General Education Committee Review

[March 6th, 2026]

Approve	Conditionally Approve	Recycle
IDS1XXX: Atlantic Creoles	AMH 1XXX - Water into Land	
Gen Ed Change to Social and Behavioral Sciences ISS 2294: Theories and Structures	Gen Ed Change to Humanities: AMS 2813: Classics of American Thought I English Settlement to the Civil War	
Gen Ed Change to Humanities AMS 2814: Classics of American Thought II: Reconstruction through the Twentieth Century	Gen Ed Change to Humanities: ISS 2293: Great Books of the Modern World	
Gen Ed Change to Social and Behavioral Sciences ISS 2715: Grand Strategy II: Early American Republic to Contemporary Era	Gen Ed Change to Social and Behavioral Sciences ISS 2710: Grand Strategy I: Athens to the American Revolution	
Gen Ed Change to Social and Behavioral Sciences: ISS 2440: Introduction to Philosophy, Politics, Economics, and Law	Gen Ed Change to Humanities: ISS 2292: Great Books of the Early Modern World: Renaissance to Enlightenment	
	Gen Ed Change to Humanities: ISS2290: Great Books of the Ancient World	
	Gen Ed Change to Humanities: ISS2291: Great Books of the Medieval World	
	Gen Ed Change to Humanities: ISS2106: The Origins of the Contemporary West II Enlightenment to Modernity	

	Gen Ed Change to Humanities: ISS2105 The Origins of the Contemporary West: I (Ancients to the Scientific Revolution)	

AMH 1XXX - Water into Land **[CA]**
URL: https://secure.aa.ufl.edu/Approval/reports/20464
Requesting: WR 2000

Comments:
Action:
- The Quest analytical essay (Water & Florida Reflection Paper) should be a minimum of 1,000 words. Please update this assignment accordingly.
- The review subcommittee was a bit confused on the word count for the reading journals assignment. Could you please clarify how the total of words for this assignment will add up to 2500.

Discussion:
- None.

IDS1XXX: Atlantic Creoles **[A]**
URL: https://secure.aa.ufl.edu/Approval/reports/20435
Requesting: WR 2000

Comments:
Action:
- ~~The Quest 1 themes have changed since this course's inception; there is no longer the Quest 1 theme, *Identities*. Could you please update your syllabus with one of these updated themes.~~ The professor has updated the Quest theme to "Conformity and Change".

Discussion:
- ~~The review subcommittee recommends updating the listed style manual from the 2008 edition of MLA (the UF library grants students' free online versions~~). The professor has updated the style manual to the 2021 MLA version.

Gen Ed Change to Social and Behavioral Sciences ISS 2294: Theories and Structures **[A]**
URL: https://secure.aa.ufl.edu/Approval/reports/22379
Requesting: Social and Behavioral Sciences

Was approved for General Education with the 2026-2027 List

Comments:

Action:
- None.

Discussion:
- None.

Gen Ed Change to Humanities AMS 2814: Classics of American Thought II: Reconstruction through the Twentieth Century **[A]**
URL: https://secure.aa.ufl.edu/Approval/reports/22380
Requesting: Humanities

Was approved for General Education with the 2026-2027 List

Comments:
Action:
- None.

Discussion:
- None.

Gen Ed Change to Humanities: AMS 2813: Classics of American Thought I English Settlement to the Civil War **[CA]**
URL: https://secure.aa.ufl.edu/Approval/reports/22381
Requesting: Humanities

Was approved for General Education with the 2026-2027 List

Comments:
Action:
- Please update or add the learning outcomes/or course objectives to match what was approved by the state:
    - READ KEY POLITICAL AND LITERARY TEXTS FROM AMERICAN HISTORY, 1600-1865, BECOMING FAMILIAR WITH A VAST RANGE OF CLASSICAL WRITINGS IN THE AMERICAN TRADITION
    - BECOME FAMILIAR WITH THE CORE TEXTS OF THE AMERICAN FOUNDING, INCLUDING COMMON SENSE, THE DECLARATION OF INDEPENDENCE, THE FEDERALIST ESSAYS, AND THE WRITINGS OF THOMAS JEFFERSON, AND APPRECIATING THE KEY THEORETICAL QUESTIONS AND DILEMMAS THAT MOTIVATED THESE WRITINGS
    - GAIN AN APPRECIATION FOR THE LITERARY QUALITIES OF AMERICAN POLITICAL WRITINGS AND SPEECHES BY STATESMEN LIKE ANDREW JACKSON AND ABRAHAM LINCOLN, AS WELL AS THE POLITICAL QUESTIONS EMBEDDED IN THE WORKS OF OSTENSIBLY ""LITERARY"" WRITERS LIKE RALPH WALDO EMERSON, WALT WHITMAN, AND HERMAN MELVILLE

    - EVALUATE THE DIFFERENCE BETWEEN ""LAW"" AND ""POLITICS"" BY STUDYING LANDMARK LEGAL TEXTS BY JOHN MARSHALL, JOSEPH STORY, AND BENJAMIN HALLETT, AND ASSESSING HOW THEIR TREATMENT OF POLITICAL QUESTIONS DIFFERS FROM WHAT WE MIGHT ENCOUNTER IN A PAMPHLET OR AN ESSAY
    - UNDERSTAND THE CAUSES OF THE CIVIL WAR, BY STUDYING THE POLITICAL AND CONSTITUTIONAL WRITINGS OF JOHN C. CALHOUN, GEORGE FITZHUGH, CHARLES SUMNER, HENRY DAVID THOREAU, AND ABRAHAM LINCOLN
    - ROOT AMERICAN HISTORY IN ENGLISH AND ATLANTIC HISTORY THROUGH A DEEP EXPLORATION OF WRITINGS BY ENGLISH STATESMEN LIKE RICHARD HAKLUYT AND FRANCIS BACON, AS WELL AS AMERICAN PURITANS LIKE JOHN WINTHROP AND ROGER WILLIAMS
- Please update the attendance policy statement on p.3 from ”Excessive unexcused absences (10 or more) will result in failure of the course.” to “If you miss 10 or more classes (excused or not), you will miss material essential for successful completion of the course.”.

Discussion:

- None.

Gen Ed Change to Social and Behavioral Sciences ISS 2715: Grand Strategy II: Early American Republic to Contemporary Era **[A]**
URL: https://secure.aa.ufl.edu/Approval/reports/22374
Requesting: Social and Behavioral Sciences

Was approved for General Education with the 2026-2027 List

Comments:
Action:

- None.

Discussion:

- None.

Gen Ed Change to Humanities: ISS 2293: Great Books of the Modern World **[CA]**
URL: https://secure.aa.ufl.edu/Approval/reports/22366
Requesting: Humanities

Was approved for General Education with the 2026-2027 List

Comments:
Action:

- Please update or add the learning outcomes/or course objectives to match what was approved by the state:

- 1. IDENTIFY THE HISTORY, THEMES, PRINCIPLES AND TERMINOLOGY ABOUT CORE TEXTS AND GREAT DEBATES IN THE MODERN WORLD. 2. ILLUSTRATE PROFICIENCY IN THEORIES AND EXPRESSIONS OF CORE TEXTS AND GREAT DEBATES IN THE MODERN WORLD. 3. ANALYZE PRIMARY TEXTS AND SITUATE THEM IN HISTORICAL, PHILOSOPHICAL, RELIGIOUS AND LITERARY CONTEXTS. 4. ANALYZE THE KEY ELEMENTS FROM COURSE THAT INFLUENCES AND SHAPE WESTERN THOUGHT. 5. DEVELOP CRITICAL INTERPRETATIONS OF CORE TEXTS AND GREAT DEBATES IN THE MODERN WORLD AND COMPARE THEM WITH MODERN CONCEPTIONS OF THEM. 6. EVALUATE MULTIPLE PERSPECTIVES AND COMPETING CLAIMS ON ORIGINS OF CORE TEXTS AND GREAT DEBATES IN THE MODERN WORLD. 7. COMPARE ATTITUDES ACROSS HISTORY ABOUT CORE TEXTS AND GREAT DEBATES IN MODERN WESTERN WRITINGS.

Discussion:

- None.

Gen Ed Change to Social and Behavioral Sciences ISS 2710: Grand Strategy I: Athens to the American Revolution **[CA]**
URL: https://secure.aa.ufl.edu/Approval/reports/22370
Requesting: Social and Behavioral Sciences

Was approved for General Education with the 2026-2027 List

Comments:
Action:

- Please update the course description to match what was approved by the state:
  - HOW DO NATIONS ACHIEVE THEIR AIMS THROUGH WARFARE? WHAT INFLUENCE DO INDIVIDUAL LEADERS, REGIME TYPE, OR IDEOLOGY HAVE ON THE COURSE OF CONFLICTS? WHAT LESSONS CAN BE DERIVED FROM HISTORY? HOW DOES DIPLOMACY INTERACT WITH MILITARY POWER, AND HOW DO ALLIANCES SERVE NATIONAL INTERESTS? THIS COURSE WILL EXPLORE THESE QUESTIONS BY TRACING THE RISE AND FALL OF GREAT POWERS FROM ANCIENT ATHENS TO THE AMERICAN REVOLUTION. IT WILL DO SO BY LOOKING BOTH TO PRIMARY AND SECONDARY SOURCES ACROSS GENRES.

Discussion:

- The review subcommittee recommends including the final exam as an assessment tool for each of the three outcome areas.

Gen Ed Change to Social and Behavioral Sciences: ISS 2440: Introduction to Philosophy, Politics, Economics, and Law **[A]**
URL: https://secure.aa.ufl.edu/Approval/reports/22369

Requesting: Social and Behavioral Sciences

Was approved for General Education with the 2026-2027 List

Comments:
Action:
- None.

Discussion:
- None.

Gen Ed Change to Humanities: ISS 2292: Great Books of the Early Modern World: Renaissance to Enlightenment **[CA]**
URL: https://secure.aa.ufl.edu/Approval/reports/22364
Requesting: Humanities

Was approved for General Education with the 2026-2027 List

Comments:
Action:
- Please update or add the learning outcomes/or course objectives to match what was approved by the state:
    - 1. IDENTIFY THE HISTORY, THEMES, PRINCIPLES AND TERMINOLOGY ABOUT CORE TEXTS AND GREAT DEBATES FROM THE RENAISSANCE TO THE ENLIGHTENMENT. 2. ILLUSTRATE PROFICIENCY IN THEORIES AND EXPRESSIONS OF CORE TEXTS AND GREAT DEBATES IN THE PERIOD FROM THE RENAISSANCE TO THE ENLIGHTENMENT 3. ANALYZE PRIMARY TEXTS AND SITUATE THEM IN HISTORICAL, PHILOSOPHICAL, RELIGIOUS AND LITERARY CONTEXTS. 4. ANALYZE THE KEY ELEMENTS FROM COURSE THAT HAVE INFLUENCED AND SHAPED WESTERN THOUGHT. 5. DEVELOP CRITICAL INTERPRETATIONS OF CORE TEXTS AND GREAT DEBATES IN THE PERIOD FROM THE RENAISSANCE TO THE ENLIGHTENMENT AND COMPARE THEM WITH MODERN CONCEPTIONS OF THEM. 6. EVALUATE MULTIPLE PERSPECTIVES AND COMPETING CLAIMS ON ORIGINS OF CORE TEXTS AND GREAT DEBATES IN THE PERIOD FROM THE RENAISSANCE TO ENLIGHTENMENT. 7. COMPARE ATTITUDES ACROSS HISTORY ABOUT CORE TEXTS AND GREAT DEBATES IN RENAISSANCE TO ENLIGHTENMENT IN WESTERN WRITINGS.

Discussion:
- None.

Gen Ed Change to Humanities: ISS2290: Great Books of the Ancient World **[CA]**
URL: https://secure.aa.ufl.edu/Approval/reports/22362

Requesting: Humanities

Was approved for General Education with the 2026-2027 List

Comments:
Action:

- Please update or add the learning outcomes/or course objectives to match what was approved by the state:
    - 1. EXAMINE HISTORY, THEMES, PRINCIPLES AND TERMINOLOGY ABOUT CORE TEXTS AND GREAT DEBATES IN WESTERN ANTIQUITY. 2. IDENTIFY AND SUMMARIZE THEORIES AND EXPRESSIONS OF CORE TEXTS AND GREAT DEBATES IN WESTERN ANTIQUITY. 3. APPLY KNOWLEDGE LEARNED IN CLASS TO DISCUSSION, ANALYZE PRIMARY TEXTS AND SITUATE THEM IN HISTORICAL, PHILOSOPHICAL, RELIGIOUS AND LITERARY CONTEXTS, 4. FORMULATE CRITICAL INTERPRETATIONS OF CORE TEXTS AND GREAT DEBATES IN WESTERN ANTIQUITY, AND COMPARING WITH MODERN CONCEPTIONS. 4. ANALYZE THE KEY ELEMENTS AND INFLUENCES THAT SHAPE WESTERN THOUGHT. 5. EVALUATE MULTIPLE PERSPECTIVES AND COMPETING CLAIMS ON ORIGINS OF CORE TEXTS AND GREAT DEBATES IN WESTERN ANTIQUITY. STUDENTS WILL COMPARE ATTITUDES ACROSS HISTORY ABOUT CORE TEXTS AND GREAT DEBATES IN WESTERN ANTIQUITY, THUS APPROACHING ISSUES AND PROBLEMS FROM MULTIPLE PERSPECTIVES.

Discussion:

- The review subcommittee recommends supplementing the AI policy language with the language that is included in the UF honor code.

Gen Ed Change to Humanities: ISS2291: Great Books of the Medieval World **[CA]**
URL: https://secure.aa.ufl.edu/Approval/reports/22363
Requesting: Humanities

Was approved for General Education with the 2026-2027 List

Comments:
Action:

- Please update or add the learning outcomes/or course objectives to match what was approved by the state:
    - 1. IDENTIFY THE HISTORY, THEMES, PRINCIPLES AND TERMINOLOGY ABOUT CORE TEXTS AND GREAT DEBATES IN THE MEDIEVAL WORLD. 2. ILLUSTRATE PROFICIENCY IN THEORIES AND EXPRESSIONS OF CORE TEXTS AND GREAT DEBATES IN THE MEDIEVAL WORLD. 3. ANALYZE PRIMARY TEXTS AND SITUATE THEM IN HISTORICAL, PHILOSOPHICAL, RELIGIOUS AND LITERARY

CONTEXTS. 4. ANALYZE THE KEY ELEMENTS FROM COURSE THAT INFLUENCE AND SHAPE WESTERN THOUGHT. 5. DEVELOP CRITICAL INTERPRETATIONS OF CORE TEXTS AND GREAT DEBATES IN THE MEDIEVAL WORLD AND COMPARE THEM WITH MODERN CONCEPTIONS OF THEM. 6. EVALUATE MULTIPLE PERSPECTIVES AND COMPETING CLAIMS ON ORIGINS OF CORE TEXTS AND GREAT DEBATES IN THE MEDIEVAL WORLD. 7. COMPARE ATTITUDES ACROSS HISTORY ABOUT CORE TEXTS AND GREAT DEBATES IN MEDIEVAL WESTERN WRITINGS

- The Experiential Learning Component is described as "TBS" on page 3 but then is given a title ("Gaming it Out") in the weekly annotated schedule. Could you please provide details of this assessment and a rubric, if applicable.
- Could you please revise the following sentence, as it implies that students will not be given makeup materials: "If you miss four or more classes (excused or not), you will miss material essential for successful completion of the course."

Discussion:

- The review subcommittee suggests that this syllabus flesh out the course's readings, pages, and weekly schedule. They also suggest that the final assignment be spread out over several weeks and not only during the last week.
- Could you please add this clause, "If possible, ..." to the following statement: "Please see me well ahead of time if you have an excused absence on a scheduled quiz day".

Gen Ed Change to Humanities: ISS2106: The Origins of the Enlightenment to Modernity **Contemporary West II** **[CA]**
URL: https://secure.aa.ufl.edu/Approval/reports/22361
Requesting: Humanities

Was approved for General Education with the 2026-2027 List

Comments:
Action:

- Please update or add the learning outcomes/or course objectives to match what was approved by the state:
  - 1. IDENTIFY THE MAJOR HISTORICAL OCCURRENCES, THEMES, PRINCIPLES AND TERMINOLOGY PERTAINING TO THE ORIGINS OF CONTEMPORARY WESTERN CIVILIZATION (ENLIGHTENMENT TO THE TWENTIETH CENTURY). 2. DEVELOP A PROFICIENCY IN THE THEORIES AND EXPRESSIONS OF ORIGINS OF CONTEMPORARY WESTERN CIVILIZATION (ENLIGHTENMENT TO THE TWENTIETH CENTURY). 3. ANALYZE PRIMARY TEXTS AND SITUATE THEM IN HISTORICAL, PHILOSOPHICAL, RELIGIOUS AND LITERARY CONTEXTS, THUS DEVELOPING CRITICAL INTERPRETATIONS OF ORIGINS OF CONTEMPORARY CIVILIZATION (ENLIGHTENMENT TO THE TWENTIETH CENTURY), 4. DEVELOP AN UNDERSTANDING OF CONCEPTS FROM THE ENLIGHTENMENT TO TWENTIETH CENTURY

PERIOD AND COMPARE MODERN CONCEPTIONS OF THEM. 5. ILLUSTRATE THE MAIN ELEMENTS AND INFLUENCES THAT SHAPE WESTERN THOUGHT. 6. EVALUATE MULTIPLE PERSPECTIVES AND COMPETING CLAIMS ON ORIGINS OF CONTEMPORARY WESTERN CIVILIZATION (ENLIGHTENMENT TO THE TWENTIETH CENTURY) 7. COMPARE ATTITUDES ACROSS HISTORY ABOUT ORIGINS OF CONTEMPORARY WESTERN CIVILIZATION (ENLIGHTENMENT TO THE TWENTIETH CENTURY), THUS APPROACHING ISSUES AND PROBLEMS FROM MULTIPLE PERSPECTIVES

Discussion:

- None.

Gen Ed Change to Humanities: ISS2105 The Origins of the Contemporary West: I (Ancients to the Scientific Revolution) **[CA]**
URL: https://secure.aa.ufl.edu/Approval/reports/22360
Requesting: Humanities

Was approved for General Education with the 2026-2027 List

Comments:
Action:

- Please update the course description to match what was approved by the state:
  - MULTIDISCIPLINARY SURVEY OF THE BIG IDEAS IN WESTERN CIVILIZATION AND THE SOCIETIES AND CULTURES WHICH HELPED TO FORM THEM. STUDENTS WILL LEARN ABOUT THE WEST'S CULTURAL HERITAGE BY READING AND DISCUSSING GREAT WORKS OF PHILOSOPHY, HISTORY, POLITICS, LITERATURE, ART AND SCIENCE FROM ANTIQUITY TO THE SEVENTEENTH CENTURY. BEGINS WITH CREATION STORIES IN THE HEBREW AND GREEK TRADITIONS AND ENDS WITH THE SCIENTIFIC REVOLUTION.
- Please update or add the learning outcomes/or course objectives to match what was approved by the state:
  - 1. IDENTIFY THE MAJOR HISTORICAL OCCURENCES, THEMES, PRINCIPLES AND TERMINOLOGY PERTAINING TO THE ORIGINS OF CONTEMPORARY WESTERN CIVILIZATION (ANTIQUITY TO THE SCIENTIFIC REVOLUTION). 2. DEVELOP A PROFICIENCY IN THE THEORIES AND EXPRESSIONS OF ORIGINS OF CONTEMPORARY WESTERN CIVILIZATION (ANTIQUITY TO THE SCIENTIFIC REVOLUTION). 3. ANALYZE PRIMARY TEXTS AND SITUATE THEM IN HISTORICAL, PHILOSOPHICAL, RELIGIOUS AND LITERARY CONTEXTS, THUS DEVELOPING CRITICAL INTERPRETATIONS OF ORIGINS OF CONTEMPORARY CIVILIZATION (ANTIQUITY TO THE SCIENTIFIC REVOLUTION), THUS DEVELOPING THE ABILITY TO COMPARE THEM WITH MODERN CONCEPTIONS OF THEM. 4. ILLUSTRATE THE MAIN ELEMENTS AND INFLUENCES THAT SHAPE

WESTERN THOUGHT. 5. EVALUATE MULTIPLE PERSPECTIVES AND COMPETING CLAIMS ON ORIGINS OF CONTEMPORARY WESTERN CIVILIZATION (ANTIQUITY TO THE SCIENTIFIC REVOLUTION). 6. COMPARE ATTITUDES ACROSS HISTORY ABOUT ORIGINS OF CONTEMPORARY WESTERN CIVILIZATION (ANTIQUITY TO THE SCIENTIFIC REVOLUTION), THUS APPROACHING ISSUES AND PROBLEMS FROM MULTIPLE PERSPECTIVES.

Discussion:

- None.