

IDS 2935-15751

## Las Américas: Comida y conflicto (International designation)

MWF Period 6 (12:50-1:40)

Matherly 117



Mayan Millenary Market in Chichicastenango, Guatemala. Photo by Perry Grone on Unsplash.

### INSTRUCTOR INFORMATION

Instructor	Email	Office	Office Hours
Antonio Sajid López	antoniosajid@ufl.edu	3-A Dauer Hall	TBA
Kathryn Dwyer Navajas	navajas@ufl.edu	3-D Dauer Hall	Mon & Fri: 8:15-9:15 Wed: 2-3 pm

### STATEMENT ON LANGUAGE USE IN THE CLASSROOM

This course will be taught in Spanish, although some of the texts that we will study are in English. Approximately 14.59% (5,700) of UF students are Hispanic and many of them speak Spanish. Any student with a 3 or higher on AP Spanish, 4 or higher on IB Spanish, A or AS level AICE or dual enrollment credit for SPN 1120/1121 is qualified to enroll in this course.

Research in language teaching and learning has shown that language instruction must provide significant levels of meaningful communication in the target language in order for students to develop language and cultural proficiency. The American Council on the Teaching of Foreign Languages recommends that language educators and their students use the target language as exclusively as possible at all levels of instruction. However, this is not a Spanish course, so while all instruction and many texts will be in Spanish, students may use Spanish or English or a combination of both languages in class and in writing. The main goal is to have students fully engage the material and express themselves intellectually, including translingually, if that allows them the greatest breadth of expression. During the add-drop period there will be an evaluation of listening and reading comprehension in Spanish to assess what kinds of support students may need.

### COURSE GOALS AND OBJECTIVES

This course uses literature, film, art, music, and a variety of historical texts, both written and visual, to examine conflicts regarding the use of natural resources, specifically food production, in México, Central America and the Caribbean, at two key moments: the colonial period and the twentieth century. From Columbus's initial assessment of the profitability of natural and human resources that he encountered, to contemporary negotiations of trade deals involving agricultural products, conflict and war have shaped the land, the people, and the cultures in the region. We will focus on four products with a bloody history: sugar, bananas, coffee, and corn, to understand the local struggles, foreign interventions, and their aftermaths, including waves of migration.

This course is designed to deepen students' curiosity, knowledge, and commitment to cultural and linguistic competence by using well-known foods produced in Mexico, Central America and the Caribbean to explore both the beginning of those industries in the aftermath of conquest and their consolidation during the twentieth century, two periods marked by the intense conflict of cultures and economic systems that still inform international relations today. Students will apply what they learn about products that they consume every day to the choices they make as consumers and residents of a country rethinking the circumstances of production and commerce.

This course is a traditional face-to-face class focused on the written and spoken exchange of ideas. Students will be engaged through class discussion with the instructors and with one another, as well as through feedback from the instructors on their written work. Both instructors will be present but will take turns leading each class session. They will share grading and keep office hours at different times so that

students have greater access, and both are equally involved in shaping the content and direction of the course.

This course encourages student initiative and insight by providing opportunities for reflection and choice. The e-portfolio requires them to reflect on their trajectory of learning and what it means to them in their personal, academic, and professional lives here at UF and beyond. Experiential learning is a core element, which students will experience in class via live virtual exchange with people in the countries and industries we study and via dialogue with someone from those countries and/or in those industries here in Florida, and the process of reflection on those encounters, or through local community-based service learning. Scaffolded into the course are many stages of dialogue between the instructor and students as they consider and develop final projects.

Course SLOs	Quest SLOs			
	Content	Communication	Critical Thinking	Connection
Students will identify, describe and explain the history of conflict and food production in the Caribbean and Central America	✓			✓
Students will analyze and evaluate essential questions about the human condition through reading, class discussion, reflections, and final projects		✓	✓	
Students will interview community members and connect what they learned to what they have studied.		✓	✓	✓
Students will make connections between current global economic practices, international relations, history, and their own role as consumers and citizens.			✓	✓
Students will improve their communication skills in two languages, in dialogue with others and in writing and reading, making them more competent global citizens.	✓	✓	✓	✓
Students will learn to reach beyond easy explanations to seek more complex truths by studying the ideas that informed food production and conflict in this hemisphere.	✓	✓	✓	✓

**QUEST 1 DESCRIPTION, THEME, ESSENTIAL QUESTIONS, AND STUDENT LEARNING OUTCOMES**
**Quest 1 Courses**

- Address in relevant ways the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition
- Present different arts and humanities disciplines' distinctive elements, along with their biases, and influences on essential questions about the human condition
- Require students to explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work
- Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.
- Embed critical analysis of the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs

**Quest 1 Theme: War and peace:** What is the nature of human conflict, whether it is physical or confined to words and ideas? How do communities manage, resolve, and remember conflicts?

This theme examines political, social, or cultural conflicts at the local, subnational, or international level. Topics may include what causes conflicts, how conflicts evolve, how conflicts are represented, conceptualized and remembered; what ethical questions arise in and from conflicts; how people seek to mitigate conflicts, resolve them and promote dialogue, and how communities cope with the aftermath of conflicts.

The conflicts that have shaped the Americas have roots in language, religion, and race, but most especially in conflicting views about the ownership and use of natural resources. While we will touch on the Quest themes of justice and power as well as nature and culture, the essential questions regarding war and peace will be our focus, since the conflicts we will study have involved words, ideas and force.

**The essential questions** explored in this course are:

- Who has a voice and who does not in deciding how natural resources are to be used? What is the process by which decisions are made about how to use natural resources? What are the criteria for deciding how to use natural resources?
- What happens when cultures are in conflict regarding the use of natural resources? How do perceptions about the other group inform efforts to mediate

or resolve conflicts? How are cultural values wielded or reframed to support outcomes in which one group prevails over the other?

- How do countries cope with the aftermath of conflicts?
- What are the short and long-term impacts of dispossession and of concentrating the control of resources?

**QUEST 1 STUDENT LEARNING OUTCOMES (SLOs)** At the conclusion of the Quest 1 course, students will be able to:

- Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content)
- Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking)
- Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication)
- Connect course content and experiences to their planned intellectual development at UF and beyond (Connection)

Students will do critical readings of texts, make connections between them, and study the values and motives of the cultures that produced them. They will also locate themselves in relation to the conflicts: how understanding or ignorance of those conflicts affects their lives and choices. By filling in some of the silences in their education to date, students from diverse backgrounds will understand more about the conflicts that still resonate today in the United States.

## **HUMANITIES OBJECTIVES AND SLOs DESCRIPTION**

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

### **Humanities SLOs:**

- Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
- Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).

- Communicate knowledge, thoughts and reasoning clearly and effectively (Communication).

## INTERNATIONAL DESIGNATION

This course also fulfils the International requirement for the general education subject area by:

- Promoting the development of students' global and cultural awareness through the examination of cultural, economic, geographic, historical, political, and/ or social experiences and processes that characterize the contemporary world
- Providing opportunities to 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 interconnected world. They will consider possible answers to essential questions that they will face as critical, creative, and thoughtful adults navigating the complex and interconnected realities in this corner of the Americas, where conflict has shaped and continues to shape the people of Mexico, Central America and the Caribbean, regional relations, and the lived reality of those who migrate to the USA from those countries.
- Expanding students' cultural and linguistic competence in Spanish, their understanding of the motives for current Spanish-speaking migration to the US, and their awareness and engagement with those communities in Florida.

## Materials

**Required:** Harvest of Empire: A History of Latinos in America. Juan González (Penguin Books, Revised Ed. 2011)

**All other reading selections and materials will be available on Canvas, easily found on line, or on reserve in the library.**

## ASSESSMENT

### Grade Scale and Policies

The grade scale for all classes in the Department of Spanish and Portuguese Studies is as follows:

A = 100-93

A- = 92-90

B+ = 89-87

B = 86-83

B- = 82-80

C+ = 79-77

C(S) = 76-73

C-(U) = 72-70

D+ = 69-67

D = 66-63

D- = 62-60

E = 59-0

NOTE: A grade of C- will not be a qualifying grade for major, minor, Gen Ed, Gordon Rule or Basic Distribution Credit courses. For further information regarding passing grades and grade point equivalents, please refer to the Undergraduate Catalog at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.



## Graded Course Components

- Interview = 25%
- E-Portfolio = 30%
- Final Project = 30%
- Preparation & participation = 15%

### Interview (Experiential Learning Component)

Each student will do a 20-30-minute interview with someone involved in food production, preparation, trade, or commerce of products from the Caribbean, Central America or Mexico (farmworker, farm owner, intermediary, supermarket worker or manager, restaurant owner or worker, cook, caterer, etc.) Ideally this person would be from one of the countries we study or involved in the foods we study. The interviewee can be someone local in Gainesville or from the students' hometown. We will provide a list of possible resources in Gainesville. Each student will provide a selfie with the interviewee in the context of the interview to establish authenticity. The student will be graded on:

1. The process work:
  - Prepared interview questions informed by the essential questions regarding conflict, the material we have studied, and the interviewee's work
  - extensive notes taken during or after the interview, which can be recorded for audio but not video
  - comments on other students' work on a discussion board in Canvas
2. The recorded analysis of the interview:
  - in a 3-4 minute video in Canvas the student analyzes and contextualizes something s/he learned in the interview, connects that to the essential questions and to the key elements, biases or influences that shape contemporary thinking with regards to food and conflict. This is not a video of the interview but rather a video of the student analyzing the ideas and issues that came up in the interview. See rubric for more details.

### E-Portfolio

The e-portfolio will include an "about me" page, the three reflections described below, the 5-minute video described above, and a page about the final project, including images if applicable.

- Introductory reflection: "What I know about the production of corn, sugar, coffee, and bananas, the countries that produce them, and current conflicts or

controversies in those industries and countries”. Guiding questions to will be provided in the assignment to help students become aware of what they know and don’t know, other perspectives to consider, and to help them identify their own learning objectives. (500 words)

- Reflection #2: “What I have learned about conflicts that impact current food production in Mexico, the Caribbean or Central America”. Students will investigate three current conflicts in the countries under study and write a 300-word summary on the nature of the conflict, the causes and the likely short and long-term consequences. In addition, students will write a 300-word reflection about what ethical questions arise in and from those conflicts. Guiding questions related to the essential questions will be provided in the assignment. (600 words, total)
- Reflection #3: “How has what I have learned in this course changed me?”. This reflection asks students to consider the connection between the course content and their personal history, their choices, their studies, and what more they want to learn about this topic. Guiding questions related to the Quest and Humanities student learning outcomes will be provided. (500 words)

### **Final Project**

Early in the semester each student will choose one of the options below and on the dates indicated in the calendar submit a proposal and a progress report before submitting the final project. Model proposals will be available in Canvas. Students will indicate which final project they will do and why, what resources they have and what more they might need, and it will include a timeline for completing their project. They will then get feedback and guidance from the instructors. Students are strongly encouraged to use Spanish in their project in order to broaden their linguistic competence but will not be penalized for choosing English or a combination of Spanish and English.

#### **1. Creative writing**

- a. Illustrated Poetry Book. An illustrated collection of at least twelve poems. The collection should have an academic introduction. The book will be presented the last week of classes.
- b. Theater Play (script and presentation). A short play (20 minutes) that explores one of the topics studied in class. The play must have at least two characters. The written work must be accompanied by an academic introduction. The play will be presented in front of the class during the last week of the semester.



- c. Illustrated Storybook for Children. A storybook that addresses one of the conflicts studied in class. All sections of the book should be illustrated. The project will be presented the last week of classes.

## **2. Visual arts**

- a. Small collection of paintings or drawings (minimum of six) in any medium. The collection must explore some of the topics of the course. Each unit must be accompanied by a story or written explanation. The project will be presented the last week of classes.
- b. Collection of conceptual photography- Conceptual photography is the art of producing diverse meanings based on the contraposition of objects and subjects in a specific space. The collection, of at least twelve conceptual photographs, must explore some of the topics of the course. Each photograph must be accompanied by a story or explanation. The project will be presented the last week of classes.

## **3. Academic Essay & Poster**

An academic research paper on a topic related to the class, a minimum of 6 pages (8 max.), in Times New Roman 12, double spaced. It will be presented during the last week of the semester by means of an academic poster.

## **4. Service & Advocacy**

Active weekly service work in the immigrant farmworker community or advocacy work on social justice issues that impact farmworkers, and bi-weekly reflections on the issues involved, their connection to what we are studying, and to the student's own evolution in thinking. For the final project showcase the student will prepare a poster to share their experience.

\*Rubrics will be available in Canvas.

## **Attendance, Preparation for the Class, Active Participation and Make-ups**

Students are expected to come to class with homework done, readings and activities prepared. The participation grade depends on several factors, including participation in class discussions and activities in small groups, preparation of homework assignments, attitude towards class and classmates, and attendance.

Student preparation and participation will be evaluated during the 3<sup>rd</sup> week of the semester in order to understand what our expectations are, but we will not count that grade. They will subsequently be evaluated three times using the same rubric, and those grades will count. All grades will be recorded in Canvas and students will receive feedback using a Canvas version of the rubric found at the end of this document.

Attendance is required and will be recorded daily. Absences are excused based on university policy. You will be allowed three unexcused absences for which no documentation or excuse is required. Three late arrivals and or early departures will count as one unexcused absence. After the third unexcused absence, one percentage point per absence will be deducted from your final grade.

In the case of university-approved absences, you must provide official documentation to your instructor WITHIN ONE CALENDAR WEEK of the absence in order to be excused (and no later than one day after you return to class if an emergency caused you to miss an assessment). If you do not do so, the absence will be unexcused. Any work missed due to excused absences will be handled on a case-by case basis. Assignments may not be made up due to unexcused absences. Late work is not accepted.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

## CALENDAR

This calendar is subject to change for pedagogical or logistical motivations.  
Students will be notified in advance of any such changes.

Week 1			
First Encounter			
January		Before class	Topics
M	6	<b>Selected readings:</b> Colón: <u>Diario de navegación</u> Oct 11-14, 1492 (2200 words)  Las Casas: <u>Brevísima Relación de la destrucción de las Indias</u>  <u>Montesinos: El sermón de adviento de 1511</u>  Tolentino Dipp: <u>Raza e historia en Santo Domingo (pp. 35-66)</u>	<ol style="list-style-type: none"><li>1. Introduction to the course</li><li>2. The New World</li><li>3. Violencia y comercio</li><li>4. Conflictos y dudas</li><li>5. Críticas y justificaciones</li></ol> <b>Spanish language evaluation</b>
W	8		
F	10		

Week 2			
The Economic Basis of Conflict in the Americas			
January		Before class	Topics
M	13	Selected reading:	

W	15	<ul style="list-style-type: none"> <li>Tolentino Dipp: <u>Raza e Historia en Santo Domingo</u> (pp. 68-113)</li> <li>Sweetness and Power: Chapter 2 "Production" pp19-73</li> <li><u>Harvest of Empire</u>: Chapter 1</li> </ul> <p><b>Due this week: E-portfolio: Introductory reflection</b></p>	<ol style="list-style-type: none"> <li>Social Inclusion and Political Exclusion in Latin America</li> <li>Mayorazgos vs. Speculation: The foundations of the Western economy in America</li> </ol>
F	17		

Week 3 Beginnings of Sugar Production in the Spanish Caribbean			
January		Before class	Topics
M	27	Selected reading: <u>Sugar and Civilization</u> : Chapter 1 Harvest of Empire: Chapter 2 <b>Due this week: Proposal of Final Project</b>	<ol style="list-style-type: none"> <li>The Slave Trade and the Making of the Sugar Empire</li> <li>Afro Caribbean Songs</li> </ol>
W	29		
F	31		

Week 4 Threshold of United States Imperialism			
January		Before class	Topics
M	20	<b>Holiday: Martin Luther King, Jr.</b>	
W	22	Selected reading: <u>Harvest of Empire</u> : Chapter 3 <u>Sugar and Civilization</u> : Chapter 2	<ol style="list-style-type: none"> <li>Manifest Destiny</li> <li>The Monroe Doctrine</li> <li>The Spanish American War</li> </ol>
F	24		

Week 5 Sugar Production in Cuba (1902-1959)			
February		Before class	Topics
M	3	Selected reading: <u>Sugar and Civilization</u> : Chapter 7	<ol style="list-style-type: none"> <li>US Occupation and Control of Sugar Production in Cuba</li> <li>Antecedents of the Cuban Revolution → Political Propaganda</li> </ol>
W	5		
F	7		

Week 6 US Industrial Sugar Investors in Puerto Rico (1898-2000)			
February		Before class	Topics
M	10	Selected reading: <u>Sugar and Civilization</u> : Chapter 8 and Epilogue	<ol style="list-style-type: none"> <li>US Occupation and Control of Sugar Production in Puerto Rico</li> <li>"Dead time" of the harvest</li> </ol>
W	12		
F	14		

		<b>Due this week: E-portfolio: Reflection #2</b>	→ Folk Music: Bomba y Plena 3. Industrialization of the Island: The beginning of the end of sugar production
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Week 7 Dominican Sugar Institute (First Period: 1927-1965. Second Period: 1966 to the present)			
February		Before class	Topics
M	17	<i>The Price of Sugar</i> (documentary, 2007)	1. First US Occupation (1916)
W	19		2. The Age of Trujillo
F	21		3. Second US Occupation (1965)

Week 8 The United Fruit Company: Exploitation of the Land and People (1899-1970)			
February		Before class	Topics
M	24	Selected reading: <u>Banana Wars</u> : Introduction <u>Bananas</u> (Chapman): Chapter 1 & 2 García Márquez: <u>Cien años de soledad</u> : Capítulos 14-15  <i>When Banana Ruled</i> (Documentary, 2017)	1. The Rise of a Monopoly
W	26		2. Exploitation of Indigenous Communities
F	28		3. Antecedents of the Central American Wars

**SPRING BREAK, March 29-8**

Week 9 Guatemalan Revolution and Civil War (1944-1996)			
March		Before class	Topics
M	9	Selected readings: <u>Bananas</u> (Chapman) Chapters 9 & 10	1. Decree 900: The Agrarian Reform
W	11		2. Coup d'etat and Genocide
F	13		

Week 10 El Salvador, The Coffee Republic			
March		Before class	Topics
M	16	Selected readings: <u>The Salvadoran Crucible</u>  <b>Due this week: Final project progress report</b>	1. 1871-1931: The Coffee Elites
W	18		2. Period of Military Governments
F	20		3. Electoral Fraud

Week 11 Salvadoran Civil War (1979-1992)			
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March		Before class	Topics
M	23	Selected reading: <u>The Salvadoran Crucible</u>  <b>Due this week: Interview with a Local Person Involved in Food Production</b>	<ol style="list-style-type: none"> <li>1. The International Fall in the Price of Coffee</li> <li>2. Land and Genocide</li> <li>3. The Emergence of Farabundo Martí para la Liberación Nacional</li> </ol>
W	25		
F	27		

Week 12 Agriculture in Mexico, From the Colony to XIX Century			
Mar./ Apr.		Before class	Topics
M	30	Selected reading from <u>Historia del agrarismo en México</u>  <b>Due this week: E-portfolio: Reflection #3</b>	<ol style="list-style-type: none"> <li>1. Lands of the People</li> <li>2. The latifundios</li> <li>3. The Peasant Uprising</li> </ol>
W	1		
F	3		

Week 13 Mexican Revolution (1910-1920): Land and Food After the War			
April		Before class	Topics
M	6	Selected reading from <u>Zapatistas: The Chiapas revolt and what it means for radical politics.</u>	<ol style="list-style-type: none"> <li>1. Period of the Mexican Revolution</li> <li>2. Development of a new national imaginary through cinema</li> <li>3. The murals of Diego Rivera and José Clemente Orozco</li> <li>4. The photos of Tania Modotti</li> <li>5. The Zapatistas</li> </ol>
W	8		
F	10		

Week 14			
Eating NAFTA (1994 to the present)			
April		Before class	Topics
M	13	Selected readings: <u>Eating NAFTA</u> : Preface and Introduction p. 1-16  <b>Due this week: My final project</b>	1. Initial purpose Vs. Results
W	15		2. Impacts of NAFTA on Mexican food production, consumption, and migration
F	17		Students complete UF course evaluations and the Oquest Student Survey in class.

Week15: Final Projects Showcase			
April		Before class	Topics
M	20		Final Projects Showcase

W	22	<b>Due this week: Completed E-Portfolio</b>	
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## UNIVERSITY POLICIES AND RESOURCES

### Attendance and make-ups

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the online catalog at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

### Accommodations

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. For more information see <http://www.dso.ufl.edu/drc>.

### Course Evaluations

Students are expected to provide feedback on the quality of instruction in this course based on 10 criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

### Academic Integrity

Suggested wording: "UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

### Resources Available to Students

#### *Health and Wellness*

- U Matter, We Care: [umatter@ufl.edu](mailto:umatter@ufl.edu); 392-1575
- Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>; 392-1575
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 392-1161
- University Police Department: <http://www.police.ufl.edu/>; 392-1111 (911 for emergencies)

#### *Academic Resources*

- E-learning technical support: [Learningsupport@ufl.edu](mailto:Learningsupport@ufl.edu); <https://lss.at.ufl.edu/help.shtml>; 352-392-4357 (opt. 2)
- Career Resource Center: Reitz Union; <http://www.crc.ufl.edu/>; 392-1601



- Library Support: <http://cms.uflib.ufl.edu/ask>
- Teaching Center: Broward Hall; 392-2010 or 392-6420
- Writing Studio: 302 Tigert Hall; <http://writing.ufl.edu/writing-studio/>; 846-1138

### **Procedure for Conflict Resolution**

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Dr. Gregory Moreland, the Undergraduate Coordinator, or Dr. Gillian Lord, the Department Chair. Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 392-1261). For further information refer to [https://www.dso.ufl.edu/documents/UF\\_Complaints\\_policy.pdf](https://www.dso.ufl.edu/documents/UF_Complaints_policy.pdf) (for residential classes) or <http://www.distance.ufl.edu/student-complaintprocess> (for online classes).

**Rubric: Participation Round # \_\_\_\_\_****Name:** \_\_\_\_\_*(See the syllabus for more on Attendance & Participation)*

<b>TOTAL:</b> ____ / 20	<b>Exceeds Expectations – Outstanding!</b> (100%)	<b>Meets expectations – Good work!</b> (88%)	<b>Approaching expectations – Okay, but needs improvement</b> (73%)	<b>Does not meet expectations</b>
<i>Participation / Engagement in Class</i>	(+10) I always actively participate in group/pair discussions, and <b>I am often the leader</b> in my groups. AND I participate regularly in whole-group discussions and <b>the comments that I make and/or the questions that I ask show that I have been actively listening during our conversation and that I am building on/adding to that discussion purposefully.</b>	(+9) I always participate actively in group/pair discussions, and I regularly contribute to whole-group discussions. AND/OR My comments in whole-group discussions sometimes link to what a colleague or the instructor has shared, but sometimes I make comments that don't go with the flow of the conversation (e.g., I sometimes make a comment just to comment).	(+7.5) I generally participate in group/pair discussions, but <b>sometimes I show a lack of interest or initiative</b> in these groups and/or in whole-group discussions.	(+5) I <b>rarely participate</b> in class, and I show little interest in group/pair discussion or whole-group discussions.
<i>Preparation</i>	(+6) I always come to class prepared (including bringing any texts, materials, or notes for the day as listed on the syllabus and/or shared via emails/Canvas announcements sent by the professor). AND Additionally, the questions I ask and the comments that I make <b>often</b> demonstrate that I am well-prepared for class (e.g., <b>I refer specifically to what we were to prepare for the day, including class texts, classroom experiences, etc.).</b>	(+5) I always come to class prepared (including bringing any texts, materials, or notes for the day as listed on the syllabus and/or shared via emails/Canvas announcements sent by the professor). AND The questions I ask and the comments that I make sometimes demonstrate that I am well-prepared for class (e.g., I sometimes refer to class texts, classroom experiences, etc. rather than making general statements.)	(+4) I generally come to class prepared, though <i>occasionally</i> it is clear that <b>I do not bring the texts for the day and/or do not have the materials or notes</b> as listed on the syllabus and/or shared via emails/Canvas announcements sent by the professor).	(+2) I <b>rarely</b> bring necessary materials (texts, materials, notes) to class.
<i>Collegiality</i>	(+4) I am respectful of the professor and my colleagues. AND I am <b>always</b> a good colleague (e.g., engaging with and involving others, actively helping classmates when needed) in tasks and before and after tasks. <b>I contribute significantly to our</b>	(+3.5) I am respectful of the professor and my colleagues. AND I am a good colleague overall. I often show an effort to engage with and help the colleagues around me in tasks and before and after tasks. AND	(+3) I am respectful of the professor and my colleagues, but <b>I don't show much interest in engaging with and/or helping those around me unless it's part of a task.</b> AND I never use technology (incl. laptop) inappropriately in the classroom.	(+0) <b>I have acted disrespectfully towards the professor and/or my colleagues (including refusing to collaborate).</b>  AND/OR

	<b>positive interpersonal and academic environment of the class.</b> AND I never use technology (incl. laptop) inappropriately in class.	I never use technology (incl. laptop) inappropriately in the classroom.		<b>I use / have used technology (incl. laptop) inappropriately in the classroom.</b>
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**Additional comments:**

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**Rubric: Reflections # \_\_\_\_\_**
**/ 50 points**
**Name: \_\_\_\_\_**

Criteria	10	9-8	7-6	5-0
<b>Depth of Reflection</b>	_____ Response demonstrates an in-depth reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are insightful and well supported. Clear, detailed examples are provided, as applicable.	_____ Response demonstrates a general reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are supported. Appropriate examples are provided, as applicable.	_____ Response demonstrates a minimal reflection on, and personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are unsupported or supported with flawed arguments. Examples, when applicable, are not provided or are irrelevant to the assignment.	_____ Response demonstrates a lack of reflection on, or personalization of, the theories, concepts, and/or strategies presented in the course materials to date. Viewpoints and interpretations are missing, inappropriate, and/or unsupported. Examples, when applicable, are not provided.
<b>Use of textual evidence and historical context</b>	_____ Use specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between texts.	_____ Use relevant examples from the texts studied to support claims in your own writing, making applicable connections between texts.	_____ Use vaguely examples from the text to support most claims in your writing with some connections made between texts.	_____ No examples from the text are used and claims made in your own writing are unsupported and irrelevant to the topic at hand.
<b>Structure</b>	_____ Writing is clear, concise, and well organized with excellent sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than three spelling, grammar, or syntax errors per page of writing.	_____ Writing is mostly clear, concise, and well organized with good sentence/paragraph construction. Thoughts are expressed in a coherent and logical manner. There are no more than five spelling, grammar, or syntax errors per page of writing.	_____ Writing is unclear and/or disorganized. Thoughts are not expressed in a logical manner. There are more than five spelling, grammar, or syntax errors per page of writing.	_____ Writing is unclear and disorganized. Thoughts ramble and make little sense. There are numerous spelling, grammar, or syntax errors throughout the response.
<b>Voice (Translanguaging)</b>	_____ Use stylistically sophisticated language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure.	_____ Use language that is fluent and original, with evident a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure.	_____ Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure.	_____ Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure.
<b>Personal Growth</b>	_____ Demonstrates significant personal growth and awareness of deeper meaning through inferences made, examples, well	_____ Demonstrates satisfactory personal growth and awareness through some inferences made, examples, insights, and challenges. Some thought	_____ Demonstrates less than adequate personal growth and awareness through few or simplistic inferences made,	_____ Personal growth and awareness are not evident and/or demonstrates a neutral experience with negligible personal impact. Lacks enough

	developed insights, and substantial depth in perceptions and challenges. Synthesizes current experience into future implications.	of the future implications of current experience.	examples, insights, and/or challenges that are not well developed. Minimal thought of the future implications of current experience.	inferences, examples, personal insights and challenges, and/or future implications are overlooked.
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**Additional comments:**

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**Rubric: Interview (\_\_\_\_\_/ 100 points)**

**Name:** \_\_\_\_\_

<b>Criteria</b>	<b>Exceeds expectations (20 points)</b>	<b>Meets expectations (18 points)</b>	<b>Approaches expectations (16 points)</b>	<b>Does not meet expectations (14 points)</b>	<b>Not submitted (0 points)</b>
<b>Process work: Questions</b>	12-15 thoughtful and open-ended questions, each with follow-up questions fully focused on the connections between the essential questions we are studying and the work the interviewee does. No yes-no questions. Asks interview questions that link job performance to the specific objectives of the course.	9-11 open-ended questions with some follow-up questions. Fewer than 3 yes/no questions. Most questions connect to the essential questions we are studying. Some ask for facts rather than reflection. Questions link job performance to general information learned in classes.	Fewer than 9 questions. More than 3 yes/no questions. Most questions ask for facts rather than reflection. The connection between the essential questions we are studying and the interview questions is not clear.	Questions are few a/o do not reflect the essential questions we are studying. Mostly yes-no questions. No follow-up questions prepared. Questions are occasionally irrelevant to the topic.	No questions submitted
<b>Process work: Notes</b>	Extensive notes (2-3 pages) taken during or just after the interview, with many important points highlighted and developed in preparation for the video.	Extensive notes (1-2 pages) taken during or just after the interview, with some important points highlighted and brief commentary added afterwards.	Less than one page of notes taken during or just after the interview. Few points highlighted. Little evidence of reflection after the interview.	Notes are very brief a/o unconnected to the essential questions. No evidence of an attempt to organize thoughts during or after the interview.	No notes submitted
<b>Process work: comments on discussion board</b>	Student's comments are insightful and deepen the collective conversation about the essential questions studied in the course. Student's comments build on without repeating other student's comments.	Student's comments are connected to their own interview and the questions studied in the course. Comments are evidence of real engagement with the ideas discussed by other students.	Student's comments repeat or rephrase other comments. Comments are relevant but do not deepen the conversation.	Student's comments are superficial, irrelevant, or not serious. Little evidence of serious thinking about the topic or respect for other students' work.	No comments made on the discussion board.
<b>Video quality</b>	Audio and video are outstanding. The video follows the rule of thirds. Lighting and background enhance the image. Audio is high quality with no distracting noises. Video is no more than 4 minutes no less than three.	Audio and visual presentation are adequate. Video follows the rule of thirds. Lighting and background are not distracting. Audio has no distracting noises. Video is a bit long or short.	Audio and visual presentation are inconsistent. Video does not fully comply with the rule of thirds. Audio has some distracting noises or echo. Video is less than two minutes or longer than five.	Audio and visual presentation are inadequate. Video mostly ignores the rule of thirds. Audio is difficult to hear. Video is far too short or long.	No video submitted.
<b>Video content and analysis</b>	Student identifies him/herself, states date and location of the interview, fully describes the interviewee (origin, training, work) and explains why s/he decided to interview <u>that</u> person. Presents one thing s/he learned in the interview, contextualizes and analyzes it, and connects it to the essential questions and main topics studied this semester. Offers an insightful conclusion to the analysis.	Student identifies him/herself, states date and location of the interview, offers pertinent information about the interviewee. Explains the interviewee's connection to the ideas studied in the course. Mostly analysis but some summary of the interview. Conclusion summarizes information.	Student does not identify him/herself, state the date and location of the interview, a/o offer much information about the interviewee. Mostly summary or description of the interview with little analysis or much connection to the essential questions and main topics of the course. Conclusion is repetitive or absent.	Does not include an introduction. Interviewee is not identified, and date and place of the interview is not stated. All summary and no Video follows the rule of thirds. Lighting and background are not distracting analysis. No conclusion is provided.	Did not do the interview.



**Additional comments:**

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Rubric: Final Project # \_\_\_\_\_

Name: \_\_\_\_\_

**Final grade is the sum of rubric A and the grades on the rubric that corresponds to the project they chose (B, C, D or E)**

**A. SLOs (\_\_\_\_/ 50 points)**

Quest 1 SLOs	Exceeds expectations (12.5)	Meets expectations (9.5 points)	Approaches expectations (6.5 points)	Does not meet expectations (4 points)
<b>Content:</b> The student has provided evidence of being able to identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition. <b>12.5 points</b>	_____ <b>Comment:</b>	_____ <b>Comment:</b>	_____ <b>Comment:</b>	_____ <b>Comment:</b>
<b>Critical Thinking:</b> The student has analyzed and evaluated essential questions about the human condition. <b>12.5 points</b>	_____ <b>Comment:</b>	_____ <b>Comment:</b>	_____ <b>Comment:</b>	_____ <b>Comment:</b>
<b>Communication:</b> The student has developed and presented clear and effective responses to essential questions explored in the course <b>12.5 points</b>	_____ <b>Comment:</b>	_____ <b>Comment:</b>	_____ <b>Comment:</b>	_____ <b>Comment:</b>
<b>Connections:</b> The student has connected course content and experiences to their planned intellectual development at UF and beyond <b>12.5 points</b>	_____ <b>Comment:</b>	_____ <b>Comment:</b>	_____ <b>Comment:</b>	_____ <b>Comment:</b>

**B. Creative Writing (\_\_\_\_\_/ 50 points)**

Name \_\_\_\_\_

Criteria	10	8	6	4
<b>Creative language</b>	_____ Creative language; uses literary devices and rich sensory detail	_____ Assignment uses some creative language, literary devices and sensory detail	_____ Some use of concrete language, literary devices, and sensory detail in assignment	_____ Little use of literary devices or sensory detail in assignment
<b>Voice/Sense of Audience</b>	_____ Unique voice; strong sense of audience	_____ Evident awareness of voice and audience	_____ Some awareness of voice and audience	_____ Mechanical/unsuitable voice; unaware of aud.
<b>Ideas</b>	_____ Develops ideas clearly and fully; uses a wide range of relevant details	_____ Develops ideas clearly; uses relevant details	_____ Develops ideas briefly; uses some detail	_____ Uses incomplete or undeveloped details
<b>Designing Organization</b>	_____ Maintains a clear focus; exhibits a logical, coherent structure through approp. transitions	_____ Maintains a clear focus; exhibits a logical sequence of ideas through appropriate transitions	_____ Establishes but does not always maintain an appropriate focus; some inconsistencies in sequence of ideas	_____ Lacks an appropriate focus, but suggests some organization
<b>Specific Assignment Directions</b>	_____ Exceeds all requirements specified for this assignment	_____ Meets all requirements specified for this assignment	_____ Meets some of the requirements specified for this assignment	_____ Meets few/no requirements specified for this assignment

## C. Visual Arts (\_\_\_\_\_/ 50 points)

Name \_\_\_\_\_

Criteria	10	8	6	4
<b>Communication:</b> The student uses the visual arts to express, communicate, and make meaning. The artwork and design have purpose and function.	____ Comments:	____ Comments:	____ Comments:	____ Comments:
<b>Critical Thinking:</b> The student articulates and implements critical thinking in the visual arts by synthesizing, evaluating, and analyzing visual information.	____ Comments:	____ Comments:	____ Comments:	____ Comments:
<b>Creativity:</b> Student can generate a work of art that employs unique ideas, feelings, and values using different media, technologies, styles, and forms of expression.	____ Comments:	____ Comments:	____ Comments:	____ Comments:
<b>Competence:</b> Student demonstrates competency in traditional and new art media and applies appropriate and available technology for the expression of ideas.	____ Comments:	____ Comments:	____ Comments:	____ Comments:
<b>Completion:</b> All required elements of the project were included as well as a few additional elements.	____ Comments:	____ Comments:	____ Comments:	____ Comments:

**D. Academic Poster (\_\_\_\_/ 50 points)**

Name \_\_\_\_\_

Criteria	10	8	6	4
<b>Required Elements</b>	_____ The poster includes all required elements as well as additional information.	_____ All required elements are included on the poster.	_____ All but 1 of the required elements are included on the poster.	_____ Several required elements were missing.
<b>Labels</b>	_____ All items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	_____ Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	_____ Many items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	_____ Labels are too small to view OR no important items were labeled.
<b>Graphics - Relevance</b>	_____ All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	_____ All graphics are related to the topic and most make it easier to understand. Some borrowed graphics have a source citation.	_____ All graphics relate to the topic. One or two borrowed graphics have a source citation.	_____ Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
<b>Attractiveness</b>	_____ The poster is exceptionally attractive in terms of design, layout, and neatness.	_____ The poster is attractive in terms of design, layout, and neatness.	_____ The poster is acceptably attractive though it may be a bit messy.	_____ The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Grammar</b>	_____ There are no grammatical/mechanical mistakes on the poster.	_____ There are 1-2 grammatical/mechanical mistakes on the poster.	_____ There are 3-4 grammatical/mechanical mistakes on the poster.	_____ There are more than 4 grammatical/mechanical mistakes on the poster

**E. Service and Advocacy Academic Poster (\_\_\_\_/ 50 points)**
**Name** \_\_\_\_\_

Criteria	10	8	6	4
<b>Student responds to the needs of others by engaging in community service.</b>	_____ Student completes more than 30 hours of service during this semester.	_____ Student completes 25 hours of service during this semester.	_____ Student completes 20 hours of service during this semester.	_____ Student completes 15 hours of service during this semester.
<b>Reflective Thinking</b>	_____ The reflections explain the student's own thinking and learning processes, as well as implications for future learning.	_____ The reflections explain the student's thinking about his/her own learning processes.	_____ The reflections attempt to demonstrate thinking about learning but is vague and/or unclear about the personal learning process.	_____ The reflections do not address the student's thinking and/or learning.
<b>Labels</b>	_____ All items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	_____ Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	_____ Many items of importance on the poster are clearly labeled with labels that can be read from at least 3 feet away.	_____ Labels are too small to view OR no important items were labeled.
<b>Attractiveness</b>	_____ The poster is exceptionally attractive in terms of design, layout, and neatness.	_____ The poster is attractive in terms of design, layout, and neatness.	_____ The poster is acceptably attractive though it may be a bit messy.	_____ The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Grammar</b>	_____ There are no grammatical/mechanical mistakes on the poster.	_____ There are 1-2 grammatical/mechanical mistakes on the poster.	_____ There are 3-4 grammatical/mechanical mistakes on the poster.	_____ There are more than 4 grammatical/mechanical mistakes on the poster



**Rubric: ePortfolio**

Name \_\_\_\_\_

Criteria	Exceeds expectations (25 points)	Meets expectations (20 points)	Approaches expectations (15 points)	Does not meet expectations (10 points)	Not included (0 points)
<b>“About me” page</b>	Professional presentation, content, and images. Connects information to topics studied. Compelling description of student’s academic and professional interests and connects them to the course.	Professional presentation, content and images. Brief description of student’s academic and professional, with a clear connection to the course..	More personal than professional presentation, content or images. Mentions but does not describe professional interests.	Personal presentation, content or images. Minimal information about student’s academic and professional interests. No connection to the course.	Not included
<b>Reflection 1</b>	Included and substantially enhanced	Included with minor corrections	Included original		Not included
<b>Reflection 2</b>	Included and substantially enhanced	Included with minor corrections	Included original		Not included
<b>Reflection 3</b>	Included and substantially enhanced	Included with minor corrections	Included original		Not included
<b>Video</b>	Linked with a compelling title and description	Linked with a title and a brief description	Linked but without a title a/o description		Not linked or described
<b>Final Project</b>	Very complete and professional presentation of the final project, which gives the viewer a clear sense of why the student chose that project, what s/he learned by doing it and how it reflects the course content	A professional presentation of the final project, with a description of the student’s motives, learning process, and how it connects to course content.	A presentation of the project with a brief description. Mentions more than reflects on student’s learning process and how the project connects to the course content.	Images or links to the final project with little or no description or contextualization Unprofessional.	No final project presented in the ePortfolio.

**Additional comments:**

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