

General Education Committee Review

[September 1, 2023]

Approve	Conditionally Approve	Recycle
Course: IDS 2935 – Freedom and Equality: Great Books from the Renaissance to the Enlightenment	IDS 2935 – Domestic Dilemmas: Life in the American 1950s	
IDS 2935 – Conflict and Character: Great Books in the Ancient World	IDS 2935 – Consumer Society	
IDS 2935 – God and Science in the Western World	IDS 2935 – Plants for Human Medicine	
IDS 2935 – Capitalism and Its Critics		
IDS 2935 – Placing Florida		
IDS 2935 – Nature, Matter, and Agency of Magic		
IDS 2935 – The Social Life of Building		
IDS 2935 – Urban Nature and Society		
IDS 2935 – Foundations of Black Popular Culture		
IDS 2935 – The Narratives of Numbers		
IDS 2935 – Siri is My Superpower: Communicating with AI		
IDS 2935 – World Agricultural and Environmental Policy		
IDS 2935 – US Wildlife Law		
IDS 2935 – Conformity, Community, & "Cult" Behavior		

IDS 2935 – AI in a Changing Climate		
IDS 2935 – How Can We Address Global Social Problems		
IDS 2935 – Algorithms: Uses and Abuses		

1. Course: IDS 2935 – Freedom and Equality: Great Books from the Renaissance to the Enlightenment [A]

Requesting: H, Q1 Temp.

Submitter: Jill Ingram

Department: Hamilton Center

Link: <https://secure.aa.ufl.edu/Approval/reports/18302>

Comments:

- Word ‘essential’ is not used, but clearly implied in paragraph. Recommend inserting ‘essential’ in first sentence and state ‘The ESSENTIAL question at the heart of this course is ...’. For Gen Ed purposes, could help to insert the word ‘humanities’ into the course description where appropriate to situate the course into that Gen Ed subject area -- maybe also in 1st sentence?
- Miscellaneous:
 - May want to consider a shared experience for students outside of class (please refer to ‘Capitalism and its Critics’ for some additional suggestions for how the Instructor might engage with their students outside of the classroom utilizing on/off campus resources) which create a shared and memorable experience for all students, in addition to honing their interview skills. Will students share their interview findings in class with others?

2. Course: IDS 2935 – Conflict and Character: Great Books in the Ancient World [CA][A]

Requesting: H, WR 2000, Q1 Temp.

Submitter: Jill Ingram

Department: Hamilton Center

Link: <https://secure.aa.ufl.edu/Approval/reports/18308>

Comments:

- Assessments:
 - ~~The discussion questions grade weight may be in error is it 10% for each and 30% total?~~
 - ~~Discussion Questions (3 all term): 20% 10% of your grade is determined by completion of 3 discussion questions of 200-300 words each. Questions should be posted to our Canvas discussion board at least one hour before class, and should demonstrate both close engagement with the assigned text and thoughtful reflection on the text’s significance for our course’s central~~

~~question. Questions should be posted in three different weeks of your own choosing. See grading rubric in Canvas. [Corrected, 8/29/23]~~

3. **Course:** IDS 2935 – God and Science in the Western World [CA][A]
Requesting: H, WR 2000, Q1 Temp.
Submitter: Jill Ingram
Department: Hamilton Center
Link: <https://secure.aa.ufl.edu/Approval/reports/18341>
Comments:
- Writing:
 - ~~Paper due week 13~~ will there be feedback or opportunity for improvement provided? [Clarified and confirmed feedback given, 8/29/23]
4. **Course:** IDS 2935 – Capitalism and Its Critics [CA][A]
Requesting: H, WR 2000, Q1 Temp.
Submitter: Jill Ingram
Department: Hamilton Center
Link: <https://secure.aa.ufl.edu/Approval/reports/18338>
Comments:
- Miscellaneous:
 - ~~Recommend including room number with instructor info (when available).~~
 - ~~Recommend replacing ‘central’ with ‘essential’ in 2nd sentence? Additionally, may want to insert ‘humanities’ in third sentence to underscore (for Gen Ed) that the course is a ‘multidisciplinary humanities course’.~~ [Updated, 8/29/23]
 - Assessments:
 - ~~Regarding participation, may want to fold text into formalized rubric with points/percentile as included in the ‘Freedom and Equality’ course. FYI, grade of ‘F’ does not exist at UF (failing grades are referred to as ‘E’).~~
 - ~~Recommend operationalizing writing rubric into percentiles/points to ease grading efforts (e.g., SpeedGrader in Canvas).~~
 - ~~Typo at start of second sentence in ‘C+, C, or C-’ paragraph, ‘Ther’ should be ‘There’. Also, as above, there is no ‘F’ category at UF, so failing grade should be ‘E’.~~ [Updated, 8/29/23]
 - Experiential Learning:
 - ~~Please consider how students might collectively (or in smaller groups) tap into UF resources outside of the classroom to inform their own ‘capitalism on campus’ debate assignment. What experience might~~

students collectively share on/off campus to inform their assignment in a meaningful way to prepare for their open debate presentation?

- ~~The assignment as stated does not currently qualify as ‘experiential learning’, but could be easily tweaked—or even left somewhat open, so that the Instructor could plan on a shared event ideally outside of the classroom (but inside could work as well). Perhaps the Instructor can meet up with students in several smaller groups, maybe visit with a curator at the Harn Museum, or someone at Special Collections at UF Libraries, or attend a public lecture/performance on campus collectively (e.g., Hamilton Center or the Graham Center) and perhaps schedule a Q&A with the speaker. There are countless examples of observed/perceived expressions of capitalism across campus, and perhaps a field trip could be scheduled to identify artwork/displays/dioramas that facilitate and inspire their choices of material to link their debate thesis with required course readings.~~

[Updated Experiential Learning Component: As a class, we will attend a public lecture on campus related to the course theme of capitalism and its critics. This will be a talk sponsored by the Hamilton Center, the Graham Center, or another program on campus. You will write a report on how the talk engages one or two of the questions raised in our course readings and/or discussion. You may have the opportunity to ask the speaker or speakers questions that will inform your report, but at the very least you will incorporate some of the points raised in the public talk or lecture. You will reflect on how you relate one of the points made in the public talk to your experience of a contemporary issues concerning marketplace dynamics. In addition, you must reference at least 3 of our course readings, by quoting them somewhere in your report. This will count as 15% of your overall course grade. You will be graded on the coherence of your report, and grades will be given according to the writing assessment rubric on the syllabus. Updated, 8/29/23]

- ~~Based on SLOs, the mechanics of debate are clearly incorporated into this course, so perhaps highlight and emphasize this student learning outcome in your course description (fifth sentence) maybe state ‘We/Students will learn and develop skills in respectful debate over economic systems and justice’ or something like that.~~

5. **Course:** IDS 2935 – Placing Florida

[CA][A]

Requesting: H, D, WR 4000, Q1 Temp.

Submitter: Kenneth Kidd

Department: English

Link: <https://secure.aa.ufl.edu/Approval/reports/18261>

Comments:

- Writing:
 - Recommend renaming “reflection sketches” and calling them “analytical reflection essays” in light of GE [writing requirements](#)
 - Reviewer comment: Recommend providing students with guidance suggesting that they are writing as if for a specific audience rather than just a “sketch” of the experience for the teacher—tell students to model their writing style as though they were writing for a larger audience, perhaps like one found by authors writing for a publication such as The Atlantic or The New Yorker magazine or a written essay version of a This American Life episode or something similar. You could call this fictional magazine “Floridian.” [assignment titles and descriptions updated to reflect new assignment title: *Analytical Reflection Essays*. Updated, 8/29/23]
 - Please provide a specific style manual to follow when students are citing sources. [Updated, 8/29/23]
- Subject Area Objectives:
 - Since the Diversity designation specifically references “how social inequities are constructed and affect the opportunities and constraints across the US population” how will this course focused on Florida fulfill that part of the Diversity requirement?
 - Reviewer comment: make it clear in the course description on the syllabus that Floridians come from many places and are actually a representational subset of the US population. The submitter used the term “microcosm” in places in the syllabus, and could include that in the course description on the syllabus so that the intended connection is more explicit. [Updated, 8/29/23]
- Assessments:
 - The 4th writing assignment description needs greater specificity to more clearly connect it to the subject area objectives. Please provide more detailed directions/description. [Updated, 8/29/23]

6. **Course:** IDS 2935 – Nature, Matter, and Agency of Magic

[A]

Requesting: H, Q1 Temp.

Submitter: Ashley Jones

Department: Art History

Link: <https://secure.aa.ufl.edu/Approval/reports/18361>

Comments:

- Miscellaneous Comments:
 - For the reflection: “Students examine the ways in which modern and contemporary perceptions of magic and religion affect our understanding of ancient magical objects. Class discussion and the film/novel/tv series review are the primary opportunities to achieve this outcome.” Recommend using a common film/novel/tv series that the students might be able to discuss, in order to have a cohesive and shared

learning experience. It might be some have seen one movie and others not or some had read a book and others not.

- Recommend submitter consider requesting a Writing designation and with a modification of the 600 word essay and including requirements to be in line with the Writing designation requirements. This is not required but a recommendation from the review subcommittee.

7. **Course:** IDS 2935 – The Social Life of Building [A]

Requesting: H, D, WR 2000, Q1 Temp.

Submitter: Efstathios Gerostathopoulos

Department: Architecture

Link: <https://secure.aa.ufl.edu/Approval/reports/18339>

Comments:

- Writing:
 - Recommend including a statement about when and how feedback for the final paper can be expected.
- Miscellaneous Comments:
 - Please delete “course code” and insert IDS 2935 on the opening page of the syllabus.

8. **Course:** IDS 2935 – Urban Nature and Society [A]

Requesting: H, Q1 Temp.

Submitter: Daniel Manley

Department: Landscape Architecture

Link: <https://secure.aa.ufl.edu/Approval/reports/18352>

Comments:

- None

9. **Course:** IDS 2935 – Foundations of Black Popular Culture [CA][A]

Requesting: H, D, WR 2000, Q1 Temp.

Submitter: Andrew Brown

Department: African American Studies

Link: <https://secure.aa.ufl.edu/Approval/reports/18363>

Comments:

- Writing:
 - ~~Please include a recommended writing manual per [Writing designation requirements](#).~~ [Added, MLA Handbook. 9th ed., Modern Language Association of America, 2021.,9/31/23]
- Miscellaneous Comments:
 - ~~Please remove apparent extra verbiage which does not fit in the course description; “causes us to”.~~
 - ~~“This course will engage with diversity and their intersections of race, gender, class, nationality, and sexuality” the?~~

- “There will be two **text** that evaluate the reading assignments”—tests?

10. **Course:** IDS 2935 – The Narratives of Numbers [A]
Requesting: H, WR 2000, Q1 Temp.
Submitter: John Streese & Angela Walther
Department: Mathematics
Link: <https://secure.aa.ufl.edu/Approval/reports/18360>
Comments:
- None
11. **Course:** IDS 2935 – The Problem of Evil [A]
Requesting: H, N, WR 2000, Q1 Temp.
Submitter: Yaniv Feller
Department: Religion
Link: <https://secure.aa.ufl.edu/Approval/reports/18221>
Comments:
- Writing:
 - Please note: Final Analytical Paper Deadline (p. 3) “Based on the academic calendar” should include a statement about when and how students will receive feedback on the final paper.
 - Miscellaneous Comments:
 - On p. 11, 1 and 2 (Experiential Learning and Self-Reflection) The explanations – which are excellent – seem to be directed to the reviewer of the syllabus rather than to the student. See, for example, under “Mid-Semester Check-in,” ...This would allow both me and them to adjust... Please edit the writing under Experiential Learning and Self-Reflection to address students in the class.
12. **Course:** IDS 2935 – Domestic Dilemmas: Life in the American 1950s [CA]
Requesting: H, WR 2000, Q1 Temp.
Submitter: Marsha Bryant
Department: English
Link: <https://secure.aa.ufl.edu/Approval/reports/18310>
Comments:
- Required General Education Components:
 - Recommend including the General Education Designations H and WR2 at the beginning of the syllabus.
 - Required Quest program Components:
 - Please include the designated theme (The Examined Life?) at the beginning of the syllabus.

- To ensure that students acquire the proper materials required and recommended, please give full attributions to the textbooks to purchase and the writing manual. (date/place/edition)
 - Writing:
 - Students would find it helpful if the General Education Writing Assessment Rubric were included in the syllabus.
 - Recommend identifying the recommended text: The Mad's Scientist's Guide to Composition as the preferred writing manual.
 - Please describe when and how the feedback for the final paper will be received.
 - Miscellaneous Comments:
 - Overall Comment: It would be useful to cut/paste the current syllabus material into the Quest I Syllabus Template (UF Quest website).
 - The list of course goals with associated SLOs and Quest & General Education (check typo) Student Learning Outcomes (p.1), and Rationale & SLOs inserted before the Required/Recommended materials and component descriptions, and again within the weekly schedule could be grouped together in Section IV under the heading "Student Learning Outcomes." Currently, the information appears more than once in somewhat unexpected locations.
 - It would be helpful to students if the grading scale with the UF grading policy link were available directly after the description of graded work.
 - It is useful to place all the rubrics together near the list of graded work and grading policy information.
 - The weekly schedule provides the page range but not the page numbers. Recommend including the page number where available. Please note: In week 13 the reading of Plath's Bell Jar (244 pages) is to be divided into 5 sessions. Is it possible to indicate how many pages should be read for each session?

13. **Course:** IDS 2935 – Consumer Society

[CA]

Requesting: H, WR 2000, Q1 Temp.

Submitter: Susan Hegeman

Department: English

Link: <https://secure.aa.ufl.edu/Approval/reports/18358>

Comments:

- General Education Requirements:
 - Recommend inserting 'humanities' in 1st sentence of 2nd paragraph to underscore (for Gen Ed) that the course is a humanities course for students.
- Assessments:
 - For discussion board posts, it says 200 possible points, but the grading rubric says that 11 posts will give 100 points max. Please clarify.
- Miscellaneous:

- Recommend including year for each book listed and for the writing manual.
- Please clarify Absence policy that allows for students to have excused absences in line with [university policy](#) (such as illness, death, etc). If an unexcused absence will negatively impact a student's grade, they must be afforded the opportunity to have it be excused and submit make-up work if it falls within the scope of UF policy. The current description will be confusing for students.

14. **Course:** IDS 2935 – Siri is My Superpower: Communicating with AI [A]
Requesting: S, Q2 Temp.
Submitter: Emily Butler
Department: Dial Center for Written and Oral Communications
Link: <https://secure.aa.ufl.edu/Approval/reports/18348>
Comments:
- None
15. **Course:** IDS 2935 – World Agricultural and Environmental Policy [A]
Requesting: S, N, Q2 Temp.
Submitter: Jared Gars
Department: Food and Resource Economics
Link: <https://secure.aa.ufl.edu/Approval/reports/18397>
Comments:
- None
16. **Course:** IDS 2935 – US Wildlife Law [A]
Requesting: S, D, Q2 Temp.
Submitter: Joseph Rivera
Department: Sociology and Criminology & Law
Link: <https://secure.aa.ufl.edu/Approval/reports/18126>
Comments:
- None
17. **Course:** IDS 2935 – Conformity, Community, & "Cult" Behavior [A]
Requesting: S, Q2 Temp.
Submitter: Dennis McCarty
Department: Dial Center for Written and Oral Communications
Link: <https://secure.aa.ufl.edu/Approval/reports/18355>
Comments:
- None

18. **Course:** IDS 2935 – AI in a Changing Climate [A]
Requesting: P, WR 2000, Q2 Temp.
Submitter: Emma MacKie
Department: Geological Sciences
Link: <https://secure.aa.ufl.edu/Approval/reports/18336>
Comments:
- None
19. **Course:** IDS 2935 – How Can We Address Global Social Problems [A]
Requesting: S, N, Q2 Temp.
Submitter: Ravi Ghadge
Department: Sociology and Criminology & Law
Link: <https://secure.aa.ufl.edu/Approval/reports/18349>
Comments:
- None
20. **Course:** IDS 2935 – Algorithms: Uses and Abuses [CA][A]
Requesting: S, Q2 Temp.
Submitter: Phillip Boyland
Department: Mathematics
Link: <https://secure.aa.ufl.edu/Approval/reports/18307>
Comments:
- Assessments:
 - ~~Assessments scoring is unclear in general please provide more information.~~
 - ~~Participation seems to have rubric but without any description of what excellent, good, etc mean. It is unclear how to score worksheets and debate, please provide more detail.~~ [Updated to provide values, 8/31/23]
21. **Course:** IDS 2935 – Plants for Human Medicine [CA for B, Q2, R for Writing]
Requesting: B, WR 2000, Q2 Temp.
Submitter: Satya Nadakuduti
Department: Environmental Horticulture
Link: <https://secure.aa.ufl.edu/Approval/reports/18354>
Comments:
- Writing:
 - The second assignment does not meet WR requirements, please see the [Writing Requirement Course Guidelines](#). It is a group project that is 2,500-word essay. With one writing assignment in the class at 1,000 words, students need to write 1,000 of the group assignment. How will that happen? How will that be measured for each student? How will

individual student writing effort be assured, as required by the Writing requirement.

- Please include a recommended writing handbook.
- Miscellaneous Comments:
 - Please provide more information regarding the assigned readings each week. Are ten pages of assigned reading enough for the expected level and rigor of the course?