

General Education Course Requests

February 2020

Approve	Conditionally Approve
IDS 2935 Why Do We Have So Much Stuff? (Q2/Temporary)	IDS 2935: American Constitutionalism (Q1/Temporary)
IDS 2935: Energy and Society (Q2 Temporary)	IDS 2935: Hazards and Humans (Q2 Temporary)
IDS 2935: Religion, Social Movements, and Social Change (Q2 Temporary)	
IDS2935: What's love got to do with it? (Q2/Temporary)	
IDS 2935: Social Movements, #Activism & Intersectionality (Q2 Temporary)	
IDS 2935: Making Babies: Global Repro Tech (Q2 Temporary)	
IDS 2935: Communication and Civic Engagement (Q2 Temporary)	
IDS 2935: What are Sexual Ethics (Q2 Temporary)	
IDS 2935: Digital Literacy and the Humanities (Q1 Temporary)	
IDS 2935 Representations of War and Historical Violence (Q1 Temporary)	
IDS 2935: Political Thought in Action (Q1 Temporary)	
IDS 2935: Why Chemistry Matters (Q2 Temporary)	

Course: IDS 2935 Why Do We Have So Much Stuff? (Q2/Temporary)

[A]

Requesting: S - Social and Behavioral Sciences

Submitter: [Susan Gillespie](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14407>

Comments:

- All required components of the GE Checklist are present in Request.
- SLOs and Objectives are clearly aligned
- Extremely well put together course request.

Course: IDS 2935: Energy and Society (Q2 Temporary)

[A]

Requesting: P - Physical Sciences

Submitter: [Selman Hershfield](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14404>

Comments:

- All required components of the GE Checklist are present in Request.

- Subject Area Objectives are clearly presented.
- Excellently done very thorough. This submission/syllabus are a model.

Course: IDS 2935: Religion, Social Movements, and Social Change (Q2 Temporary) [A]

Requesting: S - Social and Behavioral Sciences, D - Diversity , & WR 2000

Submitter: [Anna Peterson](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14358>

Comments:

- All required components are present.
- The request adequately incorporates the requested subject area objectives.

Course: IDS2935: What's love got to do with it? (Q2/Temporary) [A]

Requesting: S - Social and Behavioral Sciences, WR 2000

Submitter: [Jessica Stonecipher](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14486>

Comments:

- All required components are present.
- The request adequately incorporates the requested subject area objectives.
- Consider adding points and decimals to the percentages for the grading scale.

Course: IDS 2935: Social Movements, #Activism & Intersectionality (Q2 Temporary) [A]

Requesting: S - Social and Behavioral Sciences & D - Diversity

Submitter: [Kendal Broad-Wright](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14439>

Comments:

- No items missing A minor typo in the word "accommodations" in the syllabus
- All required components are present.
- The request adequately incorporates the requested subject area objectives.

Course: IDS 2935: Making Babies: Global Repro Tech (Q2 Temporary) [A]

Requesting: S - Social and Behavioral Sciences & N - International

Submitter: [Adrienne Strong](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14391>

Comments:

- All required components are present.
- The request adequately incorporates the requested subject area objectives.

Course: IDS 2935: Communication and Civic Engagement (Q2 Temporary)

[CA][A]

Requesting: S - Social and Behavioral Sciences , D – Diversity & WR 2000

Submitter: [Amy Martinelli](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14414>

Comments:

- ~~Include recommended style manual and assessment rubric for writing requirement.~~ [This was included in the general expectations for writing and I have added it to the assignment as well. 1/28/20]
- ~~Please include required link to writing studio~~
- ~~Please include expectation of faculty feedback by end of the course on writing assignments.~~ [I have included two statements that I will provide feedback based on grammar, clarity, punctuation, coherence, and organization in accordance with the GEC guidelines.]
- ~~Week 10, Thursday in schedule seems incomplete.~~ [Was actually week 9; I have completed that week.]
- ~~Overall a very strong course outline, the critiques above are specifically associated with Quest/GE guidelines. They should be able to be addressed with minimal effort by reviewing requirements linked below: <http://undergrad.aa.ufl.edu/general-education/general-education/courses/structure-of-wr-courses/wr-course-guidelines/> (includes example verbiage that can be included in syllabus) <http://undergrad.aa.ufl.edu/media/undergradaa.ufl.edu/General-Education-Course-Syllabus-Approval-Checklist.pdf>~~

Course: IDS 2935: What are Sexual Ethics (Q2 Temporary)

[CA][A]

Requesting: S - Social and Behavioral Sciences & D - Diversity

Submitter: [Madeleine Coy](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14459>

Comments:

- ~~The textbook, Yes means Yes, is listed in the weekly course schedule, but should also be listed under "Required Course Materials."~~ [Updated, 1/31/20]
- ~~The syllabus is missing the following statement: A minimum grade of C is required for general education credit. All other required components appear present in the syllabus.~~ [Updated]
- ~~Per Diversity definition, the "historical processes" or context is not clear in this course. "In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States..."~~
 - ~~Please provide more detail regarding this aspect of the Diversity requirement.~~
 - [Added to Syllabus: This will include analysis of the legacies of colonization as well as how historical and current contours of racial oppression, patriarchy and religion have shaped ways of thinking about gender and sexuality.]

- May want to consider adding points with the grading scale and a decimal to the percentages listed in syllabus. (Recommendation, not requirement)

Course: IDS 2935: Digital Literacy and the Humanities (Q1 Temporary)

[CA][A]

Requesting: H - Humanities, D – Diversity & WR 4000

Submitter: [Sidney Dobrin](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14457>

Comments:

- The subject area objectives are stated and assessment explained.
- Diversity is described in the weekly schedule as an area of discussion regarding "diverse populations" and "cultural identity". It would be helpful if the populations/cultures could be more clearly defined as specific populations within the United States. [For each weeks' focus on Diversity in the schedule, I have identified specific populations/cultures within the U.S. that will be considered as exemplary of the concept addressed that week. This is not to suggest that these are the only populations that will be addressed each week, but that the ones identified in the syllabus serve as examples of the kinds of approaches we will take. Email/update, 2/3/20]
- Under "image/text", it is stated the "Details regarding how to complete the assignment will be provided in class." is there a means of accountability for the digital content of the assignment to be graded. [I have added some guidelines for assessment for the Image/Text project.]
- The Quest SLO "Connection" is listed as "Communication". The experiential learning should be listed under the Connection heading. [Fixed]

Course: IDS 2935 Representations of War and Historical Violence (Q1 Temporary) **[CA][A]**

Requesting: H – Humanities & N - International

Submitter: [Eric Kligerman](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14418>

Comments:

- Recommend Instructor review model Gen Ed syllabi to consider tabular form of Course Objectives, SLOs, and Assessments (e.g., Ross: <http://undergrad.aa.ufl.edu/general-education/administration/gen-ed-committee/review-resources/>) [Would prefer to keep the current frame to my syllabus. I am having trouble using properly the tabular form. Email response, 1/30/20]
- The Q1 objectives and their assessment are very clear, and spelled out, this would be helpful for the H and N objectives also—how both of those Gen Ed objectives will be specifically met and through which course components. It is not totally clear how specific course components are going to fulfill the specific H and N objectives.
 - [Added the following for H and N:
 - • Through close reading, discussion and critical analysis of the course material, students will be introduced to some of the central literary, theoretical and philosophical concepts that anchor the Humanities. We will trace the trajectory and development of such literary genres as Romanticism (Frankenstein),

Modernism (Heart of Darkness and In the Penal Colony) and Post-Modernism (Dispatches and Extremely Loud & Incredibly Close). Similarly, students will also be able to discuss the philosophical concepts behind these shifting aesthetic forms in relation to some of the pillars of intellectual thought, including Kant's theory of the sublime, Freud's concept of the uncanny, Adorno's critique of the Enlightenment and Arendt and Arendt's idea of "the banality of evil."

- • The international component to the course is directly tied to the content of the course material. For instance, the European colonial project in Africa will be explored via Conrad's Heart of Darkness and Chinua Achebe's critical study of Conrad. The Italian, German, Hungarian and Israeli responses to the legacy of the Holocaust will be approached through shifting works of literature, film and philosophical studies on the genocide of European Jewry. Students will probe the legacy of America's war in Vietnam through Michael Herr's journalistic account of his experiences as a war correspondent.]
- ~~Please provide a rubric for how participation will be assessed which includes the factors mentioned in the syllabus, but also explains expectations within each of those for earning a good/high/perfect/etc. grade in that area. Will TAs be doing the bulk of the participation grading, so a rubric is especially helpful to ensure consistency?~~
 - ~~How often is participation assessed? Recommend at least every 3-4 weeks, although in a discussion-centered class, bi-weekly is probably better.~~
 - [Added:

"You will discover that there are great benefits to your active engagement in our discussions in class. I will be more than happy to meet with you individually to discuss strategies to enrich your participation in all of your future UF classes. However, participation is by no means simply a quantitative assessment of the number of times we hear your voice. Rather, participation encompasses the qualities of all your activities for the course. This includes the preparation demonstrated in both your oral and written work for each class meeting; bringing the materials to be discussed in class to each and every meeting; the seriousness and respect for the readings, the professor and your fellow students demonstrated in any contributions you make to the course; the timeliness of your turning in your assignments; and so forth."

 - TAs will evaluate student contributions to class discussions, starting in the second week of the semester. During the 25 class discussions throughout the semester, students who attend discussion can receive 1 to 4 points based on the above criteria: 4=excellent, 3= very good, 2=good, 1= satisfactory. If you are absent for class, your participation grade will be 0.]
- ~~Is the final exam take-home as well? (says "both a take-home midterm and final exam")~~ [Added "There will be BOTH a take-home midterm and a take-home final exam."]
- ~~Some students—especially freshmen—may want and need more guidance regarding the 2-page essays, and particularly the 9/11 interview project and visit reflection. These are excellent ideas, and it is entirely possible that the instructor plans to make the details (guidelines, suggestions, samples, etc.) available via Canvas—in which case would recommend a statement like "Further details will be~~

discussed in class and/or provided on Canvas." [Added your line "Further details will be discussed in class and/or provided on Canvas" to the syllabus.]

- Additionally, while a grading rubric is probably not necessary for those assignments, a statement about how they will be assessed would be beneficial—such as "Essays will be holistically graded according to evidence of students' reading and critical analysis of course material, their ability to answer the essay prompt, the thoroughness and sophistication of the response, and the language and stylistics used." or something along those lines. In my experience (GEC Member), holistic (non rubric) grades for written work are difficult for freshmen to understand, so the more guidance that is given a priori, the better, those can be applied to the interview and reflection assignments as well. [Added your suggestions "Essays will be holistically graded according to evidence of students' reading and critical analysis of course material, their ability to answer the essay prompt, the thoroughness and sophistication of the response, and the language and stylistics used."]
- Instructor should update verbiage/links in 'Course Policies' section (e.g., Course Evaluations; Accommodation; Honesty http://syllabus.ufl.edu/media/syllabusufledu/syllabi_policy_20191204.pdf [Added the revised verbiage for Course Evaluations; Accommodation; Honesty...])
- Fascinating Course!

Course: IDS 2935: Political Thought in Action (Q1 Temporary)

[R][A]

Requesting: H - Humanities & WR 2000

Submitter: [Ifigeneia Giannadaki](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14452>

Comments:

- Please clarify whether Office hours are a time or a period. [Updated, 1/31/20]
- Please include link and statement to UF Writing studio <http://www.writing.ufl.edu/> [Updated]
- It is mentioned throughout request that the course deals with the role of the arts and humanities. However, nowhere in the syllabus or readings is the role of the arts discussed. Additionally, the instructor has incorporated a reflection paper on the role of museums in participatory democracy. Except for a visit to the Harn, there are no other readings or class discussions in the semester that deal with museums and art. The students might not be prepared adequately to address such a question and elaborate on it in the form of a paper.
 - The readings, discussions and all other work during the semester do not provide any guidance for such a rigorous writing assignment. Please provide a response or updates to this assignment.
 - [The point of the committee helped me clarify and elaborate the theme and content of my assignment, as it appears that it was not as clear in the original. First of all, as per course description and set aims/objectives (pp. 1-4) the course is focusing on political thought and the dialogue between ancient democracy and modern; political participation and political institution (broadly defined) then and

now, as well as cultural ideals and political practice. As a result, the suggested assignment stems out from:

- 1) the lectures and weekly preparation of the students,
 - 2) their participation in political meetings in the City of Gainesville in September and October (this was indeed not spelled out in my syllabus, but the dates of the meetings cannot be predicted as yet, as I have explained to the Quest committee, which agreed with the update of the syllabus in due course to incorporate this information)
 - 3) the visit and tour at the Harn Museum, a visit with focus on the political side, i.e. the role of museum and its programmes in enhancing democratic participation and underscoring the democratic ideals not only by exhibiting relevant to democracy artifacts (I have a list of those sent by Dr Segal) but in a variety of other ways (see revised assignment and point 2 above).
- Thus considering all this wealth of knowledge and diverse experiential learning opportunities (Harn, City of Gainesville) the course will offer, the students will be well-prepared to work on the assignment. In the light of the comments by the General Education Committee, the theme and description have been rephrased and clarified; the changes have been implemented in the attached version of the syllabus. If need be, I would be happy to implement further adjustments to the phrasing.
 - Please note that I am in touch with Teneeshia Marshalls, the Equal Opportunity Director for the City of Gainesville to schedule attendance of certain meetings of political nature in the city by students (September/October), before they have to submit this piece of writing. The dates of these meetings will be incorporated in the syllabus to be ready before the Fall 2020 semester starts (not currently available by the City of Gainesville). Email response and syllabus update 1/31/20]
- ~~Please clarify whether books are required or recommended, they appear in both sections of the request/syllabus.~~ [The necessary changes have been made and the syllabus is clear about the required reading and books/articles.]
 - ~~Syllabus has various typos, recommend double checking before passing out.~~ [Believe the few typos and British English forms have been removed now. Thank you for spotting them.]

Course: IDS 2935: Why Chemistry Matters (Q2 Temporary)

[CA][A]

Requesting: P - Physical Sciences & D - Diversity

Submitter: [Gail Fanucci](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14415>

Comments:

- ~~Recommend keep all SLOs in Section 10, one table for P and one for D.~~ [Utilized a syllabus template that the Quest committee recommended, which seems to have separated the P and D into separate Tables. I think you are asking me to merge the tables? This is unclear. I have not changed anything in the syllabus or in the online system. Email response, 1/30/20]
- ~~Please provide more information regarding online forum discussions;~~

- ~~Are these questions posed in Canvas that students answer and the instructor grades? Is there some kind of discussion forum in Canvas where students interact with each other? How long are they? Please provide a little more information for the on-line discussions posts, which forms 20% of the grade.~~
- [The following was added to the syllabus:
 “Each week there will be an on-line discussion in Canvas that evaluates critical thinking and reflective components related to the integration of the chemical and social concepts of that module. Students will be either given (1) additional information to read and asked questions related to self-reflection or (2) asked to identify, describe, discuss and provide references to a current political or societal situation that is analogous to the lessons of that week. Discussion posts will be graded based upon how well students provide responses that are informed, thoughtful, reflective and complete. Discussion post length will typically involve 4-5 paragraphs of response.
 Posts will be graded on information content/thoughtfulness/reflectiveness/completeness/grammar and organization based upon 100%, 75%, 50% or 0% in each category corresponding to responses that are high quality, average, needs improvement or unacceptable; respectively. (there is a table added to the syllabus that didn't copy and paste well here).”]
- ~~No details, public pitch, or Friday experiential activities or how those are graded. As the discussion is also subjective (was it reflective enough, etc) please include grading rubric in syllabus. General statements about how students will be graded on the pitch & Friday experiences should be included: "Each Friday activity involves an experimental analysis worksheet similar to what you would find in an intro lab course. Your experiential grade component comes from completion of these worksheets" etc.~~
- [The following was added to the syllabus:
 Each week there will be an in-class activity or tour that will have a graded assessment that may contain the following: (A) questions with short answers to assess the content of the demonstration/tour etc, (B) short responses asking students to reflect on how integration of concepts in the module impacts or alters their views on that week's topic (graded with a scale similar to reflective component of discussion posts), or (C) possible problems to be solved or data to be analyzed. Grading of problem sets/data analysis/short answers will evaluate completeness and correctness according to the percentages of 100%=high quality, 75% = average quality, 50% = needs improvement, 0% =unacceptable.
- There are four graded assessments related to the pitch development and submission.
 - A) The first of these is an on-line assignment that will introduce you to select public-facing essays from Rebecca Altman such as “Object Lessons” in *The Atlantic* and essays from *Aeon Magazine*. An important aspect of writing a pitch is having appropriate references and you will be given the source documents for the essays. This assignment will also expose you to the resource “OpenNotebook.com”, showing you various components to develop a pitch to an editor. After digesting the reading material, students will post in the Pitch Discussion Post three questions they would like to ask Rebecca (or another public facing science writer). This assignment will be due prior to the in-class interview with either Rebecca Altman or Dr. Sean Trainer. Grading will be done in

accordance with the rubric for Discussion Posts described above. During the In-class interview, students will be evaluated based upon their participation.

B) The second component to the pitch assignment will be students reporting in The Pitch Ideas and References on-line Discussion Post their identified topic for the pitch and 5 sources. This documentation will be reviewed and feedback will be given. Grading will be done to in accordance with the rubric for Discussion Posts described above.

C) The third component is the development of the pitch. Prior to the due date, we will have another in-class workshop (a Friday activity) where students will be asked to participate and share the development of their pitch and to provide peer evaluations/discussion regarding how well it is meeting the guidelines provided by Dr. Sean Trainor. This assignment will be graded according to the Participation rubric provided above as well as students turning in written answers to the 7 concepts given in the guide to writing a pitch after obtaining peer review feedback. Students are expected to have active participation and give feedback to other students/groups. This activity may vary depending upon class size as groups of 5 students should be set to help facilitate the effective communication and feedback among the group. The written document will be reviewed by Faculty/TA and feedback will be given. The written document will be graded according to rubrics for correctness and completeness given above.

D) The final and last component is the grading of the pitch. Pitches will be submitted on-line. Students will be asked to peer review TWO other pitches addressing how well the pitch matched the guidelines given by Dr. Trainer. The final grade will be the average of the faculty/TA grading and TWO peer reviews. Each of the pitches will be evaluated based upon the 7 concepts outlined in the guide to writing a pitch along with evaluating grammar and organization. Scores for these 9 criteria will range from of 100%, 85%, 70%, 50%, 0%; reflective of excellent, very good, average, below average and unacceptable; respectively.

- In light of how I reconstructed the description of the pitch assignment (ie it is a written assignment, in-class participations with two workshops and a discussion post), I made it all one collective assignment and adjusted total percentages accordingly.
- There is a updated table of points now:
 - Quizzes 15%
 - Discussions 20%
 - Exams 25% (was 30)
 - Activities 15% (was 20)
 - Participation 5%
 - Public Pitch Project 20% (was 10%)

Course: IDS 2935: American Constitutionalism (Q1/Temporary)

Requesting: H – Humanities & D - Diversity

Submitter: [Paul Gutierrez](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14455>

Comments:

[R][CA]

- ~~Missing a weekly schedule of assignments, otherwise all components of the GE Checklist are present in Request.~~ [Have updated the Syllabus accordingly. Since students have the option of which weeks they wish to write their Reflection Papers—as specifically noted under “Course Requirements”—I have simply reiterated this as an option deadline for each week. Email response, 1/30/20]
- Please provide more detail regarding how Diversity is explored in the course through assignments, reflection, etc. The current proposal does not provide enough detail to include a Diversity designation. [The third pillar of the course (Weeks 10 to 15) is dedicated to examining the potential impact of class, slavery, gender, and settler colonialism—drawing on some of the founding or primary scholars on these topics, such as Derrick Bell, Linda Kerber, and Aziz Rana. Indeed, the "Course Description" flags this as a primary concern, asking, "What role did power—and concerns over questions of class, race, and gender—play in the framing and ratification of the U.S. Constitution?" Any student taking this course will have to read these scholars and contend with their topics in their Exams, Case Study Memos Number 2 and 3, and/or Reflection Papers. The Syllabus and the specified readings make it clear that exposure to the experiences and histories of working class Americans, African-Americans, women, and Native Americans play a major part of the course. I have tried to clarify this all further on page 3 of the Syllabus in response to this recommendation. If the committee has a different conception of diversity in mind, I would appreciate some clarity on what this is and what their expectations are in light of it.]
- Should this course have an Analytical paper as required for Quest courses? [This has already been previously addressed with the Quest Committee, as the records should show. Each of the Exams of the course has an analytical paper component, as the original Syllabus specifies.]
- ~~Please provide more detail regarding the amount of required reading for the course. There appears to be a large amount of reading for a course which is intended to be a first-year course for students.~~ [Updated in syllabus]

Course: IDS 2935: Hazards and Humans (Q2 Temporary)

[CA]

Requesting: P - Physical Sciences & N- International

Submitter: [Anita Marshall](#)

Link: <https://secure.aa.ufl.edu/Approval/reports/14443>

Comments:

- Include point value for online quizzes in narrative on page 7, all other forms of assessment indicate points. Some rubrics lack end points (e.g. 30 points assignments; breakout activity). Where as the essay rubric clearly has a zero to thirty point scale. Would recommend have a zero end-point for all.
- The grading scale lists A+ as a possibility. There is no A+ in the UF grading scale.
- Does each student get the same on-line quiz or is there some variation? While this is a relatively small component of the grade (15%), it may be difficult to ensure academic honesty. Is there an estimated word count or page length for the reflective essays (20% of grade)?