their main points from another student or an uncited source, and AI-aided essay composition.

Remember, 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 Conduct Code specifies several behaviors

that violate this code and the possible sanctions. <https://sccr.dso.ufl.edu/process/student-conduct-code/>. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-class recording: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class, or between a student and the faculty or guest lecturer during a class session.

Publication without permission from the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040, Student Honor Code and Student Conduct Code.

Procedure for conflict resolution: Any classroom issues, disagreements, or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Marianne Vernetson (Interim Director) (Vernetson, Marianne (mvernetson@ufl.edu, 352-273-3379). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352 846-1575) or the Dean of Students Office (<http://www.dso.ufl.eduLinks>; 352-392-1261).

Important UF Dates/Events to Remember	Dates and Deadlines
Classes Begin	January 13
Drop/Add (at or after assigned start time)	January 13 - 17
Withdrawal from All Spring Courses with No Fee Liability	January 17
Withdrawal with 25% Refund (W assigned to all Spring courses.)	February 7
Drop Deadline (W assigned to individual course(s). Drops of individual courses must be approved by the student's college.)	April 11

Important UF Dates/Events to Remember	Dates and Deadlines
Withdrawal Deadline (W assigned to all Spring courses.)	April 11
Withdraw from All Spring Courses after the Withdrawal Deadline (Students must petition their college with appropriate documentation for approval to withdraw from all courses.)	April 12 - 23
Faculty Course Evaluation Period (Dates can vary by course. Log on to GatorEvals ¹ to verify.)	April 12 - 25
Classes End	April 23
Reading Days (no classes)	April 24 - 25
Final Exams	April 26 - May 2
Final Grades Available (transcript view, on ONE.UF ⁴)	May 7
Holidays (no classes)	January 20: Martin Luther King Jr. Day
	March 15 - 22: Spring Break