

# General Education Committee Review

[May 3, 2024]

Approve	Conditionally Approve	Recycle
CLA 3500: Sport and Recreation in the Ancient World		
IDS 2935: Love’s Labor’s Lost? The History and Politics of Care and Caregiving (Quest 2 Temporary)		
BSC 2XXX: Can we design “better” humans? Should we? (Permanent Q2)		
IDS 1XXX: The Posthuman Condition (Permanent Q1)		
IDS 2935: Magic and Method in Science (Quest 1 Temporary)		
IDS 2935: Is There Culture in Architecture?		
IDS 2935: Messages, Media, and Meaning-Making (Quest 1 Temporary)		

**CLA 3500: Sport and Recreation in the Ancient World [A]**

Wolpert, Andrew (wolpert@ufl.edu)

Course | New/Close/Modify | Ugrad | Gen Ed

Reviewer: Blaine Harrison and John Maze

URL: [Control Click Here for Approval Documents](#)

Comments:

- ~~• Instructor's office location, office hours, and telephone information are missing. Annotated course schedule lists two separate "Week 5" topics and nothing for Week 11 (it jumps from Week 10 to Week 12).~~
- ~~• How many points are taken for absences? Emailed 4/23~~

**IDS 2935: Love's Labor's Lost? The History and Politics of Care and Caregiving (Quest 2 Temporary) [A]**

Kroger, Kendall (kendall@ufl.edu)

Course | New/Close/Modify | Ugrad | Gen Ed | Quest | Temp

Reviewer: Blaine Harrison and John Maze

URL: [Control Click Here for Approval Documents](#)

Comments:

- ~~• Syllabus states that students may choose to complete either three or four readiness assessments but does not explain what the benefits or consequences are between the choices. Why would a student choose to complete four assessments if three is acceptable?~~
- ~~• Recommend removing first writing rubric since second one is more germane to class~~
- ~~• Two analytical research papers are mentioned, but only a description of how the first paper will be structured is provided "For your first research paper, you will answer one of three prompts." The structure of the second analytical paper is not described.~~
- ~~• 2000 appropriate for the "analytical words" written in course.~~
- ~~• Specific due dates for assignments each week are missing.~~
- ~~• While a percentile breakdown of each of the assessment categories is provided, a table outlining the maximal point total for the course and breakdown of the max points for each category is suggested. The grading rubrics indicate the point totals for individual assignments, but it may be helpful for the students to see all points in one table too.~~

- ~~• Please clarify what happens if a student misses more than one readiness assessment with excused absences. Excused absences must be afforded make-up opportunities. Emailed 4/24~~

### **IDS 2935- Is There Culture in Architecture? (Quest 1 Temporary) [A]**

Odutola, Kole ([kodutola@ufl.edu](mailto:kodutola@ufl.edu))

Course | New/Close/Modify | Ugrad | Gen Ed | Quest | Temp

Reviewer: Angela Bacsik and David Miller

URL: [Control Click Here for Approval Documents](#)

#### Comments:

- ~~• Meets components except no phone number or office hrs (TBA) listed~~
- ~~• Group project rubric is incomplete—please provide it~~
- ~~• Zoptshop link shows as a potential security concern. What is this for?~~
- ~~• Need to indicate how the course includes selections from the Western Canon (primary sources)~~
- ~~• Needs links to Subject Area Objectives for Humanities and International~~
  
- ~~• Since the course description is already based on the assumption that architecture shapes and is shaped by culture, why not change the title to “The culture in...” Rather than “Is there...” (the design of the course seems to ask students to investigate how/why/and to what effect culture is engaged by architecture rather than to ask them to answer the title question with a yes or a no).~~
- ~~• Clarify request (Prior review indicates discrepancies in H, I, 2k words—are you asking for International?).~~
- ~~• Must add a recommended style manual for any words earning course.~~
- ~~• Needs a weekly breakdown of what will be taught when rather than only a list of readings.~~
- ~~• Annotated Weekly Schedule is missing—needs the readings list to be incorporated into the weekly schedule course plan with assignment due dates.~~
- ~~• While the readings cover international content, the major assignments don’t explicitly engage that content.~~

### **IDS 2935: Magic and Method in Science (Quest 1 Temporary) [A]**

Scanlon, Patrick ([pscanlon@ufl.edu](mailto:pscanlon@ufl.edu))

Course | New/Close/Modify | Ugrad | Gen Ed | Quest | Temp

Reviewer: Patricia Takacs and Brenda Jo Smith

URL: [Control Click Here for Approval Documents](#)

#### Comments:

- ~~• If the Peer Review is graded, please provide a rubric. If the 25 points is achieved simply by completing the review, a rubric may not be necessary. CA (BS)~~
- ~~• Please clarify use of selections from Western Canon. The sources appear to be secondary. IS Kepler, Newton, or others read as primary sources, for instance? Syllabus to state clearly since it is public facing canon (“Selections from the western canon”). Perhaps update the approval system to ask how they incorporate in their syllabus.—emailed 4/25~~

**IDS 1XXX- The Posthuman Condition (Permanent Q1) [A]**

Manganaro, Anthony (amanganaro@ufl.edu)

Course | New/Close/Modify | Ugrad | Gen Ed | Quest | Perm

Reviewer: Patricia Takacs and Brenda Jo Smith

URL: [Control Click Here for Approval Documents](#)

Comments:

- ~~• It would be helpful to indicate in the syllabus which writing assignments fulfill the WR. (It appears that the Public-Facing Essay and the Analytical Essay are those assignments.)~~
- ~~• The two group projects (Film Presentation and Weekly Presentations) have a group rubric but no indication of how individuals within the group will be assessed. Please create a statement that will clarify the expectations. CA (BS)~~
- ~~• Please indicate how course engages selections from the Western Canon.—emailed 4/25~~

**BSC 2XXX: Can we design “better” humans? Should we? (Permanent Q2) [A]**

Harfe, Brian (bharfe@ufl.edu)

Course | New/Close/Modify | Ugrad | Gen Ed | Quest | Perm

Reviewer: Angela Bacsik and David Miller

URL: [Control Click Here for Approval Documents](#)

Comments:

- ~~• (I only wish the viewing re: Rosalind was required. Also, the study abroad is a separate course, so it doesn't need to be on this syllabus. Great course otherwise.)~~
- ~~• Meets components except no phone number or office hrs (TBA) listed~~
- ~~• Will study abroad be regularly offered? Not part of classes, so should it be removed?~~
- ~~• Meets Quest program components checklist. However, in describing the course surveys they are described as anonymous and confidential. Not clear which it is but should decide on only one term—I think anonymous. Difference between anonymity and confidentiality. If it is anonymous, then stick with that wording on pg 4-5. IRB wording is clear on this. Emailed 4/25~~

**IDS 2935: Messages, Media, and Meaning-Making (Quest 1 Temporary) [A]**

Best, Todd (tbest@advising.ufl.edu)

Course | New/Close/Modify | Ugrad | Gen Ed | Quest | Temp

Reviewer: Angela Bacsik and Steven Harris

URL: [Control Click Here for Approval Documents](#)

Comments:

- ~~Change Humanities SAO to new text.~~
- ~~Need description of how course includes selections from the Western canon.~~
- ~~Needs grading rubric, breaking down percentage of grades for each listed assignment.~~
- ~~“Meaning-Making” may not be best term, given the origins of Quest and arguments over use of this phrase.~~
- ~~Quest 1 requirement: Paper at midterm must be minimum 1000 words and must be thesis-driven and analytical (making an argument, citing sources, etc.)... and it must be based upon 1 prompt, not several.~~
- ~~Take experiential learning final project from graded area and incorporate it into the Experiential Learning section at the bottom of the syllabus (the creative salon).~~
- ~~Clearly state the one essential question for this course~~
- ~~Add film length (time) / reading length (pages) emailed 4/25~~