

Uncommon Read – The Possibilities of Ordinary Citizens

University of Florida Honors Course

IDH 2930 Class #22660, Sect., 3114

**Meeting time /place: Tuesdays, 10:40-11:30 am
LIT 0119**

Instructor: Don Moore, Ph.D.

Email: donaldmoore@ufl.edu

Office Hours: MWF 8-10

Office Location: TURL 2215-J; Ph: (352) 846-1138

Course Description

In *Disclosing New Worlds* (1997), Fernando Flores, Hubert Dreyfus, and Charles Spinosa describe “history-makers” as individuals who reshape practices that define how communities live and find meaning. History-makers, they argue, alter frameworks themselves, changing what people see as possible and valuable. They bring forth new “worlds” by rearticulating ordinary practices in ways that open fresh possibilities for action.

As folk-singer icon, Pete Seeger notes, “it isn’t the big corporations that will create change; it’s all of the millions of small groups that will. You can think globally, but act locally.” Thus, everyday citizens i.e., entrepreneurs, artists, or activists can be history-makers when they shift cultural norms and create new spaces for meaning. Moreover, all people may be history-makers (in big or small ways) by influencing practices in their communities, whether by reframing conversations, modeling new ways of interacting, or making visible once-forgotten possibilities. To be a history-maker is to generate cultural transformation by showing others new paths for living meaningfully.

Student Learning Objectives

This course will ask participants to consider the following questions with care:

- What distinguishes a history-maker from a problem-solver?
- Can small, local shifts count as “history-making”?
- How do history-makers balance production with disruption?

Class Policies

Requirements for class attendance are consistent with university policies, and you are expected to complete assigned readings prior to each class.

Attendance will be taken each class. You may miss 1 class without penalty with each additional unexcused absence incurring a reduction of one letter grade. Please plan your Tuesday mornings accordingly.

Participation: I expect everyone to take part in class discussions. Come to class having read the assigned chapters of the text, and be prepared to discuss them. Further, this course will offer students opportunities to reflect on the reading through the completion of Two Briefs of 1,000 words.

Assignments and Grades:

Attendance and Participation 25% (100 points);

Brief #1: 25% (100 points);

Brief #2: 50% (200 points).

Assignments more than one week late will not be accepted. Grading for assignments will be based on 1) the accuracy of your understanding of the material; 2) the organization and clarity of your writing; 3) the persuasiveness of your arguments; and 4) not least, your focus on responding to questions as asked.

All written work must follow APA guidelines.

This is a paperless course. All discussion materials, other than the book, will be sent to the students as a PDF. Briefs will be submitted to Canvas by class time as a Word document (.doc or .docx only).

Academic Dishonesty and Plagiarism: Familiarize yourself with the student handbook. Plagiarism and cheating will not be tolerated.

Student Support: Students with bona fide disabilities will be afforded reasonable accommodation.

Required supplies/material/practices:

- Text: Flores, F., Spinosa, C., & Dreyfus, H. L. (1997). *Disclosing new worlds: Entrepreneurship, democratic action, and the cultivation of solidarity*. MIT Press.
- A willingness to work and think at the college level: According to [Chronicle of Higher Education](#), this includes a willingness to work at least 2-3 hours outside of class for each class hour;
- Access to a personal computer with internet connectivity;
- A UF e-mail account.

Course Evaluation:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals.

Schedule

Week One	Course Introduction: Syllabus/Policies; Overview of text principles
Week Two	Appendix, pp. 177-188
Week Three	Introduction, pp.1-15
Week Four	Chapter One, pp.16-33
Week Five	Chapter Two, pp. 34-54
Week Six	Chapter Two, pp. 54-68
Week Seven	Chapter Three, pp. 69-94
Week Eight	Chapter Three, pp. 94-115
Week Nine	Brief #1
Week Ten	Chapter Four, pp. 116-140
Week Eleven	Chapter Four, pp. 140-161
Week Twelve	Conclusion, pp. 162-175
Week Thirteen	Pete Seeger: The Power of Song
Week Fourteen	Pete Seeger: The Power of Song
Week Fifteen	Pete Seeger: The Power of Song
Week Sixteen	Brief #2