

**General Education Course Requests**  
**September 2021**

<b>Approve</b>	<b>Conditionally Approve</b>	<b>Recycle</b>
IDS 2935: Migration and Identity (Q1 Temporary)	IDS 2935; The Future of the Dancing Body (Quest 1 Temporary)	
IDS 2935: Changing Clothes: Writing for Sustainability in the Fashion Industry (Quest 2 Temporary)	IDS 2935: Music, Robots, Lawyers, and You (Q1 Temporary)	
IDS 2935: Black Women's Work in Film: Agency & Representations of She/Her/Hers (Quest 1 Temporary)	IDS 2935: Stars and the Nuclear Arms Race (Quest 2 Temporary)	
IDS 2935: Global Asia (Quest 1 Temporary)		
IDS 2925: What are Plants Talking About? (Quest 2 Temporary)		
IDS 2935: Journalism, Justice and Civic Change (Quest 2 Temporary)		
IDS2935: The Circular Nature of the COVID-19 Pandemic (Q2 Temporary)		
IDS 2935: Why Does the Past Matter? (Q2 Temporary)		
IDS 2935: Nature in a Hungry World (Quest 2 Temporary)		

**Quest Courses**

**Course:** IDS 2935: Migration and Identity (Q1 Temporary)

[A]

**Requesting:** H, N, WR2000

**Submitter:** [Philip Janzen](#)

**Link:** <https://secure.aa.ufl.edu/Approval/reports/15959>

**Comments:**

- ~~It appears there may be enough writing assignments to request a 4000 word designation, if some of the assignments were modified.~~ [Thank you for your feedback. I will keep this in mind for the next time I teach the course, but for now I will stick with the 2000 word writing designation]

**Course:** IDS 2935: Changing Clothes: Writing for Sustainability in the Fashion Industry (Quest 2 Temporary)

[A]

**Requesting:** S & WR4000

**Submitter:** [Melissa Mellon](#)

**Link:** <https://secure.aa.ufl.edu/Approval/reports/15983>

Comments:

- None

**Course:** IDS 2935: Black Women's Work in Film: Agency & Representations of She/Her/Hers  
(Quest 1 Temporary) **[A]**

**Requesting:** H & N

**Submitter:** [Roxana Walker-Canton](#)

**Link:** <https://secure.aa.ufl.edu/Approval/reports/16054>

**Comments:**

- Film screenings are listed under assessments on page 21 in two places. A film screening doesn't appear to be a stand alone assessment but is used in the assignments that are also listed.

**Course:** IDS 2935: Global Asia (Quest 1 Temporary)

**[CA][A]**

**Requesting:** H, N, WR2000

**Submitter:** [Sandy Chang](#)

**Link:** <https://secure.aa.ufl.edu/Approval/reports/15965>

**Comments:**

- ~~Please provide more information regarding how participation is evaluated. Please provide a rubric for participation. [Uploaded 9/1/2021]~~
- ~~Please include Office hours in syllabus (if not currently know put TBA).~~
- ~~Please identify which assignments specifically meet the writing requirements for words.~~
- ~~Minor typos: 1. p.2 historians use interpret the past (either missing conjunction or extra verb) 2. p.3 to present (missing "the") 3. p.3 Assessing...that have shaped ("that" needs to be removed)~~

**Course:** IDS 2925: What are Plants Talking About? (Quest 2 Temporary)

**[CA][A]**

**Requesting:** B

**Submitter:** [Samuel Martins](#)

**Link:** <https://secure.aa.ufl.edu/Approval/reports/15971>

**Comments:**

- Clarification needed:
  - ~~Regarding the weekly schedule: There is an assessment listed that is titled "poll everywhere," but there is no other reference to it throughout the syllabus. Please provide further details. [The name of poll everywhere was replaced by the genetic term "online poll". It was referred to in the following sections: "II. Coursework & Schedule", "Weekly Course Schedule" and "Participation grade Rubric". Email response, 8/31/2021]~~
  - ~~An activity that is listed as "jigsaw" is not listed in either "objectives will be accomplished by" or in SLO's and their assessment. The instructor might want to clarify how this activity contributes to the learning process and also provide some~~

~~guidance for the students. Please provide a rubric for this assignment. [A detailed rubric was provided under “IV Quest Learning Experiences” > “5. Group Assignment III Jigsaw Activities”, which also includes a sentence clarifying how this activity contributes to the learning process.]~~

- ~~○ Is the "Poll everywhere" a graded assignment? [Yes, it will be graded as participation and the grading rubric was updated to include online polls.]~~
- ~~○ The participation rubric lists "being at the top 70% of the class" as high quality. Please provide more detail as to how this will be determined and evaluated. [The following comment was added in the “III. Grading” section: “The instructor and/or TA will keep track of your participation during the class every time that you engage in one of the participation categories listed in the table below. The 70% and 30% participation levels will be determined based on the total points possible (High Quality level = 100%) in each category.”]~~

**Course:** IDS 2935: Journalism, Justice and Civic Change (Quest 2 Temporary) **[CA][A]**

**Requesting:** S & WR2000

**Submitter:** [Frank LoMonte](#)

**Link:** <https://secure.aa.ufl.edu/Approval/reports/15972>

**Comments:**

- ~~Please include the instructor email address in the syllabus. [Added, email response, 9/1/2021]~~
- ~~Please clarify whether textbook is required or recommended.~~
  - ~~There appears to be 11 total pages of required reading, can this be provided to students in lieu of purchasing the textbook? [Textbook is recommended 11 pages will be available on course reserve]~~
- ~~Please specifically identify the objectives and goals of the course.~~
  - [Students who complete the course Information, Justice & Civic Change will
    - Be more informed consumers of all forms of media, including understanding how to distinguish among information sources and evaluate their reliability;
    - Gain a fuller understanding of the journalistic process, the challenges journalists face, the impacts of journalism in democratic society, and the relationships between journalists and the public they serve;
    - Better understand the workings of state and local governments, including how state and local government decision-making affects our daily lives, how news coverage influences these decisions and how citizens can engage with media and with government to influence change. ]
- ~~Please include the SLO’s for the “communication” component of the Subject Area Objectives. [Updated]~~

**Course:** IDS2935: The Circular Nature of the COVID-19 Pandemic (Q2 Temporary) **[CA][A]**

**Requesting:** S & N

**Submitter:** [Sara Agnelli](#)

**Link:** <https://secure.aa.ufl.edu/Approval/reports/15305>

**Comment:**

- ~~Please update the syllabus to include the SLOs for the International component and the description of the assessment methodology is missing. Please provide more detail regarding how International is interwoven throughout the entire course. It appears that International is only explicitly emphasized in module 4. [In the weekly course schedule, for each week I added a line where I described the international component of our weekly discussion (e.g., W2 During our weekly discussion, we will consider concepts and definitions of health and health-related values in different parts of the world); I also added the International guest speakers that lectured in the course (e.g., International Guest Speakers: Prof. Rosanna Tarricone and Prof. Aleksandra Torbica, Bocconi University). Moreover, the broad selection of readings and the weekly assignment "Global Penfriend" help student develop an international perspective throughout the class. Finally, I edited the Secondary Objectives and SLOs (N) table, adding few details that could better describe the assessment methodology. Email response, 9/1/2021]~~
- ~~Activity Modules 1-6 account for 30% of the grade. There are no references to them in the assignment section of the weekly schedule, please update. [Clarified]~~
- ~~SLO for Content in the Primary Area identifies class participation as an assessment method. However, participation is not included in the list of graded work. 5% of the grade is from attendance, which is strictly based on the percentage of lectures/discussions attended. There is no mention of participation, please [provide a rubric or more detail regarding how participation will be graded. [I edited the "Attendance" description in "List of Graded Work"; I added weekly discussion in the Weekly Course Schedule. At page 38, you may find a Rubric.]~~

**Course:** IDS 2935: Why Does the Past Matter? (Q2 Temporary)

[CA][A]

**Requesting:** S & D

**Submitter:** [Michelle Lefebvre](#)

**Link:** <https://secure.aa.ufl.edu/Approval/reports/15963>

**Comments:**

- ~~There appears to be enough writing assignments for 2000 words designation, has the instructor considered requesting a Writing designation? [We appreciate the question as to why we did not pursue a 2,000 word writing requirement (WR) for the course. After considerable thought and consultation with John Krigbaum, we decided against the designation because we did not conceptualize or design the assignments with the Writing Requirement as a pedagogical outcome. In this pilot version of the course, we decided to leverage the written assignments as modes of communicating self-reflection and critical thinking rather than as exercises focused on achieving writing proficiency. The topics of the course will demand students to engage with often sensitive topics and the writing assignments are meant to help and encourage free expression first and foremost with appropriate, but not heavy-handed, feedback on writing style and communication of ideas. We will consider adding the 2,000 word writing requirement to future iterations of the course and how to best adapt the future written course assignments to meet those goals. Email response, 9/2/2021]~~

- ~~Week 9 appears to be missing a topic. [We have edited the Week 9 topic line to reflect the theme of the lecture. Thank you for catching this gap!]~~
- ~~The Diversity Objective states that "In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States" and that " Diversity content and engagement should be a substantial, defining feature of the course." Currently, the course seems to be generally concerned about Diversity questions with respect to humankind, as opposed to with the United States specifically.~~
  - ~~Please provide more information regarding the nature of Diversity and the United States specifically for this course.~~
  - [We have edited the syllabus to accurately communicate that the United States is the core of the course's consideration of Diversity, with global examples providing broader context. Native American and African American experiences and history are highlighted in particular (as exemplified in the readings and topics listed below). Moreover, the majority of guest lecture content will be focused on the United States.

In Week 6, "Ethnicity and Race," the majority of the readings and content are focused on the United States, including Orser's "Race and Racialization in Historic America" and Weik's "African-Seminole communities."

In Week 7, "Gender, Sex and Sexuality," many examples are drawn from the United States, including gender identity in precolonial Native America and the archaeology of brothels in the American west.

In Week 8, "Economic inequality and the generation of wealth," many examples are drawn from the United States, including precolonial inequality among Native Americans in the American Southwest and Southeast, and the history of colonial inequality in the eastern US.

In Week 9, "Social Stratification and Power," the majority of readings and content are focused on the United States, including social stratification among precolonial Native Americans in Florida and Midwest, European colonizers in the eastern US, and within the Antebellum South.

In Week 10, "Whose past? (U.S. NAGPRA and land acknowledgments)," the topic is focused exclusively on the United States, in particular the human rights and property rights provisions of the Native American Graves Protection and Repatriation Act, and their implications.

In Week 11, "The role of museum research and collections," examples of the benefits of diversity in museum research and collections highlight the United States, including Native American "source communities" of the American Southwest and Northeast, and African Americans in the Northeast

In Week 12, "The role of museum interpretation and cultural heritage tourism," we focus on diversity in public-facing museums in the United States, explore the decolonization movement within US institutions, and heritage tourism in Florida.

In Week 13, "Cultural heritage preservation and public engagement," we explore how

institutions and diverse communities in the United States approach cultural heritage, with a particular focus on Florida.

In Week 14, "Use and Misuse of the Past," pending availability we will conduct an activity based on UF's Presidential Task Force document on the history of relations with African Americans and Native Americans (within the United States). ]

**Course:** IDS 2935: Nature in a Hungry World (Quest 2 Temporary)

[~~CA~~][A]

**Requesting:** B

**Submitter:** [Mathew Leibold](#)

**Link:** <https://secure.aa.ufl.edu/Approval/reports/15968>

**Comments:**

- ~~Please include required textbook information.~~ [There is no textbook. I expanded a bit on the readings for the class in the syllabus. Note that some of these are reasonably substantial. Email, 9/1/2021]
- ~~Please provide more detail regarding each course assignment and the due dates of assignments in the weekly schedule.~~
  - ~~Please provide more detail regarding reflection assignments (i.e. length/substance).~~ [I expanded a bit in the syllabus on the reflection assignment. Note that this ends up being fairly substantial in scope even though it is accumulated gradually over the entire term.]
  - [Syllabus updated accordingly- CG]
- ~~Please provide date for final exam.~~ [Term paper and presentations serve as final exam]
- ~~Will the field trip offer accommodations for students in need or otherwise unable to attend?~~ [Yes, of course. I could do a tele-reportage of the trip and post that if needed (it'd be fun to do in any case actually). In fact that might be a great thing to add to the field trip itself and I think I should be able to get the class involved in that!]

**Course:** IDS 2935; The Future of the Dancing Body (Quest 1 Temporary)

[CA]

**Requesting:** H

**Submitter:** [Joan Frosch](#)

**Link:** <https://secure.aa.ufl.edu/Approval/reports/16025>

**Comments:**

- Please provide a rubric for the Novel/Creative assignments. [Instructor/Submitter is on FMLA, has asked for more time. C. Griffith will work with submitter]

**Course:** IDS 2935: Music, Robots, Lawyers, and You (Q1 Temporary)

[~~R~~][CA]

**Requesting:** H

**Submitter:** [Imani Mosley](#)

**Link:** <https://secure.aa.ufl.edu/Approval/reports/15973>

## Comments:

- Are weekly blog posts and a mid term and final essay enough assessments to accurately assess student learning outcomes in this course? [Yes, there will also be additional writing assignments as listed. Email, 9/2/2021]
- ~~The manner in which students will accomplish the Humanities Objectives needs more detail. It is not clear how the objectives are accomplished by “discussing these issues in class” as stated in the Course Objectives chart. [These have been expanded upon.]~~
- Quest 1 courses require an analytical essay, please identify the essay in this course and provide a detailed description and rubric for the essay. [Added]
- Please provide more detailed descriptions regarding the weekly blog assignments, the topics and the final essay.
  - Will students be given prompts or instruction on what to write? Is this free writing? [There are prompts for the final essay, the blog posts are structured: “The narrative blog posts are to be structured free writing, meaning: the posts should not be train of thought/stream of consciousness writing. They should be structured with paragraphs but do not need to follow a five-paragraph essay model. Please use sources wherever it may be necessary but it is not required. These posts are spaces to work out thoughts, question concepts, and raise questions about the weeks readings. They should respond to points raised within the work but also be critical of the author and their ability to make and/or convey certain points. Each post must be between 600 and 700 words. Each blog post will be graded based on word count and ability to discuss and examine the readings in depth.”]
  - Will there be minimum expectations for blog posts? [See above]
  - Will there be specific expectations for style of writing? [See above]
  - How will this be graded? [There will be a group project grade that will be given based on the trial performance (was an argument presented? Was it argued? Did it draw upon existing methodology to make the case?) and group written statement as well as an individual grade for the individual written briefs.]
- ~~Please provide a rubric for the experiential learning project and include the project in the semester schedule. [Added]~~
  - Will this be a group project? [Yes]
  - Will there be individual grades and a group grade? [Yes]
  - How will grades be assessed? [There will be a group project grade that will be given based on the trial performance (was an argument presented? Was it argued? Did it draw upon existing methodology to make the case?) and group written statement as well as an individual grade for the individual written briefs.]
- ~~Recommend moving the assignments table to section II under list of Graded work. [Moved]~~

**Course:** IDS 2935: Stars and the Nuclear Arms Race (Quest 2 Temporary)

**Requesting:** P, N, WR4000

**Submitter:** [Rana Ezzeddine](#)

**[R][CA]**

**Link:** <https://secure.aa.ufl.edu/Approval/reports/15974>

Comments:

- Please provide more detail for each graded assignment:
  - Number of reflections and points for each. [Number included, but point totals not updated still provides percentage points]
  - Number of homework assignments and points for each. [Number included, but point totals not updated still provides percentage points]
  - ~~Participation rubric.~~
- ~~Please include required International verbiage at beginning of syllabus.~~
- Course does not have any [required items for a Writing course](#), but is requesting WR 4000 words. [Not clarified yet, appear to still be free writing which does not satisfy writing requirements; <http://undergrad.aa.ufl.edu/general-education/gen-ed-courses/structure-of-wr-courses/wr-course-guidelines/> ]