

General Education Committee Course Recommendations

[October, 2018]

Course Recommendations

Course	GE	Submitter/Peer Mentor	Recommendation
UFQ1 IDS 2935 – War & Peace: Revolution & Reconciliation in America & South Africa	H, N	Elizabeth Ross Michael Gorham	A
UFQ1 IDS 2935 – Identity and Transformation in Fiction and Film	H, N	Patricia Sohn Michael Gorham	A
UFQ1 IDS2935 – Nature and Culture: Medicine, Science and the Dawn of Reason	H, WR2	Konstantinos Kapparis Michael Gorham	A
UFQ1 IDS2935 – The Examined Life: What is madness?: Examining Artifacts from African, Euroamerican, & Psychiatric Worlds	H, N, WR2	Nancy Hunt Gillian Lord	A
UFQ1 IDS2935 – Justice and Power: Ethics and the Public Sphere	H, WR2	Jaime Ahlberg David Miller	A
UFQ1 IDS2935 – Examined Life: Higher Education, Creative Reading, and the Examined Life	H	Phillip Wegner Gillian Lord	A
UFQ1 IDS2935 – Identities: Why tell Stories?	H, WR2	Alison Reynolds Elayne Colon	A
UFQ1 IDS2935 – Identities: European Experience a Humanities Perspective	H, N, W2	Chrysostomos Kostopoulos Elayne Colon	A
UFQ1 IDS2935 – Identities: What is a Man?	H, D, WR2	Patricia Travis Allison Reynolds	A
UFQ1 IDS2935 – Identities: Spaces and Places?	H, D, WR2	Jennifer Coenen Allison Reynolds	A
UFQ1 IDS 2935 – Justice: Race and Law in the American City	H, D, WR2	Jennifer Coenen David Miller	A
UFQ1 IDS 2935 – Nature and Culture: Places and Spaces	H, N	John Maze Brenda Smith	A

***All Quest courses are asking for one year (Spring to Spring) temporary designations. The courses will return to the GEC for final permanent approval after pilot.**

1. UFQ1 IDS 2935 – War & Peace: Revolution & Reconciliation in America & South Africa **[A] H, N**
 - <https://secure.aa.ufl.edu/Approval/reports/12944>
Comments
 - None

2. UFQ1 IDS 2935 – Identity and Transformation in Fiction and Film **[R][A] H, N**
 - <https://secure.aa.ufl.edu/Approval/reports/12940>
Comments
 - General Education Objectives
 - ~~The syllabus is missing the following information required by the GenEd guidelines:~~
 - ~~an explanation of how the general education objectives will be accomplished;~~
 - ~~a verbatim statement of the GenEd student learning outcomes;~~
 - ~~an explanation of how each SLO will be assessed~~

Please make sure the first and third items speak to methods and content specific to the course and its engagement with themes and methods in the Humanities and International. **[Updated, -CG 10/1]**
 - Evaluation/Assessment
 - ~~It's clear what counts as "participation" (10%), but less clear how it will be assessed. Please provide information on how participation will be measured. **[Updated, -CG 10/1]**~~
 - Weekly Course Schedule
 - ~~How/where/when will analytical tools ("key theories and methods") be introduced?~~
 - ~~Based on descriptions provided, it's difficult to see how assigned material will be used to shed light on issues of identity and transformation, or how issues of empire, monarchy and war relate to these overarching themes. Please provide more information regarding this either in a response to this comment or within the relevant assignments/course schedule. **[Updated, -CG 10/1]**~~
 - General comments
 - ~~More needs to be done to demonstrate the engagement of Humanities and International themes and methods as articulated in the GenEd subject area objectives. Please provide more explicit examples of how and where this will occur within the course (i.e. assignments, lectures or course schedule)~~
 - ~~Can you provide more clarity on how a "culturalist political science perspective" and "qualitative and historical approaches in~~

comparative politics” relate to the Humanities, shed light on issues central to the humanities, and mesh with humanities-based approaches to film, fiction, and culture.

- ~~Providing course-specific details in the “General Education Objectives” section would help. The “Questions to Consider...” and “Course Objectives” sections do a great job enumerating questions and themes to be explored, but they provide little insight into the Humanities-based methods and analytical tools the course uses to do that. (The instructor does mention “critical analytical distance” as a central approach, but does not really explain what this is.)~~ [Updated, -CG 10/1]
- ~~In regards to International, how/where students will be provided with the critical culture-specific background needed (historical, political, social, geographical, etc.) to better understand and appreciate where foreign films and works of fiction are coming from. More detail in this regard either in the required readings list or in the weekly course assignments (lecture topics?) would help.~~
No, I am not teaching the novels and films as literature or media studies. So, I cannot give that particular type of contextualization. I am also trying to keep the readings down to a reasonable number of pages per week, as that was a concern of the Quest 1 Committee. Somehow, in putting the syllabus together, I neglected to include the theoretical literature that I want to include on identity and transformation. That is made up of about 12 articles or book chapters. So, with that added, I cannot add readings that contextualize the regions. Such added readings would be social science in any case and therefore less appropriate for this class. However, I do intend to do that in lecture (and I am doing that in lecture in the 4000-level version of the course that I am teaching this semester in Political Science as a "practice run"). I give information on the author/director's background (demographically); the audience for which the novel/travelogue/film was made; and I lecture on introductory background information regarding the world-historical moment that the novel, travelogue, or film addresses. I also address any major socio-political changes that are part of that world historical moment in that particular local, regional, or cultural context. I try to keep it brief enough that we can spend most of our time on the works of art themselves but give enough information that the students have something to go on in terms of contextualization in discussion.
The main discussion revolves around interactions among main protagonists in regard to identity (individual, community, national, regional), and any cross-cultural and/or inter-regional interactions that are happening in the work of art at the micro- and/or macro-level (e.g., individual, personal interactions as found in Midaq

Alley and The Brothers Karamazov versus big picture, inter-regional types of interactions, as in the film, "London Has Fallen"). The theme of transformation is an on-going question, that is, do we see transformations in identity as a result of these interactions? Or, do major transformations as the world-historical and/or local level create changes in identity at any of the various levels in question? So, does how does World War II in Midaq Alley transform the characters, allowing them new opportunities (to join as a soldier and have a regular salary); or, alternately, allowing them to become critics of colonialism, etc.? How does it affect the East-West theme that runs through the novel for each character? Or, how does the Russian Revolution affect the identities of the characters who we see? How do the micro-level injustices seen in the social-cultural-political systems at the community-level leading up to the Russian Revolution affect the characters' identities and views of their own rights in The Brothers Karamazov? In the Russia case, these happen in terms of generation as well as the creation of multiple sub-cultures. I will try to make the syllabus reflect this usage of the materials more clearly.

We are fundamentally talking about identity and culture and using works of art to do so. We are talking about them in terms of author/director and audience. So, in that sense, they tell us as much about the time and place and particular context from which they come as they do anything particularly fact-based. But, importantly for my purposes, the works raise examples through which students can explore -- in a way that should be emotionally safe because of a certain distance from the materials -- these issues in ways that allow them to relate them to their own experience. And, obviously, I am able to contextualize, historically, more about some regions than others. I am treating the materials as a Comparativist in that sense, allowing the students to explore these issues in cases that I know more about, as well as in cases about which I know somewhat less. I have chosen cases that I am comfortable with at this level (e.g., I am a Middle East expert with some knowledge of these issues in other regions). Email response, 9/28]

- ~~Please clarify in particular how the Dostoevsky novel, published c. 1880, is used as an example of empire in collapse (Tsar abdicated over 30 years later), and/or if it is to be used as window into "identity and transformation," how this will be done, particularly given the abridged nature of the assignment. Also, please clarify how/whether the American film, Doctor Zhivago, will be used as a window into Russian culture.~~

[I use The Brothers Karamazov to talk about the beginning of the end for the Russian Empire. That is, a feeling of disorientation and injustice at the local level, and the lack of opportunities for many,

many people comes through in that text for that period of the Russian Empire. In the original syllabus, which is image-based (e.g., it is made up of .jpeg images of the texts and film covers), I think that my intent with the text it is clearer. I will post both updated syllabi (image- and Word-based) in the approvals system and make sure that this point is mentioned in the Word version of the syllabus as well. I use the film, "Doctor Zhivago," as an introductory representation of the end of empire in Russia and the final fall of empire in Europe. The film displays very effectively the splitting of the people into multiple sub-cultures with their own social and political programs, which are often at odds the one with the other. This is the level at which I am teaching the texts and films. Cultural interactions as they impact identity issues is the common theme.

Also, many of the films are foreign films. A few are U.S. productions. The fact that "Doctor Zhivago" is a U.S. production's telling of the story of the Russian Revolution, during the Cold War no less, is part of the contextualization that I give in lecture. I ask the students to think about what the film tells us about U.S. perspectives on the Russian Revolution. Would the story look different if told from another country's perspective(s)? Due to time and space limitations, I cannot go much further than that, although I am considering showing an excerpt from a Russian production on the story of "Sofia" (e.g., a Russian TV serial) to give some tangible sense of difference in approach, even though the period is completely different. Email response 9/28]

- ~~Is there a rationale behind combining the main subthemes that currently make up different parts of the course—inter-generational relations, cross-cultural relations, war, and the collapse of monarchy and empire. I.e., articulating the common threads (assuming they are there) might be a useful way of framing the course in the introduction.~~

[Inter-generational relations and cross-cultural relations are two of several aspects of identity and transformation that we discuss. Transformation may come at the individual level, or it may be structural in the sense of big world-historical changes and their impact on (identities in) individuals and communities. War and collapse of monarchy are treated as historical artifacts through which we can look at / analyze identity and transformation(s), including those at the levels of inter-generational dynamics (conflict, strife, interaction), and cross-cultural relations. Email response 9/28]

3. UFQ1 IDS2935 – Nature and Culture: Medicine, Science and the Dawn of Reason [A]
H, WR 2

- <https://secure.aa.ufl.edu/Approval/reports/12933>

Comments:

- None

4. UFQ1 IDS2395 – The Examined Life: What is madness?: Examining Artifacts from African, Euroamerican, & Psychiatric Worlds [R][A] H, N, WR2

- <https://secure.aa.ufl.edu/Approval/reports/12945>

Comments:

- ~~Submission form has no GE designations requested, form only requests Writing.~~
 - ~~The SLOs reference Diversity designation. Is this course also seeking that designation (in addition to Humanities, International, and Writing)?~~
 - ~~The cover letter only discusses Humanities and International. This needs to be clarified both in form and syllabus. [Updated in syllabus & Request form. 9/29/18]~~
- ~~Is this request to modify an existing course which already has General Education designations?~~
 - ~~Request is filed under “modify”~~
 - Request Type Change GE/WR designation (selecting this option will open additional form fields below)
 - Effective Term Spring
 - Effective Year 2019
 - Credit Hours 3
 - Prerequisites n/a
 - Current GE Classification(s) None
 - Current Writing Requirement Classification None
 - Requesting Temporary or Permanent Approval 3 semesters
 - Requested GE Classification None
 - Requested Writing Requirement Classification E2
 - ~~Please update the request form accordingly [Updated in request form]~~
- ~~Participation is worth 10pts. How do students earn credit for “Participation” and how is this measured? [Students earn credit for Participation by actively working in small groups, making brief presentations in class, raising their hands, and asking questions and making comments. I will be monitoring participation during each class; measurement is necessarily qualitative; there is no way to ultimately quantify this; and improvement will be valued. If someone speaks every class and says dull or dumb things, they will be corrected so they have a chance to improve. Quality matters, not quantity; the process requires judicious judgement on the part of the instructor. The method is Socratic. Students will receive a grading rubric for evaluation and a mid-term indication of where they stand within their first 5 points, so they have a chance to improve. Syllabus update 9/29/18]~~
- ~~Attendance worth 10 pts. How is this assessed if attendance is also required? [Attendance will be required and unexcused absences will result in the deduction of a point off the participation grade. Syllabus update 9/29/18]~~
- ~~It is not clear how the International designation is incorporated into the course assessments or materials. Where do students “examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends,~~

~~challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world."~~?

- ~~Please provide instances of students analyzing and reflecting~~
 - [Clarification has been provided within the course schedule. 10/1/18]
- ~~Make-up policy is not in line with UF policy:~~
 - ~~"Homework and papers will be due by the next class period for a student with a valid excused absence."~~
 - ~~Please update attendance/makeup section of syllabus/request to be in line with UF policy which may be found here:~~
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
 - ~~You may also copy and paste the following statement into the syllabus, as long as the syllabus wording does not contradict UF policy;~~
 - a. ~~"Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:~~
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

5. UFQ1 IDS2935 – Justice and Power: Ethics and the Public Sphere **[R][A] H & WR2**

- <https://secure.aa.ufl.edu/Approval/reports/12936>
Comments:
- ~~Clarification is needed regarding how grades are presented in the syllabus. It is confusing. Please include total points for assignments in "Grade Distribution and Grading Policies"~~ [Each assignment for the course is worth 100 points. The assignments are then weighted in order to arrive at the final course grade. Canvas enables instructors to adopt such a policy in its grading system. We have added the following statement at the beginning of the "Grade Distribution and Grading Policy" in the hopes of making this grading policy clear: "All assignments are worth 100 points each for the purposes of grading, but are weighted differently in calculating the final grade. In calculating the final grade, the assignments are weighted as follows:" (followed by the chart of assignment weights). Email response 9/29/18]
 - ~~The attendance policy relative to participation points toward final grade is not clear. After four unexcused absences, student loses one point (?) per absence (of 100 total points for course grade). [We have eliminated the participation grade and clarified the attendance grading scheme. See page 4 ("Grade Distribution and Grading Policies"), page 5 ("Attendance Policy") and page 6 ("Attendance Grade") for the attendance grading scheme. Email response 9/29/18]~~
 - ~~No point values associated with participation—presented as a percentage of total course grade only. This is different than course assignments that have points and associated percentages. [We have eliminated the participation grade. [In anticipation that our language on p.7 regarding~~

late short paper submission will trigger the same concern (because it is not indicated in terms of point values), we have revised that language as well.

That p.7 language used to read: "If you turn in a paper without a valid or documented reason, 1/3 of a letter grade will be deducted for each day it is late (including weekend days!)."

That p.7 language now reads: "If you turn in a paper without a valid or documented reason, 4 points will be deducted for each day it is late (including weekend days!). For example, an essay that earns 100 points but is submitted 1 day late without a valid and documented excuse would earn 96 points." Email response 9/29/18]

- ~~• Typo in reference to word count on bottom of page 8 — 1000, not 100. [Fixed]~~
- For Short Papers, are there parameters regarding the student's selection of a news story in terms of approved sources? [Thank you, and we appreciate the concern that motivates this question. We take it that one of the purposes of our course is to encourage students to reckon with what sources of information are reliable. One of the major public concerns of late regards the truth and falsity of news reports, and the general reliability of news sources. We wish to raise this issue as item on which students must reflect when thinking about ethics in the public sphere. We have thus added to the assignment rubric some examples of reputable sources, but have not limited students to these sources. Instead, we have indicated that students are expected to choose reliable news sources. If they choose disreputable sources, that then becomes a point on which instructors can intervene (by way of feedback and grade). Email response 9/29/18]
- ~~• Make up policy is not in line with UF policy:~~
 - ~~• "Homework and papers will be due by the next class period for a student with a valid excused absence."~~
 - ~~• Please update attendance/makeup section of syllabus/request to be in line with UF policy which may be found here:~~
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
 - ~~• You may also copy and paste the following statement into the syllabus, as long as the syllabus wording does not contradict UF policy;~~
 - ~~a. "Requirements for class attendance and make up exams, assignments, and other work in this course are consistent with university policies that can be found at:~~
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

[Updated in syllabus. 9/29/18]

6. UFQ1 IDS2935 – Examined Life: Higher Education, Creative Reading, and the Examined Life **[R][A] H & N (request for N has been removed)**

- <https://secure.aa.ufl.edu/Approval/reports/12943>
Comments:
 - ~~▪ The International component is not evident in the course assignments, schedule, or lectures.~~

- ~~“Students examine the cultural, economic, geographic, historical, political, and/or social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate their own and other people’s understanding of an increasingly connected world.”~~
- ~~The International component must be explicitly incorporated through the course in light of the passage above. This can be achieved within assignments, class discussion/activities or readings. But the students will need to analyze and reflect on the international elements of the course subject matter in conjunction with their own beliefs.~~
- ~~Alternatively this course may be recommended for approval for H only. [Submitter has elected to request H and drop N designation for temporary approval. 9/30/18]~~

7. UFQ1 IDS2935 – Identities: Why tell Stories? **[CA][A] H & WR2**

- <https://secure.aa.ufl.edu/Approval/reports/12937>
Comments:
- ~~Revise or remove fourth course SLO (“Demonstrate critical thinking skills.”) to avoid use of “demonstrate” and more explicitly describe outcome relative to critical thinking. [Updated in syllabus. 9/27/18]~~
- ~~Explicit connections to Humanities Content SLO —“history, underlying theories, and methodologies” — is unclear. Please provide more detail in relevant areas of syllabus regarding where the Humanities SLO’s will be met. I.e. assignments, lecture, readings (possibly noting in the course schedule). [Updated in syllabus. 9/27/18]~~

8. UFQ1 IDS2935 – Identities: European Experience a Humanities Perspective **[CA][A] H, N, WR2**

- <https://secure.aa.ufl.edu/Approval/reports/12934>
Comments:
- ~~GE information needs to be at beginning of course syllabus aligning with UF General Education Syllabus Policy: <http://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/gen-ed-syllabus-policy/> [Updated in syllabus/system. Email 9/30/18]~~
- Note: If the museum visit with the Spark project is the second assignment in the course and the first assignment (book review) is due Feb. 15, the exhibit closes on Feb. 3rd and students need to know they should start the second project before the first is due. (No due date for the museum visit / Spark assignment is listed.)

9. UFQ1 IDS2935 – Identities: What is a Man? ~~[CA]~~[A] H, D, & WR2

- <https://secure.aa.ufl.edu/Approval/reports/12931>

Comments:

- ~~Please update attendance/makeup section of syllabus/request to be in line with UF policy which may be found here:~~
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
- ~~You may also copy and paste the following statement into the syllabus, as long as the syllabus wording does not contradict UF policy;~~
 1. ~~“Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:~~
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
~~px~~
[Updated in syllabus/system. Email 9/28/18]

10. UFQ1 IDS2935 – Identities: Spaces and Places? [A] H, D, and WR2

- <https://secure.aa.ufl.edu/Approval/reports/12941>

Comments:

- None

11. UFQ1 IDS 2935 – Justice: Race and Law in the American City ~~[R]~~[A] H, D, WR2

- <https://secure.aa.ufl.edu/Approval/reports/12942>

Comments:

- ~~Only 1,000 (minimum) words of writing. The other writing assignments are in the tests, which cannot count for WR: “Class notes, quizzes, and in-class writing assignments or essay examinations may not be counted.”~~
<http://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/wr-course-guidelines/> Increased the word count in the papers to bring the total up to 2000. See pages 4-5. [Email 9/29/18]
- ~~The communication SLO would fit under the Diversity description as well. [I've increased the word count in the papers to bring the total up to 2000. See pages 4-5. Email 9/29/18]~~
- It's not clear through the class readings and lessons how this meets the H designation. Would this course be better served with an S designation? [This class could be an S, but it is not. History is routinely taught at UF as a Humanities field, and this class about race relations and urban history, uses close textual analysis, a classic humanities methodology. See the catalogue description here: <https://catalog.ufl.edu/UGRD/academic-programs/general-education/#objectivesandoutcomestext>. Email response 9/29/18]
- ~~Please provide clarification regarding where Humanities SLO's are incorporated into the course; i.e. lectures, assignments, readings (as well as within the course schedule).~~ [I've revised goals in the weekly course schedule (pp. 10-19) so that the humanities dimensions of the readings, discussion topics, and assigned work are

more explip.cit. In "assignments" (pp. 4-6), I've updated the assignments so that the connections to Humanities SLOs are more clear, and adjusted the "Writing Evaluation" (p.3) and the short paper assignments (p.5) so that the connections between written work, readings, and course discussions, and the ways they each advance the SLOs is more easily discerned. Email, 9/29/18]

12. UFQ1 IDS 2935 – Nature and Culture: Places and Spaces ~~[CA]~~[A]H & N

- <https://secure.aa.ufl.edu/Approval/reports/12938>

Comment:

- ~~GE information needs to be at beginning of course syllabus aligning with UF General Education Syllabus Policy: <http://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-gen-ed-courses/gen-ed-syllabus-policy/>~~
- ~~The last two weeks (4 class periods) of the semester seem thin. Are there assignments due but not displayed in the course schedule?~~
[Updated in system/Syllabus, 9/30/18]