

Graduate Curriculum Committee

Minutes

April 10, 2025
Meeting Materials

Voting Conducted
via Zoom

I. Presentation and review of the Minutes from the March Meeting of the Graduate Curriculum Committee (GCC).

II. Update(s) to the Committee: The following was reviewed by the Graduate Curriculum Committee (GCC) previously. The GCC felt further follow-up and/or clarifications were necessary before the proposals could move forward to the University Curriculum Committee (UCC). Suggestions and/or follow-up required are noted below the proposals.

There are no updates to present at this time.

III. Course Change Proposal(s): The following proposals are newly requested revisions to existing courses already within the current course catalog in curriculum inventory. The changes requested are listed below each of the proposals.

PHHP – Health Science

1. PHC 7902 *Scientific Writing for Peer Reviewed Publications for Population Science*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21421>

The proposal has been approved by the GCC.

IV. New Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

CLAS – Anthropology

1. ANG 6XXXL *Migration and Borders*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20643>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

HHP – Applied Physiology and Kinesiology

2. APK 6XXX *AI for Sport & Movement Sciences*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21022>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

3. APK 6XXX *Attention & Emotion in Tactical Athlete Populations*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20848>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

4. APK 6XXX *Human Expertise Development & Skill Acquisition*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20847>

The proposal has been approved by the GCC.

ENG – Civil and Coastal Engineering

5. CCE 6XXX *Applied Informatics and Artificial Intelligence in Construction*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20709>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

PHHP – Health Science

6. CLP 6XXX *History of Psychology*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21385>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after further review by the Chair of the GCC.

COE – School of Human Development and Organizational Studies in Education

7. EDA 6XXX *Contemporary Issues in Educational Leadership*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20981>

The proposal has been approved by the GCC.

8. EDF 7XXX *Qualitative Research Writing and Representation in Education*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21320>

The proposal has been approved by the GCC.

9. EDH 6XXX *Change Leadership in Higher Education*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20903>

The proposal has been approved by the GCC.

10. EDH 6XXX *Contemporary Issues in Higher Education Leadership*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20900>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

11. EDH 6XXX *Inquiry in College and University Teaching*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20942>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

12. EDH 6XXX *Introduction to Problems of Practice Inquiry*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21265>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

13. EDH 7XXX *Advanced Theory of College Student Development*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20905>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

ENG – Engineering

14. EGN 5XXX *Mathematical Foundations for Data Science for Engineers I*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19579>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

ENG – Civil and Coastal Engineering

15. EGN 6XXX *Mathematical Models for Riverine, Estuarine and Coastal Geomorphology*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20177>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

ENG – Engineering

16. EGN 6951 *Integrated Product and Process Design G1*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20491>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

17. EGN 6952 *Integrated Product and Process Design G2*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20494>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

18. EGS 6XXX *A.I. Ethics for Technology Leaders*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20654>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

CLAS – English

19. ENG 7XXX *Prospectus and Dissertation in the Humanities*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20737>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

ENG – Civil and Coastal Engineering

20. EOC 6XXX *Coastal Storms: Processes and Impacts*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20076>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

21. EOC 6XXX *Hydrodynamic Models for Estuarine and Coastal Waters*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20169>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

22. EOC 6XXXX *Python Programming for Coastal Oceanography*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20077>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

CLAS – Geography

23.GEO 6XXXC *Terrorism and Space Seminar*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21037>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved after further review by the Chair of the GCC.

Graduate School Academic

24.IDS 6XXX *Grant Writing for Graduate Research*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21374>

The proposal has been conditionally approved. Once revised, the GCC wishes to review the proposal again.

25.IDS 6XXX *Preparing Future Faculty*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21376>

The proposal has been conditionally approved. Once revised, the GCC wishes to review the proposal again.

CLAS – Jewish Studies

26.JST 6XXX *Research Methods in Jewish Studies*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21258>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

COE – School of Human Development and Organizational Studies in Education

27.MHS 6XXX *Mindful Living: Spirituality for Everyday Life*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21166>

The proposal has been approved by the GCC.

DCP – Urban and Regional Planning

28.URP 6XXX *Urban Data Structure Basics*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21006>

The proposal has been conditionally approved. Once revised, the proposal can be administratively approved without further review by the GCC.

V. Information Items:

1. [EDA 6198](#) – 21334 – Change prerequisites
2. [EDA 6370](#) – 21331 – Change prerequisites
3. [EDA 7985](#) – 21336 – Change prerequisites
4. [EDF 6905](#) – 21330 – Change prerequisites
5. [EDF 6940](#) – 21329 – Change prerequisites
6. [EDF 6941](#) – 21323 – Change prerequisites
7. [EDF 7491](#) – 21324 – Change prerequisites
8. [EDF 7931](#) – 21322 – Change prerequisites
9. [EDF 7932](#) – 21325 – Change prerequisites
10. [EDH 6306](#) – 21332 – Change prerequisites
11. [EDH 6365](#) – 21333 – Change prerequisites
12. [ENY 6934](#) – 20883 – Change maximum repeatable credit
13. [MHS 7407](#) – 21326 – Change prerequisites
14. [PHC 7979](#) – 21377 – Shared ownership change
15. [PHC 7980](#) – 21379 – Shared ownership change
16. [SDS 6936](#) – 21328 – Change prerequisites

Graduate Curriculum Committee

Agenda

May 8, 2025
Meeting Materials

Voting Conducted
via Zoom

I. Presentation and review of the Minutes from the April Meeting of the Graduate Curriculum Committee (GCC).

II. Update(s) to the Committee: The following was reviewed by the Graduate Curriculum Committee (GCC) previously. The GCC felt further follow-up and/or clarifications were necessary before the proposals could move forward to the University Curriculum Committee (UCC). Suggestions and/or follow-up required are noted below the proposals.

Graduate School

1. IDS 6XXX *Grant Writing for Graduate Research*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21374>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

2. IDS 6XXX *Preparing Future Faculty*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21376>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

Hamilton School

3. ISS 5XXX *Great Books of the Ancient World*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20858>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

4. ISS 5XXX *Great Books of the Early Modern World*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20859>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

5. ISS 5XXX *Great Books of the Medieval World*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20983>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

6. ISS 5XXX *Great Books of the Modern World*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20944>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

7. ISS 5XXX *Principles of Grand Strategy and Statecraft I*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20974>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

8. ISS 5XXX *Principles of Grand Strategy and Statecraft II*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20975>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

9. ISS 5XXX *The Liberal Arts in Theory & Practice*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20961>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

10. ISS 5XXX *Theory and Structure in WSS*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20973>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

11. ISS 6XXX *Seminar in History of Ideas*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21035>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

12. ISS 6XXX *Seminar in War, Statecraft and Strategy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21036>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

13. ISS 6XXX *Teaching the Liberal Arts: Pedagogy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20962>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

14. ISS 6XXX *Teaching the Liberal Arts: Practice*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20963>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

15. ISS 6XXX *Topics in Philosophical and Literary Traditions and Ideas*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20964>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

16. ISS 6XXX *Topics in Political and Historical Traditions and Ideas*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20860>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

17. ISS 6XXX *Topics in Statecraft and Strategy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21008>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

18. ISS 6XXX *Topics in Theories and Structures*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21010>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

19. ISS 6XXX *Topics in War*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21007>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

20. ISS 7XXX *Prospectus Writing Seminar*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21033>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

21. ISS 7XXX *Supervised Reading*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21038>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

22. ISS 6971 *Research for Master's Thesis*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21023>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

23. ISS 7979 *Advanced Research*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21021>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

24. ISS 7980 *Research for Doctoral Dissertation*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21020>

The GCC requested that this proposal be re-reviewed once it has been revised. The unit has since revised the attached submission materials, which are attached here.

III. Course Change Proposal(s): The following proposals are newly requested revisions to existing courses already within the current course catalog in curriculum inventory. The changes requested are listed below each of the proposals.

DCP – Landscape Architecture

1. LAA 6322 *Project Management for Landscape Architects*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21153>

This is a request to change the course title from “Project Management for Landscape Architects” to “Landscape Architecture Professional Practice”. They also request to change the credit hours and objectives.

2. LAA 6342 *Landscape Architecture Criticism*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21149>

This is a request to change the credit hours, description, and objectives. They also request to change to be repeatable and rotating topic.

IV. New Course Proposal(s) (with attached syllabi): The following are newly requested course proposals. Proposed course titles and descriptions are listed below. Syllabi have been included with these new course requests, at the request of GCC Members.

PHHP – Health Science

1. CLP 6XXX *Introduction to Professional Ethics in Clinical Psychology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21465>

The goal of this course is to provide guidance to graduate students regarding ethical and professional issues in the field of clinical psychology, including responsible conduct of research. The course provides a comprehensive evaluation of APA’s Ethical Principles of Psychologists and Code of Conduct. Ethical decision-making models are reviewed to provide a foundation for students to engage in ethical practice as a psychologist across clinical, research, teaching, and management activities.

COE – School of Human Development and Organizational Studies in Education

2. EDA 6XXX *Literature Review in Educational Leadership & Policy*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21420>

Equips students with the essential tools and strategies for conducting rigorous and methodical literature reviews in educational leadership and policy. Students will gain a

comprehensive understanding of research design and systematic literature review (SLR) methods.

3. EDA 6XXX *Research Proposal Development in Educational Leadership and Policy*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21426>

Assists students in the preparation of their dissertation research proposal. Students in this course will learn to identify, organize, and assess research around an education leadership or policy issue and write a comprehensive literature review and introduction chapter of their dissertation proposal by the end of this course.

4. EDH 6XXX *The College Experience: Higher Education in Media and Pop Culture*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21266>

Explores how pop culture and various forms of contemporary media influence perceptions and policy decisions that shape American higher education.

COE – School of Special Education, School Psychology, and Early Childhood Studies

5. EEX 6XXX *Prevention in Practice: MTSS & PBIS*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21403>

Students will learn about the historical, legal, and theoretical foundations of a Multi-tiered Systems of Support (MTSS) approach in schools, the evidence base for and against this approach, and develop their own positions for or against advancing the MTSS model. Additionally, students will learn about the application of the framework known as Positive Behavioral Interventions and Supports (PBIS), a successful application of MTSS that applies the concepts of PBS to schools (pre-k - 12).

ENG – Engineering

6. EGS 6XXX *Managing Engineering with Integrity*
Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20640>

Managing Engineering with Integrity explores ethical norms in research, intellectual property, authorship, and R&D management. Through interactive lectures, team projects, and case studies, students develop strategies for ethical leadership. Weekly presentations enhance collaboration and communication. Emphasizing ethics, innovation, and leadership, the course equips graduate students to foster ethical cultures, resolve conflicts, and guide teams in high-stakes situations.

SFRC – Forest Resources and Conservation

7. FNR 6XXXC *Lidar Remote Sensing for Forestry Applications*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20744>

Lidar remote sensing is a state-of-the-art technology widely used in research and forestry applications. Learn how to visualize, process lidar point cloud data, build terrain and canopy height models and establish statistical models using open-source software including R-statistical language and FUSION/LDV. This face-to-face course includes a chance to develop your own lidar project in data visualization, aboveground biomass and fuel load estimations and more with the many datasets available.

CLAS – Languages, Literatures and Cultures

8. FOL 5905 *Directed Individual Study*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21484>

Elective individual study course to investigate a topical area of study beyond regularly offered courses. Coursework is conducted based on a proposal and the plan is developed by the student with the faculty supervisor.

Graduate School

9. IDS 6XXX *IMAGE: Inclusive Mentoring Academy for Graduate Education*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21372>

Examine and facilitate learning on mentoring strategies. Through active learning and reflection, one will address critical concerns and challenges identified by research mentors and gain an understanding of the issues involved in being an effective mentor. From this course, one will be able to utilize these strategies with their mentees and thus improve graduate education culture by becoming more effective in mentoring and contributing to the culture of belonging.

DCP – Interior Design

10. IND 5XXX *Graduate Colloquium*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21122>

Prepares Interior Design graduate students for success by covering program expectations, requirements and milestones, as well how to identify and communicate thesis/dissertation topic ideas. Intended to strengthen a sense of community among IND students.

11. IND 5XXX *Proposal Development*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21126>

Guides Interior Design graduate students through thesis/dissertation proposal development. Students present proposed topics, questions, and methods/approach for peer and instructor feedback. Requires identifying and communicating with committee Chair and culminates with submission of a detailed proposal.

DCP – Landscape Architecture

12.LAA 6XXX *LA Grad Field Experience*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21154>

This immersive course is for students who would like to participate in a weeklong field experience.

13.LAA 6XXX *Landscape Architecture Research Methods*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21146>

A multi-faceted exploration of various types and practices of research in landscape architecture, emphasizing methods in scholarship, practice, criticism, and decision-making.

14.LAA 6XXX *Landscape Ecology and Management*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21155>

This course explores the relationship between planning, design decision-making, and landscape management practices, which are based on the fundamental principles of ecology and landscape ecology.

15.LAA 6XXXC *Advanced Landscape Architecture Design Studio 2*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21087>

This advanced design studio explores the intersection of environmental responsibility and social well-being in the built environment.

16.LAA 6XXXC *Advanced Landscape Architecture Design Studio 3*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21125>

Explores sustainability through analysis of environmental, economic, and social challenges, leading to the design of innovative, data-driven solutions that respond to complex systems and conditions.

17.LAA 6XXXC *Advanced Landscape Architecture Design Studio 4*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21124>

Integrates research, creativity, and innovation to inform complex planning and design decisions.

CBA – Marketing

18.MAR 6XXX *Marketing Consulting Experience*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21279>

Immerses graduate business students in real-world marketing challenges across Florida's major cities. Through direct client engagements and on-site visits, students apply AI-driven tools like web scraping and Generative AI to extract insights, analyze competition, and craft data-driven strategies. This hands-on approach builds technical proficiency, strategic acumen, and consulting expertise, giving students a competitive edge in digital marketing.

19.MAR 7XXX *Consumer Psychology Seminar*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21373>

How do consumers form the beliefs that shape their choices? How do they interpret others' behaviors or manage their social identities through everyday decisions? This course—designed for PhD and MA students in marketing, management, communications, social psychology, and related disciplines explores these questions through critical reading and discussion of both classic and contemporary research papers. Students will also be expected to generate novel research ideas in consumer behavior.

COP – Pharmaceutics

20.PHA 6XXX *Quantitative Systems Pharmacology (QSP) Modeling*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21381>

Provides a comprehensive overview of Quantitative Systems Pharmacology (QSP) modeling and its applications across the drug development process. This course mimics a real-world QSP project by integrating theory, practice, and the experience of working in multidisciplinary groups. Students will gain a foundational understanding of QSP principles, develop and evaluate models based on disease pathophysiology and drug mechanisms of action, and explore QSP's role in R&D.

HHP – Sport Management

21.SPM 5XXX *Managing Athlete Brands*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/20589>

With name, image, and likeness monetization, youth/high school, college and professional athletes with a strong brand can create a revenue stream that rivals their professional contracts and can continue to make money into retirement. This course takes a hands-on approach to how athletes build their brand through content and other visual elements.

CLAS – Sociology

22.SYA 7XXX *Advanced Quantitative Methods*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21345>

Review of regression models with random or fixed effects. Introduction to the latest advanced quantitative methods such as resampling methods, machine learning-based regression models, and econometrics methods for causal inference. Application of quantitative methods to empirical studies.

VM – Infectious Diseases and Pathology

23.VME 5XXX *Introduction to Comparative Immunology*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21383>

Comparative Immunology is an introductory course to comparative immunology with the main objective of introducing graduate students to the evolutionary perspective of the immune systems and the similarities and differences in the immune systems of different animal species. The course covers therapeutic strategies, such as vaccination.

VM – Physiological Sciences

24.VME 6XXX *Comparative Biomedical Sciences and One Health*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21433>

This course is an introduction to Comparative Biomedical Sciences and One Health with emphasis on the interconnectedness of human, animal, and environmental health.

VM – Large Animal Clinical Sciences

25.VME 6XXX *Comparative Epidemiology and One Health Study Designs*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/21401>

Design, analysis and interpretation of One Health studies in animal and human populations using epidemiologic methods.

College of Veterinary Medicine

26.VME 6083 *Dairy Metrics & Extension*

Link to proposal: <https://secure.aa.ufl.edu/Approval/reports/19828>

Consolidation of livestock industries produced a shift in the educational needs of students aiming to obtain extension and consultancy roles. The aim of this course is to educate students on how to act as consultants in dairy operations, focusing on herd investigation,

troubleshooting, and development of practical recommendations. Students will be educated in the best communication strategies at different levels (owners, managers, herdsperson), and development of training programs.

v. Information Items:

1. [MHS 6971](#) – 21395 – Change prerequisites
2. [MHS 7804](#) – 21394 – Change course title
3. [SDS 6905](#) – 21396 – Change prerequisites

IDS 6XXXL Grant Writing for Graduate Research (21374)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) The submitted form is marked as “L” for lab - is that correct? Recommend changing L to C if they are combining a lab within an instructor-directed course. The course seems like it is either Lecture or Combined.
- 2) This is listed as a 2-credit course with 4 weekly contact hours over 14 weeks. Typical semesters are 15 weeks of instruction (with the 16th week for final examinations), and they would have the credit and contact hours at a 1:1 ratio. Are the contact hours per week higher to make up for the missing time in the overall schedule?
- 3) The course description needs minor revisions.
 - a) Delete preliminary words of the course description to reduce the unneeded introduction and simply begin with “Designed to guide students in creating...”
 - b) The course description should be written in the third person.
 - c) Not sure the ‘however’ clause fits here; would say “Students will learn more about...”
 - d) Ensure that the course description on the submitted form and syllabus match.

Course|New for request 21374

Info

Request: IDS 6XXX Grant Writing for Graduate Research

Description of request: New course approval for graduate student to learn the skill of grant writing.
Can be applied towards elective credits.

Submitter: Judith Traveis judiusb@ufl.edu

Created: 4/17/2025 9:09:58 AM

Form version: 3

Responses

Recommended Prefix IDS

Course Level 6

Course Number XXX

Lab Code None

Course Title Grant Writing for Graduate Research

Transcript Title Grant Writing

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 2

S/U Only? Yes

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 2 contact hours per week in the classroom

Course Description Designed to provide a foundation in grantsmanship, this course introduces students to the grant life cycle, including identifying funding opportunities, understanding the components of a proposal, and building persuasive, fundable applications. Students will gain hands-on experience drafting a competitive proposal—typically for the NSF GRFP or similar fellowships—and will learn to integrate feedback, critique peer work, and strengthen their writing through weekly assignments and discussions.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum Graduate

Syllabus Content Requirements All Items Included

IDS XXXX

Grant Writing for Graduate Research (2 CR)

Fall 2025

Grinter 124

Thursdays, Period 7 & 8 (1:55-3:50)

Instructor

Dr. Brittany M. Hollister

140 Grinter Hall

b.hollister@ufl.edu

352-392-5996

Office hours by appointment

Course Description

Designed to provide a foundation in grantsmanship, this course introduces students to the grant life cycle, including identifying funding opportunities, understanding the components of a proposal, and building persuasive, fundable applications. Students will gain hands-on experience drafting a competitive proposal—typically for the NSF GRFP or similar fellowships—and will learn to integrate feedback, critique peer work, and strengthen their writing through weekly assignments and discussions.

Course Objectives

By the end of this course, students will be able to:

1. Understand the purpose, format, and evaluation of the NSF GRFP.
2. Analyze elements of funded proposals.
3. Compose a complete draft of the NSF GRFP for submission.
4. Develop feedback skills through review of peers' draft proposals.
5. Establish a plan for identifying and contacting recommendation letter writers.

Course Format

- Assignments:
 - Draft sections of proposal
 - Feedback on peers' proposals assigned to you
- Zoom Meetings:
 - Weekly session covering Module topic
- Discussion Board:
 - Submit questions, resources, feedback, and comments

Grading

Attendance

Students are expected to attend class in person. Two absences for Friday course to accommodate professional or personal circumstances, such as attending a conference or workshop, completing a critical and time-consuming experiment, attending another seminar with immediate relevance to the student's research area, weddings, family emergencies, etc. are permitted. Advance notice (at least 48 hours) of absences is expected.

Grade Calculations

Assignment	Percentage of Grade
Discussion posts	20%
Draft submissions	30%
Peer reviews	20%

Final proposal draft	30%
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Date	Topic	Content	Assignment
8/21/2025	Introduction to NSF GRFP	Overview of the NSF GRFP Components and formatting requirements Eligible and ineligible fields of study Review criteria: Intellectual Merit and Broader Impacts	Introduce yourself in the course discussion forum. Write a summary of your research interests and career goals (1 page).
8/28/2025	Personal, Relevant Background, and Future Goals Statement (Part 1)	Crafting a memorable opening paragraph. Summarizing research and internship experiences. Aligning goals with NSF's mission.	Submit an outline of your Personal Statement.
9/4/2025	Personal, Relevant Background, and Future Goals Statement (Part 2)	Incorporating Intellectual Merit and Broader Impacts. Highlighting leadership, teamwork, and outreach experiences.	Submit the first draft of your Personal Statement. Review drafts of 1-2 peers using track changes and comments.
9/11/2025	Previous Research Experience (Part 1)	Structuring the section: importance, methodology, and contributions. Highlighting mentorship and teamwork.	Submit an outline of your Previous Research section.
9/18/2025	Previous Research Experience (Part 2)	Addressing challenges and achievements. Demonstrating broader impacts of your work.	Submit the first draft of your Previous Research section. Review drafts of 1-2 peers.
9/25/2025	Graduate Research Plan Statement (Part 1)	Writing a concise introduction and hypothesis. Outlining objectives and methodology.	Submit an outline of your Graduate Research Plan.
10/2/2025	Graduate Research Plan Statement (Part 2)	Addressing feasibility, contingency plans, and societal impacts. Incorporating Intellectual Merit and Broader Impacts.	Submit the first draft of your Graduate Research Plan. Review drafts of 1-2 peers.
10/9/2025	Letters of Recommendation	Identifying suitable letter writers. Communicating effectively with recommenders. Key elements of a strong recommendation letter.	Draft emails to potential recommenders.
10/16/2025	Peer Review and Revision (Part 1)	Providing constructive feedback. Strategies for addressing reviewer comments. Refining grantsmanship skills.	Submit revised drafts of all sections for peer review.

10/23/2025	Peer Review and Revision (Part 2)	Refining sections based on feedback. Ensuring clarity, organization, and adherence to funding announcement format.	Submit final drafts of all sections for instructor feedback.
10/30/2025	The Review Process	Insights into the NSF GRFP review process. Evaluating proposals using review criteria.	Participate in a mock review session.
11/6/2025	How to Stand Out	Enhancing proposals with visuals, organization, and clear language. Common pitfalls to avoid.	Revise your proposal to integrate visual elements and improve organization.
11/13/2025	Final Preparations	Checklist for submission. Final review of formatting and content.	Submit your complete NSF GRFP proposal for final instructor feedback.
11/20/2025	Course Wrap-Up	Reflecting on progress and lessons learned. Developing a timeline for submission and follow-up.	Submit a personal action plan for the NSF GRFP application process.

Grading Scale

Grade	Scale	Grade	Scale
A	≥94 – 100%	C	≥73 – <77%
A-	≥90 – <94%	C-	≥70 – <73%
B+	≥87 – <90%	D+	≥67 – <70%
B	≥83 – <87%	D	≥63 – <67%
B-	≥80 – <83%	D-	≥60 – <63%
C+	≥77 – <80%	E	< 60%

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)

[Grades and Grading Policies](#)

Recording Class Lectures

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript

of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “Get Started With the DRC” webpage on the Disability Resource Center site(<https://disability.ufl.edu/students/get-started/>). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website(<https://sccr.dso.ufl.edu/process/student-conduct-code/>) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the Notification to Students of FERPA Rights.

Campus Resources

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352-392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center:

counseling.ufl.edu/cwc, and 392-1575;

The University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu

Additionally, student web-based resources on sexual harassment are available at

<http://www.ufsa.ufl.edu/students/sh/sexualharassment.shtml>

Academic Resources

[E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

[Career Resource Center](#), Reitz Union, 392-1601. Career assistance and counseling.

[Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

[Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

[Student Grievances](#)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) The course description needs minor revisions.
 - a) Delete preliminary words of the course description to reduce the unneeded introduction and simply begin with "Designed to help prepare participants..."
 - b) Ensure that the course description on the submitted form and syllabus match.
- 2) The syllabus could be strengthened with an explanation of the course format and the assignments discussed in more detail.
- 3) The assignments aren't clear. Does this mean that Reflections / Assignments are associated with each week of class?
- 4) Request the inclusion of the reading list in alignment with the schedule on the syllabus. Doesn't necessarily have to be weekly. If all readings are not available, a sample will suffice. It seems like students will create teaching and research statements, but these are not reflected in the grading system.

Course|New for request 21376

Info

Request: IDS 6XXX Preparing Future Faculty

Description of request: New course for graduate students to learn about best practices in teaching and learning and who are interested in pursuing faculty careers.

Submitter: Talline Martins tmartins@ufl.edu

Created: 3/5/2025 3:59:53 PM

Form version: 1

Responses

Recommended Prefix IDS

Course Level 6

Course Number XXX

Lab Code None

Course Title Preparing Future Faculty

Transcript Title Preparing Future Faculty

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Fall

Effective Year 2025

Rotating Topic No

Repeatable Credit? No

Amount of Credit 2

S/U Only? Yes

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 2

Course Description A course designed to help prepare participants for academic careers in a variety of settings. The focus is on learning about faculty life at different types of institutions, honing evidence-based teaching skills, and expanding the student's mentoring network.

Prerequisites None

Rationale for Placement in the Curriculum Graduate

Syllabus Content Requirements All Items Included

Preparing Future Faculty
IDS 6xxx (2 cr):
Class Periods: Fridays 9 am – 11am
Location: TDB
Academic Term: Fall 2025

Instructor:

Michael Barber, mebarber@ufl.edu, 352-294-0811
James Gillespie, james.gillespie@ufl.edu, 325-392-7321

Office Hours: by appointment

Teaching Assistant/Peer Mentor/Supervised Teaching Student: None

Course Description

A course designed to help prepare participants for academic careers in a variety of settings. The focus is on learning about faculty life at different types of institutions, honing evidence-based teaching skills, and expanding the student's mentoring network. 2 credits.

Course Pre-Requisites / Co-Requisites

none

Course Objectives

As a result of participating in this program, participants will be able to:

- Develop a toolbox of evidence-based teaching/learning practices and strategies
- Expand your mentoring team and learn best practices for mentees and mentors
- Describe the important aspects of being a successful faculty member, and prepare accordingly during your time at UF
- Identify key elements of being a faculty member at different types of institutions

Materials and Supply Fees

None

Required Textbooks and Software

None

Recommended Materials

None

Course Schedule

Week	Topic	Readings & Assignments
Week 1	Introductions; Interaction & Motivation	Readings: (i) James Lang, <i>Small Teaching</i> ; (ii) James Lang, "Distracted Minds" (<i>Chronicle</i>); (iii) Kimberly Moore, "UF Teaching Beyond the Podium" (Podcast)

		<u>Assignments</u> : Interaction & Motivation Quiz; Interaction & Motivation Reflection
Week 2	Teaching & Research Statements	<u>Readings</u> : (i) O’Neal, Meizlish, and Kaplan, “Writing a Statement of Teaching Philosophy”; (ii) Helen Grundman, “Writing a Teaching Philosophy Statement”; (iii) UC San Diego, “Guidelines for Applicants: Writing Statement”; (iv) Bertin Louis Jr., “Writing an Effective Research Statement” <u>Assignments</u> : Draft/Outline of Research or Teaching statement
Week 3	Quality Learning Environment	<u>Readings</u> : (i) Association of College and University Educators, “Inclusive Teaching Practices Toolkit”; (ii) Viji Sathy and Kelly A. Hogan, “How to Make Your Teaching More Inclusive”; (iii) L.B. Hannahs, “Building an Inclusive Classroom with LB Hannahs” (Video) <u>Assignments</u> : Quality Learning Environment Quiz; Quality Learning Environment Reflection
Week 4	Active Learning	<u>Readings</u> : Michael Barber, “Planning an Effective Course” (video); (ii) Julie Dirkson, “Design for Skills”; (iii) assorted add’l readings <u>Assignments</u> : Active Learning Quiz; Active Learning Reflection
Week 5	Effective Feedback	<u>Readings</u> : (i) Grant Wiggins, “Seven Keys to Effective Feedback”; (ii) Holly Fiock and Heather Garcia, “How to Give Your Students Better Feedback with Technology” (<i>Chronicle of Higher Education</i>); (iii) Andrew L. Gillen, “A Different Way to Deliver Student Feedback”; (iv) Michelle Farland, “Team-Based Learning” (Podcast) <u>Assignments</u> : Effective Feedback Quiz; Effective Feedback Reflection
Week 6	Useful Assessment	<u>Readings</u> : (i) David Julian, Two-Stage Collaborative Assessment (Podcast); (ii) Elizabeth Barkley, Claire Major, and K. Patricia Cross, “Collaborative Learning Techniques”; (iii) Kelly Miller, Brian Lukoff, Gary King, and Eric Mazur, “Use of a Social Annotation Platform for Pre-Class Reading Assignments in a Flipped Introductory Physics Class” <u>Assignments</u> : Pre-class Perusall Readings; Useful Assessment Reflections
Week 7	Transparent Teaching, Accessibility, & Online Education	<u>Readings</u> : Mary Ann Winkelmes, “Transparency and Problem-Centered Learning” (Video

		assignment); (ii) Jennifer Smith, “Accessibility” (Video assignment) <u>Assignments:</u> Transparency, Accessibility, and Online Reflection
Week 8	Panel Discussion: Tenure & Promotion	<u>Readings:</u> <u>Assignments:</u> Questions for Tenure and Promotion Panelist (Due before Class)
Week 9	Panel Discussion: Faculty Life at R1 Institutions	<u>Readings:</u> <u>Assignments:</u> Questions for R1 Faculty Life Panelists (Due before Class)
Week 10	Panel Discussion: Faculty Life at PUI Institutions	<u>Readings:</u> <u>Assignments:</u> Questions for PUI-teaching Panelists (Due before Class)
Week 11	Panel Discussion: Interviewing & Hiring	<u>Readings:</u> <u>Assignments:</u> Questions for Interviewing and Hiring Panelists (Due before Class)
Week 12	Workshop Session: Teaching & Research Statements	<u>Readings:</u> Teaching & Research statement worksheet; Teaching & Research statement rubric <u>Assignments:</u> Completed Teaching or Research statement worksheet (Due before Class)
Week 13	Closing Session	<u>Readings:</u> (i) “Teaching-as-Research Welcome” (Video); (ii) “Teaching-as-Research Guidelines”; (iii) “Developing a Teaching-as-Research Project” <u>Assignments:</u>
Week 14		<u>Readings:</u> <u>Assignments:</u>

Attendance Policy, Class Expectations, and Make-Up Policy

Class attendance is expected and students are expected to arrive on time. Attendance will be monitored in canvas. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation. Additional information can be found in [Attendance Policies](#). If you must miss class, or miss an assignment or exam due to an allowable, scheduled absence (for example, to participate in a sanctioned university function), you must notify the instructor during the first week of classes or immediately after the event is scheduled. If you miss a class or an assignment due to an allowable but unscheduled and unpredictable absence (e.g., illness), you must contact the instructor as soon as possible. Makeup assignments will be provided for students who miss an assignment or exam as the direct result of an allowable but unscheduled and unpredictable absence, as defined above. The composition and structure of the makeup assignment or exam will be at the discretion of the instructor.

Evaluation of Grades

The course grade is determined by the following factors with the indicated percentages:

Assignment	Number Assigned	Percentage of Final Grade
Attendance	1 per meeting	50%
Reflections/Statements	7	22%
Quizzes	5	16%
Panel Questions	4	12%

Attendance: Students will be expected to regularly attend class meetings and engage in class discussion.

Reflections/Statements: Throughout the semester, students will be required to submit reflections on a week's material *or* a draft/worksheet for their teaching/research statement. Weeks with reflections and weeks with statements are denoted on the course schedule.

Quizzes: Several weeks of the course require passing completion of a quiz covering a given week's material. Weeks with quizzes are denoted on the course schedule.

Panel Questions: For several meetings in the semester, the course holds faculty panels where students can have their questions answered by current faculty members. These panels cover faculty life at R1 universities, the tenure/promotion process, faculty life at PUI institutions, and the interviewing/hiring process. Students are required to submit non-trivial questions for each panel. Weeks with panel questions are denoted on the course schedule.

Grading Policy

This course is graded S/U. To achieve an S students must score on the assignments as follows:

- **Attendance:** Attend at least 80% of sessions
- **Assignments:** Complete at least 80% of the assignments (includes reflections and teaching/research statements). Assignments are deemed complete when they capture the main point of the topic and the strengths and weaknesses demonstrate reflection and critical thinking on the part of the student.

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)
[Grades and Grading Policies](#)

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

University Honesty Policy

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](#) 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.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

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There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Campus Resources:

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If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

[E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

[Career Resource Center](#), Reitz Union, 392-1601. Career assistance and counseling.

[Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

[Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

[Student Complaints Campus](#)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Unclear on the relationship between the Hamilton Center and the Department of Classics. Is a consultation needed?
 - a) **Hamilton has been in communication with the Classics department regarding the development of the program this course is a part of. Our program consult letter is attached.**
- 2) What is the rationale for choosing 5XXX vs 6XXX? Will this course be open to undergraduate students, be standalone, or intended for a graduate program in development?
 - a) **This course along with its counterparts in other time periods are viewed as introductory-level course work in the program. See attached curriculum map.**
- 3) Perhaps include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 4) The course title is somewhat ambiguous. Perhaps out of lane, but should the title indicate Greco-Roman (there are ancient texts from Asian cultures, for example, that are not in the scope here)?
- 5) Are these courses in Great Books to be assigned different course numbers? They all have similar titles. How will students differentiate between them?
 - a) **All of these courses are meant to be sequential chronologically. Each is intended to have a different course number. Students will be introduced to them as such from the beginning of the program.**
- 6) The course format needs to be improved.
 - a) **The course format is consistent with other courses in this sequence. This statement is vague and ill-defined. What about the format is deficient?**
- 7) Curriculum Rationale: Per form instructions, please (1) indicate the degree level of Graduate and (2) indicate whether this course is required or optional and for which programs (M.S., Ph.D). If the course will be offered as an optional elective for the rest of the university, please also indicate that.
 - a) **Amended text in the form "This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other students as an elective as space allows."**
- 8) The course description needs minor revisions.
 - a) **Unsure if the question format for the course description is acceptable.**

- (a) Introduces students to a selection of major texts of the ancient period of Western history, situated in Greco-Roman civilization. The course cannot of course be comprehensive but will represent major themes and genres of the period. It is part of a sequence of four such courses covering antiquity to modernity that will provide students with a foundational knowledge in the history of Western ideas.
- b) If updated, ensure that the course description on the submitted form and syllabus match.
 - (a) Typically, we have offered an expanded long form version of the course description on the syllabus to provide more context to students not afforded in the 500-character limit. These descriptions “match” but are of course different in length.

Course|New for request 20858

Info

Request: ISS 5XXX Great Books of the Ancient World

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

We would like to request that SCNS use the number ISS 5290 to mirror the numbering of our undergraduate course ISS 2290 of the same topical name.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 3/17/2025 7:23:33 PM

Form version: 4

Responses

Recommended Prefix ISS

Course Level 5

Course Number XXX

Lab Code None

Course Title Great Books of the Ancient World

Transcript Title Great Books - Ancient World

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Introduces students to a selection of major texts of the ancient period of Western history, situated in Greco-Roman civilization. The course cannot of course be comprehensive but will represent major themes and genres of the period. It is part of a sequence of four such courses covering antiquity to modernity that will provide students with a foundational knowledge in the history of Western ideas.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other students as an elective as space allows.

Syllabus Content Requirements All Items Included

ISS 5xxx: Great Books of the Ancient World

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Dr. Mattias Gassman
- CSE E444
- Office Hours: Tuesdays & Thursdays 1pm-2pm
- mattias.gassman@ufl.edu
- (352) 273-3040

Course Description

Introduces students to a selection of major texts of the ancient period of Western history, situated in Greco-Roman civilization. The course cannot of course be comprehensive but will represent major themes and genres of the period. It is part of a sequence of four such courses covering antiquity to modernity that will provide students with a foundational knowledge in the history of Western ideas.

What are the most influential books from the Greco-Roman world? How should we read them today? In this graduate seminar, we will engage these questions by studying texts written across the whole sweep of Greco-Roman history, from Homer in Iron Age Greece to the troubled Roman Empire of the third century A.D. With the help of selected modern scholarship, students will read and discuss formative works from a wide range of genres, including epic poetry, history, philosophy, political theory, tragedy, comedy, letters, oratory,

biography, and novelistic fiction. Students will write in-depth interpretations of additional primary sources grounded in modern scholarly approaches to the ancient world and will show their ability to comment, in examinations and in class, on particular passages and on overarching themes that link works from disparate genres and time-periods.

Required Readings and Works

- Required readings will be posted as PDFs to Canvas.
 - Articles and individual book chapters will be made available online or through UF libraries.
- The writing manual for this course is R.M. Ritter, *The New Oxford Style Manual*, 3rd ed. (Oxford University Press, 2016). ISBN: 978-0198767251. The writing and reference guidelines for this course are Harvard Style.
- Materials and Supplies Fees: N/A

Course Objectives

- Identify and explain the key themes, ideas, and historical contexts in ancient texts.
- Synthesize the development of ideas about religion, politics, science, and humanism in ancient texts to understand their significance in shaping Western intellectual history.
- Demonstrate effective communication skills in class discussions and written assignments by articulating well-thought-out responses to questions and engaging with peers' ideas on the readings.

II. Graded Work

Description of Graded Work

- I. Active Participation and Class Attendance (20%)
 - a. Active Participation: 15%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 5%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Midterm examination (20%)
 - a. You will take a one-hour, closed-book, in-class examination focused on texts and topics from the first half of the class. The examination will require you to answer questions, comment on passages from the readings, and/or write essays.
 - b. The examination will be held in week 8, after completion of the Greek-focused first half of the survey.
 - c. For information about assessment, see the examination rubric below.

3. Final examination (30%)
 - a. At the completion of the class, you will take a closed-book, in-class examination. The examination will require you to answer questions, comment on passages from the readings, and/or write essays. The examination will focus chiefly on texts and topics from the second, Roman-focused half of the survey, but will also include a cumulative component.
 - b. The examination will be held during the final examination slot assigned by the university. The rubric is the same as for the midterm.
4. Literature reviews (3 x 10% = 30%)
 - a. Three times during the semester, you will select a work of ancient literature that we are not reading in class and write a 1,500-word critical essay on its most significant features, drawing on what you've learned thus far in the class. Following submission of the essay, you will briefly present your findings to the class; presentations will form part of your participation grade.
 - b. A sign-up sheet will be available in weeks 1 and 2. For advice on texts to pick, speak with the instructor.
 - c. The essays will be due via Canvas by 11:59pm on the due-date you have selected.
 - d. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<p>Topic: Introduction</p> <p>Summary: The first week introduces the main topics of the course. Students will discuss their current views on ancient literature and ideas and their connections to modern thought.</p> <p>Required Readings: N/A</p>
Week 2	<p>Topic: Epic and the beginning of Greek literature</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>The Iliad of Homer</i>, translated with an introduction by Richmond Lattimore (Chicago: The University of Chicago Press, 1951), 59–75, 330–496 (184 pp.) • <i>The Odyssey of Homer</i>, translated with an introduction by Richmond Lattimore (New York: Harper and Row, 1967), 27–38, 137–197, 282–361 (153 pp.) • Robin Lane Fox, <i>Homer and His Iliad</i> (New York: Basic Books, 2023), part II (“Composing the Iliad: How?”), 77–128 (52 pp.)
Week 3	<p>Topic: Early Greek thought – Hesiod and the pre-Socratic philosophers</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Hesiod: Works and Days and Theogony</i>, translated by Stanley Lombardo, introduction and notes by Robert Lamberton (Indianapolis: Hackett, 1993), 23–50, 61–90 (58 pp.) • S. Brown, “From the Golden Age to the Isles of the Blest,” <i>Mnemosyne</i>, 4th s. 51 (1998): 385–410 (26 pp.) • Paul Millett, “Hesiod and His World,” <i>Proceedings of the Cambridge Philological Society</i> 30 (1984): 84–115 (32 pp.) • <i>A Presocratics Reader: Selected Fragments and Testimonia</i>, edited, with introduction, by Patricia Curd, translations by Richard D. McKirahan and Patricia Curd, 2nd ed. (Indianapolis: Hackett, 2011), ch. 2 (Milesians), 3 (Pythagoras), 10 (atomists), 14 (the Sophists), 13–30, 109–26, 144–61 (54 pp.)

	<ul style="list-style-type: none"> • A. A. Long, ed., <i>The Cambridge Companion to Early Greek Philosophy</i>, Cambridge Companions to Philosophy (Cambridge: Cambridge University Press, 1999), chapters by A. A. Long (“The Scope of Early Greek Philosophy”), Jaap Mansfeld (“Sources”), Keimpe Algra (“The beginnings of cosmology”), Carl A. Huffman (“The Pythagorean tradition”, Edward Hussey (“Heraclitus”), Sarah Broadie (“The atomists”), 1–112, 181–204 (136 pp.)
Week 4	<p style="text-align: center;">Topic: The Persian wars and the invention of history</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>The Landmark Herodotus: The Histories</i>, edited by Robert B. Strassler (New York: Anchor Books, 2007), 1–53, 62–74, 105–7, 111–14, 245–49, 466–79, 493–722 (322 pp.) • Arnaldo Momigliano, “The Place of Herodotus in the History of Historiography,” <i>History</i> 43 (1958): 1–13 (13 pp.) • James Redfield, “Herodotus the Tourist,” <i>Classical Philology</i> 80 (April 1985): 97–118 (22 pp.) • P.J. Rhodes, “The Impact of the Persian Wars on Classical Greece,” in <i>Cultural Responses to the Persian Wars: Antiquity to the Third Millennium</i>, edited by Emma Bridges, Edith Hall, and P.J. Rhodes (Oxford: Oxford University Press, 2007), 31–44 (14 pp.)
Week 5	<p style="text-align: center;">Topic: The Peloponnesian War and the invention of historical method</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>The Landmark Thucydides: A Comprehensive Guide to the Peloponnesian War</i>, edited by Robert B. Strassler, introduction by Victor Davis Hanson (New York: Free Press, 1996), 3–156, 175–201, 350–57, 361–478 (310 pp.) • W. R. Connor, <i>Thucydides</i> (Princeton: Princeton University Press, 1984), 231–250 (20 pp.) • Clifford Orwin, “Stasis and Plague: Thucydides on the Dissolution of Society,” <i>Journal of Politics</i> 50, no. 4 (November, 1988): 832–47 (16 pp.) • Josiah Ober, “Thucydides and the Invention of Political Science,” in <i>Brill’s Companion to Thucydides</i>, edited by Antonis Tsakmakis and Antonios Rengakos (Boston: Brill, 2006), 131–59 (19 pp.) • Saxonhouse, Arlene W. <i>Athenian Democracy: Modern Mythmakers and Ancient Theorists</i> (Notre Dame: University of Notre Dame Press, 1996), 62–85 (24 pp.)

Week 6	<p style="text-align: center;">Topic: Greek drama and politics</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Aeschylus: The Oresteia</i>, translated by Robert Fagles, introduction and notes by Robert Fagles and W.B. Stanford, revised edition (London: Penguin, 1979), 227–78 (52 pp.) • <i>Aristophanes: Lysistrata and Other Plays: The Acharnians, The Clouds, Lysistrata</i>, translated with an introduction and notes by Alan H. Sommerstein, revised edition (London: Penguin, 2002), 141–93 (53 pp.) • <i>Euripides: Bacchae</i>, translated by Richard Seaford (Warminster: Aris & Phillips, 1996) • <i>Sophocles: Oedipus Tyrannus</i>, translated, with introduction and notes, by Peter Meineck and Paul Woodruff (Indianapolis: Hackett, 2000), 1–63 (63 pp.) • Bernard Knox, <i>Oedipus at Thebes: Sophocles' Tragic Hero and His Time</i>, new edition (New Haven: Yale University Press, 1985), 53–106 (54 pp.) • Ian C. Storey and Arlene Allan, <i>A Guide to Ancient Greek Drama</i> (Malden, MA: Blackwell, 2005), ch. 1, “Aspects of Ancient Greek Drama,” 1–71 (71 pp.)
Week 7	<p style="text-align: center;">Topic: Plato: The Form of the Beautiful</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Plato: The Last Days of Socrates: Euthyphro, Apology, Crito, Phaedo</i>, translated with introduction and notes by Christopher Rowe (London: Penguin, 2010), 32–62, 66–82, 87–169 (131 pp.) • David Ebrey and Richard Kraut, eds., <i>The Cambridge Companion to Plato</i>, 2nd ed. (Cambridge: Cambridge University Press, 2022), chapters by T. H. Irwin (“Plato in his Context”), Eric Brown (“Plato’s Socrates and his Conception of Philosophy”), Suzanne Obdrzalek (“Why Eros?”), David Ebrey (“The Unfolding Account of Forms in the Phaedo”), 39–81, 117–45, 202–232, 268–97 (133 pp.)
Week 8	<p style="text-align: center;">Topic: Aristotle: Political Theory</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Aristotle: The Politics and The Constitution of Athens</i>, edited by Stephen Everson (Cambridge: Cambridge University Press, 1996), 1–208 (208 pp.) • Thornton Lockwood and Thanassis Samaras, eds., <i>Aristotle’s Politics: A Critical Guide</i> (Cambridge: Cambridge University Press, 2015), chapters by Ryan Balot, “The ‘Mixed Regime’ in Aristotle’s Politics”), Pierre Destrée

	<p>(“Aristotle on Improving Imperfect Cities”), and Josiah Ober (“Nature, History, and Aristotle’s Best Possible Regime”), 103–22, 204–43 (60 pp.)</p>
Week 9	<p>Topic: How to think about Rome I: the constitution</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Polybius: The Histories</i>, translated by Robin Waterfield, with an introduction and notes by Brian McGing, Oxford World’s Classics (Oxford: Oxford University Press, 2010), 371–413 (43 pp.) • <i>Cicero: On the Commonwealth and On the Laws</i>, edited by James E.G. Zetzel (Cambridge: Cambridge University Press, 1999), 1–58, 92–104 (71 pp.) • Elizabeth Asmis, “A New Kind of Model: Cicero’s Roman Constitution in <i>De republica</i>,” <i>American Journal of Philology</i> 126, no. 3 (2005): 377–416 (40 pp.) • Fergus Millar, <i>The Roman Republic in Political Thought</i> (Hanover and London: University Press of New England, 2002), 12–49, 157–82 (64 pp.) • J. G. F. Powell, “The Rector Rei Publicae of Cicero’s <i>De Re Publica</i>,” <i>Scripta Classica Israelica</i> 13 (1994): 19–29 (11 pp.) • F. W. Walbank, “A Greek Looks at Rome: Polybius VI Revisited,” <i>Scripta Classica Israelica</i> 17 (1998): 45–59 (15 pp.)
Week 10	<p>Topic: How to think about Rome II: history, rhetoric, and imagination</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Livy: The Rise of Rome, Books One to Five</i>, translated with an introduction and notes by T. J. Luce, Oxford World’s Classics (Oxford: Oxford University Press, 1998), 1–86, 282–341 (146 pp.) • <i>Marcus Tullius Cicero: In Defence of the Republic</i>, translated with an introduction and notes by Siobhán McElduff (London: Penguin, 2011), 67–94 (28 pp.) • <i>Sallust: The Jugurthine War, The Conspiracy of Catiline</i>, translated with an introduction by S.A. Handford (London, Penguin: 1963), 175–233 (59 pp.) • Bernard Mineo, “Livy’s Historical Philosophy,” in <i>A Companion to Livy</i>, edited by Bernard Mineo (Malden, MA: John Wiley, 2015), 139–52 (14 pp.) • Ronald Syme, <i>Sallust</i>, with a new foreword by Ronald Mellor (Berkeley: University of California Press, 1964 [2002]), chs. 4, 6, 8–9 (“Sallust’s Career,” “The <i>Bellum Catilinae</i>,” “Caesar and Cato,” “Sallust’s Purpose”), 29–42, 60–82, 103–37 (72 pp.)

Week 11	<p style="text-align: center;">Topic: Manifest destiny? “The grandeur that was Rome”</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>The Aeneid of Vergil</i>, a verse translation by Rolfe Humphries, edited and with notes by Brian Wilkie (New York: Macmillan, 1987) (323 pp.) • Gian Biagio Conte, <i>Latin Literature: A History</i>, translated by Joseph B. Solodow, revised by Don P. Fowler and Glenn W. Most (Baltimore: Johns Hopkins, 1999), 262–91 (30 pp.)
Week 12	<p style="text-align: center;">Topic: Hellenistic philosophy at Rome</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Lucretius: On the Nature of the Universe</i>, translated by Ronald Melville, with an introduction and notes by Don and Peta Fowler, Oxford World’s Classics (Oxford: Oxford University Press, 1997), 3–100 (98 pp.) • Cora Lutz, “Musonius Rufus ‘The Roman Socrates’,” <i>Yale Classical Studies</i> 10 (1947), 3–147, at pp. 38–57, 84–97 (facing Greek-English; 17 pp.) • <i>Seneca: Selected Dialogues and Consolations</i>, translated, with introduction and notes, by Peter J. Anderson (Indianapolis: Hackett, 2015), 1–17, 183–206 (41 pp.) • A.A. Long, <i>Hellenistic Philosophy: Stoics, Epicureans, and Sceptics</i>, 2nd ed. (Berkeley: University of California Press, 1986), 14–74, 107–21, 147–209 (139 pp.) • Martha Craven Nussbaum, “The incomplete feminism of Musonius Rufus, Platonist, Stoic, and Roman,” in <i>The Sleep of Reason: Erotic Experience and Sexual Ethics in Ancient Greece and Rome</i>, edited by Martha Craven Nussbaum and Juha Sihvola (Chicago: University of Chicago Press, 2002), 288–326 (39 pp.)
Week 13	<p style="text-align: center;">Topic: Intellectuals and Emperors</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Suetonius: Lives of the Caesars</i>, translated with an introduction and notes by Catharine Edwards, Oxford World’s Classics (Oxford: Oxford University Press, 2000), 43–97, 136–94, 260–94 (149 pp.) • <i>Petronius: The Satyricon and Seneca: The Apocolocyntosis</i>, translated with an introduction and notes by J. P. Sullivan, revised edition (London: Penguin, 1986), 221–33 (13 pp.) • <i>Pliny the Younger. Letters</i>, translated by Betty Radice, 2 vols., Loeb Classical Library 55, 59 (Cambridge, MA: Harvard University Press, 1969), 1:424–435, 438–447, 2:284–293 (facing Latin-English; 16 pp.)

	<ul style="list-style-type: none"> • Nicholas F. Jones, "Pliny the Younger's 'Vesuvius' letters (6. 16 and 6. 20)," <i>Classical World</i> 95 (2001/2): 31–48 (18 pp.) • Sullivan, <i>Petronius and Seneca</i>, 209–18 (10 pp.) • Andrew Wallace-Hadrill, <i>Suetonius: The Scholar and his Caesars</i> (London: Duckworth, 1983), 50–96, 119–41 (70 pp.)
Week 14	<p style="text-align: center;">Topic: Philosophy and fiction under the High Empire</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Apuleius: The Golden Ass or Metamorphoses</i>, translated with an introduction and notes by E. J. Kenney, revised edition (London: Penguin, 2004), 1–214 (214 pp.) • S. J. Harrison, <i>Apuleius: A Latin Sophist</i> (Oxford: Oxford University Press, 2004), pp. 1–38, 136–73, 201–260 (135 pp.)
Week 15	<p style="text-align: center;">Topic: Middle and Neoplatonism</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Apuleius: Apologia, Florida, De Deo Socratis</i>, edited and translated by Christopher P. Jones, Loeb Classical Library 534 (Cambridge, MA: Harvard University Press, 2017), 346–97 (facing Latin-English, 26 pp.) • <i>Plotinus: Ennead, Volume I</i>, translated by A. H. Armstrong, Loeb Classical Library 440 (Cambridge, MA: Harvard University Press, 1969), 2–87, 232–263 (facing Greek-English, 59 pp.) • Kalligas, Paul, "Plotinus," <i>The Stanford Encyclopedia of Philosophy</i> (Winter 2024 Edition), edited by Edward N. Zalta and Uri Nodelman

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 – 100%		C	74 – 76%
A–	90 – 93%		C–	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B–	80 – 83%		D–	60 – 63%
C+	77 – 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Unclear on the relationship between the Hamilton Center and the Department of Classics. Is a consultation needed?
 - a) **Hamilton has been in communication with the Classics department regarding the development of the program this course is a part of. Our program consult letter is attached.**
- 2) What is the rationale for choosing 5XXX vs 6XXX? Will this course be open to undergraduate students, be standalone, or intended for a graduate program in development?
 - a) **This course along with its counterparts in other time periods are viewed as introductory-level course work in the program. See attached curriculum map.**
- 3) Perhaps include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 4) The course title is somewhat ambiguous. Could use additional words to clarify the scope of coverage.
 - a) **We had a subtitle to the course but omitted it for length reasons "the Reformation and the Enlightenment"**
- 5) Curriculum Rationale: Per form instructions, please (1) indicate the degree level of Graduate and (2) indicate whether this course is required or optional and for which programs (M.S., Ph.D). If the course will be offered as an optional elective for the rest of the university, please also indicate that.
 - a) **Amended text in the form "This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other students as an elective as space allows."**
- 6) The course description needs minor revisions.
 - a) Delete preliminary words to reduce unneeded introduction to simply begin at "Introduces students to..."
 - (a) **Course description amended on form "Introduces students to a selection of major texts of the early modern period, defined as roughly the period between the Reformation and the Enlightenment. Readings include major primary texts from the period and critical scholarship from a variety of disciplines (history, literature, philosophy, political theory)."**
 - b) Ensure that the course description on the submitted form and syllabus match.

(a) Typically, we have offered an expanded long form version of the course description on the syllabus to provide more context to students not afforded in the 500-character limit. These descriptions “match” but are of course different in length.

7) There is a comment on the syllabus from the unit to correct the 16th week of the schedule. Spring and Fall semesters should be 15 weeks of instruction with the 16th week for final examinations.

a) Amended in syllabus

Course|New for request 20859

Info

Request: ISS 5XXX Great Books of the Early Modern World

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

We would like to request that SCNS use the number ISS 5292 to mirror the numbering of our undergraduate course ISS 2292 of the same topical name.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 3/17/2025 6:04:23 PM

Form version: 3

Responses

Recommended Prefix ISS

Course Level 5

Course Number XXX

Lab Code None

Course Title Great Books of the Early Modern World

Transcript Title Great Books - Early Modern

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Introduces students to a selection of major texts of the early modern period, defined as roughly the period between the Reformation and the Enlightenment. Readings include major primary texts from the period and critical scholarship from a variety of disciplines (history, literature, philosophy, political theory).

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other students as an elective as space allows.

Syllabus Content Requirements All Items Included

ISS 5XXX: Great Books of the Early Modern World

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Professor Jeffrey Collins
- CSE 504
- Office Hours: Mondays & Wednesdays 1-3pm
- jeffrey.collins@ufl.edu
- 352-514-8927

Course Description

This course will introduce students to a selection of major texts of the early modern period, defined as roughly the period between the Reformation and the Enlightenment. The course cannot of course be comprehensive but will represent major themes and genres of the period. It is part of a sequence of four such courses covering antiquity to modernity that will provide students with a foundational knowledge in the history of Western ideas. The sequence will prepare students for more specialized seminars. The course is reading intensive and discussion based. Readings include major primary texts from the period and critical scholarship from a variety of disciplines (history, literature, philosophy, political theory).

Required Readings and Works

- Required readings will be posted as PDFs to Canvas.
 - Articles and individual book chapters will be made available online or through UF libraries.
- The writing manual for this course is R.M. Ritter, *The New Oxford Style Manual*, 3rd ed. (Oxford University Press, 2016). ISBN: 978-0198767251. The writing and reference guidelines for this course are Harvard Style.
- Materials and Supplies Fees: N/A

Course Objectives

- Identify and explain the key themes, ideas, and historical contexts in early modern texts.
- Synthesize the development of ideas about religion, politics, science, and humanism in early modern texts to understand their significance in shaping Western intellectual history.
- Demonstrate effective communication skills in class discussions and written assignments by articulating well-thought-out responses to questions and engaging with peers' ideas on the readings.

II. Graded Work

Description of Graded Work

- I. Active Participation and Class Attendance (20%)
 - a. Active participation: 15%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 5%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Midterm examination (20%)
 - a. You will take a one-hour, closed-book, in-class examination focused on texts and topics from the first half of the class. The examination will require you to answer questions, comment on passages from the readings, and/or write essays.
 - b. The examination will be held in week 8.
 - c. For information about assessment, see the examination rubric below.

3. Final examination (30%)
 - a. At the completion of the class, you will take a closed-book, in-class examination. The examination will require you to answer questions, comment on passages from the readings, and/or write essays. The examination will focus chiefly on texts and topics from the second half of the survey, but will also include a cumulative component. The rubric is the same as for the midterm.
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 - a. Three times during the semester, you will select a text that we are not reading in class and write a 1,500-word critical essay on its most significant features, drawing on what you've learned thus far in the class. Following submission of the essay, you will briefly present your findings to the class; presentations will form part of your participation grade.
 - b. A sign-up sheet will be available in weeks 1 and 2. For advice on texts to pick, speak with the instructor.
 - c. The essays will be due via Canvas by 11:59pm on the due-date you have selected.
 - d. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<p data-bbox="667 493 1133 527">Topic: Defining the Early Modern</p> <p data-bbox="370 588 643 621">Required Readings:</p> <ul data-bbox="418 632 1430 968" style="list-style-type: none"><li data-bbox="418 632 1430 716">● Merry Weisner Hanks, “What is Early Modern History?”, <i>Journal of Early Modern History</i> 25 (2021), 560-72.<li data-bbox="418 726 1430 863">● Hamish Scott, “Early Modern Europe and the Idea of Early Modernity,” in the <i>Oxford Handbook of Early Modern History, 1350-1750</i> (2 vols., Oxford, 2015), 1: 1-34.<li data-bbox="418 873 1430 968">● Jan de Vries. “The Limits of Globalization in the Early Modern World.” <i>The Economic History Review</i>, vol. 63, no. 3, 2010, pp. 710-33.
Week 2	<p data-bbox="659 1033 1141 1066">Topic: Machiavelli and Humanism</p> <p data-bbox="370 1127 643 1161">Required Readings:</p> <ul data-bbox="418 1171 1430 1745" style="list-style-type: none"><li data-bbox="418 1171 1430 1266">● Machiavelli, <i>Discourses</i> (Penguin, 1984), Book I chapters 1-18, 25-27, 37-9, 50-60; Book II chapters 1-10, 24-7; Book III, chapters 24-30, 40-42, 49.<li data-bbox="418 1276 1430 1455">● Nederman, Cary J. and Guillaume Bogiaris, 2018, “Niccolò Machiavelli”, in <i>The History of Evil in the Early Modern Age: 1450-1700 CE</i>, Daniel M. Robinson, Chad Meister, and Charles Taliaferro (eds.), (The History of Evil, 3), London: Routledge, 53-68.<li data-bbox="418 1465 1430 1549">● Catherin Zuckert, “Machiavelli: A Socratic?”, <i>Perspectives on Political Science</i>, 47(1): 27-37.<li data-bbox="418 1560 1430 1644">● Quentin Skinner, “Machiavelli on <i>virtù</i> and the maintenance of liberty,” in <i>Visions of Politics: Vol 2</i> (Cambridge, 2002), 160-185.<li data-bbox="418 1654 1430 1745">● James Hankins, “Machiavelli, Civic Humanism, and the Humanist Politics of Virtue,” <i>Italian Culture</i>, 32(2), 98-109.

Week 3	<p style="text-align: center;">Topic: Erasmus and reform</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Erasmus, <i>In Praise of Folly and Other Writings</i>, ed. Robert Adams (Norton, 1989), 1-173. • Essays by Trevor-Roper and Huizinga in Norton edition. • Cummings, Brian, 2013, "Erasmus and the Invention of Literature", <i>Erasmus of Rotterdam Society Yearbook</i>, 33: 22-54. • Jarrott CAL. Erasmus' Biblical Humanism. <i>Studies in the Renaissance</i>. 1970;17:119-152. • Grantley McDonald, "Erasmus and the Johannine Comma," <i>The Bible Translator</i> 67 (2016), 42-55.
Week 4	<p style="text-align: center;">Topic: Luther and the reformation</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Martin Luther, <i>The Essential Luther</i> (Hackett, 2018), General Introduction, "To the German Nobility," "Babylonian Captivity," "Freedom of a Christian", "Bondage of the Will." • David Whitford, "Erasmus Openeth the Way before Luther. . . ", <i>Church History and Religious Culture</i> 96 (2016), 526-40. • Michael Allen Gillespie, "Luther and the Storm of Faith," <i>The Theological Origins of Modernity</i> (Chicago, 2008), 101-128. • Ozment, Steven and Witte, John, Martin Luther (December 21, 2017). Published in John Witte, Jr. and Gary S. Hauk, eds., <i>Christianity and Family Law: An Introduction</i> (Cambridge: Cambridge University Press, 2017), 195-210 , Available at SSRN: https://ssrn.com/abstract=3091896 • Issac Kalimi, "The Position of Martin Luther toward Jews and Judaism: Historical, Social, and Theological Avenues", <i>Journal of Religion</i> 103 (2023), 431-81.
Week 5	<p style="text-align: center;">Topic: Montaigne and neo-skepticism</p> <p>Required Readings:</p>

	<ul style="list-style-type: none"> • Michel de Montaigne, <i>The Essays: A Selection</i>, ed. M.A. Screech (Penguin, 1984), Book 1, essays 1, 19, 20, 27, 31-2; Book 2, essays 5-11. Please select 3-4 additional essays of your own choice. • Robin Briggs, <i>Early Modern France, 1560-1715</i>, 1-32. • Richard Popkin, <i>A History of Skepticism</i> (Oxford, 2003 edition), 1-63. • Jean Starobinski, "'To Preserve and Continue': Remarks on Montaigne's Conservatism," <i>Diogenes</i> 118 (1982), 3-20. • Schneewind JB. "Montaigne on moral philosophy and the good life." In: Langer U, ed. <i>The Cambridge Companion to Montaigne</i>. Cambridge Companions to Philosophy. Cambridge University Press; 2005:207-228.
Week 6	<p style="text-align: center;">Topic: Bodin and the Turn to Sovereignty</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Jean Bodin, <i>On Sovereignty</i>, ed. Julian Franklin (Cambridge, 1982), 1-126. • Becker, Anna, 2014, "Jean Bodin on Oeconomics and Politics", <i>History of European Ideas</i>, 40: 135-154. • Daniel Lee, " 'Office Is a Thing Borrowed': Jean Bodin on Offices and Seigneurial Government," <i>Political Theory</i> 41 (2013), 409-440. • Sophie Nicholls, "Sovereignty and Government in Jean Bodin's Six Livres de la République," <i>Journal of the History of Ideas</i> 80 (2019):47-66.
Week 7	<p style="text-align: center;">Topic: Rome and Tyranny in Shakespeare</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • William Shakespeare, <i>Julius Caesar</i> • James Hankins, <i>Virtue Politics</i> (Cambridge, 2019), 103-134. • William Hamlin, "Montaigne and Shakespeare," <i>Oxford Handbook of Montaigne</i>, ed. Phillipe Desan (Oxford, 2015), 328-46. • Hadfield, Andrew. "The End of the Republic: Titus Andronicus and Julius Caesar." Chapter 5 in <i>Shakespeare and Republicanism</i>, pp. 154-83.

Week 8	<p style="text-align: center;">Topic: Philosophers of the New Science</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Francis Bacon, <i>Selected Philosophical Works</i>, ed. Rosemary Seargent (Hackett, 1999), 1-88. • Galileo Galilei, <i>Selected Writings</i>, ed. William Shea (Oxford, 2012), 1-54, 69-93 • Peter Dear <i>Revolutionizing the Sciences</i>, 30-79. • Mario Biagioli, <i>Galileo, Courtier</i> (Chicago, 1993), chapters 1, 3, 6.
Week 9	<p style="text-align: center;">Topic: Belief in a Mechanized Universe</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Rene Descartes, <i>Meditations and other Metaphysical Writings</i>, ed. Desmond Clarke (Penguin, 1999), 1-104. • Blaise Pascal, <i>Pensées</i>, trans. A.J. Krailsheimer (Penguin, 1995), read section one entirely and five or six sections of your own choosing from section two. • Peter Dear, <i>Revolutionizing the Sciences</i> (Princeton, 2001), 80-100. • Michael Buckley <i>At the Origins of Modern Atheism</i> (New Haven, 1987), 69-98. • Clarke, Desmond M., 2011. "The Epistemology of Religious Belief," in D. M. Clarke and C. Wilson (eds.), <i>The Oxford Handbook of Philosophy in Early Modern Europe</i>, Oxford: Oxford University Press, pp. 548-70.
Week 10	<p style="text-align: center;">Topic: Belief in a Mechanized Universe</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • James Harrington, <i>Oceana</i>, ed. J.G.A. Pocock (Cambridge, 1992). • Read the ODNB entry of Harrington (online) • J. Scott, 'The rapture of motion: James Harrington's republicanism', <i>Political discourse in early modern Britain</i>, ed. N. Phillipson and Q. Skinner (1993), 139-63

	<ul style="list-style-type: none"> • J. C. Davis, 'Equality in an unequal commonwealth: James Harrington's republicanism and the meaning of equality', <i>Soldiers, writers and statesmen of the English revolution</i>, ed. I. Gentles and others (1998), 229–42.
Week 11	<p style="text-align: center;">Topic: Christian Epic</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • John Milton, <i>Paradise Lost</i>, ed. John Leonard (Penguin, 2003). • Dzelzainis M. Milton's politics. In: Danielson D, ed. <i>The Cambridge Companion to Milton</i>. Cambridge Companions to Literature. Cambridge University Press; 1999:70-83. • Essays by Nigel Smith and Charles Martindale from <i>The Oxford Handbook of Milton</i> (Oxford, 2011).
Week 12	<p style="text-align: center;">Topic: Rational Religion</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Pierre Bayle, <i>Dictionnaire historique et critique</i> in <i>Political Writings</i>, read the introduction and essays on Bodin, Hobbes, Loyola, Mariana, and two others, as well as the clarifications on atheists and obscenities. • John Locke, <i>Letter Concerning Toleration</i> (any edition), and selections from <i>Reasonableness of Christianity</i>, from <i>Divine Right and Democracy: an Anthology of Political Writing in Stuart England</i>, ed. David Wootton (Indianapolis, 2003). • Tim Stanton, "Locke and the Politics and Theology of Toleration," <i>Political Studies</i> 54 (2006), 84-102. • Jonathan Israel, "Locke, Bayle, and Spinoza: a contest of three toleration doctrines," in <i>Enlightenment Contested</i> (Oxford, 2006), 135-163. • Irwin, Kristen, 2013, "Bayle on the (Ir)Rationality of Religious Belief", <i>Philosophy Compass</i>, 8(6): 560–56.

Week 13	<p style="text-align: center;">Topic: Rational Religion</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Bernard Mandeville, <i>Fable of the Bees</i>, ed. E.J. Hundert (Hackett, 1997). • Jonathan Swift, <i>A Humble Proposal</i> and <i>An Argument against Abolishing Christianity</i> from <i>The Writings of Jonathan Swift</i>, ed. Robert Greenberg and William Piper (NY, 1973). • Read ODNB entries on both authors. • E.J. Hundert, <i>The Enlightenment's Fable: Bernard Mandeville and the Discovery of Society</i> (Cambridge, 1994), chapters one and two. • Ian Higgins, <i>Swift's Politics: a Study in Disaffection</i> (Cambridge, 1994), chapter 1.
Week 15	<p style="text-align: center;">Topic: Sentimental Philosophy and Theory</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Jean Jacques Rousseau, <i>The Confessions</i>, trans. J.M. Cohen (Penguin, 1953). (There is no secondary reading for this week. Read as much of this long but engrossing texts as you can.) • Adam Smith, <i>The Theory of Moral Sentiments</i> (Liberty Fund, 1994).

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 – 100%		C	74 – 76%
A–	90 – 93%		C–	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B–	80 – 83%		D–	60 – 63%
C+	77 – 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 5XXX Great Books of the Medieval World (20983)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) The relationship between the Hamilton Center and the Department of Classics is unclear. Is a consultation needed?
 - a) **Hamilton has been in communication with the Classics department regarding the development of the program this course is a part of. Our program consult letter is attached.**
- 2) Include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 3) What is the rationale for choosing 5XXX vs 6XXX? Will this course be open to undergraduate students, be standalone, or intended for a graduate program in development?
 - a) **This course along with its counterparts in other time periods are viewed as introductory-level course work in the program. See attached curriculum map.**
- 4) The "Rationale for Placement in the Curriculum" should include more detail regarding how the course fits in the program.
 - a) **Amended text in the form "This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other students as an elective as space allows."**
- 5) The course description needs minor modifications and should be revised for clarity.
 - a) Delete preliminary words of the course description to reduce the unneeded introduction and simply begin with "Introduces students to..."
 - (a) **Course description amended on form "Introduces students to a selection of major texts of the medieval Western tradition, with some preliminary weeks as well on the history of early Christianity and concluding weeks on the early Renaissance. It is part of a sequence of four such courses covering antiquity to modernity that will provide students with a foundational knowledge in the history of Western ideas".**
 - b) Ensure that the course description on the submitted form and syllabus match.
 - (a) **Addressed**

- 6) Consider more diverse and precise verbs for objectives. They are currently too broad. Course objectives are really projected student learning outcomes. Either represent course objectives appropriately or retitle the section Student Learning Outcomes. Perhaps do both.

a) **Course objectives updated**

Course|New for request 20983

Info

Request: ISS 5XXX Great Books of the Medieval World

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

We would like to request that SCNS use the number ISS 5291 to mirror the numbering of our undergraduate course ISS 2291 of the same topical name.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 4/24/2025 2:28:36 PM

Form version: 4

Responses

Recommended Prefix ISS

Course Level 5

Course Number XXX

Lab Code None

Course Title Great Books of the Medieval World

Transcript Title Great Books - Medieval World

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Introduces students to a selection of major texts of the medieval Western tradition, with some preliminary weeks as well on the history of early Christianity and concluding weeks on the early Renaissance. It is part of a sequence of four such courses covering antiquity to modernity that will provide students with a foundational knowledge in the history of Western ideas.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other students as an elective as space allows."

Syllabus Content Requirements All Items Included

ISS 5XXX: Great Books of the Medieval World

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Professor Jeffrey Collins
- CSE 504
- Office Hours: Mondays & Wednesdays 1-3pm
- jeffrey.collins@ufl.edu
- 352-514-8927

Course Description

Introduces students to a selection of major texts of the medieval Western tradition, with some preliminary weeks as well on the history of early Christianity and concluding weeks on the early Renaissance. It is part of a sequence of four such courses covering antiquity to modernity that will provide students with a foundational knowledge in the history of Western ideas.

Expanded Long Form Description

Introduces students to a selection of major texts of the medieval Western tradition, with some preliminary weeks as well on the history of early Christianity and concluding weeks on the early Renaissance. The course cannot be comprehensive but will represent major themes and genres of the period. It is part of a sequence of four such courses covering antiquity to modernity that will provide students with a foundational knowledge in the history of Western ideas. The sequence will prepare students for more specialized seminars. The course is reading intensive and discussion based. Readings include major primary texts from the period and critical scholarship from a variety of disciplines (history, literature, philosophy, political theory, theology, and the flowering of “commentating” traditions—both exegetical, philosophical, and theological).

Required Reading and Works

- Required readings will be posted as PDFs to Canvas.

- o Articles and individual book chapters will be made available online or through UF libraries.
- The writing manual for this course is R.M. Ritter, *The New Oxford Style Manual*, 3rd ed. (Oxford University Press, 2016). ISBN: 978-0198767251. The writing and reference guidelines for this course are Harvard Style.
- Materials and Supplies Fees: N/A

Course Objectives

- Infer and summarize the key themes, ideas, and historical contexts in medieval texts.
- Debate and distinguish the development of ideas about religion, politics, science, and humanism in medieval texts to understand their significance in shaping Western intellectual history.
- Articulate effective communication skills in class discussions and written assignments by articulating well-thought-out responses to questions and engaging with peers' ideas on the readings.

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance (20%)
 - a. Active participation
 - i An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerably to other discussants.
 - ii Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance
 - i On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Midterm examination (20%)
 - a. You will take a one-hour, closed-book, in-class examination focused on texts and topics from the first half of the class. The examination will require you to answer questions, comment on passages from the readings, and/or write essays.
 - b. The examination will be held in week 8.
 - c. For information about assessment, see the examination rubric below.
3. Final examination (30%)
 - a. At the completion of the class, you will take a closed-book, in-class examination. The examination will require you to answer questions, comment on passages from the readings, and/or write essays. The examination will focus chiefly on texts and topics from the second half of the survey, but will also include a cumulative component. The rubric is the same as for the midterm.
4. Literature reviews (3 x 10% = 30%)
 - a. Three times during the semester, you will select a text that we are not reading in class and write a 1,500-word critical essay on its most significant features, drawing on what you've learned thus far in the class. Following submission of the essay, you

will briefly present your findings to the class; presentations will form part of your participation grade.

- b. A sign-up sheet will be available in weeks 1 and 2. For advice on texts to pick, speak with the instructor.
- c. The essays will be due via Canvas by 11:59pm on the due date you have selected.
- d. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none">• Topic: Development and Expansion of Early Christianity• Required Readings:<ul style="list-style-type: none">○ “The Gospel of John,” from in <i>The New Oxford Annotated Bible: New Revised Standard Version</i>, eds. Michael Coogan, Marc Brettler, Carol Newsom, and PHEME PERKINS (Oxford, 2018), pp. 1519-1557.○ Irenaeus, <i>Adversus Haereses</i>, selections. Read from <i>The Cambridge Edition of Early Christian Writings</i>, vol. 3. <i>Christ: Through the Nestorian Controversy</i>, ed. Mark DelCogliano (Cambridge: Cambridge University Press, 2022), pp. 103-134.○ Justin Martyr, <i>Dialogus cum Tryphone</i>, Cap. I-XIV. [https://www.documentacatholicaomnia.eu/03d/0100-0160_Iustinus_Dialogus_cum_Tryphone_Schaffl_EN.pdf]○ Athanasius, <i>The Life of Antony and the Letter to Marcellinus</i> (Marwah, NJ: Paulist, 1979).○ Robert Louis Wilken, <i>The First Thousand Years: a Global History of Christianity</i> (New Haven, 2021), chapters 1-8.
Week 2	<ul style="list-style-type: none">• Topic: Christianity and Empire: Before and Beyond Nicaea• Required Readings:<ul style="list-style-type: none">○ “Epistle to Diognetus,” in <i>The Cambridge Edition of Early Christian Writings</i>, vol. 3. <i>Christ: Through the Nestorian Controversy</i>, pp. 44-52.○ Eusebius of Caesarea, “Letter to his Church about the Creed of Nicaea.” https://earlychurchtexts.com/public/eusebius_letter_to_his_church_about_nicaea.htm○ Theodore of Mopsuestia, “On the Incarnation of the Lord against the Apollinarians and Eunomians,” in <i>The Cambridge Edition of Early Christian Writings</i>, vol. 3. <i>Christ: Through the Nestorian Controversy</i>, pp. 420-488.○ Gregory of Nyssa, <i>Homilies on the Song of Songs</i>, trans. Richard A. Norris, Jr. (Atlanta, GA: SBL Press, 2012), pp. 14-45.○ Chapters by Drake, Edwards, and Lee in the <i>Cambridge Companion to the Age of Constantine</i>, ed Noel Lenski (Cambridge, 2007).

Week 3	<ul style="list-style-type: none"> • Topic: Augustine • Required Readings: <ul style="list-style-type: none"> ○ Augustine, <i>Confessions</i>, trans. Henry Chadwick (Oxford, 1992), books five, six, and eight, and one other of your choosing. ○ Augustine, <i>The City of God: Selections and Introduction</i> by Hans Urs von Balthasar (Ignatius Press, 2021), selections TBD. ○ Burnell, Peter J., 1992, "The Status of Politics in St. Augustine's 'City of God'", <i>History of Political Thought</i>, 13(1): 13–29 ○ John Rist, "Faith and Reason", in <i>Cambridge Companion to Augustine</i> (Cambridge, 2001), ed. Stump and Kretzmann 26–39.
Week 4	<ul style="list-style-type: none"> • Topic: Of Providence and Divine Identity: Boethius, Cassiodorus and John Damascene • Required Readings: <ul style="list-style-type: none"> ○ Boethius, <i>The Consolation of Philosophy</i>, trans. Victor Watts (London, 1999), xi-xxi, 3-116. ○ Cassiodorus, <i>Explanation of the Psalms</i>, trans. P.G. Walsh (CUA Press, 1990), pp. 45-138 (Psalm 1-10). ○ John of Damascus, <i>The Orthodox Faith</i>, in <i>Saint John of Damascus: Writings</i>, trans. Frederic H. Chase, Jr. (CUA Press, 1958), pp. 165-201. ○ John Marenbon, 'Divine Prescience and Contingency in Boethius's <i>Consolation of Philosophy</i>', <i>Rivista di storia della filosofia</i>, 68 (2013), 9–19. ○ Marilyn McCord Adams, "Anselm on Faith and Reason", in <i>The Cambridge Companion to Anselm</i>, Brian Davies and Brian Leftow, (eds.) (New York: Cambridge University Press, 2004), 32–60.
Week 5	<ul style="list-style-type: none"> • Topic: Rule • Required Readings: <ul style="list-style-type: none"> ○ John of Salisbury, <i>Policraticus</i> (Cambridge, 1990), trans. and ed. Cary Nederman, 9-229. ○ Marsilius of Padua, <i>Defensor Pacis</i>, trans. Alan Gewirth (Columbia 2001), pp. 98-180. ○ Francis Oakley, <i>The Conciliarist Tradition: Constitutionalism in the Catholic Church 1300-1870</i> (Oxford, 2003), pp. 1-110.
Week 6	<ul style="list-style-type: none"> • Topic: Jewish and Islamic Influences I: Al-Ghazali and Judah Halevi • Required Readings: <ul style="list-style-type: none"> ○ Al Ghazzali, <i>Deliverance from Error and Mystical Union with the Almighty</i>, trans. Muhammad Abulayah. Washington: Council for Research in Values and Philosophy, 2001. ○ Judah Halevi, <i>The Kuzari: The Book of Refutation and Proof on Behalf of the Despised Faith</i> by Judah Halevi, translated with annotation and notes by Lawrence V. Berman and Barry S.

	<p>Kogan with Yale University Press, forthcoming 2026. Sections 1:1-42, 1:60-79, 1:110-115, 2:1, 2:7-14, 2:22-23, 2:27-50, 3:1-11, 4:3, 4:12-12, 4:16-23, 5:22-28.</p> <ul style="list-style-type: none"> ○ David Hartwig Baneth, "Judah Halevi and Al-Ghazali," In <i>Studies in Jewish Thought: An Anthology of German Jewish Scholarship</i>, ed. Alfred Jospe. Detroit: Wayne State University Press, 1981, pp. 181-199. ○ Israel Efros, "Some Aspects of Yehuda Halevi's Mysticism," <i>Proceedings of the American Academy for Jewish Research</i> 11 (1941), pp. 7-16. ○ Majid Fakhry, <i>A History of Islamic Philosophy</i>. New York: Columbia University Press, 1970, pp. 217-233. ○ Alexander Green, "Does God Prefer the Powerful? Reforming the King in Judah Halevi's <i>Kuzari</i>," <i>Jewish Studies Quarterly</i> 28, no. 1 (2021): 1-20. ○ Howard Kreisel, <i>Prophecy: The History of an Idea in Medieval Jewish Philosophy</i>. Leiden: Brill, 2001, pp. 94-147.
Week 7	<ul style="list-style-type: none"> • Topic: Jewish and Islamic Influences II: Maimonides and Averroes • Required Readings: <ul style="list-style-type: none"> ○ Moses Maimonides, <i>The Guide of the Perplexed</i>. Chicago: University of Chicago Press, 1963, pp. 3-26 (Dedicatory Letter, Introduction, I 1-2), 123-128 (I 54), 281-293, 327-330 (II 13-15, 25 Creation vs. Eternality), 360-385 (II 32-40 Prophecy), 440-448, 464-474, 486-490 (III 11-12, 17, 22 Evil and Job), 510-512 (III 27 Divine Law), 525-531 (III 32 Sacrifices), 618-628 (III 51). ○ Averroes, <i>The Decisive Treatise</i>. Utah: Brigham Young University Press, 2001, pp. 1-33. ○ Edwin Curley, "Maimonides, Spinoza and the Book of Job," in <i>Jewish Themes in Spinoza's Philosophy</i>, eds. Heidi Ravven and Lenn Goodman. Albany, NY: SUNY Press, 2002: 147-186. ○ Majid Fakhry, <i>A History of Islamic Philosophy</i>. New York: Columbia University Press, 1970, pp. 270-292. ○ Warren Zev Harvey, "Maimonides on Human Perfection, Awe, and Politics," in <i>The Thought of Moses Maimonides</i>, eds. Ira Robinson. Lewiston, NY: Edwin Mellen Press, 1990, pp. 1-15. ○ Warren Zev Harvey, "Two Jewish Approaches to Evil in History" in <i>Wrestling with God: Jewish Theological Responses during and after the Holocaust</i>, eds. Steven Katz, Shlomo Biderman and Gershon Greenberg. Oxford: Oxford University Press, 2007, pp. 326-331. ○ Leo Strauss, "The Literary Character of the <i>Guide of the Perplexed</i>," in <i>Persecution and the Art of Writing</i>. Chicago: University of Chicago Press, 1988: 38-94. ○ Richard Taylor, "Averroes: Religious Dialectic and Aristotelian Philosophical Thought," in <i>The Cambridge Companion to Arabic Philosophy</i>. Cambridge: Cambridge University Press, 2005, pp. 180-200.

<p>Week 8</p>	<ul style="list-style-type: none"> • Topic: Journeys of Self: To God and to the Trivium et Quadrivium, Pt. I • Required Readings: <ul style="list-style-type: none"> ○ Saint Bonaventure, <i>The Journey of the Mind to God</i>, ed. Stephen Brown (Indianapolis, 1993), ix-xix, 1-75. ○ <i>The Little Flowers of Saint Francis of Assisi</i>, ed. W. Heywood (NY, 1998), xix-xxiii, 1-117. ○ Hugh of St Victor, <i>The Didascalicon of Hugh of St. Victor: A Medieval Guide to the Arts</i>, trans. Jerome Taylor (Columbia, 1991), Preface, Lib. I, II, III (pp. 43-101). {UF E-text} ○ W.J. Courtenay, "Theology and Theologians from Ockham to Wyclif," in <i>The History of the University of Oxford: Volume II: Late Medieval Oxford</i>, ed. J.I. Catto and T.A.R. Evans (Oxford, 1992), pp. 1-34. ○ Douglas Langston, "The Spark of Conscience: Bonaventure's View of Conscience and Synderesis", <i>Franciscan Studies</i>, 53 (1993): 79-95.
<p>Week 9</p>	<ul style="list-style-type: none"> • Topic: Journeys of Self: To God and to the Trivium et Quadrivium, Pt. II • Required Readings: <ul style="list-style-type: none"> ○ Thomas Aquinas, <i>Catena Aurea. Commentary on the Four Gospels Collected out of the Works of the Fathers</i>, ed. John Henry Newman, 4 vols. (Parker Society, 1841), John 1-8. https://www.ecatholic2000.com/catena/untitled-89.shtml ○ William Ockham, <i>Tractatus de Praedestination et de Praescientia Dei et de Futuris Contingentibus</i>, ed. Philotheus Boehner (St. Bonaventure, NY: The Franciscan Institute, 1945), pp. 1-40, 50-57. {HathiTrust E-text} ○ Nicholas of Cusa, <i>De Docta Ignorantia</i>, trans. Jasper Hopkins (Arthur J. Banning Press, 1985), pp. 4-159. ○ Chapters by Artsen, Owens, and McInerney, <i>Cambridge Companion to Aquinas</i>, ed Kretzman and Stump (Cambridge, 1993). ○ Jean Bethke Elshtain, <i>Sovereignty: God, State, and Self</i> (NY, 2008), chapters 1-2.
<p>Week 10</p>	<ul style="list-style-type: none"> • Topic: <i>Tre Corone</i>: On Dante, Boccaccio, Petrarch • Required Readings: <ul style="list-style-type: none"> ○ Dante Alighieri, <i>The Divine Comedy, Volume 1: Inferno</i>, trans. Mark Musa (NY, 2002), cantos 1-15, 19-20, 26, 28, 39. ○ Giovanni Boccaccio, <i>The Decameron</i> (JM Dent, 1930), pp. 1-57 (First Day). ○ Petrarch, <i>The Triumphs of Love, Chastitie, Death</i>, trans. Anna Hume (1644). [EEBO Text] ○ Kenelm Foster, "Religion and Philosophy in Dante," in <i>The Mind of Dante</i>, ed. Uberto Limentani (Cambridge: Cambridge University Press, 1965) pp. 47-78.

	<ul style="list-style-type: none"> ○ Guiseppe Mazzotta, “The Heaven of the Sun: Dante between Aquinas and Bonaventure,” in <i>Dante for the New Millennium</i>, eds. Teodolinda Barolini and H. Wayne Storey, New York: Fordham University Press, pp. 152–168.
Week 11	<ul style="list-style-type: none"> • Topic: Chaucer • Required Reading: <ul style="list-style-type: none"> ○ Chaucer, Geoffrey, <i>The Canterbury Tales: Fifteen Tales and the General Prologue</i>, Edited by Kolve. V. A. and Glending Olson. A Norton Critical Edition, 2nd. Ed. New York: W. W. Norton & Co., 2005, 3-28, 102-30, 212-48, 269-285m 293-306, 307. ○ Essays by DuBoulay, Donaldson, Nolan in Norton, pp. 473-92, 503-534. ○ Spearing, A. C., “Introduction” from <i>The Franklin’s Prologue and Tale</i> (Cambridge: Cambridge UP, 1966, rev. ed. 1994), pp. 1-76 ○ Boitani, Piero, and Jill Mann (eds.), <i>The Cambridge Chaucer Companion</i> (Cambridge: Cambridge UP, 1986), 1-19, 127-42, 251-269.
Week 12	<ul style="list-style-type: none"> • Topic: Travelogues and Global Encounters • Required Reading: <ul style="list-style-type: none"> ○ <i>The Travels of Marco Polo</i>, trans. Ronald Latham (Penguin, 1958), pp. 7-112. ○ <i>The Book of Margery Kempe</i> (Penguin, 2000), proem and preface, chapters 1-5, 9, 15, 26-30. ○ Riccoldo da Montecroce, “The Book of Pilgrimage,” in Rita George-Tvrtkovic, <i>A Christian Pilgrim in Medieval Iraq: Riccoldo da Montecroce’s Encounter with Islam</i> (Brepols, 2012), pp. 175-227. ○ Peter Jackson, “Marco Polo and his ‘Travels’”, <i>Bulletin of the School of Oriental and African Studies</i> 61 (1998), 82-101. ○ Melissa Crofton, “From medieval mystic to early modern anchoress: Rewriting the book of Margery Kempe”, <i>The Journal of the Early Book Society</i> 16 (2013), 89–110.

<p>Week 13</p>	<ul style="list-style-type: none"> • Topic: The World Late Medieval and Renaissance Texts Made, Pt. I • Required Readings: <ul style="list-style-type: none"> ○ Lorenzo Valla, <i>On the Donation of Constantine</i>, trans. G.W. Bowersock (Harvard, 2007), pp. 2-161. ○ Desiderius Erasmus, “Epistle Dedicatory,” in idem, <i>Paraphrase of Erasmus on the New Testament</i> (1548). https://archive.org/details/paraphrases-of-erasmus-on-the-new-testament-text/Erasmus%20-%20Paraphrase%20%2800%29%20Preface/mode/2up ○ Marsilio Ficino, <i>Platonic Theology, Volume 1: Books I-IV</i>, trans. Michael J.B. Allen (Harvard, 2001). ○ Brian Copenhaver, “Valla Our Contemporary: Philosophy and Philology,” <i>Journal of the History of Ideas</i>, 66 (2005), 507–525. ○ Brian Cummings, “Erasmus and the Invention of Literature”, <i>Erasmus of Rotterdam Society Yearbook</i>, 33 (2013), 22–54.
<p>Week 15</p>	<ul style="list-style-type: none"> • Topic: The World Late Medieval and Renaissance Texts Made, Pt. II • Required Readings: <ul style="list-style-type: none"> ○ Desiderius Erasmus, <i>The Julius Exclusus of Erasmus</i>, trans. Paul Pascal (Indiana UP, 1968). ○ Letters between Pope Alexander VI and Girolamo Savonarola in <i>Selected Writings of Girolamo Savonarola: Religion and Politics, 1490-1498</i>, ed. and trans. Anne Borelli and Maria Pastore Passaro (Yale, 2006), pp. 261-310. ○ Francisco Vitoria, <i>De Indis</i>, in <i>Vitoria: Political Writings</i>, ed. Anthony Pagden and Jeremy Lawrance (Cambridge: Cambridge University Press, 1991), pp. 231-292.

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 – 100%		C	74 – 76%
A–	90 – 93%		C–	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B–	80 – 83%		D–	60 – 63%
C+	77 – 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Unclear on the relationship between the Hamilton Center and the Department of Classics. Is a consultation needed?
 - a) **Hamilton has been in communication with the Classics department regarding the development of the program this course is a part of. Our program consult letter is attached.**
- 2) What is the rationale for choosing 5XXX vs 6XXX? Will this course be open to undergraduate students, be standalone, or intended for a graduate program in development?
 - a) **This course along with its counterparts in other time periods are viewed as introductory-level course work in the program. See attached curriculum map.**
- 3) Perhaps include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 4) The course title is somewhat ambiguous. Could use additional words to clarify the scope of coverage. (The course description explicitly states "Western")
 - a) **All of these courses are meant to be sequential chronologically on books of the Western tradition as stated in the course description. Each is intended to have a different course number. Students will be introduced to them as such from the beginning of the program. We had a subtitle to the course but omitted it for length reasons "the Enlightenment to the present".**
- 5) Curriculum Rationale: Per form instructions, please (1) indicate the degree level of Graduate and (2) indicate whether this course is required or optional and for which programs (M.S., Ph.D). If the course will be offered as an optional elective for the rest of the university, please also indicate that.
 - a) **Amended text in the form "This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other students as an elective as space allows."**
- 6) The course description needs minor revisions.
 - a) Delete preliminary words to reduce unneeded introduction to simply begin at "Introduces students to..."
 - (a) **Course description amended on form "Introduces students to a selection of major texts of the modern period of Western history, defined as roughly the period between the Enlightenment and the present. The course cannot of course be comprehensive but will represent major themes and genres of the period. It is part of a sequence of four such**

courses covering antiquity to modernity that will provide students with a foundational knowledge in the history of Western ideas.”

- b) Ensure that the course description on the submitted form and syllabus match.
 - (a) Typically, we have offered an expanded long form version of the course description on the syllabus to provide more context to students not afforded in the 500-character limit. These descriptions “match” but are of course different in length.

Course|New for request 20944

Info

Request: ISS 5XXX Great Books of the Modern World

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

We would like to request that SCNS use the number ISS 5293 to mirror the numbering of our undergraduate course ISS 2293 of the same topical name.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 3/17/2025 6:53:26 PM

Form version: 3

Responses

Recommended Prefix ISS

Course Level 5

Course Number XXX

Lab Code None

Course Title Great Books of the Modern World

Transcript Title Great Books - Modern World

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Introduces students to a selection of major texts of the modern period of Western history, defined as roughly the period between the Enlightenment and the present. The course cannot of course be comprehensive but will represent major themes and genres of the period. It is part of a sequence of four such courses covering antiquity to modernity that will provide students with a foundational knowledge in the history of Western ideas.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other students as an elective as space allows.

Syllabus Content Requirements All Items Included

ISS 5XXX: Great Books of the Modern World

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Professor Jeffrey Collins
- CSE 504
- Office Hours: Mondays & Wednesdays 1-3pm
- jeffrey.collins@ufl.edu
- 352-514-8927

Course Description

This course will introduce students to a selection of major texts of the modern period of Western history, defined as roughly the period between the Enlightenment and the present. The course cannot of course be comprehensive but will represent major themes and genres of the period. It is part of a sequence of four such courses covering antiquity to modernity that will provide students with a foundational knowledge in the history of Western ideas. The sequence will prepare students for more specialized seminars. The course is reading intensive and discussion based. Readings include major primary texts from the period and critical scholarship from a variety of disciplines (history, literature, philosophy, political theory).

Required Readings and Works

- Required readings will be posted as PDFs to Canvas.
- The writing manual for this course is R.M. Ritter, *The New Oxford Style Manual*, 3rd ed. (Oxford University Press, 2016). ISBN: 978-0198767251. The writing and reference guidelines for this course are Harvard Style.
- Materials and Supplies Fees: N/A

Course Objectives

- Identify and explain the key themes, ideas, and historical contexts in modern texts.
- Synthesize the development of ideas about religion, politics, science, and humanism in early modern texts to understand their significance in shaping Western intellectual history.
- Demonstrate effective communication skills in class discussions and written assignments by articulating well-thought-out responses to questions and engaging with peers' ideas on the readings.

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance (20%)
 - a. Active participation: 15%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerably to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 5%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Midterm examination (20%)
 - a. You will take a one-hour, closed-book, in-class examination focused on texts and topics from the first half of the class. The examination will require you to answer questions, comment on passages from the readings, and/or write essays.
 - b. The examination will be held in week 8.
 - c. For information about assessment, see the examination rubric below.
3. Final examination (30%)
 - a. At the completion of the class, you will take a closed-book, in-class examination. The examination will require you to answer questions, comment on passages from the readings, and/or write essays. The examination will focus chiefly on texts and topics from the second half of the survey, but will also include a cumulative component. The rubric is the same as for the midterm.
4. Literature reviews (3 x 10% = 30%)
 - a. Three times during the semester, you will select a text that we are not reading in class and write a 1,500-word critical essay on its most significant features, drawing on what you've learned thus far in the class. Following submission of the essay, you will briefly

present your findings to the class; presentations will form part of your participation grade.

- b. A sign-up sheet will be available in weeks 1 and 2. For advice on texts to pick, speak with the instructor.
- c. The essays will be due via Canvas by 11:59pm on the due-date you have selected.
- d. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
<div>Week</div> <div>1</div>	<ul style="list-style-type: none"> • Topic: Enlightenment, Kant, and the Modern • Required Readings: <ul style="list-style-type: none"> ○ Immanuel Kant, "Introduction (to the second edition)," <i>Critique of Pure Reason</i>, Guyer Paul and Allen W. Wood, trans. and ed. Cambridge: Cambridge University Press, 1998: 136-156. ○ Jean le Rone d'Alembert, 'The Human Mind Emerged from Barbarism', <i>The Portable Enlightenment Reader</i>, ed. Isaac Kramnick (1995), pp. 7-17. ○ Guyer, Paul. "Introduction," in Guyer, Paul, ed. <i>The Cambridge Companion to Kant and Modern Philosophy</i>. Cambridge University Press, 2006. ○ Milbank, John. "Hume versus Kant: Faith, reason and feeling." <i>Modern Theology</i> 27, no. 2 (2011): 276-297. ○ Yeo, Richard. <i>Encyclopaedic Visions: Scientific Dictionaries and Enlightenment Culture</i>. Cambridge: Cambridge University Press, 2001: xi-xvi, 1-5, 22-27. ○ Benedict Anderson, <i>Imagined Communities: Reflections on the Origin and Spread of Nationalism</i>. London: verso, 2016.: 9-46.
<div>Week</div> <div>2</div>	<ul style="list-style-type: none"> • Topic: The French Revolution • Required Readings: <ul style="list-style-type: none"> ○ Jean-Jacques Rousseau, <i>Social Contract and Discourses</i>, trans. GDH Cole. London: J.M. Dent and Sons, 1923). ○ Robespierre, Maximilien. "Report on the Principles of Political Morality, 1794." In Keith M. Baer, ed. <i>The Old Regime and the French Revolution</i>. Chicago: University of Chicago Press, 1987: 368-383 ○ William H. Sewell, Jr., "Historical Events as Transformations of Structures: Inventing Revolution at the Bastille," <i>Theory and Society</i>, Vol. 25, No. 6 (Dec. 1996), pp. 841-881, https://www.jstor.org/stable/657830 ○ Shklar, Judith N. "Jean-Jacques Rousseau and Equality." <i>Daedalus</i> 107, no. 3 (1978): 13-25. http://www.jstor.org/stable/20024561. ○ Carol Blum, <i>Rousseau and the Republic of Virtue: The Language of Politics in the French Revolution</i>. Ithaca: Cornell University Press, 1989: 27-36.

Week 3	<ul style="list-style-type: none"> • Topic: Romanticism: Art and Culture • Required Readings: <ul style="list-style-type: none"> ○ Brontë, Charlotte. <i>Jane Eyre (Norton Critical Editions)</i>. WW Norton & Company, 2016. ○ Samuel Taylor Coleridge, "Dejection: An Ode," <i>Complete Poetical Works of Samuel Taylor Coleridge: Poems</i>. Oxford: Clarendon Press, 1912: 362-368. ○ Peter Gay, <i>Why the Romantics Matter</i>. New Haven: Yale University Press, 2015: 1-16. ○ Fisher, Naomi. <i>Schelling's Mystical Platonism: 1792-1802</i>. Oxford University Press, 2024: 45-58. ○ Exhibition, "Caspar David Friedrich: The Anniversary," https://cdfriedrich.de/en/
Week 4	<ul style="list-style-type: none"> • Topic: Romanticism: Society and Politics • Required Readings: <ul style="list-style-type: none"> ○ Edmund Burke, <i>Reflections on the Revolution in France</i>, ed. JGA Pocock. Indianapolis, IN: Hackett Publishing Company, 1987. ○ Herder, Johann Gottfried. <i>Herder: Philosophical Writings</i>. Cambridge: Cambridge University Press, 2002: 257-272. ○ Theodore Herzl, <i>The Jewish State</i>. New York: Dover, 1988: 73-97 ○ Bourke, Richard, "Burke, Enlightenment and Romanticism." Ed. David Dwan, and Christopher Insole. <i>The Cambridge Companion to Edmund Burke</i>. Cambridge: Cambridge University Press, 2012): 27-40. ○ Horujy, Sergey. "Slavophiles, Westernizers, and the birth of Russian philosophical humanism." In GM Hamburg and Randall Poole, eds. <i>A History of Russian Philosophy 1830-1930: Faith, Reason, and the Defense of Human Dignity</i>. Cambridge: Cambridge University Press, 2010: 27-51. ○ Benedict Anderson, <i>Imagined Communities</i>, Chapter 5
Week 5	<ul style="list-style-type: none"> • Topic: German Idealism • Required Readings: <ul style="list-style-type: none"> ○ G.W.F. Hegel, <i>Introduction to the Philosophy of History</i>, ed. Leo Rauch. Indianapolis, IN: Hackett Publishing Company, 1988. ○ GWF Hegel, <i>Phenomenology of Spirit</i>, ed. Michael Inwood. Oxford: Oxford University Press, 2018: 72-94. ○ Karl Lowith, <i>From Hegel to Nietzsche: The Revolution in Nineteenth Century Thought</i>. New York: Columbia University Press, 1991: 31-52. ○ Alznauer, Mark. "Ethics and history in Hegel's practical philosophy." <i>The Review of Metaphysics</i> (2012): 581-611. ○ Gillespie, Michael Allen. <i>Hegel, Heidegger, and the Ground of History</i>. University of Chicago Press, 2015: 56-84

Week 6	<ul style="list-style-type: none"> • Topic: Liberalism, Economic and Political • Required Readings: <ul style="list-style-type: none"> ○ John Stuart Mill, <i>On Liberty</i>, ed. Elizabeth Rapaport. Indianapolis, IN: Hackett Publishing Company, 1978. ○ Alexis de Tocqueville, <i>Democracy in America</i>, ed. and trans. Olivier Zunz. New York: Library of America, 2004: 224-300 ○ Helena Rosenblatt, <i>The Lost History of Liberalism: From Ancient Rome to the Twenty-First Century</i>. Princeton: Princeton University Press, 2018: 88-128. ○ Englert, Gianna. "'The Idea of Rights': Tocqueville on The Social Question." <i>The Review of Politics</i> 79, no. 4 (2017): 649-674. ○ Harpham, Edward J. "The problem of liberty in the thought of Adam Smith." <i>Journal of the History of Economic Thought</i> 22, no. 2 (2000): 217-237.
Week 7	<ul style="list-style-type: none"> • Topic: Science of Man, Part I • Required Reading: <ul style="list-style-type: none"> ○ Charles Darwin, <i>Descent of Man and Selection in Relation to Sex</i>. New York: Penguin, 2004. ○ Zola, Émile. <i>Germinal, Or, Master and Man</i>. Chatto & Windus, 1901. ○ Nelson, Brian. "Emile Zola (1840-1902): Naturalism." <i>The Cambridge Companion to European Novelists</i>, Cambridge: Cambridge University Press, 2012: 294-309. ○ Eisen, Sydney. "Herbert Spencer and the Spectre of Comte." <i>Journal of British studies</i> 7, no. 1 (1967): 48-67. ○ Weikart, Richard. "The Origins of Social Darwinism in Germany, 1859-1895." <i>Journal of the History of Ideas</i> 54, no. 3 (1993): 469-488. ○ Weber, Max. "Science as a Vocation." In Tauber, Alfred, ed., <i>Science and the Quest for Reality</i>. London: Palgrave Macmillan UK, 1946: 382-3
Week 8	<ul style="list-style-type: none"> • Topic: Socialism, Marx, Revolution • Required Reading: <ul style="list-style-type: none"> ○ Karl Marx and Friedrich Engels, "Theses on Feuerbach" and "Manifesto of the Communist Party" in Robert Tucker, ed., <i>The Marx Engels Reader</i>. New York: W.W. Norton, 1978: 143-145, 469-500 ○ Sergei Nechaev, "Catechism of a Revolutionary," ○ Pipes, Richard. "Russian Marxism and Its Populist Background: The Late Nineteenth Century." <i>The Russian Review</i> 19, no. 4 (1960): 316-37. https://doi.org/10.2307/126475. ○ Leopold, David. <i>The young Karl Marx: German philosophy, modern politics, and human flourishing</i>. Vol. 81. Cambridge University Press, 2007. Ch. 2 ○ Walicki, Andrzej. <i>Marxism and the Leap to the Kingdom of Freedom: the Rise and Fall of the Communist Utopia</i>. Stanford University Press, 1997: Ch. 1.

<p>Week 9</p>	<ul style="list-style-type: none"> • Topic: Science of Man, part II • Required Reading: <ul style="list-style-type: none"> ○ Sigmund Freud, <i>Outline of Psychoanalysis</i>, ed. James Strachey. London: W.W. Norton, 1989. ○ Le Bon, Gustave. <i>The Crowd: a Study of the Popular Mind by Gustave Le Bon</i>. New York: Dover, 2002: Ch. 1 ○ George Makari, <i>Revolution in Mind: The Making of Psychoanalysis</i>. New York: Harper Collins, 2009: Chs. 1, 3. ○ Canales, Jimena. <i>The Physicist and the Philosopher: Einstein, Bergson, and the Debate That Changed Our Understanding of Time</i>. Princeton, Princeton University Press, 2015, Ch. 1 https://doi.org/10.2307/j.ctvc7763q.
<p>Week 10</p>	<ul style="list-style-type: none"> • Topic: Modernism • Required Readings: <ul style="list-style-type: none"> ○ Fyodor Dostoevsky, <i>Notes from the Underground</i>, translated by Constance Garnett, edited, with by Charles Guignon and Kevin Aho. Indianapolis, IN: Hackett, 2009. ○ Nietzsche, Friedrich Wilhelm. <i>Nietzsche: The Birth of Tragedy and Other Writings</i>. Cambridge: Cambridge University Press, 1999. ○ Kevin Aho and Charles Guignon, "Introduction," in Fyodor Dostoevsky, <i>Notes from the Underground</i> ○ Raymond Guess, "Introduction," in <i>Nietzsche: The birth of tragedy and other writings</i>. ○ Jeff Love, Jeffrey Metzger, eds., <i>Nietzsche and Dostoevsky: Philosophy, Morality, Tragedy</i>. Evanston: Northwestern University Press, 2016: Ch. 1. ○ Kaufmann, Walter, "Existentialism from Dostoevsky to Sartre, in Kaufmann, ed. <i>Existentialism from Dostoevsky to Sartre: Basic Writings of Existentialism by Kierkegaard, Nietzsche, Jaspers, Heidegger, and Others</i>. Penguin, 1975: 1-51.
<p>Week 11</p>	<ul style="list-style-type: none"> • Topic: Totalitarianism • Required Readings: <ul style="list-style-type: none"> ○ Hanna Arendt, <i>Origins of Totalitarianism</i> New York: Houghton Mifflin, 1973 ○ Walter Benjamin, "Art in the Age of Mechanical Reproduction" in Hannah Arendt, ed. <i>Illuminations</i>. New York: Schocken, 1968: 217-252. ○ Yevgeny Zamyatin, <i>We</i>. New York: Penguin, 1993. ○ Richard Wolin, <i>Heidegger's Children</i>. Princeton: Princeton University Press, 2015: Chapter 3 ○ Chappel, James. "The Catholic Origins of Totalitarianism Theory in Interwar Europe." <i>Modern Intellectual History</i> 8, no. 3 (2011): 561-590. ○ Connors, James. "Zamyatin's 'We' and the Genesis of 1984." <i>Modern Fiction Studies</i> 21, no. 1 (1975): 107-124.

Week 12	<ul style="list-style-type: none"> • Topic: Modern Liberalism • Required Readings: <ul style="list-style-type: none"> ○ Friedrich Hayek, <i>The Road to Serfdom</i>. London: Routledge, 2006. ○ Keynes, John Maynard. "The End Of Laissez-Faire (1926)." In <i>The Collected Writings of John Maynard Keynes</i>, edited by Elizabeth Johnson and Donald Moggridge, 272–94. Royal Economic Society, 1978. ○ Berlin, Isaiah. "Two Concepts of liberty." In <i>Liberty Reader</i>. New York: Routledge, 2017: 33-57 ○ Caldwell, Bruce. "The Chicago school, Hayek, and neoliberalism." <i>Building Chicago Economics: New Perspectives on the History of America's Most Powerful Economics Program</i> Cambridge: Cambridge University Press, 2011: 301-34.
Week 13	<ul style="list-style-type: none"> • Topic: Modern Religion • Required Readings: <ul style="list-style-type: none"> ○ Reinhold Niebuhr, "The Children of Light and the Children of Darkness," in <i>The Essential Reinhold Niebuhr: Selected Essays and Addresses</i>. New Haven: Yale University Press, 1986: 160-181. ○ Nikolai Berdyaev, <i>Dostoevsky: An Interpretation</i>. Ch. 8. ○ Martin Buber, <i>I and Thou</i>. New York: Scribner, 1957. ○ Mendes-Flohr, Paul. "Martin Buber and Martin Heidegger in Dialogue." <i>The Journal of Religion</i> 94, no. 1 (2014): 2-25. ○ Hartshorne, Charles. "Whitehead and Berdyaev: Is There Tragedy in God?." <i>The Journal of Schlette, Magnus. "Democracy & Political Religion. Some Thoughts on the Controversy between Dewey and Niebuhr." European Journal of Pragmatism and American Philosophy</i> 12, no. XII-2 (2020). <i>Religion</i> 37, no. 2 (1957): 71-84. ○ Schlette, Magnus. "Democracy & Political Religion. Some Thoughts on the Controversy between Dewey and Niebuhr." <i>European Journal of Pragmatism and American Philosophy</i> 12, no. XII-2 (2020).
Week 14	<ul style="list-style-type: none"> • Topic: Modern Science • Required Readings: <ul style="list-style-type: none"> ○ Michel Foucault, <i>Discipline and Punish: The Birth of the Prison</i>. New York: Vintage, 1995. ○ Werner Heisenberg, "From Plato to Max Planck: The Philosophical Problems of Atomic Physics," <i>The Atlantic</i> (November 1959). ○ White, Hayden V. "Foucault decoded: Notes from underground." <i>History and Theory</i> 12, no. 1 (1973): 23-54. ○ Cassidy, David C. "Heisenberg, uncertainty and the quantum revolution." <i>Scientific American</i> 266, no. 5 (1992): 106-113.

<p>Week 15</p>	<ul style="list-style-type: none"> • Topic: Secularism, Civilization, and History • Required Readings: <ul style="list-style-type: none"> ○ Charles Taylor, <i>Secular Age</i>. Cambridge: Harvard University Press, 2007. Chs 1-2. ○ Leo Strauss, Jerusalem and Athens: Some Introductory Reflections,” <i>Commentary</i> (June 1967). ○ Fukuyama, Francis. "The End of History?." <i>The National Interest</i> 16 (1989): 3-18. ○ Gordon, Peter E. "The Place of the Sacred in the Absence of God: Charles Taylor's" A Secular Age"." <i>Journal of the History of Ideas</i> 69, no. 4 (2008): 647-673.Lieven, Anatol. “The Two Fukuyamas,” <i>The National Interest</i>, no. 84 (2006): 123–30. http://www.jstor.org/stable/42895874.
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IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 5XXX Principles of Grand Strategy and Statecraft I (20974)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 2) What is the rationale for choosing 5XXX vs 6XXX? Will this course be open to undergraduate students, be standalone, or intended for a graduate program in development?
- 3) The "Rationale for Placement in the Curriculum" should include more detail regarding how the course fits in the program.
 - a) **Amended text in the form "This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other graduate students as an elective as space allows." See attached curriculum map for sequencing.**
- 4) The course description needs minor modifications and should be revised for clarity.
 - a) Course description is mostly questions. Not standard format.
 - (a) **Course description amended on form "Explores the questions of how do nations achieve their aims through warfare? What influence do individual leaders, regime type, or ideology have on the course of conflicts? What enduring lessons can be derived from history? by tracing the rise and fall of great powers from ancient Athens to the American Revolution."**
 - b) Ensure that the course description on the submitted form and syllabus match.
 - (a) **Addressed**
- 5) Consider more diverse and precise verbs for objectives. They are currently too broad. Course objectives are really projected student learning outcomes. Either represent course objectives appropriately or retitle the section Student Learning Outcomes. Perhaps do both. Presumably, the learning outcomes are tied to the course assessment criteria.
 - a) **Course objectives updated**
- 6) Possible concern: Exact same assignments and due dates with variations of points but somewhat different in terms of instructions: #8-20974, #9-20975, #10-20961, #11- 20973, #17-21008. #18- 21010, and & #19-21007.
 - a) **Thank you for the note. Where possible and appropriate, we have designed courses to have similar assignments for consistency in expectation for students and continuity in assessment. As noted in the comment, variations do exist between courses syllabi. This variation is in the subject matter. However,**

the consistent assignment of book reviews and essays are tools for meaning making in these disciplines.

Course|New for request 20974

Info

Request: ISS 5XXX Principles of Grand Strategy and Statecraft I

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 4/25/2025 5:15:32 PM

Form version: 2

Responses

Recommended Prefix ISS

Course Level 5

Course Number XXX

Lab Code None

Course Title Principles of Grand Strategy and Statecraft I

Transcript Title Grand Strategy & Statecraft 1

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Explores the questions of how do nations achieve their aims through warfare? What influence do individual leaders, regime type, or ideology have on the course of conflicts? What enduring lessons can be derived from history? by tracing the rise and fall of great powers from ancient Athens to the American Revolution.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other graduate students as an elective as space allows.

Syllabus Content Requirements All Items Included

ISS 5xxx: Principles of Grand Strategy and Statecraft I:

Athens to American Revolution

I. General Information

Class Meetings

- Fall 2026
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Dr. Robert Stone
- Location: CSE E544
- Office hours: Monday & Wednesday 1-3pm
- robertstone@ufl.edu
- 352-273-3040

Course Description

Explores the questions of how do nations achieve their aims through warfare? What influence do individual leaders, regime type, or ideology have on the course of conflicts? What enduring lessons can be derived from history? by tracing the rise and fall of great powers from ancient Athens to the American Revolution

Required Readings and Works

- Paul Kennedy, *Grand Strategies in War and Peace* (New Haven, 1991).
- Richard K. Betts, “Is Grand Strategy an Illusion?” in *The Oxford Handbook of Grand Strategy* (Oxford, 2021).
- Thomas Hobbes, *Leviathan* (1651), ed. C. B. MacPherson (London, 1968).
- Isaiah Berlin, *The Proper Study of Mankind* (New York, 1997).
- W. Murray, “Thoughts on Grand Strategy,” in *The Shaping of Grand Strategy: Policy, Diplomacy, and War*, ed. W. Murray, R. Sinnreich, and J. Lacey (Cambridge University Press, 2011).
- Richard Rosecrance and Arthur Stein, *The Domestic Bases of Grand Strategy* (Ithaca, 1993).

- Edward N. Luttwak, *Strategy: The Logic of War and Peace* (Cambridge, 1987).
- B. H. Liddell Hart, *Strategy* (2nd edn.; New York, 1967).
- Thucydides, *The Landmark Thucydides*, ed. Robert B. Strassler (New York, 1996).
- Donald Kagan, *On the Origins of War and the Preservation of the Peace* (New York, 1995).
- Laurie Bagby, "The Use and Abuse of Thucydides," *International Organization* 48, no. 1 (Winter 1994).
- Victor Davis Hanson, *A War Like No Other: How the Athenians and the Spartans Fought the Peloponnesian War* (New York, 2005).
- Xenophon, *Hellenica*, trans. John Marincola (New York, 2009).
- Plutarch, "Life of Lysander", in *Plutarch's Lives*, trans. John Dryden, ed. Arthur Hugh Clough (New York, 2001).
- Donald Kagan, "Athenian Strategy in the Peloponnesian War," in *The Making of Strategy: Rulers, States, and War*, eds. W. Murray, M. Knox, and A. Bernstein (New York, 1994).
- Chester G. Starr, *The Influence of Sea Power on Ancient History* (New York, 1989).
- Arthur M. Eckstein, *Mediterranean Anarchy, Interstate War, and the Rise of Rome* (Berkeley, 2006).
- Sun Tzu, *The Art of War*, trans. Samuel B. Griffith (Oxford, 1971).
- Victoria Tin-bor Hui, *War and State Formation in Ancient China and Early Modern Europe* (Cambridge, 2005).
- Michael D. Swaine and Ashley J. Tellis, *Interpreting China's Grand Strategy* (RAND, 2000).
- Francois Jullien, "Relying on the Propensity of Things," in *A Treatise on Efficacy*.
- Alastair I. Johnston, *Cultural Realism: Strategic Culture and Grand Strategy in Chinese History* (Princeton, 1995).
- John Keegan, *The Mask of Command* (New York, 1987).
- David J. Lonsdale, *The Practice of Strategy: From Alexander the Great to the Present* (New York, 2011).
- John Ma, "Alexander's decision-making as a historical problem," *Revue d'Études Militaires Anciennes* 6 (2013): 113-125.
- Plutarch, "Life of Alexander," trans. John Dryden, ed. Arthur Hugh Clough (New York, 2001).
- N. G. L. Hammond, *The Genius of Alexander the Great* (Chapel Hill, 1997).
- Polybius, *The Rise of the Roman Empire*, trans. Ian Scott-Kilvert (New York, 1979).
- Livy, *Hannibal's War*, trans J.C. Yardley (New York, 2004), §28.38-46.
- Plutarch, *Plutarch's Lives*, trans. J. Dryden, ed. A. Hugh Clough (New York, 2001), vols 1 and 2.
- Michael W. Doyle, *Empires* (Cornell University Press, 1986).
- Brent Shaw, "War and Violence," in *Late Antiquity: A Guide to the Postclassical World*, eds. G. W. Bowersock, P. Brown and O. Grabar (Cambridge, 1999).
- Dexter Hoyos, *Mastering the West* (New York, 2015).
- Edward Gibbon, *The History of the Decline and Fall of the Roman Empire* (New York, 1993).
- Edward Luttwak, *The Grand Strategy of the Roman Empire* (Baltimore, 1976).
- Arther Ferril, *The Fall of the Roman Empire: The Military Explanation* (Thames and Hudson, 1986).
- Marcus Aurelius, *Meditations*, trans. A. S. L. Farquharson (Oxford University Press, 1990).
- S. J. Allen and E. Amt, eds., *The Crusades: A Reader* (Toronto, 2014).
- Jonathan Phillips, *The Life and Legend of the Sultan Saladin* (Yale University Press, 2019).
- Jonathan Riley-Smith, *The Crusades: A History* (Yale University Press, 2005).
- Niccolò Machiavelli, *The Prince*, in *Modern Political Thought: Readings from Machiavelli to Nietzsche*, ed. D. Wootton (Indianapolis, 1996).

- Machiavelli, *The Discourses* (Chicago, 1996), book II.
- John Vincent, "The Hobbesian Tradition in 20th Century International Thought," *Millenium* 10, no. 2 (1981): 91-101.
- Jonathan Haslam, *No Virtue Like Necessity: Realist Thought in International Relations Since Machiavelli* (Yale University Press, 2002).
- Subhi Labib, "The Era of Suleyman the Magnificent: Crisis of Orientation," *International Journal of Middle East Studies* 10, no. 4 (November 1979): 435-451.
- Arnold Josph Toynbee, "The Ottoman Empire in World History," *Proceedings of the American Philosophical Society* 99, no. 3 (Jun. 15, 1955): 119-126.
- Christopher J. Fettweis, *The Pursuit of Dominance: 2000 Years of Superpower Grand Strategy* (New York, 2023).
- Bernard Lewis, "Some Reflections on the Decline of the Ottoman Empire," *Studia Islamica* 1 (1958): 111-127.
- Noel Malcolm, ed., *Useful Enemies: Islam and the Ottoman Empire in Western Political Thought, 1450-1750*, pp. 57-75.
- Dana Sajdi, "Decline, its Discontents, and Ottoman Cultural History: By Way of Introduction," in *Ottoman Tulips, Ottoman Coffee: Leisure and Lifestyle in the Eighteenth Century*, ed. Sajdi, Dana (London, 2007).
- Selim Deringil, "'The Turks and 'Europe': The Argument from History'," *Middle Eastern Studies* 43 no. 5 (September 2007): 709-723.
- Robert Irwin, "Islam and the Crusades, 1096-1699" in *Oxford History of the Crusades*, ed. Riley-Smith (New York, 1999).
- Caroline Finkel, *Osman's Dream: The Story of the Ottoman Empire 1300-1923* (New York, 2005).
- Queen Elizabeth I, "Speech to the Troops at Tillbury," in *The Penguin Book of Historic Speeches*, ed. Brian MacArthur (New York, 1995).
- R. B. Wernham, "Elizabethan War Aims and Strategy," in *Elizabethan Government and Society*, eds. S. T. Bindoff et. al. (London, 1961).
- Paul Kennedy, *The Rise and Fall of British Naval Mastery* (London: Macmillan, 1976).
- Paul Kennedy, *The Rise and Fall of the Great Powers: Economic Change and Military Conflict From 1500 to 2000* (New York, 1987).
- Geoffrey Parker, *The Grand Strategy of Philip II*, pp. 1-10, 179-268, 281-296.
- J. H. Elliott, "Managing Decline: Olivares and the Grand Strategy of Imperial Spain," in *Grand Strategies in War and Peace*, ed. Paul Kennedy (Yale University Press, 1991).
- David Kaiser, *Politics and War* (Cambridge, 2000). David Parrott, "The Thirty Years War, 1618-48," in *The Practice of Strategy: From Alexander the Great to the Present*, eds. J. A. Olsen and C. S. Gray (New York, 2011), pp. 132-154.
- W. F. Church, *Richelieu and Reason of State* (Princeton, 1973).
- Gunther E. Rothenberg, "Maurice of Nassau, Gustavus Adolphus, Raimondo Montecuccoli, and the 'Military Revolution' of the Seventeenth Century," in *Makers of Modern Strategy: From Machiavelli to the Present*, ed. Peter Paret (Princeton University Press, 1986), pp. 45-55.
- David Parrott, *Richelieu's Army: War, Government, and Society in France, 1624-1642* (New York, 2001).
- Iskander Rehman, "Sully, Richelieu, and Mazarin: French Strategies of Equilibrium in the Seventeenth Century," in *The New Makers of Modern Strategy*, ed. Hal Brands (Princeton University Press, 2023).
- Henry Kissinger, *World Order: Reflections on the Character of Nations and the Course of History*.

- David Hume, “Of the Balance of Power” in *Political Writings* (New York 1992).
- Lord Clive’s Speech in the House of Commons, 30 March 1772.
- Benno Teschke, “The Social Origins of 18th Century British Grand Strategy: A Historical Sociology of the Peace of Utrecht,” in *The 1713 Peace of Utrecht and its Enduring Effects*, ed. Alfred H. A. Soons (Leiden, 2019).
- Jeremy Black, *The Shaping of Grand Strategy* (New York, 2011).
- P. J. Marshall, *The Making and Unmaking of Empires* (Oxford University Press, 2005).
- L. Storr, “Our Age: Frederick the Great, Classical Warfare, and the Uses and Abuses of Military History,” *International Journal of Military History and Historiography* 42 (2022): 323-355.
- John Brewer, *The Sinews of Power* (Cambridge, 1988).

Course Objectives

1. Discuss sound military history through knowledge of the various ways of interpreting and writing military history. Be conversant in the key military theorists and know how their ideas shape the way we view and analyze war. Recognize and appreciate shifts in the way military history is written.
2. Differentiate between the influence of diverse factors on grand strategy to understand why states wage war in diverse ways.
3. Express a detailed grasp and appreciation of the evolution of grand strategy in the Western world. Students will understand the military, political, diplomatic, economic, and social concepts of grand strategy.
4. Evaluate how political and social change influenced the evolution of national security and how grand strategy adapted to these changes.
5. Express the relationship between the state and its military establishments.
6. Demonstrate analytical and communication skills through writing and participation in class discussions.
7. Articulate the impact that grand strategy has had on the evolution of Western society and the institutions that govern it.

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance (30%)
 - a. Active Participation: 20%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerably to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 10%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Book Reviews (50%)
 - a. Three times during the semester, you will select a book on grand strategy and write a 1,500-word review that critically assesses its arguments, drawing on what you've learned thus far in the class about historical theories and the practices of war. You must clear your selected book with the instructor at least 1 week in advance of the due date.
 - b. The essays will be due via Canvas by 11:59pm on the Fridays of Week 4, 8, and 12.
 - c. For information about how these essays will be assessed, see the rubric below.
3. Essay (20%)
 - a. You will write a 5,000-word essay that addresses some aspect of grand strategy. Your essay must make and defend a normative argument, but it must also be informed by the historical theories and practices of warfare that we have studied in the class.
 - b. You will present your essay during our final class session in week 15.
 - c. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Introduction • Summary: The first week introduces the main topics of the course. Students will discuss their previous experiences with the concept of Grand Strategy. • Required Readings: NA
Week 2	<ul style="list-style-type: none"> • Topic: What is Grand Strategy • Summary: This week will provide a theoretical and thematic framing for the course. We will discuss the idea of grand strategy, and we will ask how the idea of grand strategy can help us to understand both diplomatic and military endeavors, and what role individual leaders play in the formation and execution of a nation's grand strategy. • Required Readings (258 pages): <ul style="list-style-type: none"> • Paul Kennedy, "Grand Strategy in War and Peace: Toward a Broader Definition," in <i>Grand Strategies in War and Peace</i>, ed. Paul Kennedy (New Haven, 1991), pp. 1-7. • Richard K. Betts, "Is Grand Strategy an Illusion?" in <i>The Oxford Handbook of Grand Strategy</i> (Oxford, 2021), pp. 590-603. • Thomas Hobbes, <i>Leviathan</i> (1651), ed. C.B. MacPherson (London, 1968), chap.13, (pp. 183-188); chap. 17 (pp. 223-228); plus excerpt, p. 394. • Isaiah Berlin, <i>The Proper Study of Mankind</i> (New York, 1997), pp. 436-98. • Williamson Murray, "Thoughts on Grand Strategy," in <i>The Shaping of Grand Strategy</i>, ed. W. Murray, R. Sinnreich, and James Lacey, pp. 1-33. • Richard Rosecrance and Arthur Stein, <i>The Domestic Bases of Grand Strategy</i> (Ithaca, 1993), pp. 3-21. • Edward N. Luttwak, <i>Strategy: The Logic of War and Peace</i> (Cambridge, 1987), pp. 207-266. • B. H. Liddell Hart, "Fundamentals of Strategy and Grand Strategy," in <i>Strategy</i>, 2nd ed. (New York, 1967), part IV, pp. 319-370.
Week 3	<ul style="list-style-type: none"> • Topic: Thucydides on the Outbreak of War • Summary: The first conflict we will examine is the Peloponnesian War, as passed down to us by the figure who is often read as the father of international relations, political science, and the discipline of history itself: Thucydides. We will focus on the complex array of factors that lead to the outbreak of a catastrophic war and will consider whether it might have been averted, and what the consequences of a long war are for domestic and international politics, what this ancient conflict can teach

	<p>us about democracy and leadership, and what place morality has in the conduct of nations.</p> <ul style="list-style-type: none"> ● Required Readings (398 pages): <ul style="list-style-type: none"> • Thucydides, <i>The Landmark Thucydides</i>, ed. Robert B. Strassler (New York, 1996): <ul style="list-style-type: none"> ➤ Book I: §1-23, 66-88, 118-146 (pp. 3-16, 37-49, 65-85). ➤ Book II: §34-65 (pp. 111-128). ➤ Book III: §35-50, 70-85 (pp. 175-184, 194-201). ➤ Book V: §84-116 (pp. 350-357). ➤ Book VI: §1-26 (pp. 361-376). • Donald Kagan, <i>On the Origins of War and the Preservation of the Peace</i> (New York, 1995), pp. 1-79. • Laurie Bagby, "The Use and Abuse of Thucydides," <i>International Organization</i> 48, no. 1 (Winter 1994), pp. 131-53. • Victor Davis Hanson, <i>A War Like No Other: How the Athenians and the Spartans Fought the Peloponnesian War</i> (New York, 2005), pp. 123-314.
Week 4	<ul style="list-style-type: none"> ● Topic: The Tragedy of Athens ● Summary: This week will examine the defeat of Athens and the end of its imperial power through their strategic folly of the Sicilian Expedition. We will consider the fall of a great power as a tragic narrative, and will explore strategic culture, imperial hubris, and democratic fickleness as Thucydidean themes. We will conclude with Xenophon's account of Sparta's victory and consider its causes and meaning. ● Required Readings (350 pages): <ul style="list-style-type: none"> • Thucydides, <i>The Landmark Thucydides</i>, ed. Robert B. Strassler (New York, 1996): <ul style="list-style-type: none"> ➤ Book VI §27-32, 43-105 (pp. 376-379, 385-423). ➤ Book VII (pp. 427-478). • Xenophon, <i>Hellenica</i>, trans. John Marincola (New York, 2009), pp. 1-76. • Plutarch, "Life of Lysander", in <i>Plutarch's Lives</i>, trans. John Dryden, ed. Arthur Hugh Clough (New York, 2001), pp. 584-606. • Donald Kagan, "Athenian Strategy in the Peloponnesian War," in <i>The Making of Strategy: Rulers, States, and War</i>, ed. W. Murray, M. Knox, and A. Bernstein (New York, 1994), chap. 2, pp. 24-55. • Chester G. Starr, <i>The Influence of Sea Power on Ancient History</i> (New York, 1989), pp. 3-84. • Arthur M. Eckstein, <i>Mediterranean Anarchy, Interstate War, and the Rise of Rome</i> (Berkeley, 2006), pp. 37-78.
Week 5	<ul style="list-style-type: none"> ● Topic: Warring States China ● Summary: Sun Tzu's <i>Art of War</i> has long been a key text in strategic thought, both for military and non-military applications. This week we will consider this text's insights for leadership and strategic thinking, and we will do so by placing it in its context: China's warring states period, a time of technological change in warfare, social upheaval, and constant political turmoil. We will consider why this period was both an aberration and a formative moment in Chinese history. ● Required Readings (404 pages): <ul style="list-style-type: none"> • Sun Tzu. <i>The Art of War</i>, trans. Samuel B. Griffith (Oxford, 1971), pp. 63-115.

	<ul style="list-style-type: none"> • Victoria Tin-bor Hui, <i>War and State Formation in Ancient China and Early Modern Europe</i> (Cambridge, 2005), pp. 54-108. • Michael D. Swaine and Ashley J. Tellis, <i>Interpreting China's Grand Strategy</i> (RAND, 2000), pp. 21-95. • Francois Jullien, "Relying on the Propensity of Things," in <i>A Treatise on Efficacy</i>, pp. 15-31. • Alastair I. Johnston, <i>Cultural Realism: Strategic Culture and Grand Strategy in Chinese History</i> (Princeton, 1995), pp. 61-266.
Week 6	<ul style="list-style-type: none"> • Topic: Alexander the Great • Summary: Alexander the great is often considered the original and paradigmatic military genius. But what was his success built upon, and what lessons can his career offer for modern students? This week we will look to the Hellenistic World and military campaigns that reshaped the politics and culture of the Mediterranean. We will consider to what extent Alexander can and should serve as a model of military leadership, and what role leadership plays in understanding grand strategy. • Required Readings (374 pages): <ul style="list-style-type: none"> • John Keegan, <i>The Mask of Command</i> (New York, 1987), pp. 13-91. • David J. Lonsdale, <i>The Practice of Strategy: From Alexander the Great to the Present</i> (New York, 2011), pp. 15-34. • John Ma, "Alexander's decision-making as a historical problem," <i>Revue d'Études Militaires Anciennes</i> 6 (2013): 113-125. • Plutarch, "Life of Alexander," trans. John Dryden, ed. Arthur Hugh Clough (New York, 2001), pp. 139-198. • N. G. L. Hammond, <i>The Genius of Alexander the Great</i> (Chapel Hill, 1997), pp. 1-202.
Week 7	<ul style="list-style-type: none"> • Topic: The Rise of Rome • Summary: Rome's total victory over its great rival, Carthage, paved the way for its unchallenged domination of the Mediterranean for centuries. What role did strategy play in this victory? Was Rome's victory the inevitable result of manpower advantages, a militaristic culture, a distinctive constitutional arrangement, or a cast of exceptional leaders? Conversely, we ask why Carthage, despite possessing the advantages of wealth, naval power, and a leader of military genius, could never achieve its strategic goals. • Required Readings (293 pages): <ul style="list-style-type: none"> • Polybius, <i>The Rise of the Roman Empire</i>, trans. Ian Scott-Kilvert (New York, 1979): <ul style="list-style-type: none"> ➤ Book III: §9-15, 33, 50-56, 80-118 (pp. 186-193, 209-210, 223-229, 247-276). ➤ Book VI: §2-18 (pp. 302-318). ➤ Book IX: §22-26 (pp. 399-403). ➤ Book X: §2-3 (pp. 404-406, 423). ➤ Book XI: §19 (pp. 427-428). ➤ Book XV: §18-19 (pp. 480-482). ➤ Book XXXVI: §9, 17 (pp. 535-539).

	<ul style="list-style-type: none"> • Livy, <i>Hannibal's War</i>, trans J.C. Yardley (New York, 2004), §28.38-46 (pp. 497-513). • Plutarch, "Life of Fabius" and "Life of Julius Caesar," in <i>Plutarch's Lives</i>, trans. J. Dryden, ed. A. Hugh Clough (New York, 2001), vol 1., pp. 235-256, vol 2., pp. 199-244. • Michael W. Doyle, <i>Empires</i> (Cornell University Press, 1986), pp. 82-103. • Brent Shaw, "War and Violence," in <i>Late Antiquity: A Guide to the Postclassical World</i>, eds. G. W. Bowersock, P. Brown and O. Grabar (Cambridge, 1999), pp. 130-169. • Dexter Hoyos, <i>Mastering the West</i> (New York, 2015), pp. 229-279.
Week 8	<ul style="list-style-type: none"> • Topic: Decline and Fall of the Roman Empire • Summary: The fall of the Roman Empire has long served as the paradigm of civilizational decay built on moral, religious, economic, and demographic change, as explored by the great 18th century historian Edward Gibbon. But understanding the fall of Rome also requires looking to the military challenges that arise defending, rather than expanding, a vast empire. Edward Luttwak's classic examination of the grand strategy of the Roman Empire will prompt us to consider what alternatives existed for Rome, and how a great power can arrest its own decline. • Required Readings/Works (427 pages): <ul style="list-style-type: none"> • Edward Gibbon, <i>The History of the Decline and Fall of the Roman Empire</i> (New York, 1993), pp. 3-68. • Edward Luttwak, <i>The Grand Strategy of the Roman Empire</i> (Baltimore, 1976), pp. 1-194. • Arther Ferril, <i>The Fall of the Roman Empire: The Military Explanation</i> (Thames and Hudson, 1986), pp. 7-169. • Marcus Aurelius, <i>Meditations</i>, trans. A. S. L. Farquharson (Oxford University Press, 1990), pp. 10-15.
Week 9	<ul style="list-style-type: none"> • Topic: Church and Caliphate • Summary: This week we will look to the crusades as a series of wars motivated by a grand strategy of religious ideology, taking seriously the distinctive perspectives and beliefs of those who fought these wars by engaging with surviving chronicles and decrees. We will also consider the strategic acumen of the sultan Saladin and the legacy of the Crusades in Christian doctrine and in European political thought. • Required Readings/Works (352 pages): <ul style="list-style-type: none"> • "Al-Baladhuri on Early Muslim Conquests," in <i>The Crusades: A Reader</i>, ed. S. J. Allen and E. Amt (Toronto, 2014), pp. 12-14. • 'Urban II's Call for a Crusade', in <i>The Crusades: A Reader</i>, pp. 34-41. • William of Tyre, "History," in <i>The Crusades: A Reader</i>, pp. 82-84. • "Memoirs of Usama Ibn Muqidh," in <i>The Crusades: A Reader</i>, pp. 107-110. • "The Rule of the Templars," in <i>The Crusades: A Reader</i>, pp. 132-135. • Baha ad-Din, "Life of Saladin," in <i>The Crusades: A Reader</i>, pp. 144-149. • "Decrees of the Fourth Lateran Council," in <i>The Crusades: A Reader</i>, pp. 244-248. • "David Hume on the Crusades," <i>The Crusades: A Reader</i>, pp. 388-392. • Jonathan Phillips, <i>The Life and Legend of the Sultan Saladin</i> (Yale University Press, 2019), pp. 172-205.

	<ul style="list-style-type: none"> Jonathan Riley-Smith, <i>The Crusades: A History</i> (Yale University Press, 2005), pp. 1-281.
Week 10	<ul style="list-style-type: none"> Topic: Machiavelli Summary: Machiavelli's contribution to political thought represented a seismic shift and the advent of modernity. We will read the entirety of <i>The Prince</i> and consider how Machiavelli fits in the history of realism in international relations and whether his concept of leadership is compatible with grand strategic objectives. We will further consider the use of history by leaders, the role of fortune and chance in the course of events, and whether military power is a necessary precondition of political success. Required Readings/Works (268 pages): <ul style="list-style-type: none"> Niccolò Machiavelli, <i>The Prince</i>, in <i>Modern Political Thought: Readings from Machiavelli to Nietzsche</i>, ed. David Wootton (Indianapolis, 1996), pp. 6-57. Machiavelli, <i>The Discourses</i> (Chicago, 1996), book II, pp. 123-209. Isaiah Berlin, <i>The Proper Study of Mankind</i> (New York, 1997), pp. 279-325. John Vincent, "The Hobbesian Tradition in 20th Century International Thought," <i>Millenium</i> 10, no. 2 (1981): 91-101. Jonathan Haslam, "Reasons of State," in <i>No Virtue Like Necessity: Realist Thought in International Relations Since Machiavelli</i> (Yale University Press, 2002), pp. 17-88.
Week 11	<ul style="list-style-type: none"> Topic: The Ottoman Empire Summary: The Ottoman empire, alongside the Roman empire, represents the paradigmatic example of imperial success—and eventual decline and fall—in the European imagination. This week we will look to the era from the fall of Constantinople to the wars of Suleiman the Magnificent against the Habsburgs, and consider the European understanding of the Ottoman empire as a model of enlightened despotism and as a cautionary tale of bureaucratic sclerosis. Required Readings/Works (250 pages): <ul style="list-style-type: none"> Subhi Labib, "The Era of Suleyman the Magnificent: Crisis of Orientation," <i>International Journal of Middle East Studies</i> 10, no. 4 (November 1979): 435-451. Arnold Josph Tynbee, "The Ottoman Empire in World History," <i>Proceedings of the American Philosophical Society</i> 99, no. 3 (Jun. 15, 1955): 119-126. Christopher J. Fettweis, <i>The Pursuit of Dominance: 2000 Years of Superpower Grand Strategy</i> (New York, 2023), pp. 108-138. Bernard Lewis, "Some Reflections on the Decline of the Ottoman Empire," <i>Studia Islamica</i> 1 (1958): 111-127. Noel Malcolm, ed., <i>Useful Enemies: Islam and the Ottoman Empire in Western Political Thought, 1450-1750</i>, pp. 57-75. Dana Sajdi, "Decline, its Discontents, and Ottoman Cultural History: By Way of Introduction," in <i>Ottoman Tulips, Ottoman Coffee: Leisure and Lifestyle in the Eighteenth Century</i>, ed. Sajdi, Dana (London, 2007), pp. 1-40. Selim Deringil, "'The Turks and 'Europe': The Argument from History'," <i>Middle Eastern Studies</i> 43 no. 5 (September 2007): 709-723. Robert Irwin, "Islam and the Crusades, 1096-1699" in <i>Oxford History of the Crusades</i>, ed. Riley-Smith (New York, 1999), pp. 211-257.

	<ul style="list-style-type: none"> • Caroline Finkel, <i>Osman's Dream: The Story of the Ottoman Empire 1300-1923</i> (New York, 2005), pp. 48-195.
Week 12	<ul style="list-style-type: none"> • Topic: Phillip II and Elizabeth I • Summary: The Habsburg bid for mastery of Europe culminated with Philip II's attempt to conquer England with the launching of the Spanish armada. Elizabeth I of England, ruler of a much smaller and less populous state, defeated the Spanish invasion and preserved England's independence, altering the course of European history. In this week we will consider how the weaker power prevailed, and what weight we should assign to religious conviction, state structure, relative wealth, and the distinctive characteristics of naval power in explaining Phillip's failure and Elizabeth's triumph. • Required Readings/Works (320 pages): <ul style="list-style-type: none"> • Queen Elizabeth I, "Speech to the Troops at Tillbury, in <i>The Penguin Book of Historic Speeches</i>, ed. Brian MacArthur (New York, 1995), pp. 40-41. • R. B. Wernham, "Elizabethan War Aims and Strategy," in <i>Elizabethan Government and Society</i>, eds. S. T. Bindoff et. al. (London, 1961), pp. 341-368. • Paul Kennedy, <i>The Rise and Fall of British Naval Mastery</i> (London: Macmillan, 1976), pp. 13-35. • Paul Kennedy, <i>The Rise and Fall of the Great Powers: Economic Change and Military Conflict From 1500 to 2000</i> (New York, 1987), pp. 31-139. • Geoffrey Parker, <i>The Grand Strategy of Philip II</i>, pp. 1-10, 179-268, 281-296. • J. H. Elliott, "Managing Decline: Olivares and the Grand Strategy of Imperial Spain," in <i>Grand Strategies in War and Peace</i>, ed. Paul Kennedy (Yale University Press, 1991), pp. 87-104. • David Kaiser, <i>Politics and War</i> (Cambridge, 2000), pp. 25-48.
Week 13	<ul style="list-style-type: none"> • Topic: Richelieu and the Thirty Years War • Summary: This week will examine the Thirty Years War—out of which came the modern international order—through the lens of the ambition and strategic vision of Cardinal Richelieu. We will consider how shifting alliances and national interest intersected with religious conviction, and explore how one statesman contributed both to the absolutism of the Bourbon monarchy and the emergence of France as the most powerful nation in Europe. • Required Readings/Works (389 pages): <ul style="list-style-type: none"> • David Parrott, "The Thirty Years War, 1618-48," in <i>The Practice of Strategy: From Alexander the Great to the Present</i>, eds. J. A. Olsen and C. S. Gray (New York, 2011), pp. 132-154. • W. F. Church, <i>Richelieu and Reason of State</i> (Princeton, 1973), pp. 283-339. • Gunther E. Rothenberg, "Maurice of Nassau, Gustavus Adolphus, Raimondo Montecuccoli, and the 'Military Revolution' of the Seventeenth Century," in

	<p><i>Makers of Modern Strategy: From Machiavelli to the Present</i>, ed. Peter Paret (Princeton University Press, 1986), pp. 45-55.</p> <ul style="list-style-type: none"> • David Parrott, <i>Richelieu's Army: War, Government, and Society in France, 1624-1642</i> (New York, 2001), pp. 1-224. • Iskander Rehman, "Sully, Richelieu, and Mazarin: French Strategies of Equilibrium in the Seventeenth Century," in <i>The New Makers of Modern Strategy</i>, pp. 281-287. • Henry Kissinger, <i>World Order: Reflections on the Character of Nations and the Course of History</i>, pp. 1-40. • David Kaiser, <i>Politics and War</i> (Cambridge, 2000), pp. 83-108.
Week 14	<ul style="list-style-type: none"> • Topic: The Seven Years and the Balance of Power • Summary: Britain's grand strategy of the 18th century centered on the idea of the balance of power, with Britain intervening to maintain the balance. Through its victory in the Seven Years War, however, Britain transformed into an unmatched global empire. This week we will consider the causes and costs of victory for Britain, and how the seeds of American independence were sown. • Required Readings/Works (414 pages): <ul style="list-style-type: none"> • David Hume, "Of the Balance of Power" in <i>Political Writings</i> (New York 1992), pp. 154-160 • Lord Clive's Speech in the House of Commons, 30 March 1772, 6 pp. • Benno Teschke, "The Social Origins of 18th Century British Grand Strategy: A Historical Sociology of the Peace of Utrecht," in <i>The 1713 Peace of Utrecht and its Enduring Effects</i>, ed. Alfred H. A. Soons (Leiden, 2019), pp. 120-155. • Jeremy Black, <i>The Shaping of Grand Strategy</i> (New York, 2011), pp. 63-78. • William S. Maltby, <i>The Making of Strategy</i>, pp. 151-177. • P. J. Marshall, <i>The Making and Unmaking of Empires</i> (Oxford University Press, 2005), pp. 1-157. • L. Storr, "Our Age: Frederick the Great, Classical Warfare, and the Uses and Abuses of Military History," <i>International Journal of Military History and Historiography</i> 42 (2022): 323-355. • John Brewer, <i>The Sinews of Power</i> (Cambridge, 1988), pp. 137-161. • Paul Kennedy, <i>The Rise and Fall of British Naval Mastery</i>, pp. 69-175.
Week 15	<ul style="list-style-type: none"> • Topic: Grand Strategy I • Summary: In this final week, students will present their essays in class, and we will have a summative discussion of the central themes that have emerged from the readings and discussions.

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 5XXX Principles of Grand Strategy and Statecraft II (20975)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 2) What is the rationale for choosing 5XXX vs 6XXX? Will this course be open to undergraduate students, be standalone, or intended for a graduate program in development?
- 3) If this course is the second part of a sequence, why still 5XXX?
- 4) The "Rationale for Placement in the Curriculum" should include more detail regarding how the course fits in the program.
 - a) **Amended text in the form "This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other graduate students as an elective as space allows." See attached curriculum map for sequencing. Second parts of course sequences are most frequently at the same level (e.g. PHY 6645-Quantum Mechanics I & PHY 6646 Quantum Mechanics II).**
- 5) The course description needs minor modifications and should be revised for clarity.
 - a) Course description is mostly questions. Not standard format.
 - (a) **Course description amended on form "Explores the questions of how do nations achieve their aims through warfare? What influence do individual leaders, regime type, or ideology have on the course of conflicts? What enduring lessons can be derived from history? by tracing the rise and fall of great powers from ancient American Revolution to the present."**
 - b) Ensure that the course description on the submitted form and syllabus match.
 - (a) **Addressed**
- 6) The Prerequisites should be clarified and also indicated in the "Rationale for Placement in Curriculum". The Submitted Form lists "none" while the syllabus says "build on the foundations laid in Grand Strategy I". Should request 20974 be a prerequisite?
 - a) **Generally, they are meant to be taken in sequence, but this is not a firm need, hence the pre-req was left blank. There may be circumstances where students would need to take them out of sequence and we do not want to create additional barriers.**
- 7) Consider more diverse and precise verbs for objectives. They are currently too broad. Course objectives are really projected student learning outcomes. Either represent course objectives appropriately or retitle the section Student Learning Outcomes. Perhaps do both. Presumably, the learning outcomes are tied to the course assessment criteria.

a) Course objectives updated

8) 50% for participation seems high.

a) Percentages adjusted

9) Possible concern: Exact same assignments and due dates with variations of points but somewhat different in terms of instructions: #8-20974, #9-20975, #10-20961, #11- 20973, #17-21008. #18- 21010, and & #19-21007.

a) Thank you for the note. Where possible and appropriate, we have designed courses to have similar assignments for consistency in expectation for students and continuity in assessment. As noted in the comment, variations do exist between courses syllabi. This variation is in the subject matter. However, the consistent assignment of book reviews and essays are tools for meaning making in these disciplines.

Course|New for request 20975

Info

Request: ISS 5XXX Principles of Grand Strategy and Statecraft II

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 4/25/2025 5:40:47 PM

Form version: 2

Responses

Recommended Prefix ISS

Course Level 5

Course Number XXX

Lab Code None

Course Title Principles of Grand Strategy and Statecraft II

Transcript Title Grand Strategy & Statecraft 2

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Explores the questions of how do nations achieve their aims through warfare? What influence do individual leaders, regime type, or ideology have on the course of conflicts? What enduring lessons can be derived from history? by tracing the rise and fall of great powers from ancient American Revolution to the present.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other graduate students as an elective as space allows.

Syllabus Content Requirements All Items Included

ISS 5xxx: Principles of Grand Strategy and Statecraft II:

The Early American Republic to the Contemporary Era

I. General Information

Class Meetings

- Fall 2026
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Dr. William Inboden III
- Location: CSE E536
- Office hours: Monday & Wednesday 1-3pm
- inbodenw@ufl.edu
- (352) 392-1311

Course Description

Explores the questions of how do nations achieve their aims through warfare? What influence do individual leaders, regime type, or ideology have on the course of conflicts? What enduring lessons can be derived from history? by tracing the rise and fall of great powers from ancient American Revolution to the present.

Expanded Course Description

How do nations achieve their aims through warfare? What influence do individual leaders, regime type, or ideology have on the course of conflicts? What enduring lessons can be derived from history? This readings course will explore these questions by tracing the rise and fall of great powers from the American Revolution to the present. It will build on the foundations laid in Grand Strategy I by exploring various approaches to grand strategy, and consider how both history and theory can inform contemporary statecraft in war and peace.

Required Readings and Works

- Lawrence Freedman, *Strategy* (Oxford University Press, 2015).
- Charles Edel, *Nation-BUILDER: John Quincy Adams and the Grand Strategy of the Republic* (Harvard University Press, 2014).
- Carl von Clausewitz, *On War* (Start Publishing LLC, 2013).
- Henry Kissinger, *Diplomacy* (Simon & Schuster, 1995).
- Doris Kearns Goodwin, *Team of Rivals: The Political Genius of Abraham Lincoln* (Simon & Schuster, 2006).
- Paul Kennedy, *The Rise and Fall of the Great Powers* (Vintage, 2010).
- A. T. Mahan, *The Influence of Sea Power Upon History, 1660-1783* (Dover Publication, 1987).
- Christopher Clark, *The Sleepwalkers: How Europe Went to War in 1914* (Harper Perennial, 2014).
- Phillips Payson O'Brien, *The Strategists: Churchill, Stalin, Roosevelt, Mussolini, and Hitler: How War Made Them and How They Made War* (Dutton, 2024).
- Walter Russell Mead, *Special Providence: American Foreign Policy and How it Changed the World* (Alfred A. Knopf, 2001).
- John Lewis Gaddis, *Strategies of Containment: A Critical Appraisal of American National Security Policy During the Cold War* (Oxford University Press, 2005).
- William Inboden, *The Peacemaker: Ronald Reagan, the Cold War, and the World on the Brink* (Dutton, 2022).
- Rush Doshi, *The Long Game: China's Grand Strategy to Displace American Order* (Oxford University Press, 2023).
- Hal Brands, *The Eurasian Century: Hot Wars, Cold Wars, and the Making of the Modern World* (W. W. Norton & Company, 2025).

Course Objectives

1. Discuss sound military history through knowledge of the various ways of interpreting and writing military history. Be conversant in the key military theorists and know how their ideas shape the way we view and analyze war. Recognize and appreciate shifts in the way military history is written.
2. Differentiate between the influence of diverse factors on grand strategy to understand why states wage war in diverse ways.
3. Express a detailed grasp and appreciation of the evolution of grand strategy in the Western world. Students will understand the military, political, diplomatic, economic, and social concepts of grand strategy.
4. Evaluate how political and social change influenced the evolution of national security and how grand strategy adapted to these changes.
5. Express the relationship between the state and its military establishments.
6. Demonstrate analytical and communication skills through writing and participation in class discussions.
7. Articulate the impact that grand strategy has had on the evolution of Western society and the institutions that govern it.

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance (30%)
 - a. Active Participation: 20%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerably to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 10%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Book Reviews (50%)
 - a. Three times during the semester, you will select a book on grand strategy and write a 1,500-word review that critically assesses its arguments, drawing on what you've learned thus far in the class about historical theories and the practices of war. You must clear your selected book with the instructor at least 1 week in advance of the due date.
 - b. The essays will be due via Canvas by 11:59pm on the Fridays of Week 4, 8, and 12.
 - c. For information about how these essays will be assessed, see the rubric below.
3. Essay (20%)
 - a. You will write a 5,000-word essay that addresses some aspect of grand strategy. Your essay must make and defend a normative argument, but it must also be informed by the historical theories and practices of warfare that we have studied in the class.
 - b. You will present your essay during our final class session in week 15.
 - c. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Introduction/Debating Grand Strategy • Summary: The first week introduces the main topics of the course. Students will discuss their previous experiences with the concept of Grand Strategy. • Required Readings (768 pages): <ul style="list-style-type: none"> • Lawrence Freedman, <i>Strategy</i> (Oxford University Press, 2015), 768 pp.
Week 2	<ul style="list-style-type: none"> • Topic: The Grand Strategy of the Early Republic • Summary: This week, we analyze the birth of US grand strategy through the lense John Quincy Adams's national policy that balanced democratic idealism with a pragmatic understanding of the young republic's capabilities and limitations. America's rise from a confederation of revolutionary colonies to a world power is often treated as inevitable, but this week we will examine how Adams served as the central architect of a grand strategy that shaped America's rise. Adams's particular combination of ideas and policies made him a critical link between the founding generation and the Civil War-era nation of Lincoln. • Required Readings (432 pages): <ul style="list-style-type: none"> • Charles Edel, <i>Nation-Builder: John Quincy Adams and the Grand Strategy of the Republic</i> (Harvard University Press, 2014), 432 pp.
Week 3	<ul style="list-style-type: none"> • Topic: Clausewitz • Summary: Carl von Clausewitz is widely acknowledged as one of the most important of the major strategic theorists; he's been read by Eisenhower, Kissinger, Patton, Chairman Mao, and numerous other leaders. This week, however, we analyze Clausewitz's grand strategy. We will examine Clausewitz's framework for grand strategy and methods for thinking in grand strategic terms. • Required Readings (@300 pages): <ul style="list-style-type: none"> • Carl von Clausewitz, <i>On War</i> (Start Publishing LLC, 2013) excerpts.
Week 4	<ul style="list-style-type: none"> • Topic: Lessons in Statecraft: The Concert of Europe and Its Aftermath • Summary: This week, we will analyze the evolution of grand strategy through the interactions of the great powers that struggled in the aftermath of the Napoleonic Wars to create a lasting peace through a system of collective security. We will address the issue of how a state can maintain its grand strategy while operating in concert with other states? • Required Readings (915 pages): <ul style="list-style-type: none"> • Henry Kissinger: <i>Diplomacy</i> (Simon & Schuster, 1995), 915 pp.
Week 5	<ul style="list-style-type: none"> • Topic: Abraham Lincoln and the American Civil War • Summary: This week we analyze Lincoln as a war leader and the grand strategy he employed to bring disgruntled opponents together, create the most unusual cabinet

	<p>in history, and marshal their talents to the task of preserving the Union and winning the war. We will examine how Lincoln overcame the problems caused by incompetent generals, hostile congressmen, and a raucous cabinet.</p> <ul style="list-style-type: none"> ● Required Readings (944 pages): <ul style="list-style-type: none"> • Doris Kearns Goodwin, <i>Team of Rivals: The Political Genius of Abraham Lincoln</i> (Simon & Schuster, 2006), 944 pp.
Week 6	<ul style="list-style-type: none"> ● Topic: The Nature of Power ● Summary: At this week, we will look at national and international power in the "modern" or Post Renaissance period. We will analyze how the various powers have risen and fallen over the 5 centuries since the formation of the "new monarchies" in Western Europe. ● Required Readings (706 pages): <ul style="list-style-type: none"> • Paul Kennedy, <i>The Rise and Fall of the Great Powers</i> (Vintage, 2010), 706 pp.
Week 7	<ul style="list-style-type: none"> ● Topic: Mahan and the Sea ● Summary: Alfred Thayer Mahan (1840–1914) is considered one of the most important naval grand strategists in history. This week, we examine the first part of Mahan's concept of grand strategy through naval power and control of the seas, which he basis on the 1660–1783 period. Mahan reveals the factors that led to Britain's naval domination during the eighteenth century, and recommends various naval grand strategies based on these factors. His work was closely studied by contemporary military powers, with his grand strategy adopted in particular by imperial Germany. ● Required Readings (447 pages): <ul style="list-style-type: none"> • A. T. Mahan, <i>The Influence of Sea Power Upon History, 1660-1783</i> (Dover Publication, 1987).
Week 8	<ul style="list-style-type: none"> ● Topic: World War I: A Failure of Grand Strategy? ● Summary: This week, we analyze the First World War in terms of grand strategy. How did the respective grand strategies of the belligerents lead to war? Were the key decisions made at Vienna, Berlin, St. Petersburg, Paris, London, and Belgrade based on the grand strategies of those respective states or did the Great War start as the result of an anomaly or mere opportunism? ● Required Readings (736 pages): <ul style="list-style-type: none"> • Christopher Clark, <i>The Sleepwalkers: How Europe Went to War in 1914</i> (Harper Perennial, 2014), 736 pp.
Week 9	<ul style="list-style-type: none"> ● Topic: World War II and the Grand Alliance ● Summary: This week we seek the roots of the respective grand strategies of Churchill, Stalin, Roosevelt, Mussolini, and Hitler to understand how they waged the Second World War. Was their grand strategy rooted in their experiences of the First World War or did they implement novel and pragmatic grand strategies? Did they accept that conditions had changed or were they refighting the Great War? ● Required Readings (554 pages): <ul style="list-style-type: none"> • Phillips Payson O'Brien, <i>The Strategists: Churchill, Stalin, Roosevelt, Mussolini, and Hitler: How War Made Them and How They Made War</i> (Dutton, 2024), 554 pp.

Week 10	<ul style="list-style-type: none"> • Topic: American Grand Strategies • Summary: What are the reasons for the relative success of US grand strategy? Are there distinct historical patterns of US grand strategy? If so, who were the architects? How has America's place in the world been achieved? This week, we analyze the currents that have shaped and continue to shape US grand strategy. • Required Readings (400 pages): <ul style="list-style-type: none"> • Walter Russell Mead: <i>Special Providence: American Foreign Policy and How it Changed the World</i> (Alfred A. Knopf, 2001), 400 pp.
Week 11	<ul style="list-style-type: none"> • Topic: The Cold War and the Postwar Order • Summary: The US won the third “great war” of the twentieth century, the Cold War, through containment. But was containment part of a continuous US grand strategy or was it the product of shifting and varied national strategies (economic, diplomatic, military, and political) that ranged from FDR's postwar plans, George F. Kennan's thesis, NSC-68, the Eisenhower-Dulles "New Look," the Kennedy-Johnson "flexible response," the Nixon-Kissinger strategy of detente, or the Reagan challenge? • Required Readings (484 pages): <ul style="list-style-type: none"> • John Lewis Gaddis, <i>Strategies of Containment: A Critical Appraisal of American National Security Policy During the Cold War</i> (Oxford University Press, 2005), 484 pp.
Week 12	<ul style="list-style-type: none"> • Topic: From Détente to Negotiated Surrender: Reagan and Shultz • Summary: Ronald Reagan based his grand strategy on his determination from the outset of his presidency to be a peacemaker even as he pursued the collapse of the Soviet Union. To achieve these goals, he developed and implemented a seemingly paradoxical grand strategy that confound both the Left and the Right. This week, we will examine how Reagan—criticized by the Left as a warmonger, by the Right as too soft, and by most of the foreign policy establishment as naive, unrealistic and ill-informed—was in fact an extraordinarily successful grand strategist in pursuit of his twin goals. • Required Readings (608 pages): <ul style="list-style-type: none"> • William Inboden, <i>The Peacemaker: Ronald Reagan, the Cold War, and the World on the Brink</i> (Dutton, 2022).
Week 13	<ul style="list-style-type: none"> • Topic: China and the New Cold War • Summary: This week we analyze the rise of China and the threat it poses to the United States. What does China want, does it have a grand strategy to achieve it, and what should the United States do about it? • Required Readings (432 pages): <ul style="list-style-type: none"> • Rush Doshi, <i>The Long Game: China's Grand Strategy to Displace American Order</i> (Oxford University Press, 2023), 432 pp.
Week 14	<ul style="list-style-type: none"> • Topic: Grand Strategy in the 21st Century • Summary: The giant, resource-rich Eurasian landmass possesses the bulk of the global population, industrial might, and potential military power; it touches all four of the great oceans. Eurasia is a strategic prize without equal—which is why the world has been roiled, reshaped, and nearly destroyed by clashes over the supercontinent. Since the early

	<p>twentieth century, autocratic powers—from Germany under Kaiser Wilhelm II to the Soviet Union—have aspired for dominance by seizing commanding positions in the world’s strategic heartland. Offshore sea powers, namely the United Kingdom and America, have sought to make the world safe for democracy by keeping Eurasia in balance. America’s rivalries with China, Russia, and Iran are the next round in this geopolitical game. If this new authoritarian axis succeeds in enacting a radically revised international order, America and other democracies will be vulnerable and insecure. In light of this, what is the grand strategy for the 21st Century?</p> <ul style="list-style-type: none"> ● Required Readings (320 pages): <ul style="list-style-type: none"> • Hal Brands, <i>The Eurasian Century: Hot Wars, Cold Wars, and the Making of the Modern World</i> (W. W. Norton & Company, 2025), 320 pp.
Week 15	<ul style="list-style-type: none"> ● Topic: Grand Strategy II ● Summary: In this final week, students will present their essays in class, and we will have a summative discussion of the central themes that have emerged from the readings and discussions.

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 5XXX The Liberal Arts in Theory and Practice (20961)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Due to the overlap of content, the GCC requests that you upload a copy of consult/contact with the College of Liberal Arts and Sciences
 - a) **Our program consult letter is attached.**
- 2) Is the "&" preferred in the course title? (title uses & in the submitted form and on the syllabus but not the proposal title) Please be consistent with the use of "and" or "&" in the course title. (transcript title also)
 - a) **The "&" was used in the form fields and the syllabus. This is the preferred and utilized function for course set-up. The approval title was erroneously listed as "and".**
- 3) What is the rationale for choosing 5XXX vs 6XXX? Will this course be open to undergraduate students, be standalone, or intended for a graduate program in development?
 - a) **Amended text in the form "This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other graduate students as an elective as space allows."**
- 4) The rationale for 5000-level course needs to be completed. "not at this time" is not sufficient"
- 5) Perhaps include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 6) The course description needs minor revisions and should be revised for clarity.
 - a) Course description is not in standard format.
 - (a) **Course description amended on form "Introduces liberal education by studying theory and practice from antiquity to the present day, with a focus on continuity, change, and context. Students will read and discuss a wide range of philosophical texts and historical studies, as well as contemporary contributions to the debate over the meaning and future of liberal education".**
 - b) Ensure that the course description on the submitted form and syllabus match.
 - (a) **Addressed**
- 7) Possible concern: Exact same assignments and due dates with variations of points but somewhat different in terms of instructions: #8-20974, #9-20975, #10-20961, #11- 20973, #17-21008. #18- 21010, and & #19-21007.

a) Thank you for the note. Where possible and appropriate, we have designed courses to have similar assignments for consistency in expectation for students and continuity in assessment. As noted in the comment, variations do exist between courses syllabi. This variation is in the subject matter. However, the consistent assignment of book reviews and essays are tools for meaning making in these disciplines.

8) 50% for participation seems high.

a) Percentages adjusted on syllabus

9) Consider more diverse and precise verbs for objectives. They are currently too broad.

a) Course objectives updated

Course|New for request 20961

Info

Request: ISS 5XXX The Liberal Arts in Theory & Practice

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 4/25/2025 2:34:38 PM

Form version: 3

Responses

Recommended Prefix ISS

Course Level 5

Course Number XXX

Lab Code None

Course Title The Liberal Arts in Theory & Practice

Transcript Title Liberal Arts-Theory & Practice

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Introduces liberal education by studying theory and practice from antiquity to the present day, with a focus on continuity, change, and context. Students will read and discuss a wide range of philosophical texts and historical studies, as well as contemporary contributions to the debate over the meaning and future of liberal education.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other graduate students as an elective as space allows.

Syllabus Content Requirements All Items Included

ISS 5xxx: The Liberal Arts in Theory & Practice

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 4 (10:40 AM-11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Dr. Karl Gunther
- CSE E512
- Office hours Mondays 1-4pm and by appointment
- k.gunther@ufl.edu
- 352-294-6829

Course Description

Introduces liberal education by studying theory and practice from antiquity to the present day, with a focus on continuity, change, and context. Students will read and discuss a wide range of philosophical texts and historical studies, as well as contemporary contributions to the debate over the meaning and future of liberal education.

Expanded Course Description

What are the liberal arts and what does it mean to be liberally educated? In this graduate seminar, students will answer these questions by studying the theory and practice of liberal education from antiquity to the present day, with a focus on continuity, change, and context. Students will read and discuss a wide range of philosophical texts and historical studies, as well as contemporary contributions to the debate over the meaning and future of liberal education. Students will write critical analyses of recent books about liberal education and write a final paper outlining their own understanding of what it means to be liberally educated.

Required Readings and Works

- Bruce Kimball, *Orators & Philosophers: A History of the Idea of Liberal Education*, 2nd ed. (College Board, 1995).
- Mark Joyal, Iain McDougall, and J. C. Yardley (eds.), *Greek and Roman Education: A Sourcebook* (Routledge, 2009).
- W. Martin Bloomer, *The School of Rome: Latin Studies and the Origins of Liberal Education* (University of California Press, 2011).
- C. Stephen Jaeger, *The Envy of Angels: Cathedral Schools and Social Ideals in Medieval Europe, 950-1200* (University of Pennsylvania Press, 1994).
- David L. Wagner (ed.), *The Seven Liberal Arts in the Middle Ages* (Indiana University Press, 1983).
- Bruce Kimball (ed.), *The Liberal Arts Tradition: A Documentary History* (University Press of America, 2010).
- Anthony Grafton and Lisa Jardine, *From Humanism to the Humanities: Education and the Liberal Arts in Fifteenth- and Sixteenth-Century Europe* (Harvard University Press, 1986).
- John Locke, *Some Thoughts Concerning Education*, ed. Ruth W. Grant and Nathan Tarcov (Hackett, 1996).
- Jean-Jacques Rousseau, *Emile or On Education* (Penguin, 2007).
- John Henry Newman, *The Idea of A University* (Yale University Press, 1996).
- David B. Potts (ed.), *Liberal Education in a Land of Colleges: Yale's Reports of 1828* (Palgrave Macmillan, 2010).
- Francis Oakley, *Community of Learning: The American College and the Liberal Arts Tradition* (Oxford University Press, 1992).
- Martha C. Nussbaum, *Cultivating Humanity: A Classical Defense of Reform in Liberal Education* (Harvard University Press, 1998).
- Jonathan Marks, *Let's Be Reasonable: A Conservative Case for Liberal Education* (Princeton University Press, 2021).

Course Objectives

1. Students will be able to summarize the historical development of the idea of liberal education from antiquity to the present day.
2. Students will be able to deconstruct major texts and thinkers on the meaning, purpose, and practice of liberal education across different eras.
3. Students will be able to compare and contrast competing visions of what constitutes a liberal education and a liberally educated person.
4. Students will be able to argue the evolving debates around liberal education in relation to broader social, political, and intellectual contexts.
5. Students will be able to articulate and defend their own perspective on the value and aims of liberal education today.

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance (30%)
 - a. Active Participation: 20%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 10%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Book Reviews (3 x 10% = 50%)
 - a. Three times during the semester, you will select a book about liberal education published in the last 50 years and write a 1,500-word review that critically assesses its arguments, drawing on what you've learned thus far in the class about historical theories and practices of liberal education. You might choose (but are not limited to) books like Michael Oakeshott, *The Voice of Liberal Learning* (Yale, 1989); Michael S. Roth, *Beyond the University: Why Liberal Education Matters* (Yale, 2015); Fareed Zakaria, *In Defense of a Liberal Education* (Norton, 2016), Justin Dyer and Constantine Vassiliou (eds.), *Liberal Education and Citizenship in a Free Society* (Missouri, 2023). You must clear your selected book with the instructor at least 1 week in advance of the due date.
 - b. The essays will be due via Canvas by 11:59pm on the Fridays of Week 4, 8, and 12.
 - c. For information about how these essays will be assessed, see the rubric below.
3. Essay (20%)
 - a. You will write a 5,000-word essay that answers the question "What does it mean for a person to be liberally educated?" Your essay must make and defend a normative argument, but it must also be informed by the historical theories and practices of liberal education that we have studied in the class.
 - b. You will present your essay during our final class session in week 15.
 - c. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<p>Topic: Introduction</p> <p>Summary: The first week introduces the main topics of the course. Students will discuss their previous experiences with liberal education and their initial idea about what liberal education is in theory and how it actually works in practice.</p> <p>Required Readings: N/A</p>
Week 2	<p>Topic: Overview: Liberal Education from Antiquity to the 21st Century</p> <p>Summary: This week, we will discuss Bruce Kimball's history of the idea of liberal education from antiquity to the present. We will assess his argument that liberal education is the product of two competing visions of education, one rhetorical and the other philosophical. Kimball's survey will provide an overarching map that will not only orient students in the weeks to come, but one that we will critically reassess as the course unfolds.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Bruce Kimball, <i>Orators & Philosophers: A History of the Idea of Liberal Education</i>, 2nd ed. (College Board, 1995).
Week 3	<p>Topic: The Liberal Arts in Ancient Greece</p> <p>Summary: Did liberal education begin in Ancient Greece? We will discuss the theory and practice of education in Ancient Greece, beginning with the Archaic Age, then Classical Athens and Sparta, and concluding with the Hellenistic period. Readings will be drawn from the writings of Homer, Hesiod, Plutarch, Theognis, Xenophanes, Strabo, Herodotus, Diodorus, Xenophon, Thucydides, Plato, Aristotle, Aeschines, Aristophanes, Demosthenes, Antiphon, Isocrates, and others.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Greek and Roman Education: A Sourcebook</i> (Routledge, 2009), pp. 1-150.
Week 4	<p>Topic: The Liberal Arts in Ancient Rome</p> <p>Summary: Did liberal education <i>really</i> begin in ancient Rome? We will discuss the theory and practice of education in the Roman Republic and the Roman Empire. In addition to Martin Bloomer's book on the Roman roots of liberal education, we will</p>

	<p>also discuss readings from the works of Livy, Plutarch, Cicero, Suetonius, Macrobius, Martial, Quintilian, Horace, Pliny, Sallust, Petronius, Seneca, Philo, Tacitus, Juvenal, Galen, Clement of Alexandria, Lactantius, Tertullian, Augustine, Chrysostom, Gregory, Eunapius, Porphyry, and Boethius.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • W. Martin Bloomer, <i>The School of Rome: Latin Studies and the Origins of Liberal Education</i> (University of California Press, 2011). • <i>Greek and Roman Education: A Sourcebook</i> (Routledge, 2009), pp. 151-267 (readings from
<p>Week 5</p> <p>Feb. 5-9</p>	<p>Topic: The Liberal Arts in Early Medieval Europe</p> <p>Summary: What was education like in early medieval cathedral schools, before the rise of the first universities? We will discuss Stephen Jaeger's influential book <i>The Envy of Angels</i>, which explores the curriculum of "letters and manners" in the cathedral schools, focusing on both its theoretical underpinnings and pedagogical practices. Jaeger's study will provide an important context for understanding the liberal arts curriculum in the medieval universities.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • C. Stephen Jaeger, <i>The Envy of Angels: Cathedral Schools and Social Ideals in Medieval Europe, 950-1200</i> (University of Pennsylvania Press, 1994).
<p>Week 6</p>	<p>Topic: The Liberal Arts in the Medieval University</p> <p>Summary: Education in a medieval university began with a course of study in the seven liberal arts, which consisted of the trivium (grammar, rhetoric, and logic) and the quadrivium (arithmetic, music, geometry, and astronomy). What did this actually involve? Why did medieval people think the liberal arts were worth studying? We will discuss these questions by reading essays on each of the seven medieval liberal arts, as well as medieval works by Peter Abelard, Hugh of St Victor, John of Salisbury, Aristotle, and Thomas Aquinas.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • David L. Wagner (ed.), <i>The Seven Liberal Arts in the Middle Ages</i> (Indiana University Press, 1983). • Kimball (ed.), <i>The Liberal Arts Tradition: A Documentary History</i> (University Press of America, 2010), pp. 89-146.

Week 7	<p style="text-align: center;">Topic: Renaissance Humanism & the Humanities</p> <p>Summary: This week we will discuss Grafton and Jardine’s important study of the humanist educational program, its relationship to medieval scholasticism as a curriculum, and their argument that “the triumph of humanist education cannot simply be explained by reference to its intrinsic worth or practical utility.” What interests did a humanistic education serve during the Renaissance and what are the implications of Grafton and Jardine’s arguments – and the tensions they highlight – for liberal education today? We will also discuss selected texts by influential Renaissance pedagogues like Petrarch, Vergerio, Ignatius of Loyola, Cereta, and Ascham.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Anthony Grafton and Lisa Jardine, <i>From Humanism to the Humanities: Education and the Liberal Arts in Fifteenth- and Sixteenth-Century Europe</i> (Harvard University Press, 1986). • Kimball (ed.), <i>The Liberal Arts Tradition: A Documentary History</i> (University Press of America, 2010), pp. 147-194.
Week 8	<p style="text-align: center;">Topic: Locke on Liberal Education</p> <p>Summary: This week marks the first of three weeks devoted to influential 17th-, 18th-, and 19th-century theoretical discussions of liberal education. This week we will discuss the most important 17th-century treatise on education, John Locke’s <i>Some Thoughts Concerning Education</i>.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • John Locke, <i>Some Thoughts Concerning Education</i>, ed. Ruth W. Grant and Nathan Tarcov (Hackett, 1996).
Week 9	<p style="text-align: center;">Topic: Rousseau on Liberal Education</p> <p>Summary: This week we will discuss the most important 18th-century response to Locke, Jean-Jacques Rousseau’s <i>Emile or On Education</i> (1762), a work often listed alongside Plato’s <i>Republic</i> and the writings of John Dewey for its influence on educational thought. What is Rousseau’s vision of education and how should it be understood in relation not only to Locke’s views that we discuss last week, but also to the study of the liberal arts in earlier periods?</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Jean-Jacques Rousseau, <i>Emile or On Education</i> (Penguin, 2007).

Week 10	<p style="text-align: center;">Topic: Newman on Liberal Education</p> <p>Summary: This week we will discuss John Henry Newman’s <i>The Idea of A University</i> (1852), a text that has significantly influenced modern thinking about liberal education. We will discuss Newman’s ideas about “University Teaching” and “University” subjects, comparing them with earlier ideas and practices we have studied, and we will also discuss a series of interpretative essays about <i>The Idea of University</i> by Martha McMackin Garland, Frank Turner, George Marsden, Sara Castro-Klarén, and George Landow.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • John Henry Newman, <i>The Idea of A University</i> (Yale University Press, 1996).
Week 11	<p style="text-align: center;">Topic: The Liberal Arts in America: the Past</p> <p>Summary: How have the liberal arts been understood and taught in the American context? We will discuss this question this week with readings spanning the 17th-20th centuries from Harvard College, Bathsua Makin, Juana Inêz de la Cruz, Yale College, the College of New Jersey, Samuel Smith, Emma Willard, Jeremiah Day, Dartmouth College, Charles Eliot, Mary Fairfax Somerville, Lydia Becker, James McCosh, Booker T. Washington, W. E. B. Du Bois, Lionel Trilling, and others. We will also focus special attention on the influential vision of liberal education articulated in the <i>Reports on the Course of Instruction in Yale College</i> (1828).</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Kimball (ed.), <i>The Liberal Arts Tradition: A Documentary History</i> (University Press of America, 2010), pp. 195-408. • David B. Potts (ed.), <i>Liberal Education in a Land of Colleges: Yale’s Reports of 1828</i> (Palgrave Macmillan, 2010).
Week 12	<p style="text-align: center;">Topic: The Liberal Arts in America: Present and Future</p> <p>Summary: What, at the present day, is “the educational mission appropriate to the free-standing liberal arts college if it is to discharge its responsibilities at this particular juncture in our educational history and in the intellectual and institutional climate now prevailing”? This week we will discuss the way that Francis Oakley, former President of Williams College, answers this question in his book <i>Community of Learning</i>. We will also discuss a series of shorter responses to this question, ranging from the mid-20th century to the present, by Sarah Barnes, Frank Aydelotte, Willis Rudy, Harold Taylor, Paul Kristeller, Gerald Grant and David Riesman, St John’s College, Mary Louise Pratt, Nancy Marcus, Christopher Metress, David C. Paris, and Bruce Kimball.</p> <p>Required Readings/Works:</p>

	<ul style="list-style-type: none"> ● Kimball (ed.), <i>The Liberal Arts Tradition: A Documentary History</i> (University Press of America, 2010), pp. 409-496 ● Francis Oakley, <i>Community of Learning: The American College and the Liberal Arts Tradition</i> (Oxford University Press, 1992).
Week 13	<p style="text-align: center;">Topic: Why Liberal Arts? A Contemporary Perspective</p> <p>Summary: At the present day, liberal education is widely perceived to be under attack and in decline. This week, we will discuss Martha Nussbaum’s defense of liberal education in her book <i>Cultivating Humanity</i> (1998) and her arguments about the “three core values of liberal education: critical self-examination, the ideal of the world citizen, and the development of the narrative imagination.”</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> ● Martha C. Nussbaum, <i>Cultivating Humanity: A Classical Defense of Reform in Liberal Education</i> (Harvard University Press, 1998).
Week 14	<p style="text-align: center;">Topic: Why Liberal Arts? Another Contemporary Perspective</p> <p>Summary: This week we will read a different contemporary response to the perceived crisis of liberal education, discussing Johnathan Marks’s <i>Let’s Be Reasonable: A Conservative Case for Liberal Education</i>. We will consider Marks’s critique of common defenses of the liberal arts and compare his case for liberal education with Nussbaum’s, as well as with earlier authors we have studied.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● Jonathan Marks, <i>Let’s Be Reasonable: A Conservative Case for Liberal Education</i> (Princeton University Press, 2021).
Week 15	<p style="text-align: center;">Topic: What is Liberal Education?</p> <p>Summary: In this final week, students will present their essays in class, and we will have a summative discussion of the central themes that have emerged from the readings and discussions</p>

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 5XXX Theory and Structure (20973)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 2) Add detail to the course title for specificity. Such as: "Theory and Structure in _____"
- 3) What is the rationale for choosing 5XXX vs 6XXX? Will this course be open to undergraduate students, be standalone, or intended for a graduate program in development?
- 4) The "Rationale for Placement in the Curriculum" should include more detail regarding how the course fits in the program.
 - a) **Amended text in the form "This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other graduate students as an elective as space allows." See attached curriculum map for sequencing.**
- 5) The course description needs minor modifications and should be revised for clarity.
 - a) Delete preliminary words of the course description to reduce the unneeded introduction and simply begin with "Introduces students to crucial..."
 - (a) **Course description amended on form "Introduces students to crucial theoretical frameworks – both political and economic – which will help them understand relationships between and among states. The course will ground later studies in War, Strategy, and Statecraft by familiarizing students with the multidisciplinary terms, concepts, and modes of thinking required."**
 - b) Ensure that the course description on the submitted form and syllabus match.
 - (a) **Addressed**
- 6) Consider more diverse and precise verbs for objectives. They are currently too broad. Course objectives are really projected student learning outcomes. Either represent course objectives appropriately or retitle the section Student Learning Outcomes.
 - a) **Course objectives updated**
- 7) 50% for participation seems high.
 - a) **Percentages adjusted**

- 8) Possible concern: Exact same assignments and due dates with variations of points but somewhat different in terms of instructions: #8-20974, #9-20975, #10-20961, #11- 20973, #17-21008. #18- 21010, and & #19-21007
- a) Thank you for the note. Where possible and appropriate, we have designed courses to have similar assignments for consistency in expectation for students and continuity in assessment. As noted in the comment, variations do exist between courses syllabi. This variation is in the subject matter. However, the consistent assignment of book reviews and essays are tools for meaning making in these disciplines.

Course|New for request 20973

Info

Request: ISS 5XXX Theory and Structure in WSS

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 4/25/2025 5:47:48 PM

Form version: 2

Responses

Recommended Prefix ISS

Course Level 5

Course Number XXX

Lab Code None

Course Title Theory and Structure in WSS

Transcript Title Theory and Structure in WSS

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Introduces students to crucial theoretical frameworks – both political and economic – which will help them understand relationships between and among states. The course will ground later studies in War, Strategy, and Statecraft by familiarizing students with the multidisciplinary terms, concepts, and modes of thinking required.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other graduate students as an elective as space allows.

Syllabus Content Requirements All Items Included

ISS 5xxx: Theory and Structure in War, Statecraft & Strategy

I. General Information

Class Meetings

- Fall 2026
- 100% In-Person, no GTAs
- MWF Period 4 (10:40 AM-11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Instructor: Eloise Davies
- Location: CSE E568
- Office hours: Monday & Wednesday 1-3pm
- Email: eloise.davies@ufl.edu
- Phone: TBD

Course Description

Introduces students to crucial theoretical frameworks – both political and economic – which will help them understand relationships between and among states. The course will ground later studies in War, Strategy, and Statecraft by familiarizing students with the multidisciplinary terms, concepts, and modes of thinking required.

Expanded Course Description

This course introduces students to crucial theoretical frameworks – both political and economic – which will help them understand relationships between and among states. The course will ground their later studies in War, Strategy, and Statecraft by familiarizing them with the multidisciplinary terms, concepts, and modes of thinking required.

The course is structured chronologically. It draws on empirical and theoretical perspectives insights from a range of disciplines, including Political Science, History and Economics, tracing the evolution and development of the state system, from its rise in the seventeenth century through to the new emergence of new challenges in the globalized world of the early twenty-first century. Students will investigate the questions posed to the world order by new structural developments and explore the competing interpretations scholars have proposed to help us understand them. This readings course aims to provide graduate students with a clear vision of their field and surroundings.

Required Readings and Works

Andreas Osiander, "Sovereignty, International Relations, and the Westphalian Myth," *International Organization* vol. 55, no. 2 (2001): 251-284

Peter Wilson, *The Thirty Years War: A European Tragedy* (Harvard, 2019)

Lars Magnusson, *Mercantilism: The Shaping of an Economic Language* (Routledge, 1994)

Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (Indianapolis, 1904)

Martin Wight, *International Theory: The Three Traditions* (New York, 1992)

J.R. Seeley, *The Expansion of England* (London, 1904)

V. I. Lenin, *Imperialism: The Highest Stage of Capitalism*, Revised Translation (International Publishers Co., 1935)

Charlie Laderman, *Sharing the Burden: The Armenian Question, Humanitarian Intervention, and Anglo-American Visions of Global Order* (Oxford, 2019)

Barry Eichengreen, *Golden Fetters: The Gold Standard and the Great Depression, 1919-1939* (Oxford, 1992)

John Mearsheimer, *The Tragedy of Great Power Politics* (New York, 2001)

Charles Kindleberger, *The World in Depression* (University of California Press, 1973)

John Ikenberry, *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order* (Princeton, 2011)

Ernst B. Haas, *The Uniting of Europe: Political, Social, and Economic Forces 1950-1957* (Stanford, 1968)

Alexander Wendt, *Social Theory of International Politics* (Cambridge, 2012)

Robert O. Keohane and Joseph S. Nye, *Power and Interdependence: World Politics in Transition* (Little, Brown and Company, 1977)

Thomas L. Friedman, *The Lexus and the Olive Tree* (New York, 1999)

Course Objectives

1. Distinguish between a variety of approaches to IR theory, including realist, liberal and constructivist perspectives.
2. Summarize major events and theories for the study of the International Political Economy.
3. Explain how changing historical conditions lead to new developments in international theory and the structure of the state system.
4. Compare and contrast the effects of both theories and structures in shaping international politics.
5. Paraphrase a range of theoretical frameworks (from multiple disciplines) to develop their own interpretation of both historical and contemporary geopolitical problems.
6. Articulate sound IR papers based on an understanding of the various methods of interpreting and writing IR theory. Know the profound differences in approaches to IR theory and the reasons why.
7. Discuss the key IR theorists and know how their ideas shape the way we view and analyze IR.
8. Recognize and appreciate shifts in the way IR theory is written.
9. Summarize the vital impacts that IR has had upon the evolution of Western society and the institutions that govern it.
10. Identify the interconnected development and evolution of IR theory through a work of original research.

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance (50%)
 - a. Active Participation: 50%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerably to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 0%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Book Reviews (3 x 10% = 30%)
 - a. Three times during the semester, you will select a book about Theory and Structure published in the last 50 years and write a 1,500-word review that critically assesses its arguments, drawing on what you've learned thus far in the class about historical theories and the practices of war. You must clear your selected book with the instructor at least 1 week in advance of the due date.
 - b. The essays will be due via Canvas by 11:59pm on the Fridays of Week 4, 8, and 12.
 - c. For information about how these essays will be assessed, see the rubric below.
3. Essay (20%)
 - a. You will write a 5,000-word essay that addresses some aspect of Theory and Structure. Your essay must make and defend a normative argument, but it must also be informed by the historical theories and practices of warfare that we have studied in the class.
 - b. You will present your essay during our final class session in week 15.
 - c. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Introduction • Summary: The first week introduces the main topics of the course. Students will discuss their previous experiences with IR theory and their initial idea about what IR theory is and how it actually works in practice. • Required Readings (34 pages): Andreas Osiander, "Sovereignty, International Relations, and the Westphalian Myth," <i>International Organization</i> vol. 55, no. 2 (2001): 251-284
Week 2	<ul style="list-style-type: none"> • Topic: The Rise of the State System • Summary: The course begins with the period traditionally seen as foundational for the modern state system. We will explore the significance of the Thirty Years War (1618-1648) and the Peace of Westphalia that concluded hostilities. To what extent was this a watershed moment for the emergence of independent state sovereignty? Was the victory of the sovereign state inevitable? • Required Readings (429 pages): <ul style="list-style-type: none"> • Peter Wilson, <i>The Thirty Years War: A European Tragedy</i> (Harvard, 2019), pp. 424-853.
Week 3	<ul style="list-style-type: none"> • Topic: Mercantilism and the Fiscal-Military State • Summary: The seventeenth and eighteenth centuries saw a major expansion in global trading networks. Alongside these came fresh interest in economic theory. This week will provide an introduction to the age of mercantilism and the development of the fiscal-military state. • Required Readings (232 pages): <ul style="list-style-type: none"> • Lars Magnusson, <i>Mercantilism: The Shaping of an Economic Language</i> (Routledge, 1994), 232 pp.
Week 4	<ul style="list-style-type: none"> • Topic: Adam Smith, Free Trade, and International Relations • Summary: In the writings of eighteenth-century Scottish Enlightenment thinkers such as David Hume and Adam Smith, a fresh emphasis on mutual economic interests and the potential for trade to be more than a zero-sum game reshaped political economic thought. • Required Readings (505 pages): <ul style="list-style-type: none"> • Adam Smith, <i>An Inquiry into the Nature and Causes of the Wealth of Nations</i> (Penguin, 1982), vol. I, 505 pp.

Week 5	<ul style="list-style-type: none"> • Topic: Foundations of International Theory • Summary: IR theorists of various schools – realism, liberalism, constructivism and international society – all look back to foundational figures from the early modern period. This week we compare three crucial thinkers, Machiavelli, Grotius and Kant. • Required Readings (286 pages): <ul style="list-style-type: none"> • Martin Wight, <i>International Theory: The Three Traditions</i> (New York, 1992), 286 pp.
Week 6	<ul style="list-style-type: none"> • Topic: Empire and Imperialism I: Changing Justifications • Summary: This week explores the changing face of empire in the nineteenth century. Moving beyond mere economic interest, imperialist writers sought to tie together territorial expansion and a moralized civilizing mission. • Required Readings/Works (316 pages): <ul style="list-style-type: none"> • J. R. Seeley, <i>The Expansion of England</i> (London, 1904), 316 pp.
Week 7	<ul style="list-style-type: none"> • Topic: Empire and Imperialism I: Critical Legacy • Summary: This week surveys some of the most famous attempts to explain - and critique - the expansion of European imperialism at the end of the nineteenth century. • Required Readings/Works (124 pages): <ul style="list-style-type: none"> • V. I. Lenin, <i>Imperialism: The Highest Stage of Capitalism</i>, revised trans. (International Publishers Co., 1935), 124 pp.
Week 8	<p>Topic: Wilsonianism, Nationalism, and Self-Determination</p> <ul style="list-style-type: none"> • Summary: In the wake of the First World War, Woodrow Wilson's Fourteen Points laid out a vision of international affairs which set the terms of debate for a new century. This week introduces Wilson's ideas and places them in context of nineteenth-century liberalism and nationalism. • Required Readings/Works (300 pages): <ul style="list-style-type: none"> • Charlie Laderman, <i>Sharing the Burden: The Armenian Question, Humanitarian Intervention, and Anglo-American Visions of Global Order</i> (Oxford, 2019), 300 pp.
Week 9	<ul style="list-style-type: none"> • Topic: Reconstruction and International Economy • Summary: One priority following the First World War was reconstructing the international economic relationships among the former belligerents. This week, we will examine how the gold standard scaffolded the interwar economy. • Required Readings/Works (300 pages): <ul style="list-style-type: none"> • Barry Eichengreen, <i>Golden Fetters: The Gold Standard and the Great Depression, 1919-1939</i> (Oxford, 1992), 300 pp.

Week 10	<ul style="list-style-type: none"> • Topic: Interwar Diplomacy and the Realist Critique • Summary: Interwar diplomacy offered an opportunity for a new period of international optimism. But hopes soon foundered on a renewed wave of inter-state aggression. We particularly focus on 'realist' critiques of the postwar attempts at cooperation and their legacy for later realist theorists. • Required Readings/Works (592 pages): <ul style="list-style-type: none"> • John Mearsheimer, <i>The Tragedy of Great Power Politics</i> (New York, 2001), 592 pp.
Week 11	<ul style="list-style-type: none"> • Topic: The Great Depression • Summary: The major economic upset of the Great Depression demanded a new approach to political economy, which had implications for world politics, as well as domestic affairs. • Required Readings/Works (344 pages): <ul style="list-style-type: none"> • Charles Kindleberger, <i>The World in Depression</i> (University of California Press, 1973), pp. 344.
Week 12	<ul style="list-style-type: none"> • Topic: The Bretton Woods System • Summary: This week introduces fresh efforts to create a stable international political and economic system in the wake of the Second World War. • Required Readings/Works (392 pages): <ul style="list-style-type: none"> • John Ikenberry, <i>Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order</i> (Princeton, 2011), 392 pp.
Week 13	<ul style="list-style-type: none"> • Topic: Regional Integration and Supranational Organizations • Summary: One major feature of the post-WWII world was the effort by Western European countries to join together in a common European Community. This week, we will use Western Europe as a case study to explore the phenomenon of regional integration and supranational organization. • Required Readings/Works (642 pages): <ul style="list-style-type: none"> • Ernst B. Haas, <i>The Uniting of Europe: Political, Social, and Economic Forces 1950-1957</i> (Stanford, 1968), 642 pp.
Week 14	<ul style="list-style-type: none"> • Topic: The End of the Cold War • Summary: The end of the Cold War saw a reconfiguration of global politics opened new questions about the workings of international relations at the dawn of the twenty-first century. The interpretation of these events – and how practitioners should react to them – remain contested. This topic explores the differing perspectives of realist, liberal and constructivist IR theorists. • Required Readings (447 pages): <ul style="list-style-type: none"> • Alexander Wendt, <i>Social Theory of International Politics</i> (Cambridge, 2012), 447 pp.
Week 15	<ul style="list-style-type: none"> • Topic: Theory and Structure • Summary: In this final week, students will present their essays in class, and we will have a summative discussion of the central themes that have emerged from the readings and discussions.

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 6XXX Seminar in History of Ideas (21035)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 2) The "Rationale for Placement in the Curriculum" should include more detail regarding how the course fits in the program.
 - a) **Amended text in the form "This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other students as an elective as space allows."**
- 3) The course description needs minor modifications and should be revised for clarity.
 - a) Remove "in 6XXX" from the course description.
 - (a) **Course description amended on form "Writing seminar with other MA level students in the program. The object of the course is the production of a research paper on a research topic devised by each individual student in coordination with their supervisor. The paper produced should attain the quality required for a submission to a scholarly or professional journal."**
 - b) Ensure that the course description on the submitted form and syllabus follow standard format and match.
 - (a) **Addressed**
- 4) Consider more diverse and precise verbs for objectives. They are currently too broad.
 - a) **Objectives addressed.**
- 5) 50% for participation seems high.
 - a) **Participation is 25%, this comment is incorrect.**
- 6) There are written assignments and Oral Presentations of Findings included in the course schedule. The oral presentations are not covered in the Graded Work discussion in the syllabus.
 - a) **The oral presentations in the syllabus are part of the participation grade in this course. The primary focus is on writing and the oral presentations are not the focus of assessment in this course, but rather a classroom activity.**

7) The syllabus is missing Methods by which students will be evaluated and their grades determined.

a) Rubrics are present in section IV of the syllabus

Course|New for request 21035

Info

Request: ISS 6XXX Seminar in History of Ideas

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 4/28/2025 2:51:59 PM

Form version: 3

Responses

Recommended Prefix ISS

Course Level 6

Course Number XXX

Lab Code None

Course Title Seminar in History of Ideas

Transcript Title Seminar - History of Ideas

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Seminar

Weekly Contact Hours 3

Course Description Writing seminar with other MA level students in the program. The object of the course is the production of a research paper on a research topic devised by each individual student in coordination with their supervisor. The paper produced should attain the quality required for a submission to a scholarly or professional journal.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements All Items Included

ISS 6XXX: Seminar in History of Ideas

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Professor Jeffrey Collins
- CSE 504
- Office Hours: Mondays & Wednesdays 1-3pm
- jeffrey.collins@ufl.edu
- 352-514-8927

Course Description

Writing seminar with other MA level students in the program. The object of the course is the production of a research paper on a research topic devised by each individual student in coordination with their supervisor. The paper produced should attain the quality required for a submission to a scholarly or professional journal.

Extended Course Description

Writing seminar with other MA level students in the program. The object of the course is the production of a research paper on a research topic devised by each individual student in coordination with their supervisor. The course instructor will set a schedule for completion of the research and writing. The paper produced should attain the quality required for a submission to a scholarly or professional journal. Students will hold group sessions to discuss the refining of research questions, research approaches and methods, and possible source material. Students will circulate their paper drafts and workshop them as a group.

Required Reading and Works

- Richard Whatmore, *What is Intellectual History* (2016).
- Mark Bevir, *The Logic of the History of Ideas* (Cambridge, 1999).
- Quentin Skinner, *Visions of Politics: Vol. 1: Regarding Method* (2002).
- J.G.A. Pocock, *Political Thought and History: Essays on Theory and Method* (CUP, 2009).

- Richard Whatmore & Brian Young (eds.), *A Companion to Intellectual History* (Oxford, 2016).
- Darrin M. McMahon and Samuel Moyn (eds.), *Rethinking Modern European Intellectual History* (Oxford, 2013).
- Samuel Moyn and Andrew Sartori (eds.), *Global Intellectual History* (New York, 2015).
- All other required readings will be made available as PDFs on Canvas.
- Materials and Supplies Fees: N/A

Course Objectives

- Demonstrate foundational research skills for producing an independent research paper in the Humanities.
- Compose an independent research question.
- Produce a scholarly article suitable for publication.

II. Graded Work

Course Requirement and Assessment

Attendance and participation at weekly sessions is required and an assessment of the quality of engagement will constitute 25% of each student's grade in the seminar. The remaining 75% of the student's mark will be determined by the quality of their written research papers as assessed by the course instructor.

Instructors may set occasional common readings designed to refine the research or writing skills of students, or to provide models. Instructors may also arrange, as seems appropriate to the constitution of the cohort of students, visits by subject librarians, archivists, editors, or specialists in the digital humanities and digital research tools. Guest instructors with editorial experience might be asked to run sessions on "publishing in the humanities and social sciences".

III. Course Schedule

WEEK 1	<p>Introduction/ Expectations What is Intellectual Thought?</p> <p>Readings</p> <ul style="list-style-type: none">• Richard Whatmore, <i>What is Intellectual History</i> (2016)• Arthur O. Lovejoy, "Reflections on the History of Ideas," <i>Journal of the History of Ideas</i> 1 (1940), pp. 3-23.• Anthony Grafton, "The History of Ideas: Precept and Practice, 1950-2000 and Beyond", <i>Journal of the History of Ideas</i>, 67 (2006), pp. 1-32.
WEEK 2	<p>Philosophical Reasoning in the History of Ideas</p> <p>Readings</p> <ul style="list-style-type: none">• Mark Bevir, <i>The Logic of the History of Ideas</i> (Cambridge, 1999).
WEEK 3	<p>Methodological Considerations in the Pursuit of Intellectual Thought</p> <p>Readings</p> <ul style="list-style-type: none">• Quentin Skinner, <i>Visions of Politics: Vol. 1: Regarding Method</i> (2002).
WEEK 4	<p>Forming Arguments in Intellectual Thought</p> <p>Readings</p> <ul style="list-style-type: none">• J.G.A. Pocock, <i>Political Thought and History: Essays on Theory and Method</i> (CUP, 2009).• Richard Whatmore & Brian Young (eds.), <i>A Companion to Intellectual History</i> (Oxford, 2016), pp. 1-245.
WEEK 5	<p>Contextualizing the History of Ideas in Modern Times</p> <p>Readings</p> <ul style="list-style-type: none">• Darrin M. McMahon and Samuel Moyn (eds.), <i>Rethinking Modern European Intellectual History</i> (Oxford, 2013).
WEEK 6	<p>The History of Ideas in a Global Context</p> <p>Readings</p> <ul style="list-style-type: none">• Samuel Moyn and Andrew Sartori (eds.), <i>Global Intellectual History</i> (New York, 2015).

WEEK 7-12	Students research and write on their own. Instructors are available during office hours and by appointment to guide student questions.
WEEK 13	Oral Presentation of Findings
WEEK 14	Oral Presentation of Findings
WEEK 15	Oral Presentation of Findings Assignments: <ul style="list-style-type: none"> • Final Research Paper due

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

The course will be given a letter grade. Students are primarily graded on the extent and quality of their participation in the seminar. This course is not repeatable.

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubric

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
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Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 6XXX Seminar in War, Statecraft and Strategy (21036)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 2) Should an Oxford comma be added to the course title?
 - a) **No, this mirrors the program name.**
- 3) The "Rationale for Placement in the Curriculum" should include more detail regarding how the course fits in the program.
 - a) **Amended text in the form "This course will be a requirement for the forthcoming M.A. in War, Statecraft and Strategy in the Hamilton Center. The course will also be available to other students as an elective as space allows."**
- 4) The course description needs minor modifications and should be revised for clarity.
 - a) Remove "in 6XXX" from the course description.
 - (a) **Course description amended on form "Writing seminar with other MA level students in the program. The object of the course is the production of a research paper on a war, statecraft and strategy topic devised by each individual student in coordination with their supervisor. The paper produced should attain the quality required for a submission to a scholarly or professional journal."**
 - b) Ensure that the course description on the submitted form and syllabus follow standard format and match.
 - (a) **Addressed**
- 5) Consider more diverse and precise verbs for objectives. They are currently too broad.
 - a) **Objectives addressed.**
- 6) 50% for participation seems high.
 - a) **Participation is 25%, this comment is incorrect.**
- 7) There are written assignments and Oral Presentations of Findings included in the course schedule. The oral presentations are not covered in the Graded Work discussion in the syllabus.
- 8) Need detailed assignment descriptions.
 - a) **The oral presentations in the syllabus are part of the participation grade in this course. The primary focus is on writing and the oral presentations are not the focus of assessment in this course, but**

rather a classroom activity.

- 9) The Syllabus is missing Methods by which students will be evaluated and their grades determined.
 - a) Rubrics are present in section IV of the syllabus

Course|New for request 21036

Info

Request: ISS 6XXX Seminar in War, Statecraft and Strategy

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 4/28/2025 2:57:44 PM

Form version: 2

Responses

Recommended Prefix ISS

Course Level 6

Course Number XXX

Lab Code None

Course Title Seminar in War, Statecraft and Strategy

Transcript Title Seminar-War, Statecraft & Stra

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? Yes

Multiple Offerings in a Single Semester No

If repeatable, # total repeatable credit allowed 6

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Seminar

Weekly Contact Hours 3

Course Description Writing seminar with other MA level students in the program. The object of the course is the production of a research paper on a war, statecraft and strategy topic devised by each individual student in coordination with their supervisor. The paper produced should attain the quality required for a submission to a scholarly or professional journal.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum This course will be a requirement for the forthcoming M.A. in War, Statecraft and Strategy in the Hamilton Center. The course will also be available to other students as an elective as space allows.

Syllabus Content Requirements All Items Included

ISS 6XXX: Seminar in War, Statecraft and Strategy

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Professor William Inboden
- CSE 536
- Office Hours: Mondays & Wednesdays 1-3pm
- 352-514-8927

Course Description

Writing seminar with other MA level students in the program. The object of the course is the production of a research paper on a war, statecraft and strategy topic devised by each individual student in coordination with their supervisor. The paper produced should attain the quality required for a submission to a scholarly or professional journal.

Expanded Course Description

Students enrolled in 6XXX will participate in a writing seminar with other MA level students in the program. The object of the course is the production of a research paper on a research topic devised by each individual student in coordination with their supervisor. The course instructor will set a schedule for completion of the research and writing. The paper produced should attain the quality required for a submission to a scholarly or professional journal. Students will hold group sessions to discuss the refining of research questions, research approaches and methods, and possible source material. Students will circulate their paper drafts and workshop them as a group.

Required Reading and Works

- John Lewis Gaddis, *On Grand Strategy* (New York, 2019).
- Charles Hill, *Grand Strategies: Literature, Statecraft and World Order* (New Haven, 2010).
- Cathal J. Nolan, *The Allure of Battle: A History of How Wars Have Been Won and Lost* (Oxford, 2017).

- Hew Strachan, *The Direction of War: Contemporary Strategy in Historical Perspective* (Cambridge, 2013).
- Hal Brands and Jeremi Suri (eds.), *The Power of the Past: History and Statecraft* (Washington, DC, 2016).
- Bruce Kuklick, *Blind Oracles: Intellectuals and War from Kennan to Kissinger* (Princeton, 2007).
- All other required readings will be made available as PDFs on Canvas.
- Materials and Supplies Fees: N/A

Course Objectives

- Demonstrate foundational research skills for producing an independent research paper in the Social Sciences.
- Compose an independent research question.
- Produce a scholarly article suitable for publication.

II. Graded Work

Course Requirement and Assessment

Attendance and participation at weekly sessions is required and an assessment of the quality of engagement will constitute 25% of the each student's grade in the seminar. The remaining 75% of the student's mark will be determined by the quality of their written research papers as assessed by the course instructor.

Instructors may set occasional common readings designed to refine the research or writing skills of students, or to provide models. Instructors may also arrange, as seems appropriate to the constitution of the cohort of students, visits by subject librarians, archivists, editors, or specialists in the digital humanities and digital research tools. Guest instructors with editorial experience might be asked to run sessions on "publishing in the humanities and social sciences".

III. Course Schedule

WEEK 1	Introduction/ Expectations What Does it Mean to Write About Grand Strategy? Readings <ul style="list-style-type: none">• John Lewis Gaddis, <i>On Grand Strategy</i> (New York, 2019).
WEEK 2	Philosophical Reasoning in the Classical Texts Readings <ul style="list-style-type: none">• Charles Hill, <i>Grand Strategies: Literature, Statecraft and World Order</i> (New Haven, 2010).
WEEK 3	Methodological Considerations in the Pursuit of Strategy Readings <ul style="list-style-type: none">• Cathal J. Nolan, <i>The Allure of Battle: A History of How Wars Have Been Won and Lost</i> (Oxford, 2017).
WEEK 4	Contextualizing Strategy for Modern Times Readings <ul style="list-style-type: none">• Hew Strachan, <i>The Direction of War: Contemporary Strategy in Historical Perspective</i> (Cambridge, 2013).
WEEK 5	Forming Arguments in Strategy Distinguishing Between Historical Analysis and Policy Advocacy Readings <ul style="list-style-type: none">• Hal Brands and Jeremi Suri (eds.), <i>The Power of the Past: History and Statecraft</i> (Washington, DC, 2016).
WEEK 6	Bringing Intellectualism into a Real-World Global Context Readings <ul style="list-style-type: none">• Bruce Kuklick, <i>Blind Oracles: Intellectuals and War from Kennan to Kissinger</i> (Princeton, 2007).
WEEK 7-12	Students research and write on their own. Instructors are available during office hours and by appointment to guide student questions.

WEEK 13	Oral Presentation of Findings
WEEK 14	Oral Presentation of Findings
WEEK 15	Oral Presentation of Findings Assignments: <ul style="list-style-type: none"> • Final Research Paper due

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

The course will be given a letter grade. Students are primarily graded on the extent and quality of their participation in the seminar. This course is not repeatable.

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubric

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 6XXX Teaching the Liberal Arts: Pedagogy (20962)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Due to the overlap of content, the GCC requests that you upload a copy of consult/contact with the College of Liberal Arts and Sciences.
 - a) **Our program consult letter is attached.**
- 2) Clarify or correct the course level. The request was titled 6XXX, but the submitted form and syllabus list 5XXX.
 - a) **The intention was 6XXX. The syllabus and form have been updated to reflect this correction.**
- 3) What is the rationale for choosing 5XXX vs 6XXX? Will this course be open to undergraduate students, be standalone, or intended for a graduate program in development?
 - a) **Amended text in the form "This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other graduate students as an elective as space allows." Also see attached curriculum map.**
- 4) Perhaps include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 5) The course description needs minor revisions and should be revised for clarity.
 - a) Course description is not in standard format.
 - (a) **Course description amended on form "Prepares students to answer this question for themselves by introducing them to a series of influential texts in the history of pedagogy. Beginning in ancient Greece and ending in 21st century America, students will read and discuss works by authors representing many different perspectives and disciplines, including philosophy, theology, law, literature, sociology, and educational theory, specifically different pedagogical theories and changes in pedagogical thinking over time."**
 - b) Ensure that the course description on the submitted form and syllabus match.
 - (a) **Addressed**
- 6) Consider more diverse and precise verbs for objectives. They are currently too broad.
 - a) **Course objectives updated**
- 7) 50% for participation seems high.
 - a) **Percentages adjusted on syllabus**

Course|New for request 20962

Info

Request: ISS 6XXX Teaching the Liberal Arts: Pedagogy

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 4/25/2025 2:01:09 PM

Form version: 3

Responses

Recommended Prefix ISS

Course Level 6

Course Number XXX

Lab Code None

Course Title Teaching the Liberal Arts: Pedagogy

Transcript Title Teach Liberal Arts: Pedagogy

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Prepares students to answer this question for themselves by introducing them to a series of influential texts in the history of pedagogy. Beginning in ancient Greece and ending in 21st century America, students will read and discuss works by authors representing many different perspectives and disciplines, including philosophy, theology, law, literature, sociology, and educational theory, specifically different pedagogical theories and changes in pedagogical thinking over time.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other graduate students as an elective as space allows.

Syllabus Content Requirements All Items Included

ISS 6xxx: Teaching the Liberal Arts: *Pedagogy*

I. General Information

Class Meetings

- Fall 2025
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 5 (10:40am-11:30am)
- Turlington Hall, Room 2303
- 3 Credits

Instructor

- Dr. Karl Gunther
- CSE E512
- Office hours Mondays 1-4pm and by appointment
- k.gunther@ufl.edu
- 352-294-6829

Course Description

Prepares students to answer this question for themselves by introducing them to a series of influential texts in the history of pedagogy. Beginning in ancient Greece and ending in 21st century America, students will read and discuss works by authors representing many different perspectives and disciplines, including philosophy, theology, law, literature, sociology, and educational theory, specifically different pedagogical theories and changes in pedagogical thinking over time.

Expanded Course Description

How should one teach? This is a central question in the western intellectual tradition and it has generated a wide range of competing answers. This graduate course prepares students to answer this question for themselves by introducing them to a series of influential texts in the history of pedagogy. Beginning in ancient Greece and ending in 21st century America, students will read and discuss works by authors representing many different perspectives

and disciplines, including philosophy, theology, law, literature, sociology, and educational theory. Students will learn about many different pedagogical theories, identify continuities and changes in pedagogical thinking over time, and ultimately develop their own teaching philosophy.

Required Readings and Works

- Required readings will be posted as PDFs to Canvas.
- The writing manual for this course is R.M. Ritter, *The New Oxford Style Manual*, 3rd ed. (Oxford University Press, 2016). ISBN: 978-0198767251. The writing and reference guidelines for this course are Harvard Style.
- Materials and Supplies Fees: N/A

Course Objectives

1. Students will be able to deconstruct major texts and thinkers in the history of pedagogical thought from ancient Greece to the present.
2. Students will be able to compare and contrast different pedagogical theories and methods across historical periods and cultural contexts.
3. Students will be able to express continuities and changes in thinking about the purpose, process, and roles in teaching and learning over time.
4. Students will be able to debate and defend the strengths, weaknesses, and underlying assumptions of various pedagogical approaches.
5. Students will be able to devise and express their own teaching philosophy informed by their study of the history of pedagogy.

II. Graded Work

Description of Graded Work

- I. Active Participation and Class Attendance (30%)
 - a. Active Participation: 20%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 10%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one-third of a letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Response Essays (3 x 10% = 50%)
 - a. Three times during the semester, students will write a 1,000 word essay in response to the assigned reading for the week. The essays must identify and address a problem in the reading and respond to it with a thesis-driven argument.
 - b. Students will select the weeks in which they will write essays on the first day of class. The essays will be due via Canvas by 11:59pm on the day before class in the week(s) assigned.
 - c. For information about how these essays will be assessed, see the rubric below.
3. Teaching Philosophy (20%)
 - a. In dialogue with the assigned readings, students will write a concise (maximum 2-page) statement of their own teaching philosophy.

- b. You will present your essay during our penultimate class session in week 14 and the final essay will be due by the end of week 15.
- c. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Introduction • Summary: • Required Readings:
Week 2	<ul style="list-style-type: none"> • Topic: Platonic Pedagogy • Summary: How did Plato think people learn? What did he view as the role of the teacher in education and did he think teachers were necessary for students to learn? Is virtue something that can be taught? And why did Socrates – Plato’s own teacher – famously claim that he <i>wasn’t</i> a teacher? We will explore these questions by critically assessing two texts by Plato and an article by Avi Mintz that attempts to place Plato’s pedagogy in its original education context. • Required Readings: <ul style="list-style-type: none"> ○ Plato, <i>Meno</i> (Hackett, 2002), pp. 58-93 (esp. 80D-86C). ○ Plato, <i>Republic</i> (Penguin, 2003), Part VII (pp. 189-248). ○ Avi Mintz, "Why did Socrates Deny that he was a Teacher? Locating Socrates among the new educators and the traditional education in Plato’s <i>Apology of Socrates</i>" <i>Educational Philosophy and Theory</i> 46:7 (2014), 735-747.
Week 3	<ul style="list-style-type: none"> • Topic: The Socratic Method • Summary: Having explored the pedagogical ideas of Plato and his teacher Socrates, we will delve more deeply this week into Socrates’ pedagogical methods using a book by the lawyer and law professor Ward Farnsworth. What exactly is the Socratic method? How does it work in practice and what are its strengths and weaknesses? • Required Readings: <ul style="list-style-type: none"> ○ Ward Farnsworth, <i>The Socratic Method: A Practitioner’s Handbook</i> (Godine, 2021), pp. 264.

Week 4	<ul style="list-style-type: none"> • Topic: Aristotle as Teacher (and on Teaching) • Summary: Teaching was of such great importance to Aristotle that he discussed it at length in his <i>Politics</i>. How did Aristotle envision the task of teaching in his ideal city state? How did his model of teaching and learning compare with that of his own teacher Plato (and Plato's teacher Socrates)? What sort of pedagogy did Aristotle himself model in his writings on ethics and political life? What are the strengths and weaknesses of Aristotelian pedagogy? • Required Readings: <ul style="list-style-type: none"> ○ Aristotle, <i>Politics</i>, Books VII.14–VIII.7 (Penguin, 1981), pp. 430–476. ○ Stephen Salkever, "Teaching the Questions: Aristotle's Philosophical Pedagogy in the Nicomachean Ethics and the <i>Politics</i>" <i>The Review of Politics</i> 69:2 (2007), 192–214.
Week 5 Feb. 5-9	<ul style="list-style-type: none"> • Topic: Augustine "On the Teacher" • Summary: This week we transition from studying the pedagogical thought and practice of ancient Athens to looking at pedagogy in the late Roman Empire. "On the Teacher" is a dialogue between the 4/5th century Christian bishop and theologian Augustine of Hippo and his son Adeodatus. How does Augustine's Christian pedagogical theory (and practice) compare with classical Greek pedagogies of philosophers like Socrates, Plato, and Aristotle? In what sense did Augustine regard teaching as "impossible"? What are the strengths and weaknesses of Augustinian pedagogy? • Required Readings: <ul style="list-style-type: none"> ○ Augustine <i>Against Academicians and The Teacher</i> (Hackett, 1995), pp. 94–146. ○ Peter King, "Augustine on the Impossibility of Teaching" <i>Metaphilosophy</i> 29 (1998), 179–195
Week 6	<ul style="list-style-type: none"> • Topic: Montaigne, the Essay, and "On educating Children" • Summary: The genre of the essay was invented by the sixteenth-century French lawyer Michel de Montaigne. Essays are often viewed as ways of communicating something that a person has learned, but essays are also teaching tools, a way for students to think and learn through the process of writing. What did Montaigne think about the standard pedagogy of his day? How did this Renaissance figure view teachers and the task of

	<p>teaching children? How do Montaigne's essays themselves model a process of teaching and learning? What are the strengths and weaknesses Montaigne's pedagogical thought?</p> <ul style="list-style-type: none"> • Required Readings/Works: <ol style="list-style-type: none"> a. Michel de Montaigne, "On schoolmasters' learning" and "On educating children" in <i>The Complete Essays</i> (trans. M. A. Screech) (Penguin, 1987), pp. 150-199.
Week 7	<ul style="list-style-type: none"> • Topic: Kant's "Lectures on Pedagogy" • Summary: Between 1776-1787, the influential German philosopher Immanuel Kant taught a course on pedagogy four times at the University of Königsberg. Kant's lecture notes for this course were published in 1803 as his "Lectures on Pedagogy." How did Kant understand the process of educating children? What role did he define for teachers and what methods did he recommend? What assumptions underlay Kant's pedagogy and how does it compare with the earlier pedagogical theories we have studied? What are the strengths and weaknesses of Kant's ideas? • Required Readings/Works: <ol style="list-style-type: none"> a. Kant, "Lectures on pedagogy" in Robert B. Loudon and Günter Zöller (eds. and trans.), <i>Immanuel Kant: Anthropology, History, and Education</i> (Cambridge, 2013), pp. 434-485.
Week 8	<ul style="list-style-type: none"> • Topic: Nietzsche on the Educator • Summary: In the 1870s, the iconoclastic thinker Friedrich Nietzsche wrote an extended essay about the philosopher Arthur Schopenhauer as "one of the teachers and taskmasters of whom I can boast." Why did Nietzsche regard Schopenhauer as an outstanding teacher (and how did he compare him to Kant and Montaigne)? What were the fundamental principles of (and obstacles to) good pedagogy that Nietzsche outlined in this work? How does his conception of educators as exemplars and "liberators" compare with the pedagogical ideas of earlier authors we have studied? What are the strengths and weaknesses of Nietzsche's views? • Required Readings/Works: <ol style="list-style-type: none"> a. Nietzsche, "Schopenhauer as Educator" in Friedrich Nietzsche, <i>Untimely Meditations</i> (ed. Daniel Breazeale, trans. R. J. Hollingdale) (Cambridge, 1997), pp. 125-194.

Week 9	<ul style="list-style-type: none"> • Topic: Woolf, Literature, and Learning • Summary: The novelist Virginia Woolf's <i>A Room of One's Own</i>, which began life as lectures delivered to students at the University of Cambridge in 1928, has much to say about creativity, learning, and pedagogy. What picture of the learning process emerges from the narrator's account of her efforts to learn and the challenges she encounters? How does Woolf discuss the role of emotions in teaching and learning? And what does Woolf's discussion of how a person should <i>read</i> a book suggest about how one might <i>teach</i> books to students? What are the strengths and weaknesses of Woolf's pedagogical ideas? • Required Readings/Works: <ul style="list-style-type: none"> a. Virginia Woolf, <i>A Room of One's Own</i> (Oxford, 1998), pp. 3-74. b. Virginia Woolf, <i>How Should One Read a Book?</i> (King, 2020), 64 pp.
Week 10	<ul style="list-style-type: none"> • Topic: Dewey and Progressive Pedagogy • Summary: This week students will examine the pedagogical ideas of John Dewey, possibly the single most influential educational theorist of the 20th century. How did Dewey criticize both "traditional" and "progressive" pedagogies in <i>Experience and Education</i>? What did Dewey mean by "experience" and how did he distinguish between "experiences which are educative and those which are mis-educative"? What is the role of the teacher in Dewey's theory and how does it compare with the views of earlier authors we've studied? What are the strengths and weaknesses of Dewey's theories? • Required Readings/Works: <ul style="list-style-type: none"> a. John Dewey, <i>Experience and Education</i> (Free Press, 2015), pp. 96

Week 11	<ul style="list-style-type: none"> • Topic: Washington and Du Bois on Education • Summary: This week students will read the works of another great twentieth century educational thinker, the sociologist W. E. B. Du Bois. We will first read Booker T. Washington’s “Democracy and Education” (1896) and Du Bois’s response in 1903; what was at the heart of Du Bois’s disagreement with Washington? We will then discuss a series of essays written by Du Bois during the early 20th century on the topics of race, education, and pedagogy. What were Du Bois’s basic pedagogical commitments? How did his view of education compare with his contemporary Dewey’s and what are its strengths and weaknesses? • Required Readings/Works: <ul style="list-style-type: none"> a. Booker T. Washington, “Democracy and Education” (1896) in Richard C. Sinopoli (ed.), <i>From Many, One: Readings in American Political and Social Thought</i> (Georgetown University Press, 1997), pp. 288-293. b. W. E. B. Du Bois, <i>The Souls of Black Folk</i> (1903), ch. 3 (“Of Mr. Booker T. Washington and Others” pp. 25-36) c. W. E. B. Du Bois, <i>The Education of Black People: Ten Critiques 1906-1960</i> (Monthly Review Press, 1973), pp. 5-126.
Week 12	<ul style="list-style-type: none"> • Topic: Paulo Freire and <i>Pedagogy of the Oppressed</i> • Summary: This week students will read one of the most influential and widely read modern pedagogical texts, Paulo Freire’s <i>Pedagogy of the Oppressed</i> (1968). What is Freire’s critique of what he calls the “banking model of education” and how does conceptualize the respective roles of teachers and students? What does Freire mean by “dialogue” and why is it a central part of his pedagogy? How does Freire understand the purpose of education and how does his theory compare with earlier pedagogical theories we have studied? What are the strengths and weaknesses of Freire’s ideas? • Required Readings/Works: <ul style="list-style-type: none"> a. Paulo Freire, <i>Pedagogy of the Oppressed: 50th Anniversary Edition</i> (Bloomsbury, 2018).
Week 13	<ul style="list-style-type: none"> • Topic: bell hooks and <i>Teaching to Transgress</i> • Summary: This week focuses on another widely influential modern pedagogical text, bell hooks’s <i>Teaching to Transgress</i> (1994). How does hooks conceive of teachers and students? What is hooks’s concept of “engaged pedagogy” and how does it compare and contrast with other

	<p>pedagogical theories we have studied? What does hooks mean when she calls education the “practice of freedom” and “liberatory practice”? What are the strengths and weaknesses of hooks’s ideas?</p> <ul style="list-style-type: none"> ● Required Readings/Works: <ul style="list-style-type: none"> ○ bell hooks, <i>Teaching to Transgress: Education as the Practice of Freedom</i> (Routledge, 1994).
Week 14	<ul style="list-style-type: none"> ● Topic: A Pedagogical Memoir ● Summary: In this penultimate week, we will read Roosevelt Montás’s pedagogical memoir <i>Rescuing Socrates</i>. Montás recounts his experiences as both a student and professor in the liberal arts curriculum at Columbia University, describing what he learned from studying and then teaching works by Plato, Augustine, Freud, and Gandhi. What and how did Montás learn from reading great books? How does Montás’s view of education compare with all of the earlier pedagogical traditions we have studied? How can we characterize Montás’s philosophy of teaching and learning and what are its strengths and weaknesses? ● Required Readings: <ul style="list-style-type: none"> ○ Roosevelt Montás, <i>Rescuing Socrates: How the Great Books Changed My Life and Why They Matter for a New Generation</i> (Princeton University Press, 2021), pp. 248.
Week 15	<ul style="list-style-type: none"> ● Topic: Teaching Philosophy Presentations ● Summary: In this final week, students will present and discuss their “Statement of Teaching Philosophy.”

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 – 100%		C	74 – 76%
A–	90 – 93%		C–	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B–	80 – 83%		D–	60 – 63%
C+	77 – 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 6XXX Teaching the Liberal Arts: Practice (20963)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Due to the overlap of content, the GCC requests that you upload a copy of consult/contact with the College of Liberal Arts and Sciences.
 - a) **Our program consult letter is attached.**
- 2) Clarify or correct the course level. The request was titled 6XXX, but the submitted form and syllabus list 5XXX.
 - a) **The intention was 6XXX. The syllabus and form have been updated to reflect this correction.**
- 3) What is the rationale for choosing 5XXX vs 6XXX? Will this course be open to undergraduate students, be standalone, or intended for a graduate program in development?
 - a) **Amended text in the form "This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other graduate students as an elective as space allows." Also see attached curriculum map.**
- 4) Perhaps include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 5) The course description needs minor revisions and should be revised for clarity.
 - a) Delete preliminary words of the course description to reduce the unneeded introduction and simply begin with "Prepares students..."
 - (a) **Course description amended on form "Prepares students to teach in a Classical education setting. Students will learn how to plan lessons and units, evaluate student learning, and manage a classroom. They will have extensive opportunities to observe classroom teachers at multiple grade levels and to practice teaching with peers and in a classroom setting. They will also learn about the job application process and prepare a professional portfolio".**
 - b) Ensure that the course description on the submitted form and syllabus match.
 - (a) **Addressed**
- 6) Consider more diverse and precise verbs for objectives. They are currently too broad.
 - a) **Course objectives updated**
- 7) Request a more detailed description of assignments.
 - a) **Detailed description of each assignment is present in the annotated weekly schedule.**

8) Missing some of the you matter, we care input. Follow the syllabus guidelines found here:
<http://syllabus.ufl.edu/syllabus-policy/>

a) This content is not required per the cited policy.

Course|New for request 20963

Info

Request: ISS 6XXX Teaching the Liberal Arts: Practice

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 4/25/2025 1:40:49 PM

Form version: 3

Responses

Recommended Prefix ISS

Course Level 6

Course Number XXX

Lab Code None

Course Title Teaching the Liberal Arts: Practice

Transcript Title Teach Liberal Arts: Practice

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description This course will prepare students to teach in a Classical education setting. Students will learn how to plan lessons and units, evaluate student learning, and manage a classroom. They will have extensive opportunities to observe classroom teachers at multiple grade levels and to practice teaching with peers and in a classroom setting. They will also learn about the job application process and prepare a professional portfolio.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other graduate students as an elective as space allows.

Syllabus Content Requirements All Items Included

ISS 6xxx: Teaching the Liberal Arts: *Practice*

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Dr. Karl Gunther
- CSE E512
- Office hours Mondays 1-4pm and by appointment
- k.gunther@ufl.edu
- 352-294-6829

Course Description

Prepares students to teach in a Classical education setting. Students will learn how to plan lessons and units, evaluate student learning, and manage a classroom. They will have extensive opportunities to observe classroom teachers at multiple grade levels and to practice teaching with peers and in a classroom setting. They will also learn about the job application process and prepare a professional portfolio.

Required Readings and Works

- Required readings will be posted as PDFs to Canvas.
- The writing manual for this course is R.M. Ritter, *The New Oxford Style Manual*, 3rd ed. (Oxford University Press, 2016). ISBN: 978-0198767251. The writing and reference guidelines for this course are Harvard Style.
- Materials and Supplies Fees: N/A

Course Objectives

1. Students will write developmentally appropriate lesson plans and unit plans.
2. Students will implement a range of formative and summative assessment strategies to evaluate student learning.
3. Students will display effective classroom management techniques in a classroom setting.
4. Students will appraise and reflect critically on their own teaching practice based on observations, peer feedback, and field experience.
5. Students will build a professional portfolio.

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance(10%)
 - a. Active Participation: 10%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 0%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one one third of a ~~let~~ grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Lesson Plans (5% x 4 = 20%). In weeks 3, 5, 6, 7 students will write formal lesson plans and submit them for evaluation.
3. Field Notes (3.3% x 3 = 10%). In weeks 4, 10, 13/14, students will conduct teaching observations and submit field notes about what they have observed.
4. Peer Teaching (5% x 2 = 10%). In weeks 6 and 12, students will conduct practice teaching sessions with their peers.
5. Quiz (5 %). In week 8, students will write a sample quiz.

6. Classroom Behavior Plan (5%). In week 9, students will write a classroom behavior plan.
7. Unit Plan (10%). In week 12, students will write a 4-lesson unit plan.
8. Field Teaching (15%). In week 13, students will teach a 30-60 minute lesson in a classroom setting.
9. Reflection Paper (15%). In week 14, students will write a 1,500 word reflection paper on their field teaching experience, discussing how they delivered the lesson, what surprised them about the experience, what was effective and ineffective, and what changes they would make when teaching it again.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Introduction • Summary: Students will be introduced to the structures of the course and to the practical elements of teaching in a Classical setting. • Assignment: Contact the teacher(s) you will be observing during weeks 4, 10, and 13/14.
Week 2	<ul style="list-style-type: none"> • Topic: Overview of Human Cognitive Development • Summary: Students will gain a basic understanding of K-12 students' cognitive development and how teaching must be tailored to specific grade levels. • Required Readings: <ul style="list-style-type: none"> ○ Piaget
Week 3	<ul style="list-style-type: none"> • Topic: Planning a Lesson • Summary: Students will learn how to articulate goals and objectives for a lesson and break down the instructional steps to achieve these goals and objectives. Students will come to class having a written two lesson plans to teach a story from the <i>Odyssey</i> to 3rd and 10th grade students. Students will evaluate the plans they wrote before class and revise them. • Required Readings • Assignments: Write two lesson plans to teach a story from the <i>Odyssey</i> one for 3rd grade students and one for 10th grade students. Submit the revised lesson plans after class.
Week 4	<ul style="list-style-type: none"> • Topic: Teaching Observations I • Summary: Students will go into the field and observe Humanities classes in a Classical setting. They must spend a minimum of 1 hour each in an elementary/ middle and high school level class. • Assignments: Turn in field notes of observation with special attention to the steps of the lesson observed.

Week 5	<ul style="list-style-type: none"> • Topic: Observation Debrief & Reverse-Engineering a Lesson • Summary: Students will report on their teaching observations during the previous week and they will share and discuss the reverse-engineered lessons they wrote. They will begin collaboratively brainstorming lesson ideas for the next week's assignment. • Assignment: Reverse-engineer the lessons you observed during the previous week, writing formal lesson plans of the class sessions you observed.
Week 6	<ul style="list-style-type: none"> • Topic: Practice Teaching Session with Peers I • Summary: Students will teach mini-lessons to their peers and receive verbal and written feedback from their classmates and the instructor. • Assignments: Write a lesson plan, targeted for a specific grade, and prepare to teach it in class.
Week 7	<ul style="list-style-type: none"> • Topic: Informal Assessment • Summary: Students will learn about informal assessment strategies. Students will again teach mini-lessons and practice informal assessment of student learning. • Required Readings/Works: • Assignments: Write a lesson plan, targeted for a specific grade, and prepare to teach them it class.
Week 8	<ul style="list-style-type: none"> • Topic: Formal Assessment • Summary: Students will learn about formal assessment and grading strategies. Students will evaluate the quizzes they wrote before class and collaborate on writing new quizzes for different grade levels, including multiple choice, short answer, and essay questions. • Required Readings/Works: • Assignments: Students will come to class with a quiz they have written to assess student learning from the lesson plan they presented the week before.

Week 9	<ul style="list-style-type: none"> • Topic: Classroom Management • Summary: Students will learn classroom management strategies, including classroom arrangement, positive reinforcement, behavior plans, and rules and consequences. Students will discuss their own experiences and what they observed in the classroom. Students will create their own classroom behavior plan. • Required Readings/Works: • Assignment: Classroom behavior plan.
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Week 10	<ul style="list-style-type: none"> • Topic: Teaching Observation II • Summary: Students will go into the field and observe Humanities classes in a Classical setting. They must spend a minimum of 1 hour each in an elementary/ middle and high school level class. • Assignment: Turn in field notes of observation with special attention to the lesson plan, assessment strategies, and classroom management.
Week 11	<ul style="list-style-type: none"> • Topic: Planning a Unit • Summary: Students will learn about how to create units of study. They will learn how to structure and sequence lessons to achieve long-term instructional goals. Students will then write a formal unit plan, including formative and summative evaluation. • Required Readings/Works: • Assignment: Students will come to class with an idea and rough plan for a minimum 4-lesson unit.
Week 12	<ul style="list-style-type: none"> • Topic: Practice Teaching Session with Peers I • Summary: Students will teach a lesson from the unit they designed during the previous week and receive verbal and written feedback from their classmates and the instructor. They will administer a formal assessment and practice grading. • Assignment: Turn in the unit plan that students worked on during the previous week and prepare to teach one of the lessons and administer a formal assessment.
Weeks 13-14	<ul style="list-style-type: none"> • Topic: Field Teaching Experience • Summary: Students will teach at least one 30-60 minute lesson in a K-12 classroom. They will record their teaching and they will be observed

	<p>by the instructor. Students will receive informal feedback from the classroom teacher and informal and formal feedback from the instructor. In the week when they are not teaching, students will complete another classroom observation.</p> <ul style="list-style-type: none"> ● Assignment: <ul style="list-style-type: none"> ○ In cooperation with the classroom teacher, prepare a lesson plan. ○ After teaching, students will write a 1,500 word reflection paper on that experience, discussing how they delivered the lesson, what surprised them about the experience, what was effective and ineffective, and what changes they would make when teaching it again. ○ In the week when the student is not teaching, they will complete another classroom observation and turn in field notes of observation with special attention to the lesson plan, assessment strategies, and classroom management.
Week 15	<ul style="list-style-type: none"> ● Topic: Professional Development ● Summary: Students will learn about applying for jobs and interviewing. <p>Students will practice answering interview questions and evaluate each other's written materials (including resume, behavior management plan, and philosophy of teaching).</p> <ul style="list-style-type: none"> ● Required Readings: ● Assignment: Prepare a digital professional portfolio including resume, behavior management plan, philosophy of teaching, teaching video, and sample lesson plan.

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94–100%		C	74–76%
A–	90–93%		C–	70–73%
B+	87–89%		D+	67–69%
B	84–86%		D	64–66%
B–	80–83%		D–	60–63%
C+	77–79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.

E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.
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Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and makeup exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) See attached curriculum map.
- 2) Consider revising the course title for clarity. (The use of “and” twice)
 - a) Thank you for the comment. This was considered, but the current title was chosen to mirror verbiage used in our undergraduate program from which this naturally extends.
- 3) The “Rationale for Placement in the Curriculum” should include more detail regarding how the course fits in the program.
 - a) Amended text in the form “This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other graduate students as an elective as space allows.”
- 4) Clarify why this course would be repeatable credits. It looks like an established course of study, not special topics.
 - a) This course is a rotating topic or special topics course. However, there are two different thematic special topics courses in the major program (Political and Historical; Philosophical and Literary) given our multidisciplinary nature. The Philosophical/Literary courses (*The Classical Tradition in Western Thought* and *Global Encounters*) are just two examples of topics this thematic special topics course might use. We requested repeatable for 12 hours to allow our and other graduate students the opportunity to take different topics as desired for additional elective study.
- 5) The course description needs minor modifications and should be revised for clarity.
 - a) Delete preliminary words of the course description to reduce the unneeded introduction and simply begin with “Rotating topics will cover...”
 - (a) Course description amended on form “Rotating topics will cover major ideas, texts, and intellectual traditions in the Western tradition with a particular focus on philosophical and literary traditions. Readings will include both primary texts and secondary, critical scholarship from a number of relevant disciplines (history, philosophy, politics, literature, etc). The course has a research component culminating in a required research paper.”
 - b) Ensure that the course description on the submitted form and syllabus match.

(a) Addressed

6) Consider more diverse and precise verbs for objectives. They are currently too broad.

a) Objectives updated.

7) 50% for participation seems high.

a) Percentages updated

8) Question: Should this be two 3-credit course requests for the syllabi and one request for a ISS6931 Special Topics that is repeatable up to 18 (?) credits. Same concern for requests #20964, #21007, #21008 & 21010?

a) Similar answer to number 4. This course is a rotating topic or special topics course. However, there are two different thematic special topics courses in the major program (Political and Historical; Philosophical and Literary) given our multidisciplinary nature. The Philosophical/Literary courses (*The Classical Tradition in Western Thought* and *Global Encounters*) are just two examples of topics this thematic special topics course might use. We requested repeatable for 12 hours to allow our and other graduate students the opportunity to take different topics as desired for additional elective study.

Course|New for request 20964

Info

Request: ISS 6XXX Topics in Philosophical and Literary Traditions and Ideas

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

We would like to request that SCNS use the number ISS 6932 to mirror the numbering of our undergraduate course ISS 3932 of the same topical name.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 4/28/2025 2:39:00 PM

Form version: 3

Responses

Recommended Prefix ISS

Course Level 6

Course Number XXX

Lab Code None

Course Title Topics in Philosophical and Literary Traditions and Ideas

Transcript Title Philosophic and Literary T&I

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic Yes

Repeatable Credit? Yes

Multiple Offerings in a Single Semester Yes

If repeatable, # total repeatable credit allowed 12

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Seminar

Weekly Contact Hours 3

Course Description Rotating topics will cover major ideas, texts, and intellectual traditions in the Western tradition with a particular focus on philosophical and literary traditions. Readings will include both primary texts and secondary, critical scholarship from a number of relevant disciplines (history, philosophy, politics, literature, etc). The course has a research component culminating in a required research paper.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other graduate students as an elective as space allows.

Syllabus Content Requirements All Items Included

ISS 6XXX: Philosophical and Literary Traditions and Ideas:

The Classical Tradition in Western Thought: c. 1400 to the Present

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Dr. Thomas Vozar
- CSE E456
- Office hours TBD
- thomasvozar@ufl.edu
- Phone TBD

Course Description

Rotating topics will cover major ideas, texts, and intellectual traditions in the Western tradition with a particular focus on philosophical and literary traditions. Readings will include both primary texts and secondary, critical scholarship from a number of relevant disciplines (history, philosophy, politics, literature, etc). The course has a research component culminating in a required research paper.

Variable Topic

This multidisciplinary graduate seminar explores the classical tradition and the reception of Greco-Roman antiquity in Western thought, broadly conceived, examining the ways in which this legacy has informed and shaped Western civilization from the Renaissance to the present. To approach this capacious subject we begin by examining such notions as classical reception and the classical tradition in recent scholarship before embarking on an advanced survey incorporating historical, literary, artistic, critical, and philosophical works, with each week focused on a particular figure, theme, or episode. Students will gain an appreciation of the sweeping importance of the classical tradition in the modern West and will have the opportunity to engage in research on a relevant topic.

Required Readings and Works

- Michael Silk, Ingo Gildenhard, and Rosemary Barrow, *The Classical Tradition: Art, Literature, Thought* (Wiley-Blackwell, 2014).
- Lorenzo Valla, *On the Donation of Constantine* (1440), tr. G. W. Bowersock (Harvard University Press, 2007).
- Anthony Grafton, *Commerce with the Classics: Ancient Books and Renaissance Readers* (University of Michigan Press, 1997).
- Niccolò Machiavelli, *Discourses on Livy* (c. 1513–1519), tr. Harvey C. Mansfield and Nathan Tarcov (Chicago: University of Chicago Press, 1996).
- James Hankins, *Virtue Politics: Soulcraft and Statecraft in Renaissance Italy* (Harvard University Press, 2019).
- Françoise Waquet, *Latin or the Empire of a Sign: From the Sixteenth to the Twentieth Centuries*, tr. John Howe (Verso, 2001).
- William Shakespeare, *Coriolanus*, ed. Peter Holland (Bloomsbury, 2013).
- Jonathan Bate, *How the Classics Made Shakespeare* (Princeton University Press, 2020).
- Friedrich Nietzsche, *The Birth of Tragedy and Other Writings*, ed. Raymond Geuss and Ronald Speirs, tr. Ronald Speirs (Cambridge University Press, 1999).
- Friedrich Augustus Wolf, *Prolegomena to Homer* (1795), tr. Anthony Grafton, Glenn W. Most, and James E. G. Zetzel (Princeton: Princeton University Press, 1985).
- Caroline Winterer, *The Culture of Classicism: Ancient Greece and Rome in American Intellectual Life, 1780–1910* (Johns Hopkins University Press, 2002).
- Bernard Williams, *Shame and Necessity*, 2nd ed. (Oxford University Press, 2008 [1993]).
- All other readings will be provided in PDFs on Canvas.

Course Objectives

- Develop a critical vocabulary for approaching the classical tradition in Western thought.
- Recognize the breadth of the classical tradition in Western history, literature, philosophy, and art from the Renaissance to the present.
- Identify and debate prominent themes, authors, and developments in the history of classical tradition in the West.
- Summarize and interpret the impact and importance of the classical tradition in modern European and American thought.

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance (40%)
 - a. Active Participation: 30%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 10%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Research Paper (60%)
 - a. You will write a 5,000 word research paper that explores some facet of the classical tradition in the period from c. 1400 to the present.
 - b. You will present your research during our final class session in week 15.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<p>Topic: Classical Reception and the Classical Tradition I</p> <p>Summary: The course begins with a two-week introductory sequence defining the subject, during which we will explore intersecting notions of tradition, legacy, <i>Nachleben</i> (or “afterlife”), and reception, as well as the idea of the classical itself, with attention to perspectives from scholars in Classics, History, Literature, and Art History. We begin by briefly considering Horace’s “Soracte Ode” and a short anecdote by the travel writer Patrick Leigh Fermor from his account of the April 1944 abduction of General Heinrich Kreipe in Crete in the Second World War before turning to a set of readings on reception theory and the meaning of the classical.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • “Soracte Ode” (<i>Odes</i> 1.9), in Horace, <i>Odes and Epodes</i>, ed. and tr. Niall Rudd (Harvard University Press, 2004). • Patrick Leigh Fermor, <i>Abducting a General: The Kreipe Operation in Crete</i> (New York Review Books, 2014), 43–44. • Charles Martindale, <i>Redeeming the Text: Latin Poetry and the Hermeneutics of Reception</i> (Cambridge University Press, 1993), pp. xiii–xiv and 1–34. • Charles Martindale, “Introduction: Thinking Through Reception,” in <i>Classics and the Uses of Reception</i>, ed. Charles Martindale and Richard F. Thomas (Blackwell, 2006), pp. 1–13. • James I. Porter, “What is ‘Classical’ about Classical Antiquity?” in <i>Classical Pasts: The Classical Traditions of Greece and Rome</i>, ed. James I. Porter (Princeton University Press, 2006), 1–65.
Week 2	<p>Topic: Classical Reception and the Classical Tradition II</p> <p>Summary: This week, the second part of the introduction to the course, focuses on the notion of the classical tradition as a concept overlapping with but distinctive from classical reception.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Gilbert Highet, <i>The Classical Tradition: Greek and Roman Influences on Western Literature</i> (Oxford University Press, 2015 [1949]), pp. 1–21, 541–549. • Anthony Grafton, Glenn W. Most, and Salvatore Settis (ed.), <i>The Classical Tradition</i> (Harvard University Press, 2010), pp. vii–x and 205–206. • Carlo Caruso and Andrew Laird, “Introduction: The Italian Classical Tradition, Language and Literary History,” in <i>Italy and the Classical Tradition</i>:

	<p><i>Language, Thought and Poetry 1300–1600</i>, ed. Carlo Caruso and Andrew Laird (Bloomsbury, 2013), 1–28.</p> <ul style="list-style-type: none"> • Michael Silk, Ingo Gildenhard, and Rosemary Barrow, <i>The Classical Tradition: Art, Literature, Thought</i> (Wiley-Blackwell, 2014), pp. 3–248.
Week 3	<p>Topic: Odysseys: Homeric Transformations in Western Literature</p> <p>Summary: The Homeric epics mark the inception of Western literature, and authors have returned to their characters and themes repeatedly. This week we explore a sample of literary treatments of Odysseus/Ulysses from Dante to the Modernists. We will also listen to excerpts from Claudio Monteverdi’s opera <i>Il ritorno d’Ulisse in patria</i> and conclude with a discussion of the Jewish-Italian writer Primo Levi’s invocation of Dante’s Ulysses in his memoir of surviving Auschwitz.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Dante Alighieri, <i>The Divine Comedy: Inferno. 1: Italian Text and Translation</i>, tr. Charles S. Singleton (Princeton University Press, 1970), Canto 26. • Angelo Poliziano, <i>Ambra</i> (1485), in <i>Silvae</i>, ed. and tr. Charles Fantazzi (Harvard University Press, 2004), pp. 68–109. • Alfred, Lord Tennyson, “Ulysses” (1833), in <i>Tennyson: A Selected Edition</i>, ed. Christopher Ricks (Routledge, 2008), pp. 138–145. • T. S. Eliot, “Ulysses, Order, and Myth” (1923), in <i>Selected Prose of T. S. Eliot</i>, ed. Frank Kermode (Farrar, Straus and Giroux, 1975) pp. 175–178. • Ezra Pound, “Canto I” (1930), in <i>The Cantos of Ezra Pound</i> (New Directions, 1996), pp. 3–5. • Primo Levi, <i>If This is a Man</i> (1947), tr. Stuart Woolf (Folio Society, 2000), 136–143.
Week 4	<p>Topic: Philology: How to Read the Classics</p> <p>Summary: An important part of the classical tradition is the development of a philological tradition, or a set of scholarly and critical modes of reading applied to the study of ancient texts. This week we approach this tradition with attention to an early philological triumph, Lorenzo Valla’s argument against the authenticity of the Donation of Constantine, and a set of case studies of early modern readers of classical texts.</p> <p>Required Readings:</p>

	<ul style="list-style-type: none"> • Lorenzo Valla, <i>On the Donation of Constantine</i> (1440), tr. G. W. Bowersock (Harvard University Press, 2007). • Anthony Grafton, <i>Commerce with the Classics: Ancient Books and Renaissance Readers</i> (University of Michigan Press, 1997).
Week 5	<p>Topic: Latin as a Global Language</p> <p>Summary: Latin served as the language of the clergy in Western Europe from the Middle Ages to the Reformation, and it remained the primary language of the Catholic liturgy until the 1960s. But Latin was much more than that. It was also the international language of scholarship, the language in which the scientific writings of Nicolaus Copernicus, Isaac Newton, and Carl Linnaeus were communicated. It was taught and spoken at schools and universities throughout Europe and as far away as Mexico and Japan. And it produced a vast body of literary prose and poetry. This week we read a selection of scholarship that provides a macroscopic view of Neo-Latin (i.e. modern Latin) and its historical importance.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Ernst Robert Curtius, <i>European Literature and the Latin Middle Ages</i> (1948), tr. Willard R. Trask (Princeton University Press, 2013), pp. 3–16. • Françoise Waquet, <i>Latin or the Empire of a Sign: From the Sixteenth to the Twentieth Centuries</i> (1998), tr. John Howe (Verso, 2001). • Christopher S. Celenza, <i>The Lost Italian Renaissance: Humanists, Historians, and Latin's Legacy</i> (Johns Hopkins University Press, 2004), excerpts. • Stuart M. McManus, <i>Empire of Eloquence: The Classical Rhetorical Tradition in Colonial Latin America and the Iberian World</i> (Cambridge University Press, 2021), excerpts.
Week 6	<p>Topic: Humanism and the Classical Tradition in Renaissance Political Thought</p> <p>Summary: This week we will explore humanism and the classical tradition in the political thought of the Italian Renaissance. We will read Machiavelli's <i>Discourses on Livy</i>, representing the period's most prominent articulation of classical republicanism, together with James Hankins's recent study of virtue politics as a stream of humanist thought.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Niccolò Machiavelli, <i>Discourses on Livy</i> (c. 1513–1519), tr. Harvey C. Mansfield and Nathan Tarcov (Chicago: University of Chicago Press, 1996). • James Hankins, <i>Virtue Politics: Soulcraft and Statecraft in Renaissance Italy</i> (Harvard University Press, 2019).

Week 7	<p>Topic: Shakespeare and the Classical Tradition</p> <p>Summary: Shakespeare’s classical knowledge has long been underestimated—his contemporary, Ben Jonson, famously denigrated his fellow playwright’s “small Latin and less Greek”—but in fact his grammar school education afforded him a solid understanding of Latin and the classical tradition, and he continued to engage with classical antiquity throughout his literary career, not least in his plays set in the Greco-Roman world. Shakespeare has since served, in turn, as a profoundly important mediator of the classical tradition, such that many imagine the historical Julius Caesar’s last words to be Shakespeare’s “<i>Et tu, Brute!</i>” rather than what ancient sources like Plutarch or Suetonius record. This week we explore Shakespeare and the classical tradition through a reading of the Roman tragedy <i>Coriolanus</i> as well as some recent works of literary scholarship.</p> <p>Readings:</p> <ul style="list-style-type: none"> • William Shakespeare, <i>Coriolanus</i> (c. 1608), ed. Peter Holland (Bloomsbury, 2013). • Colin Burrow, <i>Shakespeare and Classical Antiquity</i> (Oxford University Press, 2013), pp. 1–20. • Jonathan Bate, <i>How the Classics Made Shakespeare</i> (Princeton University Press, 2020).
Week 8	<p>Topic: Research Paper Workshop</p> <p>Summary: This week will be devoted to a workshop for students’ research projects, involving both peer and instructor review. Students will be asked to arrive with outlines, drafts, problems, and/or questions for discussion.</p> <p>Readings: N/A</p>
Week 9	<p>Topic: The Quarrel of the Ancients and Moderns</p> <p>Summary: The <i>querelle des Anciens et des Modernes</i>, originating at the Académie Française in Paris in the late seventeenth century before developing into a pan-European concern, opened the question of whether, or to what extent, modern civilization had surpassed that of the Ancient Greeks and Romans. This week we focus on two notable entries in the debate by Fontenelle and Swift and digest a selection of recent scholarship on the controversy, with attention to British, French, and Dutch contexts.</p> <p>Readings:</p> <ul style="list-style-type: none"> • Bernard Le Bovier de Fontenelle, “A Digression on the Ancients and the Moderns,” tr. Donald Schier, in <i>The Continental Model: Selected French Critical Essays of the Seventeenth Century in English Translation</i>, eds. Scot Elledge and Donald Schier (University of Minnesota Press, 1960), pp. 358–370.

	<ul style="list-style-type: none"> • Jonathan Swift, “The Battle of the Books,” in <i>The Essential Writings</i>, ed. Claude Rawson and Ian Higgins (New York: Norton, 2010), pp. 95–111. • Joseph M. Levine, <i>The Battle of the Books: History and Literature in the Augustan Age</i> (Cornell University Press, 1991). • Larry F. Norman, <i>The Shock of the Ancient: Literature and History in Early Modern France</i> (University of Chicago Press, 2011). • Floris Verhaart, <i>Classical Learning in Britain, France, and the Dutch Republic, 1690–1750: Beyond the Ancients and the Moderns</i> (Oxford University Press, 2020), pp. 1–34.
Week 10	<p>Topic: Nietzsche as a Philosopher of Antiquity</p> <p>Summary: Nietzsche began his career as a classical scholar, becoming the youngest ever professor of classical philology at the University of Basel at the age of 24, before attaining fame (or infamy) as a philosopher. This week we focus on Nietzsche as a philosopher of antiquity, with attention to the academic context of nineteenth-century German classical scholarship (<i>Altertumswissenschaft</i>).</p> <p>Readings:</p> <ul style="list-style-type: none"> • Friedrich Nietzsche, <i>The Birth of Tragedy</i> (1872), in <i>Nietzsche: The Birth of Tragedy and Other Writings</i>, ed. Raymond Geuss and Ronald Speirs, tr. Ronald Speirs (Cambridge University Press, 1999), 1–116. • Ulrich von Wilamowitz-Möllendorff, “Future Philology! A Reply to Friedrich Nietzsche’s <i>Birth of Tragedy</i>” (1872–1873), tr. Gertrude Postl, Babette E. Babich, and Holger Schmid, <i>New Nietzsche Studies</i> 4.1–2 (2000), pp. 1–33. • Friedrich Nietzsche, “We Classicists” (1875), tr. William Arrowsmith, in Friedrich Nietzsche, <i>Unmodern Observations / Unzeitgemässe Betrachtungen</i>, ed. William Arrowsmith (Yale University Press, 2011), pp. 305–388. • Friedrich Nietzsche, “What I Owe to the Ancients,” in <i>Twilight of the Idols: Or, How to Philosophize with the Hammer</i> (1889), tr. Richard Polt (Hackett, 1997), pp. 86–91. • James I. Porter, “Nietzsche’s Radical Philology,” in <i>Nietzsche as a Scholar of Antiquity</i>, ed. Anthony K. Jensen and Helmut Heit (Bloomsbury, 2014), pp. 27–50.
Week 11	<p>Topic: Classical Antiquity in the Visual Arts</p> <p>Summary: This week we touch on the visual arts as an aspect of the classical tradition, with readings focused on Vasari’s life of Renaissance artists and reflections on ancient art by Winckelmann. We will additionally view and discuss a selection of ancient material objects and classically-themed paintings from Sandro Botticelli to Lawrence Alma-Tadema.</p> <p>Readings:</p>

	<ul style="list-style-type: none"> • Giorgio Vasari, <i>The Lives of the Artists</i> (1550), tr. Julia Conway Bondanella and Peter Bondanella (Oxford: Oxford University Press, 2008), pp. 224–231, 277–283, 305–338, 414–488. • Johann Joachim Winckelmann, “On the Imitation of the Painting and Sculpture of the Greeks” (1755) and except from <i>History of Ancient Art</i> (1764) in <i>Winckelmann: Writings on Art</i>, tr. David Irwin (London: Phaidon, 1972), pp. 61–85, 104–144. • Johann Joachim Winckelmann, “Letter on the Herculanean Discoveries” (1762), in <i>Letter and Report on the Discoveries at the Herculaneum</i>, tr. Carol C. Mattusch (Getty Publications, 2011), pp. 65–77. • Michael Silk, Ingo Gildenhard, and Rosemary Barrow, <i>The Classical Tradition: Art, Literature, Thought</i> (Wiley-Blackwell, 2014), pp. 394–401.
Week 12	<p>Topic: Troy and the Homeric Question</p> <p>Summary: Was the Trojan War a real historical event? This matter is intimately related to the so-called Homeric Question, which is a really a bundle of questions regarding the composition, date, and authorship of the <i>Iliad</i> and the <i>Odyssey</i>. This week we explore the development of ideas about Homer and the Trojan War in Western scholarship and thought from the Enlightenment to the twentieth century.</p> <p>Readings:</p> <ul style="list-style-type: none"> • Giambattista Vico, <i>The New Science</i> (1725), tr. Jason Taylor and Robert C. Miner (New Haven: Yale University Press, 2020), pp. 329–362. • Friedrich Augustus Wolf, <i>Prolegomena to Homer</i> (1795), tr. Anthony Grafton, Glenn W. Most, and James E. G. Zetzel (Princeton: Princeton University Press, 1985). • Heinrich Schliemann, “Homeric Troy,” excerpt from <i>Ilios</i> (1873), in <i>Eyewitness to Discovery: First-Person Accounts of More Than Fifty of the World’s Greatest Archaeological Discoveries</i>, ed. Brian M. Fagan (Oxford University Press, 1996), pp. 176–185. • Albert B. Lord, <i>The Singer of Tales</i>, 2nd ed., ed. Stephen Mitchell and Gregory Nagy (Harvard University Press, 2000), pp. 3–13. • James I. Porter, “Homer: The Very Idea,” <i>Arion</i> 10.2 (2002), 57–86.
Week 13	<p>Topic: The Classical Tradition in America</p> <p>Summary: Not only from the time of the Founding Fathers, but from its earliest colonial origins, America has participated deeply in, and has in turn been transformed by, the classical tradition. This week we consider selections from the <i>Federalist Papers</i>, with particular attention to the place of classical antiquity in the authors’ political imagination, together with a scholarly monograph that traces classical education in the United States over the long nineteenth century.</p> <p>Readings:</p>

	<ul style="list-style-type: none"> ● Alexander Hamilton, James Madison, and John Jay, <i>The Federalist Papers</i>, ed. Ian Shapiro (New Haven: Yale University Press, 2009), pp. 7–10 (no. 1), 26–31 (no. 6), 42–46 (no. 9), 67–71 (no. 14), 88–93 (no. 18), 185–192 (no. 38), 354–360 (no. 70). ● Caroline Winterer, <i>The Culture of Classicism: Ancient Greece and Rome in American Intellectual Life, 1780–1910</i> (Johns Hopkins University Press, 2002).
Week 14	<p>Topic: Virtue and Morality, Ancient and Modern</p> <p>Summary: How can classical antiquity potentially help us to reevaluate our contemporary moral and ethical landscape? This week we turn to writings by the philosophers Alasdair Macintyre and Bernard Williams and consider their reflections on Aristotelian virtue ethics and the morality of the Ancient Greeks.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● Alasdair Macintyre, <i>After Virtue: A Study in Moral Theory</i>, 3rd ed. (University of Notre Dame Press, 2007 [1981]), pp. 43–54, 100–142, 214–219. ● Bernard Williams, <i>Shame and Necessity</i>, 2nd ed. (Oxford University Press, 2008 [1993]).
Week 15	<p>Topic: Research Symposium</p> <p>Summary: In the final week we will hold our own research symposium, in which students will have the opportunity to present on their research findings. We will also reflect individually and collectively on the larger themes that have emerged from our readings and discussions over the course of the semester.</p>

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 6XXX: Philosophical and Literary Traditions and Ideas: *Global Encounters: Merchants, Mercenaries, Missionaries and Passage to Modernity*

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Professor Paul C.H. Lim
- CSE E574
- Office Hours: Tuesdays 2-5pm and by appointment
- paul.lim@ufl.edu
- 352-294-3509

Course Description

Rotating topics will cover major ideas, texts, and intellectual traditions in the Western tradition with a particular focus on philosophical and literary traditions. Readings will include both primary texts and secondary, critical scholarship from a number of relevant disciplines (history, philosophy, politics, literature, etc). The course has a research component culminating in a required research paper.

Variable Topic

How do we speak meaningfully about the passage into modernity? What were key contributing factors? In this graduate seminar, we will engage these questions—and more—by studying the economic (thus *Merchants*), political (thus *Mercenaries*), and religious (thus *Missionaries*) contexts and texts that these engagements with the new world and reconfigurations within the old world gave rise to. Students will interact with an array of texts in economic history, early modern political discourses, and accounts of encounters with new religions and peoples that have seldom been grouped together for a synthetic analysis. Students will write in-depth interpretations of both

primary and secondary sources, and present the work to the group. The final paper will be geared toward potential publication in academic journals, online or print.

Required Readings and Works

{*Caveat lector*: in almost ALL the cases, we will not be reading the texts below in their entirety, mostly selections, as will be announced in three weeks in advance.}

- Michel de Certeau, *The Mystic Fable: The Sixteenth and Seventeenth Centuries, Volume One*, trans. Michael B. Smith (Chicago: The University of Chicago Press, 1992).
- Regina Schwartz, *Sacramental Poetics at the Dawn of Secularism: When God Left the World* (Stanford, CA: Stanford University Press, 2008).
- Brad S. Gregory, *The Unintended Reformation: How a Religious Revolution Secularized Society* (Cambridge, MA: Harvard University Press, 2012).
- David Lantigua, *Infidels and Empires in a New World Order: Early Modern Spanish Contributions to International Legal Thought* (Cambridge: Cambridge University Press, 2020).
- Anthony Pagden, *The Burdens of Empire: 1539 to the Present* (New York: Cambridge University Press, 2015).
- Rolena Adorno, *The Polemics of Possession in Spanish American Narrative* (New Haven and London: Yale University Press, 2007).
- Joan-Pau Rubiés, "Theology, Ethnography, and the Historicization of Idolatry," *Journal of the History of Ideas* 67 (2006): 571-596.
- Carina L. Johnson, "Idolatrous Cultures and the Practice of Religion," *Journal of the History of Ideas* 67 (2006): 597-621.
- Ananya Chakravarti, *The Empire of Apostles: Religion, Accommodatio and the Imagination of Empire in Modern Brazil and India* (New Delhi: Oxford University Press, 2018).
- Ralph Bauer, *The Alchemy of Conquest: Science, Religion, and the Secrets of the New World*. (Charlottesville: University of Virginia Press, 2019).
- Edmondo Lupieri, *In the Name of God: The Making of Global Christianity* (Grand Rapids, MI: Eerdmans, 2011).
- Jennifer Pitts, "Adam Smith on Societal Development and Colonial Rule," in *A Turn to Empire: The Rise of Imperial Liberalism in Britain and France* (Princeton: Princeton University Press, 2009).
- Benjamin Friedman, *Religion and the Rise of Capitalism* (New York: Alfred A. Knopf, 2021), Chaps. 1, 2, 5, 6, 7.
- Eugene McCarragher, *The Enchantments of Mammon: How Capitalism Became the Religion of Modernity* (Cambridge, MA: The Belknap Press of Harvard University Press, 2019), Prologue, Chaps. 1, 2, 4, 6.
- Katharine Gerbner, *Christian Slavery: Conversion and Race in the Protestant Atlantic World* (Philadelphia: University of Pennsylvania Press, 2018).
- Colin Kidd, *The Forging of Races: Race and Scripture in the Protestant Atlantic World, 1600-2000* (Cambridge: Cambridge University Press, 2006).
- Luke Clossey, *Salvation and Globalization in the Early Jesuit Missions* (New York: Cambridge University Press, 2008).

- Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations*, ed. Edwin Cannan (New York: Modern Library, 1994), Bk. 1, chaps. 1-4; Bk. 4, chap. 7 “Of Colonies.”
- Anthony Benezet, *Some Historical Account of the Guinea, Its Situation, Produce, and the General Disposition of its Inhabitants. With an Inquiry into the Rise and Progress of the Slave Trade, Its Nature, and lamentable Effects*. rep. ed. (London: W. Owen, 1772).
- Morgan Godwyn, *The Negro’s & Indians Advocate, suing for their admission to the church, or, A persuasive to the instructing and baptizing of the Negro’s and Indians in our plantations* (London: J.D., 1680).
- Granville Sharp, *A Representation of the Injustice and Dangerous Tendency of Tolerating Slavery, or Admitting the Least Claim of Private Property in the Persons of Men, in England* (London: Benjamin White, 1769).
- Bartolomé de Las Casas, *In Defense of the Indians*, trans. Stafford Poole (DeKalb: Northern Illinois University Press, 1992).
- Bartolomé de Las Casas excerpts in Thomas Harris, *Popery and Slavery display’d Containing the character of popery, and a relation of popish cruelties ... With a description of the Spanish Inquisition; ... addressed to all protestant subjects* (London: Blackstone and Dod, 1745).

Course Objectives

- Develop a familiarity with the main events and figures of this key “passage into modernity” period in Western encounters with other parts of the world.
- Synthesize a deeper facility with the texts that shaped the European mindset c. 1493 – 1780, viz., from “Inter Caetera” to the Declaration of Independence.
- Interpret the connections – often overlooked and underappreciated – between religion and economics, political discourses and theological disputes, colonial expansion and cultural shifts in taste by engaging with the assigned texts.
- Practice more comfortability with multi-disciplinary discourses of theology, political texts in context, historical events and interpretations, and philosophical treatises.

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance (30%)
 - a. Active Participation: 20%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 10%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Book Reviews (40%)
 - a. Three times during the semester, you will select a book about liberal education published in the last 50 years and write a 1,500 word review that critically assesses its arguments, drawing on what you've learned thus far in the class. You must notify Professor Lim of book of your choice at least 1 week in advance of the due date.
 - b. The essays will be due via Canvas by 11:59pm on the Fridays of Week 4, 8, and 12.
 - c. For information about how these essays will be assessed, see the rubric below.
3. Essay (30%)
 - a. You will write a 5,000-word essay that answers the question "How crucial was the role of religion in shaping policies and economic decisions of Spain and England?" While this is not a major research paper, the student is expected to offer a clear, cogent and compelling exposition, by way of answering the foregoing question, by consulting with the assigned texts for class.
 - b. You will present your essay during our final class session in week 15.
 - c. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Introduction • Summary: The first week introduces the main topics of the course. Students will discuss their current views on the transition between late medieval/early modern to modernity. • Required Readings: N/A
Week 2	<ul style="list-style-type: none"> • Topic: Reconfiguring late medieval global landscape: Religion & Politics from Pope Alexander VI to Martin Luther • Required Readings: <ul style="list-style-type: none"> ○ Primary Texts (Read <u>All</u>) <ul style="list-style-type: none"> ▪ The Papal Bull, “Inter Caetera” by Pope Alexander VI. https://doctrineofdiscovery.org/inter-caetera/ ▪ “Treaty between Spain and Portugal at Tordesillas, June 7, 1494.” https://avalon.law.yale.edu/15th_century/mod001.asp ▪ Desiderius Erasmus, <i>The Julius Exclusus of Erasmus</i>, trans. Paul Pascal (Bloomington: Indiana University Press, 1968). ▪ Martin Luther, <i>The Freedom of a Christian 1520: The Annotated Luther Study Edition</i>, trans. Timothy J. Wengert (Minneapolis: Fortress Press, 2016). https://www.elca500.org/wp-content/uploads/2020/04/Freedom-of-a-Christian_final-proof_3.17.20201.pdf ○ Secondary Texts (Select <u>Two</u> below) <ul style="list-style-type: none"> ▪ Michel de Certeau, <i>The Mystic Fable: The Sixteenth and Seventeenth Centuries, Volume One</i>, trans. Michael B. Smith (Chicago: The University of Chicago Press, 1992), Introduction, Chap. 3. ▪ Regina Schwartz, <i>Sacramental Poetics at the Dawn of Secularism: When God Left the World</i> (Stanford, CA: Stanford University Press, 2008), Preface, Parts I, III, Afterword.

	<ul style="list-style-type: none"> ▪ Brad S. Gregory, <i>The Unintended Reformation: How a Religious Revolution Secularized Society</i> (Cambridge, MA: Harvard University Press, 2012), Introduction, Chap. 1.
Week 3	<ul style="list-style-type: none"> • Topic: Salamanca, Scholastic Debates, and the Questions of Universal Human Rights. Christ and the Commerce of Conversion, Pt. I (of III). • Required Readings: <ul style="list-style-type: none"> ○ Primary Texts (Read <u>All</u>) <ul style="list-style-type: none"> ▪ Francisco Vitoria, <i>De Indis</i>, in <i>Vitoria: Political Writings</i>, ed. Anthony Pagden and Jeremy Lawrance (Cambridge: Cambridge University Press, 1991), pp. 231-292. ○ Secondary Texts (Choose <u>One</u>) <ul style="list-style-type: none"> ▪ David Lantigua, <i>Infidels and Empires in a New World Order: Early Modern Spanish Contributions to International Legal Thought</i> (Cambridge: Cambridge University Press, 2020), Part I. ▪ Anthony Pagden, <i>The Burdens of Empire: 1539 to the Present</i> (New York: Cambridge University Press, 2015), ch. 1.
Week 4	<ul style="list-style-type: none"> • Topic: Bartolomé de Las Casas and the Complicated Legacy of Mission. Christ and the Commerce of Conversion, Pt. II (of III). • Required Readings: <ul style="list-style-type: none"> ○ Primary Text <ul style="list-style-type: none"> ▪ Bartolomé de Las Casas, <i>In Defense of the Indians</i>, trans. Stafford Poole (DeKalb: Northern Illinois University Press, 1992). ▪ Bartolomé de Las Casas, <i>An Account of the First Voyages and Discoveries Made by the Spaniards in America</i> (1699). ○ Secondary Text (Choose <u>One</u>) <ul style="list-style-type: none"> ▪ Lantigua, <i>Infidels and Empires in a New World Order</i>, Part II. ▪ Lawrence A. Clayton, <i>Bartolomé de Las Casas: A Biography</i> (Cambridge: Cambridge University Press, 2012), chap. 3, 5, 7.

Week 5	<ul style="list-style-type: none"> ○ Topic: Idolatry and All That: Jesuit Missions and José de Acosta in colonial Peru. ○ Required Readings: <ul style="list-style-type: none"> ○ Primary Text <ul style="list-style-type: none"> ▪ José de Acosta, <i>Natural and Moral History of the Indies</i>, ed. Jane E. Mangan (Duke University Press, 2002), Book V, chs. 1-7, 23-27. ○ Secondary Text (Read MacCormack and one more) <ul style="list-style-type: none"> ▪ Sabine MacCormack, <i>Religion in the Andes: Vision and Imagination in Early Colonial Peru</i> (Princeton: Princeton University Press, 1991), pp. 249-280. ▪ Joan-Pau Rubiés, "Theology, Ethnography, and the Historicization of Idolatry," <i>Journal of the History of Ideas</i> 67 (2006): 571-596. ▪ Carina L. Johnson, "Idolatrous Cultures and the Practice of Religion," <i>Journal of the History of Ideas</i> 67 (2006): 597-621.
Week 6	<ul style="list-style-type: none"> ○ Topic: Building of a "True Godly" Empire: England and Imperial Endeavors. ○ Required Readings: <ul style="list-style-type: none"> ○ Primary Text <ul style="list-style-type: none"> ▪ Walter Raleigh, <i>Discovery of the Large, Rich, and Beautiful Empire of Guiana</i> (1596). ▪ Richard Ligon, <i>A True and Exact History of the Island of Barbados</i> (1675).
Week 7	<ul style="list-style-type: none"> ○ Topic: Global Encounters and Empire of Scientific Knowledge. ○ Required Readings: <ul style="list-style-type: none"> ○ Primary Text <ul style="list-style-type: none"> ▪ Francis Bacon, <i>New Atlantis: A Work unfinished</i> (1658). ○ Secondary Text <ul style="list-style-type: none"> ▪ Ralph Bauer, <i>The Alchemy of Conquest: Science, Religion, and the Secrets of the New World</i> (Charlottesville: University of Virginia Press, 2019), chs. 10, 11, 12.

Week 8	<ul style="list-style-type: none"> • Topic: Progenitor of Capitalism? Adam Smith and Religion, Politics and Economics • Required Readings: <ul style="list-style-type: none"> ○ Primary Text: <ul style="list-style-type: none"> ▪ Adam Smith, <i>An Inquiry into the Nature and Causes of the Wealth of Nations</i>, ed. Edwin Cannan (New York: Modern Library, 1994), Bk. 1, chaps. 1-4; Bk. 4, chap. 7 “Of Colonies.” ○ Secondary Text: (McCarraher text Optional) <ul style="list-style-type: none"> ▪ Jennifer Pitts, “Adam Smith on Societal Development and Colonial Rule,” in <i>A Turn to Empire: The Rise of Imperial Liberalism in Britain and France</i> (Princeton: Princeton University Press, 2009), pp. 25-58. ▪ Eugene McCarraher, <i>The Enchantments of Mammon: How Capitalism Became the Religion of Modernity</i> (Cambridge, MA: The Belknap Press of Harvard University Press, 2019), pp. 19-106.
Week 9	<ul style="list-style-type: none"> ○ Topic: Global Encounters, Rethinking Colonialism? Pt. 1 ○ Required Readings: <ul style="list-style-type: none"> ○ Primary Text <ul style="list-style-type: none"> ▪ Jonathan Swift, <i>Travels into Several Remote Nations of the World. In Four Parts. By Lemuel Gulliver, First a Surgeon, and then a Captain of several Ships</i> (1726). ▪ Idem, <i>A Modest Proposal for preventing the Children of Poor People from being a Burthen to their Parents, or the Country</i> (1729). ○ Secondary Text <ul style="list-style-type: none"> ▪ Robbie Richardson, “Colonialism,” in <i>Jonathan Swift in Context</i>, ed. Joseph Hone and Pat Rogers (Cambridge: Cambridge University Press, 2024), pp. 319-326. ▪ Eoin Ó Cuinneagáin, “The Darker Side of Jonathan Swift: On the Coloniality of Being in <i>A Modest Proposal</i> (1729),” <i>Estudios Irlandeses</i> 18.2 (2023): 11-27.

Week 10	<ul style="list-style-type: none"> • Topic: Global Encounters and Rethinking Colonialism? Pt. 2 • Required Reading: <ul style="list-style-type: none"> ○ Aphra Behn, <i>Oroonoko, or, The Royal Slave. A True History</i> (1688). ○ [Daniel Defoe], <i>The Life and Strange Surprizing Adventures of Robinson Crusoe, of York, Mariner</i> (1719).
Week 11	<ul style="list-style-type: none"> • Topic: Slavery, Modernity, and Human Identity, Pt. 1 • Required Readings: <ul style="list-style-type: none"> ○ Anthony Benezet, <i>Some Historical Account of the Guinea, Its Situation, Produce, and the General Disposition of its Inhabitants. With an Inquiry into the Rise and Progress of the Slave Trade, Its Nature, and lamentable Effects.</i> rep. ed. (1772). ○ Morgan Godwyn, <i>The Negro's & Indians Advocate, suing for their admission to the church, or, A persuasive to the instructing and baptizing of the Negro's and Indians in our plantations</i> (1680). ○ Granville Sharp, <i>A Representation of the Injustice and Dangerous Tendency of Tolerating Slavery, or Admitting the Least Claim of Private Property in the Persons of Men, in England</i> (1769).
Week 12	<ul style="list-style-type: none"> • Topic: Slavery, Modernity, and Human Identity, Pt. 2 • Required Readings: <ul style="list-style-type: none"> ○ Katharine Gerbner, <i>Christian Slavery: Conversion and Race in the Protestant Atlantic World</i> (Philadelphia: University of Pennsylvania Press, 2018), chs. 1, 2, 5. ○ Colin Kidd, <i>The Forging of Races: Race and Scripture in the Protestant Atlantic World, 1600-2000</i> (Cambridge: Cambridge University Press, 2006), chs. 1, 2, 3, 4.
Week 13	<ul style="list-style-type: none"> • Topic: Religion and Modernity: Jesuits in Context • Required Reading: <ul style="list-style-type: none"> ○ Luke Clossey, <i>Salvation and Globalization in the Early Jesuit Missions</i> (New York: Cambridge University Press, 2008), chs. 1, 2, 3, 4, 6.

Week 14	<ul style="list-style-type: none"> • Topic: How <i>Else</i> to Think about Modernity and Religion? • Required Readings: <ul style="list-style-type: none"> ○ N/A ○ Revisiting Some Readings from the Semester for an Intense Revision.
Week 15	<ul style="list-style-type: none"> • Topic: Whose Modernity, Which Path toward Flourishing? • Summary: In this final week, students will present their essays in class, and we will have a summative discussion of the central themes that have emerged from the readings and discussions.

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 6XXX Political and Historical Traditions and Ideas (20860)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Unclear on the relationship between the Hamilton Center and the Department of Classics. Is a consultation needed?
 - a) **Hamilton has been in communication with the Classics department regarding the development of the program this course is a part of. Our program consult letter is attached.**
- 2) What is the rationale for choosing 5XXX vs 6XXX? Will this course be open to undergraduate students, be standalone, or intended for a graduate program in development?
 - a) **This course along with its counterpart Philosophical and Literary Traditions and Ideas are viewed as intermediate-level course work in the program. These courses delve deeply into a thematic topic that benefits from foundational understanding of the Great Books of the Western canon. See attached curriculum map.**
- 3) Perhaps include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 4) The course title is somewhat ambiguous. Could use additional words to clarify the scope of coverage.
 - a) **Amended to "Special Topics in Political and Historical Traditions and Ideas"**
- 5) Curriculum Rationale: Per form instructions, please (1) indicate the degree level of Graduate and (2) indicate whether this course is required or optional and for which programs (M.S., Ph.D). If the course will be offered as an optional elective for the rest of the university, please also indicate that.
 - a) **Amended text in the form "This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other students as an elective as space allows."**
- 6) Repeatable Credit: Why repeat for 12 hours? Should this be a request for a special topics course number called "Special Topics" as is standard for most graduate programs? This seems like three courses: Special Topics, 1550-1700, & 1700-1800. If not a rotating topic, should this be two requests with the course titles reflecting the time periods?
 - a) **This course is a rotating topic or special topics course. However, there are two different thematic special topics courses in the major program (Political and Historical & Philosophical and Literary) given our multidisciplinary nature. The Political Thought courses (1550-1700 & 1700-1800) are just two examples of topics this thematic special topics course might use. We requested repeatable for 12**

hours to allow our and other graduate students the opportunity to take different topics as desired for additional elective study.

7) The course description needs minor revisions.

a) Delete preliminary words to reduce unneeded introduction to simply begin at “Rotating topics will cover...”

b) The course description needs some editing (three mentions of tradition/traditions).

(a) Course description amended on form “Rotating topics will cover major ideas, texts, and intellectual concepts in the Western tradition with a particular focus on political and historical areas of inquiry. Readings will include both primary texts and secondary, critical scholarship from a number of relevant disciplines (history, philosophy, politics, literature, etc). The course has a research component culminating in a required research paper.

c) Ensure that the course description on the submitted form and syllabus match.

(a) Aligned

Course|New for request 20860

Info

Request: ISS 6XXX Topics in Political and Historical Traditions and Ideas

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

We would like to request that SCNS use the number ISS 6934 to mirror the numbering of our undergraduate course ISS 3934 of the same topical name.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 3/18/2025 9:13:26 AM

Form version: 7

Responses

Recommended Prefix ISS

Course Level 6

Course Number XXX

Lab Code None

Course Title Topics in Political and Historical Traditions and Ideas

Transcript Title Political and Historical T&I

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic Yes

Repeatable Credit? Yes

Multiple Offerings in a Single Semester Yes

If repeatable, # total repeatable credit allowed 12

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Seminar

Weekly Contact Hours 3

Course Description Rotating topics will cover major ideas, texts, and intellectual concepts in the Western tradition with a particular focus on political and historical areas of inquiry. Readings will include both primary texts and secondary, critical scholarship from a number of relevant disciplines (history, philosophy, politics, literature, etc). The course has a research component culminating in a required research paper.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum This course will be a requirement for the forthcoming M.A. in History of Ideas in the Hamilton Center. The course will also be available to other students as an elective as space allows.

Syllabus Content Requirements All Items Included

ISS 6XXX: Political and Historical Traditions and Ideas: *Political Thought: 1550-1700*

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Professor Jeffrey Collins
- CSE 504
- Office Hours: Mondays & Wednesdays 1-3pm
- jeffrey.collins@ufl.edu
- 352-514-8927

Course Description

Rotating topics will cover major ideas, texts, and intellectual concepts in the Western tradition with a particular focus on political and historical areas of inquiry. Readings will include both primary texts and secondary, critical scholarship from a number of relevant disciplines (history, philosophy, politics, literature, etc). The course has a research component culminating in a required research paper.

Variable Topic

Modern political thought begins to take on a recognizable form in the 17th century. The turn to sovereignty undertaken by the new jus naturalists is often taken to be the watershed. This course will explore the history of that profound transition in the way that the Western tradition theorized political life. The course begins with the instability of the

era of confessional warfare and concludes with the political thought of Locke and Spinoza. It will be a reading intensive class, with students encountering both the classical texts of the era and a selection of the best modern, critical scholarship. This will ensure exposure to a variety of disciplinary methods: direct textual engagement; historical contextualization; and some engagement with modern normative theory that itself appeals to the texts of this era. The writing for the course will consist of one research paper of 20-25 pages.

Required Readings and Works

- Required readings will be posted as PDFs to Canvas.
- Materials and Supplies Fees: N/A

Course Objectives

- Identify and explain the core political and historical concepts of the late sixteenth and seventeenth century by comparing primary texts and critical scholarship.
- Synthesize various disciplinary perspectives (historical, philosophical, and political) to develop a comprehensive understanding of late sixteenth- and seventeenth-century political thought.
- Critique arguments as presented by major thinkers of the period, assessing their relevance to early modern political debates.

II. Graded Work

Description of Graded Work

- I. Active Participation and Class Attendance (50%)
 - a. Active Participation: 40%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 10%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Research Paper (50%)

A 20-25 page paper on a subject of your own devising. The paper can either be an original research paper or an essay on the literature of a given topic from within one of the disciplines covered by the course readings. The topic of the paper will need to be approved by the instructor. It may further develop a theme of the class, or explore a subject not represented on the syllabus but related to the course subject and chronology.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<p style="text-align: center;">Topic: Introduction: Themes and Method</p> <p>An introductory method discussion centered on two articles by leading practitioners. A core question will concern the challenges and benefits of integrating historical/contextual and normative/textual approaches to texts.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Iain Hampshire-Monk, “The History of Political Thought and the Political History of Thought,” in <i>The History of Political Thought in National Context</i>, ed. Dario Castiglione and Iain Hampsher-Monk (Cambridge, 2001), 159-74. • Paul Kelly, “Rescuing Political Theory from the Tyranny of History,” in <i>Political Philosophy versus History?</i>, eds. Jonathan Floyd and Marc Stears (Cambridge, 2012), 13-27.
Week 2	<p style="text-align: center;">Topic: The Wars of Religion</p> <p>Often taken to be the trigger forcing the development of modern ideas of sovereignty, the wars of religion are a foundation topic in the field. Readings will survey the details of the period, pressure the category of religious warfare, and consider the development of resistance theory.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • <i>Vindiciae contra Tyrannos</i> and Juan de Mariana, <i>The King and the Education of the King</i>, in <i>Early Modern Europe: Crisis of Authority</i>, eds. Eric Cochrane, Charles Gray, and Mark Kishlansky (Chicago, 1987), 103-177. • John Knox, “The First Blast of the Trumpet” and the “Appellation to the Nobility and Estates,” in <i>Knox on Rebellion</i>, ed. Roger Mason (CUP, 1994), 3-47, 77-114. • William Cavanaugh, “A Fire Strong Enough to Consume the House:” The Wars of Religion and the Rise of the State,” <i>Modern Theology</i> 11 (1995), 398-420.

	<ul style="list-style-type: none"> • J.H.M. Salmon, “Catholic Resistance Theory, Ultramontaniam, and the Royalist Response, 1580-1620,” <i>The Cambridge History of Political Thought, 1450-1700</i>, ed. J.H. Burns and Mark Goldie (CUP, 1991), 219-253. • Mark Greenglass, <i>Christendom Destroyed: Europe 1517-1648</i> (NY, 2014), chapters 12-14.
Week 3	<p style="text-align: center;">Topic: Bodin and the Turn to Sovereignty</p> <p>A companion to week two, week three will consider Bodin’s theory of sovereignty as a reaction to the wars of religion. The recent student by Lee will introduce legal history as a method of approaching early modern political ideas.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Jean Bodin, <i>On Sovereignty</i>, ed. Julian Franklin (Cambridge University Press, 1992), introduction, 1-141. • Dan Lee, <i>The Right of Sovereignty: Jean Bodin on the Sovereign State and the Law of Nations</i> (Oxford, 2021), introduction, chapters 1-2, 4.
Week 4	<p style="text-align: center;">Topic: Humanist Adaptations Stoicism and Skepticism</p> <p>Week four will move into the realm of later humanism, and particularly the revival of stoicism and skepticism. This continues to be thematically tied to the context of religious war and the origins of the modern state. Weeks two through four are thus a sequence.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Montaigne, <i>Essays</i>, selections to be assigned in class • Chris Brooke, <i>Philosophic Pride: Stoicism and Political Thought from Lipsius to Rousseau</i> (Princeton, 2012), prologue, chapters, 1-3. • Gerhard Oestreich, <i>Neostoicism and the Early Modern State</i>, trans. David McLintock (Cambridge, 1982), 57-117. • Schmitt, Charles B. “The Rediscovery of Ancient Skepticism in Modern Times.” In <i>The Skeptical Tradition</i>. Edited by Myles Burnyeat, 225–251. Berkeley and Los Angeles: University of California Press, 1983.

Week 5	<p style="text-align: center;">Topic: Reason of State</p> <p>Week five will move from the Bodinian foundations of state sovereignty into the discourse of “reason of state”. The readings consider what the vogue for this language says about the rise of an autonomous, contained “political” sphere.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● Giovanni Botero, <i>The Reason of State</i> (Cambridge, 2017). ● Noel Malcolm, Introduction to <i>Reason of State, Propaganda, and the Thirty Year’s War</i> (Oxford, 2007), 93-123. ● Harro Höpfl, <i>Jesuit Political Thought</i> (Cambridge, 2004), chapters 1, 5-7.
Week 6	<p style="text-align: center;">Topic: The Scholastic Tradition</p> <p>Building on week five, where Jesuit thought was introduced, week six will consider other political themes which consumed the so called “second scholastic”. Themes include sovereignty, ecclesiology, and empire.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> ● Vitoria, “On Civil Power” and “On the Powers of the Church,” in <i>Political Writings</i>, ed. Anthony Pagden and Jeremy Lawrance (Cambridge, 1991), introduction, 1-108. ● Las Casas, <i>A Short Account of the Destruction of the Indies</i> (Penguin, Introduction, 3-127. ● Sarah Mortimer, “Church and Commonwealth in the Catholic World,” in <i>Reformation, Resistance, and Reason of State (1517-1625)</i> (Oxford, 2021), 89-110. ● Anthony Pagden, “Dispossessing the barbarian: the language of Spanish Thomism and the Debate over the property rights of the American Indians,” from <i>The Language of Political Theory in Early Modern Europe</i> (Cambridge, 1987), 79-98.

Week 7	<p style="text-align: center;">Topic: Roman Law in the Early Modern World</p> <p>Returning to interdisciplinary approaches introduced in our discussion of Bodin, this week considers the ongoing influence of Roman civil law in the early modern world. The week will also continue the theme of early imperialism introduced in week six.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Hugo Grotius, <i>The Free Sea</i>, ed. David Armitage (Indianapolis, 2004), 1-62. • Daniel Lee, <i>Popular Sovereignty in Early Modern Constitutional Thought</i> (Oxford, 2016), chapters 1-4, 7-9. • Benjamin Straumann, <i>Roman Law in the State of Nature: the Classical Foundations of Hugo Grotius's Natural Law</i> (Cambridge, 2015).
Week 8	<p style="text-align: center;">Topic: Hobbes and the State</p> <p>Week eight considers the other great early modern theorist of sovereignty: Thomas Hobbes. Bodin and the resistance theorists provide points of reference and contrast.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Thomas Hobbes, <i>Leviathan</i> (Indianapolis, 1994), parts one and two. • Malcolm, "Thomas Hobbes," in ODNB (via library). • Quentin Skinner, "The State," in <i>Political Innovation and Conceptual Change</i>, eds. T. Ball, J. Farr, and R.L. Hansen (Cambridge, 1989), 90-131. • S.A. Lloyd, "Natural Law," in <i>The Oxford Handbook of Hobbes</i>, eds. A.P. Martinich and Kinch Hoekstra (Oxford, 2016), 264-89. • Leo Strauss, <i>Natural Right and History</i> (Chicago, 1950), 165-201.
Week 9	<p style="text-align: center;">Topic: Republicanism</p> <p>Week nine delves into the republican tradition, rival to Hobbesian notions of sovereignty and in many respects heirs of the humanist tradition introduced in week two.</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • James Harrington, <i>The Commonwealth of Oceana</i>, ed. J.G.A. Pocock (Cambridge, 1992), Introduction. 1-243. • Philip Pettit, <i>Republicanism: A Theory of Freedom and Government</i> (Oxford, 1999), chapters 1-4. • Eric Nelson, <i>The Greek Tradition in Republican Thought</i> (Cambridge, 2004), 1-126.

<p>Week 10</p>	<p style="text-align: center;">Topic: Constitutionalism</p> <p>Week nine and ten in many respects examine important “survivals” in the new era of rational sovereignty. Customary law and ancient constitutionalism are the topics here, continuing our exploration of law as a mode of political thought.</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Selections by John Davies et al in <i>Divine Right and Democracy: An Anthology of Political Writing in Stuart England</i>, ed. David Wootton (Hackett, 1986), 131-210 • J.G.A. Pocock, <i>The Ancient Constitution and the Feudal Law . . . A Reissue with a Retrospect</i> (Cambridge, 1987), 1-123. • Harold J. Berman, <i>Law and Revolution II: The Impact of the Protestant Reformations on the Western Legal Tradition</i> (Cambridge, MA, 2003), Introduction, chapter 7-9.
<p>Week 11</p>	<p style="text-align: center;">Topic: Spinoza</p> <p>The important and in many ways ambiguous figure of Spinoza is the topic of week eleven. A guiding question for this week will be the relationship between Spinoza and Hobbes.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Benedict Spinoza, <i>Theological Political Treatise</i>, ed. Jonathan Israel (Cambridge, 2007), Introduction, 1-117. • Benedict Spinoza, <i>Political Treatise</i> in <i>Spinoza: the Complete Works</i>, trans. Samuel Shirley, ed. Michael Morgan (Hackett, 2002), 676-754. • Essays by Islo, Totaro, Gatens, and Rosenthal in <i>A Companion to Spinoza</i>, ed. Yitzhak Y. Melamed (Blackwell, 2021), 375-421. • Noel Malcolm, “Hobbes and Spinoza,” in <i>The Cambridge History of Political Thought, 1450-1700</i>, 530-57.

Week 12	<p style="text-align: center;">Topic: Locke and Resistance</p> <p>Locke, the other great anglo-phone jus naturalist thinker (along with Hobbes) is the topic for week twelve. Spinoza, republicanism, and constitutionalism all provide other important frames of reference. Locke is one of the great subjects of Cambridge School contextualism and examples of that mode of scholarship are assigned.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • “John Locke” in <i>ODNB</i> (via library). • Introduction and second treatise from John Locke, <i>Two Treatises of Government</i>, ed. Peter Laslett (Cambridge, 1988). • Mark Goldie, “John Locke and Anglican Royalism,” <i>Political Studies</i> 31 (1983), 61-85. • Timothy Stanton, “John Locke and the Fable of Liberalism,” <i>The Historical Journal</i> 61 (2018), 597-622. • Ruth Grant, “John Locke on Custom’s Power and Reason’s Authority,” <i>The Review of Politics</i> 74 (2012), 607-29.
Week 13	<p style="text-align: center;">Topic: Hobbes, Locke, and the Confessional State</p> <p>Locke and Hobbes are brought together in the final week, to consider the critical subject of religious governance and ruling strategies during the confessional era. Students will consider the proposition that this theme inaugurated the liberal tradition.</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Thomas Hobbes, <i>Leviathan</i>, chapters 32, 35, 37-9, 42, 47, Review and Conclusion. • John Locke, <i>A Letter concerning Toleration</i> (Hackett, 1983). • Rainer Forst, <i>Toleration in Conflict: Past and Present</i> (Cambridge, 2013), chapters 1, 4-5. • Jeremy Waldron, <i>God, Locke, and Equality: Christian Foundations in Locke’s Political Thought</i> (Cambridge, 2002), chapters 1-3, 8.

Week 14	Topic: Paper Presentations
Week 15	<p>Topic: Paper Presentation and Final Discussion</p> <p>In this final week, students will present their essays in class, and we will have a summative discussion of the central themes that have emerged from the readings and discussions.</p>

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 – 100%		C	74 – 76%
A–	90 – 93%		C–	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B–	80 – 83%		D–	60 – 63%
C+	77 – 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 6XXX: Political and Historical Traditions and Ideas: *Political Thought 1700-1800*

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs, 15 residential students
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Dr Max Skjönsberg
- CSE 570
- Office Hours: Mondays & Wednesdays 1-3pm
- skjonsbergm@ufl.edu
- 352-294-6839

Course Description

Rotating topics will cover major ideas, texts, and intellectual concepts in the Western tradition with a particular focus on political and historical areas of inquiry. Readings will include both primary texts and secondary, critical scholarship from a number of relevant disciplines (history, philosophy, politics, literature, etc). The course has a research component culminating in a required research paper.

Variable Topic

This course will provide in depth study of the history of modern political thought in the eighteenth century, when longstanding controversy came to a head about the origin of government, empire, forms of government, rights, Enlightenment, and more particularly

political legitimacy, political obligation, commercial society, public credit, the possibility of perpetual peace, and the existence of nation states. It will be a reading intensive class, with students encountering both the classical texts of the era and a selection of the best modern, critical scholarship. This will ensure exposure to a variety of disciplinary methods: direct textual engagement; historical contextualization; and some engagement with modern normative theory that itself appeals to the texts of this era. The writing for the course will consist of one research paper of 20-25 pages.

Required Readings and Works

- Required readings will be posted as PDFs to Canvas..
- Materials and Supplies Fees: N/A

Course Objectives

- Identify and explain the core political and historical concepts of the eighteenth century by comparing primary texts and critical scholarship.
- Synthesize various disciplinary perspectives (historical, philosophical, and political) to develop a comprehensive understanding of eighteenth-century political thought.
- Critique arguments as presented by major thinkers of the period, assessing their relevance to modern political debates.

II. Graded Work

Description of Graded Work

- i. Active Participation and Class Attendance (50%)
 - a. Active Participation: 40%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 10%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Research Paper (50%)

A 20-25 page paper on a subject of your own devising. The paper can either be an original research paper or an essay on the literature of a given topic from within one of the disciplines covered by the course readings. The topic of the paper will need to be approved by the instructor. It may further develop a theme of the class, or explore a subject not represented on the syllabus but related to the course subject and chronology.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<p style="text-align: center;">Topic: The State and the Origin of Government</p> <p>Eighteenth-century discussions about the basis of political allegiance often took place under the heading of “the origin of government.” Was the state natural or artificially created, and on what basis do we obey government? This week students read the most sophisticated contribution to this debate in the shape of Scottish Enlightenment philosopher David Hume, alongside modern commentary.</p> <p>Required Readings:</p> <ul style="list-style-type: none">• David Hume, <i>A Treatise of Human Nature</i> (2 vols., Oxford, 2011), Vol. 1: Bk. 3, Part II: “On Justice and Injustice,” pp. 307-66.• David Hume, “Of the Origin of Government,” “Of the First Principles of Government,” “Of the Original Contract,” and “Of Passive Obedience,” in Hume, <i>Essays, Moral, Political and Literary</i>, ed. Eugene Miller (Indianapolis, 1985), pp. 32-41, 465-92.• James A. Harris, “Of the Origin of Government: The Afterlives of Locke and Filmer in an Eighteenth-Century British Debate,” <i>Intellectual History Review</i>, 33 (2023), pp. 33-55.• Paul Sagar, “The State Without Sovereignty: Authority and Obligation in Hume’s Political Thought,” <i>History of Political Thought</i>, 37 (2016), pp. 271-305.• James Moore, “Hume’s Theory of Justice and Property,” <i>Political Studies</i>, 24 (1976), pp. 103-19.

Week 2	<p style="text-align: center;">Topic: Natural Law</p> <p>The notion of natural law, a higher law that determined whether or not man-made law was just, originated from the Stoics in ancient Greece and was further developed by Cicero in Rome. A core part of medieval and early-modern philosophy, this week considers the reception and transformation of the natural law tradition in the European Enlightenment.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Francis Hutcheson, “On the Natural Sociability of Mankind,” Inaugural Oration (1730), in Hutcheson, <i>Logic, Metaphysics and the Natural Sociability of Mankind</i>, ed. James Moore, (Indianapolis, 2006), pp. 189–216 • Giambattista Vico, <i>The New Science</i> (1744), ed. Leon Pompa (Cambridge, 2002), Idea of the Work, Books I, IV–V, Conclusion, pp. 1–34, 225–70. • Richard Tuck, “The ‘modern’ theory of Natural Law,” in <i>The Languages of Political Theory in Early Modern Europe</i>, ed. Anthony Pagden (Cambridge, 1987), pp. 99–122. • Knud Haakonssen, “Natural Jurisprudence and the identity of the Scottish Enlightenment,” in <i>Philosophy and Religion in Enlightenment Britain. New Case Studies</i>, ed. Ruth Savage (Oxford, 2012), pp. 258–278. • James Moore, “The Two Systems of Francis Hutcheson: On the Origins of the Scottish Enlightenment,” in <i>Studies in the Philosophy of the Scottish Enlightenment</i>, ed. M.A. Stewart (Oxford, 1990), pp. 37–60. • John Robertson, <i>The Case for the Enlightenment: Scotland and Naples 1680–1760</i> (Cambridge, 2005), ch. 5: “Vico after Bayle,” pp. 201–255
Week 3	<p style="text-align: center;">Topic: Rights</p> <p>The notions that all people have natural rights and that free people have legal rights played a key role in eighteenth-century discourse, notably during the Transatlantic Revolutions. This week we zone in on the American version of Rights discourse, and situate it within European intellectual history.</p>

	<p>Required Readings:</p> <ul style="list-style-type: none"> • Thomas Jefferson, “A Summary View of the Rights of British America” (1774), in Jefferson, <i>Political Writings</i>, ed. Joyce Appleby and Terence Ball (Cambridge, 1999), pp. 63–80. • Thomas Paine, <i>Rights of Man: Part I</i>, in Paine, <i>Political Writings</i>, ed. Bruce Kuklick (Cambridge, 2000), pp. 57–154. • James Moore, “Natural Rights and the Scottish Enlightenment,” in <i>The Cambridge History of Eighteenth-Century Political Thought</i>, ed. M. Goldie and R. Wokler (Cambridge, 2006), pp. 291–316. • Robert Lamb, <i>Thomas Paine and the Idea of Human Rights</i> (Cambridge, 2015), pp. 25–110.
Week 4	<p style="text-align: center;">Topic: Republicanism</p> <p>The conception of republicanism and its tradition has been one of the key developments in the historiography of political thought as well as political theory in recent decades. This week we read eighteenth-century republicans alongside leading scholars who have sought to understand and sometimes promote the concept.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Jean-Jacques Rousseau, <i>The Social Contract</i>, in Rousseau, <i>The Social Contract and Other Later Political Writings</i>, ed. Victor Gourevitch (Cambridge, 1997), pp. 41–152. • Catharine Macaulay, <i>Political Writings</i>, ed. Max Skjönsberg (Cambridge, 2023), pp. 103–108. • J. G. A. Pocock, “Machiavelli, Harrington and English Political Ideologies in the Eighteenth Century,” <i>The William and Mary Quarterly</i>, 22 (1965), pp. 549–83. • Quentin Skinner, <i>Liberty Before Liberalism</i> (Cambridge, 1998). • Robin Douglass, “Montesquieu and Modern Republicanism,” <i>Political Studies</i> 60 (2012), pp. 703–19.

<p>Week 5</p>	<p style="text-align: center;">Topic: Constitutionalism</p> <p>What does it mean for government's power to be limited and circumscribed within defined boundaries? We sometimes call this constitutionalism, a condition which came to the fore in the eighteenth century, when political debate was dominated by the study of constitutions, in particular the ones of the Roman Republic and modern England. These debates influenced constitutional design in the USA and France in the final decades of the century.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Bolingbroke, <i>A Dissertation upon Parties</i>, in Bolingbroke, <i>Political Writings</i>, ed. David Armitage (Cambridge, 1997), pp. 111–131. • Montesquieu, <i>The Spirit of the Laws</i> (1748), ed. Anne M. Cohler et al (Cambridge, 1989), pp. 154–166. • William Blackstone, <i>Commentaries on the Laws of England: Vol. 1: Of the Rights of Persons</i> (1765), ed. David Lemmings (Oxford, 2016), Bk. 1, ch. 2, pp. 98–110. • The Federalist Nos. 45–51, in <i>The Federalist: The Gideon Edition</i>, ed. George W. Carey and James McClellan (Indianapolis, 2001), pp. 237–272. • Emmanuel Joseph Sieyès, <i>What is the Third Estate?</i> and “The Debate between Sieyès and Tom Paine,” in Sieyès, <i>Political Writings</i>, ed. Michael Sonenscher (Indianapolis, 2002), pp. 92–173. • Mark Goldie, “The English System of Liberty,” in <i>The Cambridge History of Eighteenth-Century Political Thought</i>, ed. M. Goldie and R. Wokler (Cambridge, 2006), pp. 40–78. • David Lieberman, “The Mixed Constitution and the Common Law,” in <i>The Cambridge History of Eighteenth-Century Political Thought</i>, ed. M. Goldie and R. Wokler (Cambridge, 2006), pp. 317–46. • Richard Bourke, ‘Popular Sovereignty and Political Representation: Edmund Burke in the Context of Eighteenth-Century Thought’, in <i>Popular Sovereignty in Historical Perspective</i>, ed. R. Bourke and Q. Skinner (Cambridge, 2016), pp. 212–235.
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	<ul style="list-style-type: none"> • Richard Shackleton, “Montesquieu, Bolingbroke and the Separation of Powers,” in Shackleton, <i>Essays on Montesquieu and the Enlightenment</i>, ed. D. Gilson and M. Smith (Oxford, 1988), pp. 3–16.
Week 6	<p style="text-align: center;">Topic: Enlightenment</p> <p>The Enlightenment was an intellectual movement that swept across eighteenth-century Europe heralding a wave of intellectual, social, cultural and political change. Enlightenment philosophers and social commentators sought to harness the power of reason to improve the world around them, encouraging their fellow men (and, in some cases, women) to throw off the shackles of feudalism and religious extremism. This week investigates the concept of “Enlightenment” through a mixture of primary and secondary sources.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Immanuel Kant, “What is Enlightenment?,” in Kant, <i>Political Writings</i>, ed. Hans Reiss (Cambridge, 1970), pp. 54–60. • Condorcet, <i>Sketch for a Historical Picture of the Progress of the Human Mind</i>, in Condorcet, <i>Political Writings</i>, ed. Steven Lukes and Nadia Urbinati (Cambridge, 2012), pp. 1–147. • John Robertson, <i>The Case for the Enlightenment: Scotland and Naples 1680–1760</i> (Cambridge, 2005), pp. 1–51. • Jonathan Israel, “Introduction” to <i>Enlightenment Contested: Philosophy, Modernity and the Emancipation of Man, 1670–1752</i> (Oxford, 2006). • Anthony La Vopa, “An Intellectual History? Jonathan Israel’s Enlightenment,” <i>The Historical Journal</i>, 52 (2009), pp. 717–38.

Week 7	<p style="text-align: center;">Topic: Luxury and commercial society</p> <p>Does economic development necessarily lead to inequality, and what are the moral effects of luxury and commerce? These were central questions in eighteenth-century political thought, and will be investigated through the writings of Jean-Jacques Rousseau and David Hume, as well as the trailblazing scholarship of Albert Hirschman and Istvan Hont.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Jean-Jacques Rousseau, <i>First and Second Discourse</i>, in <i>The Discourses and Other Early Political Writings</i>, ed. Victor Gourevitch (Cambridge, 1997), pp. 4–28, 114–188. • David Hume, “Of Refinement in the Arts,” in <i>Essays, Moral, Political and Literary</i>, ed. Eugene Miller (Indianapolis, 1985), pp. 268–80. • Albert O. Hirschman, <i>The Passions and the Interests: Political Arguments for Capitalism before its Triumph</i> (Princeton NJ, 1977). • Istvan Hont, “The Luxury Debate in the Early Enlightenment,” in <i>The Cambridge History of Eighteenth-Century Political Thought</i>, ed. M. Goldie and R. Wokler (Cambridge, 2006), pp. 379–418.
Week 8	<p style="text-align: center;">Topic: Trade</p> <p>The rise of commercial society in the eighteenth century instigated a debate about the relationship between commercial nations: does trade strengthen ties between nations, or does it lead to jealousy and rivalry? And what is the difference between destructive competition and beneficial emulation? Two of the most sophisticated contributions to these debates were made by Adam Smith and his friend and mentor Hume.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • David Hume, “Of Commerce,” “Of the Balance of Trade,” and “Of the Jealousy of Trade,” in Hume, <i>Essays, Moral, Political and Literary</i>, ed. Eugene Miller (Indianapolis, 1985), pp. 253–67, 308–331.

	<ul style="list-style-type: none"> • Adam Smith, <i>An Inquiry into the Nature and Causes of the Wealth of Nations</i> (2 vols., Indianapolis, 1981), Vol. 1: Bk. 3, pp. 376–427. • Istvan Hont, “The ‘Rich Country-Poor Country’ Debate in the Scottish Enlightenment,” in <i>Jealousy of Trade</i> (Cambridge MA, 2005), pp. 267–322; originally published in <i>Wealth and Virtue</i>, ed. I. Hont and M. Ignatieff (Cambridge, 1983), pp. 271–316. • S. Muthu, “Adam Smith’s Critique of International Trading Companies,” <i>Political Theory</i>, 36 (2008), pp. 185–212. • Jacob Viner, “Adam Smith and Laissez Faire,” in Viner, <i>Essays on the Intellectual History of Economics</i>, ed. D. A. Irwin (Princeton NJ, 1991), pp. 85–113
Week 9	<p style="text-align: center;">Topic: Money and Debt</p> <p>The most controversial consequence of the development of commercial society was the emergence of central banks and public borrowing. Though Hume was a defender of commercial modernity, he was an arch-critic of this feature, as he notoriously claimed that “either the nation will destroy public credit or public credit will destroy the nation.” This week we will contextualize Hume’s thought on money and public credit.</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • David Hume, “Of Money,” “Of Interest,” “Of Taxes,” and “Of Public Credit,” in Hume, <i>Essays, Moral, Political and Literary</i>, ed. Eugene Miller (Indianapolis, 1985), pp. 281–307, 342–365. • Adam Smith, <i>An Inquiry into the Nature and Causes of the Wealth of Nations</i> (2 vols., Indianapolis, 1981), Vol. 2: Bk. 5, pp. 689–947. • Istvan Hont, “The Rhapsody of Public Debt: David Hume and Voluntary Bankruptcy,” in <i>Jealousy of Trade</i> (Cambridge MA, 2005), pp. 325–353; originally published in, <i>Political Discourse in Early Modern Britain</i>, ed. N. Phillipson and Q. Skinner (Cambridge, 1993), pp. 321–348. • Thomas Hopkins, “Hume and the Politics of Money,” in <i>Hume’s Essays: A Critical Guide</i>, ed. Max Skjönsberg and Felix Waldmann (Cambridge, 2024), pp. 247–62.

Week 10	<p style="text-align: center;">Topic: Empire</p> <p>This week explores attitudes to empire and imperial expansion in the eighteenth century. Students will engage with various arguments employed to justify or criticize empire, which will enable them to acquire conceptual clarity about the meaning of empire, colonies, and the relationship of these ideas to broader questions related to political and economic thought.</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Adam Smith, <i>An Inquiry into the Nature and Causes of the Wealth of Nations</i> (2 vols., Indianapolis, 1981), I, Bk. IV, ch 2, ch. 3, part II, chs. 7–8, pp. 452–472, 488–498, 556–662. • Edmund Burke, <i>Speech on Fox’s India Bill</i>, in <i>Writings and Speeches of Edmund Burke</i>, ed. Paul Langford et. al. (9 vols., Oxford, 1981–2015), Vol. 5: pp. 378–451. • Edmund Burke, <i>Speech on Opening of Impeachment</i>, 16 February 1788, in <i>Writings and Speeches of Edmund Burke</i>, Vol. 6: pp. 313–373 • Jennifer Pitts, <i>A Turn to Empire</i> (Princeton, 2005), chs. 2–3, pp. 25–100. • Richard Bourke, “Edmund Burke and the Politics of Conquest,” <i>Modern Intellectual History</i>, 4 (2007), pp. 403–432.

Week 11	<p style="text-align: center;">Topic: Revolution</p> <p>“Revolution” could have a range of connotations in the eighteenth century. This week zones in on the parliamentarian-cum-philosopher Edmund Burke, who defended the Glorious Revolution, sympathized with the American Revolutionaries, and famously condemned the French Revolution. We will approach Burke through his <i>Reflections on the Revolution in France</i> (1790) and J. G. A. Pocock’s pathbreaking research.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Edmund Burke, <i>Reflections on the Revolution in France</i>, ed. J. C. D. Clark (Stanford, 2000), pp. 145–415. • J. G. A. Pocock, “Hume and the American Revolution: The Dying Thoughts of a North Briton,” in Pocock, <i>Virtue, Commerce and History: Essays on Political Thought and History</i> (Cambridge, 1985), pp. 125–141. • J. G. A. Pocock, “The Political Economy of Burke’s Analysis of the Revolution,” in Pocock, <i>Virtue, Commerce and History: Essays on Political Thought and History</i> (Cambridge, 1985), pp. 192–212. • J. G. A. Pocock, “Edmund Burke and the Redefinition of Enthusiasm: The Context as Counter-Revolution,” in <i>The French Revolution and the Creation of Modern Political Culture: The Transformation of Political Culture, 1789–1848</i>, ed. F. Furet and M. Ozouf (Oxford, 1989), pp. 19–43.
Week 12	<p style="text-align: center;">Topic: The Debate on Women</p> <p>The eighteenth century was a period when female writers came to the fore and also advanced argument for emancipation, often through education. Thinkers such as Catharine Macaulay and Mary Wollstonecraft drew on a panoply of Enlightenment ideas, including Locke’s writings on education, to argue that women should play a more active role in society, especially in educational cultural spheres.</p> <p>Required Readings:</p> <ul style="list-style-type: none"> • Mary Wollstonecraft, <i>A Vindication of the Rights of Woman</i> (Oxford, 1994) pp. 63–284.

	<ul style="list-style-type: none"> • Catharine Macaulay, <i>Political Writings</i>, ed. Max Skjönsberg (Cambridge, 2023), pp. 203–22. • Sylvana Tomaselli, “The Enlightenment Debate on Women,” <i>History Workshop</i>, 20 (1985), pp. 101–24. • David Bromwich, “Wollstonecraft as a Critic of Burke,” <i>Political Theory</i>, 23 (1995), pp. 617–632. • W. Gunther-Canada, “The politics of sense and sensibility: Mary Wollstonecraft and Catharine Macaulay Graham on Edmund Burke’s <i>Reflections on the Revolution in France</i>,” in <i>Women Writers and the Early Modern British Political Tradition</i>, ed. H.L. Smith (Cambridge, 2001), pp. 126–147
Week 13	<p style="text-align: center;">Topic: Patriotism and Nationalism</p> <p>This week provides students with an in-depth understanding of what some of the most important political thinkers of eighteenth century thought and wrote about the phenomena and concepts referred to as “nationalism” and “patriotism.”</p> <p>Required Reading:</p> <ul style="list-style-type: none"> • Jean-Jacques Rousseau, <i>Consideration on the Government of Poland</i>, in Rousseau, <i>The Social Contract and Other Later Political Writings</i>, ed. Victor Gourevitch (Cambridge, 1997), pp. 177–260. • Richard Price, <i>A Discourse on the Love of our Country</i> (1789), in Richard Price, <i>Political Writings</i>, ed. D. O. Thomas (Cambridge, 1991), pp. 176–96. • Johann Gottfried Herder, <i>Another Philosophy of History and Selected Political Writings</i>, trans. Ioannis D. Evrigenis and Daniel Pellerin (Indianapolis, 2004), pp. 3–97, 104–120. • Johann Gottlieb Fichte, <i>Addresses to the German Nation</i>, ed. Gregory Moore (Cambridge, 2008), pp. 3–21, 100–114, 183–96. • Istvan Hont, “The Permanent Crisis of a Divided Mankind: ‘Nation-State’ and ‘Nationalism’ in Historical Perspective,” in Hont, <i>Jealousy of Trade: International Competition and the Nation-State in Historical Perspective</i> (Cambridge MA, 2005), pp. 447–528.

Week 14	<p style="text-align: center;">Topic: War and Peace</p> <p>Commercial modernity did not lead to a peaceful world, but rather a century in which Great Britain and France became engaged in a series of armed conflicts known as the Second Hundred Years' War between 1689 and 1815. Enlightenment ideas, meanwhile, encouraged thinkers to imagine a world of perpetual peace.</p> <p>Required Reading:</p> <ul style="list-style-type: none"> ● David Hume, "Of the Balance of Power," in Hume, <i>Essays, Moral, Political and Literary</i>, ed. Eugene Miller (Indianapolis, 1985), pp. 332–41. ● Immanuel Kant, <i>Perpetual Peace: A Philosophical Sketch</i>, in Kant, <i>Political Writings</i>, ed. Hans Reiss (Cambridge, 1970), pp. 93–130. ● Richard Tuck, <i>The Rights of War and Peace</i> (Oxford, 1999), pp. 1–15, 166–234. ● W. Kersting, "'The Civil Constitution in Every State Shall Be a Republican One'," in <i>Kant's Moral and Legal Philosophy</i>, ed. K. Ameriks and O. Höffe (Cambridge, 2009), pp. 246–64. ● Christopher Meckstroth, "Hospitality, or Kant's Critique of Cosmopolitanism and Human Rights," <i>Political Theory</i>, 46 (2018), pp. 537–59.
Week 15	<p style="text-align: center;">Topic: Paper Presentation and Final Discussion</p> <p>In this final week, students will present their essays in class, and we will have a summative discussion of the central themes that have emerged from the readings and discussions.</p>

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 – 100%		C	74 – 76%
A–	90 – 93%		C–	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B–	80 – 83%		D–	60 – 63%
C+	77 – 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 6XXX Topics in Statecraft and Strategy (21008)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) See attached curriculum map.
- 2) The “Rationale for Placement in the Curriculum” should include more detail regarding how the course fits in the program.
 - a) Amended text in the form “This course will be a degree requirement for the forthcoming M.A. in War, Statecraft and Strategy in the Hamilton School. This course is designed to allow in-depth study on specified topics in statecraft and strategy. Students in the program will take this course multiple times with different topics as directed in their degree program (thesis vs. non-thesis option). This course bounds consistent assignments and learning outcomes in the area of statecraft and strategy, while allowing students exposure to different topics in that area. The course will also be available to other students as an elective as space allows.”
- 3) Should this be two 3-credit course requests for the syllabi and one request for an ISS6931 Special Topics that is repeatable up to 18 (?) credits. Same concern for requests #20964, #21007, #21008 & 21010?
 - a) This course is a rotating topic or special topics course. However, there are three different thematic special topics courses in the major program (War; Statecraft & Strategy; Theories & Structures) given our multidisciplinary nature. The Statecraft & Strategy courses (*Modern Middle East* and *Kissinger*) are just two examples of topics this thematic special topics course might use. We requested repeatable for 12 hours to allow our and other graduate students the opportunity to take different topics as desired for additional elective study.
- 4) The course description needs minor modifications and should be revised for clarity.
 - a) Course description should follow the standard format.
 - b) Possibly begin course description with “Readings will challenge students...”
 - (a) Course description amended on form “Readings will challenge students to consider a range of important questions starting with how strategy and statecraft has shaped the international landscape from a historical perspective. Including today’s most pressing security and policy challenges—great power conflict, economic interdependence, peacebuilding, climate change and other non-traditional threats such as pandemics—are all increasing in complexity.”
 - c) Ensure that the course description on the submitted form and syllabus match.
 - (a) Aligned
- 5) Consider more diverse and precise verbs for objectives. They are currently too broad.

- a) Course objectives updated
- 6) 50% for participation seems high.
 - a) Percentages adjusted
- 7) Possible concern: Exact same assignments and due dates with variations of points but somewhat different in terms of instructions: #8-20974, #9-20975, #10-20961, #11- 20973, #17-21008. #18- 21010, and & #19-21007
 - a) Thank you for the note. Where possible and appropriate, we have designed courses to have similar assignments for consistency in expectation for students and continuity in assessment. As noted in the comment, variations do exist between courses syllabi. This variation is in the subject matter. However, the consistent assignment of book reviews and essays are tools for meaning making in these disciplines.
- 8) Missing some of the you matter, we care information. Follow the syllabus guidelines found here:
<http://syllabus.ufl.edu/syllabus-policy/>
 - a) Our syllabi include all required information as stated on the syllabus policy. The “U Matter, We Care” and other items are suggested, not required, per the cited policy (Section C.5.)

Course|New for request 21008

Info

Request: ISS 6XXX Topics in Statecraft and Strategy

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 4/28/2025 3:12:51 PM

Form version: 3

Responses

Recommended Prefix ISS

Course Level 6

Course Number XXX

Lab Code None

Course Title Topics in Statecraft and Strategy

Transcript Title Topics in Statecraft & Strateg

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic Yes

Repeatable Credit? Yes

Multiple Offerings in a Single Semester Yes

If repeatable, # total repeatable credit allowed 12

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Seminar

Weekly Contact Hours 3

Course Description Readings will challenge students to consider a range of important questions starting with how strategy and statecraft has shaped the international landscape from a historical perspective. Including today's most pressing security and policy challenges—great power conflict, economic interdependence, peacebuilding, climate change and other non-traditional threats such as pandemics—are all increasing in complexity.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum This course will be a degree requirement for the forthcoming M.A. in War, Statecraft and Strategy in the Hamilton School. This course is designed to allow in-depth study on specified topics in statecraft and strategy. Students in the program will take this course multiple times with different topics as directed in their degree program (thesis vs. non-thesis option). This course bounds consistent assignments and learning outcomes in the area of statecraft and strategy, while allowing students exposure to different topics in that area. The course will also be available to other students as an elective as space allows.

Syllabus Content Requirements All Items Included

ISS 6xxx: Topics in Statecraft & Strategy: *Henry Kissinger*

I. General Information

Class Meetings

- Fall 2026
- 100% In-Person, no GTAs
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Dr. Barnaby Crowcroft
- Location: CSE E540
- Office hours Mondays 1-4pm and by appointment
- scrowcroft@ufl.edu
- Phone: TBD

Course Description

Readings will challenge students to consider a range of important questions starting with how strategy and statecraft has shaped the international landscape from a historical perspective. Including today's most pressing security and policy challenges—great power conflict, economic interdependence, peacebuilding, climate change and other non-traditional threats such as pandemics—are all increasing in complexity.

Expanded Course Description

The international landscape has constantly experienced significant geopolitical changes, including in the global balance of power. Today's most pressing security and policy challenges—great power conflict, economic interdependence, peacebuilding, climate change and other non-traditional threats such as pandemics—are all increasing in complexity. Hyperconnectivity, power diffusion and radical technological transformation are significantly shrinking the policy space available to governments and other international agencies to produce solutions. For thousands of years, leaders and policymakers have employed the tools of strategy and statecraft to address the issues they confront. The practice of statecraft requires accentuated strategic rationale: clear emphasis on big-picture and longer-term purposes and priorities. While effective strategy is essential for mobilizing power and winning strategic contests, effective diplomacy is necessary for maintaining support for the strategy. Throughout this course, readings will challenge students to consider a range of important questions starting with how strategy and statecraft has shaped the international landscape from a historical perspective? Readings will also emphasize a

strategic/diplomatic diagnostic and policy framework in dealing with complex problems in international affairs.

Variable Topic

"It is an illusion to believe that leaders gain in profundity while they gain experience. As I have said, the convictions that leaders have formed before reaching high office are the intellectual capital they will consume as long as they continue in office. There is little time for leaders to reflect ... When I entered office, I brought with me a philosophy formed by two decades of the study of history ..." – Henry A. Kissinger

As National Security Adviser and Secretary of State, Henry Kissinger was the architect of the policy of détente with the Soviet Union, of the "opening" to China, and of the effort to salvage "peace with honor" in Vietnam. However, Kissinger should be understood not only as a statesman but also as a scholar. Focusing on selections from his writings and on key episodes in his career, this seminar will assess Kissinger in his own terms as well as in the context of modern international history. Among the topics covered will be the role of morality in statesmanship, the nature of geopolitics, the art of negotiation, and the influence of bureaucracy and domestic politics on foreign policy.

Required Readings and Works

Students taking the class should purchase the following titles, which will be read in large part or in full during the course. Other readings will be made available as PDFs on Canvas.

- Niall Ferguson, *Kissinger. Part I: The Idealist* (2015).
- Barry Gewen, *The Inevitability of Tragedy: Henry Kissinger and His World* (2020).
- Jussi Hanhimäki, *The Flawed Architect: Henry Kissinger and American Foreign Policy* (2004)
- Jonathan Haslam, *The Nixon Administration and the Death of Allende's Chile: A Case of Assisted Suicide* (2005)
- Catherine Hynes, *The Year That Never Was: Heath, the Nixon Administration and the Year of Europe* (2009)
- Martin Indyk, *Master of the Game: Henry Kissinger and the Art of Middle East Diplomacy* (New York, 2021),
- Henry A. Kissinger, *A World Restored: Metternich, Castlereagh and the Problems of Peace* (1957).
- Henry A. Kissinger, *Does America Need A Foreign Policy? Toward a Diplomacy for the 21st Century* (2001)
- Henry A. Kissinger, *Crisis: The Anatomy of Two Major Foreign Policy Crises* (2003)
- Henry A. Kissinger, *World Order* (2015)
- Henry A. Kissinger, *Leadership: Six Studies in World Strategy* (2022)
- Henry A. Kissinger, *The Meaning of History: Reflections on Spengler, Toynbee, and Kant* (2023)
- Henry A. Kissinger, Eric Schmidt, & Daniel Huttenlocher, *The Age of AI: And Our Human Future* (2021)
- Henry A. Kissinger, Eric Schmidt, & Craig Mundie, *Genesis: Artificial Intelligence, Hope and the Human Spirit* (2024)
- Margaret Macmillan, *Nixon and China: The Week That Changed the World* (2007), pp.340-420.
- Thomas A. Schwartz, *Henry Kissinger and American Power: A Political Biography* (2020).

Course Objectives

1. Organize in-depth knowledge of the chronology and development of American foreign relations and international politics over a key period in the second half of the twentieth century.
2. Associate students with key elements and considerations in the practice of statecraft, leadership, crisis management and response, and the influence of domestic politics on foreign policy making.
3. Compose original historical research based on primary sources, archival materials, and consultation with a broad array of secondary historical works.
4. Employ a variety of genres, including biography and journalism as well as academic International Relations, Political Science and historical writings.
5. Practice awareness of the politics, cultures and historical legacies prevailing in a number of key geographical areas: including Southeast Asia, the Middle East, Latin America, and Europe.

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance (30%)
 - a. Active Participation: 20%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerably to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 10%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Book Reviews (30%)
 - a. Three times during the semester, you will select a book about Kissinger published in the last twenty years and write a 1,500-word review that critically assesses its arguments, drawing on what you've learned thus far in the class about statecraft and diplomatic history.
 - b. The essays will be due via Canvas by 11:59pm on the Fridays of Week 4, 8, and 12.
 - c. For information about how these essays will be assessed, see the rubric below.
3. Essay (40%)
 - a. You will write a 5,000-word essay that addresses some aspect of history, strategy, or statecraft relating to Kissinger's life and/or period in office. Your essay must make and defend a normative argument, but it must also be informed by the historical texts and primary sources that we have studied in the class.
 - b. You will present your essay during our final class session in week 15.
 - c. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Course Introduction • Summary: The first week introduces the main topics of the course. Students will discuss their previous experiences with twentieth century diplomatic history. We will review ideas of Henry Kissinger in popular memory and culture and consider some of the tributes, obituaries and critiques that followed his death in 2023. • Required Readings (less than 25 pages): <ul style="list-style-type: none"> • Selected obituaries of Henry A. Kissinger, from <i>Wall Street Journal</i>, <i>New York Times</i>, <i>New Yorker</i>, and others.
Week 2	<ul style="list-style-type: none"> • Topic: Early Life • Summary: Kissinger's youth in Germany and experience of Nazi persecution in Bavaria before his immigration to United States has divided opinion as to its influence on his later statesmanship and political thought. This week, we look at major accounts of Kissinger's early life, including his service in the Second World War, studies and early career at Harvard in the 1950s. • Required Readings (307 pages): <ul style="list-style-type: none"> • Walter Isaacson, <i>Kissinger: A Biography</i> (1992), pp. 13-109. • Niall Ferguson, <i>Kissinger: The Idealist</i> (2015), pp.210-329 • Jeremi Suri, <i>Henry Kissinger and the American Century</i> (2007), pp.1-137. • Barry Gewen, <i>The Inevitability of Tragedy: Henry Kissinger and His World</i> (2020), pp.51-97
Week 3	<ul style="list-style-type: none"> • Topic: Early Thought • Summary: This week, we read some of Kissinger's early work, including his a selection from Harvard Undergraduate Senior Thesis as well as his first book, based on his Ph.D. dissertation. We identify formative influences on Kissinger's thought, and key elements of his later ideas about statecraft. • Required Readings (355 pages): <ul style="list-style-type: none"> • Henry A. Kissinger, <i>The Meaning of History: Reflections on Spengler, Toynbee, and Kant</i> (2023) [Harvard Undergraduate Senior Thesis], pp. 300-322. • Henry Kissinger, <i>A World Restored: Metternich, Castlereagh and the Problems of Peace</i> (1957), 333 pp.
Week 4	<ul style="list-style-type: none"> • Topic: Foreign Policy Advisor • Summary: Before entering government, Kissinger spent a decade as a high-profile foreign policy commentator and advisor, including on issues such as nuclear weapons and the Vietnam War. This week we continue our reading of Niall Ferguson's 2016 biography – the first to use Kissinger's personal papers – in exploring his role on the fringes of the Kennedy and Johnson administrations in the 1960s. • Required Readings (346 pages): <ul style="list-style-type: none"> • Niall Ferguson, <i>Kissinger: The Idealist</i> (2015), pp.421-581, 693-879

Week 5	<ul style="list-style-type: none"> • Topic: The Formation of the National Security Council • Summary: How did Kissinger translate his academic ideas about government into the practice of foreign policy making following his appointment as National Security Advisor in 1969? This week, we explore the origins and operation of the National Security Council and how the Nixon administration set about foreign policy-making in its early phase. • Required Readings (320 pages): <ul style="list-style-type: none"> • Henry A. Kissinger, “Memorandum for the President-Elect: Proposal for a New National Security Council System”, Kissinger Papers • Henry A. Kissinger, “Getting Organized”, in <i>White House Years</i> (1979), pp. 38-48 • David Rothkopf, <i>Running the World: The Inside Story of the National Security Council and the Architects of American Power</i> (2005), pp.108-156. • Thomas A. Schwartz, <i>Henry Kissinger and American Power: A Political Biography</i> (2020), pp.65-119 • I.M. Destler, <i>Presidents, Bureaucrats and Foreign Policy: The Politics of Organizational Reform</i> (1972), pp.1-153 • Andrew Preston, <i>The War Council: McGeorge Bundy, the NSC, and Vietnam</i>, pp.1-53
Week 6	<ul style="list-style-type: none"> • Topic: The Autumn of Crises, 1970 • Summary: After one year in office, the Nixon administration’s efforts to pursue détente through a summit with the Soviet Union failed to bear fruit. Instead, they faced simultaneously crises breaking out in Latin America and the Middle East, including a full-scale civil war in allied Jordan. This week, we explore the “autumn of crises” and Kissinger’s response. • Required Readings/Works (333 pages): <ul style="list-style-type: none"> • Henry A. Kissinger, “The Autumn of Crises”, in <i>White House Years</i> (1979), pp.594-683 • Henry A. Kissinger, “The Strategy of Ambiguity: Sino-Soviet Strategic Thinking”, in <i>Nuclear Weapons and Foreign Policy</i> (1957), pp.316-361 • Jussi Hanhimaki, <i>The Flawed Architect: Henry Kissinger and American Foreign Policy</i> (2004), pp.68-115. • Craig Daigle, <i>The Limits of Détente: The United States, the Soviet Union, and the Arab-Israeli Conflict, 1969-1973</i>, pp.83-192 • Lien-Hang T. Nguyen, <i>Hanoi’s War: An International History of the War for Peace in Vietnam</i> (2012), pp.153-193
Week 7	<ul style="list-style-type: none"> • Topic: From Kissinger’s Secret Trip to Nixon in China, 1971-72 • Summary: This week, we explore the Nixon administration’s transformation of Cold War diplomacy through the “Opening” to Communist China. Tracing the history of US-China relations and the situation that confronted Nixon and Kissinger on taking office, we will discuss and debate the diplomatic breakthrough achieved – including through reports produced surrounding the visits – and its consequences. • Required Readings/Works (313 pages): <ul style="list-style-type: none"> • Henry A. Kissinger: ‘My Talks with Chou En-Lai’, July 14, 1971; ‘Zhou En-Lai: MEMCONS’, July 9 & 10, 1971; ‘Memorandum to the President, “Your Encounter

	<p>with the Chinese”, February 5, 1972; Memo to the President, “Meeting with Mao Tse-Tung”, February 15, 1972.</p> <ul style="list-style-type: none"> • Henry A. Kissinger, <i>White House Years</i>, pp.594-683, 1049-1096. • Henry A. Kissinger, <i>On China</i> (New York, 2011), pp.202-294. • Margaret Macmillan, <i>Nixon and China: The Week That Changed the World</i> (2007), pp.340-420.
Week 8	<p>Topic: Chile and Allende, 1973</p> <ul style="list-style-type: none"> • Summary: The overthrow and death of Chilean President Allende remains one of the most controversial cases in the “trial of Henry Kissinger”. This week, we read Christopher Hitchen’s influential polemic alongside the Church Report into US involvement in Chile and the most recent academic study of the episode by historian Jonathan Haslam. • Required Readings/Works (317 pages): <ul style="list-style-type: none"> • Church Report, “Covert Action in Chile, 1963-1973”: [https://www.intelligence.senate.gov/sites/default/files/94chile.pdf] • Christopher Hitchens, <i>The Trial of Henry Kissinger</i> (2001), pp.51-75 • Jonathan Haslam, <i>The Nixon Administration and the Death of Allende’s Chile: A Case of Assisted Suicide</i> (2005), pp.1-230.
Week 9	<ul style="list-style-type: none"> • Topic: The Paris Agreement on Vietnam, 1973 • Summary: Kissinger’s diplomatic breakthrough in achieving a peace agreement in Vietnam – following several years of military escalation – resulted in his later award of the Nobel Peace Prize. However, the agreement subsequently attracted criticism on both left and right and was tarnished by the collapse of South Vietnam in 1975. This week, we conduct a close reconstruction of the lead-up to the Paris Agreement, the domestic politics and public pressures that bore upon the leadership, and its contested legacy. • Required Readings/Works (316 pages): <ul style="list-style-type: none"> • CWIHP, “Discussion between Zhou Enlai and Le Duc Tho” [https://digitalarchive.wilsoncenter.org/document/discussion-between-zhou-enlai-and-le-duc-tho] • Cold War International History Project [CWIHP], “Discussion between Zhou Enlai and Pham Van Dong” [https://digitalarchive.wilsoncenter.org/document/discussion-between-zhou-enlai-and-pham-van-dong-1] • Henry A. Kissinger, “On Negotiations”, in <i>The Necessity for Choice: Prospects of American Foreign Policy</i> (1966), pp. 169-209 • Henry A. Kissinger, “The War Widens”, in <i>White House Years</i>, pp. 433-448 • Henry A. Kissinger, “Vietnam: The Extrication”, in <i>Diplomacy</i>, pp. 674-702 • Larry Berman, <i>No Peace, No Honor: Nixon, Kissinger, and Betrayal in Vietnam</i> (2001), pp.180-273. • Jussi Hanhimaki, <i>The Flawed Architect: Henry Kissinger and American Foreign Policy</i>, pp. 201-259. • Lien-Hang T. Nguyen, <i>Hanoi’s War: An International History of the War for Peace in Vietnam</i> (2012), pp.231-313

Week 10	<ul style="list-style-type: none"> • Topic: The Yom Kippur War and the “Nuclear Alert” • Summary: With Nixon embattled by the deepening scandal over Watergate, Kissinger exercised an increasingly important role in directing United States foreign policy, including through one of the most dangerous crises since the Cuban Missile Crisis. This week, we use the primary sources published in Kissinger’s own account – <i>Crisis</i> (2003) – to investigate the diplomacy and statecraft surrounding the Yom Kippur War of 1973. • Required Readings/Works (308 pages): <ul style="list-style-type: none"> • Alistair Horne, <i>Kissinger’s Year: 1973: Watergate, Vietnam, Yom Kippur War, Détente</i> (2009), pp.ix-xvi • Henry A. Kissinger, <i>Crisis: The Anatomy of Two Major Foreign Policy Crises</i> (2003), pp.5-306.
Week 11	<ul style="list-style-type: none"> • Topic: Peacemaker, 1974 • Summary: This week, we conduct a close and detailed study of Kissinger’s efforts to create a regional peace settlement in the Middle East in the aftermath of the 1973 Yom Kippur War. This involved the creation of the phenomenon of “shuttle diplomacy”, the creation of a new US-Egyptian alliance at the center of the region’s diplomacy, the failure of efforts to bring Syria into international negotiations and resulting landscape of Arab Israeli relations that endured largely unchanged until the end of the twentieth century. • Required Readings/Works (381 pages): <ul style="list-style-type: none"> • Martin Indyk, <i>Master of the Game: Henry Kissinger and the Art of Middle East Diplomacy</i> (New York, 2021), pp.291-672.
Week 12	<ul style="list-style-type: none"> • Topic: Alliances and the Year of Europe, 1974 • Summary: Kissinger came to power as an expert on Europe, but all his foreign policy successors were achieved in the extra-European world. In 1974, the Nixon administration – freed from the burdens of its commitments in Southeast Asia – turned to revitalize its European alliances and met with rebuff and failure. This week, we look at Kissinger’s policy from international and European perspectives using historian Catherine Hynes’ groundbreaking book on Britain. • Required Readings/Works (351 pages): <ul style="list-style-type: none"> • Henry A Kissinger, “The Impact of Strategy on Allies and the Uncommitted”, in <i>Nuclear Weapons and Foreign Policy</i> (1957), pp.237-268. • Catherine Hynes, <i>The Year That Never Was: Heath, the Nixon Administration and the Year of Europe</i> (2009), 320pp.
Week 13	<ul style="list-style-type: none"> • Topic: South Africa & “Interdependence”, 1974-6 • Summary: Kissinger’s diplomacy during the Ford administration has been neglected in the historiography and his control over White House foreign policy making sharply declined. However, in contrast to his reputation as a “realist”, Kissinger pursued a range of new initiatives adapting to a more interdependent world and focused new attention on Africa. This week, we will ask whether there is a case for rethinking the consensus on 1974-6 and the significance of Kissinger’s last years in office. • Required Readings/Works (343 pages):

	<ul style="list-style-type: none"> • Henry A. Kissinger, “Toward Majority Rule in Southern Africa”, in <i>Years of Renewal</i>, pp.958-1019 • Thomas A. Schwartz, <i>Henry Kissinger and American Power: A Political Biography</i> (2020), pp.65-119. • Jussi Hanhimaki, <i>The Flawed Architect: Henry Kissinger and American Foreign Policy</i> (2004), pp.359-457 • Daniel Sargent, <i>A Superpower Transformed: The Remaking of American Foreign Relations in the 1970s</i> (2015), pp.165-297
Week 14	<ul style="list-style-type: none"> • Topic: Later Thought • Summary: After leaving office in 1977, Kissinger continued to act as an advisor to successive American presidents on foreign policy, as well as the director of a foreign policy advice agency. In addition, his publications – from memoirs and op-eds to histories and studies of current affairs – shaped the public conversation about foreign policy and international affairs right up to Russian invasion of Ukraine in 2021, shortly before his death. In this final class week, students will choose from four of Kissinger’s post-office works to analyze for our discussion of his later thought. • Required Readings (327 pages): <ul style="list-style-type: none"> • Barry Gewen, “Kissinger Out of Power”, in <i>The Inevitability of Tragedy: Henry Kissinger and His World</i> (2020), pp.343-394. <p>AND CHOOSE ONE:</p> <ul style="list-style-type: none"> • Henry A. Kissinger, <i>Does America Need A Foreign Policy? Toward a Diplomacy for the 21st Century</i> (2001) • Henry A. Kissinger, <i>World Order</i> (2015) • Henry A. Kissinger, Eric Schmidt, & Daniel Huttenlocher, <i>The Age of AI: And Our Human Future</i> (2021) • Henry A. Kissinger, <i>Leadership: Six Studies in World Strategy</i> (2022) • Henry A. Kissinger, Eric Schmidt, & Craig Mundie, <i>Genesis: Artificial Intelligence, Hope and the Human Spirit</i> (2024)
Week 15	<ul style="list-style-type: none"> • Topic: Kissinger’s Life & Statecraft • Summary: In this final week, students will present their essays in class, and we will have a summative discussion of the central themes that have emerged from the readings and discussions.

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 6xxx: Topics in Statecraft & Strategy: *War and Diplomacy in the Modern Middle East*

I. General Information

Class Meetings

- Fall 2026
- 100% In-Person, no GTAs
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Neil Rogachevsky
- Location: CSE E572
- Office hours: Mondays & Wednesdays 1-3pm & by appointment
- Email: neil.rogachevsky@ufl.edu
- Phone: TBD

Course Description

Readings will challenge students to consider a range of important questions starting with how strategy and statecraft has shaped the international landscape from a historical perspective. Including today's most pressing security and policy challenges—great power conflict, economic interdependence, peacebuilding, climate change and other non-traditional threats such as pandemics—are all increasing in complexity.

Expanded Course Description

The international landscape has constantly experienced significant geopolitical changes, including in the global balance of power. Today's most pressing security and policy challenges—great power conflict, economic interdependence, peacebuilding, climate change and other non-traditional threats such as pandemics—are all increasing in complexity. Hyperconnectivity, power diffusion and radical technological transformation are significantly shrinking the policy space available to governments and other international agencies to produce solutions. For thousands of years, leaders and policymakers have employed the tools of strategy and statecraft to address the issues they confront. The practice of statecraft requires accentuated strategic rationale: clear emphasis on big-picture and longer-term purposes and priorities. While effective strategy is essential for mobilizing power and winning strategic contests, effective diplomacy is necessary for maintaining support for the strategy. Throughout this course, readings will challenge students to consider a range of important questions starting with how strategy and statecraft has shaped the international landscape from a historical perspective? Readings will also emphasize a

strategic/diplomatic diagnostic and policy framework in dealing with complex problems in international affairs.

Variable Topic

How have war and diplomacy shaped the modern Middle East? What can Middle Eastern wars teach us about modern warfare, the politics of the Middle East, and the continuities and transformations in the geopolitical system? What roles have individual leaders—Israeli, Arab, American, and others—played in shaping war and peace in the Middle East, and what ought to be attributed to larger historical dynamics? Drawing on a mix of secondary and primary sources, this interdisciplinary course will analyze war, peace, and diplomacy in the modern Middle East. While providing an overview of war in the modern Middle East, the course will especially take its bearing from the Arab-Israeli and Israeli-Iran conflicts, as these conflicts provide a useful frame for understanding the whole region. Students will be introduced to the strategic and military dilemmas facing Middle Eastern countries at key junctures, including 1948, 1967, 1973, 1982, 1993, and 2006, and the diplomatic and political activities that preceded and followed major conflicts. Running from the construction of the modern Middle East in World War I down to the present, the course will ask students to reflect broadly on the nature of modern warfare, the challenges and opportunities of diplomacy, and the past, present, and future of the Middle East.

Required Readings and Works

- Amir Tibon, *The Gates of Gaza A Story of Betrayal, Survival, and Hope in Israel's Borderlands* (Little, Brown and Company, 2024).
- David Fromkin, *The Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East*, (Picador, 2009).
- Tom Segev, *One Palestine, Complete: Jews and Arabs Under the British Mandate*, trans. Haim Watzman (Macmillan, 2001)
- Yehoshua Porath, *The Palestinian Arab National Movement, 1929-1939: From Riots to Rebellion*, (Routledge, 2015).
- Benny Morris, *1948: A History of the First Arab-Israeli War* (Yale University Press, 2008).
- Rashid Khaldi, *The Hundred Years War on Palestine* (MacMillan, 2020).
- Michael Doran, *Ike's Gamble: America's Rise to Dominance in the Middle East* (Free Press, 2016).
- Michael Oren, *Six Days of War: June 1967 and the Making of the Modern Middle East* (Oxford University Press, 2002).
- Fouad Ajami, *The Arab Predicament* (Cambridge University Press, 2002).
- Uri Kaufmann, *18 Days in October: The Yom Kippur War and How It Created the Modern Middle East* (Macmillan, 2023).
- Ze'ev Schiff and Ehud Ya'ari, *Israel's Lebanon War* (Touchstone, 1985).
- Bruce Hoffman, *Inside Terrorism* (Columbia University Press, 2017).
- David Makovsky, *Making Peace with the PLO: The Rabin Government's Road To The Oslo Accord* (Routledge, 2018).
- Amos Harel and Avi Issacharoff, *34 Days: Israel, Hezbollah, and the War in Lebanon* (St. Martins, 2008).
- Ehud Eilam, *Israel's New Wars: The Conflicts between Israel and Iran, Hezbollah and the Palestinians since the 1990s* (Peter Lang, 2024).

Course Objectives

1. Synthesize the central features of the political and military history of the modern Middle East
2. Identify the dilemmas of war, strategy, and statecraft faced by leading political and military figures at pivotal turning points in modern Middle Eastern history
3. Analyze and assess the choices of war and peace made by political and military leaders in light of the contextual information available at the time
4. Associate current developments in Middle East politics in light of the key conflicts and diplomatic milestones of the past
5. Develop strategic and tactical ideas about possible path forwards in the Middle East conflict
6. Summarize military history through knowledge of the various ways of interpreting and writing military history. Be conversant in the key military theorists and know how their ideas shape the way we view and analyze war. Recognize and appreciate shifts in the way military history is written.
7. Analyze and interpret the influence of diverse factors on armed forces to understand why states wage war in diverse ways.

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance (30%)
 - a. Active Participation: 20%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 10%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Book Reviews (30%)
 - a. Three times during the semester, you will select a book about War and Diplomacy in the Modern Middle East published in the last fifty years and write a 1,500-word review that critically assesses its arguments, drawing on what you've learned thus far in the class about historical theories and the practices of war. You must clear your selected book with the instructor at least 1 week in advance of the due date.
 - b. The essays will be due via Canvas by 11:59pm on the Fridays of Week 4, 8, and 12.
 - c. For information about how these essays will be assessed, see the rubric below.
3. Essay (40%)
 - a. You will write a 5,000-word essay that addresses some aspect of War and Diplomacy in the Modern Middle East. Your essay must make and defend a normative argument, but it must also be informed by the historical theories and practices of warfare that we have studied in the class.
 - b. You will present your essay during our final class session in week 15.
 - c. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Course Introduction • Summary: The first week introduces the main topics of the course. Students will discuss their previous experiences with War and Diplomacy in the Modern Middle East. • Required Readings: NA
Week 2	<ul style="list-style-type: none"> • Topic: Hamas Attacks • Summary: This week we look at Hamas's 7 October 2023 attack. We will hear the voices of the survivors and the Israeli soldiers who fought to protect their countrymen. We will also discuss the situation in Gaza, the Israeli-Palestinian conflict, and the failed peace process. • Required Readings (290 pages): <ul style="list-style-type: none"> • Amir Tibon, <i>The Gates of Gaza: A Story of Betrayal, Survival, and Hope in Israel's Borderlands</i> (Little, Brown and Company, 2024), 290 pp.
Week 3	<ul style="list-style-type: none"> • Topic: End of Ottoman Rule • Summary: This week we will examine how and why the Allies drew lines on an empty map that remade the geography and politics of the Middle East. Focusing on the formative years of 1914 to 1922, when all seemed possible, we will see how the choices narrowed and the Middle East began along a road that led to the conflicts and confusion that continue to this day. • Required Readings (577 pages): <ul style="list-style-type: none"> • David Fromkin, <i>The Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East</i> (Henry Holt, 2009), 557 pp.
Week 4	<ul style="list-style-type: none"> • Topic: The British Mandate • Summary: This week, we will discuss the three fateful decades of Britain's jurisdiction over Palestine and the roots of the struggle between the Palestinian Arabs and the Zionist settler movement. We will see that the Palestine conflict was more than a struggle for land. It was also a battle for myths, religious faith, national honor, and history. Jews and Arabs fought it out with a primal fervor that led inevitably to violence. • Required Readings (520 pages): <ul style="list-style-type: none"> • Tom Segev, <i>One Palestine, Complete: Jews and Arabs Under the British Mandate</i>, trans. Haim Watzman (Henry Holt, 2001), 520 pp.

Week 5	<ul style="list-style-type: none"> • Topic: Palestinian Arab National Movement • Summary: This week, we will examine the Palestinian National Movement during the crucial decade leading up to the Second World War. • Required Readings (303 pages): <ul style="list-style-type: none"> • Yehoshua Porath, <i>The Palestinian Arab National Movement, 1929-1939: From Riots to Rebellion</i> (Routledge, 2015), 303 pp.
Week 6	<ul style="list-style-type: none"> • Topic: The First Arab-Israeli War • Summary: This week we examine the dialectic between the war's military and political developments and the military impetus in the creation of the refugee problem, which was a by-product of the disintegration of Palestinian Arab society. We will investigate the role of the Great Powers—Britain, the United States, and the Soviet Union—in shaping the conflict and its tentative termination in 1949. We will scrutinize both high politics and the general staff decision-making processes and at the nitty-gritty of combat in the successive battles that resulted in the emergence of the State of Israel and the humiliation of the Arab world, a humiliation that underlies the continued Arab antagonism toward Israel. • Required Readings/Works (420 pages): <ul style="list-style-type: none"> • Benny Morris, <i>1948: A History of the First Arab-Israeli War</i> (Yale University Press, 2008), 420 pp.
Week 7	<ul style="list-style-type: none"> • Topic: The Hundred Years War • Summary: This week, we will trace 100 years of colonial war on the Palestinians, waged first by the Zionist movement and then Israel, but backed by Britain and the United States, the great powers of the age. We will examine the key episodes in this colonial campaign, from the 1917 Balfour Declaration to the destruction of Palestine in 1948, from Israel's 1982 invasion of Lebanon to the endless and futile peace process. • Required Readings/Works (256 pages): <ul style="list-style-type: none"> • Rashid Khaldi, <i>The Hundred Years War on Palestine</i> (MacMillan, 2020), 256 pp.
Week 8	<ul style="list-style-type: none"> • Topic: The US Presence • Summary: In 1956 President Nasser of Egypt moved to take possession of the Suez Canal, thereby bringing the Middle East to the brink of war. The British and the French, who operated the canal, joined with Israel in a plan to retake it by force. Despite the special relationship between England and America, President Eisenhower intervened to stop the invasion. This week we will investigate if Nasser played the US, invoking America's opposition to European colonialism to drive a wedge between Eisenhower and two British Prime Ministers, Winston Churchill and Anthony Eden. • Required Readings/Works (304 pages): <ul style="list-style-type: none"> • F. Michael Doran, <i>Ike's Gamble: America's Rise to Dominance in the Middle East</i> (Free Press, 2016), 304 pp.

Week 9	<ul style="list-style-type: none"> ● Topic: Six Day War ● Summary: Although it lasted for only six tense days in June, the 1967 Arab-Israeli war never really ended. Every crisis that has ripped through this region in the ensuing decades, from the Yom Kippur War of 1973 to the ongoing intifada, is a direct consequence of those six days of fighting. ● Required Readings/Works (327 pages): <ul style="list-style-type: none"> • Michael Oren, <i>Six Days of War: June 1967 and the Making of the Modern Middle East</i> (Oxford University Press, 2002), 327 pp.
Week 10	<ul style="list-style-type: none"> ● Topic: Arab Political Ideas and Institutions ● Summary: This week we will analyze how have Arab political ideas and institutions evolved since the 1967 War? How have the Arabs contended with the external influences to which their wealth has exposed them? What are the implications of the rise of Islamic fundamentalism? ● Required Readings/Works (252 pages): <ul style="list-style-type: none"> • Fouad Ajami, <i>The Arab Predicament: Arab Political Thought and Practice since 1967</i> (Cambridge University Press, 2002), 252 pp.
Week 11	<ul style="list-style-type: none"> ● Topic: The Yom Kippur War ● Summary: The Yom Kippur War of 1973 shaped the modern Middle East. The War was a trauma for Israel, a dangerous superpower showdown, and, following the oil embargo, a pivotal reordering of the global economic order. The Jewish State came shockingly close to defeat. A panicky cabinet meeting debated the use of nuclear weapons. After the war, Prime Minister Golda Meir resigned in disgrace, and a 9/11-style commission investigated the “debacle.” ● Required Readings/Works (332 pages): <ul style="list-style-type: none"> • Uri Kaufmann, <i>18 Days in October: The Yom Kippur War and How It Created the Modern Middle East</i> (Macmillan, 2023), 332 pp.
Week 12	<ul style="list-style-type: none"> ● Topic: Israel’s Lebanon War ● Summary: Ze’ev Schiff and Ehud Ya’ari claim that Israel’s war in Lebanon was “first and foremost a political venture.” Do you agree? Is this an example of “war is politics by another means?” ● Required Readings/Works (308 pages): <ul style="list-style-type: none"> • Ze’ev Schiff and Ehud Ya’ari, <i>Israel’s Lebanon War</i>, trans. and ed. Ina Friedman (Touchstone, 1985), 308 pp.
Week 13	<ul style="list-style-type: none"> ● Topic: Peace & Terror ● Summary: This week, we will examine the Oslo Peace Accords. After decades of branding Yasser Arafat an arch-terrorist, Israel embraced the PLO leader as a partner for peace. The Oslo meeting was one of the most extraordinary examples of secret diplomacy in the second half of the twentieth century. Just as Israel made peace with the PLO, other actors rose up to fill the vacuum. We will also look at the historical evolution of terrorism and the terrorist mind-set. We will analyze the latest developments in global terrorism such as the exploitation of the Internet and embrace of social media, and discuss the motivations, strategies, and tactics of terrorists. Will investigate the rise of ISIS and the resilience of al-Qaeda.

	<ul style="list-style-type: none"> ● Required Readings/Works (498 pages): <ul style="list-style-type: none"> • David Makovsky, <i>Making Peace with the PLO: The Rabin Government's Road To The Oslo Accord</i> (Routledge, 2018), 166 pp. • Bruce Hoffman, <i>Inside Terrorism</i> (Columbia University Press, 2017), 332 pp.
Week 14	<ul style="list-style-type: none"> ● Topic: Hezbollah, Iran, and the Palestinians ● Summary: This week, we will analyze Israel's recent conflicts with Iran and its partners. We will focus on how these wars differ from those fought between 1948 and 1982. In the wake of its independence, Israel fought a series of high-intensity wars against Arab states. Since then, the Israel Defense Forces (IDF) have fought several confrontations and numerous smaller actions against non-state actors such as Hezbollah and Hamas, and have also been engaged in a long-running 'cold war' with Iran, mostly over Iran's nuclear program. What lessons have the IDF learned in these conflicts, and how they have influenced strategy and doctrine? ● Required Readings (530 pages): <ul style="list-style-type: none"> • Amos Harel and Avi Issacharoff, <i>34 Days: Israel, Hezbollah, and the War in Lebanon</i> (St. Martins, 2008), 262 pp. • Ehud Eilat, <i>Israel's New Wars: The Conflicts between Israel and Iran, Hezbollah and the Palestinians since the 1990s</i> (Peter Lang, 2024), 268 pp.
Week 15	<ul style="list-style-type: none"> ● Topic: War and Diplomacy in the Modern Middle East ● Summary: In this final week, students will present their essays in class, and we will have a summative discussion of the central themes that have emerged from the readings and discussions.

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 6XXX Topics in Theories and Structures (21010)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 2) Should this be two 3-credit course requests for the syllabi and one request for an ISS6931 Special Topics that is repeatable up to 18 (?) credits. Same concern for requests #20964, #21007, #21008 & 21010?
 - a) **This course is a rotating topic or special topics course. However, there are three different thematic special topics courses in the major program (War; Statecraft & Strategy; Theories & Structures) given our multidisciplinary nature. The Theories & Structures courses (*Terrorism and Counterterrorism* and *The State System*) are just two examples of topics this thematic special topics course might use. We requested repeatable for 12 hours to allow our other graduate students the opportunity to take different topics as desired for additional elective study.**
- 3) Add detail to the course title for specificity. Such as: "Topics in Theories and Structures in _____" (similar to request 20973)
 - a) **Thank you for the note. This nomenclature is consistent with the interdisciplinary area and our undergraduate curriculum from which this builds upon.**
- 4) The "Rationale for Placement in the Curriculum" should include more detail regarding how the course fits in the program.
 - a) **Amended text in the form "This course will be a degree requirement for the forthcoming M.A. in War, Statecraft and Strategy in the Hamilton School. This course is designed to allow in-depth study on specified topics in theories and structures of war, statecraft and strategy. Students in the program will take this course multiple times with different topics as directed in their degree program (thesis vs. non-thesis option). This course bounds consistent assignments and learning outcomes in the area of theories and structures of war, statecraft and strategy, while allowing students exposure to different topics in that area. The course will also be available to other students as an elective as space allows."**
- 5) In general, do not understand the rationale for creating so many repeatable credits courses here. It seems to create tremendous flexibility to create new courses without formally submitting them. Isn't there some core content that should remain stable?
 - a) **Similar to answer # 2 - This course is a rotating topic or special topics course. However, there are three different thematic special topics courses in the major program (War; Statecraft & Strategy; Theories & Structures) given our multidisciplinary nature. The Theories & Structures courses (*Terrorism and Counterterrorism* and *The State System*) are just two examples of topics this thematic special topics**

course might use. We requested repeatable for 12 hours to allow our other graduate students the opportunity to take different topics as desired for additional elective study.

- b) See curricular map for further explanation.
- c) #9 also provides context. The intentional thematic exposure is important, but the course is bound in the ways of knowing and meaning making (assignments/assessments).

6) The course description needs minor modifications and should be revised for clarity.

- a) Delete preliminary words of the course description to reduce the unneeded introduction and simply begin with “Places “systems” and “theories” ...”

(a) Course description amended on form “Places “systems” and “theories” ranging from international relations, state systems, NGOs, world governing boards to military/industrial technological change in historical perspective. Readings will combine detailed historic knowledge that uncovers most of the answers regarding causation and mechanism with social scientific tools, schema, and material to broaden analysis and understanding of world systems

- b) Ensure that the course description on the submitted form and syllabus match.

(a) Aligned

7) Consider more diverse and precise verbs for objectives. They are currently too broad.

- a) Objectives adjusted.

8) 50% for participation seems high.

- a) Percentages adjusted

9) Possible concern: Exact same assignments and due dates with variations of points but somewhat different in terms of instructions: #8-20974, #9-20975, #10-20961, #11- 20973, #17-21008. #18- 21010, and & #19-21007.

- a) Thank you for the note. Where possible and appropriate, we have designed courses to have similar assignments for consistency in expectation for students and continuity in assessment. As noted in the comment, variations do exist between courses syllabi. This variation is in the subject matter. However, the consistent assignment of book reviews and essays are tools for meaning making in these disciplines.

10) Missing some of the you matter, we care information. Follow the syllabus guidelines found here:

<http://syllabus.ufl.edu/syllabus-policy/>

- a) Our syllabi include all required information as stated on the syllabus policy. The “U Matter, We Care” and other items are suggested, not required, per the cited policy (Section C.5.)

Course|New for request 21010

Info

Request: ISS 6XXX Topics in Theories and Structures

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 4/28/2025 4:14:09 PM

Form version: 3

Responses

Recommended Prefix ISS

Course Level 6

Course Number XXX

Lab Code None

Course Title Topics in Theories and Structures

Transcript Title Topics in Theories & Structure

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic Yes

Repeatable Credit? Yes

Multiple Offerings in a Single Semester Yes

If repeatable, # total repeatable credit allowed 12

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Seminar

Weekly Contact Hours 3

Course Description Places “systems” and “theories” ranging from international relations, state systems, NGOs, world governing boards to military/industrial technological change in historical perspective. Readings will combine detailed historic knowledge that uncovers most of the answers regarding causation and mechanism with social scientific tools, schema, and material to broaden analysis and understanding of world systems.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum This course will be a degree requirement for the forthcoming M.A. in War, Statecraft and Strategy in the Hamilton School. This course is designed to allow in-depth study on specified topics in theories and structures of war, statecraft and strategy. Students in the program will take this course multiple times with different topics as directed in their degree program (thesis vs. non-thesis option). This course bounds consistent assignments and learning outcomes in the area of theories and structures of war, statecraft and strategy, while allowing students exposure to different topics in that area. The course will also be available to other students as an elective as space allows

Syllabus Content Requirements All Items Included

ISS 6xxx: Topics in Theories and Structures *The State System*

I. General Information

Class Meetings

- Fall 2026
- 100% In-Person, no GTAs
- MWF Period 4 (10:40 AM-11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Instructor: Eloise Davies
- Location: CSE E568
- Office hours: Monday & Wednesday 1-3pm
- Email: eloise.davies@ufl.edu
- Phone: TBD

Course Description

Places “systems” and “theories” ranging from international relations, state systems, NGOs, world governing boards to military/industrial technological change in historical perspective. Readings will combine detailed historic knowledge that uncovers most of the answers regarding causation and mechanism with social scientific tools, schema, and material to broaden analysis and understanding of world systems.

Expanded Course Description

This course places “systems” and “theories” ranging from international relations, state systems, NGOs, world governing boards to military/industrial technological change in historical perspective. It introduces students to both canonical figures and less well-known contributors to intellectually based revolutions in thinking that have resulted in profound change. While the goal of many historians is to relate the complexity and particularity of their material by crafting an argument based on the careful reconstruction of a particular time and/or place, social scientists likewise employ techniques to verify and appraise evidence as a means of understanding motivations and behavior, and to develop theoretical-based equations based on paramount variables that explain how and why already observed regularities occur. Structures and theories that are broad or general in framework or approach identify the important problems, assumptions, and acceptable methods to understand and/or resolve the subject matter. Readings will combine detailed historic knowledge that uncovers most of the answers

regarding causation and mechanism with social scientific tools, schema, and material to broaden analysis and understanding of world systems.

Variable Topic

This course places the idea of the ‘state system’ in historical perspective, exploring ancient, early modern and modern understandings of the relationship between states. It introduces students to both canonical figures and less well-known contributors to international theory.

The course will investigate changing and competing answers to the challenge of interstate competition, drawing on insights from a range of disciplines, including History, Political Science, Philosophy and Economics. Exploring writing on international relations across the *longue durée* will also allow students to approach the modern state system with flexibility and awareness of alternative models. This readings course aims to provide graduate students with a clear vision of their field and surroundings.

Required Readings and Works

1. Martha Nussbaum, *The Cosmopolitan Tradition: A Noble but Flawed Ideal* (Harvard University Press, 2021).
2. Niccolò Machiavelli, *The Prince*, eds. R. Price and Q. Skinner (Cambridge University Press, 1988).
3. Friedrich Meinecke, *Machiavellism: The Doctrine of Raison d'État and its Place in Modern History* (Yale University Press, 1957).
4. Richard Tuck, *Philosophy and Government 1572–1651* (Cambridge University Press, 1993).
5. Peter Schröder, *Trust in Early Modern International Political Thought, 1598–1713* (Cambridge University Press, 2017).
6. Hugo Grotius, *De iure belli ac pacis* (Indianapolis, 2005), vol I.
7. Noel Malcolm, *Reason of State, Propaganda, and the Thirty Years War: An Unknown Translation by Thomas Hobbes* (Oxford University Press, 2010).
8. Ayşe Zarakol, *Before the West: The Rise and Fall of Eastern World Orders* (Cambridge University Press, 2022).
9. Istvan Hont, *Jealousy of Trade: International Competition and the Nation-State in Historical Perspective* (Harvard University Press, 2005).
10. Lauren Benton, *Law and Colonial Cultures: Legal Regimes in World History, 1400-1900* (Cambridge University Press, 2001).
11. Michel Sonenscher, *Before the Deluge: Public Debt, Inequality, and the Intellectual Origins of the French Revolution* (Princeton University Press, 2007).
12. Alexander Hamilton, James Madison, and John Jay, *The Federalist Papers* (Indianapolis, 2001).
13. Friedrich Gentz, *Fragments upon the Balance of Power in Europe* (London, 1806).
14. Isaac Nakhimovsky, *The Holy Alliance: Liberalism and the Politics of Federation* (Princeton University Press, 2024).

Course Objectives

1. Articulate the distinctive challenges of international political thinking.
2. Analyze the contributions to international theory of a range of major historical thinkers.
3. Explain the competing perspectives of contemporary commentators across a range of disciplines (including History, Political Science, Philosophy, and Economics).
4. Evaluate the role of historical examples and theorists for IR scholars and practitioners in the modern day.

5. Discern between a variety of approaches to IR theory, including realist, liberal and constructivist perspectives.
6. Compose sound IR papers based on an understanding of the various methods of interpreting and writing IR theory. Know the profound differences in approaches to IR theory and the reasons why.
7. Discuss the key IR theorists and know how their ideas shape the way we view and analyze IR.
8. Recognize and appreciate shifts in the way IR theory is written.
9. Articulate the vital impact that IR has had upon the evolution of Western society and the institutions that govern it.
10. Identify the interconnected development and evolution of IR theory through a work of original research.

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance (30%)
 - a. Active Participation: 20%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerably to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 10%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Book Reviews (30%)
 - a. Three times during the semester, you will select a book about the State System published in the last 50 years and write a 1,500-word review that critically assesses its arguments, drawing on what you've learned thus far in the class about historical theories and the practices of war. You must clear your selected book with the instructor at least 1 week in advance of the due date.
 - b. The essays will be due via Canvas by 11:59pm on the Fridays of Week 4, 8, and 12.
 - c. For information about how these essays will be assessed, see the rubric below.
3. Essay (40%)
 - a. You will write a 5,000-word essay that addresses some aspect of the State System. Your essay must make and defend a normative argument, but it must also be informed by the historical theories and practices of warfare that we have studied in the class.
 - b. You will present your essay during our final class session in week 15.
 - c. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> ● Topic: Introduction ● Summary: The first week introduces the main topics of the course. Students will discuss their previous experiences with State System theory and their initial idea about what State System theory is and how it actually works in practice. ● Required Readings (41 pages): <ul style="list-style-type: none"> • Aelius Aristides, "To Rome," in <i>The Ruling Power</i>, ed. J. H. Oliver (Philadelphia, 1953), pp. 895-907 (13 pages) • Seneca, "On the Private Life," in <i>Moral and Political Essays</i>, ed. J. M. Cooper and J. F. Procopé (Cambridge, 1995), pp. 172 -180 (9 pages) • Anthony Pagden, "Stoicism, Cosmopolitanism, and the Legacy of European Imperialism," <i>Constellations</i> 7 (2000): 3-22.
Week 2	<ul style="list-style-type: none"> ● Topic: Cosmopolitanism and Imperialism: Ancient Foundations ● Summary: The cosmopolitan political tradition in Western thought begins with the Greek Cynic Diogenes, who, when asked where he came from, responded that he was a citizen of the world. Rather than declaring his lineage, city, social class, or gender, he defined himself as a human being, implicitly asserting the equal worth of all human beings. The insight that politics ought to treat human beings both as equal to each other and as having a worth beyond price is responsible for much that is fine in the modern Western political imagination. ● Required Readings (320 pages): <ul style="list-style-type: none"> • Martha Nussbaum, <i>The Cosmopolitan Tradition: A Noble but Flawed Ideal</i> (Harvard University Press, 2021), 320 pp.
Week 3	<ul style="list-style-type: none"> ● Topic: Italian City States ● Summary: This week we will analyze the timeless wisdom and political acumen of Niccolò Machiavelli through the lens of <i>The Prince</i>. Written in the early 16th century, "The Prince" remains one of the most influential political treatises ever penned, offering keen insights into power, leadership, and statecraft that continue to resonate in modern times. We will evaluate Machiavelli's enduring legacy and understand why his work remains a cornerstone of political literature. ● Required Readings (112 pages): <ul style="list-style-type: none"> • Niccolò Machiavelli, <i>The Prince</i>, eds. R. Price and Q. Skinner (Cambridge University Press, 1988), 112 pp.

Week 4	<ul style="list-style-type: none"> ● Topic: Universal Monarchy ● Summary: This week we will grapple with Machiavelli's intellectual challenge to the idea that a universal moral law governs human behavior. Should the monarch act according to the maxim of "my country right or wrong," or should the monarch follow the principle of "let justice be done?" We will analyze this theme from Machiavelli through such major figures as Richelieu, Frederick the Great, and Hegel, in search of answers. ● Required Readings (487 pages): <ul style="list-style-type: none"> • Friedrich Meinecke, <i>Machiavellism: The Doctrine of Raison d'État and its Place in Modern History</i> (Yale University Press, 1957), 487 pp.
Week 5	<ul style="list-style-type: none"> ● Topic: Interests and Alliances ● Summary: This week we will challenge the perspectives in which European political thought is understood by charting the formation of a distinctively modern political vocabulary based on arguments of political necessity and <i>raison d'état</i> in the work of the major theorists such as Montaigne, Grotius, Hobbes and the theorists of the English Revolution. ● Required Readings (408 pages): <ul style="list-style-type: none"> • Richard Tuck, <i>Philosophy and Government 1572–1651</i> (Cambridge University Press, 1993), 408 pp.
Week 6	<ul style="list-style-type: none"> ● Topic: Grand Designs ● Summary: This week we will bring together international political thought and international law in search of an answer to the question: can there ever be trust between states? What traditions have influenced trust-building? We answer this question by exploring the concept of trust across different and sometimes antagonistic genres of international political thought during the seventeenth century. ● Required Readings/Works (278 pages): <ul style="list-style-type: none"> • Peter Schröder, <i>Trust in Early Modern International Political Thought, 1598–1713</i> (Cambridge University Press, 2017), 278 pp.
Week 7	<ul style="list-style-type: none"> ● Topic: International Law ● Summary: Is there a universal code of law? If so, how did it evolve. This week our journey takes us to the roots of these questions. Hugo Grotius, one of the most important thinkers in the early-modern period was a textbook humanistic polymath: lawyer and legal theorist, diplomat and political philosopher, ecumenical activist and theologian. We will analyze why his thought was seminal for modern natural law and influenced the moral, political, legal, and theological thought of the Enlightenment, from Hobbes, Pufendorf, and Locke to Rousseau and Kant, as well as America's Founders. ● Required Readings/Works (314 pages): <ul style="list-style-type: none"> • Hugo Grotius, <i>De iure belli ac pacis</i> (Indianapolis, 2005), vol I., 314 pp.

Week 8	<p>Topic: Sovereign States</p> <ul style="list-style-type: none"> • Summary: This week will read a previously undiscovered translation by Hobbes of a propaganda pamphlet related to the Thirty Years War, highlighting how Hobbes may have used “reason of state” theory to justify political actions, even in a piece considered propaganda. In particular, we will analyze the concept of “raison d'état”: the idea that a ruler can sometimes take actions that might seem morally wrong if they are deemed necessary to preserve the state's interests. • Required Readings/Works (240 pages): <ul style="list-style-type: none"> • Noel Malcolm, <i>Reason of State, Propaganda, and the Thirty Years War: An Unknown Translation by Thomas Hobbes</i> (Oxford University Press, 2010), 240 pp.
Week 9	<ul style="list-style-type: none"> • Topic: Beyond the West • Summary: How would the history of international relations in “the East” have been written if we were not conditioned to associate “the Rise of the West” with “the Decline of the East?” This week, we will view Asia as a space with its own particular history and sociopolitical dynamics that were not defined only by encounters with European colonialism. By doing so, will our understanding of sovereignty, as well as our theories about the causes of the decline of Great Powers and international orders, change? • Required Readings/Works (330 pages): <ul style="list-style-type: none"> • Ayşe Zarakol, <i>Before the West: The Rise and Fall of Eastern World Orders</i> (Cambridge University Press, 2022), 330 pp.
Week 10	<ul style="list-style-type: none"> • Topic: Trade and Credit • Summary: This week we explore eighteenth-century theories of international market competition that continue to have relevance in the twenty-first century. Specifically, we will analyze the conjunction between politics and the economy that emerged when success in international trade became a matter of the military and political survival of nations. We will connect the commercial politics of nationalism and globalization in the eighteenth century with theories of commercial society and Enlightenment ideas of the economic limits of politics. • Required Readings/Works (559 pages): <ul style="list-style-type: none"> • Istvan Hont, <i>Jealousy of Trade: International Competition and the Nation-State in Historical Perspective</i> (Harvard University Press, 2005), 559 pp.
Week 11	<ul style="list-style-type: none"> • Topic: Companies and the State • Summary: This week we will investigate whether institutions and culture - and not just the global economy - served as important elements of international order. Focusing on colonial legal politics and the interrelation of local and indigenous cultural contests and institutional change, we will use case studies to trace a shift in plural legal orders - from the multicentric law of early empires to the state-centered law of the colonial and postcolonial world. • Required Readings/Works (300 pages): <ul style="list-style-type: none"> • Lauren Benton, <i>Law and Colonial Cultures: Legal Regimes in World History, 1400-1900</i> (Cambridge University Press, 2001), 300 pp.

Week 12	<ul style="list-style-type: none"> ● Topic: Peace and Federation I: Europe ● Summary: Many eighteenth-century observers predicted that the pressures generated by modern war finance would set off a chain of debt defaults that would either destroy established political orders or cause a sudden lurch into despotic rule. This week, we will examine how this predicament gave rise to a widespread eighteenth-century interest in figuring out how to establish and maintain representative governments able to realize the promise of public credit while avoiding its peril. ● Required Readings/Works (432 pages): <ul style="list-style-type: none"> • Michel Sonenscher, <i>Before the Deluge: Public Debt, Inequality, and the Intellectual Origins of the French Revolution</i> (Princeton University Press, 2007), 432 pp.
Week 13	<ul style="list-style-type: none"> ● Topic: Peace and Federation I: America ● Summary: The Federalist Papers were a series of eighty-five essays urging the citizens of New York to ratify the new United States Constitution. Written by Alexander Hamilton, James Madison, and John Jay, the essays originally appeared anonymously in New York newspapers in 1787 and 1788 under the pen name "Publius." They are considered one of the most important sources for interpreting and understanding the original intent of the Constitution. ● Required Readings/Works (448 pages): <ul style="list-style-type: none"> • Alexander Hamilton, James Madison, and John Jay, <i>The Federalist Papers</i> (Indianapolis, 2001), 448 pp.
Week 14	<ul style="list-style-type: none"> ● Topic: Napoleonic Europe and the Congress System ● Summary: The Wars of the French Revolution and Napoleon completely upended the European state system. After Napoleon's downfall, statesmen attempted to restore Europe and implement safeguards to contain the growth of liberalism and nationalism. ● Required Readings (609 pages): <ul style="list-style-type: none"> • Friedrich Gentz, <i>Fragments upon the Balance of Power in Europe</i> (London, 1806), 288 pp. • Isaac Nakhimovsky, <i>The Holy Alliance: Liberalism and the Politics of Federation</i> (Princeton University Press, 2024), 321 pp.
Week 15	<ul style="list-style-type: none"> ● Topic: State System ● Summary: In this final week, students will present their essays in class, and we will have a summative discussion of the central themes that have emerged from the readings and discussions.

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 6xxx: Topics in Theories and Structures *Terrorism and Counterterrorism*

I. General Information

Class Meetings

- Fall 2026
- 100% In-Person, no GTAs
- MWF Period 4 (10:40 AM–11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Dr. William Whitham
- Location: CSE E552
- Office hours: Wednesdays 3-5 and by appointment
- Email: wwitham@ufl.edu
- Phone: 352-294-3416

Course Description

Places “systems” and “theories” ranging from international relations, state systems, NGOs, world governing boards to military/industrial technological change in historical perspective. Readings will combine detailed historic knowledge that uncovers most of the answers regarding causation and mechanism with social scientific tools, schema, and material to broaden analysis and understanding of world systems.

Expanded Course Description

This course places “systems” and “theories” ranging from international relations, state systems, NGOs, world governing boards to military/industrial technological change in historical perspective. It introduces students to both canonical figures and less well-known contributors to intellectually based revolutions in thinking that have resulted in profound change. While the goal of many historians is to relate the complexity and particularity of their material by crafting an argument based on the careful reconstruction of a particular time and/or place, social scientists likewise employ techniques to verify and appraise evidence as a means of understanding motivations and behavior, and to develop theoretical-based equations based on paramount variables that explain how and why already observed regularities occur. Structures and theories that are broad or general in framework or approach identify the important problems, assumptions, and acceptable methods to understand and/or resolve the subject matter. Readings will combine detailed historic knowledge that uncovers most of the answers

regarding causation and mechanism with social scientific tools, schema, and material to broaden analysis and understanding of world systems.

Variable Topic

This interdisciplinary course examines the evolving threats of domestic and international terrorism to societies and states in modern times and assesses government responses. Drawing on political science, history, sociology, memoir literature, policy documents, and critical theory, students will formulate a complex definition of “terrorism,” study the motivations, biographies, and ideologies of terrorists, analyze terrorist organizations, tactics, strategies, and successes/failures, and weigh counterterrorism policies. Particular emphasis will be placed on conceptual challenges, ethical dilemmas, and the practical obstacles involved in fighting terrorism in western liberal-democratic societies.

Required Readings and Works

- Eamon Collins with Mick McGovern, *Killing Rage* (London: Granta Books, 1997)
- Martha Crenshaw, *Explaining Terrorism: Causes, processes and consequences* (London and New York: Routledge, 2011)
- Audrey Kurth Cronin, *How Terrorism Ends: Understanding the Decline and Demise of Terrorist Campaigns* (Princeton and Oxford: Princeton University Press, 2009)
- Martin Evans, *Algeria: France’s Undeclared War* (Oxford: Oxford University Press, 2012)
- Giorgio, *Memoirs of an Italian Terrorist*, trans. Anthony Shugaar (New York: Carroll & Graf Publishers, 2003)
- Thomas Hegghammer, *The Caravan: Abdallah Azzam and the Rise of Global Jihadism* (Cambridge: Cambridge University Press, 2020)
- Bruce Hoffman, *Anonymous Soldiers: The Struggle for Israel, 1917-1947* (New York: Vintage Books, 2016)
- Bruce Hoffman and Jacob Ware, *God, Guns, and Sedition: Far-Right Terrorism in America* (New York: Columbia University Press, 2024)
- Assaf Moghadam, *Nexus of Global Jihad: Understanding Cooperation Among Terrorist Actors* (New York: Columbia University Press, 2017)
- Lisa Stampnitzky, *Disciplining Terror: How Experts Invented “Terrorism”* (Cambridge: Cambridge University Press, 2013)
- Lawrence Wright, *The Looming Tower: Al-Qaeda and the Road to 9/11* (New York: Vintage Books, 2021)
- All other required readings will be made available as PDFs on Canvas.
- Materials and Supplies Fees: N/A

Course Objectives

1. Define succinctly the phenomenon of “terrorism” (distinguishing it from other forms of political violence) and defend it against possible objections
2. Outline the major findings, debates, and controversies in the field of terrorism studies
3. Explain the common motivations, tactics, objectives, trajectories, and organizational structures of modern terrorist organizations
4. Recall in detail the dynamics of the historical case studies under consideration
5. Discern the relative advantages and disadvantages of the various social-scientific approaches to the study of terrorism, including quantitative and qualitative sociology, ethnography, psychology, rational choice theory, and organizational theory, as well as humanistic and critical approaches
6. Evaluate the relative merits of major counterterrorism strategies used in liberal democracies

7. Conduct original research aiming at policy relevance and/or publication in peer-reviewed outlets

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance (30%)
 - a. Active Participation: 20%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerably to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 10%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Book Reviews (30%)
 - a. Three times during the semester, you will select a book about the First World War published in the last 50 years and write a 1,500 word review that critically assesses its arguments, drawing on what you've learned thus far in the class about historical theories and the practices of war. You must clear your selected book with the instructor at least 1 week in advance of the due date.
 - b. The reviews will be due via Canvas by 11:59pm on the Fridays of Week 4, 8, and 12.
 - c. For information about how these reviews will be assessed, see the rubric below.
3. Essay (40%)
 - a. You will write a 5,000-word essay on some facet of Terrorism and Counterterrorism. Your work will be informed by the work and reading we've done in class as well as additional reading that you will do after consultation with me.
 - b. You will present your essay during our final class session in week 15.
 - c. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> ● Topic: Course Introduction ● Summary: In our first week, we will discuss our prior knowledge of terrorism and political violence. A short reading will equip us with definitions, debates, a historical narrative, and sociological and political-scientific principles useful for delineating this difficult topic. ● Required Readings (70 pages): ● Bruce Hoffman, <i>Inside Terrorism</i>, 3rd edition (New York: Columbia University Press, 2017), pp. 1-44, 242-268 (about 70 pp.)
Week 2	<ul style="list-style-type: none"> ● Topic: Understanding the Field of “Terrorism Studies” ● Summary: We will step back to consider the study of terrorism in general – its history, conceptual assumptions, and normativity. Particular attention will be played to the variety of methodological approaches (psychology, rational choice theory, etc.) available to researchers and to their pros and cons. ● Required Readings (222 pages): ● Martha Crenshaw, <i>Explaining Terrorism: Causes, processes and consequences</i> (London and New York: Routledge, 2011), 222 pp.
Week 3	<ul style="list-style-type: none"> ● Topic: Critical Approaches ● Summary: We will consider whether terrorism is a useful concept and entertain a skeptical perspective on terrorism studies and on the interaction of academic expertise and policymaking. ● Required Readings (204 pages): ● Lisa Stampnitzky, <i>Disciplining Terror: How Experts Invented “Terrorism”</i> (Cambridge: Cambridge University Press, 2013), 204 pp.
Week 4	<ul style="list-style-type: none"> ● Topic: Organizational Theory ● Summary: We will turn to the sociology and organizational theory of terrorist organizations, studying the essential tradeoff between secrecy and control, the nature of the principal-agent problem, and the obstacles faced by terrorists from the Russian populists of the 1870s onwards. ● Required Readings (271 pages): ● Jacob N. Shapiro, <i>The Terrorist’s Dilemma: Managing Violent Covert Organizations</i> (Princeton: Princeton University Press, 2013), 271 pp.

Week 5	<ul style="list-style-type: none"> ● Topic: Transnationalism ● Summary: We will deepen our political-scientific and sociological inquiry into terrorist organizations, attending now to their external relations and to transnational cooperation across state borders, particularly among twentieth- and twenty-first century Islamist groups and regimes (Iran, Hezbollah, al-Qaeda). ● Required Readings (278 pages): ● Assaf Moghadam, <i>Nexus of Global Jihad: Understanding Cooperation Among Terrorist Actors</i> (New York: Columbia University Press, 2017), 278 pp.
Week 6	<ul style="list-style-type: none"> ● Topic: Endings ● Summary: We will turn this week to the comparative politics, sociology, and history of the end of terrorist campaigns in modern global history, whether brought about through negotiation, co-optation, repression, or failure/success. ● Required Readings (206 pages): ● Audrey Kurth Cronin, <i>How Terrorism Ends: Understanding the Decline and Demise of Terrorist Campaigns</i> (Princeton: Princeton University Press, 2009), 206 pp.
Week 7	<ul style="list-style-type: none"> ● Topic: The Zionist Revolt ● Summary: This week we will begin our historical case studies while still relying on the social-scientific tools, critical eye, and big-picture narrative we gained in prior weeks. We will consider the ideas, tactics, and strategy of Zionist paramilitary groups in Mandate Palestine (especially Irgun and Lehi), British policing strategies, and the apparent success of political violence in helping to bring about a new nation-state (Israel) that served as a model for many partisans of national liberation around the world. ● Required Readings (484 pages): ● Bruce Hoffman, <i>Anonymous Soldiers: The Struggle for Israel, 1917-1947</i> (New York: Vintage Books, 2016), 484 pp.
Week 8	<ul style="list-style-type: none"> ● Topic: The Algerian War ● Summary: We will consider the bloody Algerian war of independence (1954-62), evaluating the strategies of the Front de libération nationale (FLN) and allied Algerian nationalist groups, French police and military responses, the use of bombings, torture, interrogation, and the power of propaganda and world opinion. ● Required Readings (370 pages): ● Martin Evans, <i>Algeria: France's Undeclared War</i> (Oxford: Oxford University Press, 2012), 370 pp.

Week 9	<ul style="list-style-type: none"> ● Topic: Italy's Years of Lead ● Summary: We will study the decades-long, low-intensity war, involving bombings, kidnappings, and extortion, among Italian revolutionary leftists, neo-Fascists, and police forces in post-1968 Italy by studying the memoir of a member of the Red Brigades and reflect more broadly on the phenomenon of radical political violence in prosperous liberal-democratic societies. ● Required Readings (191 pages): ● Giorgio, <i>Memoirs of an Italian Terrorist</i> (New York: Carroll & Graf Publishers, 1981), 191 pp.
Week 10	<ul style="list-style-type: none"> ● Topic: The Provisional Irish Republican Army ● Summary: We will examine the rise and fall of IRA militancy throughout the "Troubles" of the 1960s-1990s, the role of loyalist, Irish police, and British police and military forces, technological adaptations, and the possibility of a peaceful resolution to intense civil and national conflict. ● Required Readings (373 pages): ● Eamon Collins with Mick McGovern, <i>Killing Rage</i> (London: Granta Books, 1997), 373 pp.
Week 11	<ul style="list-style-type: none"> ● Topic: Jihadi Networks ● Summary: We will begin our study of contemporary Islamic jihadism by studying the life and work of Abdullah Yusuf Azzam, the Palestinian theologian and militant who sustained the Afghan mujahideen in the 1980s and mentored Osama bin Laden. ● Required Readings (508 pages): ● Thomas Hegghammer, <i>The Caravan: Abdallah Azzam and the Rise of Global Jihadism</i> (Cambridge: Cambridge University Press, 2020), 508 pp.
Week 12	<ul style="list-style-type: none"> ● Topic: 9/11 and Aftermath ● Summary: We will turn to the history of bin Laden's network, its activities in the 1990s and 2000s, the near-collapse of the organization amid the military and counterterrorist campaigns of coalition powers, and the mutation of Salafist jihadism into a state form – ISIS. ● Required Readings (462 pages): ● Lawrence Wright, <i>The Looming Tower: Al-Qaeda and the Road to 9/11</i> (New York: Vintage Books, 2021), 432 pp. ● Graeme Wood, "What ISIS Really Wants," <i>The Atlantic</i>, March 2015, 30 pp.

Week 13	<ul style="list-style-type: none"> ● Topic: The U.S. Extremist Right ● Summary: As our course winds down, we will look inwards, studying the long history of white supremacist, Christian identitarian, and neo-fascist groups in modern America and analyzing the threat they pose to US institutions. ● Required Readings (254 pages): ● Bruce Hoffman and Jacob Ware, <i>God, Guns and Sedition: Far-Right Terrorism in America</i> (New York: Columbia University Press, 2024), 254 pp.
Week 14	<ul style="list-style-type: none"> ● Topic: Counterterrorism Today and Tomorrow ● Summary: As we complete our policy memoranda and prepare our presentations for Week 15, we will evaluate US national security documents and counterterrorism policies under recent presidential administrations. ● Required Readings (tbd): ● “National Strategy for Counterterrorism of the United States of America,” October 2018, link, about 26 pp. ● “National Strategy for Countering Domestic Terrorism,” June 2021, link, about 8 pp. ● [New US administration policy documents to be added after January 2025]
Week 15	<ul style="list-style-type: none"> ● Topic: Conclusion ● Summary: We will hear student presentations and hold a wrap-up discussion about our course, reflecting on what we have learned and unlearned and on what questions remain. Particular attention will be paid to how we might address the practical, conceptual, and ethical challenges posed by terrorism and the broader phenomenon of political violence in the future - whether as civil servants, NGO activists, entrepreneurs, military officers, politicians, advisors, academics, or simply as citizens and community members.

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 6XXX Topics in War (21007)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) See attached curriculum map.
- 2) The "Rationale for Placement in the Curriculum" should include more detail regarding how the course fits in the program.
 - a) Amended text in the form "This course will be a degree requirement for the forthcoming M.A. in War, Statecraft and Strategy in the Hamilton School. This course is designed to allow in-depth study on specified topics in war. Students in the program will take this course multiple times with different topics as directed in their degree program (thesis vs. non-thesis option). This course bounds consistent assignments and learning outcomes in the area of war, while allowing students exposure to different topics in that area. The course will also be available to other students as an elective as space allows.
- 3) Should this be two 3-credit course requests for the syllabi and one request for an ISS6931 Special Topics that is repeatable up to 18 (?) credits. Same concern for requests #20964, #21007, #21008 & 21010?
 - a) This course is a rotating topic or special topics course. However, there are three different thematic special topics courses in the major program (War; Statecraft & Strategy; Theories & Structures) given our multidisciplinary nature. The Theories & Structures courses (*Napoleon* and *WWI*) are just two examples of topics this thematic special topics course might use. We requested repeatable for 12 hours to allow our other graduate students the opportunity to take different topics as desired for additional elective study.
- 4) The course description needs minor modifications and should be revised for clarity.
 - a) Course description should follow the standard format.
 - b) Possibly begin course description with "Examines the interconnected..."
 - (a) Course description amended on form "Examine the interconnected development and evolution of war, warfare, and society from the ancients to the moderns mainly through a review of the historical literature. Readings will focus on the evolution and development of military thought and technology, the art and science of waging war on the operational, strategic, and tactical levels, leadership, and the transformation of the combatant."
 - c) Ensure that the course description on the submitted form and syllabus match.
 - (a) Aligned

- 5) Consider more diverse and precise verbs for objectives. They are currently too broad.
 - a) Objectives adjusted.
- 6) 50% for participation seems high.
 - a) Percentages adjusted
- 7) Missing some of the grading scales on the rubrics.
 - a) All grading scales are present
- 8) Possible concern: Exact same assignments and due dates with variations of points but somewhat different in terms of instructions: #8-20974, #9-20975, #10-20961, #11- 20973, #17-21008. #18- 21010, and & #19-21007
 - a) Thank you for the note. Where possible and appropriate, we have designed courses to have similar assignments for consistency in expectation for students and continuity in assessment. As noted in the comment, variations do exist between courses syllabi. This variation is in the subject matter. However, the consistent assignment of book reviews and essays are tools for meaning making in these disciplines.
- 9) Missing some of the you matter, we care information. Follow the syllabus guidelines found here:
<http://syllabus.ufl.edu/syllabus-policy/>
 - a) Our syllabi include all required information as stated on the syllabus policy. The “U Matter, We Care” and other items are suggested, not required, per the cited policy (Section C.5.)

Course|New for request 21007

Info

Request: ISS 6XXX Topics in War

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 3/26/2025 2:00:06 PM

Form version: 2

Responses

Recommended Prefix ISS

Course Level 6

Course Number XXX

Lab Code None

Course Title Topics in War

Transcript Title Topics in War

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic Yes

Repeatable Credit? Yes

Multiple Offerings in a Single Semester Yes

If repeatable, # total repeatable credit allowed 12

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Seminar

Weekly Contact Hours 3

Course Description Examine the interconnected development and evolution of war, warfare, and society from the ancients to the moderns mainly through a review of the historical literature. Readings will focus on the evolution and development of military thought and technology, the art and science of waging war on the operational, strategic, and tactical levels, leadership, and the transformation of the combatant.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum This course will be a degree requirement for the forthcoming M.A. in War, Statecraft and Strategy in the Hamilton School. This course is designed to allow in-depth study on specified topics in war. Students in the program will take this course multiple times with different topics as directed in their degree program (thesis vs. non-thesis option). This course bounds consistent assignments and learning outcomes in the area of war, while allowing students exposure to different topics in that area. The course will also be available to other students as an elective as space allows.

Syllabus Content Requirements All Items Included

ISS 6xxx: Topics in War

Warfare in the Age of Napoleon

I. General Information

Class Meetings

- Fall 2026
- 100% In-Person, no GTAs
- MWF Period 4 (10:40 AM-11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Dr. Michael Leggiere
- Location E542
- Office hours Mondays 1-4pm and by appointment
- leggiere@ufl.edu
- 352-294-3440

Course Description

Examine the interconnected development and evolution of war, warfare, and society from the ancients to the moderns mainly through a review of the historical literature. Readings will focus on the evolution and development of military thought and technology, the art and science of waging war on the operational, strategic, and tactical levels, leadership, and the transformation of the combatant.

Extended Course Description

War is most often studied by either those who wage it or those who hate it. The first give us technical details and battle plans, the second show us the dead and mutilated, in soul and body. However, war is an integral part of civilization. It is conducted by human beings in societies whose political, cultural, and economic characteristics affect their military institutions and practices. It is the intent of this course to explore the realm of military conflict by assessing the varying influences of grand strategy, strategy, operations, tactics, and technology in the attainment of victory or defeat. The course will examine the interconnected development and evolution of war, warfare, and society from the ancients to the moderns mainly through a review of the historical literature. Readings will focus on the evolution and development of military thought and technology, the art and science of waging war on the operational, strategic, and tactical levels, leadership, and the transformation of the combatant from professional soldier to citizen-soldier.

Variable Topic

This readings course will examine the Napoleonic period in order to analyze 1) the development of warfare, 2) the relationship between war and society, and 3) the military history of the conflicts of the era. An examination of the conflicts of the Napoleonic era will demonstrate the evolution of war and warfare, and offer lessons on the art and science of war. Within the realm of military conflict, the varying influence of strategy, operations, tactics, generalship, and technology used to attain victory will be assessed. Thus, the course will examine the interconnected development and evolution of war, warfare, and society during the Napoleonic period through a review of the historical literature. Readings will focus on the evolution and development of military thought, the art of waging war on the operational, strategic, and tactical levels, and the transformation of war from limited dynastic war to the wars of peoples. Class meetings will focus on topics within a simple chronological framework ranging from 1799 to 1815. The class will be conducted in Socratic format with emphasis on discussion.

Required Readings and Works

- Napoleon I, *The Military Maxims of Napoleon*, trans. George C. D'Aguilar (Skyhorse Publishing, 2016).
- Robert Quimby, *The Background of Napoleonic Warfare: The Theory of Military Tactics in Eighteenth-Century France* (AMS Press, 1968).
- Jonathan Abel, "The Prophet: Guibert," in *Napoleon and the Operational Art of War*, ed. Michael Leggiere (Brill, 2020), pp. 8-38.
- Jordan Hayworth, "The French Way of War," in *Napoleon and the Operational Art of War*, ed. Michael Leggiere (Brill, 2020), pp. 39-86.
- Gunther Rothenberg, *The Art of Warfare in the Age of Napoleon* (Indiana University Press, 1978).
- Michael Leggiere, "Napoleon and the Strategy of the Single Point," in *The New Makers of Modern Strategy: From the Ancient World to the Digital Age*, ed. Hal Brands (Princeton University Press, 2023), pp. 319-344.
- Rory Muir, *Tactics and the Experience of Battle in the Age of Napoleon* (Yale University Press, 2000).
- Carl von Clausewitz, *Napoleon's 1796 Italian Campaign*, trans. and eds. N. Murray and C. Pringle (University Press of Kansas, 2018).
- Michael Leggiere and Phillip Cuccia, "Napoleon's First Italian Campaign, 1796-1797," in *Napoleon and the Operational Art of War*, ed. Michael Leggiere (Brill, 2020), pp. 116-193.
- Robert Goetz, *1805: Austerlitz, Napoleon and the Destruction of the Third Coalition* (Greenhill, 2005).
- Mark Gerges, "1805: Ulm and Austerlitz," in *Napoleon and the Operational Art of War*, ed. Michael Leggiere (Brill, 2020), pp. 221-248.
- F. L. Petre, *Napoleon's Conquest of Prussia, 1806*, (John Lane, 1907).
- Dennis Showalter, "The Jena Campaign: Apogee and Perihelion," in *Napoleon and the Operational Art of War*, ed. Michael Leggiere (Brill, 2020), pp. 249-274.
- F. L. Petre, *Napoleon's Campaign in Poland, 1806-1807* (Longman's, 1901).
- Alexander Mikaberidze and John H. Gill, "Napoleon's Operational Warfare During the First Polish Campaign, 1806-1807," in *Napoleon and the Operational Art of War*, ed. Michael Leggiere (Brill, 2020), pp. 275-305.
- David Gates, *The Spanish Ulcer: A History of the Peninsular War* (Da Capo Press, 1986).
- Huw Davies, "An Ulcer Inflamed: Napoleon's Campaign in Spain, 1808," in *Napoleon and the Operational Art of War*, ed. Michael Leggiere (Brill, 2020), pp. 275-305.

- Sibylle Scheipers, “‘The Most Beautiful of Wars’: Carl von Clausewitz and Small Wars,” *European Journal of International Security* 2, no. 1 (2017): 47–63.
- D. W. Alexander, *Rod of Iron: French Counterinsurgency Policy in Aragon during the Peninsular War* (Rowman & Littlefield, 1985).
- Jone Tone, *The Fatal Knot: The Guerilla War in Navarre and the Defeat of Napoleon in Spain* (University of North Carolina Press, 1994).
- Milton Finley, *The Most Monstrous of Wars: The Napoleonic Guerrilla War in Southern Italy, 1806-1811* (University of South Carolina Press, 1994).
- Robert Epstein, *Napoleon’s Last Victory and the Emergence of Modern War* (University Press of Kansas, 1994).
- John H. Gill, “1809: The Most Brilliant and Skillful Maneuvers,” in *Napoleon and the Operational Art of War*, ed. Michael Leggiere (Brill, 2020), pp. 342-371.
- Alexander Mikaberidze, “The Limits of the Operational Art: Russia 1812,” in *Napoleon and the Operational Art of War*, ed. Michael Leggiere (Brill, 2020), pp. 372-422.
- Michael Leggiere, “Prometheus Chained, 1813-1815,” in *Napoleon and the Operational Art of War*, ed. Michael Leggiere (Brill, 2020), pp. 423-492.
- Gordon A. Craig, “Problems of Coalition Warfare: The Military Alliance Against Napoleon, 1813 – 1814,” USAFA Harmon Memorial Lecture #7, 1965.
- Carl von Clausewitz, “The Campaign of 1815: A Strategic Overview.”
<https://clausewitzstudies.org/readings/1815/five1-9.htm>
- Daniel Moran, “Clausewitz on Waterloo: Napoleon at Bay.”
<https://clausewitzstudies.org/readings/1815/seven.htm>
- Dominic Lieven, *Russia Against Napoleon* (Viking, 2010).
- Henry Kissinger, *A World Restored: Metternich, Castlereagh and the Problems of Peace, 1812-22* (Harvard University Press, 1957).
- Rory Muir, *Britain and the Defeat of Napoleon, 1807-1815* (Yale University Press, 1996).

Course Objectives

1. Compose sound military history through knowledge of the various ways of interpreting and writing military history.
2. Summarize key military theorists and know how their ideas shape the way we view and analyze war.
3. Recognize and appreciate shifts in the way military history is written.
4. Analyze and explain the influence of diverse factors on armed forces to understand why states wage war in diverse ways.
5. Assess the significant developments in warfare during the Napoleonic era to include the causes, conduct, and results of selected conflicts.
6. Understand the evolution of military doctrine, organization and technology, and the art and science of war from 1799-1815.
7. Identify the principle military reforms and theories of the late eighteenth century and their effect on the warfare.
8. Articulate the impact that war has had upon the evolution of Western society and the institutions that govern it.

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance (30%)
 - a. Active Participation: 20%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerably to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 10%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Book Reviews (30%)
 - a. Three times during the semester, you will select a book about warfare during the Napoleonic era published in the last fifty years and write a 1,500-word review that critically assesses its arguments, drawing on what you've learned thus far in the class about historical theories and the practices of war. You must clear your selected book with the instructor at least 1 week in advance of the due date.
 - b. The essays will be due via Canvas by 11:59pm on the Fridays of Week 4, 8, and 12.
 - c. For information about how these essays will be assessed, see the rubric below.
3. Essay (40%)
 - a. You will write a 5,000-word essay that addresses some aspect of war, strategy, or statecraft during the Napoleonic era. Your essay must make and defend a normative argument, but it must also be informed by the historical theories and practices of warfare that we have studied in the class.
 - b. You will present your essay during our final class session in week 15.
 - c. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Course Introduction • Summary: The first week introduces the main topics of the course. Students will discuss their previous experiences with Napoleonic military history. We will review the three levels of war and Napoleon's contributions to each. • Required Readings (251 pages): <ul style="list-style-type: none"> • Napoleon, <i>The Military Maxims of Napoleon</i>, trans. George C. D'Aguilar (Skyhorse Publishing, 2016), 251 pp.
Week 2	<ul style="list-style-type: none"> • Topic: Theory • Summary: The period between the end of the War of the Spanish Succession (1714) and the start of the French Revolution was a period of many humiliations that reached a nadir during the Seven Years War. The response to this record of failure was great intellectual ferment within the army that led to major development of the theory of war. This week we will investigate the intellectual activity that resulted transformed the French army into one of the best fighting machines in the history of warfare. • Required Readings (334 pages): <ul style="list-style-type: none"> • Robert Quimby, <i>The Background of Napoleonic Warfare: The Theory of Military Tactics in Eighteenth-Century France</i> (AMS Press, 1968), 257 pp. • Jonathan Abel, "The Prophet: Guibert," in <i>Napoleon and the Operational Art of War</i>, ed. Michael Leggiere (Brill, 2020), pp. 8-38. • Jordan Hayworth, "The French Way of War," in <i>Napoleon and the Operational Art of War</i>, ed. Michael Leggiere (Brill, 2020), pp. 39-86.
Week 3	<ul style="list-style-type: none"> • Topic: Napoleonic Ways of War • Summary: This week, we will analyze the techniques and conditions of warfare on all three levels; the intricate organizational details of Napoleonic military establishments; and the strategic interpretations of the major campaigns. We will identify the cutting-edge events, debate if Napoleonic warfare marks a "revolution in military affairs," and examine the military establishments of France, Great Britain, Russia, Prussia, and Austria. • Required Readings (290 pages): <ul style="list-style-type: none"> • Gunther Rothenberg, <i>The Art of Warfare in the Age of Napoleon</i> (Indiana University Press, 1978), 265 pp. • Michael Leggiere, "Napoleon and the Strategy of the Single Point," in <i>The New Makers of Modern Strategy: From the Ancient World to the Digital Age</i>, ed. Hal Brands (Princeton University Press, 2023), pp. 319-344.

Week 4	<ul style="list-style-type: none"> • Topic: The Psychology of War • Summary: This week we will look at battle through the lens of psychological factors. Where John Keegan only offered the British perspective at Waterloo, Muir provides a fuller account. Rory Muir more offers the perspectives of numerous soldiers to address the issue of cohesion and morale. What does he say about “battle” itself? What determined victory and defeat on the battlefield? What, if any, are the shortcomings of Muir’s argument? • Required Readings (329 pages): <ul style="list-style-type: none"> • Rory Muir, <i>Tactics and the Experience of Battle in the Age of Napoleon</i> (Yale University Press, 1998), 329 pp.
Week 5	<ul style="list-style-type: none"> • Topic: Italy 1796-1797 • Summary: Napoleon fundamentally changed warfare during his campaigns in northern Italy in 1796-1797. He did so not by introducing a completely new facet of warfare, but by combining several aspects of competing theories of conducting war, which allowed him to lead his ragged army to astounding victories and end the War of the First Coalition on a front that both sides initially regarded as secondary. This week we will analyze the campaign to identify the principles of war that are still studied by today’s professional military establishments. • Required Readings (381 pages): <ul style="list-style-type: none"> • Carl von Clausewitz, <i>Napoleon’s 1796 Italian Campaign</i>, trans. and eds. N. Murray and C. Pringle (University Press of Kansas, 2018), 304 pp. • Michael Leggiere and Phillip Cuccia, “Napoleon’s First Italian Campaign, 1796-1797,” in <i>Napoleon and the Operational Art of War</i>, ed. Michael Leggiere (Brill, 2020), pp. 116-193.
Week 6	<ul style="list-style-type: none"> • Topic: Clash of Eagles • Summary: In 1805, Napoleon conducted one of the greatest strategic envelopments in military history by crossing the Rhine and cutting off an Austrian army in the Bavarian city of Ulm. Two months later he achieved his most spectacular tactical victory over a combined Austro-Russian army at Austerlitz. This week we will look at the strategic and operational aspects of these two signal victories. • Required Readings/Works (381 pages): <ul style="list-style-type: none"> • Robert Goetz, <i>1805: Austerlitz, Napoleon and the Destruction of the Third Coalition</i> (Greenhill, 2005), 354 pp. • Mark Gerges, “1805: Ulm and Austerlitz,” in <i>Napoleon and the Operational Art of War</i>, ed. Michael Leggiere (Brill, 2020), pp. 221-248.

Week 7	<ul style="list-style-type: none"> • Topic: Total Mastery • Summary: In 1806, Prussia attempted to put an end to Napoleonic hegemony. Most military observers throughout Europe predicted that the Prussian army, still primarily that of the long dead Frederick the Great, would vanquish Napoleon. The campaign started in October and before the end of the month Napoleon marched into Berlin. This week, we will analyze Napoleon's most complete victory—the Jena Campaign. • Required Readings/Works (338 pages): <ul style="list-style-type: none"> • F. L. Petre, <i>Napoleon's Conquest of Prussia, 1806</i>, (John Lane, 1907), 313 pp. • Dennis Showalter, "The Jena Campaign: Apogee and Perihelion," in <i>Napoleon and the Operational Art of War</i>, ed. Michael Leggiere (Brill, 2020), pp. 249-274.
Week 8	<p>Topic: Turning Point?</p> <ul style="list-style-type: none"> • Summary: Following the destruction of Prussia in 1806, Napoleon met a Russian army in Poland as it marched west to liberate Berlin. For the first time in his career, Napoleon stumbled. This week we will analyze the problems Napoleon encountered in what he referred as the First Polish Campaign and ask if the 1807 campaign marks a turning point in Napoleonic warfare. • Required Readings/Works (346 pages): <ul style="list-style-type: none"> • F. L. Petre, <i>Napoleon's Campaign in Poland, 1806-1807</i> (Longman's, 1901), 316 pp. • Alexander Mikaberidze and John H. Gill, "Napoleon's Operational Warfare During the First Polish Campaign, 1806–1807," in <i>Napoleon and the Operational Art of War</i>, ed. Michael Leggiere (Brill, 2020), pp. 275-305.
Week 9	<ul style="list-style-type: none"> • Topic: The Bleeding Ulcer • Summary: Napoleon's armies started inundating Iberia in November 1807 to achieve his political objectives. After a small British army ejected the French from Spain and the pro-French government that he installed in Spain under the rule of his brother fell, Napoleon himself went to Spain. He dispatched Spain's army within a few months and then returned to Paris. Unfortunately, he left behind a dumpster fire. My doctoral mentor would always say that "the flower of the Grande Armée died in Spain." This week we will investigate the veracity of this statement to evaluate how costly the war in Iberia was to Napoleon and why Napoleonic warfare failed. • Required Readings/Works (505 pages): <ul style="list-style-type: none"> • David Gates, <i>The Spanish Ulcer: A History of the Peninsular War</i> (Da Capo Press, 1986), 470 pp. • Huw Davies, "An Ulcer Inflamed: Napoleon's Campaign in Spain, 1808," in <i>Napoleon and the Operational Art of War</i>, ed. Michael Leggiere (Brill, 2020), pp. 306-341.

Week 10	<ul style="list-style-type: none"> • Topic: Guerillas in the Mist • Summary: This week we will look at “small war” during the Napoleonic period. “Small war” was something that Napoleon’s great mind could not fathom. He always dismissed with contempt irregular forces and even militia. This week, we will look at different examples of French counterinsurgency. We will also turn to the Philosopher of War for his theory on the concept of “<i>kleinen Krieg</i>” and people’s wars. Based on his interpretation, what pertinent questions can we ask about the configuration of society, the armed forces and the government in today’s Western states? • Required Readings/Works (531 pages): <ul style="list-style-type: none"> • Sibylle Scheipers, “‘The Most Beautiful of Wars’: Carl von Clausewitz and Small Wars,” <i>European Journal of International Security</i> 2, no. 1 (2017): 47–63. • D. W. Alexander, <i>Rod of Iron: French Counterinsurgency Policy in Aragon during the Peninsular War</i> (Rowman & Littlefield, 1985), 268 pp. • Jone Tone, <i>The Fatal Knot: The Guerilla War in Navarre and the Defeat of Napoleon in Spain</i> (University of North Carolina Press, 1994), 247 pp.
Week 11	<ul style="list-style-type: none"> • Topic: Emergence of Modern War? • Summary: “Limited War,” “Absolute War,” “Modern War,” and Total War—for almost 200 years writers on military matters have attempted to label different eras of war, mainly by categorizing a type of strategy. This week, we will look at Robert Epstein’s emphasis on the operational level of war. He has a distinct view of modern warfare that qualifies him as an original theorist, but is his thesis sound? • Required Readings/Works (249 pages): <ul style="list-style-type: none"> • Robert Epstein, <i>Napoleon’s Last Victory and the Emergence of Modern War</i> (University Press of Kansas, 1994), 220 pp. • John H. Gill, “1809: The Most Brilliant and Skillful Maneuvers,” in <i>Napoleon and the Operational Art of War</i>, ed. Michael Leggiere (Brill, 2020), pp. 342-371.
Week 12	<ul style="list-style-type: none"> • Topic: Apex and Nadir • Summary: At the beginning of 1811, Napoleon was at the height of his power. Although he remained at war with Britain, his armies were on the verge of pacifying Spain. He controlled all of Germany and Italy, and had alliances with Russia, Prussia, Austria, the Ottoman Empire, and the Scandinavian states. However, by the beginning of 1812, he was preparing for war with Russia. On 31 March 1814, enemy armies marched into Paris. In 1815, he escaped from his exile on the island of Elba only to again see enemy armies occupy Paris after his final defeat at Waterloo. This week, we will analyze the 1812-1815 period to find the strategic and operational causes of his ultimate defeat. • Required Readings/Works (219 pages): <ul style="list-style-type: none"> • Alexander Mikaberidze, “The Limits of the Operational Art: Russia 1812,” in <i>Napoleon and the Operational Art of War</i>, ed. Michael Leggiere (Brill, 2020), pp. 372-422. • Michael Leggiere, “Prometheus Chained, 1813-1815,” in <i>Napoleon and the Operational Art of War</i>, ed. Michael Leggiere (Brill, 2020), pp. 423-492. • Gordon A. Craig, “Problems of Coalition Warfare: The Military Alliance Against Napoleon, 1813 – 1814,” USAFA Harmon Memorial Lecture #7, 1965, 11 pp. • Carl von Clausewitz, The Campaign of 1815: A Strategic Overview,” 75 pp. https://clausewitzstudies.org/readings/1815/five1-9.htm

	<ul style="list-style-type: none"> • Daniel Moran, "Clausewitz on Waterloo: Napoleon at Bay," 14 pp. https://clausewitzstudies.org/readings/1815/seven.htm
Week 13	<ul style="list-style-type: none"> • Topic: Russia • Summary: After suffering defeats in 1805 and 1807 at the hands of Napoleon, Tsar Alexander I became the French emperor's ally in the economic war against Great Britain. With his economy failing and his nobles displeased, the Tsar voided his alliance with Napoleon. Tsar Alexander then led a crusade against Napoleon that ended with the Russian monarch triumphantly entering Paris on 31 March. This week we will analyze the "interesting" role played by Tsar Alexander, who viewed himself as the generalissimo of the Sixth Coalition. • Required Readings/Works (373 pages): <ul style="list-style-type: none"> • Dominic Lieven, <i>Russia Against Napoleon</i>. (Viking, 2010), pp. 138-214, 242-529.
Week 14	<ul style="list-style-type: none"> • Topic: Diplomacy • Summary: As either a general of the Republic, First Consul, or Emperor, Napoleon defeated five enemy coalitions in succession before suffering defeat at the hands of the Sixth (1813-1814) and Seventh (1815) Coalitions. Integral to all seven coalitions was Great Britain. The British played a large role in the success of the Sixth Coalition, which really brought about the downfall of Napoleon's empire. This week we will turn to the PhD dissertation of the late, great Henry Kissinger to examine how the British were able to create a "winning team" in 1813 and 1814. We will also return to Rory Muir for a general overview of London's war against Napoleon. • Required Readings (327 pages): <ul style="list-style-type: none"> • Henry Kissinger, <i>A World Restored: Metternich, Castlereagh and the Problems of Peace, 1812-22</i> (Harvard University Press, 1957), pp. 1-144. • Rory Muir, <i>Britain and the Defeat of Napoleon, 1807-1815</i> (Yale University Press, 1996), pp. 141-324.
Week 15	<ul style="list-style-type: none"> • Topic: Napoleonic Warfare • Summary: In this final week, students will present their essays in class, and we will have a summative discussion of the central themes that have emerged from the readings and discussions.

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubrics

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Examination Rubric: Essays and Short Answers

	Completeness	Analysis	Evidence	Writing
A (90-100%)	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Presents all information clearly and concisely, in an organized manner.
B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
C (70-79%)	Shows a limited understanding of the question. Does not address most aspects of the question.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Lacks focus, somewhat interfering with comprehension.
D (60-69%)	Fails fully to answer the specific central question.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Organizational problems prevent comprehension.
E (<60%)	Does not answer the specific central question.	Lacks analysis or evaluation of the issues and events.	Does not adduce any evidence.	Incomprehensible organization and prose.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

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ISS 6xxx: Topics in War

World War I

I. General Information

Class Meetings

- Fall 2026
- 100% In-Person, no GTAs
- MWF Period 4 (10:40 AM-11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Dr. Michael Leggiere
- Location E542
- Office hours Mondays 1-4pm and by appointment
- leggiere@ufl.edu
- 352-294-3440

Course Description

Examine the interconnected development and evolution of war, warfare, and society from the ancients to the moderns mainly through a review of the historical literature. Readings will focus on the evolution and development of military thought and technology, the art and science of waging war on the operational, strategic, and tactical levels, leadership, and the transformation of the combatant.

Extended Course Description

War is most often studied by either those who wage it or those who hate it. The first give us technical details and battle plans, the second show us the dead and mutilated, in soul and body. However, war is an integral part of civilization. It is conducted by human beings in societies whose political, cultural, and economic characteristics affect their military institutions and practices. It is the intent of this course to explore the realm of military conflict by assessing the varying influences of grand strategy, strategy, operations, tactics, and technology in the attainment of victory or defeat. The course will examine the interconnected development and evolution of war, warfare, and society from the ancients to the moderns mainly through a review of the historical literature. Readings will focus on the evolution and development of military thought and technology, the art and science of waging war on the operational, strategic, and tactical levels, leadership, and the transformation of the combatant from professional soldier to citizen-soldier.

Variable Topic

This course is a thorough exploration of the Great War in its global setting. The war was centered in Europe, so is the course. We focus on the military rivalries that led to war and shaped the fighting, but also consider the social, political, cultural and economic factors that tipped Europe into war, and then enabled exhausted, decimated societies to hold on through four years of savage attritional warfare. What lessons does the Great War teach about the behavior of states, and the role of militaries, populations, economics, politics, and social forces in great conflicts? How did the Great War affect Europe and the world? What is its legacy? How does its “modern memory” compare with its reality?

Required Readings and Works

- Geoffrey Wawro, *Warfare and Society in Europe 1792-1914* (Routledge, 1999).
- Christopher Clark, *The Sleepwalkers: How Europe Went to War in 1914* (Allen Lane, 2012).
- James Joll and Gordon Martel, *The Origins of the First World War* (3rd edn.; Routledge, 2006).
- Geoffrey Wawro, *A Mad Catastrophe: The Outbreak of World War I and the Collapse of the Habsburg Empire* (Basic Books, 2014).
- Niall Ferguson, *The Pity of War: Explaining World War I* (Basic Books, 1999).
- Eric Dorn Brose, *The Kaiser's Army: The Politics of Military Technology in Germany during the Machine Age, 1870-1918* (Oxford University Press, 2004).
- Alexander Watson, *Enduring the Great War: Combat, Morale and Collapse in the German and British Armies, 1914-18* (Cambridge University Press, 2008).
- Vanda Wilcox, *Morale and the Italian Army during the First World War* (Cambridge University Press, 2016).
- David Stevenson, *Cataclysm: The First World War as Political Tragedy* (Basic Books, 2005).
- Norman Stone, *World War I: A Short History* (Basic Books, 2010).
- Sean McMeekin, *The Ottoman Endgame: War, Revolution, and the Making of the Modern Middle East, 1908-1923* (Penguin, 2016).
- Roger Chickering and Stig Förster, *Great War, Total War: Combat and Mobilization on the Western Front, 1914-1918* (Cambridge University Press, 2013).
- Tim Travers, *The Killing Ground: the British Army, the Western Front, and the Emergence of Modern War 1900-1918* (Allen, 1987).
- Geoffrey Wawro, *Sons of Freedom: The Forgotten American Soldiers Who Defeated Germany in World War I* (Basic Books, 2018).
- Frederick R. Dickinson, *War and National Reinvention: Japan and the Great War 1914-1919* (Harvard University Press, 2001).
- Vejas Gabriel Liulevicius, *War Land on the Eastern Front: Culture, National Identity, and German Occupation in World War I* (Cambridge University Press, 2000).
- Robin Prior and Trevor Wilson, *Passchendaele: The Untold Story* (3rd edn.; Yale University Press, 2016).
- Harold Nicolson, *Peacemaking 1919* (Grosset & Dunlap, 1965).

Course Objectives

1. Articulate how the historiography of WW1 has changed over the years.

2. Build a sophisticated analysis of the origins and conduct of WW1.
3. Debate whether this was the world's first "total war"? Impact on economies and societies?
4. Describe how battles on the Ottoman and Eastern Fronts differ from those on the Western Front?
5. Explain how important were military commanders in the war?
6. Debate whether WW1 was a useless slaughter or were all armies embarked on a learning curve? With what results?
7. Interpret the Paris Peace Conference and the war's political, geostrategic, and military legacy.

II. Graded Work

Description of Graded Work

1. Active Participation and Class Attendance (30%)
 - a. Active Participation: 20%
 - i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerably to other discussants.
 - ii. Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii. For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance: 10%
 - i. On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii. For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>
2. Book Reviews (30%)
 - a. Three times during the semester, you will select a book about the First World War published in the last 50 years and write a 1,500-word review that critically assesses its arguments, drawing on what you've learned thus far in the class about historical theories and the practices of war. You must clear your selected book with the instructor at least 1 week in advance of the due date.
 - b. The reviews will be due via Canvas by 11:59pm on the Fridays of Week 4, 8, and 12.
 - c. For information about how these reviews will be assessed, see the rubric below.
3. Essay (40%)
 - a. You will write a 5,000-word essay on some facet of World War I – military, strategic, political, artistic, cultural, or social. Your work will be informed by the work and reading we've done in class as well as additional reading that you will do after consultation with me.
 - b. You will present your essay during our final class session in week 15.
 - c. For information about how these essays will be assessed, see the rubric below.

III. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Introduction • Summary: The first week introduces the main topics and approaches of the course. The professor will outline his expectations and hopes for the course. Students will discuss their knowledge – such as it is – of the subject matter, and the reasons for their interest in the class. • Required Readings: none.
Week 2	<ul style="list-style-type: none"> • Topic: The evolution of warfare since the French Revolution. • Summary: We will discuss the major changes in land, naval, and aerial warfare in the decades since the French Revolutionary Wars. What were the key cut points and innovations in the art of war? What lessons were learned on the eve of 1914? • Required Readings: <ul style="list-style-type: none"> • Geoffrey Wawro, <i>Warfare and Society in Europe 1792-1914</i>, ix-225.
Week 3	<ul style="list-style-type: none"> • Topic: The Origins of WW1 part I • Summary: Long before the Sarajevo assassination, WW1 was being kindled by long-term causes. This week we examine three of them: The alliance systems and the old diplomacy; militarism, arms races, and war plans; the primacy of domestic politics in decisions for war. As a class, we will familiarize ourselves with this sophisticated study of war's causes. • Required Readings (562 pages): <ul style="list-style-type: none"> • Clark, <i>The Sleepwalkers</i>, pp. xxi-562.
Week 4	<ul style="list-style-type: none"> • Topic: The Origins of WW1 part II • Summary: We will look this week at three other long-term causes of the war: economics, imperial rivalries, and the zeitgeist or “mood of 1914.” We will also examine the assassination of Archduke Franz Ferdinand in Sarajevo and the Austro-Hungarian response to it that triggered WW1. • Required Readings (426 pages): <ul style="list-style-type: none"> • Joll and Martel, <i>Origins of the First World War</i>, pp. 1-306. • Wawro, <i>A Mad Catastrophe</i>, pp. xiii-120.

Week 5	<ul style="list-style-type: none"> • Topic: The Changing Nature of War & the Politics of Technological Change • Summary: Did the “nature” of war change in the course of WW1? How so? How would we describe the nature of the war before 1914, and how did it change afterward? What challenges did the new warfare present to the great powers? We assume that militaries will integrate new technology eagerly. But what happens when new technology threatens or challenges older concepts? How and why did technological change become “political”? • Required Readings (683 pages): <ul style="list-style-type: none"> • Brose, <i>The Kaiser’s Army</i>, pp. 3-225. • Travers, <i>The Killing Ground</i>, pp. xvii-123. • Chickering/Foerster, <i>Great War, Total War</i>, pp. 57-152. • Stevenson, <i>Cataclysm</i>, pp. 37-160.
Week 6	<ul style="list-style-type: none"> • Topic: World War I in the Middle East • Summary: The Ottoman capital of Constantinople arguably stood at the center, not the fringes, of the war. Even as the fighting intensified on the Western and Eastern fronts, a vicious “War of the Ottoman Succession” was being waged by the two alliance systems across the Middle East and Central Asia. Why, and what was its impact on the Great War, and the peace that would follow? • Required Readings/Works (495 pages): <ul style="list-style-type: none"> • McMeekin, <i>The Ottoman Endgame</i>, pp. 1-495.
Week 7	<ul style="list-style-type: none"> • Topic: Men and Morale • Summary: WW1 confronted combat troops with unprecedented physical and mental challenges. The length of the war, its year-round conduct, and the ubiquity of death, maiming, and destruction made morale an essential ingredient in winning. How did troops endure? What worked, and what didn’t? • Required Readings/Works (450 pages): <ul style="list-style-type: none"> • Watson, <i>Enduring the Great War</i>, pp. 1-235. • Wilcox, <i>Morale and the Italian Army during the First World War</i>, pp. 1-199. • Stevenson, <i>Cataclysm</i>, pp. 161-177.
Week 8	<ul style="list-style-type: none"> • Topic: War against Noncombatants • Summary: The Entente’s naval blockade of the Central Powers imposed severe stress on the German home front and war economy. The Germans ransacked the areas they conquered for food and other resources. Was this a deliberate policy of starvation that prefigured Nazism? The Armenian genocide and other atrocities were key parts of military strategy on the Eastern and Balkan fronts. • Required Readings/Works: <ul style="list-style-type: none"> • Chickering, <i>Great War, Total War</i>, pp. 153-246. • Liulevicius, <i>War Land on the Eastern Front</i>, pp. 12-281.

Week 9	<ul style="list-style-type: none"> • Topic: The Somme and Passchendaele • Summary: These two great British battles became emblematic of the war's futility. How and why were they planned? What illusions did Haig labor under in 1916? What lessons did he learn (or not) in time for 1917? What were the reasons for the two great battles? To what extent did political leaders in London control Haig's strategy? • Required Readings/Works (290 pages): <ul style="list-style-type: none"> • Travers, <i>The Killing Ground</i>, pp. 127-219. • Prior and Wilson, <i>Passchendaele</i>, pp. 1-200.
Week 10	<ul style="list-style-type: none"> • Topic: Politicians, Soldiers, Citizens, and the Problems of Unlimited Warfare • Summary: Civil-military relations and crisis management were tested as never before in WW1, thanks to the surging human and material costs of mass attritional warfare. Were civilians as divided as generals over strategy, war aims, and the nature of the war before them? Were industry and agriculture as important to the war's outcome as combat on the battlefield? How did the opposing powers organize themselves for war? How did they finance the war? Did they ration food? With what results? • Required Readings/Works (327 pages): <ul style="list-style-type: none"> • Chickering, <i>Great War, Total War</i>, pp. 19-56, 349-518. • Ferguson, <i>Pity of War</i>, pp. 174-394. • Stevenson, <i>Cataclysm</i>, pp. 179-198, 215-239.
Week 11	<ul style="list-style-type: none"> • Topic: America's (Reluctant) Intervention in the Great War • Summary: The United States avoided intervention in World War I for nearly three years. What were the forces militating against intervention? What were the pro-intervention forces? What was the state of the American military? How did the United States mobilize and deploy its strength? With what results? What were the long-term effects of the American decision to fight? • Required Readings/Works (509 pages): <ul style="list-style-type: none"> • Wawro, <i>Sons of Freedom</i>, xvii-509.

Week 12	<ul style="list-style-type: none"> • Topic: World War I in East Asia • Summary: Why did Japan join the Entente in 1914? What was Japan's role in WW1? How did the Japanese political scene greet the war? How was the country divided in terms of sympathy for the Allies or the Central Powers? What role did China play in Japan's wartime planning? What does the author mean by "National Reinvention"? How did Japan view the Paris Peace Conference and the war's outcome? • Required Readings/Works (260 pages): <ul style="list-style-type: none"> • Dickinson, <i>War and National Reinvention</i>, pp. xv-260.
Week 13	<ul style="list-style-type: none"> • Topic: The Eastern Front • Summary: What were the great geostrategic issues on the Eastern and Balkan fronts in WW1? What did the Austrians seek? The Germans? The Russians? The Serbs? What strategies did the powers have for victory? How did they work out in practice? • Required Readings/Works (454 pages): <ul style="list-style-type: none"> • Wawro, <i>A Mad Catastrophe</i>, pp. 121-385. • Norman Stone, <i>World War I: A Short History</i>, pp. ix-190.
Week 14	<ul style="list-style-type: none"> • Topic: German Defeat, Versailles, and the War's Legacy • Summary: What combination of factors led to Germany's defeat? Was the Treaty of Versailles a "fair" peace? Did it ultimately strengthen or weaken Germany? What long-term effects did Versailles have on the balance of power in Europe and the world? • Required Readings (494 pages): <ul style="list-style-type: none"> • Nicolson, <i>Peacemaking 1919</i>, pp. 1-406. • Stevenson, <i>Cataclysm</i>, pp. 409-430. • Ferguson, <i>Pity of War</i>, pp. 395-462.
Week 15	<ul style="list-style-type: none"> • Topic: The Great War in Full • Summary: In this final week, students will present their essays in class, and we will have a freewheeling discussion of the central themes that have emerged from the readings and discussions.

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A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
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B (80-89%)	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Analyses or evaluates issues and events, but not in any depth.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Presents information fairly and evenly and may have minor organization problems.
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E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

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Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 2) The "Rationale for Placement in the Curriculum" should include more detail regarding how the course fits in the program.
 - a) **Amended text in the form "This course will be a degree requirement for the forthcoming Ph.D. in War, Statecraft and Strategy and Ph.D. in History of Ideas in the Hamilton School. The course will be restricted to only students in these programs." Also, see attached curriculum map.**
- 3) The course description needs minor modifications and should be revised for clarity.
 - a) Delete preliminary words of the course description to reduce the unneeded introduction and simply begin with "Intended for students in the first..."
 - b) The course description is missing important details.
 - c) Remove "(defended by December 15)" as this may not always be a fall course.
 - (a) **Course description amended on form "Intended for students in the first year of their doctoral degree. The purpose of the seminar is to develop the research and presentation skills required to production and successful oral defense of the dissertation prospectus."**
 - d) Ensure that the course description on the submitted form and syllabus match.
 - (a) **Addressed**
- 4) Consider more diverse and precise verbs for objectives. They are currently too broad.
 - a) **Objectives adjusted.**
- 5) The Syllabus is missing Methods by which students will be evaluated and their grades determined. 20% for Attendance and Participation is the only thing listed under "Description of Graded Work" on the syllabus.
- 6) Revise graded assignments, including descriptions of assignments other than attendance and participation.
 - a) **Addressed. A portion of the assignment section was accidentally omitted.**
- 7) You matter, we care, information is missing. Follow the syllabus guidelines found here:
<http://syllabus.ufl.edu/syllabus-policy/>
 - a) **Our syllabi include all required information as stated on the syllabus policy. The "U Matter, We Care" and other items are suggested, not required, per the cited policy (Section C.5.)**

Course|New for request 21033

Info

Request: ISS 7XXX Prospectus Writing Seminar

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 4/28/2025 7:35:22 PM

Form version: 2

Responses

Recommended Prefix ISS

Course Level 7

Course Number XXX

Lab Code None

Course Title Prospectus Writing Seminar

Transcript Title Prospectus Writing Seminar

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Seminar

Weekly Contact Hours 3

Course Description Intended for students in the first year of their doctoral degree. The purpose of the seminar is to develop the research and presentation skills required to production and successful oral defense of the dissertation prospectus.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum This course will be a degree requirement for the forthcoming Ph.D. in War, Statecraft and Strategy and Ph.D. in History of Ideas in the Hamilton School. The course will be restricted to only students in these programs.

Syllabus Content Requirements All Items Included

ISS 7XXX: Prospectus Writing Seminar

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs
- MWF Period 4 (10:40 AM-11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Professor Jeffrey Collins
- CSE 504
- Office Hours: Mondays & Wednesdays 1-3pm
- jeffrey.collins@ufl.edu
- 352-514-8927

Course Description

Intended for students in the first year of their doctoral degree. The purpose of the seminar is to develop the research and presentation skills required to production and successful oral defense of the dissertation prospectus.

Required Reading and Works

None

Course Objectives

- Identify research questions for a prospectus.
- Conduct a literature review on a research topic.
- Design a dissertation prospectus.

II. Graded Work

Course Requirement and Assessment

The instructor of ISS 7XXX will organize the meetings of the seminar and the schedule for circulating written work. In the initial weeks of the seminar the instructor, or guest instructors, may run some skills development sessions. The primary purpose of the seminar, however, will be two fold:

1. To circulate proposal drafts among the seminar participants, with the aim of improving both the content and the written style of the proposals;
2. To run mock oral defenses of the completed proposals. The aim of the class is to improve the proposal as a written production, but also to hone the speaking skills of students in preparation for an oral defense.

Description of Graded Work

1. Active Participation and Class Attendance (20%)
 - a. Active participation
 - i An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants.
 - ii Students with concerns about speaking in class discussions should reach out to the instructor directly.
 - iii For details about how active participation will be assessed, see participation rubric below. Your active participation grade will be posted at both the midterm and the end of the semester.
 - b. Class Attendance
 - i On-time class attendance is required for this component of the course grade. You may have one unexcused absence without any penalty, but starting with the second unexcused absence, each unexcused absence reduces your overall grade by one letter grade.
 - ii Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy.
 - iii For University of Florida policies regarding absences, see <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

2. Proposal Drafts (40%)

- a. Timely submission and seminar engagement
 - i This assignment helps facilitate the learning process of submitting manuscript drafts and engaging in the receipt of feedback amongst scholar-peers
 - ii Students will be evaluated on submitting drafts and edits every week
 - iii Students will also be evaluated on the degree to which they utilize feedback to improve their written work.
3. Oral Defense (40%)

- a. Presentation and seminar engagement
 - i This assignment helps facilitate the learning process of orally describing and defending one's written work and engaging in the receipt of feedback amongst scholar-peers
 - ii Students will be evaluated on actively participating in oral defense in class
 - iii Students will also be evaluated on the degree to which they utilize feedback to improve their oral participation.

III. Course Schedule

WEEK 1	Introduction/ Expectations
WEEK 3	Proposal Draft Workshop
WEEK 5	Proposal Draft Workshop
WEEK 7	Proposal Draft Workshop
WEEK 9	Mock Oral Defense
WEEK 11	Mock Oral Defense
WEEK 13	Mock Oral Defense
WEEK 15	Assignments: <ul style="list-style-type: none">• Defense must be completed by Dec 15th

IV. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

The course will be given a letter grade. Students are primarily graded on the extent and quality of their participation in the seminar. This course is not repeatable.

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubric

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 7XXX Supervised Reading (21038)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 2) The "Rationale for Placement in the Curriculum" should include more detail regarding how the course fits in the program.
 - a) **Amended text in the form "This course will be a degree requirement for the forthcoming Ph.D. in War, Statecraft and Strategy and Ph.D. in History of Ideas in the Hamilton School. The course will be restricted to only students in these programs."**
- 3) Should this be a request for ISS 6905 Independent Study instead? The Course Type is marked as Independent study and the course description is essentially an Independent Study. If so, it appears these courses are typically variable credit for 1-3 and repeatable to either 9, 10, or 12 credits.
 - a) **We envision that the course could be an independent study or a small group working on a research area/project. Initially, we chose "Independent Study" as the course type in lieu of better options. As such, we will revert back to "Seminar" default to allow for both possibilities (1-on-1 or group)**
- 4) The course description needs minor modifications and should be revised for clarity.
 - a) Delete preliminary words of the course description to reduce the unneeded introduction and simply begin with "Offers a semester..."
 - (a) **Course description amended on form "Offers a semester of directed reading in a field of study relevant to the field preparation or research agenda of a graduate student (or small group of graduate students). The course may be undertaken by any faculty member at the Hamilton Center with standing on the graduate faculty. The topics and reading list that will structure the course will be drawn up by the student in consultation with the faculty supervisor as a requirement of the course."**
 - b) Ensure that the course description on the submitted form and syllabus match.
 - (a) **Addressed**
- 5) Consider more diverse and precise verbs for objectives. They are currently too broad.
 - a) **Objectives addressed.**
- 6) You matter, we care, information is missing. Follow the syllabus guidelines found here:
<http://syllabus.ufl.edu/syllabus-policy/>
 - a) **Our syllabi include all required information as stated on the syllabus policy. The "U Matter, We Care" and other items are suggested, not required, per the cited policy (Section C.5.)**

Course|New for request 21038

Info

Request: ISS 7XXX Supervised Reading

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 4/28/2025 7:45:26 PM

Form version: 2

Responses

Recommended Prefix ISS

Course Level 7

Course Number XXX

Lab Code None

Course Title Supervised Reading

Transcript Title Supervised Reading

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? Yes

Multiple Offerings in a Single Semester No

If repeatable, # total repeatable credit allowed 9

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Seminar

Weekly Contact Hours 1-2 hours per week, as needed for continuation of study and progress to agreed upon results.

Course Description Offers a semester of directed reading in a field of study relevant to the field preparation or research agenda of a graduate student (or small group of graduate students). The course may be undertaken by any faculty member at the Hamilton Center with standing on the graduate faculty. The topics and reading list that will structure the course will be drawn up by the student in consultation with the faculty supervisor as a requirement of the course.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements All Items Included

ISS 7XXX: Supervised Reading

I. General Information

Class Meetings

- Spring 2026
- 100% In-Person, no GTAs
- MWF Period 4 (10:40 AM-11:30 AM)
- Location CSE E404
- 3 credits

Instructor

- Professor Jeffrey Collins
- CSE 504
- Office Hours: Mondays & Wednesdays 1-3pm
- jeffrey.collins@ufl.edu
- 352-514-8927

Course Description

Offers a semester of directed reading in a field of study relevant to the field preparation or research agenda of a graduate student (or small group of graduate students). The course may be undertaken by any faculty member at the Hamilton Center with standing on the graduate faculty. The topics and reading list that will structure the course will be drawn up by the student in consultation with the faculty supervisor as a requirement of the course.

Extended Course Description

This course offers a semester of directed reading in a field of study relevant to the field preparation or research agenda of a graduate student (or small group of graduate students). The course may be undertaken by any faculty member at the Hamilton Center with standing on the graduate faculty. The topics and reading list that will structure the course will be drawn up by the student in consultation with the faculty supervisor as a requirement of the course. That list should be finished before the start of the term or within the first week. The list must be approved by the Director of Graduate Studies and included in the student's file. The amount of reading on the list must be commensurate with the amount of reading required in a graduate topics course (average roughly 250-350 pages per week). Reading should be a mix of primary and secondary works (monographs and articles). Reading lists must be interdisciplinary, involving at least two major academic disciplines.

Required Reading and Works

Student and faculty advisor derived.

Course Objectives

- Identify a field of study with a faculty advisor.
- Conduct a literature review on the field of study.
- Produce a written manuscript determined with faculty member that includes a literature review and/or critical analysis of the literature.

II. Graded Work and Course Structure

The supervisor and student/s should meet at regularly intervals (once weekly or once every two weeks) for discussion of the relevant readings.

The course should have some written element. This might be a single, longer literature review, several smaller critical paper, or some combination of both.

- 1. Attendance and Participation (25%)**

- a. Students are expected to attend and engage in active discussion with their faculty advisor.

- 2. Written Manuscript Quality (75%)**

- a. Determined by the assessment by the course instructor using the rubrics below.

III. Grading Scale and Rubrics

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 - 100%		C	74 - 76%
A-	90 - 93%		C-	70 - 73%
B+	87 - 89%		D+	67 - 69%
B	84 - 86%		D	64 - 66%
B-	80 - 83%		D-	60 - 63%
C+	77 - 79%		E	<60

Grading Rubric

Participation Rubric

A (90-100%)	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
B (80-89%)	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
C (70-79%)	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
D (60-69%)	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
E (<60%)	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

Writing Rubric

	Thesis and Argumentation	Use of Sources	Organization	Grammar, mechanics and style
A (90-100%)	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	No errors.
B (80-89%)	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	A few errors.
C (70-79%)	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Some errors.
D (60-69%)	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	Primary and/or secondary texts are almost wholly absent.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	Many errors.
E (<60%)	There is neither a thesis nor any argument.	Primary and/or secondary texts are wholly absent.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.	Scores of errors.

IV. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 2) The “Rationale for Placement in the Curriculum” should include more detail regarding how the course fits in the program.
 - a) **Amended text in the form “This course will be a degree requirement for the forthcoming M.A. in History of Ideas in the Hamilton School. The course will be restricted to only students in this program.”**
- 3) Correction needed to the submitted form: You have selected variable credit 1-15 with a repeatable max of 15. This means that a student could potentially take the class one time for 15 credits. The total repeatable is the lifetime allowance of credit while the variable should reflect the amount of credit allowed during one taking of the course. The repeatable max for research is sometimes set to 99 to avoid Repeatable Course Limit issues.
 - a) **The variable credit has been amended to reflect 3 to 15 credits. The max credit has been adjusted to 99, as suggested. The number of credits enrolled will be determined with the student in consultation with the graduate advisor.**
- 4) Consider more diverse and precise verbs for objectives. They are currently too broad.
 - a) **Objectives addressed.**
- 5) Assignments should be described on the syllabus.
 - a) **Percentages adjusted. Assignments will be determined between the student and graduate advisor.**
- 6) You matter, we care, information is missing. Follow the syllabus guidelines found here:
<http://syllabus.ufl.edu/syllabus-policy/>
 - a) **Our syllabi include all required information as stated on the syllabus policy. The “U Matter, We Care” and other items are suggested, not required, per the cited policy (Section C.5.)**

Course|New for request 21023

Info

Request: ISS 6971 Research for Master's Thesis

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 4/28/2025 5:29:17 PM

Form version: 2

Responses

Recommended Prefix ISS

Course Level 6

Course Number 971

Lab Code None

Course Title Research for Master's Thesis

Transcript Title Research for Master's Thesis

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? Yes

Multiple Offerings in a Single Semester No

If repeatable, # total repeatable credit allowed 99

Amount of Credit Variable

If variable, # min 3

If variable, # max 15

S/U Only? Yes

Contact Type Thesis/Dissertation Supervision

Course Type Thesis Graduate (6971)

Weekly Contact Hours 1-2 hours per week, as needed

Course Description Research for Master's Thesis

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum This course will be a degree requirement for the forthcoming M.A. in History of Ideas in the Hamilton School. The course will be restricted to only students in this program.

Syllabus Content Requirements All Items Included

ISS 6971: Research for Master's Thesis

I. General Information

Meetings

- Spring 2026
- 100% In-Person, no GTAs
- MWF Period 4 (10:40 AM-11:30 AM)
- Location CSE E404
- Credits 1-15 - Students are expected to devote an equivalent of three hours a week of course work in this class for each credit in which they are enrolled. Students should check with their department on the impact of excess surcharges and whether the credits will count toward their degree. Students should carefully discuss with their dissertation advisor the time expectations for completion of the requirements of the class.

Instructor

- Professor Jeffrey Collins
- CSE 504
- Office Hours: Mondays & Wednesdays 1-3pm
- jeffrey.collins@ufl.edu
- 352-514-8927

Course Description

Research for Master's Thesis

Required Reading and Works

None

Course Objectives

- Identify research questions for a project.
- Conduct a literature review on a research topic.
- Conduct research appropriate for a Master's thesis.

II. Graded Work

Description of Graded Work

1. Completion of activities (30%)

- a. Degree to which students meet expectations. Expectations are to be established by the thesis advisor. The following is a minimum set of expectations for every student enrolled in this class for credit:

- i perform a background literature search and review,
- ii develop a project plan,
- iii perform the work appropriate to the project,
- iv write and/or present dissertation drafts

All four of these minimum expectations as well as additional expectations (e.g., attendance at research group meetings, presentations, etc.) are to be clearly established and articulated to the student by the thesis advisor prior to commencement of the research.

2. Quality of the work (60%)

- a. Quality of the final report. The advisor will provide clear expectations of the desired format, content, and deadlines of the final report.

3. Attendance (10%)

- a. On-time attendance to meetings with faculty advisor, with cohort, and other activities as assigned.

III. Course Schedule

At the start of the course a meeting between the student and instructor will lay out a weekly plan of work for the upcoming semester. The course schedule will depend on the specific research plans for the Master's thesis. The typical time per topic will vary depending on the research, and may include:

- Overview of project
- Training (if applicable)
- Archival work
- Background research, review of documents, white papers, reports, etc.
- Planning, designing, and reviewing the planned work
- Executing the plans
- Documenting progress
- Draft components/ manuscripts

Satisfactory progress is monitored by the student's thesis advisor, who should meet to advise the student at least once a month. Productivity and progress are also indicated in the student's annual report to the Director of Graduate Studies and the student's supervisory committee. (Annual reports are required of all graduate students after the passage of field exams and proposal defense.)

Depending on the term in which the course is undertaken, the advisor/instructor in this course may set specific deadlines for drafted thesis components. Timely completion of any such assignments is required for a satisfactory mark in the course.

IV. Grading Scale

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

The course is graded as satisfactory or unsatisfactory.

S	80 - 100%
U	< 79%

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 2) The "Rationale for Placement in the Curriculum" should include more detail regarding how the course fits in the program.
 - a) **Amended text in the form "This course will be a degree requirement for the forthcoming Ph.D. in War, Statecraft and Strategy and Ph.D. in History of Ideas in the Hamilton School. The course will be restricted to only students in these programs." Also, see attached curriculum map.**
- 3) Correction needed to the submitted form: You have selected variable credit 1-15 with a repeatable max of 12. This means that a student could potentially take the class one time for 15 credits. (which is more than the listed total allowed of 12) The total repeatable is the lifetime allowance of credit while the variable should reflect the amount of credit allowed during one taking of the course. The repeatable max for research is sometimes set to 99 to avoid Repeatable Course Limit issues.
 - a) **The variable credit has been amended to reflect 3 to 15 credits. The max credit has been adjusted to 99, as suggested. The number of credits enrolled will be determined with the student in consultation with the graduate advisor.**
- 4) The course description needs minor modifications and should be revised for clarity.
 - a) Remove last sentence "the end product...". Otherwise, the program has duplicate courses on proposal writing with request #21033.
 - (a) **Course description amended on form "Research for doctoral students prior to admission to candidacy. Designed for students who have been accepted for a doctoral program but have not been admitted to candidacy."**
 - b) Ensure that the course description on the submitted form and syllabus match.
 - (a) **Addressed**
- 5) Consider more diverse and precise verbs for objectives. They are currently too broad.
 - a) **Objectives adjusted.**
- 6) You matter, we care, information is missing. Follow the syllabus guidelines found here:
<http://syllabus.ufl.edu/syllabus-policy/>
 - a) **Our syllabi include all required information as stated on the syllabus policy. The "U Matter, We Care" and other items are suggested, not required, per the cited policy (Section C.5.)**

Course|New for request 21021

Info

Request: ISS 7979 Advanced Research

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 4/28/2025 7:11:19 PM

Form version: 2

Responses

Recommended Prefix ISS

Course Level 7

Course Number 979

Lab Code None

Course Title Advanced Research

Transcript Title Advanced Research

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? Yes

Multiple Offerings in a Single Semester No

If repeatable, # total repeatable credit allowed 99

Amount of Credit Variable

If variable, # min 3

If variable, # max 15

S/U Only? Yes

Contact Type Thesis/Dissertation Supervision

Course Type Graduate Dissertation (7980)

Weekly Contact Hours 1-2 hours weekly, as needed.

Course Description Research for doctoral students prior to admission to candidacy. Designed for students who have been accepted for a doctoral program but have not been admitted to candidacy. The end product of the course is a written dissertation proposal laying out the subject, method, and source material to be used to compose a doctoral dissertation.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum This course will be a degree requirement for the forthcoming Ph.D. in War, Statecraft and Strategy and Ph.D. in History of Ideas in the Hamilton School. The course will be restricted to only students in these programs.

Syllabus Content Requirements All Items Included

ISS 7979: Advanced Research

I. General Information

Meetings

- Spring 2026
- 100% In-Person, no GTAs
- MWF Period 4 (10:40 AM-11:30 AM)
- Location CSE E404
- Credits 1-15 - Students are expected to devote an equivalent of three hours a week of course work in this class for each credit in which they are enrolled. Students should check with their department on the impact of excess surcharges and whether the credits will count toward their degree. Students should carefully discuss with their prospectus advisor the time expectations for completion of the requirements of the class.

Instructor

- Professor Jeffrey Collins
- CSE 504
- Office Hours: Mondays & Wednesdays 1-3pm
- jeffrey.collins@ufl.edu
- 352-514-8927

Course Description

Research for doctoral students prior to admission to candidacy. Designed for students who have been accepted for a doctoral program but have not been admitted to candidacy.

Extended Course Description

Research for doctoral students prior to admission to candidacy. Designed for students who have been accepted for a doctoral program but have not been admitted to candidacy. The end product of the course is a written dissertation proposal laying out the subject, method, and source material to be used to compose a doctoral dissertation. (20-25 pages total, including bibliography and source list). The course is normally to be taken in the fall of the third year of the doctoral program. The proposal must be defended by December 15 of that year, unless a valid extension is approved by the graduate chair and graduate committee.

Required Reading and Works

None

Course Objectives

- Identify research questions for a prospectus.
- Conduct a literature review on a research topic.
- Design a dissertation prospectus.

II. Graded Work

Description of Graded Work

1. Completion of activities (70%)

- a. Degree to which students meet expectations. Expectations are to be established by the prospectus advisor. The following is a minimum set of expectations for every student enrolled in this class for credit:

- i perform a background literature search and review,
- ii develop a project plan,
- iii perform the work appropriate to the project,
- iv write and/or present prospectus drafts

All four of these minimum expectations as well as additional expectations (e.g., attendance at research group meetings, presentations, etc.) are to be clearly established and articulated to the student by the prospectus advisor prior to commencement of the research.

2. Quality of the work (20%)

- a. Quality of the final report. The advisor will provide clear expectations of the desired format, content, and deadlines of draft documents.

3. Attendance (10%)

- a. On-time attendance to meetings with faculty advisor, with cohort, and other activities as assigned.

III. Course Schedule

At the start of the course a meeting between the student and instructor will lay out a weekly plan of work for the upcoming semester. The course schedule will depend on the specific research plans for the prospectus. The typical time per topic will vary depending on the research, and may include:

- Overview of project
- Training (if applicable)
- Archival work
- Background research, review of documents, white papers, reports, etc.
- Planning, designing, and reviewing the planned work
- Executing the plans
- Documenting progress
- Draft manuscript components

Satisfactory progress is monitored by the student's prospectus advisor, who should meet to advise the student at least once a month. Productivity and progress are also indicated in the student's annual report to the Director of Graduate Studies and the student's supervisory committee. (Annual reports are required of all graduate students after the passage of field exams and proposal defense.)

Depending on the term in which the course is undertaken, the advisor/instructor in this course may set specific deadlines for drafted prospectus components. Timely completion of any such assignments is required for a satisfactory mark in the course.

IV. Grading Scale

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

The course is graded as satisfactory or unsatisfactory.

S	80 - 100%
U	< 79%

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

ISS 7980 Research for Doctoral Dissertation (21020)

Please address the following concerns expressed by the Graduate Curriculum Committee after their complete review of this new course request ---once addressed, the GCC requests to review this proposal again.

The GCC recommends the following revisions to the submitted form (and syllabus where appropriate):

- 1) Include a one-page overview/map/program plan of the proposed degree program with all course submissions so the committee(s) can see how they relate/fit together.
 - a) **See attached curriculum map.**
- 2) The “Rationale for Placement in the Curriculum” should include more detail regarding how the course fits in the program.
 - a) **Amended text in the form “This course will be a degree requirement for the forthcoming Ph.D. in War, Statecraft and Strategy and Ph.D. in History of Ideas in the Hamilton School. The course will be restricted to only students in these programs.”**
- 3) They have selected variable credit 1-15 with a repeatable max of 30. This means that a student could potentially take the class one time for 15 credits. The total repeatable is the lifetime allowance of credit while the variable should reflect the amount of credit allowed during one taking of the course. The repeatable max for research is sometimes set to 99 to avoid Repeatable Course Limit issues.
 - a) **The variable credit has been amended to reflect 3 to 15 credits. The max credit has been adjusted to 99, as suggested. The number of credits enrolled will be determined with the student in consultation with the graduate advisor.**
- 4) Consider more diverse and precise verbs for objectives. They are currently too broad.
 - a) **Objectives addressed.**
- 5) Is “completion of activities” sufficient for the description of assignments? Also, the way this is phrased, it appears that you can get 70% of the points by completing the activities (no matter how minimal) and then get 20% points for quality.
 - a) **Percentages have been adjusted**
- 6) You matter, we care, information is missing. Follow the syllabus guidelines found here:
<http://syllabus.ufl.edu/syllabus-policy/>
 - a) **Our syllabi include all required information as stated on the syllabus policy. The “U Matter, We Care” and other items are suggested, not required, per the cited policy (Section C.5.)**

Course|New for request 21020

Info

Request: ISS 7980 Research for Doctoral Dissertation

Description of request: This is a new course proposal required for a prospective new graduate program in the Hamilton Center.

Submitter: Jason Mastrogiovanni mastrogj@ufl.edu

Created: 4/28/2025 4:46:04 PM

Form version: 2

Responses

Recommended Prefix ISS

Course Level 7

Course Number 980

Lab Code None

Course Title Research for Doctoral Dissertation

Transcript Title Research-Doctoral Dissertation

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? Yes

Multiple Offerings in a Single Semester No

If repeatable, # total repeatable credit allowed 99

Amount of Credit Variable

If variable, # min 3

If variable, # max 15

S/U Only? Yes

Contact Type Thesis/Dissertation Supervision

Course Type Graduate Dissertation (7980)

Weekly Contact Hours 1-2 hours per week, as needed.

Course Description Research for doctoral students post-admission to candidacy.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum This course will be a degree requirement for the forthcoming Ph.D. in War, Statecraft and Strategy and Ph.D. in History of Ideas in the Hamilton School. The course will be restricted to only students in these programs.

Syllabus Content Requirements All Items Included

ISS 7980: Research for Doctoral Dissertation

I. General Information

Meetings

- Spring 2026
- 100% In-Person, no GTAs
- MWF Period 4 (10:40 AM-11:30 AM)
- Location CSE E404
- Credits 1-15 - Students are expected to devote an equivalent of three hours a week of course work in this class for each credit in which they are enrolled. Students should check with their department on the impact of excess surcharges and whether the credits will count toward their degree. Students should carefully discuss with their dissertation advisor the time expectations for completion of the requirements of the class.

Instructor

- Professor Jeffrey Collins
- CSE 504
- Office Hours: Mondays & Wednesdays 1-3pm
- jeffrey.collins@ufl.edu
- 352-514-8927

Course Description

Research for doctoral students post-admission to candidacy.

Required Reading and Works

None

Course Objectives

- Identify research questions for a project.
- Conduct a literature review on a research topic.
- Conduct research appropriate for a PhD dissertation.

II. Graded Work

Description of Graded Work

1. Completion of activities (30%)

- a. Degree to which students meet expectations. Expectations are to be established by the dissertation advisor. The following is a minimum set of expectations for every student enrolled in this class for credit:

- i perform a background literature search and review,
- ii develop a project plan,
- iii perform the work appropriate to the project,
- iv write and/or present dissertation drafts

All four of these minimum expectations as well as additional expectations (e.g., attendance at research group meetings, presentations, etc.) are to be clearly established and articulated to the student by the thesis advisor prior to commencement of the research.

2. Quality of the work (60%)

- a. Quality of the final report. The advisor will provide clear expectations of the desired format, content, and deadlines of the final report.

3. Attendance (10%)

- a. On-time attendance to meetings with faculty advisor, with cohort, and other activities as assigned.

III. Course Schedule

At the start of the course a meeting between the student and instructor will lay out a weekly plan of work for the upcoming semester. The course schedule will depend on the specific research plans for the doctoral dissertation. The typical time per topic will vary depending on the research, and may include:

- Overview of project
- Training (if applicable)
- Archival work
- Background research, review of documents, white papers, reports, etc.
- Planning, designing, and reviewing the planned work
- Executing the plans
- Documenting progress
- Draft chapters

Satisfactory progress is monitored by the student's dissertation advisor, who should meet to advise the student at least once a month. Productivity and progress are also indicated in the student's annual report to the Director of Graduate Studies and the student's supervisory committee. (Annual reports are required of all graduate students after the passage of field exams and proposal defense.)

Depending on the term in which the course is undertaken, the advisor/instructor in this course may set specific deadlines for drafted dissertation chapters. Timely completion of any such assignments is required for a satisfactory mark in the course.

IV. Grading Scale

Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

The course is graded as satisfactory or unsatisfactory.

S	80 - 100%
U	< 79%

V. Required Policies

Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).

Course|Modify for request 21153

Info

Request: LAA 6322 - change course title, credit hours, and objectives

Description of request: Changing the course learning objectives as we have developed an updated assessment process which includes updated programmatic CLOs.

Updated the number of credits because it was unnecessary to have it as a 4-credit course.

Submitter: Julie Bruck jbruck@ufl.edu

Created: 2/13/2025 8:27:33 AM

Form version: 2

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

LAA

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

Response:

6

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

322

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Project Management for Landscape Architects

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Response:
No

Change Course Title?

Response:
Yes

Current Course Title
(100 character limit)

Response:
Project Management for Landscape Architects

Proposed Course Title
(100 character limit)

Response:
Landscape Architecture Professional Practice

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
Yes

Current Transcript Title

Response:
Proj Management for LA

Proposed Transcript Title (30 char. max)

Response:
LA Pro Prac

Change Credit Hours?

Response:
Yes

Current Credit Hours

Response:
4

Proposed Credit Hours

Response:
3

Change Variable Credit?

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:
No

Course Type

*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Change Rotating Topic Designation?

Response:
No

Change Repeatable Credit?

Response:
No

Multiple Offerings in a Single Semester

Can this course be taken by a student multiple times in the same semester?

Response:

No

Change Course Description?

Response:

No

Change Course Objectives

Response:

Yes

Current Course Objectives

Response:

CONTENT SLO 1 – Integrate concepts from the general body of KNOWLEDGE of the profession of landscape architecture in design decision-making. CLO 1 – summarize current and emerging practice opportunities that utilize LA skills and knowledge in a variety of private, public, academic, and non-governmental settings. CLO 2 – employ basic principles of accounting and financial management. CLO 3 – describe the marketing process for LA professionals including the public solicitation process. CLO 4 – articulate a general understanding of contracts and law and evaluate risk as it relates to project management and professional liability. CLO 5 – examine key concepts related to project management and delivery. CLO 6 – explain bid and construction phase responsibilities including construction administration and observation. SLO 2 – Apply core professional landscape architecture SKILLS in design decision-making. CLO 7 – identify and apply project management techniques necessary to lead and collaborate on projects. CLO 8 – employ project tracking techniques to mitigate financial risk in project management CLO 9 – apply basic concepts in leadership and organizational management SLO 3 – Apply ETHICAL understanding to design decision-making CLO 10 – connect the ethical and professional obligations to clients, communities, the public, and the environment. CLO 11 - articulate the importance of lifelong learning, advocacy, career development, and the role of professional and community organizations in professional development CLO 12 - critique the regulatory, professional practice, and licensure requirements 2 of 10 COMMUNICATION SLO 5 – Produce professional visual, oral, and written COMMUNICATIONS. CLO 13 – present ideas concretely through visual, oral, and written communication. CLO 14 – choose the appropriate business communication tool for various professional situations CLO 15 – summarize project management information succinctly and with clarity

Proposed Course Objectives

Response:

Licensure Requirements: Explain the regulatory professional practice and licensure requirements
Professional Practice: Articulate and explain the current principles and techniques of professional practice (including project management, financial management, marketing, contracts/law), as well as identify emerging opportunities in landscape architecture.

Practice Opportunities & Innovations: Understand current and emerging practice opportunities

that use LA skills and knowledge in a variety of private, public, academic, and non-governmental settings.

Construction Management: Understand construction administration and oversight

Health, Safety, Welfare: Explain the ethical, legal, and professional obligations LAs have to clients, communities, the public, and the environment.

Professionalism: Demonstrate ethical behaviors and professional conduct in the context of landscape architecture, including respect, honesty, empathy, integrity, and responsibility.

Change Prerequisites?

Response:

No

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

Changing the course learning objectives as we have developed an updated assessment process which includes updated programmatic CLOs.

Updated the number of credits because it was unnecessary to have it as a 4-credit course.

LAA 6322: Landscape Architecture Professional Practice

UF Department of Landscape Architecture

Spring 2026

SYLLABUS

I. General Information

CLASS MEETINGS: 100% in Person
Monday | Periods 2-4
(8:30 AM - 11:30 AM)

CREDITS: 3 Credits

INSTRUCTORS: Dr. Jules Bruck, FASLA, PLA
Office: 431A Antevy Hall
Office Hours: Fridays, 12:30 PM – 3:00 PM,
jbruck@ufl.edu

COURSE DESCRIPTION

Prepares students for professional practice and provides a comprehensive understanding of the business of landscape architecture in both private and public sectors.

During the semester, we will cover foundational concepts related to professional practice and career development; clients and marketing; community engagement; project management; finances, accounting, contracts, and post-design services. Students will meet many different professionals who will share their insights and deliver guest lectures. This course also covers foundational concepts, theories, and processes of leadership including adaptive leadership and influence as a means of leading.

This course is designed for participation from both undergraduate and graduate students, providing a collaborative learning environment. While both groups will participate in the same lectures and discussions, there will be distinct expectations to accommodate the differing academic levels. This section is for graduate students and includes additional work that may include advanced assignments – more in-depth assignments that involve additional research, critical analysis or project work, and additional readings.

Both undergraduate and graduate students are encouraged to collaborate and learn from one another, enriching the academic experiences for all.

PREREQUISITE KNOWLEDGE AND SKILLS

n/a

REQUIRED READINGS AND WORKS

All required readings and works are available at the UF Library, as an e-text, or are provided in Canvas.

Required e-text, found in the UF Library:

The Professional Practice of Landscape Architecture: A Complete Guide to Starting and Running Your Own Firm, Second Edition, Walter Rogers

You may want to consider buying the book as it is a good reference for the L.A.R.E.

COURSE FEES

n/a

II. Student Learning Outcomes (SLOs) & Course Learning Objectives (CLOs)

The **course learning objectives** (CLOs) below align with the Landscape Architectural Accreditation Board (LAAB) standards and UF's MLA Student Learning Outcomes (SLOs) are used to guide the assessment of student learning throughout their engagement in the program.

At the end of this course, students will be expected to have achieved an appropriate developmental level of the following CLOs numbered in the chart below (each with an individual name):

CONTENT
SLO 1 – Integrate concepts from the general body of KNOWLEDGE of the profession of landscape architecture in design decision-making.
1. Licensure Requirements: Explain the regulatory professional practice and licensure requirements
2. Professional Practice: Articulate and explain the current principles and techniques of professional practice (including project management, financial management, marketing, contracts/law), as well as identify emerging opportunities in landscape architecture.
3. Practice Opportunities & Innovations: Understand current and emerging practice opportunities that use LA skills and knowledge in a variety of private, public, academic, and non-governmental settings.
4. Construction Management: Understand construction administration and oversight
SLO 3 – Apply ETHICAL understanding to design decision-making
5. Health, Safety, Welfare: Explain the ethical, legal, and professional obligations LAs have to clients, communities, the public, and the environment.
6. Professionalism: Demonstrate ethical behaviors and professional conduct in the context of landscape architecture, including respect, honesty, empathy, integrity, and responsibility.

III. Graded Work

Grading policies in the course are consistent with University grades and grading policies. Deadlines for assignments are listed in the Annotated Weekly Schedule and on Canvas. Students should submit work on the dates indicated except where university policy provides an exemption.

DESCRIPTION OF GRADED WORK

Professional Practice @ 75% course grade:

Value Add (5% of total grade)

Each student will complete several personal strength assessments and craft a concise pitch explaining how their strengths contribute to adding value in the workplace.

The Art of the Pitch (10% of total grade)

Each student will develop a pitch to present their emerging capstone project ideas, drawing on concepts and insights gained from class.

Project Management Project (10% of total grade)

Individually, students will track a project to determine if the project is on-budget and on-time.

Reflections & Discussions (10% of total grade)

Throughout the semester, students will be individually required to write three brief reflection papers on topics related to professional practice.

Mid-Term Quiz (20% of total grade)

The mid-term quiz will cover practice areas, licensure, LA/client relationships, ethics, business strategy, business development and marketing.

Final Exam (20% of total grade)

The final quiz will cover topics related to contracts, project management, project tracking, ethics, liability, licensure, project approvals, contract documents and post-design services.

Graduate Integrated Leadership @15% of course grade:

Integrated leadership Perspectives (15%)

Students will create a brief (1000 word) summary of how they perceive the concepts from the semester applying to their future careers. Summaries should reflect an integrated view of the concepts.

Participation @ 10% of course grade:

Active participation is essential for learning and networking in this class. Students receive full participation grade if they participate in preparatory readings, site visits, group activities, discussions, event, etc. Participation also includes demonstrating curiosity, a commitment to learning through observation and inquiry, as well as respect for peers and professionals.

All Rubrics for assignments, projects, and engagement are found on CANVAS

The graded work assesses the course learning objectives as follows:

Assessment	LAA 4210 - Course Learning Objectives (CLOs)					
	SLO 1					
	SLO1				SLO3	
	1	2	3	4	5	6
Value Add						
Mid-Term Exam	X	X	X			
Art of the Pitch						
Project Mgmt				X	X	X
Final Quiz	x	X	X	X	X	X
Class Assignments	X					

GRADING SCALE

A	94 – 100%		B-	80 – < 83%		D+	67 – <70%
A-	90 – < 94%		C+	77 – < 80%		D	63 – < 67%
B+	87 – < 90%		C	73 – < 77%		D-	60 – < 63%
B	83 – < 87%		C-	70 – < 73%		E	0 - < 60%

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

The Department acknowledges that the student retains ownership of their documents; however, it is a necessity for the Department to retain the right to use the documents for professional accreditation purposes. Furthermore, other course specific work, such as service-learning opportunities may require the Department to ultimately provide work created by students to an outside organization.

Digital copies of student work for this course must be turned in at the completion of each assignment. Please follow the directions given by the instructor as to how they will be submitted (e.g., Canvas, CD, PDF, word file, etc.).

Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1 1/12	<p>Module 1: Professional Practice and Career Development</p> <p>Summary: The module will explore different types of professional practice opportunities, current and emerging trends in workplace culture, and what emerging professionals can expect in the workplace.</p> <p>Topics: Course Introduction; Practice Opportunities; Licensure; Career Development & Life-Long Learning</p>

	<ul style="list-style-type: none"> • Required Readings/Resources: SYNKD On Air Podcast, Season 3 Ep. 3 – One gigantic Special Interest Group – our Industry Company with Guest Kona Gray, Principal at EDSA, Rogers, pp 17-38 • Assigned in Class: Value Add – Personal Strengths Assignment • Guests: Shawn Menefee, CLARB & Kona Gray, EDSA <p>LEADERSHIP: Intro</p>
Week 2 1/19	<p>No Class Monday 1/20, MLK Holiday: Work on Value Add Assignment</p> <ul style="list-style-type: none"> • Required Readings/Works: Roger's, pp. 292-306; ASLA Code of Ethics pp 1-4 <p>LEADERSHIP: Leaders, managers, & Administrators, Oh My!</p>
Wee 3 1/26	<p>Topic: Current and Future LA and Workplace Trends; Personal Strengths; Your First Job (HR 101), Office Structure; Understanding Work Expectations; Typical Professional Collaborators</p> <ul style="list-style-type: none"> • Required Readings: Rogers, pp 236-255 • Assignment Due: Value Add: see Canvas • Guests: KH HR Representative & Jaysen Williams, NV5 Recruitment Manager <p>LEADERSHIP: How We Lead, the Theories that Guide Us</p>
Week 4 2/2	<p>Module 2: Clients & Marketing</p> <p>This module provides and overview of key strategies for client acquisition, relationship management and successful marketing of self and the firm.</p> <p>Topic: Who are LA Clients? ; Client and Project Acquisition Strategies, Client Relationship Management</p> <ul style="list-style-type: none"> • Required Readings: Rogers, pp. 53 -58 • Assigned in Class: The Art of the Pitch: see Canvas • Guest: Carlos Perez, PP+D <p>LEADERSHIP: More Theories!</p>
Week 5 2/9	<p>Topic: Business strategy, business development, marketing process and skills & Career Fair Prep</p> <ul style="list-style-type: none"> • Required Readings/Works: Rogers, pp.373-378 • Assignment: see Canvas • Guest, Scott LaMont, EDSA <p>LEADERSHIP: The Buffet</p>
Week 6 2/26	<p>Topic: Marketing Process and Skills</p> <ul style="list-style-type: none"> • Required Readings/Works: Rogers, pp. 379-395 • Assignment: see Canvas • Guest: Chris Cianfaglione, Kimley-Horn <p>LEADERSHIP: Adaptive Leadership</p>
Week 7 2/23	<p>The Art of the Pitch</p> <ul style="list-style-type: none"> • Required Readings/Works: TBD • Assignment: see Canvas • Guest: Karl Soderholm, ETM <p>LEADERSHIP: The Five Steps of Adaptive Leadership</p>

Week 8 3/2	<p>Topic: In this class, students will deliver their pitches</p> <ul style="list-style-type: none"> • Assignment Due: The Art of the Pitch <p>LEADERSHIP: Creating Change through Adaptive Leadership</p>
Week 9 3/9	<p>Mid-Term Quiz</p> <p>Module 3: Community Engagement & Project Management</p> <p>Many disciplines work together to complete projects in the built environment. In addition, LAs work with a range of stakeholders and community members on a regular basis. In this module, we will get more in-depth with community and stakeholder engagement – how, when and why. We will also discuss project management - scoping, organization and tracking time.</p> <p>Topic: Community Engagement Basics</p> <ul style="list-style-type: none"> • Required Readings: TBD • Assignment: see Canvas <p>LEADERSHIP: Influence as a Means of Leading</p>
Week 10 3/16	Spring Break
Week 11 3/23	<p>Project Management – Planning, Scoping and Tracking –</p> <p>Topic: Capstone and GTP Project Management Review. We will discuss the basics of project management and how to be an effective project manager; proper techniques for project tracking.</p> <ul style="list-style-type: none"> • Required Readings: Rogers, pp. 471 – 489 • Assignment: see Canvas • Guest: Chris Cianfaglione, Kimley-Horn <p>LEADERSHIP: The Triggers of Influence (1-3)</p>
Week 12 3/30	Student Trips – See Extended Assignment
Week 13 4/6	<p>Module 4: Finance, Accounting, Contracts and Post Design Services</p> <p>This module will provide information about how firms are financed and what emerging professionals need to know about firm finance relative to their career. We will cover essential accounting and finance principles as well as the different types of contracts relative to LA and services landscape architects provide during the bidding and construction phases.</p> <p>Topic: Finance and Accounting</p> <ul style="list-style-type: none"> • Required Readings: Rogers, pp 264–291 • Assignment: see Canvas • Guest, Scott LaMont, EDSA
Week 14 4/13	<p>Topic: Basics of Contracts; Business Law Primer; Basics of Negotiating</p> <ul style="list-style-type: none"> • Required Reading: Rogers, pp. 410-427 • Assignment: see Canvas • Guest: Diana Ferguson, Esq., Rutledge Ecenia

Week 15 4/20	Final Exam, Course Reflections No class during finals week
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VI. Required Policies

Class Attendance & Excused Absences:

Requirements for class attendance and excused absences are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)

Requirements for exams, reading days, and excused absences relative to exams and other assignments/assessments are consistent with university policies. [See Examination Policies and Reading Days for more information regarding University Exam Policies.](#)

Accommodations for students with Disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the [“Get Started With the DRC” webpage on the Disability Resource Center site](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Technology

Canvas: In this class, Canvas, UF’s online learning management system, will be used for course activities, resources, assignments and communication channels. All assignments will be posted through the Canvas course site unless otherwise directed.

Online Course Evaluation Process:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to Provide Constructive Feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

UF Honesty Policy

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section.

Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources:

• Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).

- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage for more information](#).

LAA 6322

Project Management for Landscape Architects

UF Department of Landscape Architecture

Spring 2025

SYLLABUS

I. General Information

CLASS MEETINGS: Online via Zoom (refer to Canvas page for detail):

Monday | Periods 2-4

(8:30 AM - 11:30 AM)

In Person: Wednesday's

Periods 2 (8:30 PM – 9:20 PM)

439 Antevy Hall

CREDITS: 4 Credits

INSTRUCTORS: Dr. Jules Bruck, FASLA, PLA

Office: 431A Antevy Hall

Office Hours: Fridays, 12:30 PM – 3:00 PM, use Microsoft Bookings Page (see Canvas) to sign up for office hours. Use email (jbruck@ufl.edu) or Canvas messages for general questions.

Dr. Nicole Steadman

101A Grinter Hall

nsteadman@ufl.edu

Office Hours: by appointment

COURSE DESCRIPTION

This course is designed to prepare students for professional practice and to provide a comprehensive understanding of the business of landscape architecture in both private and public sectors. It covers foundational concepts related to professional practice and career development; clients and marketing; community engagement; project management; finances, accounting, contracts, and post-design services. Students will meet many different professionals who will share their insights and deliver guest lectures. This course also covers foundational concepts, theories, and processes of leadership including adaptive leadership and influence as a means of leading.

PREREQUISITE KNOWLEDGE AND SKILLS

None

REQUIRED READINGS AND WORKS

All required readings and works are available at the UF Library, as an e-text, or are provided in Canvas.

Required e-text, found in the UF Library:

The Professional Practice of Landscape Architecture: A Complete Guide to Starting and Running Your Own Firm, Second Edition, Walter Rogers

You may want to consider buying the book as it is a good reference for the L.A.R.E.

REQUIRED SUPPLIES AND SOFTWARE

You will need a computer with a camera to take part in the course via Zoom. Assignments will require general software such as:

MS Office (Word, Excel and Powerpoint)

Adobe Acrobat or Acrobat Reader

II. Student Learning Outcomes (SLOs)

At the end of this course, students are expected to have mastered the following course learning objectives (CLOs) which are part of the programmatic student learning outcomes (SLO) headings as follows:

CONTENT
SLO 1 – Integrate concepts from the general body of KNOWLEDGE of the profession of landscape architecture in design decision-making.
CLO 1 – summarize current and emerging practice opportunities that utilize LA skills and knowledge in a variety of private, public, academic, and non-governmental settings.
CLO 2 – employ basic principles of accounting and financial management.
CLO 3 – describe the marketing process for LA professionals including the public solicitation process.
CLO 4 – articulate a general understanding of contracts and law and evaluate risk as it relates to project management and professional liability.
CLO 5 – examine key concepts related to project management and delivery.
CLO 6 – explain bid and construction phase responsibilities including construction administration and observation.
SLO 2 – Apply core professional landscape architecture SKILLS in design decision-making.
CLO 7 – identify and apply project management techniques necessary to lead and collaborate on projects.
CLO 8 – employ project tracking techniques to mitigate financial risk in project management
CLO 9 – apply basic concepts in leadership and organizational management
SLO 3 – Apply ETHICAL understanding to design decision-making
CLO 10 – connect the ethical and professional obligations to clients, communities, the public, and the environment.
CLO 11 - articulate the importance of lifelong learning, advocacy, career development, and the role of professional and community organizations in professional development
CLO 12 - critique the regulatory, professional practice, and licensure requirements

COMMUNICATION
SLO 5 – Produce professional visual, oral, and written COMMUNICATIONS .
CLO 13 – present ideas concretely through visual, oral, and written communication.
CLO 14 – choose the appropriate business communication tool for various professional situations
CLO 15 – summarize project management information succinctly and with clarity

III. Graded Work

The course assignments add up to total 100 possible points. Some extra credit assignments may be provided during the semester.

DESCRIPTION OF GRADED WORK

Professional Practice @ 63% course grade:

Value Add (5% of total grade)

Each student will complete several personal strength assessments and craft a concise pitch explaining how their strengths contribute to adding value in the workplace.

The Art of the Pitch (10% of total grade)

Each student will develop a pitch to present their emerging capstone project ideas, drawing on concepts and insights gained from class.

Project Management Project (10% of total grade)

Individually, students will track a project to determine if the project is on-budget and on-time.

Reflections & Discussions (13% of total grade)

Throughout the semester, students will be individually required to write three brief reflection papers on topics related to professional practice.

Mid-Term Quiz (10% of total grade)

The mid-term quiz will cover practice areas, licensure, LA/client relationships, ethics, business strategy, business development and marketing.

Final Exam (15% of total grade)

The final quiz will cover topics related to contracts, project management, project tracking, ethics, liability, licensure, project approvals, contract documents and post-design services.

Leadership @22% of course grade:

Leadership Exercises (8% of total grade (4 @ 2%))

Students will participate in facilitated exercises throughout the semester reflective of the class topics.

Integrated leadership Perspectives (14%)

Students will create a brief (1000 word) summary of how they perceive the concepts from the semester applying to their future careers. Summaries should reflect an integrated view of the concepts.

Attendance and Engagement @ 15% of course grade:

Active participation and consistent attendance are vital for the success of this course and together, they constitute 15% of your final grade.

1. Attendance (10%): See Section VI. Required Policies – Attendance Policies.

- Attendance will be recorded at each class session.

2. Engagement (5%): Engagement is measured by your active participation in discussions, group work, and in-class activities. This includes being prepared for class (having completed readings or assignments), contributing thoughtfully to discussions, and demonstrating respect for peers and instructors. Engagement is not solely about speaking frequently; listening attentively, asking questions, and contributing to collaborative tasks are equally important.

A&E Grading Breakdown:

- Full points for attendance require minimal absences, timely arrival, and staying (with camera on) for the full duration of the class.
- Full points for engagement reflect consistent preparation, meaningful participation, and respectful interaction.

Assessment	LAA 6322 - Course Learning Objectives (CLOs)														
	SLO 1						SLO 2			SLO 3			SLO 5		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Value Add	X										X		X		
Mid-Term Exam	X		X						X	X	X	X			
Art of the Pitch													X	X	
Project Mgmt				X	X			X					X		X
Final Quiz		X		X	X	X	X	X							
Exercises/Reflect.*															
Leadership Ex									X						
Integrated Lead Perspectives									X				X		

GRADING SCALE

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%		B-	80 – < 83%		D+	67 – < 70%
A-	90 – < 94%		C+	77 – < 80%		D	63 – < 67%
B+	87 – < 90%		C	73 – < 77%		D-	60 – < 63%
B	83 – < 87%		C-	70 – < 73%		E	0 - < 60%

As per department policy, Landscape Architecture Majors must receive a C or better to move forward. Students earning a grade lower than a **C** is required to take the course over again.

All student work may be retained and used by the Department of Landscape Architecture. Digital copies of student work for this course must be turned in at the completion of each assignment. Please follow the directions given by the instructor as to how they will be submitted (e.g., Canvas, CD, PDF, word file, etc.). If an assignment is required to be scanned, it must be scanned; photographs of assignments are not acceptable. If a multipage PDF is requested, do NOT submit each page as a separate PDF. It must be submitted as one file. Point deductions on the assignment may result from not following submittal directions or providing incorrect submittal or file formats.

Projects assignments are expected to be submitted by the specified due date. If no prior arrangement is made with the instructor for a late submittal, the maximum points that the student can earn for the project will be reduced by 3% for every day it is late. Therefore, if a 10-point project is five days late, the maximum points that the student can receive for the project is 8.5 points (i.e., 85% of the total grade). If the student receives the equivalent grade of an 85% on the project, the student would receive 7.25 points (85% of 8.5 points). Project assignments that are six days late or more will be graded out of 80% of the total points of the assignment. A grade of zero will be given until the project has been turned in. Late assignments will be accepted for two weeks after the due date, after which time a final grade of zero is assigned.

Some exercises are “in-class,” and could be due at the end of the class period. If you are absent, and it is unexcused, you will not receive points for the exercise.

A due date and time is provided for every assignment, and an assignment is considered a day late if it is submitted after the specified date and time. The deadline is a hard deadline; no exceptions will be made for scanning, computer related issues, uploading, et cetera. Assignments are considered an additional day late every 24 hours from the due date.

Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1 1/13	<p>Module 1: Professional Practice and Career Development</p> <p>Summary: The module will explore different types of professional practice opportunities, current and emerging trends in workplace culture, and what emerging professionals can expect in the workplace.</p> <p>Topics: Course Introduction; Practice Opportunities; Licensure; Career Development & Life-Long Learning</p> <ul style="list-style-type: none"> • Required Readings/Resources: SYNKD On Air Podcast, Season 3 Ep. 3 – One gigantic Special Interest Group – our Industry Company with Guest Kona Gray, Principal at EDSA, Rogers, pp 17-38 • Assigned in Class: Value Add – Personal Strengths Assignment • Guests: Shawn Menefee, CLARB & Kona Gray, EDSA <p>LEADERSHIP: Intro</p>

Week 2 1/20	<p>No Class Monday 1/20, MLK Holiday: Work on Value Add Assignment</p> <ul style="list-style-type: none"> Required Readings/Works: Roger's, pp. 292-306; ASLA Code of Ethics pp 1-4 <p>LEADERSHIP: Leaders, managers, & Administrators, Oh My!</p>
Week 3 1/27	<p>Topic: Current and Future LA and Workplace Trends; Personal Strengths; Your First Job (HR 101), Office Structure; Understanding Work Expectations; Typical Professional Collaborators</p> <ul style="list-style-type: none"> Required Readings: Rogers, pp 236-255 Assignment Due: Value Add: see Canvas Guests: KH HR Representative & Jaysen Williams, NV5 Recruitment Manager <p>LEADERSHIP: How We Lead, the Theories that Guide Us</p>
Week 4 2/3	<p>Module 2: Clients & Marketing</p> <p>This module provides an overview of key strategies for client acquisition, relationship management and successful marketing of self and the firm.</p> <p>Topic: Who are LA Clients? ; Client and Project Acquisition Strategies, Client Relationship Management</p> <ul style="list-style-type: none"> Required Readings: Rogers, pp. 53 -58 Assigned in Class: The Art of the Pitch: see Canvas Guest: Carlos Perez, PP+D <p>LEADERSHIP: More Theories!</p>
Week 5 2/10	<p>Topic: Business strategy, business development, marketing process and skills & Career Fair Prep</p> <ul style="list-style-type: none"> Required Readings/Works: Rogers, pp.373-378 Assignment: see Canvas Guest, Scott LaMont, EDSA <p>LEADERSHIP: The Buffet</p>
Week 6 2/27	<p>Topic: Marketing Process and Skills</p> <ul style="list-style-type: none"> Required Readings/Works: Rogers, pp. 379-395 Assignment: see Canvas Guest: Chris Cianfaglione, Kimley-Horn <p>LEADERSHIP: Adaptive Leadership</p>
Week 7 2/24	<p>The Art of the Pitch</p> <ul style="list-style-type: none"> Required Readings/Works: TBD Assignment: see Canvas Guest: Karl Soderholm, ETM <p>LEADERSHIP: The Five Steps of Adaptive Leadership</p>
Week 8 3/3	<p>Topic: In this class, students will deliver their pitches</p> <ul style="list-style-type: none"> Assignment Due: The Art of the Pitch <p>LEADERSHIP: Creating Change through Adaptive Leadership</p>

Week 9 3/10	<p>Mid-Term Quiz</p> <p>Module 3: Community Engagement & Project Management</p> <p>Many disciplines work together to complete projects in the built environment. In addition, LAs work with a range of stakeholders and community members on a regular basis. In this module, we will get more in-depth with community and stakeholder engagement – how, when and why. We will also discuss project management - scoping, organization and tracking time.</p> <p>Topic: Community Engagement Basics</p> <ul style="list-style-type: none"> • Required Readings: TBD • Assignment: see Canvas <p>LEADERSHIP: Influence as a Means of Leading</p>
Week 10 3/17	Spring Break
Week 11 3/24	<p>Project Management – Planning, Scoping and Tracking –</p> <p>Topic: Capstone and GTP Project Management Review. We will discuss the basics of project management and how to be an effective project manager; proper techniques for project tracking.</p> <ul style="list-style-type: none"> • Required Readings: Rogers, pp. 471 – 489 • Assignment: see Canvas • Guest: Chris Cianfaglione, Kimley-Horn <p>LEADERSHIP: The Triggers of Influence (1-3)</p>
Week 12 3/31	Student Trips – See Extended Assignment
Week 13 4/7	<p>Module 4: Finance, Accounting, Contracts and Post Design Services</p> <p>This module will provide information about how firms are financed and what emerging professionals need to know about firm finance relative to their career. We will cover essential accounting and finance principles as well as the different types of contracts relative to LA and services landscape architects provide during the bidding and construction phases.</p> <p>Topic: Finance and Accounting</p> <ul style="list-style-type: none"> • Required Readings: Rogers, pp 264–291 • Assignment: see Canvas • Guest, Scott LaMont, EDSA
Week 14 4/14	<p>Topic: Basics of Contracts; Business Law Primer; Basics of Negotiating</p> <ul style="list-style-type: none"> • Required Reading: Rogers, pp. 410-427 • Assignment: see Canvas • Guest: Diana Ferguson, Esq., Rutledge Ecenia
Week 15 4/21	Final Exam, Course Reflections

VI. Required Policies

ATTENDANCE POLICY

Attendance is mandatory. Students are expected to arrive on time and in the online format students must be on time and have their camera on for the duration of the class. Acceptable reasons for excused absences are as follows:

- o Illness
- o Serious family emergency
- o Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- o Military obligation
- o Severe weather conditions
- o Religious holidays
- o Participation in official university activities such as music performances, athletic competition or debate.
- o Court-imposed legal obligations (e.g., jury duty or subpoena)

Special curricular requirements and any planned absence should discuss with the instructor PRIOR to their absence to determine if it will be counted as excused or unexcused. If necessary, students shall be permitted a reasonable amount of time to make up material or activities covered in their excused absence; however, absences do not affect project deadline dates unless prior arrangements have been made.

The instructor will not provide the student notifications regarding absences and tardiness. You may email the instructor should you have any questions regarding your attendance. Please schedule an office meeting for any discussions regarding attendance, tardiness, and late assignments. Do not discuss these issues with the instructor during class time.

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>

STUDENTS REQUIRING ACCOMMODATION

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF EVALUATIONS PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

UNIVERSITY HONESTY POLICY

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 (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) 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.

COUNSELING AND WELLNESS CENTER

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

COURSE MATERIALS AND IN-CLASS RECORDINGS

The digital course materials provided on Canvas (e.g., lectures, assignments, quizzes, et cetera) are provided for personal study and are not intended for distribution by electronic or other means. Further distribution or posting on other websites is not permitted.

Our class sessions may be audio visually recorded. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who participate orally are agreeing to have their voices recorded.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording

without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Course|Modify for request 21149

Info

Request: LAA 6342 - Change credit hours, description, objectives, and to be a repeatable rotating topic

Description of request: Updated course learning objectives and number of credits.

Submitter: Julie Bruck jbruck@ufl.edu

Created: 2/12/2025 1:47:56 PM

Form version: 1

Responses

Current Prefix

Enter the current three letter code (e.g., POS, ATR, ENC).

Response:

LAA

Course Level

Select the current one digit code preceding the course number that indicates the course level at which the course is taught (e.g., 1=freshman, 2=sophomore, etc.).

* *

Response:

6

Lab Code

Enter the current lab code. This code indicates whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:

None

Number

Enter the current three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles.

Response:

342

Course Title

*Enter the current title of the course as it appears in the Academic Catalog. There is a 100 character limit for course titles. *

Response:

Landscape Architecture Criticism

Effective Term

Select the requested term that the course change(s) will first be implemented. Selecting "Earliest" will allow the change to be effective in the earliest term after SCNS approval. If a specific term and year are selected, this

should reflect the department's expectations. Courses cannot be changed retroactively, and therefore the actual effective term cannot be prior to SCNS approval, which must be obtained prior to the first day of classes for the effective term. SCNS approval typically requires at least 6 weeks after approval of the course change at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course change will first be implemented. See preceding item for further information.

Response:
Earliest Available

Requested Action

Indicate whether the change is for termination of the course or any other change. If the latter is selected, all of the following items must be completed for any requested change.

Response:
Other (selecting this option opens additional form fields below)

Change Course Prefix?

Response:
No

Change Course Level?

Response:
No

Change Course Number?

Response:
No

Change Lab Code?

Response:
No

Change Course Title?

Response:
No

Change Transcript Title?

*If changing the course title a new transcript title is also required. *

Response:
No

Change Credit Hours?

Response:
Yes

Current Credit Hours

Response:
3

Proposed Credit Hours

Response:
1

Change Variable Credit?

Response:
No

Change S/U Only?

Response:
No

Change Contact Type?

Response:

No

Course Type

*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Seminar

Change Rotating Topic Designation?

Response:
Yes

Rotating Topic Designation

Response:
From Fixed to Rotating

Change Repeatable Credit?

Response:
Yes

Repeatable Credit

Response:
From Non-repeatable to Repeatable

Maximum Repeatable Credits

Enter the maximum credits a student may accrue by repeating this course.

Response:
3

Multiple Offerings in a Single Semester

Can this course be taken by a student multiple times in the same semester?

Response:
Yes

Change Course Description?

Response:

Yes

Current Course Description

Response:

Case studies and readings of theories, models, and processes applicable to landscape architectural planning and design. Emphasizes the issues of perception, preference, and other user concerns. Designated core course.

Proposed Course Description (500 characters max)

Response:

A critical exploration of contemporary and historical landscape architecture, examining design theories, methods, and built works through analysis, discussion, and writing.

Change Course Objectives

Response:

Yes

Current Course Objectives

Response:

SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making. CLO 1 – Develop a comprehensive understanding of the unique nature of landscape architecture criticism and its distinct role within the broader context of design and the built environment. CLO 2 – Integrate the history and theories of landscape architecture to planning and design decisions in the built and natural environment, with consideration for urban, community, and ecological contexts. CLO 3 – Explore a range of critical approaches and theoretical frameworks relevant to landscape architecture criticism, understanding how they shape the assessment of design interventions. SLO 2 – Apply core professional landscape architecture skills in design decision-making. CLO 4 – Apply diverse critical methodologies to analyze and evaluate the effectiveness of landscape architecture projects, considering factors such as spatial organization, user experience, ecological sustainability, and cultural significance. CLO 5 – Develop a personal approach to landscape architecture criticism that integrates insights from various theoretical positions, addressing the multidimensional aspects of design quality. CLO 6 – Employ strategies to assess how design solutions respond to specific site challenges, societal needs, and aspirations, utilizing insights from aesthetics, social dynamics, and environmental considerations. SLO 3 – Apply ethical understanding to design decision-making. CLO 7 – Demonstrate ethical behaviors and professional conduct in the context of landscape architecture, including respect for diversity, honesty, integrity, and responsibility. CRITICAL THINKING SLO 4 – Combine and analyze information from multiple sources to support design decision-making. CLO 8 – Students will be able to combine and analyze information from Landscape theories and methodologies to address current and future local, regional, and global challenges. CLO 9 – Critically analyze and interpret case studies and examples to extract underlying design principles, innovative strategies, and cultural influences present in landscape architecture projects. COMMUNICATION SLO 5 – Produce professional visual, oral, and written communications. CLO 10 – Cultivate advanced written and oral communication skills to articulate insightful and wellreasoned design critiques, effectively conveying observations, evaluations, and recommendations. CLO 11 – Explore diverse modes of communication beyond traditional writing, using visual representations, multimedia, and interactive platforms to enhance the clarity and impact of design criticism.

Proposed Course Objectives

Response:

Knowledge Integration: Demonstrate the ability to position research within the broader landscape architecture field and articulate its significance in advancing the discipline.

Written Communication: Clearly and persuasively express ideas in writing, adapting style and tone to suit proposals, research, and creative contexts;

Engagement in Critique: Thoughtfully provide, receive, and respond to critique as part of an iterative design decision-making process (all studios).

Change Prerequisites?

Response:

No

Change Co-requisites?

Response:

No

Rationale

Please explain the rationale for the requested change.

Response:

Updated the course credit from 3-1 and made it a rotating topics seminar to provide max flexibility and access to cutting edge content.

LAA 6342

Advanced Landscape Criticism

UF Department of Landscape Architecture Fall 2023

SYLLABUS

I. General Information

CLASS MEETINGS: 100% In-Person, Tuesday Periods 8 - 9 (3:00 PM – 4:55 PM); Thursday Period 6 (12:50 PM – 1:40 PM)

LOCATION: FAC 208

CREDITS: 1 credit

INSTRUCTOR: Belinda B. Nettles, Ph.D.
Office Location: 431 AH
Office Hours: Thursdays, 1-3pm or by appointment
bbnettles@ufl.edu

COURSE DESCRIPTION

A critical exploration of contemporary and historical landscape architecture, examining design theories, methods, and built works through analysis, discussion and writing.

This advanced course delves into the world of landscape architecture criticism, exploring techniques, perspectives, and theories that contribute to the evaluation and interpretation of both built and unbuilt landscape architecture projects. Through critical analysis and diverse methodologies, students will engage with the complexities of assessing the success, impact, and ethical dimensions of landscape designs. Upon completing this advanced course, students will possess a sophisticated ability to engage in landscape architecture criticism, utilizing diverse techniques, theoretical perspectives, and ethical considerations. They will emerge with the skills to critically analyze, thoughtfully evaluate, and effectively communicate their insights and interpretations of landscape architecture projects, contributing to the ongoing discourse within the field.

The course is formatted as a graduate seminar with supplemental lectures, readings, in-class exercises, and assignments.

PREREQUISITE KNOWLEDGE AND SKILLS

A foundational knowledge of the theories pertinent to the study of landscape architecture is recommended.

REQUIRED READINGS

No books are required. Required readings will be posted on Canvas.

Optional readings will also be posted on Canvas. These will primarily be readings related to some of the pertinent landscape architecture theories that will be used to critique landscapes throughout the course.

II. Student Learning Outcomes (SLOs) & Course Learning Objectives

The **course learning objectives** (CLOs) below align with the Landscape Architectural Accreditation Board (LAAB) standards and UF's MLA Student Learning Outcomes (SLOs) are used to guide the assessment of student learning throughout their engagement in the program.

At the end of this course, students will be expected to have achieved an appropriate developmental level of the following CLOs numbered in the chart below (each with an individual name)

COMMUNICATION
SLO 5 – Produce professional visual, oral, and written communications.
Written Communication: Clearly and persuasively express ideas in writing, adapting style and tone to suit proposals, research, and creative contexts
Engagement in Critique: Thoughtfully provide, receive, and respond to critique as part of an iterative design decision-making process (all studios).
RESEARCH
SLO 6 –Devise research methodologies and conclusions appropriate to individual area of interest.
Knowledge Integration: Demonstrate the ability to position research within the broader landscape architecture field and articulate its significance in advancing the discipline.

III. Graded Work

Grading policies in the course are consistent with the [university's graduate school grades and grading policies](#). Deadlines for assignments are listed in the Annotated Weekly Schedule and on Canvas. Students should submit work on the dates indicated except where university policy provides an exemption.

DESCRIPTION OF GRADED WORK

In-Class Activities (30% of total grade)

Throughout the semester, students will apply knowledge through in-class activities to reinforce concepts learned in class. These will primarily be performed during class; however, some exercises may require time outside of class. These activities will be discussed in class and posted on Canvas.

Discussion Leader (25% of total grade)

During weeks 7-10, two students each week will be responsible for leading the class in landscape critiques based on the topic of the week. Students will provide effective discussion questions that encourage in-depth discussion of the topic and moderate the discussion. Students will meet with the instructor at least 2 weeks prior to their assigned week to discuss the topic and receive guidance.

Students will submit the landscapes they plan to discuss and a list of discussion questions 1 week prior to their assigned week. For a complete description of requirements and the grading rubric, please see Canvas.

Landscape Critique Paper & Presentation (30% of total grade)

Students will work individually on one critique to obtain hands-on experience with developing a long- form academic critique. This critique will be approximately 2,000 words (separate from the bibliography) and must

represent original work. Selection of your landscape and research plans needs to be finalized by Week 6, and students shall be prepared to discuss these plans in class for feedback (10% of *project* grade). Students will give a 10-minute presentation of their critique during Week 13 (40% of *project* grade). Peer and instructor feedback from the presentation shall be incorporated into the final paper due during Week 16 (50% of *project* grade). For a complete description of requirements and the grading rubric, please see Canvas.

Landscape Redesign (15% of total grade)

In small groups, students will critique a landscape, identify ways that it could or should be improved, and redesign the landscape to align with their critique. This will primarily be an in-class activity, and students will share their evaluation and plans in class during Week 15.

All Rubrics for assignments, projects, and engagement are found on CANVAS

The graded work assesses the course learning objectives as follows:

Assessment	SLO5		SLO6
In-Class Activities			x
Discussion Leader		x	x
Landscape Critique Paper & Presentation	x	x	x
Landscape Redesign		x	x

GRADING SCALE

For information on how UF assigns grade points, visit: <https://gradcatalog.ufl.edu/graduate/regulations/> under *GRADES*.

A	93 – 100%		C	73 – 76%
A-	90 – 92%		C-	70 – 72%
B+	87 – 89%		D+	67 – 69%
B	83 – 86%		D	63 – 66%
B-	80 – 82%		D-	60 – 62%
C+	77 – 79%		E	<60

The Department acknowledges that the student retains ownership of their documents; however, it is a necessity for the Department to retain the right to use the documents for professional accreditation purposes. Furthermore, other course specific work, such as service-learning opportunities may require the

Department to ultimately provide work created by students to an outside organization.

Digital copies of student work for this course must be turned in at the completion of each assignment.

Please follow the directions given by the instructor as to how they will be submitted (e.g., Canvas, CD, PDF, word file, etc.).

IV. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Course Introduction & Expectations • Summary: This week we will introduce the course and discuss the course structure, assignments, and expectations. • Required Readings: No readings due this week. Readings are listed on the week that they will be discussed in class. The readings listed below for Week 2 should be read <i>prior</i> to Tuesday's class.
Week 2	<ul style="list-style-type: none"> • Topic: Critique: Meaning & Motivations • Summary: This week we will introduce Critique/Criticism. We will discuss what it means, why it is useful, and briefly discuss the history of Critique. • Required Readings: <ul style="list-style-type: none"> ○ Meinig, D.W. (1979). The Beholding Eye: Ten Versions of the Same Scene in <i>The Interpretation of Ordinary Landscapes</i>, D.W. Meinig, Ed. pp. 33-48. ○ Foster, J. (2019). Landscape criticism: Between dissolution and objectification. <i>Journal of Landscape Architecture</i> 13(3): 8-11. • Assignment: In-class Activity (Primarily) [See Canvas for activity & submission details].
Week 3	<ul style="list-style-type: none"> • Topic: Methods for Communicating Criticism • Summary: This week we will discuss various critique methods and the purposes for which they may be used. • Required Readings: <ul style="list-style-type: none"> ○ Clay, G. (1980) 'Ultimate Flood Weapon' Indian Bend Wash. <i>Landscape Architecture Magazine</i> 70(4): 395. ○ Blanchon, B. (2016). Criticism: the potential of the scholarly reading of constructed landscapes. Or, the difficult art of interpretation. <i>Journal of Landscape Architecture</i> 11(2): 66-71. ○ Gulsrud, N. & Steiner, H. (2019). When urban greening becomes an accumulation strategy: Exploring the ecological, social and economic calculus of the High Line. <i>Journal of Landscape Architecture</i> 14(3): 82-87.
Week 4	<ul style="list-style-type: none"> • Topic: Researching Landscapes • Summary: This week we will discuss sources and strategies for researching landscapes for the purpose of writing a critique. Students will also visit the UF Architecture Archives to learn about the collections and view primary source materials. • Required Readings: No required readings this week. • Assignment: No submissions due this week.

Week 5	<ul style="list-style-type: none"> • Topic: Critiquing Built & Unbuilt • Summary: This week we will discuss critique of built versus unbuilt landscapes. We will also discuss visualization techniques and their relationship to the built landscape. • Required Reading: Lee, M & Pae, J. (2018). Photo-fake conditions of digital landscape representation. <i>Visual Communication</i> 17 (1): 2-23. • Assignments: <ul style="list-style-type: none"> ○ In-class Activity (Primarily) [See Canvas for activity & submission details]. Discussion leaders for Week 10 – submit landscapes and discussion questions [See Canvas for details]. ○ Discussion leaders for Week 7 need to meet with instructor [See Canvas for details].
Week 6	<ul style="list-style-type: none"> • Topic: Critiquing Performance • Summary: This week we will discuss landscape performance as a method for critiquing landscapes and explore LAF's Benefits Toolkit and other resources. • Required Readings: <ul style="list-style-type: none"> ○ Yang, B., Li, S, & Binder, C. (2016). A research frontier in landscape architecture: landscape performance and assessment of social benefits. <i>Landscape Research</i> 41(3): 314-329 ○ LAF (2018) Evaluating Landscape Performance: A Guidebook for Metrics and Methods Selection. Read pp 1-11; skim and familiarize yourself with the rest of the guide. • Assignments: <ul style="list-style-type: none"> ○ In-class Activity (Primarily) [See Canvas for activity & submission details]. ○ Landscape selection and research plan due on Thursday. Students will briefly outline their research plans for the final critique assignment. The instructor and students will provide feedback. A written outline will be submitted on Canvas. [See Canvas for detailed requirements]. ○ Discussion leaders for Week 7 – submit landscapes and discussion questions [See Canvas for details]. ○ Discussion leaders for Week 8 need to meet with instructor [See Canvas for details].

Week 7	<ul style="list-style-type: none"> • Topic: Critiquing Aesthetics • Summary: This week we will review aesthetic theories, formal properties of design, and Nassauer's 'Orderly Frames.' These theories will then be used to critique the appearance, form, and content of landscapes. • Required Readings: <ul style="list-style-type: none"> ○ Way, T. (2013). Landscapes of industrial excess: A thick sections approach to Gas Works Park. <i>Journal of Landscape Architecture</i> 8(1): 28-39. ○ Herrington, S. (1994). Strange scenes within the landscape: a critical analysis of the built work of Martha Schwartz. <i>Critiques of Built Works of Landscape Architecture</i> 1: 13-17. ○ Reimer, M. (2010). Unsettling eco-scapes: Aesthetic performance for sustainable futures. <i>Journal of Landscape Architecture</i> 5(1): 24-37. • Assignments: <ul style="list-style-type: none"> ○ In-class Activity (Primarily) [See Canvas for activity & submission details]. ○ Discussion leaders for Week 7 will lead the discussion/critique on Thursday. ○ Discussion leaders for Week 8 – submit landscapes and discussion questions [See Canvas for details]. ○ Discussion leaders for Week 9 need to meet with instructor [See Canvas for details].
Week 8	<ul style="list-style-type: none"> • Topic: Critiquing Meaning & Power • Summary: This week we will review theories related to the construction of meaning in the designed landscape and power differentials. These frameworks will be used to critique landscapes. • Required Readings: <ul style="list-style-type: none"> ○ Valois, N. & Paradis, J. (2010). Place Émilie-Gamelin in Montréal – Landscape narrative, meaning and the uses of public space. <i>Journal of Landscape Architecture</i> 5(2): 72-83. ○ Safransky, S. (2014). Greening the urban frontier: Race, property, and resettlement in Detroit. <i>Geoforum</i> 56: 237-248. • Assignments: <ul style="list-style-type: none"> ○ In-class Activity (Primarily) [See Canvas for activity & submission details]. ○ Discussion leaders for Week 8 will lead the discussion/critique on Thursday. ○ Discussion leaders for Week 9 – submit landscapes and discussion questions [See Canvas for details]. ○ Discussion leaders for Week 10 need to meet with instructor [See Canvas for details].
Week 9	<ul style="list-style-type: none"> • Topic: Critiquing Experience & Emotions • Summary: This week we will examine experience and emotion as a basis for landscape critique. • Required Readings: <ul style="list-style-type: none"> ○ Holskens, S., Evers, C., & Doering, A. (2019). Skill acquisition and Korean landscape architecture: An ethnographic account of skateboarding in Seoul, South Korea. <i>Journal of Sport & Social Issues</i> 43(5): 368-385. [Skim to get an idea

	<p>of how the work is structured and how the authors describe the landscapes and experiences.]</p> <ul style="list-style-type: none"> ○ Ware, S. (2016). Knowingly unfinished: Exploiting the temporality of landscapes. <i>Architectural Design</i> 86(1): 74-81. ○ Bille, M. (2015). Lighting up cosy atmospheres in Denmark. <i>Emotion, Space and Society</i> 15: 56-63. <ul style="list-style-type: none"> ● Assignments: <ul style="list-style-type: none"> ○ In-class Activity (Primarily) [See Canvas for activity & submission details]. ○ Discussion leaders for Week 9 will lead the discussion/critique on Thursday. ○ Discussion leaders for Week 10 – submit landscapes and discussion questions [See Canvas for details].
Week 10	<ul style="list-style-type: none"> ● Topic: Contextual Critique ● Summary: This week we'll be exploring how contextual theories, particularly site and region, can be used in criticism. ● Required Readings: <ul style="list-style-type: none"> ○ Treib, M. (2009). Two Squares in Helsinki: A Biography. <i>Journal of Landscape Architecture</i> 4(1): 74-89. ○ Bowring, J. Egoz, S., & Ignatieva, M. (2009). 'As good as the West': Two paradoxes of globalisation and landscape architecture in St. Petersburg. <i>Journal of Landscape Architecture</i> 4(1): 6-15. ● Assignments: <ul style="list-style-type: none"> ○ In-class Activity (Primarily) [See Canvas for activity & submission details]. ○ Discussion leaders for Week 10 will lead the discussion/critique on Thursday.
Week 11	<ul style="list-style-type: none"> ● Topic: Critiquing Function ● Summary: This week we will review CPTED and discuss Post-occupancy Evaluations, Weathering/Decay, and Performative Critiques. ● Required Readings: <ul style="list-style-type: none"> ○ Sherman, S., Varni, J., Ulrich, R., & Malcarne, V. (2005). Post-occupancy evaluation of a healing gardens in a pediatric cancer center. <i>Landscape and Urban Planning</i> 73(2): 167-183. ○ Peinhardt, K. (2017). Still waiting for a nice place to sit. <i>Project for Public Spaces</i>. https://www.pps.org/article/still-waiting-nice-place-sit ● Assignment: In-class Activity (Primarily) [See Canvas for activity & submission details].
Week 12	<ul style="list-style-type: none"> ● Topic: Seeking critique ● Summary: This week we will discuss public/user critiques as part of the design or research process. Thursday's class will be held at the Landscape Plots to critique the landscape. ● Required Readings: <ul style="list-style-type: none"> ○ Nassauer, J., Wang, Z., & Dayrell, E. (2009). What will the neighbors think? Cultural norms and ecological design. <i>Landscape and Urban Planning</i> 92: 282-292.

	<ul style="list-style-type: none"> ○ Nasir, M., Anuar, M., & Saruwono, M. (2012). Barriers of user's involvement in the design process of public parks as perceived by landscape architects. <i>Procedia-Social and Behavioral Sciences</i> 35:253-259. ● Assignment: No assignments are due this week.
Week 13	<ul style="list-style-type: none"> ● Topic: Critique Presentations ● Summary: Students will present their landscape critiques and receive feedback from instructors and peers. This feedback shall be incorporated into the final paper. ● Required Readings: No readings. ● Assignment: Landscape Critique Presentation Due [See Canvas for detailed requirements].
Week 14 (No class Thursday, Nov 23 rd – Thanksgiving)	<ul style="list-style-type: none"> ● Topic: Design as Critique ● Summary: This week we will review the concept of design as critique. Students will then critique a landscape through the redesign of elements that they feel could or should be improved. ● Required Readings: No readings. ● Assignment (Primarily In-class): Landscape Redesign - Students will work in small teams to critique a landscape, identify ways that it could or should be improved, and redesign the landscape to align with their critique. Students will complete and present their redesigns during Week 15. [See Canvas for details].
Week 15	<ul style="list-style-type: none"> ● Topic: Design as Critique (continued) ● Summary: This week students will continue to redesign a landscape to address elements that they felt could or should be improved. ● Required Readings: No readings. ● Assignment (Primarily In-class): Landscape Redesign - Students will complete their redesigns and present their work during Thursday's class. [See Canvas for details].
Week 16 (Last class is Tuesday, Dec 5 th)	<ul style="list-style-type: none"> ● Topic: Course wrap-up and review ● Assignment: Final Landscape Critique Paper Due [See Canvas for detailed requirements and grading rubric].

VI. Required Policies

Class Attendance & Excused Absences:

Requirements for class attendance and excused absences are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)

Requirements for exams, reading days, and excused absences relative to exams and other assignments/assessments are consistent with university policies. [See Examination Policies and Reading Days for more information regarding University Exam Policies.](#)

Accommodations for students with Disabilities:

Students with disabilities who experience learning barriers and would like to request academic

accommodations should connect with the Disability Resource Center. See the [“Get Started With the DRC” webpage on the Disability Resource Center site](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Technology

Canvas: In this class, Canvas, UF’s online learning management system, will be used for course activities, resources, assignments and communication channels. All assignments will be posted through the Canvas course site unless otherwise directed.

Online Course Evaluation Process:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluer.com>

Guidance on how to Provide Constructive Feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

UF Honesty Policy

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources:

- Health and Wellness
- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage for more information](#).

Course|New for request 21465

Info

Request: CLP 6XXX Introduction to Professional Ethics in Clinical Psychology

Description of request: Request to create new course Introduction to Professional Ethics in Clinical Psychology .

Submitter: April Oneal apriloneal3@ufl.edu

Created: 4/2/2025 9:39:24 AM

Form version: 1

Responses

Recommended Prefix CLP

Course Level 6

Course Number XXX

Lab Code None

Course Title Introduction to Professional Ethics in Clinical Psychology

Transcript Title Professional Ethics in Psych

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 1

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 1

Course Description The goal of this course is to provide guidance to graduate students regarding ethical and professional issues in the field of clinical psychology, including responsible conduct of research. The course provides a comprehensive evaluation of APA's Ethical Principles of Psychologists and Code of Conduct. Ethical decision-making models are reviewed to provide a foundation for students to engage in ethical practice as a psychologist across clinical, research, teaching, and management activities.

Prerequisites Admission to graduate study at the University of Florida. Although not required, this course is primarily for those in graduate study in the field of psychology (e.g., Clinical Health, Counseling, School).

Co-requisites n/a

Rationale for Placement in the Curriculum This course addresses professional issues related to the practice of psychology, assessment, therapy, research, teaching, supervision, documentation, and other professional activities. The course is intended to assist students with applying these codes to their work in clinical psychological science and practice. A secondary goal of the course is to provide instructional content that fully satisfies NIH's "Instruction in the Responsible Conduct of Research" requirement (see NOT-OD-10-019). This

course addresses competencies related to the professional practice of psychology as listed below:
Professional Practice of Psychology Competencies:

1. Knowledge of the scientific foundation of professional psychology, including an understanding of the empirical support for professional practice and the evidence-based practice model in clinical psychology.
2. Knowledge of ethical, legal, and professional standards and guidelines related to scientific activities.
3. Knowledge of and compliance with the principles of ethical supervision and basic skills in supervisory ethical decision making, and knowledge of legal and regulatory issues in supervision.
4. Knowledge of and behavior consistent with the professional values, ethics, and codes of conduct.

5. Knowledge of how to responsibly conduct psychological and related research.
6. Knowledge of how to apply ethics to cultural competence in the conduct of psychological research and practice.

Syllabus Content Requirements All Items Included

University of Florida
College of Public Health & Health Professions Syllabus
CLP 6XXX Introduction to Professional Ethics in Clinical Psychology

Fall 2024

Thursdays: 12:50pm – 01:40pm

1 credit hour

Delivery Format: On-campus

Canvas

Instructor Name: Allison Holgerson, PhD, ABPP

Room Number: HPNP G-108

Phone Number: 352-273-5123

Email Address: aholgerson@phhp.ufl.edu

Office Hours: Immediately after class or by appointment on Thursday's

Teaching Assistants: Not applicable

Preferred Course Communications: email

Prerequisites

Admission to graduate study at the University of Florida. Although not required, this course is primarily for those in graduate study in the field of psychology (e.g., Clinical Health, Counseling, School).

PURPOSE AND OUTCOME

Course Overview

The goal of this course is to provide guidance to graduate students regarding ethical and professional issues in the field of clinical psychology, including responsible conduct of research. The course provides a comprehensive evaluation of APA's Ethical Principles of Psychologists and Code of Conduct. Ethical decision-making models are reviewed to provide a foundation for students to engage in ethical practice as a psychologist across clinical, research, teaching, and management activities.

Relation to Program Outcomes

This course addresses professional issues related to the practice of psychology, assessment, therapy, research, teaching, supervision, documentation, and other professional activities. The course is intended to assist students with applying these codes to their work in clinical psychological science and practice. This course supports the APA Competencies of Achievement of Ethical Practice. A secondary goal of the course is to provide instructional content that fully satisfies NIH's "Instruction in the Responsible Conduct of Research" requirement (see NOT-OD-10-019). This course addresses competencies related to the professional practice of psychology as listed below:

Professional Practice of Psychology Competencies:

1. Knowledge of the scientific foundation of professional psychology, including an understanding of the empirical support for professional practice and the evidence-based practice model in clinical psychology.
2. Knowledge of ethical, legal, and professional standards and guidelines related to scientific activities.
3. Knowledge of and compliance with the principles of ethical supervision and basic skills in supervisory ethical decision making, and knowledge of legal and regulatory issues in supervision.
4. Knowledge of and behavior consistent with the professional values, ethics, and codes of conduct.
5. Knowledge of how to responsibly conduct psychological and related research.
6. Knowledge of how to apply ethics to cultural competence in the conduct of psychological research and practice.

Course Objectives and/or Goals

1. Define and examine the APA Ethical Principles of Psychologists and Code of Conduct and the responsible conduct of research.
2. Demonstrate how to think critically about ethical and professional issues.
3. Develop a life-long attitude that supports ethical decision making and responsible conduct of research.
4. Understand and reproduce the process for resolving ethical and professional conflicts.
5. Summarize the role of ethics in cultural competence in psychological research and practice.

DESCRIPTION OF COURSE CONTENT

Topical Outline/Course Schedule

Week	Date(s)	Topic(s)	Readings (Chapters in Koocher and Keith-Spiegel)
1	08/22/24	Introductions, Course Overview, Policies and Procedures	---
2	08/29/24	Ethical Standard 4: Privacy and Confidentiality	1,6
3	09/05/24	Ethical Standard 2/7: Competence/Education and Training	2,14
4	09/12/24	Ethical Standard 3: Human Relations	5
5	09/19/24	Ethical Standard 3: Human Relations	Catch-up
6	09/26/24	Ethical Standard 3: Human Relations	
7	10/03/24	Ethical Standard 3: Human Relations Ethical Standard 5: Advertising and Other Public Statements	Review ethical dilemmas
8	10/10/24	Ethical Standard 9: Assessment	8,9,10
9	10/17/24	Ethical Standard 9: Assessment	3,4,7
10	10/24/24	Ethical Standard 10: Therapy	3,4,7
11	10/31/24	Ethical Standard 6: Record Keeping and Fees	12
12	11/07/24	Ethical Standards 1-10	13
13	11/14/24	Ethical Standard 8: Research and Publication	16
14	11/21/24	Ethical Standard 1: Resolving Ethical Issues	17, 18
15	11/28/24	No class - Thanksgiving	None

Course Materials and Technology

Dr. Holgerson reserves the right to add readings as needed.

Required Texts/Articles for this Course

1. Koocher, G.P., & Keith-Spiegel (2016). *Ethics in Psychology and the Mental Health Professionals: Standards and Cases – Fourth Edition*. Oxford University Press.
2. [Ethical Principles of Psychologists and Code of Conduct](#). American Psychological Association.
3. [Florida Statutes and Administrative Codes](#).

For technical support for this class, please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Additional Academic Resources

- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information.](#)
- On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#)

ACADEMIC REQUIREMENTS AND GRADING

Assignments and Exams

All assignments and Final Exam are to be uploaded through the Canvas course website.

Description/Student Responsibility	Points
500 word response to an ethical dilemma (each worth 20 pts for a total of 100 points)	100 (50%)
Written exam	100 (50%)
	Total 200

Grading

Requirement	Due date	Points or % of final grade (% must sum to 100%)
Ethical Dilemma 1	09/05/2024	20 points (10% of final)
Ethical Dilemma 2	09/26/2024	20 points (10% of final)
Ethical Dilemma 3	10/17/2024	20 points (10% of final)
Ethical Dilemma 4	11/07/2024	20 points (10% of final)
Ethical Dilemma 5	11/21/2024	20 points (10% of final)
Final exam	12/12/2024	100 points (50% of final)

Ethical Dilemmas Description:

For each ethical dilemma, you will be asked to state the dilemma clearly (5 points), describe who is affected by the situation (including potential clients/stakeholders; 5 points), identify relevant formal ethical standards (5 points), delineate how you might resolve the ethical dilemma (5 points).

Responses are most typically one page (approximately 500 words single-spaced). Ethical dilemmas will be uploaded by the due date to the Canvas (e-learning) course site. This is an independent assignment, no collaboration permitted.

Final Exam Description:

The Final Exam will be a combination of four dilemmas. They will be presented in the same format as dilemma assignments listed above in terms of length (approximately 4 pages total, 2,000 words single-spaced) and submission. This is a take-home exam for which you will have access to the dilemma prompts at least two weeks prior to the due date.

For each dilemma below (each worth 25 points), demonstrate how you might address the concern with either Pope's ethical model (<https://kspope.com/memory/ethics.php>) or the model presented by Koocher and Keith-Spiegel (pages 575-578 of text). Be sure to cite specific APA Ethical Principles and Standards in your response. In particular,

1. Identify the dilemma as clearly as possible,
2. Identify all parties affected by the dilemma,
3. Review relevant formal ethical standards,
4. Identify any relevant legal standards (e.g., HIPAA, Baker Act),
5. Consider potential personal biases that might affect the situation,
6. Develop and think through alternative courses of action,
7. Make a decision,
8. Identify implications for future planning and prevention.

Rubric Based on APA Competency Benchmarks:

- *Writing sample demonstrates clear knowledge of purpose of sample*
- *Writing sample is clearly organized and easy to follow*
- *Writing sample includes all relevant information/data collected*
- *Writing sample is grammatically correct and requires minimal edits*

Standards for Ethical Dilemma Assignments	Points Awarded
Addresses all (4) components above effectively	100 points
Addresses (3) components effectively above	75 points
Addresses (2) components above effectively	50 points
Addresses (1) component above effectively	25 points
Does not address any component above effectively	0 points

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Percentage Earned	Letter Grade
93-100	A
90-92	A-
87-89	B+
83-86	B
80-82	B-
77-79	C+
73-76	C
70-72	C-
67-69	D+
63-66	D
60-62	D-
Below 60	E

Please be aware that a C- is not an acceptable grade for graduate students. The GPA for graduate students must be 3.0 based on 5000 level courses and above to graduate. A grade of C counts toward a graduate degree only if based on credits in courses numbered 5000 or higher that have been earned with a B+ or higher.

More information on UF grading policy may be found at:

<https://gradcatalog.ufl.edu/graduate/regulations/#Grades> [Remove if course is an undergraduate level course.]

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/> [Remove if course is a graduate level course.]

Exam Policy

The Final Exam will be a written, take-home exam released 15 days before due date.

Policy Related to Make Up Exams or Other Work

There will be no extra credit opportunities in this course. The General policy on missed work - It is expected that no students will miss any assignments. **No late submissions will be accepted.** Exceptions will be made only under extreme circumstances and supporting documentation will be required (e.g., note from a physician). Please note: Any requests for make-ups due to technical issues MUST be accompanied by the UF Computing help desk (<http://helpdesk.ufl.edu/>) correspondence. You MUST e-mail me within 24 hours of the technical difficulty if you wish to request a make-up.

Policy Related to Required Class Attendance

It is the expectation of CHP faculty that all students attend all classes. It is my full expectation that you will attend every class on the syllabus. Students are expected to be present for all classes since much material will be covered only once in class. Attendance will be taken during each class.

As a matter of mutual courtesy, please let Dr. Holgerson know when you are going to be late, when you are going to miss class, or if you need to leave early and keep them to a minimum. Students who have extraordinary circumstances preventing attendance or who must leave early, should explain these circumstances to Dr. Holgerson prior to the scheduled class, or as soon as possible thereafter. Dr. Holgerson will then try to accommodate reasonable requests.

Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> *[For undergraduate courses only.]*

Excused absences must be consistent with university policies in the Graduate Catalog

(<https://gradcatalog.ufl.edu/graduate/regulations/#Attendance%20Policies>). Additional information can be found here: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx> *[Include this language for all graduate courses.]*

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior

- Please refrain from using cell phones, tablets, or any other electronic devices during class for personal purposes, as it is distracting and inconsiderate of other students and the instructor. Cell phones must be placed on silent or turned off during class. Tablets and/or laptops may be utilized strictly for taking course notes.
- Please do not arrive late to class or disrupt the class as it is distracting and inconsiderate of other students and the instructor. If tardiness becomes a pattern of three or more occurrences without prior notification, student must meet with the instructor individually to identify barriers to appropriate attendance and problem-solve to remediate the concern.
- To the extent permitted by facility rules and restrictions, you may bring food and/or beverages to class if it does not interfere with your ability to work and/or participate in class and if it does not interfere with or your classmates' ability to work and participate in class. You will be expected to clean up after yourself and dispose of all trash before leaving the classroom.

Communications Guidelines

Students are encouraged to email their course instructors when they have any questions about course material or expectations, with the exception of material that is addressed directly in the course syllabus. As such, students are advised, prior to emailing instructors with questions related to course logistics, to review the syllabus to ensure that their questions have not been otherwise answered. To address unanswered questions, students are asked to email one or both of their course instructors through their UFL Gatorlink email addresses. Students should expect replies to their questions within 48 hours of inquiry.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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.”

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Handbook for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>

<https://graduateschool.ufl.edu/work/handbook/>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Recording Within the Course

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Policy Related to Guests Attending Class (*remove for online courses*)

Only registered students are permitted to attend class. However, we recognize that students who are caretakers may face occasional unexpected challenges creating attendance barriers. Therefore, by exception, a department chair or his or her designee (e.g., instructors) may grant a student permission to bring a guest(s) for a total of two class sessions per semester. This is two sessions total across all courses. No further extensions will be granted. Please note that guests are **not** permitted to attend either cadaver or wet labs. Students are responsible for course material regardless of attendance. For additional information, please review the Classroom Guests of Students policy in its entirety. Link to full policy: <https://phhp.ufl.edu/policy-classroom-guests-of-students/>

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUPPORT SERVICES

Accommodations for Students with Disabilities

If you require classroom accommodation because of a disability, it is strongly recommended you register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class or as soon as you believe you might be eligible for accommodations. The Dean of Students Office will provide documentation of accommodations to you, which you must then give to me as the instructor of the course to receive accommodations. Please do this as soon as possible after you receive the letter. Students with disabilities should follow this procedure as early as possible in the semester. The College is committed to providing reasonable accommodations to assist students in their coursework.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The **Counseling and Wellness Center** 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- **U Matter We Care** website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the U Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- The **Student Health Care Center** at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
 - **Alachua County Crisis Center:** (352) 264-6789, <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>
 - **University Police Department:** <https://police.ufl.edu> or call 352-392-1111 (or 9-1-1 for emergencies)
 - **UF Health Shands Emergency Room/Trauma Center:** For immediate medical care, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; <https://ufhealth.org/emergency-room-trauma-center>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Course|New for request 21420

Info

Request: EDA 6XXX Literature Review in Educational Leadership & Policy

Description of request: The School of Human Development and Organizational Studies in Education is requesting that a new course be established in the Educational Leadership program.

Submitter: Jennifer Kent jenniferkent@ufl.edu

Created: 4/1/2025 8:53:30 AM

Form version: 4

Responses

Recommended Prefix EDA

Course Level 6

Course Number XXX

Lab Code None

Course Title Literature Review in Educational Leadership & Policy

Transcript Title Lit Review in Ed Ldrshp & Pol

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Equips students with the essential tools and strategies for conducting rigorous and methodical literature reviews in educational leadership and policy. Students will gain a comprehensive understanding of research design and systematic literature review (SLR) methods.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum Graduate course in Educational Leadership and Policy. Required for EDD program. This required course will be taken in the third of study by students in the online Ed.D. program in Educational Leadership and Policy..

Syllabus Content Requirements All Items Included

Literature Review in Educational Leadership & Policy

EDA 6XXX: Section XXXX

Class Period and Location: Online Asynchronous

Academic Term: Fall 2026

3 credit course

INSTRUCTOR CONTACT INFORMATION:

Name: Jennifer K. Kent, PhD

E-mail: jenniferkent@ufl.edu

Office Phone: 352-273-4331

Office: Norman Hall 2705C

Office Hours: Mondays from 2:00P.M. – 4:00P.M. Others by appointment.

COURSE DESCRIPTION:

Equips students with the essential tools and strategies for conducting rigorous and methodical literature reviews in educational leadership and policy. Students will gain a comprehensive understanding of research design and systematic literature review (SLR) methods, while identifying, reading, analyzing, and deconstructing published literature reviews.

The curriculum covers critical topics such as applying literature review protocols and utilizing citation management software for efficient organization. This course focuses on developing a solid foundation in research inquiry, including the formulation of problem statements and research questions.

Through hands-on practice, students will explore strategies for selecting and screening scholarly literature, evaluating quality, and extracting, analyzing, and synthesizing data. They will explore thematic coding based on research questions, identify gaps in the existing body of work, and assess the implications of their findings.

As part of the course, students will develop and refine their own literature reviews, progressing from outlining their ideas to drafting and presenting their findings with clarity and scholarly precision. By the end of the course, students will be well-prepared to conduct literature reviews that contribute meaningfully to their field of research.

COURSE OBJECTIVES:

By the end of this course, students will be able to...

- **Formulate Research Questions and Problem Statements** Students will be able to develop clear and concise research questions and problem statements tailored to scholarly inquiry.
- **Apply Systematic Literature Review (SLR) Methods** Students will be able to utilize SLR methodologies, including literature selection, quality assessment, and the application of review protocols.
- **Analyze and Synthesize Scholarly Data** Students will be able to evaluate, extract, and synthesize data to uncover thematic patterns and generate insightful conclusions.
- **Identify Research Gaps and Assess Implications** Students will be able to recognize gaps in the existing body of research and assess the broader implications of their findings.

This syllabus is subject to change at the discretion of the instructor.

- **Develop and Present Scholarly Literature Reviews** Students will be able to draft and present professional, well-structured literature reviews with precision and academic rigor.

TEXTBOOKS:

Note: pursuant to the Board of Governors regulation [8.003](#), instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Required

- Machi, L., & McEvoy, B. (2016). *The literature review: six steps to success*. (3rd Edition). Corwin, <https://doi.org/10.4135/9781071939031>
- Additional course readings available on Canvas or via the university library.

SCHEDULE:

Disclaimer: Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

Week	Topic	Reading Due	Assignment(s) Due
1	Introduction to Scholarly Inquiry	Syllabus	Complete interactive Playposit lecture
2	Understanding Literature Review Design	Textbook Intro: Purpose of the Lit Review and Key Vocabulary; Read Example Literature Review 1	Complete interactive Playposit lecture
3	Formulating Problem Statement and Research Questions	Textbook Chapter 1: Select a Topic	Formulate Problem Statement and Research Question(s); Discussion Post
4	Searching for Academic Literature	Read Example Literature Review 2	Practice Literature Search
5	Literature Review Strategies	Textbook Intro: The Literature Review Process	Complete interactive Playposit lecture
6	Literature Review Tools: Citation Management Software	Read Citation management article	Practice with Citation Tools; Discussion Post
7	Literature Review Protocols	Textbook Chapter 2: Search the Literature	Develop Literature Review Protocol
8	Screening and Quality Review of Academic Literature	Textbook Chapter 4: Survey the Literature	Complete interactive Playposit lecture; Abstract Search; Title Search
9	Thematic Coding & Data Extraction	Read student selected literature for review	Complete interactive Playposit lecture

Week	Topic	Reading Due	Assignment(s) Due
10	Analysis & Synthesis of Academic Literature	Textbook Chapter 5: Critique the Literature and Read student selected literature for review	Complete interactive Playposit lecture; Discussion Post
11	Reporting Findings & Discussion	Read student selected literature for review	Complete interactive Playposit lecture
12	Identifying Gaps in the Literature and Implications	Read student selected literature for review	Complete interactive Playposit lecture; Discussion Post
13	Drafting Scholarly Research	Textbook Chapter 6: Write the Review	Complete interactive Playposit lecture
14	Presenting Scholarly Research	Read student selected literature for review	Complete interactive Playposit lecture
15	Peer Reviewing and Presentations	Read peer lit review	View and Respond to Peer Presentations

COURSE AND UNIVERSITY POLICIES:

Attendance, Make-Up Exams and Assignments

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See [UF Academic Regulations and Policies for more information regarding the University Attendance Policies](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/) (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>)

COURSE ASSIGNMENTS:

Application Assignments (20%)

Students will submit various application assignments as reflected in Canvas including but not limited to the practice literature search, practice with citation management tools, problem statement and research questions, developing a literature review protocol etc.

Discussion Posts and Responses (15%)

Students will be responsible for posting original discussions and responding to other students' posts by the posted due dates in Canvas. Most discussion prompts will be in response to the weekly reading assignments.

Lecture Engagement & Interactions (15%)

Engagement in the weekly lecture material is critical to the course experience. Your lecture interaction grade will be determined by watching all lectures and posted lecture supplements and completing the interactions incorporated into the lectures.

Literature Review Outline (20%) and Draft (20%)

This project will be the cornerstone of this course. Students will create an outline and write the first draft of a literature review on their selected topic. The outline and literature review will convey insight and critical analysis of a body of academic literature using sources from peer-reviewed journal articles, books, conference papers or media reports. Students will demonstrate academic writing style throughout.

Literature Review Presentation (10%)

Students will create a presentation on their literature review and present in an engaging way that demonstrates professionalism and confidence on the topic.

GRADING:

Assignment	Total Points	Percentage of Final Grade
Application Assignments (x5)	50	20%
Discussion Posts (x5)	50	15%
Interactive Lectures (x5)	50	15%
Literature Review Outline	25	20%
Literature Review Draft	25	20%
Presentation	20	10%
TOTAL POSSIBLE POINTS	270	100%

Course Grading Scale

93.00-100% (A)
 90.00-92.99% (A-)
 87.00-89.99% (B+)
 83.00-86.99% (B)
 80.00-82.99% (B-)
 77.00-79.99% (C+)
 73.00-76.99% (C)
 70.00-72.99% (C-)
 67.00-69.99% (D+)
 63.00-66.99% (D)
 60.00-62.99% (D-)
 0-59.99% (E)

More information on current UF grading policies for assigning grade points may be found at the [University grades and grading policies](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/) (<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>) site.

CAMPUS POLICIES:**Accommodations for Students with Disabilities**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “[Get Started With the DRC](https://disability.ufl.edu/students/get-started/)” webpage on the [Disability Resource Center site](https://disability.ufl.edu/students/get-started/) (<https://disability.ufl.edu/students/get-started/>). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Honor Code

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the [UF Conduct Code website](https://sccr.dso.ufl.edu/process/student-conduct-code/) (<https://sccr.dso.ufl.edu/process/student-conduct-code/>)

This syllabus is subject to change at the discretion of the instructor.

for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

TECHNOLOGY POLICIES:

Acceptable Use Policy

Please read the [University of Florida Acceptable Use Policy](#). It is expected that you abide by this policy.

Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages and communication with your peers and instructor during the class. Mutual respect is essential for any positive learning environment. This [Netiquette Guide for Online Courses](#) provides guidelines for your online behavior.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Synchronous Course Participation

Our synchronous class sessions may be audio and visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the “chat” feature, which allows students to type questions and comments live.

Technology Requirements

As stated in [the Student Computing Requirement Policy](#), the University of Florida requires all students to have continuous ongoing access to computer hardware and software appropriate to their degree program. Coursework in all degree programs requires the use of a computer and reliable high-speed internet connectivity. Activities related to student life including academic advisement, course registration, official university correspondence, use of library resources, and student financial affairs are predicated on access to a computer with internet connectivity. For updated information about computer configurations and software packages, please review the Information Technology [Student Computing Recommendations and Requirements List](#).

CAMPUS RESOURCES:

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, [visit the GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

Course|New for request 21426

Info

Request: EDA 6XXX Research Proposal Development in Educational Leadership and Policy

Description of request: The School of Human Development and Organizational Studies in Education is requesting that a new course be established in the Educational Leadership program.

Submitter: Tiffany Aaron tsaaron@ufl.edu

Created: 3/27/2025 8:48:43 AM

Form version: 1

Responses

Recommended Prefix EDA

Course Level 6

Course Number XXX

Lab Code None

Course Title Research Proposal Development in Educational Leadership and Policy

Transcript Title Proposal Development in EdLead

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Assists students in the preparation of their dissertation research proposal.

Students in this course will learn to identify, organize, and assess research around an education leadership or policy issue and write a comprehensive literature review and introduction chapter of their dissertation proposal by the end of this course.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum Graduate. Students in the online Ed.D. program in Educational Leadership will take this required course in the last two years of study.

Syllabus Content Requirements All Items Included

Research Proposal Development in Educational Leadership and Policy

EDA 6XXX: Section XXXX
 Class Period: Saturdays from X am - X pm
 Class Location: Online via Canvas and Zoom
 Academic Term: Fall 20XX
 3 credit course

INSTRUCTOR CONTACT INFORMATION:

Name: Tiffany S. Aaron, Ph.D.
 E-mail: tsaaron@coe.ufl.edu
 Office Phone: (352) 273-4332
 Office: Norman Hall 2709H
 Office Hours: Tuesdays from 3 - 6 pm. Others by appointment.

COURSE DESCRIPTION:

Assists students in the preparation of their dissertation research proposal. Students in this course will learn to identify, organize, and assess research around an education leadership or policy issue, and write a comprehensive literature review and introduction chapter of their dissertation proposal by the end of this course.

COURSE OBJECTIVES:

By the end of this course, students will be able to...

1. Identify and address barriers that impede the development of a quality dissertation proposal.
2. Compose a compelling narrative articulating the need for their dissertation study.
3. Develop a concise purpose statement and introduction chapter for their dissertation proposal.
4. Write a comprehensive literature review around an identified research topic and question for their dissertation proposal.
5. Prepare for their dissertation proposal defense.

TEXTBOOKS:

Note: pursuant to the Board of Governors regulation [8.003](#), instructional materials for this course consist of only those materials specifically reviewed, selected, and assigned by the instructor(s). The instructor(s) is only responsible for these instructional materials.

Required

- Kornuta, H. M. & Germaine, R. W. (2019). *A concise guide to writing a thesis or dissertation: educational research and beyond* (Second edition.). Routledge. **ISBN-10:** 0367174588
- Additional course readings are available on Canvas or via the university library.

Recommended

- Sternad, D., & Power, H. (2023). *"The" thesis writing survival guide. Research and write an academic thesis with less stress*. eConcise. **ISBN-10:** 3903386162

SCHEDULE

This syllabus is subject to change at the discretion of the instructor.

Disclaimer: Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

Week	Topic	Reading Due Recommended Text (RT)	Assignment(s) Due
1	Introductions	<ul style="list-style-type: none"> - A Complete Dissertation. - Sample Dissertation Overview - Completing Your Dissertation Without Tears - Kornuta & Germaine Part I the big picture pp. 1-1 - (RT): Sternad & Power Chapter 4 How to become a smart reader of academic literature & Chapter 5 How to prepare a convincing thesis proposal 	Focusing the Study
2	Chapter 2: Literature Review	<ul style="list-style-type: none"> - Develop a Research Question - Kornuta & Germaine, Guide for scholarly writing pp. 110-113 	Literature Review Outline
3	Chapter 2: Literature Review	<ul style="list-style-type: none"> - Randolph, J. (2009). A guide to writing the dissertation literature review. <i>Practical assessment, research, and evaluation</i>, 14(1). - Ober, H., Simon, S. I., & Elson, D. (2013). Five simple rules to avoid plagiarism. <i>Annals of biomedical engineering</i>, 41(1), 1-2 - (RT): Sternad & Power Chapter 6 How to write the Introduction and Literature Review & Chapter 13 How to write like an academic 	
4	Chapter 2: Literature Review	<ul style="list-style-type: none"> - Kornuta & Germaine Part II Review of the literature pp. 34 -45 and Rubric for evaluating writing pp. 89-95 	Draft 1 Literature Review
5	Chapter 2: Literature Review	<ul style="list-style-type: none"> - Kornuta & Germaine Part II APA skill building exercises pp. 96-100 - Assessing research quality - Understanding, Selecting, and Integrating a Theoretical Framework in Dissertation Research 	
6	Chapter 2: Literature Review	<ul style="list-style-type: none"> - (RT): Sternad & Power Chapter 16 How to fix grammar, punctuation, and spelling issues & Chapter 17 How to edit and finish off your thesis 	
7	Chapter 2: Literature Review		
8	Chapter 1: Introduction	<ul style="list-style-type: none"> - Kornuta & Germaine Part II Introduction pp. 17-33 - Kornuta & Germaine Examples of purpose statements pp. 101-102 	Final Chapter 2 Draft Communicating with Chair 1
Spring Break			
9	Chapter 1: Introduction	<ul style="list-style-type: none"> - Lukenchuk, A. (2017). Chapter Three: Dissertation Chapter 1: Mapping the Process. <i>Counterpoints</i>, 428, 25-43. 	

This syllabus is subject to change at the discretion of the instructor.

Week	Topic	Reading Due Recommended Text (RT)	Assignment(s) Due
10	Chapter 1: Introduction	<ul style="list-style-type: none"> - Annotated Chapter 1 Introduction - (RT): Sternad & Power Chapter 14 how to build up an argument 	Draft 1 Chapter 1
11	Chapter 1: Introduction		
12	Chapter 1: Introduction		Draft 2 Chapter 1
13	Chapter 1: Introduction		
14	Mock Defenses	<ul style="list-style-type: none"> - Kornuta & Germaine Part II Guide for oral presentations pp.114-115 - Preparing your dissertation defense presentation 	Final Chapter 1 Draft Communicating with Chair 2
15	Mock Defenses		Mock Defense

COURSE AND UNIVERSITY POLICIES:

Attendance, Make-Up Exams and Assignments

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See [UF Academic Regulations and Policies for more information regarding the University Attendance Policies](https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/) (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>)

COURSE ASSIGNMENTS:

Focusing the Study (25pts)

Students will identify the topic and scope of their research study, including the topic of interest, research questions, proposed methodology, and population. The research question(s) should be on the topic they are researching for their dissertation study. For this assignment, students will identify 1-3 research questions that will be the focus of all the assignments this semester, including the chapter two (literature review) and chapter one (introduction chapter) submissions. Students will consult with their dissertation chair to identify dissertation exemplars that the chair has led or highly suggests for review. Students will complete and submit the Focusing the Study form.

Chapter Two: Literature Review Draft 1 (50 pts), Literature Review Draft 2 (50 pts) and Final Literature Review (50 pts)

Students will finalize a comprehensive literature review for their dissertations. Students will advance and submit two drafts of the literature review initiated in EDA 6XXX. These assignments are graded on APA formatting, response to feedback, and completion. The final submission must address feedback given on the first and second drafts and is graded on the thoroughness of the review, APA 7th edition formatting, and alignment with the research questions and dissertation topic.

Chapter One: Introduction Draft 1 (50 pts), Completed Draft 2 (50 pts), and Final Introduction Chapter (50 pts)

Students will write the introduction chapter of the dissertation proposal. Students will submit two drafts of the introduction chapter of the dissertation and a final chapter submission. Students will write an initial draft of the introduction chapter, attending to at least 50% of the sections outlined in the Chapter 1 template provided on Canvas. This draft must adhere to APA format and is graded on completion. Students will complete a second draft of the introduction chapter. This assignment is graded on the completion of the Chapter 1 template, thoroughness of the chapter, response to the feedback from the initial drafts, APA format, and alignment to the research questions and dissertation topic. Chapter One will include a detailed statement of the problem to be

This syllabus is subject to change at the discretion of the instructor.

studied and the context within which it is to be seen. Chapter One must include a compelling case regarding the problem under investigation, the purpose of the study, and the research questions. This should include a justification of the importance of the problem on both theoretical and educational grounds. Where applicable, the theoretical or conceptual framework upon which the dissertation is based should also be introduced. A template is provided in Canvas to complete the drafts. The chapter should adhere to APA 7th edition formatting.

Communication with Dissertation Chair 1 and 2 (12.5 pts each)

Students will attend two meetings with their dissertation chair this semester to discuss their proposal writing and progress. Ideally, the first meeting would occur before spring break and the second before the final class meeting. Students will submit verification of the meetings by cc'ing me on a follow-up email after meeting with their advisor.

Mock Defense Presentation and Self-Evaluation (25 pts)

Students will present their Chapter 1 Introduction and Chapter 2 Literature Review in a short presentation at the last required course meeting. Students will have up to 20 minutes for their presentation. Students will use a bulleted format for the slides and submit the presentation by the last class date. Students will use the rubric to assess their Mock Defense performance and answer the reflective questions, providing thoughtful responses to each question. Underdeveloped answers (one-sentence responses) will not receive full credit.

GRADING:

Assignment	Total Points	Percentage of Final Grade
Literature Review Draft 1	50	13
Literature Review Draft 2	50	13
Final Literature Review Draft	50	13
Introduction Draft 1	50	13
Introduction Draft 2	50	13
Final Introduction Draft	50	13
Focusing the Study	25	7
Communication with Dissertation Chair 1 & 2	25	7
Mock Defense and Self-Evaluation	25	7
TOTAL POSSIBLE POINTS	375	100%

Course Grading Scale

93.00-100% (A)
 90.00-92.99% (A-)
 87.00-89.99% (B+)
 83.00-86.99% (B)
 80.00-82.99% (B-)
 77.00-79.99% (C+)
 73.00-76.99% (C)
 70.00-72.99% (C-)
 67.00-69.99% (D+)
 63.00-66.99% (D)
 60.00-62.99% (D-)
 0-59.99% (E)

More information on current UF grading policies for assigning grade points may be found at the [University grades and grading policies](https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/) (<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>) site.

CAMPUS POLICIES:

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “[Get Started With the DRC](https://disability.ufl.edu/students/get-started/)” webpage on the [Disability Resource Center site](https://disability.ufl.edu/students/get-started/) (<https://disability.ufl.edu/students/get-started/>). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Honor Code

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the [UF Conduct Code website](https://sccr.dso.ufl.edu/process/student-conduct-code/) (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluer.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

TECHNOLOGY POLICIES:

Acceptable Use Policy

Please read the [University of Florida Acceptable Use Policy](#). It is expected that you abide by this policy.

Netiquette

All members of the class are expected to follow rules of common courtesy in all email messages and communication with your peers and instructor during the class. Mutual respect is essential for any positive learning environment. This [Netiquette Guide for Online Courses](#) provides guidelines for your online behavior.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Synchronous Course Participation

Our synchronous class sessions may be audio and visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the “chat” feature, which allows students to type questions and comments live.

Technology Requirements

As stated in [the Student Computing Requirement Policy](#), the University of Florida requires all students to have continuous ongoing access to computer hardware and software appropriate to their degree program. Coursework in all degree programs requires the use of a computer and reliable high-speed internet connectivity. Activities related to student life including academic advisement, course registration, official university correspondence, use of library resources, and student financial affairs are predicated on access to a computer with internet connectivity. For updated information about computer configurations and software packages, please review the Information Technology [Student Computing Recommendations and Requirements List](#).

CAMPUS RESOURCES:

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, [visit the GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

Course|New for request 21266

Info

Request: EDH 6XXX The College Experience: Higher Education in Media and Pop Culture
Description of request: The Higher Education Administration program area is requesting a new course be established.
Submitter: Lindsay Lynch lblynch@coe.ufl.edu
Created: 2/17/2025 9:41:15 PM
Form version: 2

Responses

Recommended Prefix EDH
Course Level 6

Course Number XXX
Lab Code None
Course Title The College Experience: Higher Education in Media and Pop Culture
Transcript Title Coll Exp-HighEd Med & Pop Cult
Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)
Effective Term Earliest Available
Effective Year Earliest Available
Rotating Topic No
Repeatable Credit? No

Amount of Credit 3

S/U Only? No
Contact Type Regularly Scheduled
Course Type Lecture
Weekly Contact Hours 3
Course Description Explores how pop culture and various forms of contemporary media influence perceptions and policy decisions that shape American higher education.
Prerequisites N/A
Co-requisites N/A
Rationale for Placement in the Curriculum This course is an elective course for students in the Higher Education Administration Ed.D. and Ph.D. programs, as well as the Student Personnel in Higher Education students.
Syllabus Content Requirements All Items Included

EDH 6XXX: The College Experience
Semester
3-credit course

INSTRUCTOR CONTACT INFORMATION:

Name:
Office:
E-mail:
Office Phone:
Office Hours:
Class Meetings:

PROGRAM COORDINATOR CONTACT INFORMATION:

Name:
Office:
E-mail:
Office Phone:
Office Hours:
Class Meetings:

COURSE DESCRIPTION:

Explores how pop culture and various contemporary media forms influence perceptions and policy decisions that shape American higher education.

PREREQUISITES: None

COURSE OBJECTIVES:

By the end of this course, students will be able to:

- Identify representations of higher education in contemporary media and pop culture
- Recognize how common stereotypes of college mission, purpose, culture, campus life, students, and faculty shape public perceptions of American higher education
- Connect higher education representations in media and pop culture with content and competencies in other higher education administration coursework.
- Synthesize media and pop culture representations of higher education with legislative, funding, and policy decisions that currently shape the landscape of American higher education.
-

TEXTBOOKS:

1. Tobolowsky, B.F., and Reynolds, P. J. (2017). *Anti-intellectual Representations of American Colleges and Universities: Fictional Higher Education*. SpringerLink.
2. American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author
3. See Canvas for additional readings within each module.

ADDITIONAL MATERIALS: Films, television series, and other contemporary media are required for this course. Media will be accessed through UF library resources and open-source content. Students should have access to a device that allows viewing and streaming audiovisual content.

Disclaimer: Students are encouraged to employ critical thinking and rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course to determine whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

Assignment Summary	Percentage
Syllabus Quiz	5%
Course Content Quizzes	10%
Film Review	25%
Other Media Analysis	25%
Media Research Project	35%
Syllabus Quiz (5%): Students will complete a quiz in Canvas to confirm understanding of the syllabus and course expectations.	
Self-Check Quizzes (10%): Students will complete a self-check quiz for each module to reinforce mastery of key concepts. Quizzes will be completed through Canvas.	
Film Review (25%): Students will complete a review of a film related to higher education. Detailed assignment instructions and the associated rubric are available in Canvas.	
Other Media Analysis (25%): Students will complete a review of a tv episode, music video, video game, podcast, or other media related to higher education. Detailed assignment instructions and the associated rubric are available in Canvas.	
Media Research Project (35%): Students will complete an independent media research project that builds upon key concepts in one of the eight course modules. Detailed assignment instructions and the associated rubric are available in Canvas.	

Course Policies:

GRADING: Your final course grade will be a letter grade. To earn a passing grade in this course (C or higher), you must submit all assignments as outlined above. Submitted assignments will be graded according to rubrics posted in Canvas. <https://gradcatalog.ufl.edu/graduate/regulations/>

93.00-100% (A)	80.00-82.99% (B-)	67.00-69.99% (D+)
90.00-92.99% (A-)	77.00-79.99% (C+)	63.00-66.99% (D)
87.00-89.99% (B+)	73.00-76.99% (C)	60.00-62.99% (D-)
83.00-86.99% (B)	70.00-72.99% (C-)	0-59.99% (E)

Attendance, Make-Up Exams, and Assignments: 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/UGRD/academic-regulations/attendance-policies/>

Campus Policies and Resources:

Accommodations for Students with Disabilities: Students requesting accommodation for disabilities must first register with the Disability Resource Center (DRC). [Please visit Getting Started with the DRC.](#) The DRC will provide documentation to the student, who must then provide this documentation to the instructor when requesting accommodations. Students should contact the DRC and complete this process as early as possible in the term they seek accommodations.

UF Student Honor Code: 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 Conduct Code specifies a number of behaviors that are in violation of this code

and the possible sanctions. [See the UF Conduct Code website for more information.](#) If you have any questions or concerns, please consult with the instructor or TAs in this class.

Online Course Evaluation Process: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

- The email they receive from GatorEvals,
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Academic Resources

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- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information.](#)
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#) Additional Resources Helpful for the Qualifying Exam and Dissertation Writing Processes:
 - [UF Honor Code and Academic Integrity Guidelines](#)
 - [APA Style Guidelines](#)
 - [APA Guidelines for Use of Generative AI](#)
 - [UF Writing Studio](#)
 - [UF Career Center](#)

Health and Wellness Resources

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- please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website.](#)
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- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608. [Visit the UF Health Emergency Room and Trauma Center website.](#)
- *GatorWell Health Promotion Services:* For prevention services focused on optimal well-being, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Important Notes Regarding In-Class Recordings:

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation and delivered by an instructor hired or appointed by the University or by a guest instructor as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations, such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class, or between the student and a faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of the format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording or transcript of a recording is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Code of Conduct.

The College Experience: Higher Education in Media and Pop Culture					
Module	Title	Objectives	Readings	Media Excerpts*	Major Assignments
1	Visualizing the Modern-Day Fictional College Campus				
Week 1	Connection between Stereotypes, Artistic Representation, Public Opnion, and Social Commentary	1. Synthesize course purpose and objectives with required assignments 2. Identify Current Sterotypes Shaping Perceptions of Academia, including students, faculty, campus life, and the purpose of American higher education.	Tobolowsky, B.F. <i>Cultivating Anti-Intellectualism in the Fictional American University</i> . Media's Role in Shaping Your Perception of School (UCLA) . Addressing the "Threat in the Air": How Stereotypes Affect Our Students and What We Can Do About It (Rice Univ.)	Monsters University Old School (2003) Episode clips from Grown-ish, Greek, and The Chair	1. Syllabus Quiz 2. Introductions and course overview 3. Class Discussion
2	Origins of "The College Experience": The College Man, University Stereotypes, and the Rise of Campus Life				
Week 2	Starting Point of Modern-Day Collegiate Steroteypes	1. Identify key stereotypes of college students, faculty, and campus life that contributed to early 20th Century enrollment boom	Superman Goes to College. College Man Series (Saturday Evening Post) Excerpt from <i>Why Go to College</i> . Hevel, M.S. <i>Developing a Bad Reputation: The Emergence of Student Affairs in College Novels</i>	The Collegians in Running Wild. Horse Feathers (1932) The Freshmen Three Stooges: Swingin the Alphabet (1938)	1. Film Viewing, 2. Class Discussion 3. Self-check quiz 4. Submit project ideas
Week 3		2. Analyze imagery and depictions of college life in pop culture media			
		3. Synthesize po culture representaitons with early 20th Century higher education policy shifts			
3	Soldiers in the Classroom: Shifting Perceptions of the American University During and After the War Years				
Week 3	How Higher Education's Mission, Purpose, and	1. Shifting stereotypes of the university professor from esteemed academic to anti-conservative activists	Reynolds, PJ. <i>Behind Their Books: Faculty, Social Values, and the Symbol of the Book in American Film, 1930-1950 Truman Report</i>	Mr. Belvedere Goes to Coll. (1949) Apartment for Peggy Oppenheimer	1. Film Viewing, 2. Class Discussion 3. Self-check quiz 4. Project Updates Submit Film Review Topics
Week 4	Student Population Shifted During and After WWII	2. Identify key policy and legislative changes that dramatically changed American higher education during and after WWII			
		3. Evaluate changes in higher education po culture representations before and after WWII			
4	Post-War Conservatism and Return to the "Gentlemen's Education"				
Week 5	Higher Education's Changes Amid McCarthyism, the	1. Describe changes in campus life and culture in the post-war years.	TBD	Mona Lisa Smiles (2003) The Male Animal (1942)	1. Film Review 2. Class discussion 3. Self-checkquiz
Week 6	Lavendar Scare, and Mid-Century Conservatism	2. Connect images of college students with perceptions of academic purpose and choices.	TBD	Toast to Our Brother (UCLA Student Film, 1951)	

5 Rebels with a Cause: Academic Armageddon and Counterculture of the 1960's and 70's					
Weeks 7-8	Student Protests and Social Activism on College Campuses	1. Describe how the 1960's-70's counter-culture movement transformed campus life. 2. Synthesize changing public perceptions of higher education with media representations of students and faculty 3. Connect these changes with shifts in higher education funding and policy	TBD	The Graduate (1967) Getting Straight (1970) Quentin Tarantino discussion of counterculture protest movies The Day the 60's Died, PBS	1. Film Viewing 2. Class discussion 3. Self-check quiz
6 How Low-Budget Comedies Transformed Perceptions of American Higher Education					
Week 9	Cult-Classic Comedies of the 1980's Accidentally Reshape the Public Narrative of Higher Education	1. Did the rise of comedic parodies help spur renewed public investment in American higher education?	Anderson & Chaddock.(2017). Humor in Academic il: From Subtle Satire to LMAO. "I Was On Campus When Animal House Debute: It Changed Everything" The Washington Post. Kappan, 1980). Turning the Screw: Higher Education in the 80's and 90's	Animal House (1978) Revenge of the Nerds Real Genius	1. Film Viewing, 2. Class Discussion 3. Self-check quiz 4. Project Updates
Week 10	Did a New Generation of Higher Ed Comedies have the Same Impact?	2. How comedic imagery of American higher ed shifted throughout the latter part of the 20th Century		Van Wilder Accepted Water Boy	
7 Beatniks to Yuppies: How Rebellion Aligned with Conservatism in a New Era of College Films					
Week 11	1980's: Visions of Excess	1.Analyze pop culture images of higher education in the 1980's 2. Connect these images with the shift in perceptions of higher ed from counter-culture training ground to pathway to prosperity.	Petley P, Jancovich M, Monteith S, eds. Postmodernism, High Concept and Eighties Excess. In: Film Histories: An Introduction and Reader. Edinburgh University Press; 2007:483-503	St. Elmo's Fire (1985) Back to School (1986) Clips from Risky Business	1. Film Viewing, 2. Class Discussion 3. Self-check quiz 4. Project Updates
Week 12	1990's: Gen X Goes to College	1. Compare and contrast changes in how student life and the purpose of higher education were depicted in pop culture through the 1980's and 90's 2. Align these changes with public perception of higher education	Tobolowsky, B.F. Anti-intellectualism and Faculty: Representations of the Prime-Time Professoriate	Reality Bites (1994) Good Will Hunting (1997) Dead Man on Campus (1998)	1. TV, video game or other media Analysis.

Week 13	Representations of Diversity	1. Describe how images of diversity in higher ed film and	Donahoo & Yakaboski. <i>The Prism of Hollywood: Depictions of Racial Diversity in College Films</i>	A Different World (1987) School Dayz (1988) Higher Learning (1995) Dear White People	
8	Campus Life Today: How Decades of Media Shaped Public Perception of the 21st Century College Campus				
Week 14	Women in the Post-Me Too Academy	1. Connect changes in female student enrollment with changes in pop culture depictions of women on college campuses 2. Synthesize artistic representations of female professors and students with the rise of third-wave feminism	Schwartz. <i>Any cosmo girl would've known</i> ": <i>Collaboration, feminine knowledge, and Femme theory in Legally Blonde</i>	The Chair Legally Blonde (2001) Life of the Party How to Get Away with Murder	1. Film Viewing, 2. Class Discussion 3. Self-check quiz 4. Project Updates
Week 15	Athletics from Campus Life to NIL	1. Describe historical change in the imagery and role of the college student athlete 2. Synthesize the evolution of the college sports business model with higher education policies and practices	TBD	Remember the Titans Rudy Everybody Wants Some	
Week 16	Video Games and Alternative Forms of Pop Culture	1. Describe how representations of higher education have expanded across alternative forms of pop culture media	Lozano (2017). <i>Video Games and Anti-intellectualism: Higher Education in Modern Video Games</i>	Fallout The Witcher Jade Empire	Creative Project and Presentations

Final media assignments for each module will depend upon media rights and access - this is currently in process with UF Libraries.

Course|New for request 21403

Info

Request: EEX 6XXX Prevention in Practice: MTSS & PBIS

Description of request: We are requesting to establish the course titled above (EEX 6XXX Prevention in Practice: MTSS & PBIS) as a permanent offering in the College of Education's Department of Special Education, School Psychology, and Early Childhood Studies's (SESPECS) special education program offerings within the online Teach Well program. This course fills a needed space in our curriculum by enhancing the depth and quality of offerings related to behavior support for students and educators. Additionally, this course may be of interest to a variety of graduate students across other programs (e.g., the online Special Education Ed.D. program, SESPECS doctoral candidates, other graduate students within COE across departments).

Submitter: Ashley MacSuga-Gage asmg@coe.ufl.edu

Created: 3/4/2025 2:53:15 PM

Form version: 1

Responses

Recommended Prefix EEX

Course Level 6

Course Number XXX

Lab Code None

Course Title Prevention in Practice: MTSS & PBIS

Transcript Title Prevention in Practice: MTSS &

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year 2025

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours This course will be delivered in an online asynchronous format. Thus, direct interactive contact hours will vary by student need. However students will receive regular communication, feedback, and evaluation from the course instructor(s). Additionally, instructors will offer office hours and on-demand/as-needed individual meetings weekly.

Course Description Students will learn about the historical, legal, and theoretical foundations of a Multi-tiered Systems of Support (MTSS) approach in schools, the evidence base for and against this approach, and develop their own positions for or against advancing the MTSS model. Additionally, students will learn about the application of the framework known as Positive Behavioral Interventions and Supports (PBIS), a successful application of MTSS that applies the concepts of PBS to schools (pre-k - 12).

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum This course will be a part of the Teach Well online Special Education (SPED) masters and ed specialist program. It fits into a track that the program has developed focused on supporting professionals, practitioners, and scholars in the pursuit of knowledge and skills related to supporting student behavior. This course will fit into multiple programs in addition to Teach Well as it can also be taken by and applicable for students looking for an elective in doctoral studies across programs and as an ad hoc professional development opportunity for individuals in the field seeking this knowledge.

Syllabus Content Requirements All Items Included

COLLEGE OF EDUCATION
EEX6936: Prevention in Practice: MTSS & PBIS

Instructor:	Joey McKinley, Ph.D. (joeyj111@ufl.edu)
Course Leader:	Ashley MacSuga-Gage, Ph.D.
Course TA:	N/A
Office:	No on-campus office; please note I will be available via zoom. 352-294-2757
Email:	Please utilize Canvas messenger for all course contact. Please do NOT use my UF email address.
Office Hours:	Thursdays, 12:00pm – 1:00pm, via Zoom or by appointment via Zoom (Please Note: The zoom link for office hours will be provided on Canvas. You will also schedule appointments for alternative meeting times by sending a message via Canvas)

Syllabus

Canvas & UF Email Support:

If you are having issues with Canvas, you can contact one of three sources.

1. College of Education Help desk: Email the helpdesk at help@coe.ufl.edu and be sure to include the course number, section number, and your Gatorlink ID.
2. UF Campus-wide: Email the campus online office at the HUB at help@ufl.edu (352 392 4357) and be sure to include the course number, section number, and your Gatorlink ID.

Course Description & Objectives

Students will learn about the historical, legal, and theoretical foundations of a Multi-tiered Systems of Support (MTSS) approach in schools, the evidence base for and against this approach, and develop their own positions for or against advancing the MTSS model. Additionally, students will learn about the application of the framework known as Positive Behavioral Interventions and Supports (PBIS), a successful application of MTSS that applies the concepts of Positive Behavior Supports (PBS) to school-based (i.e., early childhood through secondary) settings. Through their participation in this course, students will develop:

1. Conceptual and practical understanding of the historical, legal, and theoretical foundations of MTSS within a school-based context;
2. An understanding of the empirical evidence supporting the application of MTSS in school-based settings;
3. An understanding of the application of the framework known as Positive Behavioral Interventions and Supports (PBIS), a successful application of MTSS that applies the concepts of Positive Behavior Supports (PBS) to school-based (i.e., early childhood through secondary) settings;
4. A position on the application of an MTSS approach to the context of a school-based setting that is empirically and theoretically supported;

5. A culminating project that demonstrates how the student would apply the concepts of MTSS/PBIS in practice within their current educational and/or professional context.

Required Materials

McIntosh, K., & Goodman, S. (2016). Integrating multi-tiered systems of support: Blending RtI and PBIS. New York, NY: Guilford Press.

Hunter, W., Taylor, J., & Scott, L. (2022). *The Mixtape Volume 1: Culturally Sustaining Practices within MTSS Featuring the Everlasting Mission of Student Engagement*. Council for Exceptional Children. 1110 North Glebe Road Suite 300, Arlington, VA 22201.

Suggested, Non-Required

Hollins-Sims, N.Y., Kaurudar, E.J., & Runge, T.J. (2022). Creating Equitable Practices in PBIS: Growing a Positive School Climate for Sustainable Outcomes (1st ed.). Routledge.
<https://doi.org/10.4324/9781003294351>

Supplemental Materials

American Psychological Association. (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author.

Assorted Readings and Journal Articles: The instructor will provide additional readings as needed/applicable.

Resources:

It is suggested that you create either a Google Doc or a Dropbox for yourself to save important resources for your reference. ***At the end of the semester, you will be required to submit a curated list of those resources you found most valuable throughout the course.*** These will be submitted via a separate Canvas assignment as part of Part III of the Final Project.

A note about supplemental readings in this course:

Supplemental ***readings*** are provided for those who wish to expand or extend their knowledge on the topics covered in this course. These readings are not required for the completion of course assignments or exams but are recommended for students who have an interest in delving deeper into the subject matter. These materials can enhance your understanding and provide additional perspectives beyond the core content of the course.

Course Assignments:

1. Resource Spotlight:

This assignment, titled "Resource Spotlight," is designed to help you build a personalized repository of resources related to Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS). The task requires selecting a resource from the current module, reflecting on its key points, and connecting the insights gained to your current or future professional practice. Additionally, you will identify common misunderstandings related to MTSS/PBIS observed in the field, provide examples from your experience, and suggest practical strategies to address these misunderstandings. The goal is to deepen your understanding of MTSS and PBIS and enhance your ability to apply theoretical knowledge to real-world educational settings.

2. Discussion Posts:

Discussion post #1: The introductory discussion post assignment invites participants to share their educational and professional background, describe their current work setting, and provide fun personal details about their interests. You'll also reflect on your prior experience with MTSS and PBIS, or share what you've heard about these frameworks, discussing successes or challenges observed in their implementation. Additionally, you will outline your learning goals for the course, including your reasons for enrolling and two specific professional development objectives. You are required to reply to two peers' posts by addressing their questions, making connections, and identifying common themes in the discussion, all while referencing course content and personal experiences with APA citations.

Discussion post #2: The "Analyzing the Role of Data in MTSS" discussion post assignment highlights the importance of data in informing instruction, guiding interventions, and supporting decision-making within the MTSS framework. In your initial post, you will discuss the role of data in MTSS, reflect on your experiences with data-based decision-making, and share a specific example where data influenced your instructional or intervention strategies. Additionally, you'll identify challenges, such as data quality, interpretation, or staff buy-in, and discuss their implications. You are required to respond to two peers' posts by addressing their questions, making meaningful connections, and sharing insights, while identifying common patterns or themes. All contributions must reference course materials and personal experiences, with APA citations.

Discussion post #3: The "Dealing with Pushback in MTSS and PBIS Implementation" discussion post assignment explores resistance to implementing these frameworks and strategies to address it. In your initial post, you will identify common sources of pushback, such as resistance from staff, parents, or students, and provide examples from the readings or your experience. You'll also discuss practical strategies to overcome this resistance, reflect on your own experiences (or anticipated approaches), and analyze the positive outcomes of addressing pushback effectively. Additionally, you are required to respond to two peers' posts by answering their questions, making connections, and identifying common themes or patterns in the discussion, while referencing course content and personal experiences. All posts should include APA citations.

Discussion #4: The "Integrating Teaming in MTSS/PBIS Implementation" discussion post assignment focuses on addressing challenges and fostering collaboration in implementing these frameworks. In your initial post, you will discuss a specific challenge you have faced or anticipate in MTSS/PBIS implementation, proposing strategies to overcome it. You will also evaluate the importance of collaboration, buy-in, and communication among school teams, exploring how these elements contribute to the success of MTSS/PBIS. Additionally, you are required to respond to two peers' posts by answering their questions, making connections, and identifying common patterns or themes within the discussion. All posts must reference course materials and personal experiences and include APA citations.

3. Creating an MTSS Plan Final Project:

Part I: Needs Assessment and Plan Outline

Part I centers on creating an outline of your MTSS/PBIS implementation plan, tailored to your professional context. This includes a detailed description of your setting, an explanation of how the three tiers of support apply within that context, and recommendations for improving their implementation. Challenges and barriers for each tier are identified, alongside strategies to address them. Additionally, you will develop a data plan for assessing needs and monitoring progress, ensuring the program's effectiveness and adaptability over time. This outline serves as the foundation for the subsequent parts of the project.

Part II: Intervention Strategies and Peer Feedback

Part II focuses on identifying evidence-based intervention strategies for each tier of support, with an emphasis on equity and cultural responsiveness. It requires a description of collaboration strategies to involve stakeholders like teachers, administrators, and families in implementing the plan effectively. You'll also outline how to embed MTSS/PBIS into your setting to ensure sustainability. A trusted peer will review your plan, providing feedback on its strengths, areas for improvement, and any points of confusion, which you will incorporate into the final submission.

Part III: Final Presentation and Resource Curation

Part III involves creating a recorded presentation that integrates and refines the work from Parts I and II. The presentation must describe the professional context, outline the application of the three tiers of support, and detail the selected intervention strategies. Additionally, it will address equity, cultural responsiveness, and stakeholder collaboration. Alongside the presentation, you will prepare a PDF of your slides or text with references and a curated list of the most helpful resources from the course. These components together form a polished, actionable MTSS/PBIS implementation plan.

EEX 6936: MTSS IMPLEMENTATION PLAN Final Project
Part I (100 points)

	20 Fully Complete	15 Partial/Incomplete	0 Not Included/Missing
<p>Context Description</p> <p>BRIEFLY (i.e., 1-2 paragraphs) introduce your personal professional context (i.e., the setting in which you are currently or plan to be working while applying the MTSS/PBIS frameworks).</p>	<ul style="list-style-type: none"> Provides a comprehensive and detailed description of the professional context. Includes specific demographic information about students, faculty, and staff. Example: "Our school serves 1,200 students, with 60% receiving free or reduced lunch. The staff includes 80 teachers, 10 administrators, and 15 support staff." 	<ul style="list-style-type: none"> Provides a description of the professional context with some observable data, but lacks specifics in key areas (e.g., includes general demographic trends but omits specific percentages or staff details). Example: "Our school serves a diverse student body, with a majority receiving free or reduced lunch." 	<ul style="list-style-type: none"> No description or vague description. Does not provide a clear understanding of the context. Example: "Our school is like any other school."

	20	15	0
Application of Tiers of Support Identify and describe the application of each tier of support within the MTSS/PBIS framework within the setting you described.	<ul style="list-style-type: none"> • Thoroughly describes how Tier 1, Tier 2, and Tier 3 supports are applied or will be applied in the professional context of setting described. • Clearly connects the tiers to the unique needs of the setting. • Example: "Tier 1 includes school-wide PBIS practices; Tier 2 involves targeted interventions like Check-In/Check-Out, and Tier 3 provides intensive one-on-one support." 	<ul style="list-style-type: none"> • Describes fewer than three tiers or lacks clarity in how the tiers are applied. • Examples are general or incomplete and may not fully connect to the needs of the setting. • Example: "We have some PBIS practices and provide extra help to some students." 	<ul style="list-style-type: none"> • Fails to describe the application of tiers. • Provides an unrelated or unclear application. • Example: "Our school does some things that may fit into the MTSS model."
	30	20	0
Recommendations for Improvement Briefly state your recommendations for adjusting and/or increasing the effectiveness of the implementation of each tier in your setting (i.e., how would you improve the implementation of	<ul style="list-style-type: none"> • Provides detailed, actionable recommendations for improving the implementation of each tier. Clearly identifies how to adjust or increase the effectiveness of the implementation of each tier in the described setting. 	<ul style="list-style-type: none"> • Provides recommendations but lacks depth or specificity. Does not explicitly discuss how to adjust or increase the effectiveness of the implementation of each of the three tiers in the described setting. • Identifies less than two challenges/barriers of 	<ul style="list-style-type: none"> • Provides no recommendations. • Fails to identify challenges/barriers effectively.

This syllabus is subject to change at the discretion of the instructor.

<p>MTSS/PBIS within your context).</p> <p>Identify two challenges/barriers of implementing MTSS in your setting at each of the three tiers (6 challenges/barriers in total).</p> <p>Create a bulleted list for this segment and/or a table that aligns the identified challenge/barrier with the tier of support and your recommendations to address the need.</p>	<ul style="list-style-type: none"> Clearly identifies two challenges/barriers of implementing MTSS at each tier. (6 in total) Includes a bulleted list and/or a table that aligns the identified challenge/barrier with the tier of support and recommendations to address the need. 	<p>implementing MTSS at each tier.</p> <ul style="list-style-type: none"> Does not include a bulleted list and/or table that aligns the identified challenge/barrier with the tier of support. 	
	20	15	0
<p>Data Plan Outline</p> <p>Create an outline the data plan you will utilize to assess needs, progress, and to inform ongoing programmatic improvements.</p>	<ul style="list-style-type: none"> Detailed plan includes the screening process(es) used to identify students, faculty/staff and areas that may need additional support. Plan also includes how data will be used regularly to monitor progress informing adjustments to interventions, 	<ul style="list-style-type: none"> Plan includes screening process used to identify either students, or faculty/staff or other areas that may need additional support. Plan includes some information on how data will be used to monitor progress informing adjustments to interventions or systems or practices, but there is no 	<ul style="list-style-type: none"> No data plan or plan provides a vague description of how data will be used. Plan does not provide a clear understanding of how data will be used.

	systems and practices as needed.	indication of how it will be used regularly.	
	10	5	0
Writing and APA Citations	<ul style="list-style-type: none"> • Writing is clear and easy to understand. • Minimal spelling and grammar mistakes. No online abbreviations. APA used correctly, when necessary. 	<ul style="list-style-type: none"> • Writing is a little difficult to understand. • A few grammar and/or spelling errors. Some APA errors. Project is within time/length limit. 	<ul style="list-style-type: none"> • Writing is very unclear OR the student did not use APA format/citations. Several mechanical and/or APA errors.

EEX 6936: MTSS IMPLEMENTATION PLAN Final Project
Part II (100 points)

	20	10	0
Evidence-Based Intervention Strategies for Each Tier BRIEFLY (i.e., 1-2 paragraphs) provide specific examples of evidence-based intervention strategies for each tier.	<ul style="list-style-type: none"> Provides specific examples of evidence-based intervention strategies for each tier (e.g., Tier 1, Tier 2, & Tier 3) Plan considers both academic interventions and behavioral supports. 	<ul style="list-style-type: none"> Provides some examples of evidenced based intervention strategies but lacks specificity or does not address all three tiers. Plan considers academic interventions or behavioral supports. 	<ul style="list-style-type: none"> Plan fails to provide specific examples of intervention strategies. Plan does not address all tiers. Plan does not include any academic interventions or behavioral supports.
	20	10	0
Equity and Cultural Sensitivity Explain how the strategies you selected for your plan will ensure equal access and cultural sensitivity.	<ul style="list-style-type: none"> Plan clearly explains how strategies will ensure equal access and cultural sensitivity considering diverse student populations, language proficiency, and community context. 	<ul style="list-style-type: none"> Plan briefly explains how strategies will ensure equal access and cultural sensitivity but lacks detail in some areas (e.g., only mentions diverse populations but does not address language proficiency). 	<ul style="list-style-type: none"> Plan does not address equal access or cultural sensitivity considering diverse student populations, language proficiency, or community context.
	20	10	0

<p>Collaboration and Communication</p> <p>Describe how collaboration and communication can support teachers, administrators, support staff, and families in the effective implementation of MTSS/PBIS.</p>	<ul style="list-style-type: none"> • Plan thoroughly describes how collaboration and communication will support effective MTSS/PBIS implementation. • Plan provides specific strategies to build consensus, and buy-in. • Plan specifically discusses how systems, practices, and professional development into policy and practice within stated context. 	<ul style="list-style-type: none"> • The reflection provides less than two suggestions for ways that special education at K-12 level in the U.S. can be improved with citations from the course materials and other sources to support the assumptions made. 	<ul style="list-style-type: none"> • The reflection does not provide suggestions for ways that special education at K-2 level in the U.S. can be improved.
	20	10	0
<p>Peer Review Documentation</p> <p>Peer Review: Once you have completed sections #1-3 above, share this section as well as your prior submission with a peer in your personal professional context.</p>	<ul style="list-style-type: none"> • Provides detailed feedback from a trusted peer. • Feedback includes three strengths of the plan, three suggestions for improvement, and two points of confusion. • This feedback is documented in writing by the peer. • A copy of the questions/points above AND the responses your reviewer offered are submitted with the project. 	<ul style="list-style-type: none"> • Plan provides peer review feedback but lacks detail or does not fully meet the requirements (e.g., missing strengths, suggestions, or points of confusion) • Feedback is not documented in writing or is not submitted with the project. 	<ul style="list-style-type: none"> • Plan does not include peer review feedback or fails to address the requirements of three strengths, suggestions and two points of confusion. • There is no documentation of feedback submitted with the project.
	20	10	0

Writing and APA Citations	<ul style="list-style-type: none">• Writing is clear and easy to understand.• Minimal spelling and grammar mistakes. No online abbreviations. APA used correctly, when necessary.	<ul style="list-style-type: none">• Writing is a little difficult to understand.• A few grammar and/or spelling errors. Some APA errors. Project is within time/length limit.	<ul style="list-style-type: none">• Writing is very unclear OR the student did not use APA format/citations. Several mechanical and/or APA errors.
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EEX 6936: MTSS IMPLEMENTATION PLAN Final Project
Part III (200 points)

	50	25	0
Presentation: Revise, integrating any feedback you may have received for Part I of the project and complete the outline describing your personal professional context (i.e., the setting in which you plan to or are implementing MTSS/PBIS) in detail.	<ul style="list-style-type: none"> Plan integrates feedback from Part I of the project and thoroughly completes the outline describing your personal professional context in detail. Plan provides a description of the application of the three tiers within the MTSS/PBIS framework. Plan asserts how each of these three tiers fits into your implementation plan. 	<ul style="list-style-type: none"> Plan provides some integration of feedback, but either lacks detail in the description of the professional context or how the three tiers fit into the implementation. 	Plan does not integrate feedback from Part I or fails to describe the professional context and the application of the three tiers into the implementation plan.

	50	25	0
Revise, integrating any feedback you may have received for Part II of the project and complete your description of the application of the three tiers of support within the MTSS/PBIS framework, detailing specific intervention strategies you plan to implement or revise at each tier.	<ul style="list-style-type: none"> Plan integrates feedback from Part II of the project and thoroughly completes the description of the application of the three tiers within the MTSS/PBIS framework. Plan details specific intervention strategies you plan to implement or revise at each tier. Plan addresses equity and cultural responsiveness in your context and identifies the stakeholders needed to collaborate to implement the plan. 	<ul style="list-style-type: none"> Plan provides some integration of feedback and describes intervention strategies but lacks detail in equity and cultural responsiveness or is incomplete in addressing intervention implementation at the three tiers. 	<ul style="list-style-type: none"> Plan does not integrate feedback from Part II or fails to provide a clear description of implementation of intervention strategies. Plan does not address equity, or cultural responsiveness.
	90	45	0
Combine the above two items and create a presentation in any format you choose, but you will need to include video and audio of yourself presenting.	<ul style="list-style-type: none"> Presentation includes both audio and video of presenter. Presentation is submitted via Canvas. Project is greater than 2 minutes but does not exceed 5. 	<ul style="list-style-type: none"> Presentation is missing audio or video of presenter OR Project is too long or too short. Project upload is missing PDF of presentation slides OR 	<ul style="list-style-type: none"> Presentation does not include audio or video of presenter.

	<ul style="list-style-type: none"> • PDF of slides or presentation (with citations and references in APA format) is uploaded to Canvas WITH recorded presentation. 	<ul style="list-style-type: none"> • Project is missing citations and references in APA format. 	
	10	5	0
<p>Review your resource spotlight assignments from this course. Choose those that were most helpful to you and create a curated list.</p>	<ul style="list-style-type: none"> • Provides a well-organized curated list of helpful resources, including titles, descriptions, links, and explanations of why they were valuable. • List is submitted as a separate .pdf upload via Canvas. 	<ul style="list-style-type: none"> • Provides a list of resources but lacks some detail (e.g., missing descriptions or explanations). • List is attached to some other portion of the project. 	<ul style="list-style-type: none"> • Does not provide a curated resource list or the list is incomplete (e.g., missing titles, descriptions, or explanations).

Course Grading

Grades are computed by totaling the number of points received on each assignment. Letter grades are assigned based on the percentage of the total possible points received. Total of possible points for this course is **1150**. Across the semester, all grades will be completed in Canvas and students may track their progress using the Canvas report. Final percentages (as calculated in the Canvas report unrounded) will be used to assign letter grades using the following point breakdown:

Grading Scale

94% - 100% = A	80% - <83% = B-	67% - <70% = D+
90% - <94% = A-	77% - <80% = C+	64% - <67% = D
87% - <90% = B+	74% - <77% = C	60% - <64% = D-
83% - <87% = B	70% - <74% = C-	Below 60% = E

Summary of Points for Each Type of Course Assignment

	ASSIGNMENT	POINTS
1	Resource Spotlight (7)	350 points (50 points each)
2.	Discussions (4)	400 points (100 points each)
3.	Part 1 of Final Project	100 points
4.	Part 2 of Final Project	100 points
5.	Part 3 of Final Project: Complete MTSS Implementation Plan	200 points total (see grading rubric in assignment description above for more information about point distribution)
Total Points Available for Course: 1150		

For more information on UF grading policies can be found at:
<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

OTHER IMPORTANT COURSE INFORMATION

Expectations for Assignment Completion & Make-up Work:

Students are expected to be involved in regular interactions with their classmates and with the instructor. Active participation is essential to building an effective learning community. All students are expected to be regular and active participants in discussion and learning activities throughout the semester. Requirements for make-up exams, assignments, and other work are consistent with university policies that can be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

Students not meeting expectations for exams, assignments, and participation should contact the instructor as soon as possible to determine whether make-up assignments or exams are possible. All assignments must be submitted **on time** (i.e., before or on the due date at the time listed in the syllabus/on Canvas via the modality listed on Canvas), and all exams (if applicable) must be taken during the time frame supplied in Canvas. *Prior permission must be received for any exception to this policy.* Without prior permission, the instructor may either refuse to accept assignments/exams/quizzes or assign a lower evaluation. Any returned assignments are due back at the date determined by the course instructor.

It is the **student's responsibility to follow-up on all missed work, exams, assignments, etc.** in a timely matter. If you have an excused absence or an unexcused absence the instructor may consider your request to make-up work within a short time (e.g., one-to-two-week window), per the instructor's discretion, AFTER the work was missed. **Note: It is preferable and beneficial to contact and plan with the instructor PRIOR to missing an assignment – planning constitutes a specific message with notification of missing a due date or exam, the reason for missing this item(s), and when and how you plan to make up the missed work.** If the student fails to communicate with the instructor during this time, they may not be eligible to make up missed work/assignments. Delays in make-up work limit the ability of the instructor to provide grades and feedback to students in a timely manner and once assignment grades have been released content (for example on exams) may no longer be secure.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity (see Student Conduct Code or this web site for more details: www.dso.ufl.edu/judicial/procedures/academicguide.php). Cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior and may result in a reduction of course grade and a report to university officials. Any outside source that provides an improper academic advantage is an unauthorized aid and constitutes a violation of the honor code. Examples of recently available artificial intelligence-driven outside sources include ChatGPT and Google Bard. It is expected that all students will:

- ★ Submit original work and maintain **academic integrity**. If academic misconduct occurs, the student may receive a zero or a no pass on that assignment and may be required to meet with the instructor/other relevant faculty/program members.

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 UF Student Honor Code and Student Code of Conduct Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) 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 and/or TAs in this class (if applicable).

Please note, although this is clearly covered by the requirement to submit original work described above, it is unacceptable to use any artificial intelligence (AI) such as chatGPT or any other technology to generate your answers or work. Students who submit work generated by anyone or anything other than themselves, at the instructor’s discretion, will, at minimum, earn a zero for the assignment and may face additional consequences. Use of AI to generate original work is unacceptable.

Student Assistance and Emergencies

Students may occasionally have personal issues that arise while pursuing higher education or that may interfere with their academic performance. Students are encouraged to contact the UF Counseling & Wellness Center (352-392-1575; <http://www.counseling.ufl.edu>) for confidential assistance and support. Contact the University Police Department (352-392-1111) or 911 for emergencies.

Accommodations for Students with Disabilities:

If you require special adaptations or accommodations for you to participate fully in the class, please contact the instructor as soon as possible. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

Instructor Evaluations for on-line Courses

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available

at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

Virtual/Online Course Information

Our class sessions may be audio visually recorded for students in the class to refer and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Policy Regarding Recording of Instructors, Lectures, Meetings etc.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Also Note These Important and Useful Resources:

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need [or visit the Student Health Care Center website](#).
- *University Police Department*: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; [Visit the Complaint Portal webpage for more information](#).

- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): [View the Student Complaint Procedure webpage for more information.](#)

Tentative Course Schedule

In the table below, please note due dates for all discussion posts, module assignments, and other assignments.

Note: These due dates are subject to change per the course instructor/TA. Please make sure to check Canvas regularly for all required dates/information.



Tentative Course Schedule <i>Please Note: This Schedule is Subject to Change at the Discretion of the Course Instructor</i>		Assignment Due Dates
Introduction & Getting Started January 13- January 21	<u>Course Overview & Introductions</u> READ: <ul style="list-style-type: none"> McIntosh & Goodman (2016) Chapter 1 Hunter, Taylor & Scott (2023) Chapter 1 WATCH: <ul style="list-style-type: none"> MTSS101: An Introduction to MTSS https://youtu.be/KiYlXH0979A?si=MapdmJ3Bm4P96O_5 George Sugai: Reflections on a Multi-Tiered System of Supports https://youtu.be/aK-rBRvOXt8?si=8X6hnsyYwH5NTOMR Supplemental Readings: <ul style="list-style-type: none"> National Center on Educational Outcomes https://nceo.info/Resources/publications/OnlinePubs/briefs/mtss/default.html A Schoolwide Model for Service Delivery: Redefining Special Educators as Interventionists (Simonsen et al., 2008) 	<i>Introductions & Overview due by January 21.</i> <i>Discussion #1 due by January 21.</i>
Module A: January 22- February 2	<u>Historical Foundations of MTSS & The Relationship Between Academics and Behavior</u> READ: <ul style="list-style-type: none"> What is the relationship between PBIS, RTI, and MTSS? https://www.novakeducation.com/blog/pbis-rti-and-mtss McIntosh & Goodman (2016) Chapter 2: The Relationship Between Academic Skills and Behavior Hunter, Taylor & Scott (2023) Chapter 2: Imagining Culturally Sustaining Pedagogy in Education Required Readings (3) – Historical Foundations of MTSS <ul style="list-style-type: none"> Fuchs & Fuchs (2006) Schulte (2016) Zirkel (2018) 	<i>Resource Spotlight: due by February 2.</i> <i>Begin to look at Part I Final Project</i>

Module B: February 3 – February 16	<p><u>Integrating Data</u></p> <p>READ:</p> <ul style="list-style-type: none"> McIntosh & Goodman (2016) Chapter 3: Integrating Data Iris Module: RTI (Part 2):Assessment https://iris.peabody.vanderbilt.edu/module/rti02/ <p>WATCH:</p> <ul style="list-style-type: none"> Why is data and data-based decision making such a critical part of instruction and intervention? https://mtss4success.org/resource/why-data-and-data-based-decision-making-such-critical-part-instruction-and-intervention Webinar recording - best practices on Interpreting Assessment Data. https://www.branchingminds.com/best-practices-on-interpreting-assessment-data-ty (on demand webinar 60 min) <p>Supplemental Readings:</p> <ul style="list-style-type: none"> PBIS.org. https://www.pbis.org/topics/data-based-decision-making Got Data? TierOne.pd. FLPBIS Website. https://flpbis.cbcs.usf.edu/ Bruhn (2020) Newton et al. (2009) 	<p><i>Resource Spotlight: due by February 16.</i></p> <p><i>Discussion #2 due by February 16.</i></p> <p><i>Continue to work on Part I Final Project</i></p>
Module C: February 17 – March 2	<p><u>Integrating Practices within a Tiered Model</u></p> <p>READ:</p> <ul style="list-style-type: none"> McIntosh & Goodman (2016) Chapter 4: Integrating Practices Hunter, Taylor & Scott (2023): Chapters 9, 11 &13 (Tier 1) Chapters 14, 15 (Tier 2) Chapters 15a (Tier 3) <p>WATCH:</p> <ul style="list-style-type: none"> A District Leader's Guide to Integrating SEL Into MTSS https://www.panoramaed.com/blog/social-emotional-learning-mtss 	<p><i>Resource Spotlight: due by March 2.</i></p> <p><i>Part I Final Project: due by March 2.</i></p>

	<ul style="list-style-type: none"> MTSS: Integrating Academic, Behavior + SEL Instruction & Supports to Ensure Equity - George Batsche <p>https://www.youtube.com/watch?v=07d-6zvbtw8</p> <p>Supplemental Readings:</p> <ul style="list-style-type: none"> Gage et al., (2017) Gage & McDaniel (2012) Deno (1985) 	<i>Begin to work on Part II Final Project.</i>
Module D: March 3 – March 16	<p><u>Integrating Teaming</u></p> <p>READ:</p> <ul style="list-style-type: none"> McIntosh & Goodman (2016) Chapter 5: Integrating Teaming Hunter et al, (2023) Chapter 10 Hunter et al, (2023) p. 50 Setting the Stage for Building Community Within the School: The Story of Dr. Watson <p>WATCH:</p> <ul style="list-style-type: none"> Supporting Behavioral Needs: A Multi-Tiered Approach https://www.youtube.com/watch?v=HC78HQbnmgI <p>Supplemental Readings:</p> <ul style="list-style-type: none"> AIR: Center on MultiTiered Systems of Support https://mtss4success.org/ MTSS Infrastructure and Support Mechanisms.pdf MTSS-SchoolTeams.pdf <p>SPRING BREAK MARCH 17-MARCH 21</p> <p><i>Note: Spring Break falls at the end of this module – feel free to complete assignments early.</i></p>	<p><i>Resource Spotlight: due by March 16.</i></p> <p><i>Discussion #3 due by March 16.</i></p> <p><i>Continue to work on Part II Final Project.</i></p>
Module E: March 24 - April 6	<p><u>How Districts Can Support Individual Schools in Implementing MTSS And Moving to Integrated MTSS Models: How Do We Get There?</u></p> <p>READ:</p> <ul style="list-style-type: none"> McIntosh & Goodman (2016) Chapter 6. Integrating District Support Systems 	<i>Resource Spotlight: due by April 6.</i>

	<ul style="list-style-type: none"> McIntosh & Goodman (2016) Chapter 7. Integrating Entire Systems <p>WATCH:</p> <ul style="list-style-type: none"> Best Practices in Applying MTSS to Improve Systems, Staff and Student Outcomes <p>https://www.youtube.com/watch?v=s0YKiMK6exU</p> <p>Supplemental Readings:</p> <ul style="list-style-type: none"> PBIS Implementation Blueprint Part 1 https://www.pbis.org/resource/pbis-implementation-blueprint 	<p><i>Part II Final Project: due by April 6.</i></p> <p><i>Begin to work on Part III Final Project.</i></p>
<p>Module F: April 7 – April 13</p>	<p><u>Case Study</u></p> <p>READ:</p> <ul style="list-style-type: none"> McIntosh & Goodman (2016) Chapter 8. Case Study: Oregon’s Effective Behavioral and Instructional Support Systems Initiative: Implementation from District- and State- Level Perspectives McIntosh & Goodman (2016) Chapter 9. Case Study: Florida’s Multi-Tiered Support System for Academics and Behavior <p>WATCH:</p> <ul style="list-style-type: none"> Academic Success for All Students: A Multi-Tiered Approach https://www.youtube.com/watch?v=khzkNRjsPBE&t=69s Reaching All High School Students: A Multi-Tiered Approach https://www.youtube.com/watch?v=-lqi7KYKTA <p>Supplemental Readings:</p> <ul style="list-style-type: none"> Scaling up and Integrating Effective Behavioral and Instructional Support Systems (EBISS) (Chaparro et al., 2020) Scott et al., (2009) 	<p><i>Resource Spotlight: due by April 13.</i></p> <p><i>Discussion #4 due by April 13.</i></p> <p><i>Continue to work on Part III Final Project.</i></p>

Module G April 14 – April 20	<p><u>Case Study</u></p> <p>READ:</p> <ul style="list-style-type: none"> Hollins-Sims, Kaurudar, & Runge, (2022) Chapter 4: Data Rich & Information Rich Hollins-Sims, Kaurudar, & Runge, (2022) Chapter 5: Where do we go from here? <p>WATCH: n/a</p> <p>Reminder: Looking Ahead:</p> <p><i>Part III Final Project Presentation: due by April 26th.</i></p>	<p><i>Resource Spotlight: due by April 20.</i></p> <p><i>Continue to work on Part III Final Project.</i></p>
Course Wrap-Up & Final Project April 21- April 23	<p><u>Course Wrap-Up</u></p> <ul style="list-style-type: none"> MTSS Implementation Project Presentation DUE BY APRIL 26th. Complete Course Evaluations 	<p><i>Part III Final Project Presentation: due by April 26.</i></p> <p><i>Complete course evaluations</i></p>

Course|New for request 20640

Info

Request: EGS 6XXX Managing Engineering with Integrity

Description of request: Create a permanent number for the elective graduate course. The course was successfully instructed by Dr. Rachel Frazier, Associate Professor and Gene Fraser Teaching Professor in the Engineering Leadership Institute, in Fall 2024 semester under the college's graduate special topics course number EGN6933. The course is also running during Spring 2025 semester. Dr. Frazier is expected to continue course instruction for the foreseeable future.

Submitter: William Mcelroy mcelrowj@eng.ufl.edu

Created: 2/21/2025 9:57:21 AM

Form version: 4

Responses

Recommended Prefix EGS

Course Level 6

Course Number XXX

Lab Code None

Course Title Managing Engineering with Integrity

Transcript Title Managing Engr with Integrity

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours The course will be held over 3 periods with synchronous virtual attendance.

Course Description Managing Engineering with Integrity explores ethical norms in research, intellectual property, authorship, and R&D management. Through interactive lectures, team projects, and case studies, students develop strategies for ethical leadership. Weekly presentations enhance collaboration and communication. Emphasizing ethics, innovation, and leadership, the course equips graduate students to foster ethical cultures, resolve conflicts, and guide teams in high-stakes situations.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum Many engineering graduate students may have careers in professional research and development (R&D) settings requiring that they fully understand ethical decision-making and principled management. Managing Engineering with Integrity is an elective graduate course that covers topics such as ethical norms in research, the rights and responsibilities of researchers and managers, intellectual property, authorship, and strategies for fostering innovation. Through a combination of interactive lectures, team-based projects, and real-world case studies, students experience the complexities of R&D management and learn practical strategies to lead with integrity. Weekly team presentations encourage collaborative problem-solving, facilitate peer learning, and refine communication skills. With a focus on ethics, innovation, and leadership, the course combines theoretical frameworks with practical applications to equip graduate students to conscientiously contribute to their fields and society, and be able to foster ethical organizational cultures, resolve conflicts, and guide teams in high-stakes situations.

Syllabus Content Requirements All Items Included

Managing Engineering with Integrity

EGN 6933 Section 25004

Class Periods: Thursdays, 4:05PM – 7:05PM, Periods 9, 10, 11

Location: <https://ufl.zoom.us/j/4394996031>

Academic Term: Spring '25

Instructor: Rachel M. Frazier, Ph. D.

Email: rmfrazier@eng.ufl.edu

Office Hours: Mondays 1PM – 2:30PM, Zoom: <https://ufl.zoom.us/j/4394996031>

Need to meet with the instructor outside of office hours or class? Find a convenient time here:

https://calendly.com/rmfrazier_gator

Course Description

Managing Engineering with Integrity explores ethical norms in research, intellectual property, authorship, and R&D management. Through interactive lectures, team projects, and case studies, students develop strategies for ethical leadership. Weekly presentations enhance collaboration and communication. Emphasizing ethics, innovation, and leadership, the course equips graduate students to foster ethical cultures, resolve conflicts, and guide teams in high-stakes situations.

Course Pre-Requisites / Co-Requisites

No course pre/co-requisites, open to all graduate students with an interest in what it takes to adhere to professional ethics, values and practices when conducting, communicating, and managing research.

Course Objectives

Students will learn concepts related to managing research activities, both on an individual level and a team level. Students will develop skills that will be valuable in established companies, academia, and government labs. Key objectives include:

- Understanding the ins and outs of what (and who) secures research integrity, the rights & responsibilities of researchers, the process of inventing and approaches to managing innovation.
- Practicing the skills of monitoring trends, building relationships, brainstorming, & setting goals.
- Learning approaches to fostering a culture of innovation and collaborating with cross-functional teams.
- Refining how to effectively communicate complex ideas and get buy-in.

Why is this important?

Research & development integrity relies on the **trust** and **confidence** that **people** have in the methods and outcomes of R&D. These people can include the public, peers, students, employees, shareholders, regulatory agencies, competing organizations, collaborating organizations, etc. Because **people** are at the foundation of integrity, this course covers many aspects of research and development integrity that have to do with interpersonal relationships and the ethical and professional behaviors that are expected in performing and managing research.

Designed for graduate students, *Managing Engineering with Integrity* explores research & development (R&D) management principles, ethical practices, and integrity in engineering. Whether students will run a lab or run an R&D department, understanding the fundamental requirements of responsible research conduct is a must. This is a synchronous online course designed to better prepare students for life after their graduate degree by providing students with experience:

- Building and maintaining collaborative working relationships
- Exercising what to do in the face of ethical issues
- Defining research & development missions with integrity

Materials and Supply Fees

None

Required Textbooks and Software

ORI Introduction to the Responsible Conduct of Research, by Nicholas H. Steneck, PhD. Illustrations by David Zinn
Accessible at: <https://ori.hhs.gov/ori-introduction-responsible-conduct-research>

On Being a Scientist A Guide to Responsible Conduct in Research, Committee on Science, Engineering, and Public Policy, National Academy of Science, National Academy of Engineering, and Institute of Medicine of the National Academies. — 3rd ed. (2009)

Accessible at (download free pdf): <https://nap.nationalacademies.org/catalog/12192/on-being-a-scientist-a-guide-to-responsible-conduct-in>

Responsible Conduct of Research for Engineers, CITI Program, accessible at (login using Gatorlink credentials):
https://www.citiprogram.org/index.cfm?pageID=14®ion=1&_ga=2.251700041.1121741917.1617461696-1120059145.1617461696

Recommended Materials

- Professional Ethics: A Competency-Based Approach to Understanding and Applying Professional Ethics (workbook), Wesley Donahue (2021)
- Intentional Integrity: How Smart Companies Can Lead an Ethical Revolution, Robert Chesnut (2020)
- The Little Book of Design Research Ethics, IDEO (2016)
- The Tech Executive Operating System: Creating an R&D Organization That Moves the Needle. By Aviv Ben-Yosef. ISBN: 9781484268940. (2021) Apress
- Multipliers, Revised and Updated: How the Best Leaders Make Everyone Smarter, Liz Weisman (2017)
Crucial Influence, Third Edition: Leadership Skills to Create Lasting Behavior Change, Joseph Grenny, Kerry Patterson, David Maxfield, Ron McMillan and Al Switzler, 3rd Edition, ISBN10: 1265049653 | ISBN13: 9781265049652 © 2023
- Blue Ocean Shift Beyond Competing, Kim & Mauborgne (2017)

Course Expectations

Managing Engineering with Integrity mimics an inverted classroom, where students read course content each week **before** class and participate in activities related to those concepts in class. Class time is devoted to active learning methods that deepen student understanding of concepts and advance student mastery of skills. Read weekly concepts before class. All course content is located on the Canvas course site. **Attendance is mandatory** and absences will be handled at the discretion of the instructor (see Attendance Policies). There will be significant in-class participation and students must be prepared to have their **cameras on** during Zoom sessions, with appropriate attire and backgrounds. (Let the instructor know ahead of time if students have a technical issue).

Students will use their computers during class time, please be prepared to contribute to online fillable forms during regularly scheduled class meeting times. During team presentations, students will use their computers to provide feedback and contribute to an online discussion.

Course Schedule

Course content includes topics related to business ethics; rules, practices and roles of individuals and groups in the responsible conduct of research; innovation management; R&D leadership. See Canvas for up-to-date content and schedule.

Managing Engineering with Integrity Schedule			
Week	Date	Topic	Class Activities
1	1/16	Intro - Let's get on the same page about research & development	Welcome and Introductions
2	1/23	Ethical Norms of Research	Team Formation
3	1/30	Rights & Responsibilities of Researchers & Managers	Team Presentations
4	2/6	What's our role?	Team Presentations
5	2/13	Identifying R&D Opportunity & Brainstorming	Team Presentations
6	2/20	Building Relationships	Team Presentations
7	2/27	Authorship & Publishing Rights	Team Presentations
8	3/6	Consulting	Team Presentations
9	3/13	Inventing & IP Portfolios	Team Presentations
		Rights & Responsibilities of Inventors	
	3/20	Spring Break No Class	
10	3/27	Strategies to manage innovation	Team Presentations
11	4/3	Setting goals, defining priorities, allocating resources, and getting buy-in	Team Presentations
12	4/10	Leading with Principle	Team Presentations
13	4/17	FINAL PRESENTATIONS – Class Close Out COURSE EVALUATIONS Please check for the course evaluations and provide candid and open feedback. Student feedback will be used to guide future Managing Engineering with Integrity courses.	
14	4/24	READING DAY – No Class, No Final Exam	
15	4/28-5/2	FINAL EXAM WEEK - No Class, No Final Exam	

Mastery of Content

In lieu of traditional exams and quizzes, evaluation is based on team presentations and participation in weekly team meetings. Rubrics are provided on the Canvas course site for reference to foundational, skilled and mastery requirements. Students are strongly encouraged to attend office hours and schedule 1:1 meetings with the instructor to improve and refine in order to master communication, collaboration and management skills.

Attendance Policy, Class Expectations, and Make-Up Policy

Regular class attendance and participation in class discussions is required. If a student needs to miss a class for any reason, students should contact the instructor as soon as possible. Students are responsible for completing all missed class assignments. Consequences and policies regarding late submissions are consistent with university policies in the Graduate Catalog (<https://catalog.ufl.edu/graduate/regulations>) and require appropriate documentation.

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Weekly Team Meetings (Individual grade: 5 points each – students will get a grade if students show up and participate)	50	10%
Team Presentations (Team grade: 10 points each – students will get a grade if students show up and if students presentation includes students weekly learnings/contributions)	100	20%
Final Lessons Learned Videos	100	20%
Final Presentations	250	50%
Total	500	100%

Student grades are predicated on their ability to **apply concepts** learned in the course. Students will receive grades on presentation assignments and on participation in meetings. Each assignment serves to assess student demonstration of understanding and applying key concepts. Student individual grades will be determined by adding up the points students accumulate from being present and engaged in meetings and presentations, in addition to the points that student team earns on team assignments.

Team Meetings

Each student will participate in MANDATORY in-class meetings. The goal is to provide team-specific feedback and to familiarize students with concepts outside of the scope of the classroom.

Team Presentations

Each team will give weekly presentations which update their group's research & development project status and demonstrate student ability to apply concepts learned in the course. Weekly presentations should reflect the research which corresponds to the weekly content that the student team has done on the student project. At the end of the semester, each team will present their student final presentation – their student R&D project roadmap that includes all relevant information their student team has collected over the semester. Their student R&D roadmap will include slides addressing these key components: ethical and integrity risks of R&D project, opportunity to address R&D risks, ecosystem of organizations and people involved in R&D cycle, intellectual property needs, and strategy to nurture innovation.

Grading Policy

Percent	Grade	Grade Points		Percent	Grade	Grade Points
93.4 - 100	A	4.00		73.4 - 76.6	C	2.00
90.0 - 93.3	A-	3.67		70.0 - 73.3	C-	1.67
86.7 - 89.9	B+	3.33		66.7 - 69.9	D+	1.33
83.4 - 86.6	B	3.00		63.4 - 66.6	D	1.00
80.0 - 83.3	B-	2.67		60.0 - 63.3	D-	0.67
76.7 - 79.9	C+	2.33		0 - 59.9	E	0.00

More information on UF grading policy may be found at: [UF Graduate Catalog Grades and Grading Policies](#)

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform,

including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

University Honesty Policy

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 (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) 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.

Commitment to a Safe and Inclusive Learning Environment

The Herbert Wertheim College of Engineering values varied perspectives and lived experiences within our community and is committed to supporting the University's core values, including the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of race, creed, color, religion, age, disability, sex, sexual orientation, gender identity and expression, marital status, national origin, political opinions or affiliations, genetic information, and veteran status.

If you feel like your performance in class is being impacted by discrimination or harassment of any kind, please contact your instructor or any of the following:

- Your academic advisor or Graduate Program Coordinator
- HWCoe Human Resources, 352-392-0904, student-support-hr@eng.ufl.edu
- Dr. Pam Dickrell, Associate Dean of Student Affairs, 352-392-2177, pld@ufl.edu
- Toshikazu Nishida, Associate Dean of Academic Affairs, 352-392-0943, nishida@eng.ufl.edu

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Use of AI: If students choose to use AI (e.g., Dall-E, ChatGPT or BingAI, etc.) in completing any of their work in this class, please note the following guidelines must be followed:

- Be aware of the limits of the AI tools. The results students get are very dependent on the prompts students use and how well students define those prompts. The info students receive may not be credited properly; it may omit sources of original content, so students are responsible for citing the source of the original content. The numbers and facts students may get could be completely wrong so unless students can independently confirm the results through another source, do not trust that they are correct. Students will be responsible for any incorrect numbers or facts students get from using the tool.
- AI is a tool and, as such, students must acknowledge that students used it in completing any work for the class. For any assignment in which students use AI, students must give credit to the original content

authors. Students must also include a citation with a reference at the end of any assignment in which students used AI explaining how students used it and what prompts students used to get the results. Failure to do so may be considered a violation of academic honesty policy.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: <https://registrar.ufl.edu/ferpa.html>

Campus Resources:*Health and Wellness***U Matter, We Care:**

Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Counseling and Wellness Center: <https://counseling.ufl.edu>, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Discrimination, Harassment, Assault, or Violence

If you or a friend has been subjected to sexual discrimination, sexual harassment, sexual assault, or violence contact the **Office of Title IX Compliance**, located at Yon Hall Room 427, 1908 Stadium Road, (352) 273-1094, title-ix@ufl.edu

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or <http://www.police.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
<https://lss.at.ufl.edu/help.shtml>.

Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling: <https://career.ufl.edu>.

Library Support, <http://cms.uflib.ufl.edu/ask>. Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>; <https://care.dso.ufl.edu>.

On-Line Students Complaints: <https://distance.ufl.edu/state-authorization-status/#student-complaint>.

Course|New for request 20744

Info

Request: FNR 6XXXC Lidar Remote Sensing for Forestry Applications

Description of request: Forestry-focused Lidar remote sensing

Submitter: Anne Mathews anne.mathews@ufl.edu

Created: 3/28/2025 2:19:35 PM

Form version: 2

Responses

Recommended Prefix FNR

Course Level 6

Course Number xxx

Lab Code C

Course Title Lidar Remote Sensing for Forestry Applications

Transcript Title Lidar Remote Sensing Forestry

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3 hours

Course Description Lidar remote sensing is a state-of-the-art technology widely used in research and forestry applications. Learn how to visualize, process lidar point cloud data, build terrain and canopy height models and establish statistical models using open-source software including R-statistical language and FUSION/LDV. This face-to-face course includes a chance to develop your own lidar project in data visualization, aboveground biomass and fuel load estimations and more with the many datasets available.

Prerequisites na

Co-requisites na

Rationale for Placement in the Curriculum This course is designed primarily for graduate students (but I have students from 4+1 program as well) in forestry, geomatics, and environmental sciences, but it is also highly relevant for students in geography, ecology, and engineering (and beyond) at UF who are interested in geospatial technologies. By focusing on the specialized applications of LiDAR in forestry, the course fills a critical gap in the curriculum, complementing existing offerings in forestry and geomatics at SFFGS. With the increasing demand from industry for expertise in LiDAR data acquisition, processing, and interpretation, this course aims to equip students with advanced technical skills essential for addressing real-world challenges in forest inventory, ecosystem monitoring, and carbon assessment.

Syllabus Content Requirements All Items Included

Lidar Remote Sensing for Forestry Applications

FNR6xxxC

Spring 2024

Dr. Carlos Alberto Silva, Instructor
Newins Ziegler Room 342

c.silva@ufl.edu (352)-294-6885

Silva Lab: <https://carlos-alberto-silva.github.io/silvalab/lab.html>



Teaching Assistant: Jinyi Xia (Ph.D. student)

Office Hours: Monday 1:40 – 2:40 pm or email for appointment (Instructor C. Silva)

Office Hours: Tuesday 3:50 – 4:50 pm or email for appointment (TA Jinyi Xia)

Lecture Schedule: Monday: Period 5-6 (11:45 am – 1:40 pm)

Lecture Location: McCarty Hall B - 1676 MCCARTY Dr Gainesville, FL 32611

Bldg #: 0496 – Class Room 3108

Lab Schedule: Tuesday: Period 6-8 (12:50 pm – 3:50 pm)

Lab Location: While the exact location may vary, in general we will be meeting at the CALS Computer Lab (3086 McCarty Hall B – MCCB 3086) and at the Austin Cary Forest.

Class website: <https://elearning.ufl.edu/> | Austin Cary Forest <https://ffgs.ifas.ufl.edu/forestcampus/>

Course Description

Lidar remote sensing is a state-of-the-art technology widely used in research and forestry applications. Learn how to visualize, process lidar point cloud data, build terrain and canopy height models and establish statistical models using open-source software including R-statistical language and FUSION/LDV. This face-to-face course includes a chance to develop your own lidar project in data visualization, aboveground biomass and fuel load estimations and more with the many datasets available.

Course Essential Questions

- What is lidar and how can this technology be applied in forestry?
- What are the lidar platforms and systems?
- What are the state-of-the-art open-source tools for lidar data processing?

Learning Objectives

Upon completing the course, students will be able to:

- describe how lidar technology works and how it can be used in forestry applications
- process raw (las/laz) lidar data to digital terrain and canopy height models.
- extract various lidar metrics for estimating vegetation structure.
- build statistical models for estimating and mapping vegetation attributes.
- analyze and evaluate your own lidar dataset using some of the methods described above.
- properly measure physical attributes of individual trees and forest stands (e.g. timber volume);

Course Assignments and Assessments

- **Laboratory Assignments:** Written reports will describe lab activities and synthesis of collected field data plus reinforce R skills.
- **Quizzes:** Online assessments of student knowledge through the course website (<https://elearning.ufl.edu/>)
- **Lecture notes:** One-page of lecture notes
- **Reading Assignment:** Written reports will describe summarized research articles assigned for reading.
- **Final Project:** Student team will collaboratively plan, develop, and present a lidar application project as the final project.

Teaching Methods

- **Lectures:** Narrated PowerPoint lectures will focus on presenting new information as well as summarizing main points from the assigned readings. Guest speakers will be invited to give talks during the second half period of the lecture.
- **Assigned Readings:** Each week various articles and videos will be posted on-line prior to lecture. It is to your advantage to read these articles as they will often reinforce information given in lecture, aid in field study, or contain information needed in assignments.
- **Labs:** Lab periods may happen in the classroom, on campus, or at nearby locations (tbd). Lab exercises are designed to provide students with hands-on experience with lidar processing methods, to reinforce lecture material, and to hear from guest experts. Typically, a written lab report will be prepared based on the subject matter and specialized instructions.
- **Quizzes:** Quizzes will be given covering lecture material, assigned readings/videos, and lab subjects.
- **Group Study:** Students will often work in assigned groups (teams) to complete lab data collection, processing, analysis, and certain reports. Students are encouraged to form small *ad hoc* study groups outside of class to reinforce concepts and to informally quiz each other on the course material presented.
- **Individual Study:** Each student will be expected to attend class and labs in person; detailed note-taking is encouraged. In addition, students should complete assigned readings, produce required lab reports, and spend individual time reviewing materials in advance of quizzes.

Suggested textbook

- Maltamo M, Næsset E and Vauhkonen J (ed) 2014. *Forestry Applications of Airborne LaserScanning: Concepts and Case Studies* (Dordrecht: Springer Science & Business Media) p464. Online available free through: <https://link.springer.com/book/10.1007/978-94-017-8663-8>

Grading

<i>Quizzes (10 @ 10 pts each):</i>	100 pts
<i>Lecture Notes (10 @ 5 pts each):</i>	50 pts
<i>Readings (10 @ 5 pts each):</i>	50 pts
<i>Lab Assignments (10 @ 15 pts each):</i>	150 pts
<i>Final Project (written 200 pts + presentation 150 pts)</i>	350 pts
<i>Total:</i>	700 pts

Quizzes: Timed quizzes will be given at intervals during the semester. Quizzes will be “open book”. Quizzes will be completed on Canvas. You will be given 2 attempts to complete the quiz and your best attempt will be kept.

Readings Assignment: A research article will be assigned for reading at home and discussion in class. One-page notes on the article are due at 11:45 am on the following Monday at the beginning of class. Additional information including grading rubrics, format and content for this assignment is on the course Canvas site. Late assignments will be assessed a penalty of 50% before grading.

Lecture Notes: One-page lecture notes due at 11:45 am on Monday the next week at the beginning of class. Additional information including grading rubrics, format and content for this assignment is on the course Canvas site. Late homework will be assessed a penalty of 50% before grading.

Group Project: Students will collaboratively plan, develop, and present a lidar project based on lidar data already collected and available in the course.

Lab Assignments: Laboratory assignments will consist of: 1) a few questions related to the actual laboratory activities, 2) submission of data recorded in the lab as a file and analysis. Assignments will be completed by your team but submitted individually.

Final grading follows University standards and is based on the following scale (<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>):

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Course Score	638 - 700	580 - <638	522 - <580	464 - <522	406 - <464	348 - <406	290 - <348	232 - <290	174 - <232	116 - <174	58 - <116	0-<58

General Course Prerequisites

n/a

General Course Requirements, Attendance, and Make-Up Work

This course is designed for SFFGS graduate students with a background in natural sciences. For a rewarding and safe experience in this class it is necessary that you be self-motivated, independent, and that you follow the instructor’s safety rules and activity instructions. Be prepared for class means also having completed assigned readings.

Due to the nature of most labs in that data are collected for further workup or an experience is shared that requires analysis or comment, **attendance in lab is mandatory and lab reports may only be turned in if you attend the labs.** However, if there is a special circumstance covered by

the UF attendance policy (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>), please contact the instructor ahead of time.

It is your responsibility to keep track of assignment due dates and times as listed in Canvas.

Some assignments may be due on paper at the beginning of a lecture period. Online assignment due times will be 11:59pm (*before* midnight). Assignments open and close based on the clock governing the Canvas server so submitting assignments at the last minute may prove troublesome for you – don't wait! A grace period, usually 12 hours, **may** be added to each assignment due date during which late work will be accepted (but deemed late). Any late assignment scores will be reduced by 50% of the original point value and then be graded according to the rubric. No assignments will be accepted after the assignment closes so do not email them to an instructor.

No make-up or extra credit assignments will be offered other than for exceptional situations covered by the UF attendance policy (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>), serious illness or injury (reported to the instructor and followed by a physician's note within five days of the first absence), or extreme weather resulting in the closure of campus.

Things you will need for this class:

- 1) A computer with R (<https://www.r-project.org/>), RStudio (<https://www.rstudio.com/>) and office software for written reports and internet access to the class eLearning site in Canvas. An alternative is accessing UF APPS <http://apps.ufl.edu> and using office software available there. Mac users are encouraged to use the version of Excel and other Microsoft Office software in UF APPS to ensure file compatibility.
- 2) Some way to take class and field notes (clipboard or hard binder for field notes).
- 3) For field labs, sunscreen, long sleeves, and a hat will help prevent sunburn.
- 4) A water bottle for field labs.
- 5) Some field activities may expose you to challenging environments that could include stinging insects, dense and thorny brush, heat, and wet terrain. Appropriate field gear, including heavy pants and boots, IS MANDATORY for this class in order to participate in field labs. **Individuals not properly dressed will not be allowed to participate. (University Insurance covers only properly outfitted individuals).** You may get muddy, wet, and sweaty depending on the lab site. Field labs happen rain or shine and we follow UF policies regarding weather hazards. Students must follow the instructors guidance during weather hazards to ensure safety

If you are allergic to insect bites, or if you have other medical conditions for which emergency treatment may be required, **it is your responsibility to inform the instructor before the course starts, about:** (1) your specific condition, (2) where you keep your medicine, and (3) how to administer emergency treatment should the situation arise.

The following is important information concerning certain hazards of working outside in Florida:

- Chiggers: <http://edis.ifas.ufl.edu/pdffiles/IG/IG08500.pdf> or <http://pherec.org/EntGuides/EntGuide6.pdf>
- Ticks & Lyme Disease: <http://edis.ifas.ufl.edu/pdffiles/MG/MG20400.pdf> or <http://fmel.ifas.ufl.edu/buzz/clticks.shtml>
- Heat: http://solutionsforyourlife.ufl.edu/hot_topics/agriculture/heat_stress.html
- Dehydration: <http://fineinstitute.com/patient-education/?id=11913&lang=English&db=hlt&ebSCOType=static&widgetTitle=Spinal+Links>

Class and Discussion Decorum

All course participants are expected to interact with dignity and professionalism in the classroom, in the field, or in an on-line discussion. Be professional. You are preparing for a career and should be learning to interact with your fellow classmates as you would in your future professional life. Written communication should follow standard rules for grammar and spelling and be clear, concise and intelligent.

Be respectful and open to opinions and ideas that differ from yours. The exchange of diverse thoughts, ideas and opinions are an important part of the scholarly environment. When responding to statements or posts made by others, address the ideas, not the person. Disagreement with the ideas of others is perfectly acceptable; *how* one disagrees should not be hurtful or offensive. Insulting remarks and name-calling are never appropriate.

Respect the formal learning environment. This includes arriving and leaving on time, shutting off cell phones and other electronic devices while in class, being open to the opinions and ideas of others, and working effectively and professionally in the field. Irresponsible and careless acts that create a safety hazard in the field may be considered a Code of Conduct violation.

Academic Honesty

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information regarding the Student Honor Code, please see: <https://policy.ufl.edu/regulation/4-040/>

Software Use

All faculty, staff and students of the university are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against university policies and rules, disciplinary action will be taken as appropriate.

Online Course Evaluation Process

Student assessment of instruction is an important part of efforts to improve teaching and learning. At the end of the semester, students are expected to provide feedback on the quality of instruction in this course using a standard set of university and college criteria.

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at: <https://gatorevals.ua.ufl.edu/students/>.

Students will be notified when the evaluation period opens and can complete evaluations through the email they

receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at: <https://gatorevals.ua.ufl.edu/public-results/>.

Campus Helping Resources

Whole Gator App

The Whole Gator and website and app connects UF students with resources dedicated to supporting overall health and well-being. In addition to many of the resources below it also has strategies to practice self-care. <https://one.ufl.edu/whole-gator/topics>

Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit U Matter, We Care website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the Counseling and Wellness Center website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the Student Health Care Center website.
- University Police Department: Visit UF Police Department website or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the UF Health Emergency Room and Trauma Center website.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.
- Student Success Initiative, <http://studentsuccess.ufl.edu>

Academic Resources

- E-learning technical support: Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- Career Connections Center: Reitz Union Suite 1300, 352-392- 1601. Career assistance and counseling services.
- Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- Teaching Center: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- Writing Studio: Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

- Academic Complaints: Office of the Ombuds; Visit the Complaint Portal webpage for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage for more information.

Student Complaints:

- Residential Course: <https://www.ombuds.ufl.edu/complaint-portal/>
- Online Course: <https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint>

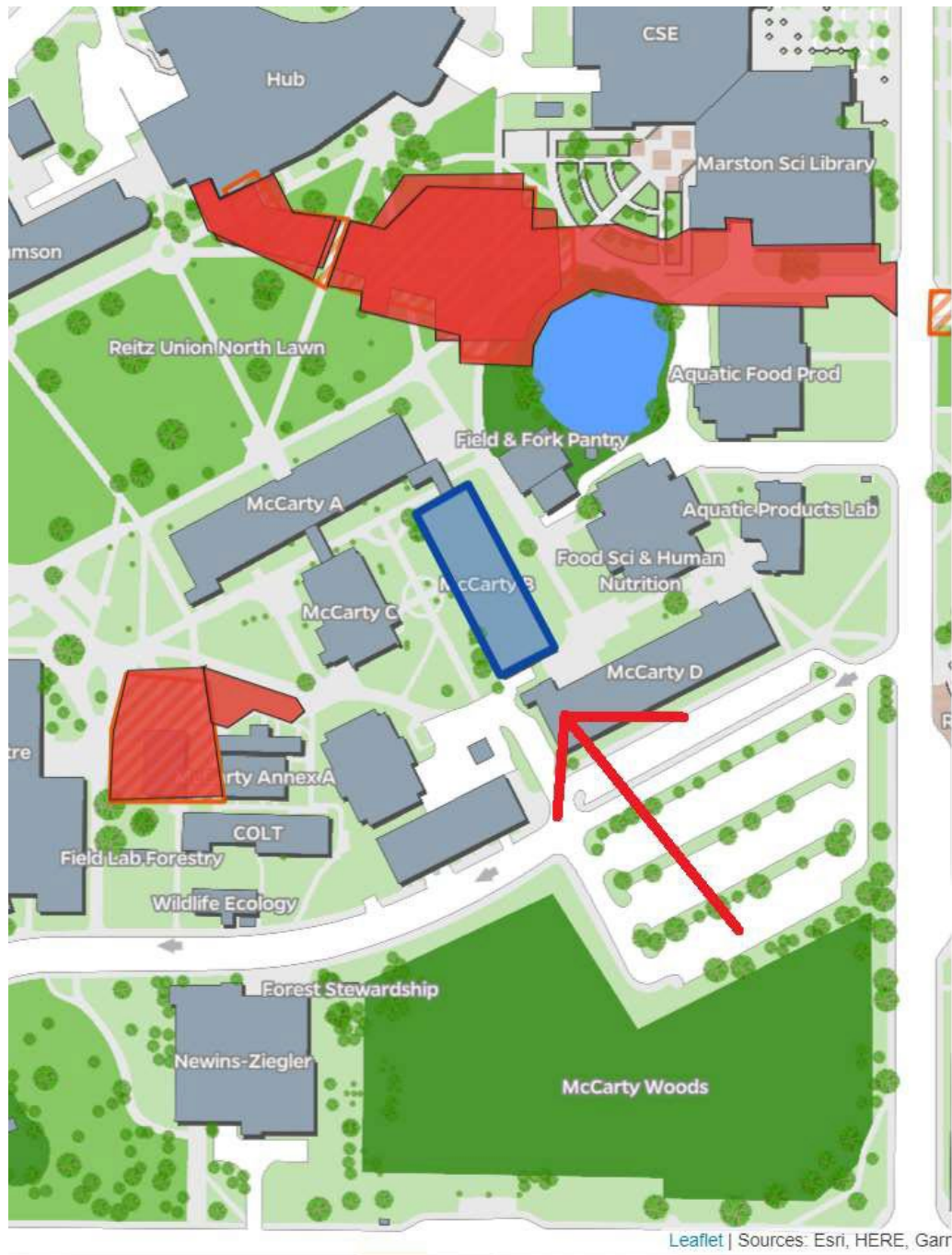
Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “Get Started With the DRC” webpage on the Disability Resource Center site <https://disability.ufl.edu/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Lecture and lab location

Lecture: McCarty Hall B - 1676 MCCARTY Dr Gainesville, FL 32611 Bldg #: 0496 – Class Room 3108

Lab: CALS Computer Lab (3082 McCarty Hall B)



FOR6934: Lidar Remote Sensing For Forestry Applications: 2024 Spring Lecture Class Schedule

(Sequence and topics subject to change)

Week	Topics	Readings	Assignment/Due Date/Value
1	Course Introduction		
2	HOLIDAY (Martin Luther King Jr. Day)		
3	Principles of lidar remote sensing, platforms, and systems & applications of lidar in forestry Quiz 1 & Lecture Notes 1	Ch 1 & Research Articles 1	
4	Open-source tools for lidar data processing & Quiz 2 & Lecture Notes 2	Ch 3 & Research Articles 2	Quiz 1 / 10 pts, Lecture Notes 1/ 5 pts and Reading 1 / 5 pts
5	Lidar-derived digital terrain, digital surface and canopy models & Quiz 3 & Lecture Notes 3	Research Articles 3	Quiz 2 / 10 pts and Lecture Notes 2/ 5 pts and Reading 2 / 5 pts
6	Lidar-derived plot and grid canopy metrics & Quiz 4 & Lecture Notes 4		Feb 19
7	HOLIDAY (Presidents' Day)	Research Articles 4	Quiz 3/ 10 pts, Lecture Notes 3/ 5 pts and Reading 3 / 10 pts
8	Area-based approach for estimating and mapping forest attributes using lidar data & Quiz 5 & Lecture Notes 5	Ch 20 & Research Articles 5	Quiz 4/ 10 pts, Lecture Notes 4/ 5 pts and Reading 4 / 10 pts
9	Individual tree detection (ITD) & Quiz 6-7 & Lecture Notes 6-7 Guest speaker: TBD	Research Articles 6	Quiz 5 / 10 pts, Lecture Notes 5/ 5 pts and Reading 5 / 10 pts
10	SPRING BREAK		
11	Forest canopy gap detection & Quiz 8 & Lecture Notes 8	Ch 21 & Research Articles 7-8	Quiz 6/ 10 pts, Lecture Notes 6/ 5 pts and Reading 6 / 10 pts
12	TLS-leaf and wood classification and quantitative structure models (QSMs) & Quiz 9 & Lecture Notes 9	Ch 8-16 & Research Articles 9	Quiz 7-8/ 20 pts, Lecture Notes 7-8/ 5 pts and Reading 7-8 / 10 pts
13	NASA's Global Ecosystem Dynamics Investigation Lidar & Quiz 10 & Lecture Notes 10	Ch 5-6 & Research Articles 10	Quiz 9/ 10 pts, Lecture Notes 9/ 5 pts and Reading 9 / 10 pts
14	Final Project		Quiz 10/ 10 pts, Lecture Notes 10/ 5 pts and Reading 10 / 10 pts
15	Final Project		

Note: The schedule may be affected by field conditions, any changes to planned activities, graded assignments or assessments will be communicated as soon as possible and provide students additional time for completion.

FOR6934: Lidar Remote Sensing For Forestry Applications: 2024 Spring Lab Class Schedule

(Sequence and topics subject to change)

Week		Topics	Assignment/Due Date/Value	Location
1	Jan 9	Orientation		
2	Jan 16	Lab 1 - Lidar demo (TLS) & Lab Assign. 1		SilvaLab – SFFGS Room #374
3	Jan 23	Lab 2 - Lidar demo (MLS) & Lab Assign. 2	Lab 1 Assign. - 20 pts	SilvaLab – SFFGS Room #374
4	Jan 30	Lab 3 - Lidar tools - Introduction to R, FUSION/LDV, CloudCompare and FugroViewer & Lab Assign. 3	Lab 2 Assign. –20 pts	Computer Lab
5	Feb 6	Lab 4 - Digital terrain, surface and canopy modeling models & Lab Assign. 4	Lab 3 Assign. - 20 pts	Computer Lab
6	Feb 13	Lab 5 - Final project selection & Lab Assign. 5	Lab 4 Assign. - 20 pts	Computer Lab
7	Feb 20	Lab 6 - Lidar-derived plot and grid canopy metrics & Lab Assign. 6	Lab 5 Assign. - 20 pts	Computer Lab
8	Feb 27	Lab 7 - Modeling Forest Attributes from lidar data & Lab Assign. 7	Lab 6 Assign. - 20 pts	Computer Lab
9	Mar 5	Lab 8 - Individual tree detection (ITD) and Treetop App & Lab Assign. 8	Lab 7 Assign. - 20 pts	Computer Lab
10	Mar 12	SPRING BREAK		
11	Mar 19	Lab 9 - Forest canopy gap detection & Lab Assign. 9	Lab 8 Assign. - 20 pts	Computer Lab
12	Mar 26	Lab 10 - TLS-leaf and wood classification and quantitative structure models (QSMs) & Lab Assign. 10	Lab 9 Assign. – 20 pts	Computer Lab
13	April 2	Final Project	Lab 10 Assign. Final Project – preliminary report - 20 pts	Computer Lab
14	Apr 9	Final Project		Computer Lab
15	Apr 16	Final Project (Presentation)	Final Project report and presentation 350 pts	Computer Lab
All assignments & topics are subject to change				

Course|New for request 21484

Info

Request: FOL 5905 Directed Individual Study

Description of request: Request for a new graduate course for Directed Individual Study in Foreign Languages and Literatures

Submitter: Christopher Smith csmith2@ufl.edu

Created: 4/6/2025 3:04:04 PM

Form version: 1

Responses

Recommended Prefix FOL

Course Level 5

Course Number 905

Lab Code None

Course Title Directed Individual Study

Transcript Title Directed Individual Study

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic Yes

Repeatable Credit? Yes

Multiple Offerings in a Single Semester No

If repeatable, # total repeatable credit allowed 15

Amount of Credit Variable

If variable, # min 0

If variable, # max 5

S/U Only? No

Contact Type Directed Individual Studies

Course Type Independent Study

Weekly Contact Hours 1

Course Description Elective individual study course to investigate a topical area of study beyond regularly offered courses. Coursework is conducted based on a proposal and the plan is developed by the student with the faculty supervisor.

Prerequisites Permission of faculty supervisor

Rationale for Placement in the Curriculum This course will provide a mechanism for graduate students to conduct courses of independent study in Foreign Languages and Literatures that are not covered in the current graduate curriculum. For example: interdisciplinary/cross-cultural work in the new LLC grad program; work with graduate faculty that do not have their own grad degree program; grad student participation in study abroad, etc.

Syllabus Content Requirements All Items Included

FOL5905 – Directed Individual Study

1-5

credits

I. General Information

Meeting days and times: MWF

Class location: TBA

Instructor(s):

Name: TBD

Office Building/Number: TBD

Phone: TBD

Email: TBD@ufl.edu

Office Hours: TBD

Course Description

Elective individual study course to investigate a topical area of study beyond regularly offered courses. Coursework is conducted based on a proposal and the plan is developed by the student with the faculty supervisor.

Note: Because this is an individual study, a list of required readings and relevant materials will be developed by the student in conjunction with the instructor based on the topic at hand. This is a sample syllabus

Prerequisites

Permission of faculty supervisor.

Course Materials

- Booth, Wayne C. 2016. *The Craft of Research*. Fourth edition. Chicago Guides to Writing, Editing, and Publishing. The University of Chicago Press. (Required)
- *Manual for Writers of Research Papers, Theses, and Dissertations, (Chicago Style for Students and Researchers)* 9th Edition, University of Chicago Press, 2018 (recommended)

Materials will be available through the following means:

Textbooks are available for purchase at the UF bookstore. Additional materials will be made available on Canvas

Materials Fee: N/A

II. Student Learning Outcomes

This is an elective, individual study course to investigate a topical area of study relevant to Foreign Languages and Literatures for which the content—or its depth or breadth—is not provided in regularly offered courses and merits study. Coursework is conducted based on a proposal and plan developed by the student in consultation with the faculty supervisor. The student is expected to advance learning through the structure, readings, activities, and outcomes co-designed with the instructor. Course objectives and activities will be determined during the registration period for each student. Sample outcomes include:

- Evaluate and summarize academic literature on the topic of study
- Write persuasively about one's original ideas in the topic of study
- Analyze the topic of study with both primary and secondary source literature

III. Graded Work

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 [Catalog](#).

Graded Components

Project proposal (10%): A proposal for the project to be completed, developed early in the semester with the faculty supervisor. The proposal should contain the topic to be investigated, the weekly work plan, and the final deliverable.

Extended Annotated Bibliography (30%): An annotated bibliography about your topic of study. For each source, you should 1) synthesize the main argument of the source. 2) Point out any parts of the source's argument you disagree with, and explain why. If you totally agree with the source, explain your reasoning. 3) Explain how the source's argument will be used in supporting your own arguments and ideas. Include specific, quoted passages.

Final Deliverable (40%): A deliverable to be decided on in conjunction with the supervising faculty member. Examples of deliverables include a research article, a conference presentation, a poster presentation, etc.

Note: Plagiarism on essays is an honor code violation. Plagiarism includes any representation of something that is not your own original work as your own original work, including AI-generated material.

Presentation (10%): A presentation to department faculty and/or students that briefly summarizes your studies and the final deliverable.

Check-in Meetings (10%): Attending periodic check-in meetings agreed upon with the faculty supervisor, including coming prepared with the expected work or progress (e.g., reading reports, essay drafts, etc.).

TOTAL: 100%

Grading Scale

Letter Grade	Number Grade (rounded up at ≥ 0.5)
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63
D-	62-60
E	59-0

See the UF Catalog's "[Grades and Grading Policies](#)" for information on how UF assigns grade points.

IV. Calendar

Sample Course Schedule

Week 1: Introduction to Semester, Framing the Topic
Week 2: begin annotated bibliography
Week 3: annotated bibliography
Week 4: annotated bibliography; project proposal draft
Week 5: annotated bibliography due; project proposal approved
Week 6: Begin project
Week 7: Project Check-in 1
Week 8: Project Check-in 2
Week 9: Project Check-in 3
Week 10: Project Check-in 4
Week 11: Project Check-in 5
Week 12: Project Check-in 6
Week 13: Project Check-in 7, Draft of final deliverable

Week 14: Project Check-in 8, Draft 2 of final deliverable

Week 15: Final presentation, final deliverable due

V. University Policies and Resources

Attendance policy

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>.

Students requiring accommodation

Students who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting

<https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF course evaluation process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals
2. Their Canvas course menu under GatorEvals
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at

<https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

University Honesty Policy

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

In-class recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence

in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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 Alioune Sow (sow@ufl.edu, 352.392.2422). 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>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

Resources available to students

Health and Wellness

- U Matter, We Care: umatter@ufl.edu; 352-392-1575.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu>; 352-392-1575.
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 352-392-1161.
- University Police Department: <http://www.police.ufl.edu>; 352-392-1111 (911 for emergencies).

Academic Resources

- E-learning technical support: learning-support@ufl.edu; <https://elearning.ufl.edu>; 352-392-4357.
- Career Connections Center: Reitz Union; <http://www.career.ufl.edu>; 352-392-1601.

- Library Support: <http://cms.uflib.ufl.edu/ask>.
- Academic Resources: 1317 Turlington Hall; [352-392-2010](tel:352-392-2010); <https://academicresources.clas.ufl.edu>.
- Writing Studio: 2215 Turlington Hall; <http://writing.ufl.edu/writing-studio/>.

Course|New for request 21372

Info

Request: IDS 6XXX IMAGE: Inclusive Mentoring Academy for Graduate Education

Description of request: Creation of a mentoring course tailored to graduate students. Graduate students will examine and facilitate learning on mentoring strategies. Through active learning and reflection, one will address critical concerns and challenges identified by research mentors and gain an understanding of the issues involved in being an effective mentor. From this course, one will be able to utilize these strategies with their mentees and thus improve graduate education culture by becoming more effective in mentoring and contributing to the culture of belonging.

Submitter: Judith Traveis judiusb@ufl.edu

Created: 4/9/2025 10:57:44 AM

Form version: 3

Responses

Recommended Prefix IDS

Course Level 6

Course Number XXX

Lab Code None

Category of Instruction Intermediate

Course Title IMAGE: Inclusive Mentoring Academy For Graduate Education

Transcript Title Graduate Mentoring

Degree Type Graduate

Delivery Method(s) On-Campus, Online

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 2

S/U Only? Yes

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 4

Course Description Examine and facilitate learning on mentoring strategies. Through active learning and reflection, one will address critical concerns and challenges identified by research mentors and gain an understanding of the issues involved in being an effective mentor. From this course, one will be able to utilize these strategies with their mentees and thus improve graduate education culture by becoming more effective in mentoring and contributing to the culture of belonging.

Co-requisites N/A

Prerequisites N/A

Rationale and Placement in Curriculum This will be an elective course within any graduate degree program. To date, there has been no formal structure to teach mentoring skills to graduate students. Traditionally, these skills are picked up along the way of their doctoral program. Offering a formal class will allow graduate students with learning what it is to be an effective mentor.

Course Objectives Become a more effective professional by developing mentoring skills for diverse careers.

Identify and align key mentoring expectations to be an effective mentor.

Identify roles mentors play and develop strategies for guiding professional development.

Develop and utilize strategies for maintaining effective communication.

Increase understanding of diversity of thought and its role in the mentoring relationship.

Develop strategies to assess mentees' understanding of the research process.

Define and understand how to foster mentees' independence.

Clarify, articulate, and understand professional ethical behavior.

Course Textbook(s) and/or Other Assigned Reading No textbooks will be used. Current literature and case studies will be shared in class.

Weekly Schedule of Topics Course Schedule and Outline

August 26 Week 1

Welcome & Introduction to Mentor Training

Syllabus & Course Overview/Format

Individual Project & Presentation Information

Downloading Files and Viewing Alternative Formats

UF Resources and Policies

Mentor-Mentee Relationship Parameters

Facilitating Research Mentor Training

Grading & Assessment

Introductory Activity

Constructive and destructive group behavior

Ground Rules for participation

Sunday, August 24 11:59pm

Introductory Discussion Board

3-2-1 Survey

September 2 Week 2

Aligning Expectations

Mentoring: Learned not Taught

Establishing a good relationship with your mentee

Identify Qualities of a good research project

Design and communicate clear goals for the research project

Case Study: I want a Project Like Mark's

Mentor-Mentee Compacts

Expectations for Undergraduate Mentees

Research Experience Expectation

Sunday, August 31 11:59pm

Draft Mentoring Philosophy

Description of Mentee Research Project

Read: Mentoring Learned not Taught

September 9 Week3

Promoting Professional Development

Class Activity: Mentoring Compact/Contract Sharing

Brainstorm Activity: Identify Roles Mentors play in the overall professional development of their mentee

Individual Development Plan (IDPs) and Mentoring Plans

Case Study: To Be or Not to Be a Ph.D.

The Next Step in Your Career: Factors to Consider

Sunday, September 7 11:59pm

Mentee Interview

Work on: Undergraduate Mentoring Compact OR Graduate Mentee Compact

September 16 Week 4

Maintaining Effective Communication

Sharing Activity: IDPs

Case Study: Putting in Enough Time

Barriers to Good Communication

Active Listening Exercise

Sunday, September 14, 11:59pm

Draft: Individual Development Plan

September 23 Week 5

Out of Class Exercise

Mentoring Tool: Reflecting on your Mentoring Relationship

Meet with your mentee
Review & Create a Mentoring Plan/Compact/Contract with your mentee
Discuss if appropriate The Next Step in Your Career with mentee
Mentor-Mentee Active Listening Exercise

September 30 Week 6
Addressing Mentoring Across Disciplines & Communities
Styles of Mentoring
Assumptions and the impact they have on mentoring
Case Study: Language Barriers

October 7 Week 7
Assessing Understanding
Scenarios: Assess mentee's understanding of core concepts and processes and ability to develop and conduct a research project, analyze data, and present results
Lack of Understanding/Expert-Novice differences
Understanding across diverse disciplines
Review of Mentoring Tools to Assess Understanding 1) Your research group's focus; 2) Scientific Article Review; 3) Research Project Outline & Science Abstract

October 14 Week 8
Fostering Independence
Defining Independence
Timeline Activity for Establishing Independence
Case Study: Forced Guidance
Case Study: The Slow Writer
Mentoring Research Writers

October 21 Week 9
Cultivating Ethical Behavior
Bring to class your Professional Societies' Ethics Guidelines
Case Study: Tweaking the Data
Case Study: A Drive in the Country
Sunday, October 19, 11:59pm
Professional Societies' Ethics Guidelines

October 28 Week
Articulating your Mentoring Philosophy
Reflection: Mentor Training Experience
Reflection: Across mentoring themes behavioral or philosophical changes
Reflection: Articulate approach for working with mentees in future
Application of Research Mentor Training
Mentoring Reflection Worksheet

November 4 Week 10
Exploring Mentoring Research

November 11 Week 11
No Class – Veterans Day Holiday

November 18 Week 12
Individual Project Presentations

November 25 Week 13
No Class - Thanksgiving Break

December 2 Week 14
Individual Project Presentations

December 6-12 Week 16
Individual Project Presentations

Grading Scheme Assignment Points Possible Requirements

Individual Mentoring Project & Presentation

20 Points

-Project and presentation on the topic of mentoring. Examples: research the effectiveness of different mentoring approaches; exploring practices of mentoring; design of a new mentoring program; researching factors that contribute to successful mentor-mentee relationships

Discussion Board

10 points

- Participate in class discussion boards as assigned.
- Provide thoughtful, complete responses that demonstrate engagement and critical thinking.

Mentoring Philosophy

10 points

- Develop a comprehensive mentoring philosophy.
- Outline your approach to mentoring, including strategies for supporting mentees' growth and success.

Mentee Research Project

10 points

- Create a detailed description of your mentee's research project.
- Highlight goals, methodology, and the mentor's role in supporting the mentee.

Mentee Interview

5 points

- Conduct an in-depth interview with your mentee.

Individual Development Plan

10 points

- Create a personalized development plan for yourself as a mentor or your mentee.
- Include short-term and long-term objectives with actionable steps.

Active Listening Exercise

5 points

- Complete an exercise on active listening skills.
- Reflect on how these skills apply to effective mentoring.

Professional Societies Ethics Guidelines

5 points

- Review and analyze the ethics guidelines of a relevant professional society.

Mentoring Reflection Worksheet

5 points

- Complete a mentoring reflection worksheet.
- Reflect on your experiences and insights gained through mentoring activities.

Attendance & Punctuality

10 points

- Full attendance and arrival within 5 minutes of the scheduled class time will earn full points.
- Points are deducted for tardiness or unexcused absences.

Peer Reviews

5 points

- Submit peer reviews for presenter(s) during each class.

Self-Review

5 points (if applicable)

- Students who present must complete a self-review within one week of their presentation.

Total points 100

Instructor(s) To be determined

Attendance & Make-up Yes

Accomodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

IDS XXXX – Inclusive Mentoring Academy for Graduate Education (2 CR)

Location & Time

- Grinter Hall 110
- Tuesdays, 1:55 PM – 3:50 PM

Instructors

Dr. Brittany Hollister
140 Grinter
b.hollister@ufl.edu
352-392-5996
Office hours by appointment

Dr. Judy Traveis
139 Grinter Hall
judiusb@ufl.edu
352-392-6400
Office hours by appointment

Dr. Talline Martins
130 Grinter Hall
tmartins@ufl.edu
352-392-6400
Office hours by appointment

Course Description

Examine and facilitate learning on mentoring strategies. Through active learning and reflection, one will address critical concerns and challenges identified by research mentors and gain an understanding of the issues involved in being an effective mentor. From this course, one will be able to utilize these strategies with their mentees and thus improve graduate education culture by becoming more effective in mentoring and contributing to the culture of belonging.

Course Learning Objectives

Students will:

1. Become a more effective professional by developing mentoring skills for diverse careers.
2. Identify and align key mentoring expectations to be an effective mentor.
3. Identify roles mentors play and develop strategies for guiding professional development.
4. Develop and utilize strategies for maintaining effective communication.
5. Increase understanding of diversity of thought and its role in the mentoring relationship.
6. Develop strategies to assess mentees' understanding of the research process.
7. Define and understand how to foster mentees' independence.
8. Clarify, articulate, and understand professional ethical behavior.

Course Format

Weekly Assignment

1. Attendance and participation.

2. Facilitation and reflection.
3. Weekly readings and assignments.
4. Meetings with their mentees and mentors.
5. Individual Project and Presentation on Mentoring

Required Readings: All reading materials needed for this course will be provided.

Course Schedule and Outline

Date	Class Topic	Due
Week 1	Welcome & Introduction to Mentor Training	Sunday, August 24 11:59pm
	Syllabus & Course Overview/Format	
	Individual Project & Presentation Information	Introductory Discussion Board
	Downloading Files and Viewing Alternative Formats	3-2-1 Survey
	UF Resources and Policies	
	Mentor-Mentee Relationship Parameters	
	Facilitating Research Mentor Training	
	Grading & Assessment	
	Introductory Activity	
	Constructive and destructive group behavior	
	Ground Rules for participation	
Week 2	Aligning Expectations	Sunday, August 31 11:59pm
	Mentoring: Learned not Taught	
	Establishing a good relationship with your mentee	Draft Mentoring Philosophy
	Identify Qualities of a good research project	
	Design and communicate clear goals for the research project	Description of Mentee Research Project
	Case Study: I want a Project Like Mark's	
	Mentor-Mentee Compacts	
	Expectations for Undergraduate Mentees	
	Research Experience Expectation	Read: Mentoring Learned not Taught

Week 3	Promoting Professional Development Class Activity: Mentoring Compact/Contract Sharing Brainstorm Activity: Identify Roles Mentors play in the overall professional development of their mentee Individual Development Plan (IDPs) and Mentoring Plans Case Study: To Be or Not to Be a Ph.D. The Next Step in Your Career: Factors to Consider	Sunday, September 7 11:59pm Mentee Interview Work on: Undergraduate Mentoring Compact OR Graduate Mentee Compact
Week 4	Maintaining Effective Communication Sharing Activity: IDPs Case Study: Putting in Enough Time Barriers to Good Communication Active Listening Exercise	Sunday, September 14, 11:59pm Draft: Individual Development Plan
Week 5	Out of Class Exercise Mentoring Tool: Reflecting on your Mentoring Relationship Meet with your mentee Review & Create a Mentoring Plan/Compact/Contract with your mentee Discuss if appropriate The Next Step in Your Career with mentee Mentor-Mentee Active Listening Exercise	
Week 6	Addressing Mentoring Across Disciplines & Communities Styles of Mentoring Assumptions and the impact they have on mentoring Case Study: Language Barriers	
Week 7	Assessing Understanding Scenarios: Assess mentee's understanding of core concepts and processes and ability to develop and conduct a research project, analyze data, and present results Lack of Understanding/Expert-Novice differences Understanding across diverse disciplines Review of Mentoring Tools to Assess Understanding 1) Your research group's focus; 2) Scientific Article Review; 3) Research Project Outline & Science Abstract	
Week 8	Fostering Independence Defining Independence Timeline Activity for Establishing Independence Case Study: Forced Guidance Case Study: The Slow Writer Mentoring Research Writers	
Week 9	Cultivating Ethical Behavior	Sunday, October 19, 11:59pm

	Bring to class your Professional Societies' Ethics Guidelines Case Study: Tweaking the Data Case Study: A Drive in the Country	Professional Societies' Ethics Guidelines
Week	Articulating your Mentoring Philosophy Reflection: Mentor Training Experience Reflection: Across mentoring themes behavioral or philosophical changes Reflection: Articulate approach for working with mentees in future Application of Research Mentor Training Mentoring Reflection Worksheet	
Week 10	Exploring Mentoring Research	
Week 11	No Class – Veterans Day Holiday	
Week 12	Individual Project Presentations	
Week 13	No Class - Thanksgiving Break	
Week 14	Individual Project Presentations	
Week 16	Individual Project Presentations	

Grading

Attendance

Students are expected to attend class in person unless there is a conflict.

Acceptable reasons for absence include illness, emergencies, Title IX-related situations, religious holidays, military obligations, official university activities, and other severe circumstances. Students should promptly

inform the instructor of planned absences and contact them for unplanned emergencies. A reasonable amount of time will be allowed to make up missed material. If you have a scheduling conflict with the course during a semester, you must discuss this with the instructor before the first class.

Incompletes

Incompletes, a grade of (I) will not be given except in highly unusual circumstances. It is up to you to plan accordingly and finish all work during the scope of this course.

Punctuality

Students are required to adhere to the university's attendance and punctuality policies. For in-person classes, students must sign in upon arrival. For virtual classes, students must log in via Zoom within the first ten minutes of the scheduled start time (e.g., by 10:30 AM for a 10:20 AM class). Failure to arrive or log in within fifteen minutes of the start time will result in an unexcused absence, in accordance with university attendance guidelines, and no attendance or punctuality points will be awarded for that day.

Course Assignments

Assignment	Points Possible	Requirements
Individual Mentoring Project & Presentation	20 Points	-Project and presentation on the topic of mentoring. Examples: research the effectiveness of different mentoring approaches; exploring practices of mentoring; design of a new mentoring program; researching factors that contribute to successful mentor-mentee relationships
Discussion Board	10 points	- Participate in class discussion boards as assigned. - Provide thoughtful, complete responses that demonstrate engagement and critical thinking.
Mentoring Philosophy	10 points	- Develop a comprehensive mentoring philosophy. - Outline your approach to mentoring, including strategies for supporting mentees' growth and success.
Mentee Research Project	10 points	- Create a detailed description of your mentee's research project. - Highlight goals, methodology, and the mentor's role in supporting the mentee.
Mentee Interview	5 points	- Conduct an in-depth interview with your mentee.
Individual Development Plan	10 points	- Create a personalized development plan for yourself as a mentor or your mentee. - Include short-term and long-term objectives with actionable steps.
Active Listening Exercise	5 points	- Complete an exercise on active listening skills. - Reflect on how these skills apply to effective mentoring.
Professional Societies Ethics Guidelines	5 points	- Review and analyze the ethics guidelines of a relevant professional society.
Mentoring Reflection Worksheet	5 points	- Complete a mentoring reflection worksheet. - Reflect on your experiences and insights gained through mentoring activities.
Attendance & Punctuality	10 points	- Full attendance and arrival within 5 minutes of the scheduled class time will earn full points. - Points are deducted for tardiness or unexcused absences.
Peer Reviews	5 points	- Submit peer reviews for presenter(s) during each class.
Self-Review	5 points (if applicable)	- Students who present must complete a self-review within one week of their presentation.
Total points	100	

Course Grading Scale

Grade	Scale	Grade	Scale
A	≥94 – 100%	C	≥73 – <77%
A-	≥90 – <94%	C-	≥70 – <73%
B+	≥87 – <90%	D+	≥67 – <70%
B	≥83 – <87%	D	≥63 – <67%
B-	≥80 – <83%	D-	≥60 – <63%
C+	≥77 – <80%	E	< 60%

More information on UF grading policy may be found at

[UF Graduate Catalog](#)

[Grades and Grading Policies](#)

Recording Class Lectures

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation and delivered by any instructor hired or appointed by the University or by a guest instructor as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the “Get Started With the DRC”

webpage on the Disability Resource Center site(<https://disability.ufl.edu/students/get-started/>). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Online Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

UF Student Honor Code

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website(<https://sccr.dso.ufl.edu/process/student-conduct-code/>) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

Federal laws protect your privacy about grades earned in courses and on individual assignments. For more information, please see the [FERPA](#).

Campus Resources

Health and Wellness

Grad CARE – UF Graduate School & Dean of Students Office, Campus Assistance & Resources for Empowerment

If you or a friend is in distress, please contact the student so that a team member can. CARE

Counseling and Wellness Center:

<https://counseling.ufl.edu/> and 392-1575;

The University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

Additionally, student web-based resources on sexual harassment are available at <https://titleix.ufl.edu/>.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 352- 392-1601. Career assistance and counseling.

Library Support: There are various ways to receive assistance concerning using the libraries or finding resources.

Teaching Center, 1317 Turlington Hall, 352-392-2010 General study skills and tutoring.

University Writing Program, 2215 Turlington Hall, 352-846-1138 Help brainstorming, formatting, and writing papers.

Student Grievances

Course|New for request 21122

Info

Request: IND 5XXX Graduate Colloquium

Description of request: Request to add a Graduate Colloquium course and obtain course number.

Submitter: Sheila Bosch sheilabosch@dcp.ufl.edu

Created: 2/27/2025 12:38:09 PM

Form version: 2

Responses

Recommended Prefix IND

Course Level 5

Course Number XXX

Lab Code None

Course Title GRADUATE COLLOQUIUM

Transcript Title GRAD COLLOQ

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 1

S/U Only? Yes

Contact Type Regularly Scheduled

Course Type Seminar

Weekly Contact Hours 1

Course Description Prepares Interior Design graduate students for success by covering program expectations, requirements and milestones, as well how to identify and communicate thesis/dissertation topic ideas. Intended to strengthen a sense of community among IND students.

Prerequisites Permission of department

Co-requisites N/A

Rationale for Placement in the Curriculum GRADUATE. MASTER OF INTERIOR DESIGN AND PhD IN DESIGN, CONSTRUCTION AND PLANNING WITH A CONCENTRATION IN INTERIOR DESIGN. REQUIREMENT.

Syllabus Content Requirements All Items Included

IND XXXX Graduate Colloquium

Syllabus - Fall 2025



Credit Hours: 1

Instructor: TBD

Office: TBD | Office Hours: TBD | Email: TBD | Phone: TBD

Class Meeting Time: TBD

Class Location: TBD

Course Description:

This course provides an overview of our Master of Interior Design (MID) and PhD programs to equip Interior Design graduate students for success. The purpose of the course is to ensure that incoming graduate students are aware of expectations and requirements, help them identify and communicate their research or specialized design topics, and foster a strong sense of community among IND graduate students. This course is designed in a seminar/conference format.

Course Objectives:

This course is intended to help students:

- Be better equipped to make the most of their graduate study experience.
- Map out their goals for their graduate studies and contextualize their academic concentration.
- Initiate their research/design projects and seek out their faculty mentors.
- Create a positive community culture by working together toward a shared goal for their graduate studies and leveraging their peer network.

Course Communications:

Class resources, announcements, updates, and assignments will be available on **Canvas**. The preferred method of communication for this course is email. If you have questions before the next class meeting, please send them to the instructor **via Canvas message** and be sure to copy the teaching assistant. To meet with the instructor outside of office hours, please schedule an appointment.

Participation:

The seminar format requires that you actively participate in class. Your active participation and presentation are critical to its effectiveness because the class is truly student driven. Student participation is a main component of this course. As such, class participation is an integral part of your learning experience. Participation of all discussions is

necessary for the successful completion of this course, and you will be expected to stay for the entire class period.

Reading Materials:

No textbook is required for this course. Relevant handouts, guidelines, project examples, and online references will be provided on Canvas.

Materials and Supplies Fees:

There are **no materials and supplies fees** required for the course during this semester.

Prerequisite Knowledge and Skills:

Requires permission from the Department of Interior Design.

Instructional Methods:

Class format will combine lectures, assigned readings, discussions, presentations, peer critiques, web browsing/searching/reading, and writing. The goal of this class is to create an environment for students to discuss their opinions about their graduate studies in class.

Course Assignments:

Assignments

Written assignments will be assigned throughout the semester to help students identify their thesis/dissertation topics, study plan, and possible committee member specializations.

Presentations

Students will develop presentations to communicate preliminary thesis/dissertation focus areas and topics. These will be presented in-class for instructor and peer feedback.

Course Policies

Attendance Policy:

Attendance in every class period is expected. Understanding that sickness or other unfortunate circumstances outside of your control may occur, you will be allowed to miss no more than two classes without questions. However, your assignments are still due on the originally scheduled due date, unless you make other arrangements with the instructor PRIOR to the due date. Each student is expected to be on time for class to avoid distractions for the instructor and the other students.

Absent students are responsible for obtaining missed information and completing any assigned work. The following guidelines apply:

1. Excused Absences: Documentation (e.g., a doctor's note for health emergencies, a field trip letter) must be provided to excuse absences.

2. Unexcused Absences: Up to **two** unexcused absences are allowed. Each additional unexcused absence will result in a reduction of 2% from your final course grade.
3. Religious Holidays: **No documentation** is required, but please notify the instructor in advance of the holiday whenever possible.
4. If you anticipate missing a class, **notify the instructor** as early as possible to discuss how to stay on track.

Assignment Policy:

Assignments must be submitted through Canvas via the assignment page, following any instructions provided therein. Due dates are specified in Canvas. All assignments, whether complete or incomplete, must be submitted by the due date and will be graded as submitted. **Late submissions will incur a 20% penalty for each day (or partial day) past the deadline.**

Make-up Policy:

Students who can demonstrate that they were unable to submit an assignment by the deadline due to an excused absence, and who provide appropriate documentation, will be granted a reasonable extension to complete the work. Requests for make-up work due to **technical issues will not be accepted**. All students have access to the computer lab (Rooms 116 and 118). In the event of technical issues with personal computers, assignments can be completed in the lab.

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See [UF Academic Regulations and Policies](#) for more information regarding the University Attendance Policies.

Course Technology:

Required and recommended hardware and software for IND students are listed here: <https://dcp.ufl.edu/interior/ind-laptop-requirements/>

For technology related issues, the UF computing help desk can be reached at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP - select option 2

UF Policies

University Policy on Accommodating Students with Disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the [Get Started With the DRC](#) webpage on the Disability Resource Center site. It is important for

students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

University Policy on Academic Conduct:

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the [UF Conduct Code](#) website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Campus Resources:

For **technical support** for this class, please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Health and wellness resources:

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care](#) website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the [Counseling and Wellness Center](#) website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center](#) website.
- University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies)
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center](#) website.
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273- 4450.

Grading Policies

Methods by which students will be evaluated and their grade determined

The final grade will be based on your performance in the following activities:

Category	Percentage of total grade
Assignments	60%
Presentations	40%
TOTAL	100%

Grading Scale:

For further information on UF's Grading Policy, see:

<https://gradcatalog.ufl.edu/graduate/regulations/>

S	83+	Satisfactory
U	<83	Unsatisfactory

Online course evaluation

Students are expected to provide professional feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

INDXXX – Graduate Colloquium

Schedule – Fall 2025

WK	Date	Topics/Reading	Assignments/Due
1	8/21	Introduction & Course Overview	
2	8/28	UF Graduate School Requirements MID/PhD Handbooks	Prior to class, review UF/MID/PhD requirements & submit at least two questions to discuss in class
3	9/04	MID/PhD Curriculum Thesis/Dissertation Works	Prior to class, review UF/MID/PhD requirements & submit at least two questions to discuss in class
4	9/11	Study Plan (Q+A)	Submit study plan assignment (Be ready for a class presentation & discussion)
5	9/18	Proposal writing Research Ethics (IRB)	Prior to class, visit here: https://irb.ufl.edu/index/requiredtraining.html .
6	9/25	Interior Design Profession	Submit Value of Interior Design Assignment (Be ready for a class presentation & discussion)
7	10/02	Student Presentations	Submit presentation files ahead of class (Be ready for a class presentation & discussion)
8	10/09	Team Building	
9	10/16	Invited Graduate Student Presentation 1	
10	10/23	Faculty Presentation 1	Submit preliminary discussion questions for guest speaker topics
11	10/30	Faculty Presentation 2	Submit preliminary discussion questions for guest speaker topics
12	11/06	Faculty Presentation 3	Submit preliminary discussion questions for guest speaker topics
13	11/13	Faculty Presentation 4	Submit preliminary discussion questions for guest speaker topics
14	11/20	Student Presentations	Submit presentation files ahead of class (Be ready for a class presentation & discussion)
15	11/28	No Class: Thanksgiving Holiday	
16	12/04	Reading day	

* This calendar is a general outline of the course. The instructor reserves the right to alter the course in response to academic conditions and opportunities.

Course|New for request 21126

Info

Request: IND 5XXX Proposal Development

Description of request: Request to add a Proposal Development course for IND graduate students.

Submitter: Sheila Bosch sheilabosch@dcp.ufl.edu

Created: 2/27/2025 12:42:22 PM

Form version: 2

Responses

Recommended Prefix IND

Course Level 5

Course Number XXX

Lab Code None

Course Title Proposal Development

Transcript Title Proposal Dev't

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 2

S/U Only? No

Contact Type Regularly Scheduled

Course Type Seminar

Weekly Contact Hours 2

Course Description Guides Interior Design graduate students through thesis/dissertation proposal development. Students present proposed topics, questions, and methods/approach for peer and instructor feedback. Requires identifying and communicating with committee Chair and culminates with submission of a detailed proposal.

Prerequisites Permission of department

Co-requisites N/A

Rationale for Placement in the Curriculum Graduate.Master of Interior Design and Design, Construction and Planning PhD with Interior Design concentration. Required.

Syllabus Content Requirements All Items Included

IND XXXX Proposal Development

Syllabus - Fall 2025



Credit Hours: 2

Instructor: TBD

Office: TBD | Office Hours: TBD | Email: TBD | Phone: TBD

Class Meeting Time: TBD

Class Location: TBD

Course Description:

This course provides Interior Design graduate students with an overview in thesis, Project in Lieu of Thesis (PILOT), or dissertation proposal development. Students will present their research or design topics, questions, and proposed methods for feedback from their peers and the instructor. Students will be expected to identify and communicate with their proposed committee Chair as they develop their proposals. The course will culminate with the submission of a detailed thesis/dissertation proposal.

Course Objectives:

This course is intended to help students:

- Finalize their specific research purpose or project focus and associated questions that they will address in their thesis/PILOT/dissertation;
- Document their proposed research methods or project approach;
- Verbally communicate their thesis/PILOT/dissertation proposal; and,
- Develop a complete, written thesis/PILOT/dissertation proposal.

Course Communications:

Class resources, announcements, updates, and assignments will be available on **Canvas**. The preferred method of communication for this course is email. If you have questions before the next class meeting, please send them to the instructor **via Canvas message** and be sure to copy the teaching assistant. To meet with the instructor outside of office hours, please schedule an appointment.

Participation:

The seminar format requires that you are actively participate in class. Your active participation and presentation are critical to its effectiveness because the class is truly student driven. Participation of all discussions is necessary for the successful completion of this course, and you will be expected to stay for the entire class period.

Reading Materials:

Required Text: Creswell, J. (2022). Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 6th edition. Thousand Oaks, CA: Sage Publications.

Materials and Supplies Fees:

There are **no materials and supplies fees** required for the course during this semester.

Prerequisite Knowledge and Skills:

Requires permission from the Department of Interior Design.

Instructional Methods:

Class format will combine lectures, assigned readings, discussions, presentations, peer critiques, web browsing/searching/reading, and writing. The goal of this class is to create an environment for students to discuss their opinions about their graduate studies in class.

Course Assignments:

Regular Assignments

Written assignments will be assigned throughout the semester to help build towards a final written proposal due at the end of the semester. Students will receive feedback on their writing that they can use towards refining their final proposal assignment.

Poster

Students will prepare a poster describing their proposed thesis/PILOT/dissertation.

Final Written Proposal

The primary goal of the course is to support proposal development for review by each students' graduate committee. Written assignments and in-class presentations all build towards this final deliverable.

Final Proposal Presentation

Students will also practice their "pitch" and communicating their thesis/dissertation proposal to their peers and graduate committees.

Course Policies

Attendance Policy:

Attendance in every class period is expected. Understanding that sickness or other unfortunate circumstances outside of your control may occur, you will be allowed to miss no more than two classes without questions. However, your assignments are still due on the originally scheduled due date, unless you make other arrangements with the instructor

PRIOR to the due date. Each student is expected to be on time for class to avoid distractions for the instructor and the other students.

Absent students are responsible for obtaining missed information and completing any assigned work. The following guidelines apply:

1. Excused Absences: **Documentation** (e.g., a doctor's note for health emergencies, a field trip letter) must be provided to excuse absences.
2. Unexcused Absences: Up to **two** unexcused absences are allowed. Each additional unexcused absence will result in a reduction of 2% from your final course grade.
3. Religious Holidays: **No documentation** is required, but please notify the instructor in advance of the holiday whenever possible.
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Assignment Policy:

Assignments must be submitted through Canvas via the assignment page, following any instructions provided therein. Due dates are specified in Canvas. All assignments, whether complete or incomplete, must be submitted by the due date and will be graded as submitted. **Late submissions will incur a 20% penalty for each day (or partial day) past the deadline.**

Make-up Policy:

Students who can demonstrate that they were unable to submit an assignment by the deadline due to an excused absence, and who provide appropriate documentation, will be granted a reasonable extension to complete the work. Requests for make-up work due to **technical issues will not be accepted**. All students have access to the computer lab (Rooms 116 and 118). In the event of technical issues with personal computers, assignments can be completed in the lab.

Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. See [UF Academic Regulations and Policies](#) for more information regarding the University Attendance Policies.

Course Technology:

Required and recommended hardware and software for IND students are listed here:

<https://dcp.ufl.edu/interior/ind-laptop-requirements/>

For technology related issues, the UF computing help desk can be reached at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP - select option 2

UF Policies

University Policy on Accommodating Students with Disabilities:

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Campus Resources:

For **technical support** for this class, please contact the UF Help Desk at:

- helpdesk@ufl.edu
- (352) 392-HELP - select option 2
- <https://helpdesk.ufl.edu/>

Health and wellness resources:

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care](#) website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the [Counseling and Wellness Center](#) website or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center](#) website.
- University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies)
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center](#) website.

- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273- 4450.

Grading Policies

Methods by which students will be evaluated and their grade determined

The final grade will be based on your performance in the following activities:

Category	Percentage of total grade
Regular Assignments	35%
Poster	15%
Final Proposal	40%
Final Proposal Presentation	10%
TOTAL	100%

Grading Scale:

For further information on UF's Grading Policy, see:

<https://gradcatalog.ufl.edu/graduate/regulations/>

Grade	%	Grade points	Grade	%	Grade points
A	93-100	4.0	C	73-76.9	2.0
A-	90-92.9	3.67	C-	70-72.9	1.67
B+	87-89.9	3.33	D+	67-69.9	1.33
B	83-86.9	3.0	D	63-66.9	1.0
B-	80-82.9	2.67	D-	60-62.9	0.67
C+	77-79.9	2.33	E	0-59	0.0

Online course evaluation

Students are expected to provide professional feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at

<https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

INDXXXX – Proposal Development

Schedule – Spring 2026

Week (Date)	Topics/Activities	Readings	Assignments/Due/Notes
Week 1 (1/xx)	Course Introduction Syllabus & Course Overview <i>Writing Strategies & Ethical Considerations</i> Intro to Proposal Writing (ppt)	Creswell Ch 4	Dates & Deadlines: https://catalog.ufl.edu/UGRD/dates-deadlines/2022-2023/ DCP Doctoral Handbook: https://dcp.ufl.edu/academics/phd8/ UF Grad Handbook/Guides: https://graduateschool.ufl.edu/work/handbook/
Week 2 (1/16)	Developing a Proposal Writing a purpose statement Writing the Introduction <i>Discuss student-identified theses/dissertations - purpose, research/design questions</i>	Creswell Ch 5, 6,	Due: Submit 2 examples of Thesis or Dissertation related your topic. Be prepared to discuss the purpose and research methods of each and how the thesis/dissertation relates to your topic.
Week 3 (1/23)	Research Approach Quantitative/Qualitative/Mixed -methods Students share purpose statement and questions	Creswell Ch 1, 8, 9, 10	Due: Submit 3 examples of the purpose statement & research questions from 5 relevant research articles (may be from the reference list of your literature review) Due: Submit a draft of your purpose statement & research/design question(s)
Week 4 (1/30)	Use of Theory <i>In-class exercise:</i> Identify theories that may inform your research study/design exploration	Creswell Ch 3	Due: Submit revised purpose statement & research/design question(s) for your proposal and proposed methods
Week 5 (2/06)	Elevator pitch – student presentations, discussion and refinement		Due: Submit Theory assignment (2+ paragraph description of at least one relevant theory and how it relates to your research topic). Due: Submit Elevator Pitch
Week 6 (2/13)	Student presentations – Chapter 1	Creswell Ch 3	Due: Submit revised Elevator Pitch
Week 7 (2/20)	Mock poster presentations in class		Due: Submit Final poster
Week 7 (2/23)	Poster Presentation and Attend MID Defense Day		

Week 8 (2/27)	In-class peer-review of Ch 1		Due: Submit Chapter 1 – Introduction (include theory discussion)
Week 9 (3/05)	Students presentations – Proposed research methods/project approach Student presentations, discussion of proposed methods		Due: Submit proposed methods presentation
Week 10 (3/12)	<i>SPRING BREAK – NO CLASSES</i>		
Week 11 (3/19)	Student presentations of Ch 2, discussion, peer-review		Due: Submit Ch 2 - Literature Review
Week 12 (3/26)	Individual meeting with instructor to discuss your proposal presentation		Due: Submit Draft Proposal Presentation
Week 13 (4/02)	Student presentations of Ch 3, discussion, peer-review		Due: Submit Ch 3 - Methods
Week 14 (4/09)	Dry run of proposal presentation		Due: Peer-review of classmates' presentations
Week 15 (4/16)	Proposal Presentation (invite your committee members)		Due: Submit FINAL proposal presentation
Week 16 (4/23)	Final Proposal Due- Chapters 1-3		

* This calendar is a general outline of the course. The instructor reserves the right to alter the course in response to academic conditions and opportunities.

Course|New for request 21154

Info

Request: LAA 6XXX LA Grad Field Experience

Description of request: New course to allow graduate students to participate in field experiences.

Submitter: Julie Bruck jbruck@ufl.edu

Created: 2/12/2025 4:55:40 PM

Form version: 1

Responses

Recommended Prefix LAA

Course Level 6

Course Number XXX

Lab Code None

Course Title LA Graduate Field Experience

Transcript Title LA Grad Field Experience

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic Yes

Repeatable Credit? Yes

Multiple Offerings in a Single Semester Yes

If repeatable, # total repeatable credit allowed 3

Amount of Credit 1

S/U Only? No

Contact Type Regularly Scheduled

Course Type Seminar

Weekly Contact Hours 1

Course Description This immersive course is for students who would like to participate in a weeklong field experience.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum allows students to participate in a variety of field experiences.

Syllabus Content Requirements All Items Included

LAA 6XXX: Graduate Field Experience
UF Department of Landscape Architecture
Fall 2025

SYLLABUS

I. General Information

CLASS MEETINGS:	Preparatory meetings: TBD Field trip: one week, TBD (in-person)
LOCATION:	Location Varies throughout Florida, Georgia and Louisiana
CREDITS:	1 Credit
INSTRUCTORS:	Andrea Galinski, mla, asla, cfm AH 462 Office hours: Thursdays, 1-3pm or by appointment andrea.galinski@ufl.edu Nicholas Serrano AH 431 Office hours Thursdays, 1-3pm or by appointment nicholas.serrano@ufl.edu

COURSE DESCRIPTION

This immersive course is for students who would like to participate in a weeklong field experience.

This immersive, weeklong field course explores the diverse environments of Florida and the southeastern United States through the lens of landscape architecture. Students will develop skills in observation, analysis, and representation by studying the region's natural, cultural, and designed environments. The course includes preparatory readings, maintaining a sketchbook to document the trip, and culminates in a post-trip exhibition showcasing insights and reflections. Designed to deepen understanding of landscape form and function, this experiential learning journey emphasizes seeing and interpreting the landscape to inform design practice.

Students will have the opportunity to understand and document the natural ecosystems of Florida and the southeastern United States, identifying their unique ecological characteristics and relevance to landscape architecture. They will also analyze the historical and cultural narratives embedded in regional landscapes, exploring how economic, social, cultural, and political forces have influenced the design and evolution of the built and natural environment from coastal communities to plantation agriculture, urban centers, and more.

To embed learning, students will reflect on the values expressed in landscape design, fostering an understanding of how landscapes serve as both mirrors of societal priorities and agents of environmental and social change. Throughout the trip, students can expect to develop observational

and representational skills to critically evaluate and communicate landscape characteristics through sketching, diagramming, and other forms of site documentation.

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To embed learning, students will reflect on the values expressed in landscape design, fostering an understanding of how landscapes serve as both mirrors of societal priorities and agents of environmental and social change. Throughout the trip, students can expect to develop observational and representational skills to critically evaluate and communicate landscape characteristics through sketching, diagramming, and other forms of site documentation.

This course is designed for participation from both undergraduate and graduate students, providing a collaborative learning environment. While both groups will participate in the same lectures and discussions, there will be distinct expectations to accommodate the differing academic levels. This section is for graduate students and includes additional work that may include advanced assignments – more in-depth assignments that involve additional research, critical analysis or project work, and additional readings.

Both undergraduate and graduate students are encouraged to collaborate and learn from one another, enriching the academic experiences for all.

PREREQUISITE KNOWLEDGE AND SKILLS

n/a

REQUIRED READINGS AND WORKS

All required readings and works are available at the UF Library, as an e-text, or are provided in Canvas.

COURSE FEES

Course fees are published in the Schedule of Courses each semester. This course includes fees associated with the costs of students and faculty participating in the field trip, including:

- Lodging
- Transportation (van rentals, gas, tolls, parking)

- Activities (entrance fees, tickets)

Students are also responsible for all other expenses while on the trip including, but not limited to, food and other miscellaneous costs. You will also need a sketchbook.

II. Student Learning Outcomes (SLOs) & Course Learning Objectives (CLOs)

The **course learning objectives** (CLOs) below align with the Landscape Architectural Accreditation Board (LAAB) standards and UF's MLA Student Learning Outcomes (SLOs) are used to guide the assessment of student learning throughout their engagement in the program.

At the end of this course, students will be expected to have achieved an appropriate developmental level of the following CLOs numbered in the chart below (each with an individual name):

CONTENT
SLO 2 – Skills: Apply core professional landscape architecture skills in design decision-making
1. Collaboration: Demonstrates effective leadership, cooperation and communication skills to achieve shared goals in team-based projects.
SLO 4 – Critical Thinking: Combine and analyze information from multiple sources to support design decision-making.
2. Design Values: Analyze the effectiveness of landscape architecture projects in reaching diverse goals such as spatial organization, user experience, ecological sustainability, social equity, resilience, and cultural significance.

III. Graded Work

GRADING POLICIES

Grading policies in the course are consistent with University grades and grading policies. Deadlines for assignments are listed in the Annotated Weekly Schedule and on Canvas. Students should submit work on the dates indicated except where university policy provides an exemption.

DESCRIPTION OF GRADED WORK

Participation (10% of total grade)

Active engagement in preparation of and during the field trip is essential for successful learning. Students receive full participation grade if they participate in preparatory readings, site visits, group activities, discussions, etc. Participation also includes demonstrating curiosity, a commitment to learning through observation and inquiry, as well as respect for peers and professionals.

Sketchbook + Site Documentation (50% of total grade)

Students will maintain a sketchbook throughout the trip to document their observations, ideas, and reflections. This includes freehand sketches, field notes, diagrams, and other visual or written records

that capture the essence of each site. The sketchbook should showcase an evolving understanding of landscape form, function, materiality, and design.

Post-Trip Exhibition (40% of total grade)

The course culminates in a collaborative exhibition showcasing insights gained during the field trip. Graduate students take a lead in exhibition planning and will have three leadership readings to complete, a reflection and will be evaluated by peers. As a group, students will develop an exhibition theme and curate selections from their sketchbooks, photographs, movies, artifacts, and other documentation to present a cohesive narrative of their learning experience. The exhibition emphasizes clarity, creativity, and critical reflection in communicating the landscapes explored.

All Rubrics for assignments, projects, and engagement are found on CANVAS

The graded work assesses the course learning objectives as follows:

	LAA2XXX	
	SLO2	SLO4
Assessment	CLO1	CLO2
Participation	X	
Sketchbook + Site Documentation	X	
Post-Trip Exhibition		X

GRADING SCALE

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E
Numeric Grade	100-94	93-90	89-87	86-84	83-80	79-77	76-74	73-70	69-67	66-64	63-61	60-0
Quality Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

The Department acknowledges that the student retains ownership of their documents; however, it is a necessity for the Department to retain the right to use the documents for professional accreditation purposes. Furthermore, other course specific work, such as service-learning opportunities may require the Department to ultimately provide work created by students to an outside organization.

Digital copies of student work for this course must be turned in at the completion of each assignment. Please follow the directions given by the instructor as to how they will be submitted (e.g., Canvas, CD, PDF, word file, etc.).

IV. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	Topic: Kickoff Meeting

	<ul style="list-style-type: none"> • Summary: We will meet to discuss the basics of the trip and requirements of course
Weeks 2-6	<ul style="list-style-type: none"> • No Meetings
Week 7	Topic: Itinerary Review Summary: We will meet to review the itinerary and recommended readings <ul style="list-style-type: none"> • Recommended Readings/Works: See Canvas
Week 8	Topic: Check-in Meeting before Field Trip <ul style="list-style-type: none"> • Summary: Students will meet with instructors to confirm final details of trip.
Week 9	FIELD TRIP
Day 1	<ul style="list-style-type: none"> • Location: Gainesville to Sapelo Island • Summary: We will leave Gainesville at noon, stop at Jekyll Island to visit the Georgia Sea Turtle Center on our way, grab dinner in Brunswick, and arrive at Sapelo Island in the evening. • Required Readings/Works: Jekyll Island Conservation Plan • Lodging: UGA Marine Institute (1766 Landing Rd SE Darien, GA 31305)
Day 2	<ul style="list-style-type: none"> • Location: Sapelo Island • Summary: We will spend the day doing activities on Sapelo Island guided by staff from the UGA Marine Institute • Required Readings/Works: TBD • Lodging: UGA Marine Institute (1766 Landing Rd SE Darien, GA 31305)
Day 3	<ul style="list-style-type: none"> • Location: Savannah and St. Helena Island • Summary: We will depart Sapelo Island early, spend the morning in Savannah, spend the afternoon with the Penn Center for Gullah Culture on St. Helena Island, and overnight in Beaufort. • Required Readings/Works: NYT article on Indigo and Art • Lodging: Hotel in Beaufort
Day 4	<ul style="list-style-type: none"> • Location: Beaufort to Charleston • Summary: We will depart Beaufort early morning, possibly stop by Middleton Place in the late morning, arrive in Charleston early afternoon for DesignWorks office and site visit. • Required Readings/Works: Beaufort County Greenprint Plan • Lodging: Hotel in Charleston
Day 5	<ul style="list-style-type: none"> • Location: Charleston • Summary: TBD in Charleston including International African American Museum, Waterfront Park, and others. • Required Readings/Works: Lowcountry at High Tide • Lodging: Hotel in Charleston
Day 6	<ul style="list-style-type: none"> • Location: Charleston to Gainesville • Summary: We will depart Charleston early morning, stop at Hilton Head and Amelia Island, and arrive back in Gainesville late afternoon • Required Readings/Works: TBD
Week 10	<ul style="list-style-type: none"> • No meeting
Week 11	Topic: Field Trip Debrief

	<p>Summary: We will meet to debrief on the field trip and discuss the field trip gallery exhibit.</p> <p>Leadership Readings Assigned – see Canvas</p> <p>Assignment: Project 2 - Gallery Exhibit [due Monday Week 13 @ noon]</p>
Week 12	Work on Exhibition
Week 13	Exhibition – All reflections and assignments due in canvas
Week 14 – 16	No Meetings – Enjoy thanksgiving break

VI. Required Policies

Class Attendance & Excused Absences:

Requirements for class attendance and excused absences are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)

Requirements for exams, reading days, and excused absences relative to exams and other assignments/assessments are consistent with university policies. [See Examination Policies and Reading Days for more information regarding University Exam Policies.](#)

Accommodations for students with Disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the [“Get Started With the DRC” webpage on the Disability Resource Center site](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Technology

Canvas: In this class, Canvas, UF’s online learning management system, will be used for course activities, resources, assignments and communication channels. All assignments will be posted through the Canvas course site unless otherwise directed.

Online Course Evaluation Process:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to Provide Constructive Feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

UF Honesty Policy

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources:

• Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage for more information](#).

Course|New for request 21146

Info

Request: LAA 6XXX Landscape Architecture Research Methods

Description of request: The accreditation board requires this course to be taught, and it was listed as a recommendation affecting our accreditation.

Submitter: Julie Bruck jbruck@ufl.edu

Created: 4/10/2025 6:45:58 PM

Form version: 2

Responses

Recommended Prefix LAA

Course Level 6

Course Number XXX

Lab Code None

Course Title Landscape Architecture Research Methods

Transcript Title LA Research Methods

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description A multi-faceted exploration of various types and practices of research in landscape architecture, emphasizing methods in scholarship, practice, criticism, and decision-making.

Prerequisites LAA 6231: Theories of Landscape Architecture or permission of instructor.

Co-requisites n/a

Rationale for Placement in the Curriculum The LA Accreditation Board recommended that we add this course - it was a recommendation affecting our accreditation.

Syllabus Content Requirements All Items Included

LAA 6xxx: Landscape Architecture Research Methods

Department of Landscape Architecture

University of Florida

Fall 2025

SYLLABUS

I. General Information

CLASS MEETINGS: MWF Period 5, 11:45 am – 12:35 am

CLASS LOCATION: 439 Antevy Hall

CREDITS: 3 Credits

INSTRUCTOR: Jules Bruck

OFFICE: 431A Antevy Hall

Office HOURS: Fridays, Period 3-5 – 9:35 -am – 12:35 pm or by
appointment

COURSE DESCRIPTION

This course is a multi-faceted exploration of various types and practices of research in landscape architecture, emphasizing methods in scholarship, practice, criticism, and decision-making. It highlights research methods unique to the discipline and their connection to the broader issues in the social and environmental sciences.

This course places emphasis on the understanding and use of research methods as a vital component of the design process and traditional scholarship. Evidence-based design (EBD) has become an increasingly vital component of professional practice, and the course addresses the growing need to generate and apply “evidence” in planning and design. This course thus emphasizes defensibility and reasoning in making planning and design decisions—as well as how to ask the questions to find that “evidence.”

Through readings, lectures, and discussions, students will engage with major research approaches and methods relevant to professional study and practice. Assignments include weekly readings, participation in class discussions, literature reviews, and the develop a preliminary research proposal that integrates methodological approaches and analytical goals the student seeks to master over the course of their studies.

This course is intended to satisfy the LAAB Standard for Research (3.B.2.i) by addressing:

- Research theory articulation.
- Selection and application of appropriate methods.
- Integration with existing knowledge and significance to the field.
- Ethical research practices and independent project completion.
- Understanding the placement of their ideas within the existing body of knowledge and articulating the relevance of their work to the field.

PREREQUISITE KNOWLEDGE AND SKILLS

LAA 6231: Theories of Landscape Architecture or permission of instructor.

REQUIRED READINGS AND WORKS

All required readings are either available electronically through the University of Florida Libraries or will be provided on CANVAS.

Adri van den Brink, Diedrich Bruns, Hilde Tobi and Simon Bell, eds. *Research in Landscape Architecture: Methods and methodology*. Routledge, 2017.

Deming, M.E. and S. Swaffield. *Landscape Architectural Research: Inquiry, Strategy, Design*. Hoboken, New Jersey: John Wiley & Sons. Inc., 2011.

Groat, Linda N. and David Wang. *Architectural Research Methods*, Second Edition. NYC: John Wiley & Sons, 2013.

II. Student Learning Outcomes (SLOs) & Course Learning Objectives (CLOs)

The **course learning objectives** (CLOs) below align with the Landscape Architectural Accreditation Board (LAAB) standards and UF's MLA Student Learning Outcomes (SLOs) are used to guide the assessment of student learning throughout their engagement in the program.

At the end of this course, students will be expected to have achieved an appropriate developmental level of the following CLOs numbered in the chart below (each with an individual name):

KNOWLEDGE
SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.
1. Research Methods: Describe various research methods used, including qualitative and quantitative approaches, to inform evidence-based practice in the context of design and the built environment.
SLO 2 – Apply core professional landscape architecture skills in design decision-making
2. Performance: Establish environmental, social, and economic objectives and desired outcomes for a project and identify data types and methods to measure design impact.
SLO 3 – Apply ethical understanding to design decision-making
3. Research Ethics: Identify and explain the ethical considerations involved in conducting research
CRITICAL THINKING
SLO 4 – Combine and analyze information from multiple sources to support design decision-making.
4. Design Impact: Define and measure the impact of a design in response to specific challenges, needs, and aspirations based on measurable outcomes.
RESEARCH
SLO 6 – Devise research methodologies and conclusions appropriate to individual area of interest.
5. Research Design: Articulate a clear research theory, question, and method for a project or proposal.

6. Knowledge Integration: Demonstrate the ability to position research within the broader landscape architecture field and articulate its significance in advancing the discipline.
7. Innovation: Contribute to the advancement of the profession by creating new insights, re-contextualizing existing ideas, or applying innovative approaches.
8. Autonomy: Demonstrate the ability to work autonomously and effectively to complete independent projects.

III. Graded Work

Grading policies in the course are consistent with the [university's graduate school grades and grading policies](#). Deadlines for assignments are listed in the Annotated Weekly Schedule and on Canvas. Students should submit work on the dates indicated except where university policy provides an exemption.

DESCRIPTION OF GRADED WORK

Discussion Participation (30% of total grade)

Students are expected to regularly complete assigned readings before class and actively contribute to class discussions. One student will be responsible for a presentation (25 min) each week focusing on the reading materials and topic, providing effective questions that encourage in-depth discussion of the topic (25 min), and moderating discussion. Participation will be graded at the mid-point and end of the semester.

Article Reviews (30% of total grade)

From week2 to week11, every student will review one article per week in his/her interested research area and summarize it briefly. This assignment is expected to help you develop literature review for the GTP proposal. The review must address the background and objectives (1 paragraph), main methods (1 paragraph), key results (1-2 paragraphs), and your overall opinion of the paper (1-2) paragraphs. See assignment prompt for more guidelines.

Research Proposal (40% of total grade)

Students will (with guidance from the instructor) develop a research proposal. Deliverables will include an abstract to submit for a conference, full research proposal with thorough literature review and methods outline, a research poster, and a grant application.

All Rubrics for assignments, projects, and engagement are found on CANVAS

The graded work assesses the course learning objectives as follows:

Assessment	LAA 6xxx – Course Learning Objectives (CLOs)							
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 6			
	1	2	3	4	5	6	7	8
Discussion Participation	X			X				X
Article Reviews	X	X	X		X		X	
Research Proposal	X			X	X	X	X	

GRADING SCALE

For information on how UF assigns grade points, visit: <https://gradcatalog.ufl.edu/graduate/regulations/> under *GRADES*.

For information on how UF assigns grade points for graduate courses, consult the [UF Graduate Catalog](#).

A	93 – 100%		C	73 – 77%
A-	90 – 92%		C-	70 – 72%
B+	88 – 89%		D+	68 – 69%
B	83 – 87%		D	63 – 67%
B-	80 – 82%		D-	60 – 62%
C+	78 – 79%		E	<60

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Digital copies of student work for this course must be turned in at the completion of each assignment. Please follow the directions given by the instructor as to how they will be submitted (e.g., Canvas, CD, PDF, word file, etc.).

IV. Tentative Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none">• Topic: Course Introduction and Faculty Research• Required Readings: Simon Swaffield and Elen Deming, "Research Strategies in Landscape Architecture: Mapping the Terrain," <i>Journal of Landscape Architecture</i> 6, no.1 (2011): 34-45• Further Readings: M. Crotty, "Introduction: The Research Process," <i>The Foundations of Social Research</i>, pgs. 1-17 (London: Sage Publications, 1998).• Assignment: Article Reviews Assigned
Week 2	<ul style="list-style-type: none">• Topic: Epistemology, Theory, and Methodology• Required Readings: Groat and Wang, "Systems of Inquiry and Standards of Research Quality,"; B.H. Banathy, "The Three Cultures: Science, Humanities, and Design," <i>Designing Social Systems in a Changing World</i>, pgs. 33-37 (NYC: Plenum Press, 1996)• Further Readings: A. Bryant and K. Charmaz (eds.), "Induction, Deduction, and Abduction," <i>The Sage Handbook of Grounded Theory</i>, pgs. 44-46 (LA: Sage Publications, 2007); N. Wade, "Thomas S. Kuhn: Revolutionary Theorist of Science," <i>Science</i> 197, no.4299 (1977): 143-145.

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> • Assignment: Article Review Due
Week 3	<ul style="list-style-type: none"> • Topic: Research Questions and Literature Reviews • Note: This week will focus on how to start identifying research questions and how to conduct a literature review, including a comprehensive introduction to UF Libraries resources. • Required Readings: Groat and Wang, "What's Your Question?: Literature Review and Research Design," pgs. 141-169; J.W. Creswell, "Research questions and Hypothesis," In <i>Research Design</i> (5th Ed.), (Thousand Oaks: Sage, 2018); • Further Readings: A.W. Wicker, "Getting out of our conceptual ruts: Strategies for expanding conceptual frameworks" <i>American Psychologist</i> 40, no.10 (1985): 1094-1103; • Assignment: : Article Review Due
Week 4	<ul style="list-style-type: none"> • Topic: Research Proposals and Grant Writing • Note: Focuses on the types of academic and professional research proposals, grant writing, funding agencies, and the IRB process. • Required Readings: TBD. • Further Readings: TBD. • Assignment: : Article Review Due; Research Proposal Assigned
Week 5	<ul style="list-style-type: none"> • Topic: Workday • Note: Students will work in groups with the instructor to develop Final Project proposals • Required Readings: N/A • Further Readings: N/A • Assignment: : Article Review Due
Week 6	<ul style="list-style-type: none"> • Topic: Qualitative Research • Note: TBD, • Required Readings: Groat and Wang, "Qualitative Methods," pgs. 215-261; • Further Readings: J.W. Creswell, "Qualitative Research," In <i>Research Design</i> (5th Ed.), (Thousand Oaks: Sage, 2018); • Assignment: : Article Review Due
Week 7	<ul style="list-style-type: none"> • Topic: Quantitative Research • Further Readings: J.W. Creswell, "Quantitative Methods," In <i>Research Design</i> (5th Ed.), (Thousand Oaks: Sage, 2018); • Assignment: : Article Review Due
Week 8	<ul style="list-style-type: none"> • Topic: Historical and Interpretive Research • Note: Guest speaker Professor Nicholas Serrano; Archive visit. • Assignment: : Article Review Due
Week 9	<ul style="list-style-type: none"> • Topic: Design as Research • Note: Guest Speaker Professor Andrea Galinski • Required Reading: Lenzholzer, et.al., "The Relationship between Research and Design," In <i>Research in Landscape Architecture</i>, pgs. 54-64; Steffen Nijhuis and

Week	Topics, Homework, and Assignments
	<p>Jeroen de Vries, "Design as Research in Landscape Architecture," <i>Landscape Journal</i> 38, no.1-2 (2019): 87-103.</p> <ul style="list-style-type: none"> • Further Reading: C.L. Owen, "Design Research: Building the Knowledge Base," <i>Design Studies</i> 19 (1998): 9-20 • Assignment: : Article Review Due
Week 10	<ul style="list-style-type: none"> • Topic: Landscape Performance and Case Studies • Note: Guest speaker Professor Yi Luo • Required Readings: Swaffield, "Case Studies," In <i>Research in Landscape Architecture</i>, pgs. 105-119; Groat and Wang, "Case Studies and Combined Strategies," pgs. 415-451.; • Further Readings: ; Mark Francis, "A Case Study Method for Landscape Architecture," <i>Landscape Journal</i> 20, no.1 (2001): 15-29; Deming and Swaffield, "Descriptive Strategies," pgs. 65-86; • Assignment: LAF Case Study profile Discussion Assigned; Article Review Due
Week 11	<ul style="list-style-type: none"> • Topic: Action Research • Required Readings: Deming and Swaffield, "Engaged Action Research," pgs. 192-204; L. Lawson, "Dialogue through Design: The East St. Louis Neighborhood Design Workshop and South End Neighborhood Plan," <i>Landscape Journal</i> 24, no.2 (2005): 157-171; • Further Readings: G.D. Weisman, "Environmental programming and action research," <i>Environment and Behavior</i> 15, no.3 (1983): 381-408 • Assignment: LAF Case Study profile Discussion Due; Article Review Due
Week 12	<ul style="list-style-type: none"> • Topic: Big Data and AI • Note: Focuses on innovative research processes. • Required Readings: Gebru, Timnit <i>et al.</i> "Using deep learning and Google Street View to estimate the demographic makeup of neighborhoods across the United States." <i>Proceedings of the National Academy of Sciences</i> 114, no.50 (2017): 13108-13113. doi:10.1073/pnas.1700035114; Song, et.al., 2021 • Further Readings: N/A • Assignment: Article Review Due
Week 13	<ul style="list-style-type: none"> • Topic: Workdays • Note: Class time dedicated to working in groups and with the instructor on Final Projects. • Assignment: Article Review Due
Week 14	<ul style="list-style-type: none"> • Topic: Project Presentations • Note: Each student will deliver a 15-minute presentation of their final project.
	<ul style="list-style-type: none"> • Thanksgiving
Week 15	<ul style="list-style-type: none"> • Topic: Project Presentations • Note: Each student will deliver a 15-minute presentation of their final project. • Assignment: Upload presentations to Canvas before class on Tuesday • Research Proposals Due

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> • No class during finals week

VI. Required Policies

Class Attendance & Excused Absences:

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Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage for more information](#).

VI. Resources

Journals

Landscape Architecture Journals

- Landscape Journal
- Journal of Landscape Architecture
- Landscape Research
- Landscape and Urban Planning
- Studies in the History of Gardens and Designed Landscapes
- Topos

Geography Journals

- Progress in Human Geography
- Annals of American Association of Geographers
- Cultural Geographies
- Antipode
- Area
- Geoforum
- Geohumanities
- Environment and Planning D

Art Journals

- Art in America
- Art Bulletin
- Art Journal
- Artforum
- Grey Room
- October

Planning Journals

- Journal of the American Planning Association
- Planning Perspectives
- Journal of Planning Literature
- Journal of Planning Education and Research
- Journal of Planning History
- Journal of Urban History

Architecture Journals

- Journal of Architectural Education (JAE)
- Journal of Architectural and Planning Research
- Technology | Architecture + Design
- Harvard Design Magazine
- Journal of Architectural Historians
- Buildings & Landscapes
- Journal of Urban Design
- Places Journal

Other Important Journals

- Nature
- Science
- BioScience
- New England Journal of Medicine
- Journal of the American Medical Association

Landscape Architecture Institutions

The Main Three

American Society of Landscape Architecture
Landscape Architecture Foundation
The Cultural Landscape Foundation

International Landscape Architecture Institutions

International Federation of Landscape Architects
Landscape Institute
Canadian Society of Landscape Architects
Council of Educators in Landscape Architecture
European Council of Landscape Arch. Schools

Important Allied Organizations

American Planning Association
American Institute of Architects
International Society of Arboriculture
National Complete Streets Coalition
US Green Building Council
National Recreation and Parks Association
Urban Land Institute
National Asso. of Landscape Professionals

Assignments

Article Review Assignment

Article reviews will be submitted via Canvas by 12:00 pm on Thursdays. Every student will review one article per week in his/her interested research area and summarize it briefly. The review must address the background and objectives (1 paragraph), main methods (1 paragraph), key results (1-2 paragraphs), and your overall opinion of the paper (1-2) paragraphs. Use the following questions as a guideline for your review

- What is the major research problem of this study? What is the purpose of the study?
- What is the significance of the study?
- What are the major methods used to address the problem? Are there any problems with the methodology?
- What are the key results of the study? Are they clearly presented and relevant to the question?
- Does the discussion stick to the results?
- Overall, was this a worthwhile article to read? Did you learn anything?

Student-led Discussions

Each week, one student will be responsible for a presentation (25 min) focusing on the reading materials and topic of the week, providing effective questions that encourage in-depth discussion of the topic (25 min), and moderating discussion.

Research Proposals

Students will (with guidance from the instructor) develop a comprehensive research proposal. The project can be of students' own choice with instructors' approval. All research plans need to be finalized by week 10 and presented in the class.

Research Deliverables:

- Research Abstract - includes background, purpose of research, methodology, and primary findings (400 words Maximum)
- Research Proposal with background, literature review, methodology, and data sources
- Grant application

- 15 min PowerPoint Research presentation

Consult these resources:

- [UNC Writing Center Tips and Tricks](#)
- [Guide to Abstracts](#)
- [Guide to Annotated Bibliographies](#)

References

- Braae, Ellen and Henriette Steiner. *Routledge Research Companion to Landscape Architecture*. NYC: Routledge, 2019.
- Corner, James. "A discourse on theory II: Three Tyrannies of Contemporary Theory and the Alternative of Hermeneutics." *Landscape Journal* 9, no. 2 (1991): 115-133.
- Creswell, J. W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (3rd ed.)*. Thousand Oaks, CA: Sage Publications, 2009
- Deming, M. Elen, ed. *Values in Landscape Architecture: Finding Center in Theory and Practice*. Baton Rouge: Louisiana State University Press, 2015.
- Deming, M.E. and S. Swaffield. *Landscape Architectural Research: Inquiry, Strategy, Design*. Hoboken, New Jersey: John Wiley & Sons. Inc., 2011.
- Groat, L. and D. Wang. *Architectural Research Methods*. New York: Wiley, 2002.
- Leedy, P.D. and J.E. Ormrod. *Practical Research: Planning and Design (11th Ed.)*. Upper Saddle River, New Jersey: Merrill Prentice Hall, 2016.
- Meyer, Elizabeth, "Situating Modern Landscape Architecture: Theory as Bridging, Mediating, Reconciling Practice," in E. Rosenberg ed., *Design + Values, CELA Proceedings* (1992): 167-175.
- van den Brink, Adri, Diedrich Bruns, Hilde Tobi and Simon Bell, eds. *Research in Landscape Architecture: Methods and Methodology*. London: Routledge, 2017.

Course|New for request 21155

Info

Request: LAA 6XXX Landscape Ecology and Management

Description of request: Add new course to the MLA curriculum to ensure breadth of knowledge in plants and ecosystem sequence.

Submitter: Julie Bruck jbruck@ufl.edu

Created: 2/20/2025 4:13:37 PM

Form version: 2

Responses

Recommended Prefix LAA

Course Level 6

Course Number XXX

Lab Code None

Course Title Landscape Ecology and Management

Transcript Title LA Ecol and Management

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description This course explores the relationship between planning, design decision-making, and landscape management practices, which are based on the fundamental principles of ecology and landscape ecology.

Prerequisites n/a

Co-requisites n/a

Rationale for Placement in the Curriculum Graduate program, majors and certificates, intended for MLA degree requirement

Syllabus Content Requirements All Items Included

LAA 6XXX: Landscape Ecology and Management
UF Department of Landscape Architecture
Spring 2026

SYLLABUS

I. General Information

CLASS MEETINGS: 100% In-Person, Tuesday Periods 7 - 8 (1:55 PM – 3:50 PM); Thursday Period 7 (1:55 PM – 2:45 PM)

LOCATION: RINKER 230

CREDITS: 3 Credits

INSTRUCTOR: Belinda B. Nettles, Ph.D.
Office Location: Antevy Hall 439
Office Hours: Tuesday/Thursday Period 6
bbnettles@ufl.edu

COURSE DESCRIPTION

This course explores the relationship between planning, design decision-making and landscape management practices which are based on the fundamental principles of ecology and landscape ecology.

The goal of this course is to develop the ability to make planning and design decisions at the regional and site scale based upon sound landscape management and maintenance practices through an understanding and application of fundamental principles of ecology and landscape ecology. This includes an understanding of proper landscape maintenance practices and how they inform design.

This course is co-listed with an undergraduate level course. Undergraduate students may be enrolled in the course.

PREREQUISITE KNOWLEDGE AND SKILLS

n/a

REQUIRED READINGS AND WORKS

All required readings and works are available at the UF Library, as an e-text, or are provided in Canvas.

II. Student Learning Outcomes (SLOs) & Course Learning Objectives (CLOs)

The **course learning objectives** (CLOs) below align with the Landscape Architectural Accreditation Board (LAAB) standards and UF's MLA Student Learning Outcomes (SLOs) are used to guide the assessment of student learning throughout their engagement in the program.

At the end of this course, students will be expected to have achieved an appropriate developmental level of the following CLOs numbered in the chart below (each with an individual name):

CONTENT
SLO 1 – Understand the impacts associated with land development, post-construction management, and maintenance.
1. Plant Ecology: Understand and integrate the foundational principles of ecology, aesthetics, and horticulture to create environmentally responsible and visually compelling landscapes.
2. Engineering Impacts: Explain the impacts associated with landscape engineering, development, post-construction management and maintenance
3. Earth Systems: Describe earth systems - including soil science, geology, hydrology, and topography - and their influence on landscape design decision making.
SLO 2 – Examine the interactions between living (biotic) and non-living (abiotic) elements within various types of landscapes
4. Ecosystem Interaction: Analyze the interrelationships between abiotic and biotic components of ecosystems and climate to inform design strategies that promote environmental resilience and adaptation.
5. Design Proposal Development: Integrate materials, engineering, specification, and construction techniques in a design proposal.

III. Graded Work

Grading policies in the course are consistent with [the university's graduate school grades and grading policies](#). Deadlines for assignments are listed in the Annotated Weekly Schedule and on Canvas. Students should submit work on the dates indicated except where university policy provides an exemption.

DESCRIPTION OF GRADED WORK

Class Participation (10% of total grade)

Students receive credit for class attendance and participation. Participation includes actively engaging in classroom discussions and class activities. One unexcused absence is allowed. Students with excused absences can make up material or activities covered during their excused absence(s) for credit and should contact the instructor about any make-up work.

Ecological Principles and Concepts Assignment (20% of total grade)

Students will complete this research and writing assignment, approximately 2-3 pages each, demonstrating an understanding of the key concepts, principles, and strategies learned in class. For a complete description of requirements and the grading rubric, please see Canvas.

Landscape Management Plan (30% of total grade)

Students will work **INDIVIDUALLY** to develop a landscape management plan. This will include a maintenance guide, undesirable weed identification and control strategies, and invasive plant identification and control strategies. **AS GRADUATE STUDENTS, YOU WILL NEED TO DO ADDITIONAL RESEARCH TO INCLUDE A CHAPTER THAT HAS A 3-5 PAGE REVIEW OF CURRENT RESEARCH ON AN ECOLOGICAL PRINCIPLE THAT INFORMS THE LANDSCAPE MANAGEMENT PLAN.** For a complete description of requirements and the grading rubric, please see Canvas.

Exams (40% of total grade)

This class has three equally weighted, non-cumulative exams covering material from the readings and class discussions. The questions on these online exams will be a combination of multiple choice, fill-in-the-blank, true/false, and short answer.

All Rubrics for assignments, projects, and engagement are found on CANVAS

The graded work assesses the course learning objectives as follows:

Assessment	SLO1			SLO2	
	1	2	3	4	5
Ecological Principles & Concepts Assignment		X	X	X	
Landscape Management Plan	X		X	X	X
Exams	x	x	x	x	x

GRADING SCALE

For information on how UF assigns grade points, visit: <https://gradcatalog.ufl.edu/graduate/regulations/> under *GRADES*.

A	93 – 100%		C	73 – 76%
A-	90 – 92%		C-	70 – 72%
B+	87 – 89%		D+	67 – 69%
B	83 – 86%		D	63 – 66%
B-	80 – 82%		D-	60 – 62%
C+	77 – 79%		E	<60

The Department acknowledges that the student retains ownership of their documents; however, it is a necessity for the Department to retain the right to use the documents for professional accreditation purposes. Furthermore, other course specific work, such as service-learning opportunities, may require the Department to ultimately provide work created by students to an outside organization.

Digital copies of student work for this course must be turned in at the completion of each assignment. Please follow the directions given by the instructor as to how they will be submitted (e.g., Canvas, CD, PDF, word file, etc.).

IV. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Course Introduction, Expectations, and an Introduction to Sustainable Practices • Summary: This week we will introduce the course and discuss the course structure, assignments, and expectations. We will also have an Introduction to sustainable practices and why they are important to landscape design. • Required Readings: No readings due this week. Readings are listed on the week that they will be discussed in class. The readings listed below for Week 2 should be read <i>prior</i> to Tuesday's class.
Week 2	<ul style="list-style-type: none"> • Topic: Introduction to Landscape Maintenance Plans & Best Management Practices • Summary: This week we will begin discussing landscape maintenance plans and their primary elements. We will also begin discussing best management practices.
Week 3	<ul style="list-style-type: none"> • Topic: Ecological Principles • Summary: Intro to Ecological Principles • Required Readings: Chapter 1: Intro to biodiversity planning and design, Ahern, Leduc and York
Week 4	<ul style="list-style-type: none"> • Topic: Florida's Pyric Ecosystems & Fire-wise Design • Summary: This we will discuss the role of fire, controlled burns, Florida's fire hazards, and fire-wise design strategies. • Required Readings: n/a • Assignment: Ecological Principles & Concepts Assignment Assigned (Soil) Assigned
Week 5	<ul style="list-style-type: none"> • Topic: Invasive Species and Plant Ecology • Summary: Intro to invasive species and their impact on ecological systems • Required Readings: Nature as it was; nature as it could be. Rainer & West – Planting in a Post-Wild World • Assignment: n/a
Week 6	<ul style="list-style-type: none"> • Topic: Soils, Construction Impacts, and Soil Management • Summary: This week we will discuss soils, the underlying geology, and the importance of soil health, especially during and after construction. • Required Readings: n/a • Assignment: n/a
Week 7	<ul style="list-style-type: none"> • Topic: Ecosystem Services & Nature-Based Strategies Part 1 • Summary: This week we will discuss water flows, infiltration, wetlands, and stormwater management strategies to reduce runoff, prevent erosion, encourage infiltration, and mitigate the impact of landscape practices on water quality. This includes a discussion of best management practices.

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> • Required Readings: Tallamy, Chapter 2: A new approach to conservation • Assignments: Ecological Principles & Concepts Assignment (Soil Assignment) Due [See Canvas for details].
Week 8	<ul style="list-style-type: none"> • Topic: Ecosystem Services & Nature-Based Strategies Part 2 • Summary: This week the focus will be on carbon sequestration and pollinators. • Required Readings: Tallamy, Chapter 11: What each of us can do • Assignments: n/a
Week 9	<ul style="list-style-type: none"> • Topic: EXAM 1 Assignments: Landscape Management Plan Assigned
Week 10	<ul style="list-style-type: none"> • Spring Break
Week 11	<ul style="list-style-type: none"> • Topic: Florida Friendly Landscapes & Ecological Planting Design • Summary: Class trip to IFAS Research Plots on Tuesday • Required Readings: FFL Guide to Plant Selection and Design, Designing your FFL. • Assignments: n/a
Week 12	<ul style="list-style-type: none"> • Topic: Landscape Ecology • Summary: This week we will discuss habitat fragmentation and its impact on the ecosystem. We will also discuss the structural and functional components of the landscape. • Required Readings: n/a • Assignment: n/a
Week 13	<ul style="list-style-type: none"> • Topic: Landscape Ecology (continued) and the Florida Ecological Greenways Network (FEGN) • Summary: This week we will discuss the importance of wildlife corridors, the Florida Ecological Greenways Network, the Florida Wildlife Corridor, and land protection strategies • Required Readings: n/a • Assignment: n/a
Week 14	<ul style="list-style-type: none"> • Topic: Edges, Roads, and Wildlife Crossings • Summary: Guest speaker will share perspectives on edges, roads and wildlife crossings and the designing to avoid conflicts. • Required Reading: n/a • Assignments: n/a
Week 15	<ul style="list-style-type: none"> • Topic: Large Landscape Management • Summary: This week we will discuss the importance of large landscapes (agricultural lands) in the reduction of habitat fragmentation and best management practices (BMPs) for these landscapes. {Jim Stickland or Julie Morris speak?} • Required Reading: n/a • Assignments: Landscape Management Plan Due
Exam Week	<ul style="list-style-type: none"> • Final Exam

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- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage for more information](#).

LAA 4532: Landscape Ecology and Management
UF Department of Landscape Architecture
Spring 2026

SYLLABUS

I. General Information

CLASS MEETINGS: 100% In-Person, Tuesday Periods 7 - 8 (1:55 PM – 3:50 PM); Thursday Period 7 (1:55 PM – 2:45 PM)
LOCATION: RINKER 230
CREDITS: 3 Credits

INSTRUCTOR: Belinda B. Nettles, Ph.D.
Office Location: TBD
Office Hours: Tuesday/Thursday Period 6
bbnettles@ufl.edu

COURSE DESCRIPTION

This course explores the relationship between planning, design decision-making and landscape management practices which are based on the fundamental principles of ecology and landscape ecology.

The goal of this course is to develop the ability to make planning and design decisions at the regional and site scale based upon sound landscape management and maintenance practices through an understanding and application of fundamental principles of ecology and landscape ecology. This includes an understanding of proper landscape maintenance practices and how they inform design.

This course is co-listed with a graduate level course. Graduate students may be enrolled in the course.

PREREQUISITE KNOWLEDGE AND SKILLS

LAA2XXX: Sustainable Technologies 1

Required Readings and Works

Materials and Supplies Fees: n/a

There are no required textbooks, however there are required readings that will be posted on Canvas.

II. Student Learning Outcomes (SLOs)

The course learning objectives (CLOs) below align with the Landscape Architectural Accreditation Board (LAAB) standards and UF's MLA Student Learning Outcomes (SLOs). CLOs are used to guide the assessment of student learning throughout their engagement in the program. At the end of this course,

students will be expected to have achieved the following development level course learning objectives (CLOs) under the program SLO headings as follows:

CONTENT
SLO 1 – Understand the impacts associated with land development, post-construction management, and maintenance.
1. Plant Ecology: Understand and integrate the foundational principles of ecology, aesthetics, and horticulture to create environmentally responsible and visually compelling landscapes.
2. Engineering Impacts: Explain the impacts associated with landscape engineering, development, post-construction management and maintenance
3. Earth Systems: Describe earth systems - including soil science, geology, hydrology, and topography - and their influence on landscape design decision making.
SLO 2 – Examine the interactions between living (biotic) and non-living (abiotic) elements within various types of landscapes
4. Ecosystem Interaction: Analyze the interrelationships between abiotic and biotic components of ecosystems and climate to inform design strategies that promote environmental resilience and adaptation.
5. Design Proposal Development: Integrate materials, engineering, specification, and construction techniques in a design proposal.

III. Graded Work

DESCRIPTION OF GRADED WORK

Class Participation (10% of total grade)

Students receive credit for class attendance and participation. Participation includes actively engaging in classroom discussions and class activities. One unexcused absence is allowed. Students with excused absences can make up material or activities covered during their excused absence(s) for credit and should contact the instructor about any make-up work.

Ecological Principles and Concepts Assignment (20% of total grade)

Students will complete this research and writing assignment, approximately 2-3 pages each, demonstrating an understanding of the key concepts, principles, and strategies learned in class. For a complete description of requirements and the grading rubric, please see Canvas.

Landscape Management Plan (30% of total grade)

Students will work in small groups to develop a landscape management plan. This will include a maintenance guide, undesirable weed identification and control strategies, and invasive plant identification and control strategies. For a complete description of requirements and the grading rubric, please see Canvas.

Exams (40% of total grade)

This class has three equally weighted, non-cumulative exams covering material from the readings and class discussions. The questions on these online exams will be a combination of multiple choice, fill-in-the-blank, true/false, and short answer.

The graded work assesses the course learning objectives as follows:

Assessment	SLO1			SLO2	
	1	2	3	4	5
Ecological Principles & Concepts Assignment		X	X	X	
Landscape Management Plan	X		X	X	X
Exams	x	x	x	x	x

GRADING SCALE

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

All student be and used	A	93 – 100%		C	73 – 76%	work may retained by the
	A-	90 – 92%		C-	70 – 72%	
	B+	87 – 89%		D+	67 – 69%	
	B	83 – 86%		D	63 – 66%	
	B-	80 – 82%		D-	60 – 62%	
	C+	77 – 79%		E	<60	

Department of Landscape Architecture. Digital copies of student work for this course must be turned in at the completion of each assignment. Please follow the directions given by the instructor as to how they will be submitted (e.g., Canvas, CD, PDF, word file, etc.). If an assignment is required to be scanned, it must be scanned; photographs of assignments are not acceptable. If a multipage PDF is requested, do NOT submit each page as a separate PDF. It must be submitted as one file. Point deductions on the assignment may result from not following submittal directions or providing incorrect submittal or file formats.

Assignments are expected to be submitted by the specified due date. If no prior arrangement is made with the instructor for a late submittal, the maximum points that the student can earn for the assignment will be reduced by 2% for every day it is late. Assignments are out of 100 points. Therefore, if a 100-point project is five days late, the maximum points that the student can receive for the project is 90 points (i.e., 90% of the total grade). If the student receives the equivalent grade of 85% on the assignment, the student would receive 76.5 points (85% of 90 points). Assignments that are ten days late or more will be graded out of 80% of the total points of the assignment. Late assignments will be accepted on or before the last day of class. A grade of zero will be given until the assignment has been turned in.

Timely submission of assignments is included as part of the rubric.

A due date and time will be provided for every assignment, and an assignment is considered a day late if it is submitted after the specified date and time. The deadline is a hard deadline; no exceptions will be

made for scanning, computer related issues, uploading, et cetera. Assignments are considered an additional day late every 24 hours from the due date.

Assignment submissions may be updated and re-uploaded to the Canvas site as needed prior to a submittal deadline. Once the deadline has passed for an assignment and a submission has been made, additional submittals are not guaranteed to be accepted. If the updated, late submittal is accepted, the entire submittal will be considered late, and points will be deducted based on the date of the late submission. In addition, it is the student's responsibility to ensure that a submission is complete; missing items will not be given credit.

IV. Annotated Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Course Introduction, Expectations, and an Introduction to Sustainable Practices • Summary: This week we will introduce the course and discuss the course structure, assignments, and expectations. We will also have an Introduction to sustainable practices and why they are important to landscape design. • Required Readings: No readings due this week. Readings are listed on the week that they will be discussed in class. The readings listed below for Week 2 should be read <i>prior</i> to Tuesday's class.
Week 2	<ul style="list-style-type: none"> • Topic: Introduction to Landscape Maintenance Plans & Best Management Practices • Summary: This week we will begin discussing landscape maintenance plans and their primary elements. We will also begin discussing best management practices.
Week 3	<ul style="list-style-type: none"> • Topic: Ecological Principles • Summary: Intro to Ecological Principles • Required Readings: Chapter 1: Intro to biodiversity planning and design, Ahern, Leduc and York • Assignment: n/a
Week 4	<ul style="list-style-type: none"> • Topic: Florida's Pyric Ecosystems & Fire-wise Design • Summary: This we will discuss the role of fire, controlled burns, Florida's fire hazards, and fire-wise design strategies. Saturday Field Trip to Ordway-Swisher (??) • Required Readings: n/a • Assignment: Ecological Principles & Concepts Assignment Assigned (Soil) Assigned
Week 5	<ul style="list-style-type: none"> • Topic: Invasive Species and Plant Ecology • Summary: • Required Readings: Nature as it was; nature as it could be. Rainer & West – Planting in a Post-Wild World • Assignment: n/a
Week 6	<ul style="list-style-type: none"> • Topic: Soils, Construction Impacts, and Soil Management • Summary: This week we will discuss soils, the underlying geology, and the importance of soil health, especially during and after construction. • Required Readings: none

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> • Assignment: none
Week 7	<ul style="list-style-type: none"> • Topic: Ecosystem Services & Nature-Based Strategies Part 1 • Summary: This week we will discuss water flows, infiltration, wetlands, and stormwater management strategies to reduce runoff, prevent erosion, encourage infiltration, and mitigate the impact of landscape practices on water quality. This includes a discussion of best management practices. • Required Readings: Tallamy, Chapter 2: A new approach to conservation • Assignments: Ecological Principles & Concepts Assignment (Soil Assignment) Due [See Canvas for details].
Week 8	<ul style="list-style-type: none"> • Topic: Ecosystem Services & Nature-Based Strategies Part 2 • Summary: This week the focus will be on carbon sequestration and pollinators. • Required Readings: Tallamy, Chapter 11: What each of us can do • Assignments:
Week 9	<ul style="list-style-type: none"> • Topic: EXAM 1 • Assignments: Landscape Management Plan Assigned
Week 10	<ul style="list-style-type: none"> • Spring Break
Week 11	<ul style="list-style-type: none"> • Topic: Florida Friendly Landscapes & Ecological Planting Design • Summary: Class trip to IFAS Research Plots on Tuesday • Required Readings: FFL Guide to Plant Selection and Design, Designing your FFL. • Assignments: n/a
Week 12	<ul style="list-style-type: none"> • Topic: Landscape Ecology • Summary: This week we will discuss habitat fragmentation and its impact on the ecosystem. We will also discuss the structural and functional components of the landscape. • Required Readings: n/a • Assignment: n/a
Week 13	<ul style="list-style-type: none"> • Topic: Landscape Ecology (continued) and the Florida Ecological Greenways Network (FEGN) • Summary: This week we will discuss the importance of wildlife corridors, the Florida Ecological Greenways Network, the Florida Wildlife Corridor, and land protection strategies. • Required Readings: n/a • Assignment: n/a
Week 14	<ul style="list-style-type: none"> • Topic: Edges, Roads, and Wildlife Crossings • Summary: Guest speaker will share perspectives on edges, roads and wildlife crossings and the designing to avoid conflicts. • Required Reading: n/a • Assignments: n/a
Week 15	<ul style="list-style-type: none"> • Topic: Large Landscape Management

Week	Topics, Homework, and Assignments
	<ul style="list-style-type: none"> • Summary: This week we will discuss the importance of large landscapes (agricultural lands) in the reduction of habitat fragmentation and best management practices (BMPs) for these landscapes. • Required Reading: n/a • Assignments: Landscape Management Plan Due
Exam Week	<ul style="list-style-type: none"> • Final Exam

VI. Required Policies

ATTENDANCE POLICY

Attendance is mandatory. Students are expected to arrive on time. Acceptable reasons for excused absences are as follows:

- o Illness
- o Serious accidents or emergencies affecting the student, their roommates, or their family
- o Special curricular requirements (e.g., judging trips, field trips, professional conferences)
- o Military obligation
- o Severe weather conditions that prevent class participation
- o Religious holidays
- o Participation in official university activities such as music performances, athletic competition or debate.
- o Court-imposed legal obligations (e.g., jury duty or subpoena)
- o Other reasons (e.g., a job interview or club activity) may be deemed acceptable if approved by the instructor

Students shall be permitted a reasonable amount of time to make up material or activities covered during their excused absence(s) and should contact the instructor about any make-up work. Absences do not affect project deadline dates unless prior arrangements have been made.

Class discussion is essential to the learning experience; therefore, attendance is expected for the entire class time. During the class, it is expected that all students will be participating in discussions/activities or working on LAA1532 assignments. Arriving late to class, leaving during class for extended durations, or leaving early from class may be considered being absent from class.

The instructor will not provide the student notifications regarding absences and tardiness. You may email the instructor should you have any questions regarding your attendance. Please schedule a meeting for any discussions regarding attendance, tardiness, and late assignments.

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://gradcatalog.ufl.edu/graduate/regulations/>

STUDENTS REQUIRING ACCOMMODATION

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF EVALUATIONS PROCESS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

UNIVERSITY HONESTY POLICY

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

COUNSELING AND WELLNESS CENTER

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/> , 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

COURSE MATERIALS AND IN-CLASS RECORDINGS

The digital course materials provided on Canvas (e.g., lectures, assignments, quizzes, et cetera) are provided for personal study and are not intended for distribution by electronic or other means. Further distribution or posting on other websites is not permitted.

Our class sessions may be audio visually recorded. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who participate orally are agreeing to have their voices recorded.

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in

preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Course|New for request 21087

Info

Request: LAA 6XXXC Advanced Landscape Architecture Design Studio 2

Description of request: Requesting a new course for the landscape architecture graduate curriculum.

Submitter: Julie Bruck jbruck@ufl.edu

Created: 4/14/2025 9:33:17 PM

Form version: 3

Responses

Recommended Prefix LAA

Course Level 6

Course Number XXX

Lab Code C

Category of Instruction Intermediate

Course Title Advanced Landscape Architecture Design Studio 2

Transcript Title Adv. LA Design Studio 2

Degree Type Graduate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 6

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 10

Course Description This advanced design studio explores the intersection of environmental responsibility and social well-being in the built environment.

Co-requisites n/a

Prerequisites LAA 6656C: Advanced LA Design Studio 1

Rationale and Placement in Curriculum Masters level, majors only, intended for degree requirement, 2nd of 4 studio design courses for professional degree in Landscape Architecture

Course Objectives

KNOWLEDGE

SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.

Historical Context: Summarize and explain broad concepts related to the history of place, and landscape architecture, that impact the built and natural environment.

Theoretical Frameworks: Demonstrate an understanding of the various critical approaches and theoretical frameworks relevant to landscape architecture.

ETHICS

SLO 3 – Apply ethical understanding to design decision-making.

User-centered Design: Analyze and respond to people's and communities' diverse needs by considering the diverse abilities, perspectives, socio-cultural contexts, and histories when deriving design solutions.

Professionalism: Demonstrate ethical behaviors and professional conduct in the context of landscape architecture, including respect, honesty, empathy, integrity, and responsibility.

Research Ethics: Identify and explain the ethical considerations involved in conducting research

CRITICAL THINKING

SLO 4 – Combine and analyze information from multiple sources to support design decision-making.

Design Synthesis: Conduct a comprehensive analysis and synthesis of objective and subjective information to inform the organization of space and forms within the landscape (all studios).

Design Values: Analyze and evaluate the effectiveness of landscape architecture projects in reaching diverse goals such as spatial organization, user experience, ecological sustainability, social equity, resilience, and cultural significance.

RESEARCH

SLO6: Research: Devise research methodologies and conclusions appropriate to individual area of interest.

Research Design: Articulate a clear research theory, question, and method for a project or proposal.

Course Textbook(s) and/or Other Assigned Reading Varies depending on site and project

Weekly Schedule of Topics

Week 1 • Topic: Introduction to course

- Activity/ Assignment: Ex. 1 assigned Monday

Week 2 • Topic: Literature Review

- Reading: select appropriate reading – peer reviewed article
- Activity/ Assignment: Ex. 1 due Friday. Ex. 2 & ex. 3 Assigned Monday

Week 3 - 7

- Topic: Research
- Reading: varies
- Activity/ Assignment: Work on Project 1, Final Design, Ex. 2 & 3 Due Friday.

Week 8 • Topic: Mid-Review Presentation

Week 9-13 • Topic: Design work in studio

- Reading: varies
- Activity/ Assignment: continue working on your project – instructor desk crits.

Week 14

Thanksgiving Break

Week 15-16 • Final Presentation in Week 15 (Wednesday). Please follow instructions on CANVAS for submission.

Grading Scheme DESCRIPTION OF GRADED WORK

Exercises (20% of total grade)

Short assignments designed to develop foundational skills in analysis, mapping, and design. These exercises will help students explore key concepts such as site analysis, data visualization, and precedent research to inform their design process.

Research and Design Critiques (25% of total grade)

Students will conduct in-depth research and iterative design explorations, receiving feedback through structured critiques. This component emphasizes the integration of research findings into design proposals and fosters critical thinking and refinement of ideas.

Final Project (30% of total grade)

A comprehensive design proposal that synthesizes research, analysis, and design strategies into a cohesive solution addressing disaster resilience and adaptation. The final submission will include site plans, design frameworks, and policy recommendations.

Final Presentation (15%)

Students will deliver a professional presentation of their final project, effectively communicating their design process, key insights, and proposed solutions. Emphasis will be placed on clear storytelling, visual communication, and persuasive delivery.

Participation (10%)

Active engagement in class discussions, group work, and critiques is essential to the learning experience. Students are expected to contribute thoughtful insights, collaborate effectively with peers, and demonstrate a commitment to the studio process.

The graded work assesses the course learning objectives as follows:

Assessment

LAAXXC – Course Learning Objectives (CLOs)

SLO1

SLO3

SLO4

SLO6

1

2

3

4

5

6

7

8

Exercises

X

X

X

X

Research

X

X

X

X

X

Project

X

X

X

X

X

X

X

X

GRADING SCALE

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A

93 – 100%

C

73 – 76%

A-

90 – 92%

C-

70 – 72%

B+

87 – 89%

D+

67 – 69%

B

83 – 86%

D

63 – 66%

B-

80 – 82%

D-

60 – 62%

C+

77 – 79%

E

<60

As per department policy, Landscape Architecture Majors must receive a C or better to move forward. Any grade lower than a C will require that the course be taken over again.

All student work may be retained and used by the Department of Landscape Architecture. Digital copies of student work for this course must be turned in at the completion of each assignment. Please follow the directions given by the instructor as to how they will be submitted (e.g., Canvas, CD, PDF, word file, etc.). If an assignment is required to be scanned, it must be scanned; photographs of assignments are not acceptable. If a multipage PDF is requested, do NOT submit each page as a separate PDF. It must be submitted as one file. Point deductions on the assignment may result from not following submittal directions or providing incorrect submittal or file formats.

Studio projects are expected to be submitted by the specified due date. If no prior arrangement is made with the instructor for a late submittal, the maximum points that the student can earn for the project will be reduced by 2% for every day it is late. Projects are out of 100 points. Therefore, if a 100-point project is five days late, the maximum points that the student can receive for the project is 90 points (i.e., 90% of the total grade). If the student receives the equivalent grade of 85% on the project, the student will receive 76.5 points (85% of 90 points). Projects that are ten days late or more will be graded out of 80% of the total points of the assignment. Late projects will be accepted on or before the last day of class. A grade of zero will be given until the project has been turned in. Engagement during class activities and timely submission of exercises are included as part of the activity rubric.

A due date and time will be provided for every assignment, and an assignment is considered a day late if submitted after the specified date and time. The deadline is a hard deadline; no exceptions will be made for scanning, computer related issues, uploading, et cetera. Assignments are considered an additional day late every 24 hours from the due date.

Assignment submissions may be updated and re-uploaded to the Canvas site as needed prior to a submittal deadline. Once the deadline has passed for an assignment and a submission has been made, additional submittals are not guaranteed to be accepted. If the updated, late submittal is accepted, the entire submittal will be considered late, and points will be deducted based on the date of the late submission. In addition, it is the student's responsibility to ensure that a submission is complete; missing items will not be given credit.

Instructor(s) Alpa Nawre

Attendance & Make-up Yes

Accommodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

LAA 6XXXc: Advanced LA Design Studio 2

UF Department of Landscape Architecture

FALL 2025

SYLLABUS

I. General Information

CLASS MEETINGS: 100% In-Person, MWF Period 3-5, 9:35 – 12:35 PM

LOCATION: 320 Antevy Hall

CREDITS: 6 Credits

INSTRUCTOR: Alpa Nawre

Office Location: 442 Antevy Hall

Office Hours: Thursdays, 1-3pm or by appointment

COURSE DESCRIPTION

This advanced design studio explores the intersection of environmental responsibility and social well-being within the built environment. Through the lens of landscape architecture, students will analyze disparities in access to quality public spaces, developing design solutions that promote resilient, sustainable, and culturally meaningful landscapes. The studio emphasizes creating places that address a range of community needs, considering ecological, economic, and historical contexts to foster long-term environmental and social resilience.

Upon completion, students will have developed advanced expertise in designing within the framework of environmental and social systems. They will cultivate their abilities to critically analyze challenges, engage with communities, and communicate design solutions that ensure access to sustainable, resilient, and culturally relevant landscapes.

PREREQUISITE KNOWLEDGE AND SKILLS

LAA 6656C: Advanced LA Design Studio 1

REQUIRED READINGS AND WORKS

No required textbook

COURSE FEES

n/a

II. Student Learning Outcomes (SLOs) and Course Learning Objectives (CLOs)

Each student in the LA program is expected to understand and apply the design process and continuously develop:

- a range of approaches (creative, cultural, and/or historic) to create spatial and temporal landscape compositions, and
- multiple design alternatives before synthesizing ideas into a defensible plan.

Students taking design studios are also expected to demonstrate diligence, independence, and curiosity as part of an ongoing practice of learning and transformation.

The **course learning objectives** (CLOs) below align with the Landscape Architectural Accreditation Board (LAAB) standards and UF's MLA Student Learning Outcomes (SLOs) are used to guide the assessment of student learning throughout their engagement in the program.

At the end of this course, students will be expected to have achieved an appropriate developmental level of the following CLOs numbered in the chart below (each with an individual name):

KNOWLEDGE	
SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.	
1.	Historical Context: Summarize and explain broad concepts related to the history of place, and landscape architecture, that impact the built and natural environment.
2.	Theoretical Frameworks: Demonstrate an understanding of the various critical approaches and theoretical frameworks relevant to landscape architecture.
ETHICS	
SLO 3 – Apply ethical understanding to design decision-making.	
3.	User-centered Design: Analyze and respond to people's and communities' diverse needs by considering the diverse abilities, perspectives, socio-cultural contexts, and histories when deriving design solutions.
4.	Professionalism: Demonstrate ethical behaviors and professional conduct in the context of landscape architecture, including respect, honesty, empathy, integrity, and responsibility.
5.	Research Ethics: Identify and explain the ethical considerations involved in conducting research
CRITICAL THINKING	
SLO 4 – Combine and analyze information from multiple sources to support design decision-making.	
6.	Design Synthesis: Conduct a comprehensive analysis and synthesis of objective and subjective information to inform the organization of space and forms within the landscape (all studios).
7.	Design Values: Analyze and evaluate the effectiveness of landscape architecture projects in reaching diverse goals such as spatial organization, user experience, ecological sustainability, social equity, resilience, and cultural significance.
RESEARCH	
SLO6: Research: Devise research methodologies and conclusions appropriate to individual area of interest.	
8.	Research Design: Articulate a clear research theory, question, and method for a project or proposal.

Final Presentation								X
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GRADING SCALE

For information on how UF assigns grade points, visit: [https://gradcatalog.ufl.edu/graduate/regulations/under GRADES](https://gradcatalog.ufl.edu/graduate/regulations/under%20GRADES).

A	93 – 100%		C	73 – 76%
A-	90 – 92%		C-	70 – 72%
B+	87 – 89%		D+	67 – 69%
B	83 – 86%		D	63 – 66%
B-	80 – 82%		D-	60 – 62%
C+	77 – 79%		E	<60

The Department acknowledges that the student retains ownership of their documents; however, it is a necessity for the Department to retain the right to use the documents for professional accreditation purposes. Furthermore, other course specific work, such as service-learning opportunities may require the Department to ultimately provide work created by students to an outside organization.

Digital copies of student work for this course must be turned in at the completion of each assignment. Please follow the directions given by the instructor as to how they will be submitted (e.g., Canvas, CD, PDF, word file, etc.).

IV. Annotated Weekly Schedule

Week	Topics, Activities, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Introduction to course • Activity/ Assignment: Ex. 1 assigned Monday
Week 2	<ul style="list-style-type: none"> • Topic: Literature Review • Reading: select appropriate reading – peer reviewed article • Activity/ Assignment: Ex. 1 due Friday. Ex. 2 & ex. 3 Assigned Monday
Week 3 - 7	<ul style="list-style-type: none"> • Topic: Research • Reading: varies • Activity/ Assignment: Work on Project 1, Final Design, Ex. 2 & 3 Due Friday.
Week 8	<ul style="list-style-type: none"> • Topic: Mid-Review Presentation
Week 9-13	<ul style="list-style-type: none"> • Topic: Design work in studio • Reading: varies • Activity/ Assignment: continue working on your project – instructor desk crits.
Week 14	Thanksgiving Break

Week 15-16	<ul style="list-style-type: none"> • Final Presentation in Week 15 (Wednesday). Please follow instructions on CANVAS for submission.
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VI. Required Policies

Class Attendance & Excused Absences:

Requirements for class attendance and excused absences are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)

Requirements for exams, reading days, and excused absences relative to exams and other assignments/assessments are consistent with university policies. [See Examination Policies and Reading Days for more information regarding University Exam Policies.](#)

Accommodations for students with Disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the [“Get Started With the DRC” webpage on the Disability Resource Center site](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Technology

Canvas: In this class, Canvas, UF’s online learning management system, will be used for course activities, resources, assignments and communication channels. All assignments will be posted through the Canvas course site unless otherwise directed.

Online Course Evaluation Process:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to Provide Constructive Feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

UF Honesty Policy

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources:

• Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
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- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage for more information](#).

Course|New for request 21125

Info

Request: LAA 6XXXC Advanced Landscape Architecture Design Studio 3

Description of request: Required to develop new courses to fit new curriculum due to faculty approved changes made after accreditation visit

Submitter: Julie Bruck jbruck@ufl.edu

Created: 4/10/2025 6:18:08 PM

Form version: 2

Responses

Recommended Prefix LAA

Course Level 6

Course Number XXX

Lab Code C

Course Title Landscape Architecture Advanced Design Studio 3

Transcript Title LA Adv. Design Studio 3

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 6

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 10 - studio course combines lecture and lab sessions and requires additional studio learning.

Course Description Explores sustainability through analysis of environmental, economic, and social challenges, leading to the design of innovative, data-driven solutions that respond to complex systems and conditions.

Prerequisites Advanced LA Design Studio 1

Co-requisites n/a

Rationale for Placement in the Curriculum Graduate degree requirement for Master of Landscape Architecture students to earn their degree.

Syllabus Content Requirements All Items Included

LAA 6XXXc: Advanced Landscape Architecture Design Studio 3
UF Department of Landscape Architecture
SPRING 2026

SYLLABUS

I. General Information

CLASS MEETINGS: 100% In-Person, MWF Period 3-5, 9:35 – 12:35 PM
LOCATION: 320 Antevy Hall
CREDITS: 6 Credits
INSTRUCTOR: Andrea Galinski
Office Location: 442 Antevy Hall
Office Hours: Thursdays, 1-3pm or by appointment

COURSE DESCRIPTION

Explores sustainability through analysis of environmental, economic, and social challenges, leading to the design of innovative, data-driven solutions that respond to complex systems and conditions.

This course challenges students to develop values-based frameworks for sustainability, integrating climate data and systems thinking into decision-making. Through interdisciplinary collaboration, students will leverage planning, landscape architecture, and architectural strategies to design adaptive, resilient systems that address complex environmental, social, and economic challenges. Emphasis is placed on fostering independent, innovative thinking, with a focus on the visualization and communication of these systems over time. Proficiency in industry-standard design software is expected to support clear, effective communication and design execution.

PREREQUISITE KNOWLEDGE AND SKILLS

LAA 6656C: Advanced LA Design Studio 1

REQUIRED READINGS AND WORKS

No required textbook

COURSE FEES

n/a

II. Student Learning Outcomes (SLOs) and Course Learning Objectives (CLOs)

Each student in the LA program is expected to understand and apply the design process and continuously develop:

- a range of approaches (creative, cultural, and/or historic) to create spatial and temporal landscape compositions, and

- multiple design alternatives before synthesizing ideas into a defensible plan.

Students taking design studios are also expected to demonstrate diligence, independence, and curiosity as part of an ongoing practice of learning and transformation.

The **course learning objectives** (CLOs) below align with the Landscape Architectural Accreditation Board (LAAB) standards and UF's MLA Student Learning Outcomes (SLOs) are used to guide the assessment of student learning throughout their engagement in the program.

At the end of this course, students will be expected to have achieved an appropriate developmental level of the following CLOs numbered in the chart below (each with an individual name):

KNOWLEDGE
SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.
1. Sustainable Design: Articulate and explain the human, social, economic, and environmental principles of sustainable development as they relate to design decision-making.
APPLICATION
SLO 2 – Apply core professional landscape architecture skills in design decision-making.
2. Design Practice: Apply an iterative design process, including research, ideation, making, and evaluation in the development of creative and technical projects or research applications.
3. Collaboration: Demonstrate effective leadership, cooperation, and communication skills to achieve shared goals in team-based projects.
4. Interdisciplinarity: Synthesize and integrate knowledge, methods, and perspectives from other disciplines to design decision-making.
5. Performance: Establish environmental, social, and economic objectives and desired outcomes for a project and identify data types and methods to measure design impact.
CRITICAL THINKING
SLO 4 – Combine and analyze information from multiple sources to support design decision-making.
6. Design Synthesis: Conduct a comprehensive analysis and synthesis of objective and subjective information to inform the organization of space and forms within the landscape.
7. Design Impact: Define and measure the impact of a design in response to specific challenges, needs, and aspirations based on measurable outcomes.
RESEARCH
SLO6: Research: Devise research methodologies and conclusions appropriate to individual area of interest.
8. Knowledge Integration: Demonstrate the ability to position research within the broader landscape architecture field and articulate its significance in advancing the discipline.

III. Graded Work

Grading policies in the course are consistent with the [university's graduate school grades and grading policies](#). Deadlines for assignments are listed in the Annotated Weekly Schedule and on Canvas. Students should submit work on the dates indicated except where university policy provides an exemption.

DESCRIPTION OF GRADED WORK

PROJECT 01 | Regional Research: Understanding Regional Systems + Change Over Time (15% of total grade)

We will ask how do we generate understanding of a place beyond the collection of information about a particular geography? Working in multidisciplinary teams across the architecture, landscape architecture, urban planning, as well as journalism student cohorts, you will conduct research and develop a narrative and set of visual graphics about the southwest Florida region (Lee County) focused on a select theme of interest (housing, ecosystems, economy, climate change, etc.).

PROJECT 02 | Cape Coral and the Making of the Florida City (City-Scale Research and Critique) (15% of total grade)

Building upon project 01, the goal of project 02 is to better understand the conditions of the city of Cape Coral and to articulate a specific critique about the place and its future. Students will conduct in-depth research and iterative design explorations, receiving feedback through structured critiques. This component emphasizes the integration of research findings into design proposals and fosters critical thinking and refinement of ideas.

PROJECT 03 | Mid-Cape Village: Sustainable Design + Planning + Policy Interventions (60% of total grade)

Project 03 will focus on what is being called the "Mid-Cape Village." Working in teams and on individual projects, students will envision a series of scenarios, each exploring the creation of a dynamic, modern, mixed-use city center for Cape Coral that thinks big about the challenges it faces cohesive solution addressing disaster resilience and adaptation. The final submission will include a site-scale master plan, development goals/objectives, design typology proposals, and policy recommendations.

Participation (10%)

Active engagement in class discussions, group work, and critiques is essential to the learning experience. Students are expected to contribute thoughtful insights, collaborate effectively with peers, and demonstrate a commitment to the studio process.

All Rubrics for assignments, projects, and engagement are found on CANVAS

The graded work assesses the course learning objectives as follows:

Assessment	LAAXXXC – Course Learning Objectives (CLOs)							
	1	SLO2				SLO4		6
	1	2	3	4	5	6	7	8
Project 01			X	X	X			
Project 02			X	X	X			

Project 03	X	X	X	X	X	X	X	X
Participation			X	X				

GRADING SCALE

For information on how UF assigns grade points, visit: <https://gradcatalog.ufl.edu/graduate/regulations/GRADES>.

A	93 – 100%		C	73 – 76%
A-	90 – 92%		C-	70 – 72%
B+	87 – 89%		D+	67 – 69%
B	83 – 86%		D	63 – 66%
B-	80 – 82%		D-	60 – 62%
C+	77 – 79%		E	<60

The Department acknowledges that the student retains ownership of their documents; however, it is a necessity for the Department to retain the right to use the documents for professional accreditation purposes. Furthermore, other course specific work, such as service-learning opportunities may require the Department to ultimately provide work created by students to an outside organization.

Digital copies of student work for this course must be turned in at the completion of each assignment. Please follow the directions given by the instructor as to how they will be submitted (e.g., Canvas, CD, PDF, word file, etc.).

IV. Annotated Weekly Schedule

Week	Topics, Activities, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Syllabus overview, group Intros, overview of Project 01 + 02 • Readings: "Cartographic Grounds: Projecting the Landscape Imaginary" (Desimini); "The Agency of Mapping: Speculation, Critique and Invention" (Corner) • Activity/ Assignment: <ul style="list-style-type: none"> ○ Intro Project 00 Mapping a Day in Your Life ○ Intro Project 01 Regional Research ○ Overview of Unreal Engine
Week 2	<ul style="list-style-type: none"> • Topic: Regional research, guest lecture on SW Florida region • Readings: Select diagrams- typology, timeline, infographics, collage, systems diagrams/mind map • Activity/ Assignment: <ul style="list-style-type: none"> ○ Project 01 Pin-up ○ Desk-crits

Week 3	<ul style="list-style-type: none"> • Topic: Regional research (con't) + introduction to site, city-scale research, guest lectures (southwest Florida water quality/ environmental issues) <ul style="list-style-type: none"> • Project 01 DUE (group presentations) • Readings: "The Five Whys," "Frame Your Design Challenge (IDEO Design Kit) • Activity/ Assignment: <ul style="list-style-type: none"> ○ Project 01 DUE (group presentations) ○ Intro Project 02 Cape Coral + Making of the Florida City: City-Scale Research + Critique ○ Unreal Engine technical tutorial
Week 4	<ul style="list-style-type: none"> • Topic: City-scale research (con't), guest lectures (affordable housing, impacts of Hurricane Ian) <ul style="list-style-type: none"> • Readings: "The Gulf: The Making of an American Sea (Davis, Jack), "Jane Jacobs and the Death and Life of American Planning (Campanella, Thomas), "The Boomtown That Shouldn't Exist" (Grunwald, Michael) • Activity/ Assignment: <ul style="list-style-type: none"> ○ Desk crits ○ Unreal Engine technical tutorial
Week 5	<ul style="list-style-type: none"> • Topic: City-scale research (con't), guest lecture (city manager of Cape Coral) • Reading: "Manifest Destiny: A Guide to the Essential Indifference of American Suburban Housing" (Griffiths, Jason), "Community: The American Way of Living" (Ambost, Tobias, D'Oca, Daniel, + Theodore, Georgeen) • Activity/ Assignment: <ul style="list-style-type: none"> ○ Desk crits ○ Project 02 DUE (group presentations) ○ Intro Project 03 Mid-Cape Village: Design, Planning + Policy Interventions
Week 6	<ul style="list-style-type: none"> • Topic: Sustainable design- site analysis, guest lecture (The Gulf: The Making of an American Sea) • Reading: "The Gulf: The Making of an American Sea (Davis, Jack) • Activity/ Assignment: <ul style="list-style-type: none"> ○ Desk crits ○ Project 3.1 DUE (existing city fabric/context assessment)
Week 7	<ul style="list-style-type: none"> • Topic: Sustainable design- case studies, guest lectures (history of digital twins; engineering/hazard mitigation) • Reading: "The Swamp Peddlers: How Lot Sellers, Land Scammers, and Retirees Built Modern Florida and Transformed the American Dream" (Vuic, Jason), "A radical vision for reinventing the suburbs" (Berg, Nate) • Activity/ Assignment: <ul style="list-style-type: none"> ○ Desk crits ○ Project 3.2 DUE (case studies)
Week 8	<ul style="list-style-type: none"> • Topic: Sustainable design- development analysis, goals, objectives; urban design plan • Activity/ Assignment: <ul style="list-style-type: none"> ○ Group charettes, presentations ○ Unreal Engine technical tutorial ○ Design Project 3.3/3.4 board

Week 9	<ul style="list-style-type: none"> • Topic: Sustainable design- development analysis, goals, objectives; urban design plan (con't) • Reading: Disasters Deconstructed (podcast), Cape Coral reports • Activity/ Assignment: <ul style="list-style-type: none"> ○ Project 3.3/3.4 board DUE
Week 10	SPRING BREAK
Week 11	<ul style="list-style-type: none"> • Topic: Sustainable urban design plan (con't) • Reading: "Retrofitting Suburbia" (TEDxAtlanta: Ellen Dunham-Jones), "Swamp Peddlers" (Whitney, Elizabeth), select Cape Coral reports (vulnerability assessment, resilience strategy, housing plans) • Activity/ Assignment: <ul style="list-style-type: none"> ○ Desk crits ○ Mid-term Review (Project 3.4 Urban Design Plan)
Week 12	<ul style="list-style-type: none"> • Topic: Concept design (individual projects), performance metrics • Reading: ASLA's "Sustainable SITES Initiative" (SITES®), select ALSA project precedents (by theme) • Activity/ Assignment: <ul style="list-style-type: none"> ○ Desk-crits ○ Peer review pin-up (concept design)
Week 13	<ul style="list-style-type: none"> • Topic: Schematic design (individual projects) • Reading: Select ALSA project precedents (by theme) • Activity/ Assignment: <ul style="list-style-type: none"> ○ Desk-crits ○ Pin-up (schematic design)
Week 14	<ul style="list-style-type: none"> • Topic: Design development (individual projects) • Reading: Select ALSA project precedents (by theme) • Activity/ Assignment: <ul style="list-style-type: none"> ○ Desk-crits ○ Pin-up (design development)
Week 15	<ul style="list-style-type: none"> • Topic: Final Presentation • Activity/ Assignment: <ul style="list-style-type: none"> ○ Final presentation ○ Final portfolio/award submittal

VI. Required Policies

Class Attendance & Excused Absences:

Requirements for class attendance and excused absences are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)

Requirements for exams, reading days, and excused absences relative to exams and other assignments/assessments are consistent with university policies. [See Examination Policies and Reading Days for more information regarding University Exam Policies.](#)

Accommodations for students with Disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the [“Get Started With the DRC” webpage on the Disability Resource Center site](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Technology

Canvas: In this class, Canvas, UF’s online learning management system, will be used for course activities, resources, assignments and communication channels. All assignments will be posted through the Canvas course site unless otherwise directed.

Online Course Evaluation Process:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluer.com>

Guidance on how to Provide Constructive Feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

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- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
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- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage](#) for more information.

Course|New for request 21124

Info

Request: LAA 6XXXC Advanced Landscape Architecture Design Studio 4

Description of request: Adding a new studio course to our graduate program after accreditation review of our current offerings.

Submitter: Julie Bruck jbruck@ufl.edu

Created: 4/14/2025 9:30:41 PM

Form version: 3

Responses

Recommended Prefix LAA

Course Level 6

Course Number XXX

Lab Code C

Course Title Landscape Architecture Advanced Design Studio 4

Transcript Title LA Adv. Design Studio 4

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 6

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 10 - studio courses require additional time in the studio to develop design ideas

Course Description Integrates research, creativity, and innovation to inform complex planning and design decisions.

Prerequisites LAA6656c: Advanced Landscape Architecture Studio 1

LAA 6231: Theories of Landscape Architecture

Co-requisites n/a

Rationale for Placement in the Curriculum Graduate studio for MLA majors required for degree completion

Syllabus Content Requirements All Items Included

LAA 6XXXc: Advanced Landscape Architecture Design Studio 4
UF Department of Landscape Architecture
SPRING 2026

SYLLABUS

I. General Information

CLASS MEETINGS:	100% In-Person, MWF Period 3-5, 9:35 – 12:35 PM
LOCATION:	320 Antevy Hall
CREDITS:	6 Credits
INSTRUCTOR:	Jiayang Li
	Office Location: 456 Antevy Hall
	Office Hours: Thursdays, 1-3pm or by appointment

COURSE DESCRIPTION

This advanced design studio integrates research, creativity, and innovation to inform complex planning and design decisions. Students are expected to engage deeply with theoretical frameworks, using them to critically shape and support their design thinking. A hallmark of the studio is its emphasis on interdisciplinary inquiry—students are encouraged to draw from fields such as ecology, engineering, the social sciences, and the arts to challenge conventions and enrich their work. The studio supports the development of original, contextually responsive, and future-oriented proposals through rigorous research and iterative experimentation with materials, methods, and systems. As a culminating graduate experience, it demands a high level of independence, intellectual synthesis, and design ambition. Persuasive oral communication, critical dialogue, and visual clarity are emphasized to prepare students to articulate and defend their ideas in both professional and academic settings.

PREREQUISITE KNOWLEDGE AND SKILLS

LAA 6231: Theories of Landscape Architecture; LAA 6656c

REQUIRED READINGS AND WORKS

No required textbook.

COURSE FEES

n/a

II. Student Learning Outcomes (SLOs) & Course Learning Objectives (CLOs)

Each student in the LA program is expected to understand and apply the design process and continuously develop:

- a range of approaches (creative, cultural, and/or historic) to create spatial and temporal landscape compositions, and
- multiple design alternatives before synthesizing ideas into a defensible plan.

Students taking design studios are also expected to demonstrate diligence, independence, and curiosity as part of an ongoing practice of learning and transformation.

The **course learning objectives** (CLOs) below align with the Landscape Architectural Accreditation Board (LAAB) standards and UF's MLA Student Learning Outcomes (SLOs) are used to guide the assessment of student learning throughout their engagement in the program.

At the end of this course, students will be expected to have achieved an appropriate developmental level of the following CLOs numbered in the chart below (each with an individual name):

KNOWLEDGE
SLO 1 – Integrate concepts from the general body of knowledge of the profession of landscape architecture in design decision-making.
1. Design Process: Identify and describe the process of design and describe the form and function of an environment or system based on specific goals.
2. Theoretical Frameworks: Demonstrate an understanding of the various critical approaches and theoretical frameworks relevant to landscape architecture.
3. Practice Opportunities & Innovations: Understand current and emerging practice opportunities that use LA skills and knowledge in a variety of private, public, academic, and non-governmental settings.
APPLICATION
SLO 2 – Apply core professional landscape architecture skills in design decision-making.
4. Criticism: Develop a personal approach to landscape architecture criticism that integrates insights from various theoretical positions to address the multidimensional aspects of design.
5. Design Proposal Development: Integrate materials, engineering, specification, and construction techniques in a design proposal.
COMMUNICATION
SLO 5 – Produce professional visual, oral, and written communications.
6. Oral Communication: Communicate ideas clearly and persuasively, adapting delivery and style based on context and audience.
RESEARCH
SLO6: Research: Devise research methodologies and conclusions appropriate to individual area of interest.
7. Research Design: Articulate a clear research theory, question, and method for a project or proposal.
8. Innovation. Contribute to the advancement of the profession by creating new insights, re-contextualizing existing ideas, or applying innovative approaches.

III. Graded Work

Grading policies in the course are consistent with the [university's graduate school grades and grading policies](#). Deadlines for assignments are listed in the Annotated Weekly Schedule and on Canvas. Students should submit work on the dates indicated except where university policy provides an exemption.

DESCRIPTION OF GRADED WORK

Project 1: Research & Conceptual Framework (30% of grade)

Students will evaluate a site and establish a theoretical framework to guide their design decisions. They will conduct site analysis, research emerging materials and methods, and explore precedent studies. The deliverable includes a research-driven concept proposal supported by persuasive oral and visual communication.

Project 2: Iterative Design Development (30% of grade)

Building on their research, students will refine their design by integrating innovative materials, spatial strategies, and systems thinking. They will produce schematic plans, diagrams, and models that test their design decisions within their theoretical framework. Midway presentations will focus on communicating evolving ideas persuasively to different audiences.

Project 3: Comprehensive Design Proposal (30% of grade)

In the final phase, students will synthesize research and design iterations into a fully developed proposal. This includes detailed site plans, material specifications, and an articulation of how the design addresses environmental, social, and spatial challenges. The course culminates in a formal presentation where students must convincingly defend their design decisions through professional visual and oral communication.

Participation & Engagement (10%)

Active engagement in class discussions, group work, and critiques is essential to the learning experience. Students are expected to contribute thoughtful insights, collaborate effectively with peers, and demonstrate a commitment to the studio process.

All Rubrics for assignments, projects, and engagement are found on CANVAS

The graded work assesses the course learning objectives as follows:

	SLO1			SLO2		5	SLO6	
	1	2	3	4	5	6	7	8
Project 01	X	X	X	X		X	X	X
Project 02			X	X	X			X
Project 03	X	X	X	X	X	X	X	X

GRADING SCALE

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	93 – 100%		C	73 – 76%
A-	90 – 92%		C-	70 – 72%
B+	87 – 89%		D+	67 – 69%
B	83 – 86%		D	63 – 66%

B-	80 – 82%		D-	60 – 62%
C+	77 – 79%		E	<60

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

The Department acknowledges that the student retains ownership of their documents; however, it is a necessity for the Department to retain the right to use the documents for professional accreditation purposes. Furthermore, other course specific work, such as service-learning opportunities may require the Department to ultimately provide work created by students to an outside organization.

Digital copies of student work for this course must be turned in at the completion of each assignment. Please follow the directions given by the instructor as to how they will be submitted (e.g., Canvas, CD, PDF, word file, etc.).

IV. Annotated Weekly Schedule

Week	Topics, Activities, and Assignments
Week 1	<ul style="list-style-type: none"> • Topic: Syllabus overview, overview of projects; theoretical approaches • Readings: "Cartographic Grounds: Projecting the Landscape Imaginary" (Desimini); "The Agency of Mapping: Speculation, Critique and Invention" (Corner) • Activity/ Assignment: <ul style="list-style-type: none"> ○ Assignment 01 introduced
Week 2	<ul style="list-style-type: none"> • Topic: Theory and Innovation • Readings: n/a • Activity/ Assignment: <ul style="list-style-type: none"> ○ Work on Project 01 ○ Desk-crits
Week 3	<ul style="list-style-type: none"> • Topic: Theory and Innovation • Readings: n/a • Activity/ Assignment: <ul style="list-style-type: none"> ○ Work on Project 01 ○ Desk Crits
Week 4	<ul style="list-style-type: none"> • Topic: Theory and Innovation • Readings: n/a • Activity/ Assignment: <ul style="list-style-type: none"> ○ Work on Project 01 ○ Desk-crits
Week 5	<ul style="list-style-type: none"> • Topic: Theory and Innovation

	<ul style="list-style-type: none"> • Readings: n/a • Activity/ Assignment: <ul style="list-style-type: none"> ○ Work on Project 01 ○ Desk-crits
Week 6	<ul style="list-style-type: none"> • Topic: Project 01 Due • Reading: n/a • Activity/ Assignment: <ul style="list-style-type: none"> ○ Final assessment and Design Critiques – follow Canvas submission guidelines
Week 7	<ul style="list-style-type: none"> • Topic: Iterative Design Development Introduction to Project 02 • Reading: n/a • Activity/ Assignment: <ul style="list-style-type: none"> ○ Project 02 Assigned ○ Materials and methods
Week 8	<ul style="list-style-type: none"> • Topic: Iterative Design Development - Project 02 • Reading: n/a • Activity/ Assignment: <ul style="list-style-type: none"> ○ Desk crits
Week 9	<ul style="list-style-type: none"> • Topic: Iterative Design Development - Project 02 • Reading: n/a • Activity/ Assignment: <ul style="list-style-type: none"> ○ Materials and methods
Week 10	Spring Break
Week 11	<ul style="list-style-type: none"> • Topic Project 02 Due • Reading: n/a • Activity/ Assignment: <ul style="list-style-type: none"> ○ Critiques
Week 12	<ul style="list-style-type: none"> • Topic: Project 03 - Intro • Reading: n/a • Activity/ Assignment: <ul style="list-style-type: none"> ○ Peer review pin-up (concept design)
Week 13	<ul style="list-style-type: none"> • Topic: Project 03 • Reading: n/a • Activity/ Assignment: <ul style="list-style-type: none"> ○ Desk-crits ○ Pin-up (schematic design)
Week 14	<ul style="list-style-type: none"> • Topic: Project 03 • Reading: n/a • Activity/ Assignment: <ul style="list-style-type: none"> ○ Desk-crits ○ Pin-up (design development)
Week 15	<ul style="list-style-type: none"> • Topic: Project 03 • Activity/ Assignment: <ul style="list-style-type: none"> ○ Desk-crits, team board layout/presentation DUE

Week 16	<ul style="list-style-type: none"> • Topic: Project 03 Due Final Presentation • Activity/ Assignment: <ul style="list-style-type: none"> ○ Final presentation ○ Final portfolio/award submittal
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VI. Required Policies

Class Attendance & Excused Absences:

Requirements for class attendance and excused absences are consistent with university policies. [See UF Academic Regulations and Policies for more information regarding the University Attendance Policies.](#)

Requirements for exams, reading days, and excused absences relative to exams and other assignments/assessments are consistent with university policies. [See Examination Policies and Reading Days for more information regarding University Exam Policies.](#)

Accommodations for students with Disabilities:

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the [“Get Started With the DRC” webpage on the Disability Resource Center site](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Technology

Canvas: In this class, Canvas, UF’s online learning management system, will be used for course activities, resources, assignments and communication channels. All assignments will be posted through the Canvas course site unless otherwise directed.

Online Course Evaluation Process:

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

1. The email they receive from GatorEvals,
2. Their Canvas course menu under GatorEvals, or
3. The central portal at <https://my-ufl.bluera.com>

Guidance on how to Provide Constructive Feedback is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

UF Honesty Policy

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

In-Class Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and deliver by an instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentation such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless, of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Campus Resources:

• Health and Wellness

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: Visit the [Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#).
- University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Academic Resources

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- [Teaching Center](#): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- [Writing Studio](#): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- Academic Complaints: Office of the Ombuds; Visit the [Complaint Portal webpage](#) for more information.
- Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View the [Student Complaint Procedure webpage for more information](#).

Course|New for request 21279

Info

Request: MAR 6XXX Marketing Consulting Experience

Description of request: Immerses graduate business students in real-world marketing challenges across Florida's major cities. Through direct client engagements and on-site visits, students apply AI-driven tools like web scraping and Generative AI to extract insights, analyze competition, and craft data-driven strategies. This hands-on approach builds technical proficiency, strategic acumen, and consulting expertise, giving students a competitive edge in digital marketing.

Submitter: Kathryn Pearce kathryn.pearce@warrington.ufl.edu

Created: 2/24/2025 8:00:17 AM

Form version: 2

Responses

Recommended Prefix MAR

Course Level 6

Course Number XXX

Lab Code None

Course Title Marketing Consulting Experience

Transcript Title Marketing Consulting Exp

Delivery Method HB - Hybrid Blend (50-79% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? Yes

Multiple Offerings in a Single Semester No

If repeatable, # total repeatable credit allowed 4

Amount of Credit 2

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 2 contact hours per week with an intensive 30 hour week during the course.

Course Description Immerses graduate business students in real-world marketing challenges across Florida's major cities. Through direct client engagements and on-site visits, students apply AI-driven tools like web scraping and Generative AI to extract insights, analyze competition, and craft data-driven strategies. This hands-on approach builds technical proficiency, strategic acumen, and consulting expertise, giving students a competitive edge in digital marketing.

Prerequisites MAR5806

Co-requisites N/A

Rationale for Placement in the Curriculum Graduate-level experiential training as an elective.

Syllabus Content Requirements All Items Included

Marketing Consulting Experience**Miami, Florida**

MARXXXX Section: IEMI

Credits: 2, Letter Grade

Class Dates:

05/12/2025 – 08/08/2025

Academic Term: Summer C 2025

Instructors:Dr. Michael Carrillo, michael.carrillo@warrington.ufl.edu**Office:** 230 Bryan Hall; 352-273-4958**Office Hours:** Scheduled on-demand via email.**Communications:** You can reach me easily by sending an email through Canvas, and I check it regularly. Please feel free to reach out if you have any questions or concerns.**Course Description**

The Marketing Consulting Experience course provides graduate business students a hands-on opportunity to tackle real marketing challenges for businesses across Florida's major metropolitan areas, including Miami, Orlando, Tampa, and Jacksonville. Going beyond theory, this course immerses students in the practical realities of marketing consulting through direct client engagements, on-site visits, and strategic problem-solving.

A key feature of this course is integrating AI-driven tools, including web crawling, scraping, and Generative AI, to extract market intelligence, analyze competition, and generate data-driven insights. Students will learn these technologies and apply them in real-world scenarios, leveraging AI to develop comprehensive marketing and sales strategies for actual companies. This hands-on approach ensures students gain technical proficiency and strategic acumen—critical skills for modern consulting.

By combining academic rigor with industry application, this course equips students with practical skills, client management experience, and data-driven strategy execution. Graduates will leave with real consulting experience, AI-powered marketing expertise, and a competitive edge in today's rapidly evolving digital landscape.

Purpose of the Course

This course bridges the gap between theoretical marketing knowledge and real-world consulting, providing students with an immersive, hands-on experience. Students will actively engage with business clients, apply AI-driven marketing tools, and develop data-driven solutions for real companies in Florida's major business hubs.

Through Generative AI, web crawling and scraping, and advanced data analytics, students will extract market intelligence, analyze competitive landscapes, and craft actionable marketing and sales strategies. Rather than just learning these tools, they will apply them in real consulting scenarios, experiencing firsthand how AI reshapes modern marketing decision-making.

Beyond technical proficiency, this course emphasizes client engagement and strategic consulting. Students will communicate findings, present recommendations, and refine their approach based on direct client feedback. This practical exposure strengthens problem-solving skills, strategic thinking, and cross-functional collaboration—essential for success in today’s fast-paced business environment.

By the end of the course, students will have gained invaluable experience in consulting, client interaction, and AI-driven marketing strategy, positioning them for success in an increasingly AI-powered and data-driven business world.

Learning Objectives

By the end of this course, students will be able to:

- Conduct Sales Discovery and Client Needs Analysis – Apply consulting and sales discovery techniques to identify client challenges, uncover pain points, and define marketing objectives before developing solutions.
- Apply AI-driven Market Intelligence Tools – Leverage Generative AI, web crawling, scraping, and data analytics to extract competitive insights, track industry trends, and inform marketing strategies.
- Develop Data-Driven Marketing and Sales Strategies – Create comprehensive, AI-powered marketing and sales plans tailored to real-world business challenges, incorporating digital marketing best practices.
- Master the Consulting Process – Navigate a consulting cycle, from client engagement and problem diagnosis to solution development and strategic recommendation, ensuring alignment with business objectives.
- Enhance Data-Driven Decision-Making – Analyze and interpret data from market research, customer behavior insights, and AI-driven analytics to support client recommendations.
- Strengthen Client Communication and Persuasion Skills – Effectively present findings, insights, and strategic recommendations through persuasive reports and client-facing presentations.
- Gain Hands-On Experience with AI in Marketing Consulting – Develop a practical understanding of AI’s role in modern consulting, digital marketing, and business strategy, preparing for AI-powered consulting roles.

Assurance of Learning

The Association accredits the Warrington College of Business (WCB) to Advance Collegiate Schools of Business (AACSB) International, representing the highest standard of achievement worldwide for business schools. Within WCB, each program has defined goals and objectives to encapsulate the critical skills and knowledge students are expected to possess upon program completion.

For **MARXXXX**: Marketing Consulting Experience, the course is structured around targeted learning goals—Learning Goals 4, 5, and 6—to ensure a comprehensive, applied education aligned with industry demands and global business practices.

Learning Goal 4: Practical Marketing Expertise

4A. Students will develop hands-on marketing and consulting skills by solving real-world challenges faced by businesses across Florida's major metropolitan areas, including Miami, Orlando, Tampa, and Jacksonville.

4B. Students will apply marketing theories and concepts directly to practical business situations, demonstrating their ability to craft data-driven marketing and sales strategies that align with industry needs.

Learning Goal 5: Analytical and Decision-Making Skills

5A. Students will analyze market data and competitive trends to make informed, strategic marketing decisions.

5B. Students will utilize web scraping, Generative AI, and other advanced analytical tools to extract insights, interpret complex market information, and predict future marketing trends.

Learning Goal 6: Industry Engagement and Networking

6A. Students will engage directly with business clients, industry professionals, and consulting teams, refining their ability to communicate insights and recommendations effectively.

6B. Students will gain firsthand experience in client interaction and learn how to navigate marketing strategy and decision-making within various industries, including those with regional, national, and global market reach.

Course Schedule

The schedule below outlines the general plan. The most current version, including any date changes, will be available in Canvas under the Course Introduction folder, marked with a version and date-stamp.

Activity	Date	Topic
1	Wednesday 14-May 10-Noon	Pre-Planning Session 1 <ul style="list-style-type: none"> Course Intro & Syllabus Review Meet & Greet / Group Project Sign Up Pre-trip logistics
2	Monday 19-May	Industry Research Topics Assigned For Presentation
3	Wednesday 21-May	Zoom Lecture/Workshop: How to Use Generative AI for Market Research & Strategy Development
4	Friday 23 - May	Zoom Lecture/Workshop: How to Use a Web Crawler & Scraper for Competitive Intelligence
5	Quiz 1: Opens 23 May & Closes 25 May	Introduction to Gen AI
6	Wednesday 28-May* 10-Noon *Tentative, subject to company availability	Pre-Departure Session 2 (Meet the Client) <ul style="list-style-type: none"> Kick-off Meeting with Consulting Company Discuss Business Challenges & Expectations Q&A Session
7	Friday 30-May	Consulting Project Deliverables Released & Assigned to Teams
8	Wednesday 4 - June	Zoom Lecture/Workshop: How to Evaluate Brand Personality & Create Customer Avatars
9	Friday 6 - June	Zoom Lecture/Workshop: Understanding a Consulting Engagement & Conducting Discovery with Clients
10	Quiz 2: Opens 6 June & Closes 8 June	Evaluating a Brand Using GenAI
11	Friday 13-June	Deliverable #1 Due Project scope and team plan
12	Quiz 3: Opens 13 June & Closes 15 June	Introduction to Discovery
13	Wednesday 18-June 10 – 12:30 pm	Pre-Departure Session 3 <ul style="list-style-type: none"> Pre-trip logistics by Austral Industry Presentation Slides due
14	Wednesday 26 - June	Zoom Lecture/Workshop: Recommending Data-Driven Solutions & Creating a Marketing or Sales Plan
15	Quiz 4: Opens 28 June & Closes 30 June	Building a Plan Using GenAI
16	Friday 11-July	Deliverable #2 Due (Draft #1) Consulting Project Report due

17	Week of 14-18 July	Marketing Consulting Experience trip
18	17-July	Optional: Reviews to Consulting Project Report due
19	Monday 04-Aug	Personal Reflection LinkedIn Post Due <ul style="list-style-type: none"> • Peer Evaluations Survey Due* • Marketing Consulting Experience Post-Trip Survey Due* <p>*You must complete the peer evaluation and post-trip surveys to get total participation points.</p>

Required Packets, Recommended Textbooks, and Other Items

There is no required textbook for this course. Instead, the professor will provide selected chapters from his published works, books in editorial review, and personal lecture notes. All required materials and supplemental readings will be uploaded to Canvas for student access.

Grading Policy

Grade	GPA	Score
A	4.00	95% or above
A-	3.67	90.0 – 94.9%
B+	3.33	87.0 – 89.9%
B	3.00	83.0 – 86.9%
B-	2.67	80.0 – 82.9%
C+	2.33	77.0 – 79.9%
C	2.00	73.0 – 76.9%
C-	1.67	70.0 – 72.9%
D+	1.3	67.0 - 69.9%
D	1.00	62.0 – 66.9%
D-	.67	60 – 62.9%
E	0.00	Less than 60.0%

*Please note – there is no extra credit

Grades will be assigned based on the total points attainable in the course. The professor reserves the right to make linear adjustments to the grading scale to ensure appropriate performance stratification. No extra credit opportunities will be available.

Late submissions will not be accepted—the stated deadlines must submit all assignments and deliverables.

For more details on the graduate grading policy, please refer to the official UF Graduate Catalog: [UF Graduate Grading Policy](#).

Evaluation of Grades

Assessments	%
Attendance and Participation	25
<i>Group Assignments:</i>	
(1) Industry, Economic Report & Startup Presentation	25
(2) Business Challenge Presentation	25
<i>Individual Assignments:</i>	
(1) Online Quizzes (4) – 5 points/each	20
(2) Reflection LinkedIn Post	5
Total	100

1. Attendance & Participation (25%)

Active participation in all course events, including pre-departure sessions and on-site consulting engagements, is mandatory.

Attendance Policy:

- One missed event → 30% deduction in participation points; maximum possible grade: A-.
- Two missed events → 60% deduction in participation points; maximum possible grade: B.
- Three or more missed events → All participation points forfeited.

Punctuality is required—arriving more than 15 minutes late to a session will be recorded as an absence.

Excused absences will only be granted for valid reasons with prior approval. Emergencies will be considered on a case-by-case basis at the professor's discretion.

1.1 Mandatory On-Site Sessions (Marketing Consulting Week)

Attendance and punctuality at all scheduled sessions are critical during Marketing Consulting Week.

- Daily schedule updates regarding departure times and itinerary changes will be communicated via Canvas or the Austral travel application.
- Timeliness is essential—if you miss the bus, you are responsible for arranging transportation (e.g., taxi or Uber) at your own cost.
- Late arrivals (more than 15 minutes late) will be recorded as absences.

1.2 Engagement & Professional Conduct

To earn full participation credit, students must complete:

- Peer Presentation Feedback Survey (*10% of participation grade*)
- Peer Evaluation Survey (*10% of participation grade*)
- Post-Trip Survey (*10% of participation grade*)

If a student has three or more absences (resulting in a zero participation grade) and fails to complete the required surveys, a 2.5-point deduction per missed survey will be applied to their overall course grade.

Additionally, students are expected to uphold the professionalism and reputation of the UF Hough Graduate School of Business by:

- Being punctual for all events.
- Dressing appropriately for business engagements.
- Actively participating in discussions and presentations.

2. Group Assignments (50%)

Your coursework includes two major group assignments. Following the trip, you must complete a peer evaluation using a provided template to assess each team member's contribution. If all members contribute equally, they will receive the same grade. However, if a member's contribution falls short of expectations, the professor reserves the right to adjust their grade downward.

The overall group grade is based on the submission of the following deliverables:

2.1 Industry Report & Presentation (25%)

Each team will conduct research and produce a report on one of two topics:

- Industry Analysis
- Economic Overview

Each team will become subject matter experts on their assigned topic, providing insights into the host region's industry landscape. The professor will assess the collective work. While not every team member is required to present, all should be prepared to answer questions. Responsibilities may include research, writing, compiling, and delivering the report.

Industry Report Requirements:

Your team must deliver a comprehensive analysis of the selected industry (e.g., hospitality, tourism) with a focus on:

- Importance to the host region
- Competitive landscape
- Key influencing factors, including social, political, environmental, and competitive elements
- Application of the PESTEL framework

Detailed assignment instructions will be available on Canvas.

Format & Submission Guidelines:

- Presentation Duration: 10 minutes, followed by a 2-minute Q&A (*Exceeding this limit will result in a point deduction.*)
- Preferred Format: PowerPoint
- Submission: Upload to Canvas by the deadline

2.2 Business Challenge Presentation (25%)

In the second week of the semester, a client company will introduce a set of real-world business challenges. As marketing consultants, your team will be responsible for developing strategic and tactical recommendations to address one of these challenges.

This project mirrors the complex decision-making required in South Florida's business landscape, requiring a strong understanding of:

- The client's strategic goals and operational structure
- The products/services portfolio
- The broader industry and market forces

Client Interaction Guidelines:

- The client will be available for several pre-trip Zoom meetings scheduled by the professor.
- A team liaison must be assigned as the primary point of contact.
- Teams should independently research as much as possible before compiling thoughtful questions for the client.
- Communication between meetings must be efficient and professional—limit client emails to one per week.

Assignment Deliverables:

This assignment consists of two main deliverables, both outlined in Canvas.

- i. First Deliverable (Due Week 5) – Project Scope & Management Plan
 - This is a pass/fail assignment to assess progress toward project completion.
 - Teams must pass this phase to be eligible for full credit on the final presentation.
 - Failure to pass caps the maximum grade for this assignment at 80%.
 - This document is not shared with the client but is an internal roadmap.
- ii. Second Deliverable (Due the Friday before the trip) – Final Client Presentation
 - This is the culmination of your consulting work, delivered at the end of the trip.
 - The presentation should be concise but supported by thorough insights for the client's future use.
 - The target audience is an executive team (CEO, COO, CFO, CMO, etc.), so the presentation must convey the value and feasibility of your recommendations.

Format & Submission Guidelines:

- Presentation Duration: 20 minutes (15 minutes for the presentation, 5 minutes for Q&A)
- Preferred Format: PowerPoint or comparable presentation software
- Submission: Upload to Canvas by the deadline

3.0 Individual Assignments (25%)

Individual assessment for the course comprises **two key components**:

1. **Participation & Attendance (25%)** – As outlined earlier, this includes **active engagement** in all course activities, pre-departure sessions, and on-site consulting engagements.
2. **Individual Assignments (25%)**, consisting of:
 - Four Short Quizzes – Each quiz will cover a consulting-related exercise and content from recorded lectures.
 - Reflection Exercise – Students will draft a professional post summarizing their consulting experience for a Business-to-Business (B2B) platform, such as LinkedIn. *(Posting on LinkedIn is optional, but the draft must be submitted via Canvas.)*

This structure ensures students develop both practical consulting skills and the ability to articulate their experiences professionally.

3.1 Quizzes

Four short quizzes will be conducted online via Canvas to assess your understanding of key aspects of the consulting engagement. Two quizzes will focus on **applying Generative AI in consulting**, while the other two will cover **fundamental consulting concepts and practices**.

3.2 LinkedIn Reflection Post on Marketing Consulting Experience (5%)

Reflect on your marketing consulting experience by drafting a professional LinkedIn post highlighting your achievements, key learnings, and the value delivered to the client company. This exercise will strengthen your brand, showcase your expertise, and create visibility among potential employers and university stakeholders.

Note: You do not need to publish your post on LinkedIn—submit a draft of what you would post.

Requirements:

i. LinkedIn Post Content

Your post should include:

- Experience Summary – A brief overview of your consulting experience, including the client company's name and the project scope.
- Value Delivered – Highlight the impact of your work, such as strategies implemented, results achieved, or business improvements made.
- Key Learning – Share an important lesson from the experience, whether it's a new skill, industry insight, or personal growth moment.

ii. Photo Requirement

Attach a relevant, professional photo that visually represents your experience. Examples include:

- A picture of your team collaborating
- A snapshot from your presentation

- Any relevant imagery that enhances the value of your post

iii. Professionalism

- Your post should be well-structured, free of grammar/spelling errors, and maintain a professional tone.
- While this is a draft, write it as if it were going to be published on LinkedIn for networking and career-building purposes.

Make-up Policy

Make-up work for this course is permissible only for reasons recognized by the University of Florida, with necessary documentation provided. This documentation must include the student's name, the reason for absence, and the specific dates of non-attendance, all verified by the University's Dean of Students Office. For test rescheduling, inform the instructor at least one week before the scheduled date. In case of a medical emergency, notify the instructor within one week of the missed test. Requests for make-up tests received more than one week after the original date will be disregarded. Assignment extensions are typically not granted, except under rare circumstances that warrant an excused absence.

Additional Information and Resources

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. Students must share their accommodation letters with their instructor and discuss their access needs as early as possible in the semester.

Civility

As the Professor for this course, I am committed to maintaining a respectful and professional classroom environment. The Professor will not tolerate inappropriate behavior of any kind. Students engaging in uncivil behavior may receive a grade reduction proportional to the severity of the infraction at my discretion. Excessive or egregious behavior may result in a student withdrawing from the course.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://gatorevals.aa.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 available. Summary results of these assessments are available to students at <https://gatorevals.aa.ufl.edu/>.

University Honesty Policy

The Honor Pledge binds UF students: "We, the University of Florida community members, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. The following pledge is required or implied on all work submitted for credit by students at the University of Florida: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<https://www.dso.ufl.edu/cccr/process/student-conduct-honor-code/>) specifies the number of behaviors that violate this code and the possible sanctions. Furthermore, you must report any condition that facilitates academic misconduct to the appropriate personnel. Please consult with the instructor in this class if you have any questions or concerns.

Software Use

All university faculty, staff, and students must obey software use laws and legal agreements. Failure to do so can lead to monetary damages and criminal penalties for the violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the University of Florida community members, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

Federal laws protect your privacy regarding grades earned in courses and individual assignments. For more information, please see <http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>.

Getting Help

For technical difficulties with E-learning in Canvas, please get in touch with one of the following UF Help Desk resources at learning-support@ufl.edu (352) 392-HELP (select option 2) <https://lss.at.ufl.edu/help.shtml>. Any requests for make-ups due to technical issues MUST include the ticket number received from LSS and the timestamp. The ticket number will document the time and date of the problem. You MUST email your instructor within 24 hours of the technical difficulty to request a make-up.

Illness Policy

If you are absent from classes or examinations because of illness, you should contact the Professor via email before the class. You should contact your college to drop a course for medical reasons by the deadline. After the college petition deadline, you can petition the University Committee on Student Petitions to drop a course for medical reasons. The Student Health Care Center maintains the University's policy regarding medical excuses from classes.

Recording

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal, educational use, (2) in connection with a complaint to the University, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation and delivered by any instructor hired or appointed by the University or by a guest instructor as part of a University of Florida course. A class lecture **does not** include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving student participation solely, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the Professor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a

recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Viewpoint Diversity Act

Postsecondary Education: Prohibits State Board of Education and BOG from shielding students, staff, and faculty from specific speech; requires the State Board of Education to conduct an annual assessment on intellectual freedom & viewpoint diversity; creates a cause of action for recording or publication of a specific video or audio recordings; revises provisions related to protected expressive activity, university student governments, & codes of conduct. [House Bill 233 Intellectual and Viewpoint Diversity Act](#).

Campus Resources

Health and Wellness

U Matter, We Care:

If you or a friend is in distress, don't hesitate to contact umatter@ufl.edu or 352 392-1575 so that a team member can contact the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc>, or call 352-392-1575 for crisis and non-crisis services information.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 352-392-1161.

University Police Department at 352-392-1111 (or 9-1-1 for emergencies) or the website <http://www.police.ufl.edu/>.

Academic Resources

For E-learning technical support, contact the [UF Computing Help Desk](mailto:helpdesk@ufl.edu) at 352-392-4357 or helpdesk@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. <https://www.crc.ufl.edu/>.

Library Support, <http://cms.uflib.ufl.edu/ask>. There are various ways to receive assistance concerning the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring. <https://teachingcenter.ufl.edu/>.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers. <https://writing.ufl.edu/writing-studio/>.

Student Complaints Campus: <https://sccr.dso.ufl.edu/policies/student-honor-%20code-student-conduct-code/>

Online Students Complaints: <https://distance.ufl.edu/getting-help/student-complaint-process/>

Syllabus Disclaimer – Right to Make Changes

Please note that this syllabus outlines our current plans and objectives for the course. As the semester progresses, it may be necessary to make adjustments to enhance learning opportunities or to accommodate scheduling conflicts. Any updates or changes to the course will be reflected in Canvas, and students should refer to Canvas for the latest information. If there is conflicting information between Canvas and this syllabus, please follow the instructions in Canvas, as it will reflect the most recent scheduling.

Course|New for request 21373

Info

Request: MAR 7XXX Consumer Psychology Seminar

Description of request: How do consumers form the beliefs that shape their choices? How do they interpret others' behaviors or manage their social identities through everyday decisions? This course—designed for PhD and MA students in marketing, management, communications, social psychology, and related disciplines—explores these questions through critical reading and discussion of both classic and contemporary research papers. Students will also be expected to generate novel research ideas in consumer behavior.

Submitter: Shawn Lee shawn.lee@warrington.ufl.edu

Created: 3/6/2025 4:32:11 PM

Form version: 2

Responses

Recommended Prefix MAR

Course Level 7

Course Number XXX

Lab Code None

Course Title Consumer Psychology Seminar

Transcript Title Consumer Psychology Seminar

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year 2025

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Seminar

Weekly Contact Hours 3

Course Description How do consumers form the beliefs that shape their choices? How do they interpret others' behaviors or manage their social identities through everyday decisions? This course—designed for PhD and MA students in marketing, management, communications, social psychology, and related disciplines explores these questions through critical reading and discussion of both classic and contemporary research papers. Students will also be expected to generate novel research ideas in consumer behavior.

Prerequisites N/A

Co-requisites N/A

Rationale for Placement in the Curriculum This course is a part of the PhD and MA curriculum in Marketing. It is required for students in the behavioral track and optional for those in the quantitative track.

Syllabus Content Requirements All Items Included

Consumer Psychology Seminar

Instructor: Dr. Aner Sela, Spring 2026

Office: 249D Stuzin Hall, (352) 273-3271

Email: aner.sela@ufl.edu (the best way to reach me!)

Class meetings: Wednesday 1:00 – 4:00 in Stuzin Hall, room 267G

Office Hours: Immediately after class in my office (Stuzin 249D), or by appointment.

Course Credit: 3

COURSE DESCRIPTION

How do consumers form the beliefs that shape their choices? How do they interpret others' behaviors or manage their social identities through everyday decisions? This course—designed for PhD and MA students in marketing, management, communications, social psychology, and related disciplines—explores these questions through critical reading and discussion of both classic and contemporary research papers. Students will also be expected to generate novel research ideas in consumer behavior.

COURSE GOALS

Students will gain an in-depth theoretical understanding of the seminar's research topics, including their evolution and significance within the field. They will also sharpen their ability to generate publishable research ideas in consumer behavior.

COURSE SCHEDULE

(please refer to the assigned weekly readings below)

- Week 1: Intro, What Is an Attitude and What Is Attitude Strength?
- Week 2: Dual-Process Theories in Consumer Research
- Week 3: Attitude Certainty and Ambivalence in Consumer Psychology
- Week 4: Automatic and Nonconscious Processes in Consumer Psychology
- Week 5: Attribution Processes in Consumer Psychology
- Week 6: Self-Perception and Consumer Choice
- Week 7: Metacognition in Consumer Psychology
- Week 8: Expectations and Motivated Information Processing
- Week 9: Consumer Self-Control and Justification
- Week 10: Spring Break
- Week 11: Reliability and Replicability in Consumer Psychology
- Week 12: Self and Identity in Consumer Psychology
- Week 13: Self and Others in Consumer Research
- Week 14: Cross Cultural Consumer Research
- Week 15: Student presentations, term paper is due

HELPFUL TEXTS

(Useful but not assigned or required)

1. Kruglanski, A. W. & Higgins, E. T. (2007). *Social Psychology: Handbook of Basic Principles* (2nd edition). New York: Guilford Press
2. Ross, L. & Nisbett, R. E. (2011). *The Person and the Situation: Perspectives of Social Psychology*. London: Pinter & Martin Publishers.
3. Hamilton, D. L. (2005). *Social Cognition: Key Readings*. New York: Psychology Press.
4. Albarracín, D., Johnson, B. T., & Zanna, M. P. (2005). *The Handbook of Attitudes*. Mahwah, New Jersey: Erlbaum.

COURSE FORMAT AND REQUIREMENTS

Your participation in this course includes several components, to be completed individually by each student:

1. Reading all the assigned articles before class.
2. Generating and posting one discussion question for each assigned article before class.
3. Leading and/or participating in class discussions.
4. Generating one brief research idea each week.
5. Authoring one research proposal at the end of the semester.

1. Assigned readings:

Please read the assigned articles diligently and critically. This includes the background readings. It is essential that you pay attention to the nuances of the theoretical arguments and the details of the experimental designs. If appropriate, do not hesitate to question the validity of either.

2. Discussion questions:

Each week, you should generate at least one discussion question or comment related to each of the assigned articles, unless you are the discussion leader for that specific article. Think of questions that would be interesting and generative for class discussion. Post your discussion questions on the message board in the *Discussions* section on our Canvas course website. You may post your questions as they come up, but *no later than 5 pm on the day before class*. In addition to helping you to think critically about the paper, your questions will help the discussion leader to structure the discussion in a manner that addresses issues raised by other students. Your discussion questions and comments should reflect your own *deep and thoughtful* reading of the article.

3. Class discussions:

You are responsible for completing *all* the readings (both “background” and “discussion” items) before class each week and being ready to discuss the papers and offer thoughtful comments in class. All students are expected to contribute to the discussion at every class meeting.

Being a contributing participant in class discussions means: coming prepared to class; listening to others and engaging in the discussion; moving the conversation forward productively by adding new information about the topic, disputing or questioning points under discussion, changing the topic when appropriate, noting exceptions, and/or providing observations from personal experience; acknowledging the contributions of others by referring to their points, asking for clarification, or respectfully disagreeing with them.

To facilitate the discussion, I will assign individual students to lead the discussion of each article. As a discussion leader, you have the freedom to decide how to get the most out of the article, but make sure we analyze (i.e., explain as well as critique) all the important aspects of the paper (both conceptual and experimental, as applicable). In some cases, you may need to briefly review a little bit of background theory or literature. You are expected to do something beyond simply collecting the posted discussion questions and working through them. For example, you could have the group highlight common themes that run throughout the readings, set up a debate, provide a demonstration, or have the group work together to apply something from the readings (e.g., design a new study!). Discussion leaders should not use PowerPoint slides. You may use handouts or present outside material, but do not have to (it depends on the activity). Your goal is to provide structure and direction for fellow students in order to have a productive and interesting discussion. Successful discussion leaders start thinking about how to structure their discussion well in advance and have backup plans and several ideas for fostering active discussion.

4. Weekly research idea:

Each week, all students will briefly present an idea for a research study inspired by the week's readings. Research ideas may range from a development or further exploration of an idea contained in one of the assigned papers to a completely novel idea broadly related to the readings. The weekly idea should be accompanied by a 1-page handout that includes a brief rationale for the research, a one-sentence research question, a proposed method/design, and a brief illustration of the anticipated results.

5. Term paper:

An *original research proposal* is due at the last class meeting. In this paper (No longer than 15 pages, double-spaced, typed in 12 pt. font), you will develop a research project designed to address an unanswered question *related to one or more of the topics discussed in class*. The paper should include an appropriate discussion of existing literature, development of hypotheses and their rationales, and a fairly detailed description of at least two experiments designed to test your hypotheses (also illustrate what the predicted results would look like and how you would interpret them). Ideally, this should be something that you are really interested in pursuing; it would be most valuable to you if you could tie it to something you actually would like to work on. Note, however, that this is to be a new proposal developed especially for this class and not a paper on which you have already been working. One of the most important skills you develop during your PhD training is rapid ideation and proposal development, so using an existing project to meet this class requirement is counterproductive.

During the last meeting, each student will give a 20-minutes, conference-style presentation about her/his or her research idea for the paper, including the theorizing, the proposed studies, and the expected hypothetical results. The aim is to present it so other students can hear what you are thinking about and so that you can receive feedback on your idea or proposed experiment(s).

COURSE GRADING

1. Performance in class discussions, as both a discussion leader and participant: 40%
2. Weekly research ideas: 30%
3. Term paper: 30%

Final grades will be based on obtaining the following percentage of total course points: 94-100% = A; 90-93% = A-; 87-89% = B+; 83-86% = B; 80-82% = B-; 77-79% = C+; 73-76% = C; 70-72% = C-; 67-69% = D+; 63-66% = D; 60-62% = D-; 0-59% = E. Required percentages may be reduced based on a course curve.

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center:

<https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor as early as possible in the semester and discuss their access needs.

Please refer to the appendix at the end of this syllabus for general University and College policies regarding grades, attendance and absences, video and audio recording, and more.

WEEKLY COURSE SCHEDULE

Week 1: Welcome and Course Overview

What Is an Attitude and What Is Attitude Strength?

(Be sure to complete the readings before class!)

Background reading:

Krosnick, J. A., D. S. Boninger, Y. C. Chuang, M. K. Berent, & C. G. Carnot (1993), "Attitude strength: One construct or many related constructs?" *Journal of Personality and Social Psychology*, 65 (6), 1132-51.

Discussion items:

1. Fazio, R. H. (2007), "Attitudes as Object-Evaluation Associations of Varying Strength," *Social Cognition*, 25 (5), 603-37.
2. Schwarz, N. (2007), "Attitude Construction: Evaluation in Context," *Social Cognition*, 25 (5), 638-56.
3. Pomerantz, E. M., S. Chaiken, & R. S. Tordesillas (1995), "Attitude strength and resistance processes," *Journal of Personality and Social Psychology*, 69 (3), 408-19.
4. Henderson, M. D., Y. de Liver, & P. M. Gollwitzer (2008), "The Effects of an Implemental Mind-Set on Attitude Strength," *Journal of Personality and Social Psychology*, 94 (March), 396-411.

Further reading (optional):

Macrae, C. N. & G. V. Bodenhausen (2000), "Social Cognition: Thinking Categorically about Others," *Annual Review of Psychology*, 51, 93-120.

Week 2: Dual-Process Theories in Consumer Research

Required background reading:

Petty, R. E. & D. T. Wegener (1999), "The Elaboration Likelihood Model: Current status and controversies," in *Dual Process Theories in Social Psychology*, ed. S. Chaiken & Y. Trope, New York: Guilford Press, 41-72.

Discussion items:

1. Smith, E. R. & J. DeCoster (2000), "Dual-Process Models in Social and Cognitive Psychology: Conceptual Integration and Links to Underlying Memory Systems," *Personality and Social Psychology Review*, 4 (2), 108-31.

2. Petty, R. E., J. T. Cacioppo, & D. Schumann (1983), "Central and peripheral routes to advertising effectiveness: The moderating role of involvement," *Journal of consumer research*, 10 (2), 135-46.
3. Tiedens, L. Z., & S. Linton (2001), "Judgment under emotional certainty and uncertainty: The effects of specific emotions on information processing," *Journal of Personality and Social Psychology*, 81 (6), 973-88.
4. Haidt, J. (2001), "The Emotional Dog and Its Rational Tail: A Social Intuitionist Approach to Moral Judgment," *Psychological Review*, 108 (4), 814-34.

Further reading (optional):

Roser, M. E. & M. S. Gazzaniga (2006), "The interpreter in human psychology," *The evolution of primate nervous systems*, Oxford: Elsevier.

Week 3: Attitude Certainty and Ambivalence in Consumer Psychology

Background reading (required):

Thompson, M. M., M. P. Zanna, & D. W. Griffin (1995), "Let's Not Be Indifferent About (Attitudinal) Ambivalence," in *Attitude Strength: Antecedents and Consequences*, ed. R. E. Petty & J. A. Krosnick, Hillsdale, NJ, England: Lawrence Erlbaum Associates, 361-86.

Discussion items:

1. De Liver, Y., van der Pligt, J., & Wigboldus, D. (2007), "Positive and negative associations underlying ambivalent attitudes," *Journal of Experimental Social Psychology*, 43 (2), 319-326.
2. Reich, T., & Wheeler, S. C. (2016), "The good and bad of ambivalence: Desiring ambivalence under outcome uncertainty," *Journal of personality and social psychology*, 110 (4), 493.
3. Tormala, Z. L., & Petty, R. E. (2002), "What doesn't kill me makes me stronger: The effects of resisting persuasion on attitude certainty," *Journal of personality and social psychology*, 83(6), 1298-313.
4. Litt, A. & Z. L. Tormala (2010) "Fragile Enhancement of Attitudes and Intentions Following Difficult Decisions," *Journal of Consumer Research*, 37 (December), 584-98.

Further reading (optional):

Lerner, J. S. & D. Keltner (2000), "Beyond valence: Toward a model of emotion-specific influences on judgment and choice," *Cognition and Emotion*, 14 (4), 473-93.

Week 4: Automaticity and Nonconscious Processes in Consumer Psychology

Background reading (required):

Srull, T. K., & Wyer, R. S. (1979), "The role of category accessibility in the interpretation of information about persons: Some determinants and implications," *Journal of Personality and Social psychology*, 37(10), 1660-72.

Discussion items:

1. Wood, W. & D. T. Neal (2007), "A New Look at Habits and the Habit–Goal Interface," *Psychological Review*, 114 (4), 843-63.
2. Wheeler, S. C., Jarvis, W. B. G., & Petty, R. E. (2001), "Think unto others: The self-destructive impact of negative racial stereotypes," *Journal of Experimental Social Psychology*, 37 (2), 173-80.
3. Kay, A. C., Wheeler, S. C., Bargh, J. A., & Ross, L. (2004), "Material priming: The influence of mundane physical objects on situational construal and competitive behavioral choice," *Organizational behavior and human decision processes*, 95 (1), 83-96.
4. Wheeler, S. C and J. Berger (2007), "When the same prime leads to different effects," *Journal of Consumer Research*, 34 (3), 357-68.

Week 5: Attribution Processes in Consumer Psychology

Background reading:

Ross, L. (1977), "The intuitive psychologist and his shortcomings: Distortions in the attribution process," *Advances in experimental social psychology* 10, 173-220.

Discussion items:

1. Ross, M. & F. Sicoly (1979), "Egocentric biases in availability and attribution," *Journal of personality and social psychology*, 37 (3), 322-36.
2. Gilbert, D. T. & P. S. Malone (1995), "The Correspondence Bias," *Psychological Bulletin*, 117 (1), 21-38.
3. Wegener, D. T. & R. E. Petty (1995), "Flexible Correction Processes in Social Judgment: The Role of Naïve Theories in Corrections for Perceived Bias," *Journal of Personality and Social Psychology*, 68 (1), 36-51.
4. Kahneman, D. & D. T. Miller (1986), "Norm Theory: Comparing Reality to Its Alternatives," *Psychological Review*, 93 (2), 136-53.

Further reading (optional):

Kozak, M. N., A. A. Marsh, & D. M. Wegner (2006), "What Do I Think You're Doing? Action Identification and Mind Attribution," *Journal of Personality and Social Psychology*, 90 (4), 543-55.

Week 6: Self-Perception and Consumer Choice

Background reading (required):

Bem, D. J. (1972), "Self-perception theory," *Advances in experimental social psychology*, 6, 1-62.

1. Yoon, Song-Oh and Itamar Simonson (2008), "Choice Set Configuration as a Determinant of Preference Attribution and Strength," *Journal of Consumer Research*, 35 (2), 324-36.
2. Amir, On and Jonathan Levav (2008), "Choice Construction Versus Preference Construction: The Instability of Preferences Learned in Context," *Journal of Marketing Research*, 45 (2), 145-58.
3. Sela, A., Berger, J., & Kim, J. (2017), "How self-control shapes the meaning of choice," *Journal of Consumer Research*, 44 (4), 724-37.

Week 7: Metacognition in Consumer Psychology

Discussion items:

1. Schwarz, N. (2004a), "Metacognitive experiences in consumer judgment and decision making," *Journal of Consumer Psychology*, 14 (4), 332-48.

Huber, J. (2004), "A comment on metacognitive experiences and consumer choice," *Journal of Consumer Psychology*, 14 (4), 356-9.

Schwarz, N. (2004b), "Metacognitive experiences: Responses to commentaries," *Journal of Consumer Psychology*, 14 (4), 370-73.

2. Tormala, Z. L., R. E. Petty, & P. Briñol (2002), "Ease of Retrieval Effects in Persuasion: A Self-Validation Analysis," *Personality and Social Psychology Bulletin*, 28 (12), 1700-12.
3. Schiffrin, R. Y., O. Netzer, & R. Kivetz (2011), "Complicating choice," *Journal of Marketing Research*, 48 (2), 308-26.
4. Labroo, A. A., & Kim, S. (2009), "The 'instrumentality' heuristic: Why metacognitive difficulty is desirable during goal pursuit," *Psychological Science*, 20 (1), 127-34.

Further reading (optional):

Novemsky, N., R. Dhar, N. Schwarz, & I. Simonson (2007), "Preference fluency in choice," *Journal of Marketing Research*, 44 (August), 347-56.

Week 8: Expectations and Motivated Information Processing

Background reading (required):

Lord, C. G., L. Ross, & M. R. Lepper (1979), "Biased Assimilation and Attitude Polarization: The Effects of Prior Theories on Subsequently Considered Evidence," *Journal of Personality and Social Psychology*, 37 (11), 2098-109.

Vallone, R. P., L. Ross, & M. R. Lepper (1985), "The Hostile Media Phenomenon: Biased Perception and Perceptions of Media Bias in Coverage of the Beirut Massacre," *Journal of Personality and Social Psychology*, 49 (3), 577-85.

Discussion items:

1. Shiv, B., & Huber, J. (2000), "The impact of anticipating satisfaction on consumer choice," *Journal of Consumer Research* 27 (2), 202-16.
2. Russo, J. E., M. G. Meloy, K. A. Carlson, & K. Yong (2008), "The Goal of Consistency as a Cause of Information Distortion," *Journal of Experimental Psychology: General*, 137 (3), 456-70.
3. Sela, Aner and Robyn A. LeBoeuf (2017), "Comparison Neglect in Upgrade Decisions," *Journal of Marketing Research*, 54 (August), 556-571.
4. Park, S. K., & Sela, A. (2020), "Product Lineups: The More You Search, The Less You Find," *Journal of Consumer Research*, 47 (1), 40-55.

Further reading (optional):

Kunda, Z. (1990), "The Case for Motivated Reasoning," *Psychological Bulletin*, 108 (3), 480-98.

Week 9: Consumer Self Control and Justification

1. Okada, E. M. (2005), "Justification effects on consumer choice of hedonic and utilitarian goods," *Journal of Marketing research* 42 (1), 43-53.
2. Keinan, Anat, and Ran Kivetz (2008), "Remedying hyperopia: The effects of self-control regret on consumer behavior," *Journal of Marketing Research*, 45 (6), 676-89.
3. Gal, David, and Wendy Liu (2011), "Grapes of wrath: The angry effects of self-control," *Journal of Consumer Research*, 38 (3), 445-58.

Week 10: Spring Break

Week 11: Reliability and Replicability in Consumer Psychology

Background reading (required):

Kahneman, D. (2012), *A proposal to deal with questions about priming effects*.

Pashler, H., & Harris, C. R. (2012). Is the replicability crisis overblown? Three arguments examined. *Perspectives on Psychological Science*, 7(6), 531-536.

Discussion items:

1. Simmons, Joseph P., Leif D. Nelson, and Uri Simonsohn (2011), "False-positive psychology: Undisclosed flexibility in data collection and analysis allows presenting anything as significant," *Psychological science* 22 (11): 1359-66.
2. Cesario, J. (2014). Priming, replication, and the hardest science. *Perspectives on Psychological Science*, 9(1), 40-48.
3. Stroebe, W., & Strack, F. (2014). The alleged crisis and the illusion of exact replication. *Perspectives on Psychological Science*, 9(1), 59-71.
4. Simons, D. J. (2014), "The value of direct replication," *Perspectives on psychological science*, 9 (1), 76-80.
5. McShane, B. B., Bradlow, E. T., Lynch, J. G., & Meyer, R. J. (2024), "'Statistical Significance' and Statistical Reporting: Moving Beyond Binary," *Journal of Marketing*, (November).

Further reading (optional):

Silberzahn, R., Uhlmann, E. L., Martin, D. P., Anselmi, P., Aust, F., Awtrey, E., ... & Carlsson, R. (2018). Many analysts, one data set: Making transparent how variations in analytic choices affect results. *Advances in Methods and Practices in Psychological Science*, 1(3), 337-356.

Week 12: Self and Identity in Consumer Research

Background reading (required):

Markus, H. (1977), "Self-schemata and processing information about the self," *Journal of Personality and Social Psychology*, 35 (2), 63-78.

Discussion items:

1. Markus, H., J. Smith, & R. L. Moreland (1985), "Role of the Self-Concept in the Perception of Others," *Journal of Personality and Social Psychology*, 49 (6), 1494-512.
2. Wheeler, S. C., K. G. DeMarree, & R. E. Petty (2007), "Understanding the Role of the Self in Prime-to-Behavior Effects: The Active-Self Account," *Personality and Social Psychology Review*, 11 (3), 234-61.
3. Gao, L., S. C. Wheeler, & B. Shiv (2009), "The 'Shaken Self': Product Choices as a Means of Restoring Self-View Confidence," *Journal of Consumer Research*, 36 (June), 29-38.
4. Park, J. J., & Sela, A. (2018), "Not my type: Why affective decision makers are reluctant to make financial decisions," *Journal of Consumer Research*, 45 (2), 298-319.

Further reading (optional):

Belk, R. W. (1988), "Possessions and the Extended Self," *Journal of Consumer Research*, 15 (September), 139-68.

Steele, C. M. (1988), "The psychology of self-affirmation: Sustaining the integrity of the self," *Advances in experimental social psychology*, 21, 261-302.

Gillihan, S. J. & M. J. Farah (2005), "Is Self Special? A Critical Review of Evidence from Experimental Psychology and Cognitive Neuroscience," *Psychological Bulletin*, 131 (1), 76-97.

Week 13: Self and Others in Consumer Research

Background reading (required):

Brewer, M. B. (1991), "The social self: On being the same and different at the same time," *Personality and Social Psychology Bulletin*, 17 (5), 475-82.

Berger, J. & C. Heath (2007), "Where Consumers Diverge from Others: Identity Signaling and Product Domains," *Journal of Consumer Research*, 34 (August), 121-34.

Discussion items:

1. Berger, Jonah, and Morgan Ward (2010), "Subtle signals of inconspicuous consumption," *Journal of Consumer Research* 37 (4), 555-69.
2. Mead, N. L., Baumeister, R. F., Stillman, T. F., Rawn, C. D., & Vohs, K. D. (2011), "Social exclusion causes people to spend and consume strategically in the service of affiliation," *Journal of Consumer Research*, 37 (5), 902-19.
3. Bhattacharjee, A., Berger, J. & Menon, G. (2014), "When Identity Marketing Backfires: Consumer Agency in Identity Expression," *Journal of Consumer Research*, 41 (August), 294-309.

4. Ordabayeva, N., & Chandon, P. (2011), "Getting ahead of the Joneses: When equality increases conspicuous consumption among bottom-tier consumers," *Journal of Consumer Research*, 38 (1), 27-41.

Further reading (optional):

Escalas, J. & J. R. Bettman (2005), "Self-Construal, Reference Groups, and Brand Meaning," *Journal of Consumer Research*, 32 (December), 378-389.

Week 14: Cross-Cultural Consumer Research

Background reading (required):

Markus, Hazel R. and Shinobu Kitayama (1991), "Culture and the Self: Implications for Cognition, Emotion, and Motivation," *Psychological Review*, 98, 224-53.

Henrich, J., Heine, S. J., & Norenzayan, A. (2010), "The weirdest people in the world?" *Behavioral and Brain Sciences*, 33(2-3), 61-83.

Discussion items:

1. Briley, Donnel A., Michael W. Morris, and Itamar Simonson (2000), "Reasons as carriers of culture: Dynamic versus dispositional models of cultural influence on decision making," *Journal of Consumer Research*, 27 (2), 157-78.
2. Aaker, Jennifer and Angela Lee (2001), "I Seek Pleasures and We Avoid Pains: The Role of Self Regulatory Goals in Information Processing and persuasion," *Journal of Consumer Research*, 28 (June), 33-49.
3. Markus, H. R., Uchida, Y., Omoregie, H., Townsend, S. S., & Kitayama, S. (2006), "Going for the gold: Models of agency in Japanese and American contexts," *Psychological Science*, 17 (2), 103-12.
4. Stephens, N. M., Markus, H. R., & Townsend, S. S. (2007), "Choice as an act of meaning: the case of social class," *Journal of personality and social psychology*, 93 (5), 814-30.

Week 15: Student presentations

Term paper and presentation is due. Details will be discussed in class.

APPENDIX: GENERAL UNIVERSITY AND COLLEGE POLICIES

Recording Class Lectures

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Should all or part of this class be offered via an online mechanism during this semester, our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live.

Proctoring at Warrington

The University of Florida requires that any assessment equivalent to 15% or more of a student's final course grade must be proctored. This policy protects both the value of your academic degree and your own time and effort in becoming a successful Warrington student. Please expect all assessments to be proctored and all assignments to utilize plagiarism software, and prepare accordingly.

For online proctored exams, you are expected to have:

- a working webcam and computer (restart your computer before your exam for the most effective testing environment)
- Google Chrome
- a downloaded extension to your Chrome browser (Honorlock or ProctorU)
- a private workspace (if this is unachievable contact your faculty)
- incredible attention to exam instructions (it's your responsibility not to get flagged for cheating)
- diligence to notify your faculty of accommodations or extenuating circumstances that affect your exam time or exam environment at the beginning of the term (at the very least, one week before your exam)
- integrity to abide by all exam instructions and report any irresponsible peers

The Warrington College of Business is strongly committed to academic integrity and will rigorously enforce violations of the UF Honor Code and/or additional Warrington academic integrity policies. To be a successful student please read all instructions for any assignment carefully, do not collaborate on individual exams, assignments, or homework, and thoroughly review the [Honorlock Student Guide](#) on the Warrington College website.

Course Grade: Final grades will be based on obtaining the following percentage of total course points: 94-100% = A; 90-93% = A-; 87-89% = B+; 83-86% = B; 80-82% = B-; 77-79% = C+; 73-76% = C; 70-72% = C-; 67-69% = D+; 63-66% = D; 60-62% = D-; 0-59% = E. Required percentages may be reduced based on a course curve.

Grade Values: The grade-point value per credit hour associated with each letter grade is assigned by the

Office of the University Registrar: A = 4.0, A- = 3.67, B+ = 3.33, B = 3.0, B- = 2.67, C+ = 2.33, C = 2.0, C- = 1.67, D+ = 1.33, D = 1.0, D- = .67, E = 0.0. For more information visit:

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

Make-Ups: A make-up exam will be given when the student has a valid verifiable reason for not taking the exam during the scheduled time. Barring a documented emergency, the request must be made a minimum of ten days prior to the scheduled exam. Exceptions are made if the policy conflicts with UF attendance requirements. More detail on acceptable reasons for absence and UF policies on attendance are found at:

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

Attendance: Although attendance may not be taken at every class, students are expected to attend and participate in every class. Students should prepare for all classes even if they miss and are responsible for material covered in their absence. Students may not attend a class unless they are officially registered for the course. The Fisher School of Accounting does not approve requests to audit its courses. Students who do not attend at least one of the first two class meetings of a course or laboratory in which they are registered, and who have not contacted the School to indicate their intent, may be dropped from the course. The instructor adheres to all UF attendance policies.

Honesty: Academic dishonesty will not be tolerated. Students are required to know and comply with the university's policy on academic honesty. This policy is detailed in the Undergraduate Catalog and by reference is included in this course syllabus. For more information visit: <https://sccr.dso.ufl.edu/process/honor-code/>

Civility: This course will be conducted in a courteous and professional manner. Inappropriate classroom behavior of any form will not be tolerated. At the instructor's discretion, students acting in an uncivil manner will receive a grade reduction commensurate with the infraction. Students can be withdrawn from the course for excessive unacceptable behavior.

Disabilities: Students requesting classroom accommodations must first register with the Dean of Students Office. Support services for students with disabilities are coordinated by the [Disability Resource Center](#) in the [Dean of Students Office](#). All support services provided for University of Florida students are individualized to meet the needs of students with disabilities. To obtain individual support services, each student must meet with one of the support coordinators in the Disability Resources Program and collaboratively develop appropriate support strategies. Appropriate documentation regarding the student's disability is necessary to obtain any reasonable accommodation or support service. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor a minimum of ten days prior to the requested accommodation.

Evaluation: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.ua.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

Business Career Services: A significant aspect of your overall success as a business Gator is your journey towards securing your career upon graduation. As the only College at UF with its own dedicated career services office, Business Career Services (BCS) exists to help you explore career paths that fit your major and interests, assist you in developing job and internship search strategies, provide you support in developing an impactful resume, prepare you for interviews, and much more. For more information on identifying your dedicated BCS Career Coach and other career resources offered, [please visit their website](#). Interested in scheduling an appointment with your Career Coach or applying for an internship or full-time job, visit [HIREWarrington](#). Business Career Services is exclusive to currently enrolled, Warrington degree seeking students only. Non-Warrington students are encouraged to visit University of Florida's [Career Connection Center](#) for career assistance.

U Matter, We Care: Your well-being is important to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1.

Course|New for request 21381

Info

Request: PHA 6XXX Quantitative Systems Pharmacology (QSP) Modeling

Description of request: New ELECTIVE Course: PHAXXXX Quantitative Systems Pharmacology (QSP) modeling (3 Cr Hr.).

This course is part of the approved curriculum: <https://secure.aa.ufl.edu/Approval/reports/20137>

Submitter: Emely McKittrick emely.mckittrick@ufl.edu

Created: 4/1/2025 2:47:51 PM

Form version: 2

Responses

Recommended Prefix PHA

Course Level 6

Course Number XXX

Lab Code None

Course Title Quantitative Systems Pharmacology (QSP) Modeling

Transcript Title Quantitative Systems Pharmacol

Delivery Method HB - Hybrid Blend (50-79% of course content taught outside of classroom)

Effective Term Fall

Effective Year 2025

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Provides a comprehensive overview of Quantitative Systems Pharmacology (QSP) modeling and its applications across the drug development process. This course mimics a real-world QSP project by integrating theory, practice, and the experience of working in multidisciplinary groups. Students will gain a foundational understanding of QSP principles, develop and evaluate models based on disease pathophysiology and drug mechanisms of action, and explore QSP's role in R&D.

Prerequisites PHA6125 Introduction to Quantitative Pharmacology

Co-requisites There are no co-requisites.

Rationale for Placement in the Curriculum This is a graduate level elective that will be part of the Master of Science in Pharmacy with a major in Pharmaceutical Sciences and a concentration in Model-Informed Drug Development.

By the end of the course, the students will be able to:

- Define what QSP is, explain key features and basic principles, and compare it with other methodologies such as PopPK/PD, PBPK, etc
- Demonstrate proficiency in applying various types of equations to describe physiological processes
- Analyze and compare possible model options, select an optimal one, and explain the criteria of choice
- Demonstrate practical proficiency in developing QSP models using software tools and identifying necessary data for parameter estimation
- Appraise model quality, sensitivity analysis, and validation results
- Build decision-making skills and the ability to draw meaningful conclusions from the modeling

exercise

Syllabus Content Requirements All Items Included

PHAXXXX Quantitative Systems Pharmacology (QSP) Modeling

PHAXXXX Quantitative Systems Pharmacology (QSP) modeling (3 Cr Hr.)

Academic Term: Fall 2025

Location: Canvas, LN 234 & GNV P4-20

Class periods: Day/Time (Active Learning Sessions)

Course Coordinator(s):

Tatiana Iakovleva, PharmD, MS
Research Assistant Professor
University of Florida College of Pharmacy
Email: tiakovleva@ufl.edu
Office Hours: on request

Teaching Assistant: TBD

Office Hours: on request

Pre-Requisites:

PHA6125 Introduction to Quantitative Pharmacology

Co-Requisites:

None

Course Objectives

Provides a comprehensive overview of Quantitative Systems Pharmacology (QSP) modeling and its applications across the drug development process. This course mimics a real-world QSP project by integrating theory, practice, and the experience of working in multidisciplinary groups. Students will gain a foundational understanding of QSP principles, develop and evaluate models based on disease pathophysiology and drug mechanisms of action, and explore QSP's role in R&D. Emphasis is placed on practical model development, literature analysis, regulatory considerations, and effective communication of results to multidisciplinary teams, fostering decision-making and problem-solving skills for real-world applications.

By the end of the course, the students will be able to:

- Define what QSP is, explain key features and basic principles, and compare it with other methodologies such as PopPK/PD, PBPK, etc
- Demonstrate proficiency in applying various types of equations to describe physiological processes
- Analyze and compare possible model options, select an optimal one, and explain the criteria of choice
- Demonstrate practical proficiency in developing QSP models using software tools and identifying necessary data for parameter estimation
- Appraise model quality, sensitivity analysis, and validation results
- Build decision-making skills and the ability to draw meaningful conclusions from the modeling exercise

PHAXXXX Quantitative Systems Pharmacology (QSP) Modeling

Instructional Method

This course is part of the distance education program at the University of Florida. Instead of a traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas, a user-friendly web-based classroom management tool, that utilizes required readings, quizzes (in most courses), completion of written assignments, and participation in a discussion board. Students will independently complete assigned readings and complete online assignments and/or quizzes/projects to assess understanding of and provide their insight to the reading and coursework material. Throughout these learning activities, the instructor and teaching assistant(s) are available via email to assist with questions. There are not times at which the entire class meets at a specific time or zoom sessions (unless indicated by your instructor). Due to the nature and size of our program, individual zoom sessions or phone calls are not routinely utilized by our teaching staff.

Instructors and TAs are always available via the course messaging system and provide a quick turnaround time to messages.

Materials and Supply Fees

Please review the syllabus specific to this class for any required, recommended, or suggested reading materials.

Use [UF VPN to access UF Libraries Resources](#) when off-campus. **Please note that students enrolled in our partner universities will not have access to the UF library resources and you need to utilize the library through your home institution.**

The UF HSC library staff can assist you with questions or issues related to accessing online library materials. For assistance contact your College of Pharmacy librarian or visit the [HSC Library Website](#) at this URL: <http://www.library.health.ufl.edu/>

For assistance with Canvas or other course technology, please contact: UF Distance Education Support Services - ahc-dess@ufl.edu

Required Materials: Students must comply with the UF Computer and Software Requirement. Please see the website of your respective program for further information.

PHAXXXX Quantitative Systems Pharmacology (QSP) Modeling

Course Materials and Technology

There is no required textbook for this course.

Software:

This course utilizes open-source software, ensuring no additional cost to students

- R & R Studio:

<https://cran.r-project.org/bin/windows/base/>

<https://www.rstudio.com/products/rstudio/download/#download>

Recommended Materials

Title: Rowland and Tozer's Clinical Pharmacokinetics and Pharmacodynamics: Concepts and Applications

Authors: Hartmut Derendorf, Stephan Schmidt

Publisher: Wolters Kluwer Health; 5th edition (July 11, 2019)

ISBN-13: 978-1496385048 | ISBN-10: 1496385047

Title: Pharmacokinetic and Pharmacodynamic Data Analysis: Concepts and Applications

Authors: Johan Gabrielsson, Daniel Weiner

Publisher: Swedish Pharmaceutical Press; 4th edition (July 4, 2007)

ISBN-13: 978-9197651004 | ISBN-10: 9197651001

Title: Pharmacokinetic-Pharmacodynamic Modeling and Simulation

Author: Peter L. Bonate

Publisher: Springer; 2nd ed. 2011 edition (July 1, 2011)

ISBN-13: 978-1441994844 | ISBN-10: 144199484X

Journal articles, class notes developed by the instructor, or other required reading/resources will be provided to students through the Canvas course website.

For assistance with Canvas or other course technology, please contact: UF Distance Education Support Services - ahc-dess@ufl.edu

Course Schedule

Module Topics

Week #	Lecture	Hands-on: Active Learning Sessions	Assignments
Week 0 08/21/25- 08/24/25	Module 0. Course Introduction (Ti)	no ALS	

PHAXXXX Quantitative Systems Pharmacology (QSP) Modeling

Week 1 08/25/25- 08/31/25	Module 1a. Introduction to Quantitative Systems Pharmacology (TI)	ALS Module 1a. Translating disease pathogenesis into a mathematical model: Hands-On (TI)	Quiz #1 (TI)
Week 2 09/02/25- 09/07/25	Module 1b. Mathematical Representations of Biological Processes (TI)	ALS Module 1b. Case study example: Glucose reabsorption inhibitors, Hands-On (TI)	Quiz #2 (TI)
Week 3 09/08/25- 09/14/25	Module 1c. Insights from the Field: Case Studies with Industry Experts (invited speaker)	ALS Module 1c. Case study 1, Case study 2. (invited speakers)	Quiz #3 (TI) Group formation
Week 4 09/15/25- 09/21/25	Module 2. Building Knowledge: Literature Review and Database Creation (invited speaker)	ALS Module 2. Hands-On: Navigating literature databases (PubMed) & Managing references (Zotero) (invited speaker)	Quiz #4 (TI) Group Assignment #1 (TI)
Week 5 09/22/25- 09/28/25	Module 3a. From Concept to Implementation: Model Development Workflow (TI)	ALS Module 3a. QSP model development, Hands-On	Quiz #5 Group Assignment #2 (TI)
Week 6 09/29/25- 10/05/25	Module 3b. Identifying Physiologically Based Parameters for Model (TI)	ALS Module 3b. Hands-On: Physiologically Based Parameters in QSP Modeling	Quiz #6 (TI) Group Assignment #3 (TI)
Week 7 10/06/25- 10/12/25	Module 3c. Software Tools for QSP Modeling (TI)	ALS Module 3c. Model implementation in the R software	Quiz #7 (TI) Group Assignment #4 (TI)
Week 8 10/13/25- 10/19/25	Module 4a. Parameter Estimation and Model Evaluation (TI)	ALS Module 4a. Hands-on	Quiz #8 (TI)
Week 9 10/20/25- 10/26/25	Module 4b. Sensitivity Analysis and Model Validation (TI)	ALS Module 4b Sensitivity analysis in the R software	Quiz #9 (TI) Group Assignment #5 (TI)
Week 10 10/27/25- 11/02/25	Module 5. Regulatory Considerations in QSP (TI)	ALS Module 5. Communication with regulatory agencies (invited speaker)	Quiz #10 (TI)
Week 11 11/03/25- 11/09/25	Module 6a. Effective Communication with Multidisciplinary Teams (TI)	ALS Module 6a. Single-Minded Message (SMM) concept in communication (TI)	Quiz #11 (TI)
Week 12 11/10/25- 11/16/25	Exam: Final Group Projects submission	live Q&A session (TI)	Exam
Week 13 11/17/25 – 11/22/25	Module 6b. Peer Review Essentials: Giving and Receiving Constructive Feedback (TI)	ALS Module 6b. Constructive Feedback (invited speaker)	Quiz #12 (TI) Group Assignment #6 (TI)

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Week 14	Holidays November 24 th – November 30 th
Week 15 12/01/25- 12/06/25	<i>Group project presentations</i>

Ti Dr. Tatiana Iakovleva, **invited speaker**: Experts in the topic from industry, regulatory agencies, or UF

Course Assignments

Assignments: Each module includes an assignment that has a due date posted on the Course Calendar. While we understand that our students have other work and personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of extenuating circumstances beyond your control, you are unable to meet an assignment deadline, students should message the professor **PRIOR TO THE DATE THE ASSIGNMENT IS DUE** and explain the situation in advance. If no prior communication occurred, the instructor may deduct points for late submission at their discretion or as stated in the course overview and/or communicated via the discussion board. Being consistently late in submitting assignments disrupts the discussion of topics on the bulletin board and will therefore result in loss of marks for that assignment up to a full letter grade. If you message us, we will work with you around the deadline. If you have outstanding assignments as we near the end of the semester, we will send you a follow up email as a reminder and to determine your plans for completion. If you do not respond to us before the final day of classes, you will be assigned a grade based on the completed assignments.

Quizzes

For each week of classes, students will be required to complete a quiz. Any content covered in lectures, hands-on, or pre-readings may be included in the quiz. All quizzes will be open-material and will have a 30-minute time limit to complete. Students will have 2 attempts to complete a quiz with 80% or more correct answers to receive the points.

Course Project

In Module 4, students will be assigned to groups for a collaborative QSP project. Beginning in Module 5, each group will work on a series of assignments that collectively contribute to the final project. By the end of the course, students will submit a written project report in Week 12, contributing 10 points to the exam. They will also present their findings during Week 15, which adds 2 points. The total score for the course project is 12 points. Late submissions will not be accepted.

Retaining Course Materials

As you go through the semester, keep copies of important emails, discussion bulletins and assignments you may use for revision as these will be purged from the course at the end of the semester. We recommend you make a copy of the course modules since this will be the only access you will get to these materials. We will not be able to provide you with copies of course content once the course is removed from your account. If this

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class is a core-class for your MS program (one that you will be tested on in the cumulative final exam given in special topics) it is especially important that you keep the notes for review later.

Academic Requirements and Grading

Grading Policy

For greater detail on the meaning of letter grades and university policies related to them, see the Registrar's Grade Policy regulations at: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Most courses do not have a midterm or final exam, although this course may incorporate one, so be sure to review the specific requirements for this class. Students are evaluated continuously throughout the semester and graded according to their performance in the assignments and quizzes/exam (if quizzes/exam are present). All modules have a written assignment, and some classes have timed quizzes that must be completed by the assignment deadline for the corresponding module. **Please review the portion of this syllabus specific to this class (found on the homepage of your class within Canvas) to review the requirements of your class, as it may differ from the above.**

All written assignments must be completed in your own words. Cutting and pasting from the internet is not acceptable and may be plagiarism. Failure to complete an assignment in your own words may result in you receiving a score of zero for the written assignment. All assignments should be written in your own words and referenced appropriately. This class may have a Plagiarism module associated with it, and this module must be viewed prior to opening module 1.

For courses that have timed quizzes: if you lose your internet connection during your quiz and scores are not recorded simply email us and we can help you.

Assignments should be submitted using the assignment submission tool. If you have difficulty submitting an assignment, message your instructor and teaching assistant - we will work with you to troubleshoot the problem. Assignment feedback will also be provided via the assignment tool, so students should check back to the appropriate module to receive feedback and the assignment grade.

Always keep a copy of your course assignments in case you need to resend it. Also, you may want it for revision purposes later.

For Assignment deadlines - see the course calendar.

For other important dates, consult the [UF Calendar of Critical Dates](#) and <http://www.registrar.ufl.edu>

Evaluation of Grades

Students will be graded on written assignments and module quizzes (when included in the course). The final grade will be based on the student's cumulative number of points earned divided by the total number of available points. The resulting percentage will be converted to a letter grade based on the grading scale below this section. If a final exam is included for the class, that score will also be incorporated into your final grade.

Below is an example of a class that shows how your final grade would be calculated (this is for all classes where the final grade will be based on the student's cumulative number of points earned divided by the total number of available points):

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Assignment	Total Points	Percentage of Final Grade
ALS Attendance (12)	1 each, 12 total	20%
Individual Quizzes (12)	1 each, 12 total	20%
Group assignments (6)	4 each, 24 total	40%
Exams (1)	12	20%
Total:	60 Total	100%

Students will receive individual feedback on points lost on the assignments. The comments of the TA or professor can be viewed on the assignment submission page for the corresponding module. Assignments are not able to be resubmitted for a re-grade after receiving feedback; the feedback is given for learning purposes and not so that students can re-do and re-submit assignments.

Students can check their progress in the course by viewing their grade records via the course interface. Internationally registered student grades will be assigned as per the policies and procedures within your university.

Note: For students enrolled through WSU, the overall percentage mark for the unit will be converted to a WSU grade in accordance with the information provided on the course WSU site

Grades will be assigned as follows:

Grade	Percent	Grade Points
A	90.0 - 100.0	4.0
A-	87.0 - 89.9	3.76
B+	84.0 - 86.9	3.33
B	81.0 - 83.9	3.00
B-	78.0 - 80.9	2.76
C+	75.0 - 79.9	2.33
C	72.0 - 74.9	2.00
C-	69.0 - 71.9	1.67
D+	66.0 - 68.9	1.33
D	63.0 - 65.9	1.00
D-	60.0 - 62.9	0.67
E	0 - 59.9	0.00

Assignments: Each module includes an assignment that has a due date posted on the Course Calendar. While we understand that our students may have work and other personal commitments, we expect every effort to be made to meet these deadlines. If for some reason, because of extenuating circumstances beyond your control, you are unable to meet an assignment deadline, students should message the professor **PRIOR TO THE DATE THE ASSIGNMENT IS DUE** and explain the situation in advance; it is then at the discretion of the instructor as to if they will grant the extension with no penalty marks added. If you have an emergency where you cannot email the instructor prior to the deadline, you must contact the instructor as soon as you are able to explain your situation.

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If no extension was requested or if the extension request is not granted, the instructor will deduct points as follows:

Amount of time past the deadline	Amount to be deducted for late submissions (in addition to grading point deductions)	Notes
12 am – 8 am (EST)	0.5 points	This deduction will incur if the assignment is past the posted deadline of 11:59 pm EST, regardless of the time zone in which you are located
1 day (from 8 am EST – 11:59 pm)	5% deduction	% deductions are a % of the total number of points for which the assignment is worth (for example, 5% of a 30-point assignment would be 1.5 points deducted).
2 days to 1 week late	10% deduction	
1 week to 2 weeks late	20% deduction	
2 weeks to 3 weeks late	30% deduction	
3 weeks to 4 weeks late	40% deduction	
4 weeks to 5 weeks late	50% deduction***	*** this is the maximum deduction regardless of when it is submitted, from 4 weeks past the due date to the last day for submissions in the semester.

Being consistently late in submitting assignments disrupts the course. If you have outstanding assignments as we near the end of the semester, we will send you a follow up email as a reminder and to determine your plans for completion. If you do not respond to us before the final day of classes, you will be assigned a grade based on the completed assignments.

Makeup Policy: Assignments submitted late may be accepted depending on circumstances (see UF official attendance policy above). Note that some assignments are time limited because there is release of an answer to all after the deadline. In this case, no late assignment can be accepted unless the absence is excused. Points may be deducted for consistently late submissions but we would be very keen to ensure we have a discussion with you to explore why the problem has arisen. Make up assignments are not usually given, but may be at the discretion of the course instructor after evaluation of the circumstances leading to the request.

Grade Changes: Grades will be changed only when a grading error has been made. If you think an error has been made, you should message the instructor or TA as soon as possible. Your entire assignment will then be re-graded if the instructor determines that an error has been made.

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Incomplete grades: Under special circumstances, if a student is unable to finish a course before the end of the semester, we may be able to assign an incomplete grade. An incomplete grade is a non-punitive grade assigned at the discretion of the course instructor. In this course an incomplete grade may be assigned if a third or more of the course assignments have been completed and if the student has remained in communication with TA's and instructors throughout the course and has made an effort to request an incomplete grade. If an incomplete grade is assigned, outstanding assignments and quizzes must be completed by the end of the next semester that the course is offered. If the assignments are not completed in the next term that the course runs, you will be assigned a grade based on the completed assignments. If you are scheduled to graduate the term after this semester, you are not eligible for an incomplete. Please email your instructor for more information. Students in our partner universities are not eligible for an incomplete and should contact their home institution to see the options available to them.

Instructional Policies

This course is part of the distance education program at the University of Florida. Instead of traditional lecture format, the medium for communication between course instructors, teaching assistants and students will be via Canvas, a user-friendly web-based classroom management tool, by utilizing the course functions. There are not times at which the entire class meets at a specific time or zoom sessions (unless indicated by your instructor). Due to the nature and size of our program, individual zoom sessions or phone calls are not routinely utilized by our teaching staff. Instructors and TAs are always available via the course messaging system and provide a quick turnaround time to messages.

Policy Related to Required Course Participation

Students are expected to constructively join in discussions, with appropriate preparation; to post interesting and relevant information on the class discussion board when indicated, and to interact professionally and respectfully with their classmates. Please note all faculty are bound by the UF policy for excused absences. For information regarding the UF Attendance Policy see the Registrar website for additional details:

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

Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar. Students must not assume they will be automatically dropped if they fail to participate in the course learning activities.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Attendance: Active Learning Session (ALS) attendance is required. TAs will collect students' signatures on an attendance sheet in each ALS class in person for registered UF graduate students and check login information for students enrolled in the online certificate program.

Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation. Additional information can be found in [Attendance Policies](#).

Makeup assignments will be made for any excused absence and tardiness and must be submitted within two weeks of the missed sessions. If the situation leads to missing multiple class sessions and makeup becomes

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difficult, the student and course coordinator will discuss with the administration to explore options such as a remediation plan or course withdrawal.

Students are responsible for meeting all academic assignment due dates and objectives as defined by the instructor. In general, acceptable reasons for not meeting objectives from class include illness, serious family emergencies, special curricular requirements, military obligation, severe weather conditions, religious holidays, and participation in official University activities. Excused absences must be consistent with university policies in the [Graduate Catalog](#) and require appropriate documentation. Additional information can be found in [Attendance Policies](#).

Class Participation: Students are expected to constructively join in discussions, with appropriate preparation; to post interesting and relevant information on the class discussion board when indicated, and to interact professionally and respectfully with their classmates.

Performance Expectations: Students are expected to produce quality work of a standard comparable to any graduate level didactic course. Discussion postings and discussions must be legible, constructive, and appropriate. Students will be expected to complete assignments that require the application of logic and reasoning skills and appropriate research when the answer may not be found in a book or the course notes. Students should expect to perform research outside of the material presented in the class (utilizing either e-journals or the internet) to assist them with completing assignments. If a text is required for this class, students are expected to have access to it for successful completion of assignments.

Dropping a Course: UF Students who wish to drop from the course must do so by the drop/add deadline established by the Office of the University Registrar (Consult the UF Calendar of Critical Dates at [UF Calendar of Critical Dates](#)). Students must not assume they will be automatically dropped if they fail to participate in the course learning activities. Deleting yourself from the course roster does not officially withdraw you from a course. Please email DESS at ahc-dess@ufl.edu if you wish to withdraw from your class.

Students from partner universities must contact their school to determine how/if they can drop a class.

Communication

Communication Guidelines: In all course communications including emails and treaded discussions, students are expected to follow Netiquette Guidelines. These guidelines promote an environment that encourages everyone to ask questions and learn from each other. Discussion board posts that are not respectful of other opinions discourage a positive learning environment. The following link provides these guidelines:

<https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx>

Communication is a central part of all our courses. Please take advantage of the in-course email messaging system (Inbox) and Discussion board. You should message us with private questions and concerns as well as assignment questions and information; additionally, be sure to check the discussion board daily for class-wide updates and topic discussions. We want to provide all our students with the best opportunity to learn and are always available to answer your questions.

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EMAIL

The course Inbox feature (found on the left-hand side of your screen when you log in), not the discussion board, should always be used to contact the faculty or teaching assistant if you have a problem of a personal nature. It is your responsibility to know who the instructor and/or teaching assistant(s) are for your class. **Do not choose the option of sending your email within the class to “all” instructors**, as there are staff members from our administrative team listed that cannot assist you with course questions (and are only listed there for administrative purposes).

If you are having technical problems with the course content (downloads, etc.) or you are unable to access your course interface, please contact us directly via the “Inbox” email, and do not spend hours trying to get something to work as this will only lead to frustration. We do not want any of you to be offline for any length of time. Contact us as soon as you can so we can check it out and help you. If you are having trouble with your access to your course and cannot access the inbox course messaging system, please email your course instructor directly via regular email. In that email, make sure you give your name and the name of your course. External instructor email addresses are listed for each course separately on the homepage of the course.

Please respond to all messages from your instructor or TA. We are usually contacting you because we want to help you.

DISCUSSION FORUM

The course Discussion board can be used to post content related questions and assignment materials when requested. Please do not use the discussion forum to ask specific questions about your current course assignments.

It is VERY important that you read all the discussion bulletins that have been posted. We will use this site to post important information relating to content or quiz changes, deadlines etc. Since postings can accumulate quickly, please login each day to stay on top of these postings or you may miss important information. Some instructors may also use the announcement feature, so be sure to read all announcements as well.

If, as part of an assignment you are asked to make a discussion posting, you do not need to submit the same assignment via the assignment submission tool.

Please be aware that as you read the discussions for this course that there may be sensitive topics covered that could be emotionally triggering. Please remember that our students are a diverse population and that your responses should be crafted with respect and consideration for all audiences. We are aware that some of these topics can be considered controversial and ask that you respond to the subject matter in a thoughtful manner. If you have any questions or concerns, please reach out to your course instructor or advisor.

Academic Integrity

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the

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following pledge: **“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”** You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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.”** It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details: <https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>, <https://graduateschool.ufl.edu/>. Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

Plagiarism: Plagiarism includes any attempt to take credit for another person's work. This includes quoting directly from a book or web site without crediting the source. Sources should always be referenced or a link to the website added and, where direct quotes have been used, quotation marks must be placed around the quoted material. However, we expect more than simply cutting and pasting in a graduate level course. Students are expected to review, evaluate, and comment on material they research, rather than simply copying relevant material. Your work will be graded accordingly. Extensive quoting of literature, even if references are provided, is not considered your own work, and will hence incur point deductions up to assigning zero points.

Use of Chatbots and Artificial Intelligence (ChatGPT)

Please note that students are not permitted to submit work that has been written using chatbots unless specifically indicated by the course instructor.

“Submission of Academic Work Purchased or Obtained from an Outside Source. A student must not submit as their own work any academic work in any form that the student purchased or otherwise obtained from an outside source, including but not limited to: academic materials in any form prepared by a commercial or individual vendor of academic materials; a collection of research papers, tests, or academic materials maintained by a Student Organization or other entity or person, or any other sources of academic work.” Students who submit work, be it an entire paper or even parts of an assignment using Artificial Intelligence technology to formulate their answers will be considered as an honor code violation unless the course instructor specifically allows such uses. If an instructor determines that you have violated the honor code, an official student conduct report may be filed.

Online Faculty Course Evaluation Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

In-Class Recoding Policy

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Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

SUPPORT SERVICES

Accommodations for Students with Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center. [Click here to get started with the Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Counseling and Student Health

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).

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- University Police Department: [Visit UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.
- The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from:
Alachua County Crisis Center: (352) 264-6789
<http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see:

<http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html>

Academic Resources

E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

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Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more information](#).

On-Line Students Complaints: [View the Distance Learning Student Complaint Process](#).

Course|New for request 20589

Info

Request: SPM 5XXX Managing Athlete Brands

Description of request: SPM 5XXX- Managing Athlete Brands- Graduate Level elective course

Degree: Master's in Sport Management or general elective course for graduate students

Submitter: Kyriaki Kaplanidou kkaplanidou@hnp.ufl.edu

Created: 3/31/2025 3:27:45 PM

Form version: 3

Responses

Recommended Prefix SPM

Course Level 5

Course Number XXX

Lab Code None

Course Title Managing Athlete Brands

Transcript Title Managing Athlete Brands

Delivery Method AD - All Distance Learning (100% of course content taught outside of classroom)

Effective Term Earliest Available

Effective Year Earliest Available

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3 contact hours per week for a 3 credit course.

Course Description With name, image, and likeness monetization, youth/high school, college and professional athletes with a strong brand can create a revenue stream that rivals their professional contracts and can continue to make money into retirement. This course takes a hands-on approach to how athletes build their brand through content and other visual elements.

Prerequisites 7HH

8HH

SPM 5309 Sport Marketing

Co-requisites N/A

Rationale for Placement in the Curriculum This is an elective course for the Sport Management Master's degree program that addressed the need of a growing area of interest pertaining to the Athletes and managing their own brand during their time as an athlete.

Syllabus Content Requirements All Items Included

Managing Athlete Brands

SPM5### | Class # XXXXX | 3 Credits | Fall 2024

Connect with SPM



Course Info

INSTRUCTOR	Name & Credentials: Kristi A. Dosh, J.D. Office: Office Phone: (904) 364-0681 Email: kdosh@ufl.edu Preferred Method of Contact: *Please use Canvas messaging as our primary form of contact*
OFFICE HOURS	Mondays 3:00pm-5:00pm or by appointment
MEETING TIME/LOCATION	Access course through Canvas on UF e-Learning & the Canvas mobile app by Instructure

COURSE DESCRIPTION

With name, image, and likeness monetization, youth/high school, college and professional athletes with a strong brand can create a revenue stream that rivals their professional contracts and can continue to make money into retirement. This course takes a hands-on approach to how athletes build their brand through content and other visual elements.

PREREQUISITE KNOWLEDGE AND SKILLS

7HH or 8HH (Graduate students seeking a first master's degree or Graduate students or who have earned a master's degree) and SPM5309 Sport Marketing

REQUIRED AND RECOMMENDED MATERIALS

Darlow, Jeremy. (2017) *Athletes Are Brands Too: How Brand Marketing Can Save Today's Athlete*. Jack and June Publishing.
ISBN -13 978-0999633205

Hennessy, Brittany. (2018). *Influencer: Building Your Personal Brand in the Age of Social Media*. Kensington.
ISBN-13 978-0806538853

COURSE LEARNING OBJECTIVES:

Upon completing this course, students will:

- Describe what it means for an athlete to have a personal brand and how it can be intentionally crafted
- Examine ways that athletes can grow, leverage, and protect their audience
- Describe the dynamic between individual athletes and the teams and leagues they represent when it comes to marketing and branding
- Analyze the different ways athletes are monetizing their brands both while active and in retirement
- Investigate influencer marketing and how brands work with individual athletes
- Describe ways that athletes can protect their brands
- Assess the future of athlete branding and marketing

Grading

The following table outlines the three (3) components of the course on which you will be evaluated.

Evaluation Components	% of Total Grade
Discussion Posts	20%
Assignments	50%
Quizzes	15%
Final Exam /Project	15%

Discussion Posts – There will be a discussion post activity after each module for a total of ten (10). You are to discuss/answer all of the topics posed in each discussion board. The goal for those discussion board posts is to start thinking more critically about the material. These discussion posts will require you to interact with a small group of your classmates—which will allow you to give and receive feedback.

Discussion post rubric:

Criteria	Ratings					Pts
Quality of Post	40 pts Full Marks Appropriate comments: thoughtful, reflective, and respectful of others postings	30 pts Partial Marks Appropriate comments and responds respectfully to others postings	20 pts Partial Marks Responds with average effort providing obvious information without further analysis	10 pts Partial Marks Responds, but with minimum effort. (e.g. "I agree with Bill")	0 pts No Marks No Posting	40 pts
Relevance of Post	40 pts Full Marks Post topics related to discussion topic; prompts further discussion of topic	30 pts Partial Marks Posts topics that are related to discussion content	20 pts Partial Marks Posts topics which do not relate to the discussion content	10 pts Partial Marks Makes short or irrelevant remarks	0 pts No Marks No Posting	40 pts
Contribution to the Learning Community	20 pts Full Marks Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to topic. Two clear, respectful replies and critique using proper grammar and spelling.		10 pts Partial Marks Makes little effort to participate in learning community as it develops.		0 pts No Marks No feedback provided to fellow student(s)	20 pts
Total Points: 100						

Quizzes – You will have a total of three (3) quizzes- each consisting of twenty (20) questions. Students shall be permitted to use notes and material, however, the assistance of another student and/or online searches are strictly forbidden. Quiz questions are generated by the course instructor and the majority of focus should be

given to the lecture notes when studying. The quizzes will need to be completed within the allotted week period provided. Once accessed, you will be given 30 minutes to complete each quiz.

Assignments – You'll have several assignments over the course of the semester where you'll get hands-on experience with the material you've been learning. These assignment will be graded using the **rubrics in Addendum A**.

Personal Branding Assignment (12.5%): You will be assigned a college athlete and asked to evaluate their personal brand using the methods discussed in our module. You will also be asked to design a strategy to improve the athlete's brand going forward, identify types of NIL activities they should consider and brands they should approach for NIL deals. You'll be graded on your level of analysis pursuant to the instructions.

Brand Deal Assignment (12.5%): You will choose a brand and be asked to build an advertising campaign (including the athlete(s) you'd work with, marketing channels, content strategy, etc.) using what you've learned in our modules. Additionally, you'll identify the KPIs you'll use to measure the campaign's success. Additionally, you'll be asked to look at a specific brand's campaign and analyze what they did well and what they could have done better. Students are graded based on completing each part of the assignment pursuant to the instructions, with each part being worth an equal number of points. Failure to respond to any question or part thereof will result in a loss of points for that part.

Licensing/IP Assignment (12.5%): You'll be asked to identify an athlete who doesn't appear to be creating their own trademarks, merchandise or other products, but who you think is well positioned for that and missing out on the opportunities. You'll map out a plan for the opportunities available to them and strategize a plan they could implement to take advantage of these possibilities. You'll be graded on your level of analysis pursuant to the instructions.

Rebranding Assignment (12.5%): You'll be asked to identify an athlete or brand who needs rebranding and create a strategy for developing the new brand and its rollout to the public. As part of this assignment, you'll be reviewing and overhauling their messaging, visual branding and social media presence, developing a plan they could implement. You'll be graded on your level of analysis pursuant to the instructions.

Final Exam – The final exam will be two parts. The first will consist of fifty (50) questions and will be cumulative, meaning it will test on ALL MODULES. Question formats *may* include: fill in the blank, multiple choice, multiple response, and true/false. Students are permitted to use notes and material, however, the assistance of another student and/or online searches are strictly forbidden. Exam questions are generated by the course instructor and the majority of focus should be given to the lecture notes when studying. The exam must be completed between December 2-11. Once accessed, students will have 60 minutes to complete the exam.

The second part of the final exam will be a written assignment that requires you to develop a **new brand strategy** for an athlete you choose from a list provided. You'll need to apply lessons and strategies from all of the semester's modules. You will be graded by the following rubric:

Criteria	Ratings				Pts
Current Brand Identity	25 to >17 pts Excellent Your assessment of the athlete's current brand is thorough and accurate. You've identified the deficiencies and why it's limiting their NIL opportunities.	17 to >8 pts Good Your assessment of the athlete's current brand is accurate but surface level. You've identified one deficiency and why it's limiting their NIL opportunities, but there was more you could have discussed.	8 to >1 pts Okay Your assessment of the athlete's current brand is inaccurate. You haven't identified any deficiencies that are limiting their NIL opportunities.	1 to >0 pts Missing You failed to discuss the athlete's current personal brand.	25 pts
New Strategy	25 to >17 pts Excellent You've laid out a new step-by-step strategy for intentionally creating/redefining that brand that an athlete could easily follow and implement. The brand direction is clear and fits the athlete, and it's easy to see how this would lead to more NIL opportunities.	17 to >8 pts Good You've laid out a new strategy for the athlete to intentionally create/redefine their brand, but you haven't given them enough detail to implement.	8 to >1 pts Okay It's unclear what the new strategy is and how it will create new opportunities for the athlete. It's confusing or lacking in detail or it doesn't make sense for this particular athlete.	1 to >0 pts Missing There was no new strategy identified or it doesn't sound any different from their current strategy.	25 pts
Monetization Strategy	25 to >17 pts Excellent You've laid out a clear monetization strategy that is realistic and fits the athlete. You've given enough information for the athlete to get started on this strategy without additional input needed from you.	17 to >8 pts Good You've mentioned a monetization strategy, but there's not enough information for the athlete to get started on this strategy without additional input needed from you.	8 to >1 pts Okay Your monetization strategy isn't realistic for this athlete or isn't a good fit for them.	1 to >0 pts Missing There was no monetization strategy.	25 pts
Overall Creativity and Mastery	25 to >17 pts Excellent You've developed a strategy that makes the athlete's value proposition clear and allows them to stand out in the marketplace. You've demonstrated mastery of the lessons learned in this course.	17 to >8 pts Good You've developed a strategy for the athlete, but it needs more detail in order for the athlete to stand out in the marketplace. You've demonstrated some mastery of the course concepts but were missing some important details.	8 to >1 pts Okay Your strategy doesn't position the athlete uniquely or isn't a fit for them. There aren't many skills from the course demonstrated here.	1 to >0 pts Missing Your strategy was incomplete or generic.	25 pts
Total Points: 100					

GRADING SCALE

Any discrepancies with grades should be pointed out to the instructor before the last day of class. See the UF web page for information regarding current [UF grading policies](https://gradcatalog.ufl.edu/graduate/regulations/) and also current graduate academic regulations <https://gradcatalog.ufl.edu/graduate/regulations/>.

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	90.00-100%	4.0
B+	87.00-89.99%	3.33
B	80.00-86.99%	3.0
C+	77.00-79.99%	2.33
C	70.00-76.99%	2.0
D+	67.00-69.99%	1.33
D	60.00-66.99%	1.0
E	0-59.99%	0

Weekly Course Schedule

It is HIGHLY recommended that you adhere to the following schedule as closely as possible. You will need to complete all activities for a given week by 11:59 pm EST, the Sunday of each week. For example, all activities for Module 1 are due at 11:59pm on September 1, 2024. The course is set up so that you must move through each module sequentially. You will not be able to access Module 2 lectures, etc. prior to completing Module 1.

It is HIGHLY recommended that you approach each module in the following order:

- Review the Discussion Posts so you can keep them in mind while you complete all the materials
- Watch and take plenty of notes on the lecture videos
- Complete the required reading and audio
- Complete Discussion Posts and/or Assignments

Module	Corresponding Period	Assignment/Quiz	Date Due
1	August 22 – September 1		
Week 1	Topic: Personal Branding Basics	Complete all Module readings & lectures	09/01/2024
		Post to discussion board	09/01/2024
		Personal Branding Assignment	09/01/2024
2	September 2 – September 15		
Weeks 2 and 3	Topic: Brand Monetization	Complete all Module readings & lectures	09/15/2024
		Post to discussion board	09/15/2024
		Quiz #1 (Modules 1-2)	09/15/2024
3	September 16 - 22		

Week 4	Topic: Influencer Marketing	Complete all Module readings & lectures	09/22/2024
		Post to discussion board	09/22/2024
4	September 23 – October 6		
Weeks 5,6	Topic: Finding & Developing Authentic Partnerships	Complete all Module readings & lectures	10/06/2024
		Post to discussion board	10/06/2024
		Brand Deal Assignment	10/06/2024
5	October 7 – October 13		
Week 7	Topic: Branding for Athletes vs. Teams/Leagues	Complete all Module readings & lectures	10/13/2024
		Post to discussion board	10/13/2024
		Quiz #2 (Modules 3-5)	10/13/2024
6	October 14 – October 27		
Weeks 8,9	Topic: Licensing & Intellectual Property	Complete all Module readings & lectures	10/27/2024
		Post to discussion board	10/27/2024
		Licensing/IP Assignment	10/27/2024
7	October 28 – November 3		
Week 10	Topic: Protecting Your Brand	Complete all Module readings & lectures	11/03/2024
		Post to discussion board	11/03/2024
		Quiz #3 (Modules 6-7)	11/03/2024
8	November 4 – November 10		
Week 11	Topic: Rebranding	Complete all Module readings & lectures	11/10/2024
		Post to discussion board	11/10/2024
		Rebranding Assignment	11/10/2024
9	November 11 – November 17		
Week 12	Topic: Legal Issues for Influencers/Endorsers	Complete all Module readings & lectures	11/17/2024
		Post to discussion board	11/17/2024
		Quiz #4 (Modules 8-9)	
10	November 18 – November 24		
Week 13	Topic: The Future of Athlete Branding	Complete all Module readings & lectures	11/24/2024
		Post to discussion board	11/24/2024

Week 14	November 25 – December 1	THANKSGIVING BREAK	
Wrap up week Week 15	December 2 – December 5	Wrap up and teaching evaluations	
		Complete Final Exam	12/11/2024

Course & University Policies

INSTRUCTOR INTERACTION

The best way to reach me is by messaging through Canvas. If, however, your question or request is urgent, you may also email me at kdosh@ufl.edu. I check both my Canvas messages and my e-mail account regularly, but please do not expect a response after normal business hours or over the weekend. If I have not written back within two business days, feel free to follow up with me. As my email is considered a state public record, I do not discuss grades or any student records issues via e-mail. Please schedule a meeting with me to discuss these issues.

ATTENDANCE/PARTICIPATION POLICY

Because this is an entirely online course, you are not expected to make an appearance anywhere at any time. However, you most certainly ARE expected to participate in the discussions and complete your quizzes and exam at the designated times. For your information please note that requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click [here](#) to read the university attendance policies.

PERSONAL CONDUCT POLICY

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](#) specifies a number of behaviors that are in violation of this code and the possible sanctions.

PROFESSIONALISM

I expect you to maintain a high level of professionalism in all of our interactions. This includes being courteous and respectful to all members of the course. When responding to others on the discussion board, you’re expected to treat others with respect, even if you disagree with their opinions.

EMAIL POLICY

As a state employee, my email is considered a public record, and can be requested via an open-records request. Because of this, you should not email things that you would be uncomfortable with anyone else reading (personal information, information about grades, ect.). In general, face-to-face meetings tend to take less time, and result in less confusion than emailed conversations. While you are welcome to email me, I may indicate that you need an in-person meeting depending on the complexity of the issue. Also, please be aware that email is considered formal communication, and it is important to practice professionalism. Make sure that you do not treat email as text (i.e., don’t use text abbreviations) and never email something that you would not say to your boss’ face.

LATE OR MISSED WORK AND MAKE-UP POLICY

Deadlines for each assignment will be given and students are expected to meet them. Late assignments will automatically lose a full letter grade for each day it is late (e.g. B to a C). Some consideration, however, might be given (at the discretion of the instructor) if there are extenuating circumstances; however, you need to notify the instructor before the deadline is missed, not after the fact.

Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the UF [online catalog](#).

ACCOMMODATING STUDENTS WITH DISABILITIES

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting their [Get Started page](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

COURSE EVALUATIONS

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways:

The email they receive from GatorEvals,
Their Canvas course menu under GatorEvals, or
The central portal at <https://my-ufl.bluera.com>

Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>.
Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

SUCCESS AND STUDY TIPS

- Snowball your lecture notes. Begin studying lecture material immediately after the first lecture. Then, after the second lecture, begin your studies with day one lecture material. Continue this all the way up to the exam.
- Engage your classmates. This material is meant to be discussed...and you can't do that well with just yourself. Post questions to the discussion board. Exchange contact information and have a phone conversation. Post cool videos you find regarding related material to the discussion boards. ENGAGE!
- **CALENDAR ALL DUE DATES AND SET REMINDERS.** Google Calendar is a great resource for this. Please take the needed 15-20 minutes to set the dates on a calendar with appropriate reminders. You are all busy and you might understandably forget to submit a discussion post or take a quiz on time. This happens every semester and unfortunately, your grade will suffer unnecessarily. **PLEASE TAKE THIS BIT OF ADVICE SERIOUSLY.**

IN-CLASS RECORDING

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

SOFTWARE USE

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Getting Help

HEALTH & WELLNESS

- U Matter, We Care: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575
- Counseling and Wellness Center: 352-392-1575
- Sexual Assault Recovery Services (SARS) - Student Health Care Center, 392-1161
- University Police Department, 392-1111 (or 9-1-1 for emergencies)

ACADEMIC RESOURCES

- E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
- Career Connections Center, Reitz Union, 392-1601. Career assistance and counseling.
- Library Support, various ways to receive assistance with respect to using the libraries or finding resources.
- Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
- Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus or On-Line Students Complaints:

ADDENDUM A

GRADING RUBRICS

Personal Branding Assignment Rubric

	Excellent (25)	Proficient (20)	Needs Improvement (15)	Not Present (0)	Total
Statement of athlete's current brand	Provided a detailed explanation of the athlete's current brand	Provided a cursory explanation of the athlete's current brand	Mentions the athlete's current brand but does not provide any substantive explanation	This element is missing from the assignment	25pts
Analysis of athlete's social media and activities	Provided a detailed analysis of the athlete's activities and social media	Provided a cursory analysis of the athlete's activities	Identifies the athlete's social media and activities but provides no explanation or analysis	This element is missing from the assignment	25pts
Design of a strategy to improve branding	Develops and explains a detailed strategy for improving an athlete's brand	Develops a strategy but does not include or apply the methods discussed	Develops a strategy that lacks detail and does not apply the methods discussed	This element is missing from the assignment	25pts
Identifies types of NIL activities for athlete	Identifies at least 3 types of NIL activities for the athlete	Identifies only 2 types of NIL activities for the athlete	Identifies only 1 type of NIL activity for the athlete	This element is missing from the assignment	15pts
Identifies suggested brands for the athlete	Identifies at least 3 brands for the athlete	Identifies only 2 brands for the athlete	Identifies only 1 brand for the athlete	This element is missing from the assignment	10pts

Brand Deal Assignment Rubric

	Excellent (25)	Proficient (20)	Needs Improvement (15)	Not Present (0)	Total
Athlete choice	You gave a clear description of the student athlete(s) who would be a good fit for the brand and have clearly shown how they would help the brand reach its ideal client/customer.	You gave some details about the student athlete(s) the brand should target but didn't draw clear lines between your ideal client/customer profile and the athlete you chose.	The type of athlete(s) who would be a good fit for this campaign wasn't explained in enough detail to fit anyone in particular. In other words, it could be any student athlete.	You forgot to identify any characteristics of the type of student athlete(s) you'd target for this campaign.	20pts
Marketing channels	You gave a detailed description of the marketing channels you would use for this campaign, with both clear rationale for your choices and enough detail to be able to put this campaign into action with very little additional information.	You gave some details, but it either wasn't clear why you made your choices or there wasn't enough information to put the campaign into action without resolving some significant details.	Your details and explanations were vague and both failed to explain your choices or give enough information to launch the campaign.	You gave no specific information about the marketing channels you would use for this campaign.	20pts
Content strategy	Your description of the content created for this campaign was detailed enough to launch the campaign. You explained your choices and gave specific direction.	You provided some details, but there were one or more important pieces missing that would be necessary to launch a successful campaign or you failed to explain the strategy behind your choices.	Your content strategy was vague. It's not clear why you made your choices, and there isn't enough information to launch the campaign.	You provided no strategy for the content to be created for this campaign.	20pts

KPIs	You gave detailed KPIs you would use to measure this campaign. It's very clear how you will determine the success.	You mentioned KPIs broadly but didn't break down specific expectations.	You mentioned at least one KPI, but it wasn't clear why you chose it or how you would measure it.	There were no KPIs mentioned to measure the success of the campaign.	20pts
Campaign analysis	Your breakdown of the campaign you studied was thorough. You analyzed the endorser chosen, the channels and content comprising the campaign, who you think the brand was targeting as its audience and the overall strategy.	Some of the campaign was analyzed but you missed one or more key pieces.	Your breakdown of the campaign was vague. You were missing one or more of the categories to be analyzed, and there wasn't sufficient detail in what you did discuss to demonstrate you applied the strategies discussed in the course.	You failed to analyze the brand campaign.	20pts

Licensing/IP Assignment Rubric

	Excellent (25)	Proficient (20)	Needs Improvement (15)	Not Present (0)	Total
Statement of athlete's current brand	Provided a detailed explanation of the athlete's current brand	Provided a cursory explanation of the athlete's current brand	Mentions the athlete's current brand but does not provide any substantive explanation	This element is missing from the assignment	20pts
Identification of missed opportunities	You identified at least two missed opportunities and gave a detailed explanation as to why they're a good fit for this athlete	You identified at least two missed opportunities but you gave a vague or general explanation of why they're a good fit for this athlete	You identified only one missed opportunity or failed to explain why the opportunities are a fit for this particular athlete	This element is missing from the assignment or so vague or general that it's not clear	20pts
Plan for opportunity #1	Your description of how the athlete could pursue this opportunity was detailed enough that the athlete could implement it without any additional information needed	You provided some details, but there were one or more important pieces missing that would be necessary for the athlete to implement or you failed to explain the strategy behind your choices.	Your strategy was vague. There isn't enough information to implement.	You provided no strategy for opportunity #1.	30pts
Plan for opportunity #2	Your description of how the athlete could pursue this opportunity was detailed enough that the athlete	You provided some details, but there were one or more important pieces missing that would be necessary for the athlete to	Your strategy was vague. There isn't enough information to implement.	You provided no strategy for opportunity #2.	30pts

	could implement it without any additional information needed	implement or you failed to explain the strategy behind your choices.			
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Rebranding Assignment Rubric

	Excellent (25)	Proficient (20)	Needs Improvement (15)	Not Present (0)	Total
Statement of athlete's current brand	Provided a detailed explanation of the athlete's current brand	Provided a cursory explanation of the athlete's current brand	Mentions the athlete's current brand but does not provide any substantive explanation	This element is missing from the assignment	10pts
Analysis of why the athlete needs a rebranding	Provided a detailed analysis of why the athlete needs a rebranding and the opportunities that could be realized if they rebrand	Provided a cursory analysis of why the athlete needs a rebrand	Identifies an issue with the athlete's brand but provides no explanation or analysis as to why a rebrand would benefit them	This element is missing from the assignment	15pts
Rebrand: messaging	Develops and explains a detailed strategy for the athlete's messaging	Develops a strategy but does not include or apply the methods discussed	Develops a strategy that lacks detail and does not apply the methods discussed	This element is missing from the assignment	25pts
Rebrand: visual	Develops and explains a detailed strategy for the athlete's visual branding	Develops a strategy but does not include or apply the methods discussed	Develops a strategy that lacks detail and does not apply the methods discussed	This element is missing from the assignment	25pts
Rebrand: social media	Develops and explains a detailed strategy for the athlete's social media strategy	Develops a strategy but does not include or apply the methods discussed	Develops a strategy that lacks detail and does not apply the methods discussed	This element is missing from the assignment	25pts

Course|New for request 21345

Info

Request: SYA 7XXX Advanced Quantitative Methods

Description of request: This course is specifically designed to meet the degree requirements for sociology students and offers them the chance to cultivate professional attitudes and skills for conducting empirical research utilizing advanced quantitative methods. While the course is also taught to criminology students, who have an integrated component already recognized in the course catalog (CCJ7742 Research Methods in Crime, Law, and Justice II), having a separate course code will allow for a clearer delineation of the sociology curriculum and enhance the program's academic structure.

Submitter: WonTak Joo wjoo@ufl.edu

Created: 3/14/2025 12:56:21 PM

Form version: 3

Responses

Recommended Prefix SYA

Course Level 7

Course Number XXX

Lab Code None

Course Title Advanced Quantitative Methods in Sociology

Transcript Title Adv Quant Methods in Soc

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Fall

Effective Year 2025

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3

Course Description Review of regression models with random or fixed effects. Introduction to the latest advanced quantitative methods such as resampling methods, machine learning-based regression models, and econometrics methods for causal inference. Application of quantitative methods to empirical studies.

Prerequisites Intermediate-level quantitative method courses (SYA 6407 for sociology / CCJ 6705 for criminology)

Co-requisites N/A

Rationale for Placement in the Curriculum This graduate-level course is designed to fulfill degree requirements for sociology students. It provides an opportunity for graduate students who have completed intermediate quantitative courses (SYA 6407 for sociology / CCJ 6705 for criminology) to develop professional attitudes and skills for conducting concrete research using advanced quantitative methods. The course is jointly taught to criminology students, with the criminology component having been approved and incorporated into the course catalog (CCJ7742 Research Methods in Crime, Law, and Justice II).

Syllabus Content Requirements All Items Included

**SYA7XXX Advanced Quantitative Methods in Sociology
CCJ7742 Research Methods in Crime, Law, and Justice II
Fall 20XX**

Location:

Time:

Course website:

Instructor: Won-tak Joo (3344 Turlington Hall / wjoo@ufl.edu)

Office hours:

COURSE INTRODUCTION

This course introduces advanced statistical methods used in sociology and criminology. Students will learn to 1) understand the motivations behind contemporary advanced statistical techniques, 2) critically evaluate empirical research articles that employ these methods, and 3) apply these methods in their own empirical research, justifying their methodological choices, interpreting their results, and discussing the strengths and weaknesses of their approaches. Topics will include linear or non-linear regression models with random or fixed effects, resampling methods, machine learning-based regression models, and advanced econometrics methods for causal inference.

CATALOG COURSE DESCRIPTION

Review of regression models with random or fixed effects. Introduction to the latest advanced quantitative methods such as resampling methods, machine learning-based regression models, and econometrics methods for causal inference. Application of quantitative methods to empirical studies.

PREREQUISITES

- Intermediate-level quantitative method courses (SYA 6407 for sociology / CCJ 6705 for criminology)

REQUIRED TEXTS

- These readings (+ additional readings listed in the course schedule) are freely accessible online through the George A. Smathers Libraries website; links are also available through Canvas.
 - Wolf, C., & Best, H. (2013). *The SAGE Handbook of Regression Analysis and Causal Inference*. Sage Publications Ltd.
 - Maydeu-Olivares, A., & Millsap, R. E. (2009). *The SAGE Handbook of Quantitative Methods in Psychology*. Sage Publications Ltd.
 - Piquero, A. R., & Weisburd, D. (2010). *Handbook of Quantitative Criminology*. Springer.
- These readings are freely accessible through the links below:
 - Hernán, M. A., & Robins, J. M. (2020). *Causal Inference: What If*. Chapman & Hall/CRC. (<https://www.hsph.harvard.edu/miguel-hernan/causal-inference-book/>)
 - Angrist, J. D., & Pischke, J. S. (2009). *Mostly Harmless Econometrics: An Empiricist's Companion*. Princeton University Press. (https://www.researchgate.net/publication/51992844_Mostly_Harmless_Econometrics_An_Empiricist's_Companion)

COMMUNICATION

All inquiries concerning the course should be sent through Canvas or to wjoo@ufl.edu. Emails must include SYA7933 or CCJ7742 in the subject line. Please allow at least 24 hours during regular business hours (M - F, 9 AM - 5 PM) to respond to your email inquiries.

GRADING POLICY

- **Weekly response to weekly readings (20%):** ≤1-page response to the readings (one per week, not per article) / 12pt, single space / summary (several important things you learned from the readings) + questions + research ideas (especially related to your final paper) / assessed based on depth of understanding and the ability to connect the readings to your own research questions / by **Saturday midnight**
- **Empirical research presentation (20%):** pick one empirical research paper (starred articles in the course schedule) and present it as if you are the author of this paper / your presentation should emphasize the justification and application of statistical methods in the paper / assessed based on your ability to explain these methods clearly and how you engage the class in a discussion about the paper's findings and methodologies
- **Research proposal (20%):** ≤2-page proposal including a brief theoretical background + data + analytic strategy (+ an extra page for the references) / explain their chosen methods and justify their suitability for their research goals / assessed based on the clarity of the research question, the coherence of the theoretical background, and the appropriateness of the analytic strategy
- **Final paper (40%):** the final paper should conform to the guidelines of the student's target journal / the paper includes theoretical background + data + analytic strategy + preliminary results + discussion + references / the theoretical section should be concise but effectively articulate the student's methodological decisions / assessed based on application of the methods, the strength of the argument justifying their methodological decisions, interpretation of the results, connection to the research questions, and a thoughtful discussion of the methodological strengths and weaknesses

GRADING SCALE

A	94-100	B+	87-89.99	C+	77-79.99	D+	67-69.99	E	0-60.99
A-	90-93.99	B	84-86.99	C	74-76.99	D	64-66.99		
		B-	80-83.99	C-	70-73.99	D-	61-63.99		

- For information on current UF grading policies for assigning grade points, see <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradestext>.

COURSE POLICIES

- Electronic devices are *required*.
- Attendance is expected at every lecture.
- For all planned absences, a student in a situation that allows an excused absence from a class, or any required class activity must inform the instructor as early as possible prior to the class. For all unplanned absences because of accidents or emergency situations, students should contact their instructor as soon as conditions permit.
- 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>.
- Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal education use, (2) in connection with a complaint to the university, or

(3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

EVALUATION POLICY

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online. Students can complete evaluations in three ways: 1) The email they receive from GatorEvals; 2) Their Canvas course menu under GatorEvals; or 3) The central portal at <https://my-ufl.bluer.com>. Guidance on how to provide constructive feedback is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES

Students requesting accommodation for disabilities must first register at the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/get-started/>). The Disability Resource Center will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. See the UF Conduct Code website (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) for more information. If you have any questions or concerns, please consult with the instructor or TAs in this class.

CAMPUS RESOURCES

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit the website (<https://umatter.ufl.edu/>) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit the website (<https://counseling.ufl.edu/>) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the website (<https://shcc.ufl.edu/>).
- *University Police Department*: Visit the website (<https://police.ufl.edu/>) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the website (<https://ufhealth.org/emergency-room-trauma-center>).
- *GatorWell Health Promotion Services*: For prevention services focused on optimal

wellbeing, including Wellness Coaching for Academic Success, visit the website (<https://gatorwell.ufsa.ufl.edu/>) or call 352-273-4450.

Academic Resources

- *E-learning technical support*: Contact the UF Computing Help Desk (<http://helpdesk.ufl.edu/>) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.
- *Career Connections Center* (<https://career.ufl.edu/>): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- *Library Support* (<https://cms.uflib.ufl.edu/ask>): Various ways to receive assistance with respect to using the libraries or finding resources. Call 866-281-6309 or email ask@ufl.libanswers.com for more information.
- *Teaching Center* (<https://umatter.ufl.edu/office/teaching-center/>): 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.
- *Writing Studio* (<https://writing.ufl.edu/writing-studio/>): Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.
- *Academic Complaints*: Office of the Ombuds; Visit the Complaint Portal webpage (<https://www.ombuds.ufl.edu/complaint-portal/>) for more information.
- *Enrollment Management Complaints* (Registrar, Financial Aid, Admissions): View the Student Complaint Procedure webpage (<https://em.ufl.edu/complaint>) for more information.

SCHEDULE

(Weekly responses are due midnight every Sunday)

(Every student is assigned at least one empirical research presentation before the start of the semester)

* Empirical research papers

Date	Readings	Content
W1	Introduction	
W2	The Sage Handbook of Regression Analysis and Causal Inference. C4 and C5. Handbook of Quantitative Criminology, C16.	Regression basics Type 1 & 2 errors
W3	Causal Inference, C1-C3 and C6-C9. *Freedman, D. A. (1991). Statistical models and shoe leather. <i>Sociological Methodology</i> , 291-313. *Abbott, A. (1998). The causal devolution. <i>Sociological Methods & Research</i> , 27(2), 148-181.	Causal inference DAGs
W4	Handbook of Quantitative Criminology, C31 and C32. *Gibson, C. L., Fagan, A. A., & Antle, K. (2014). Avoiding violent victimization among youths in urban neighborhoods: The importance of street efficacy. <i>American Journal of Public Health</i> , 104(2), e154-e161. *Cornwell, B. (2009). <i>Good health and the bridging of structural holes</i> . <i>Social Networks</i> , 31(1), 92-103.	Nonlinear regression
W5	The SAGE Handbook of Quantitative Methods in Psychology, C15 and C25. Bell, A., & Jones, K. (2015). Explaining fixed effects: Random effects modeling of time-series cross-sectional and panel data. <i>Political Science Research and Methods</i> , 3(1), 133-153. *Kim, C., & Sakamoto, A. (2008). The rise of intra-occupational wage inequality in the United States, 1983 to 2002. <i>American Sociological Review</i> , 73(1), 129-157.	Random & fixed effects Hierarchical linear models
W6	Hill, T. D., Davis, A. P., Roos, J. M., & French, M. T. (2020). Limitations of fixed-effects models for panel data. <i>Sociological Perspectives</i> , 63(3), 357-369. *Budig, M. J., & England, P. (2001). The wage penalty for motherhood. <i>American sociological review</i> , 66(2), 204-225. *Glauber, R. (2008). Race and gender in families and at work: The fatherhood wage premium. <i>Gender & Society</i> , 22(1), 8-30. *Ludwig, V., & Brüderl, J. (2018). Is there a male marital wage premium? New evidence from the United States. <i>American Sociological Review</i> , 83(4), 744-770.	More about fixed effects
W7	The SAGE Handbook of Quantitative Methods in Psychology, C16. Azur, M. J., Stuart, E. A., Frangakis, C., & Leaf, P. J. (2011). Multiple imputation by chained equations: what is it and how does it work? <i>International Journal of Methods in Psychiatric Research</i> , 20(1), 40-49. *Mouw, T., & Kalleberg, A. L. (2010). Occupations and the structure of wage inequality in the United States, 1980s to 2000s. <i>American Sociological Review</i> , 75(3), 402-431.	Resampling methods Multiple imputation

	*Sakamoto, A., & Kim, C. (2014). Is Rising Inequality Being Driven by Occupation? Further Results and Reflections on Mouw and Kalleberg (2010).	
W8	<p>(Due: research proposal)</p> <p>Winship, C., & Radbill, L. (1994). Sampling weights and regression analysis. <i>Sociological Methods & Research</i>, 23(2), 230-257.</p> <p>Little, R. J., Carpenter, J. R., & Lee, K. J. (2022). A comparison of three popular methods for handling missing data: complete-case analysis, inverse probability weighting, and multiple imputation. <i>Sociological Methods & Research</i>.</p> <p>Austin, P. C. (2011). An introduction to propensity score methods for reducing the effects of confounding in observational studies. <i>Multivariate Behavioral Research</i>, 46(3), 399-424.</p> <p>*Massoglia, M. (2008). Incarceration, health, and racial disparities in health. <i>Law & Society Review</i>, 42(2), 275-306.</p>	Weight Matching
W9	<p>Mostly Harmless Econometrics, C4.</p> <p>Felton, C., & Stewart, B. M. (20214) Handle with care: A sociologist's guide to causal inference with instrumental variables.</p> <p>*Kirk, David S. 2009. A natural experiment on residential change and recidivism: Lessons from Hurricane Katrina. <i>American Sociological Review</i>, 74(3), 484-505.</p> <p>*Sampson, Robert J and Alix S Winter. 2018. Poisoned development: Assessing childhood lead exposure as a cause of crime in a birth cohort followed through adolescence. <i>Criminology</i>, 56(2), 269-301.</p>	Instrumental variable
W10	<p>Mostly Harmless Econometrics, C5.</p> <p>*Wu, G., Wen, M., & Wilson, F. A. (2021). Impact of recreational marijuana legalization on crime: Evidence from Oregon. <i>Journal of Criminal Justice</i>, 72, 101742.</p> <p>VanderWeele, T. J., Hernández-Díaz, S., & Hernán, M. A. (2010). Case-only gene-environment interaction studies: when does association imply mechanistic interaction?. <i>Genetic epidemiology</i>, 34(4), 327-334.</p> <p>*Armstrong, B. G. (2003). Fixed factors that modify the effects of time-varying factors: applying the case-only approach. <i>Epidemiology</i>, 14(4), 467-472.</p> <p>*Thomas, M. D., Jewell, N. P., & Allen, A. M. (2021). Black and unarmed: statistical interaction between age, perceived mental illness, and geographic region among males fatally shot by police using case-only design. <i>Annals of epidemiology</i>, 53, 42-49.</p>	<p>Difference in differences</p> <p>Event study</p> <p>Synthetic control</p> <p>Case-only design</p>
W11	<p>Mostly Harmless Econometrics, C6.</p> <p>*Desmond, M., Papachristos, A. V., & Kirk, D. S. (2016). Police violence and citizen crime reporting in the black community. <i>American Sociological Review</i>, 81(5), 857-876.</p> <p>*Zoorob, M. (2020). Do police brutality stories reduce 911 calls? Reassessing an important criminological</p>	Regression discontinuity

	<p>finding. <i>American Sociological Review</i>, 85(1), 176-183.</p> <p>*Desmond, M., Papachristos, A. V., & Kirk, D. S. (2020). Evidence of the effect of police violence on citizen crime reporting. <i>American Sociological Review</i>, 85(1), 184-190.</p>	
W12	<p>Causal Inference, C12.</p> <p>Zhou, X., & Wodtke, G. T. (2019). A regression-with-residuals method for estimating controlled direct effects. <i>Political Analysis</i>, 27(3), 360-369.</p> <p>*Wodtke, G. T., Harding, D. J., & Elwert, F. (2011). Neighborhood effects in temporal perspective: The impact of long-term exposure to concentrated disadvantage on high school graduation. <i>American sociological review</i>, 76(5), 713-736.</p> <p>*Zhou, X. (2019). Equalization or selection? Reassessing the “meritocratic power” of a college degree in intergenerational income mobility. <i>American Sociological Review</i>, 84(3), 459-485.</p>	<p>Marginal structural model</p> <p>Regression with residuals</p>
W13	<p>Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social psychological research: Conceptual, strategic, and statistical considerations. <i>Journal of Personality and Social Psychology</i>, 51(6), 1173.</p> <p>VanderWeele, T. J. (2016). Mediation analysis: a practitioner's guide. <i>Annual Review of Public Health</i>, 37, 17-32.</p> <p>Causal Inference, C4 and C5.</p> <p>* Wodtke, G. T., Yildirim, U., Harding, D. J., & Elwert, F. (2023). Are neighborhood effects explained by differences in school quality?. <i>American Journal of Sociology</i>, 128(5), 1472-1528.</p>	<p>Mediation & Moderation</p>
W14	<p>Molina, M., & Garip, F. (2019). Machine learning for sociology. <i>Annual Review of Sociology</i>, 45, 27-45.</p> <p>Kapoor, S., Cantrell, E. M., Peng, K., Pham, T. H., Bail, C. A., Gundersen, O. E., ... & Narayanan, A. (2024). REFORMS: Consensus-based Recommendations for Machine-learning-based Science. <i>Science Advances</i>, 10(18), eadk3452.</p> <p>* Mittleman, J. (2022). Intersecting the academic gender gap: The education of lesbian, gay, and bisexual America. <i>American Sociological Review</i>, 87(2), 303-335.</p>	<p>Introduction to machine learning</p>
W15	(Due: final paper)	<p>Final presentation</p>

Course|New for request 21383

Info

Request: VME 5XXX Introduction to Comparative Immunology

Description of request: The request is for a new course in the College of Veterinary Medicine curriculum at UF.

Submitter: Cuong Nguyen nguyenc@ufl.edu

Created: 3/26/2025 2:41:38 PM

Form version: 2

Responses

Recommended Prefix VME

Course Level 5

Number XXX

Category of Instruction Joint (Grad/Pro)

Lab Code None

Course Title Introduction to Comparative Immunology

Transcript Title Comparative Immunolog

Degree Type Graduate

Delivery Method(s) On-Campus

Co-Listing No

Co-Listing Explanation This course is offered to only to graduate students.

Effective Term Fall

Effective Year Earliest Available

Rotating Topic? No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description Comparative Immunology is an introductory course to comparative immunology with the main objective of introducing graduate students to the evolutionary perspective of the immune systems and the similarities and differences in the immune systems of different animal species. The course covers therapeutic strategies, such as vaccination.

Prerequisites • Must be a graduate student at the University of Florida

- Must be registered in the course (3 credits)

Co-requisites None

Rationale and Placement in Curriculum The rationale for offering the course "Introduction to Comparative Immunology" stems from the importance of understanding the immune systems across different animal species. This introductory course aims to educate graduate students about the similarities and differences in immune systems, helping them appreciate how various therapeutic strategies, such as vaccination, can be adapted and applied to different species. The course is likely positioned within the curriculum of the College of Veterinary Medicine at the University of Florida to build a foundation of knowledge critical for graduate students. By learning about the fundamentals of the immune system, mechanisms of immune recognition and response, and the significance of comparative approaches, students develop a deep understanding of immune diversity among species. The structure of the course, including case studies, paper reviews, presentations, and team-based projects, fosters critical thinking, collaboration, and practical application of concepts, which are essential skills for future scientists.

Course Objectives The course is designed to equip students with a comprehensive understanding of the immune systems across a range of animal species, which is important for students who desire to apply these models in their graduate and post-graduate research. This course focuses on building foundational knowledge, honing analytical skills, and fostering critical thinking through various learning

methods. Students are expected to understand the fundamental components and functions of the immune system, engaging in activities that utilize these principles in a comparative context.

One of the key objectives is to enable students to identify and explain the similarities and differences in the immune responses of different species. This comparative analysis is reinforced through regular quizzes, which constitute 20% of the total grade, ensuring that students continuously assess and strengthen their learning outcomes. Moreover, addressing real-world applications, various case studies related to immunity or veterinary diagnostics are assigned. These case studies, making up 20% of the grade, require students to analyze scenarios and propose viable solutions, thereby bridging theoretical knowledge with practical application.

Active participation is integral to the course, accounting for 15% of the final grade. This involvement not only enhances individual learning but also contributes to a collaborative and interactive classroom environment. Furthermore, the course includes paper discussions and team-based experimental design projects. Groups are tasked with presenting and critiquing scientific publications, which aim to develop student's abilities to evaluate current research critically. These tasks, along with team-based projects that constitute 30% of the grade, enhance students' skills in hypothesis development, experimental design, and scientific communication.

Course Textbook(s) and/or Other Assigned Reading Recommended (Not Required) Textbooks:

"Immunology" by Janis Kuby

"Janeway's Immunobiology" by Kenneth Murphy and Casey Weaver

"Principles of Fish Immunology" by Kurt Buchmann, Christopher J. Secombes

"Understanding vertebrate immunity through comparative immunology" by Thomas Boehm

"Fish immune system and vaccines" by Makesh M.; Rajendran K. V.

"Advances in Comparative Immunology" by Edwin L. Cooper

"Fish Immunology" by Ian A. R. Smith

"The Immune System: A Comparative Approach" by Richard L. Coombs and Mark A. Leonard

Weekly Schedule of Topics

Day Date Topics

F, M, W 08/22, 25, 27 Fundamentals of the Immune System

- Overview of the immune system: innate and adaptive immunity
- Key cells and molecules involved in immune responses
- Mechanisms of immune recognition and response
- Comparison of immune systems in various species

F 8/29 Case studies 1

W, F, M, W 09/3, 5, 8, 10 Significance of Comparative Immunology

- The role of comparative approaches in immunology
- Understanding immune diversity and evolution among species
- Implications for vaccine development and veterinary medicine
- Case studies on zoonotic diseases and emerging infections

F 09/12 Quiz 1

M, W 9/15, 17 Comparative Analysis of Innate Immune Responses

- Evolutionary origins of the immune system
- Phylogenetic perspectives on innate immune mechanisms
- Evolutionary pressures influencing innate immunity
- Comparative evolutionary strategies in response to pathogens

F 09/19 Paper discussion 1

M, W 09/22, 24 B and T Cell Biology

- Overview of adaptive immunity and the role of B and T cells
- Development and maturation of B cells and T cells
- Mechanisms of activation and differentiation of B cells and T cells
- Functional roles of B cells (antibody production) and T cells (helper and cytotoxic functions)

F 09/26 MHC and Antigen Presentation

- Structure and function of MHC molecules (Class I and Class II)
- Mechanisms of antigen processing and presentation
- Role of MHC in T cell activation and immune response
- Comparative analysis of MHC diversity and antigen presentation in various species

M, W 09/29, 10/1 Comparative Analysis of Adaptive Immune Responses

- Overview of adaptive immune responses in vertebrates and invertebrates

- Comparative analysis of B and T cell responses in different taxa (e.g., fish, reptiles, mammals)
 - Influence of environmental factors on adaptive immunity
- F 10/3 Case studies 2
- M,W 10/6, 8 Unique Aspects of Fish Immunity
- Overview of immune system components in fish
 - Specific immune mechanisms: innate responses and adaptive immunity
 - Unique adaptations to aquatic environments
 - Comparison of immune system structures in fish
- F 10/10 Quiz 2
- M,W 10/13, 15 • Evolutionary origins of fish immune systems
- Overview of pathogen recognition mechanisms in fish
 - Role of pattern recognition receptors (PRRs) in immune response
 - Mechanisms of innate immune responses: cellular and humoral components
 - Adaptive immune responses in fish: B and T cell involvement
- F 10/17 Paper discussion 2
- M,W 10/20, 22 Current Research on Fish Immunology
- Overview of recent advancements in fish immunological research
 - Techniques and methodologies in studying fish immunity (e.g., molecular biology, immunological assays)
 - Applications of research findings in aquaculture and fisheries management
 - Future directions and challenges in fish immunology research
- F 10/24 Case studies 3
- M,W 10/27, 29 Avian and Reptilian Immune Mechanisms
- Overview of the immune systems of birds and reptiles
 - Unique features of avian immunity: B and T cell functions, immunoglobulin classes
 - Immune mechanisms in reptiles: innate responses and adaptations
 - Comparative features of immune responses between avian and reptilian species
- F 10/31 Quiz 3
- M, W 11/3, 5 Current Research on Avian and Reptilian Immunology
- Overview of recent advancements in avian and reptilian immunological research
 - Techniques used in studying avian and reptilian immune responses (e.g., genomic and proteomic approaches)
 - Applications of research findings in wildlife conservation and veterinary medicine
 - Future directions and challenges in avian and reptilian immunology research
- F 11/7 Paper discussion 3
- M, W 11/10, 12 Rodents, Primates, and Other Mammals
- Overview of the mammalian immune system structure and function
 - Specific immune responses in rodents (e.g., mice and rats)
 - Unique aspects of primate immune systems, including humans
 - Immune mechanisms in other mammalian species (e.g., carnivores, ungulates)
- F 11/14 Case studies 4
- M, W 11/17, 19 Principles of Vaccination
- Overview of vaccination: history and significance
 - Mechanisms of immune response to vaccination
 - Types of vaccines (e.g., live-attenuated, inactivated, subunit)
 - Vaccination schedules and strategies in different species
- F 11/21 Quiz 4
- M, W 12/1, 3 Team-based Experimental Design

Links and Policies Attendance Policy

Class attendance is mandatory. Excused absences follow the criteria of the UF Graduate Catalog (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor prior to the missed class day when possible. The UF Graduate Catalog is available at <http://gradcatalog.ufl.edu/>.

Students must still inform the instructor of unexcused absences. A single unexcused absence will have no effect on the course grade, but the student will be expected to read and understand course material for the missed session. A second unexcused absence will result in a letter grade reduction

(e.g. A becomes B). Each subsequent unexcused absence results in another letter grade reduction. Regardless of attendance, students are responsible for all material presented in class and meeting the scheduled due dates for class assignments. Personal issues with respect to class attendance or fulfillment of course requirements will be handled on an individual basis.

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

Writing assignments will require independent thought and proper citation of sources. This is a link to a video on citing sources and avoiding plagiarism (Dr. Martin Simpson, UF)

<http://mediasite.video.ufl.edu/mediasite/Viewer/?peid=adaa44500eaf460a84f238e6b9a558f91d> This is a link to a website on avoiding plagiarism

<http://web.uflib.ufl.edu/msl/subjects/Physics/StudentPlagiarism.html> This is a link to APA formatting <http://owl.english.purdue.edu/owl/resource/560/01/>

Online 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://evalautions.ufl.edu>.

UF Counseling Services

Resources are available on-campus for students having personal problems or lacking clear career and academic goals. The resources include: ☐ UFCounseling & Wellness Center, 3190 Radio Rd, 392-1575, psychological and psychiatric services. ☐ CareerResource Center, Reitz Union, 392-1601, career and job search services.

Many students experience test anxiety and other stress related problems. "A Self Help Guide for Students" is available through the Counseling Center (301 Peabody Hall, 392-1575) and at their web site: <http://www.counsel.ufl.edu/>

Honesty Policy

All students registered at the University of Florida have agreed to comply with the following statement: "I understand that the University of Florida expects its students to be honest in all their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action up to and including expulsion from the University." In addition, on all work submitted for credit the following pledge is either required or implied: "On my honor I have neither given nor received unauthorized aid in doing this assignment." If you witness any instances of academic dishonesty in this class, please notify the instructor or contact the Student Honor Court (392-1631) or Cheating Hotline (392-6999). For additional information on Academic Honesty, please refer to the University of Florida Academic Honesty Guidelines at: <http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>

Accommodation for Students with Disabilities

Students who will require a classroom accommodation for a disability must contact the Dean of Students Office of Disability Resources, in Peabody 202 (phone: 352-392-1261). Please see the University of Florida Disability Resources website for more information at: <http://www.dso.ufl.edu/drc/>. It is the policy of the University of Florida that the student, not the instructor, is responsible for arranging accommodations when needed. Once notification is complete, the Dean of Students Office of Disability Resources will work with the instructor to accommodate the student. If comfortable, please also contact the instructor directly after registering for this course so we can ensure accommodations are met in a timely manner.

Software Use

All faculty, staff and student of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.

Class demeanor

This is an advanced course and the environment will be one of open communication and scholarly discussion. It is expected that participants exercise professionalism and judgment when using electronic devices. Participants should arrive on time and be prepared to begin at the scheduled hour. Tardiness will be reflected in the attendance category of grading. Every effort should be made to notify the instructor of planned absences, tardiness or early exit from course meetings.

Grading Scheme Class Attendance and Participation (15%)

Regular attendance and active participation enhance learning and contribute to a collaborative environment.

Quizzes (20%)

Each Quiz will constitute 5% of the total grade $\times 4 = 20\%$. Brief quizzes and discussion of questions will be administered throughout the course to strengthen and assess student learning outcomes.

Case studies ($4 \times 5\% = 20\%$)

Case Studies: Assign case studies related to immunity or diagnostics in veterinary medicine, grading based on analysis and proposed solutions.

Paper Discussion ($3 \times 5\% = 15\%$)

A group will be selected to present a publication with the class participation.

Team-based Experimental Design (30%)

Instructor(s) Cuong Nguyen, PhD

Julia Moore, PhD

Liang Zhou, PhD

Bikash Sahay, PhD

Danmeng Li, MD

Banikalyan Swain, PhD

Maria Von Chamier, DVM

Clayton Matthews, PhD

Roy Curtiss, PhD

**College of Veterinary Medicine
University of Florida
Course Syllabus**

Name of Course: Introduction to Comparative Immunology

Course Number: CBS 6###

Catalog Description of Course: This introductory course in comparative immunology explores the evolutionary perspective of immune systems and therapeutic strategies (e.g., vaccination) in different animal species. This course expects student participation and provides a collaborative active learning approach through quizzes, paper reviews and presentations, and team-based experimental design.

Prerequisites

- Must be a graduate student at the University of Florida.
- Must be registered in the course (3 credits).

Number of term credits: 3

Weeks duration: 15

Lecture room: Veterinary Academic Building, V3-114

Course Coordinators

Dr. Cuong Nguyen, PhD, Associate Professor
Department of Infectious Diseases and Immunology
College of Veterinary Medicine
nguyenc@ufl.edu
352-294-4180

Dr. Banikalyan Swain, PhD, Research Assistant Professor
Department of Infectious Diseases and Immunology
College of Veterinary Medicine
swainb@ufl.edu
(352) 294-4184

Student learning outcomes (SLOs)

- Students will examine and compare the immune system function and regulation between well-studied systems (laboratory mice and human patients) and less understood systems (fish, amphibians, reptiles, birds, cats, dogs, pigs, horses, cattle).
- Students will examine and compare vaccine development and mechanisms of immune response to vaccination in different species.
- Students will present, critique, and discuss published research articles.
- Students will develop hypotheses and design experiments related to comparative immunology topics, fostering critical thinking and practical application of concepts.

Schedule

Day	Date	Topics	Instructors
F, M, W	08/22, 25, 27	Fundamentals of the Immune System <ul style="list-style-type: none"> • Overview of the immune system: innate and adaptive immunity • Key cells and molecules involved in immune responses • Mechanisms of immune recognition and response • Comparison of immune systems in various species 	Dr. Nguyen
F	8/29	Case studies 1	Dr. Nguyen
W, F, M, W	09/3, 5, 8, 10	Significance of Comparative Immunology <ul style="list-style-type: none"> • The role of comparative approaches in immunology • Understanding immune diversity and evolution among species • Implications for vaccine development and veterinary medicine • Case studies on zoonotic diseases and emerging infections 	Dr. Moore
F	09/12	Quiz 1	Dr. Moore
M, W	9/15, 17	Comparative Analysis of Innate Immune Responses <ul style="list-style-type: none"> • Evolutionary origins of the immune system • Phylogenetic perspectives on innate immune mechanisms • Evolutionary pressures influencing innate immunity • Comparative evolutionary strategies in response to pathogens 	Dr. Zhou
F	09/19	Paper discussion 1	Dr. Zhou
M, W	09/22, 24	B and T Cell Biology <ul style="list-style-type: none"> • Overview of adaptive immunity and the role of B and T cells • Development and maturation of B cells and T cells • Mechanisms of activation and differentiation of B cells and T cells • Functional roles of B cells (antibody production) and T cells (helper and cytotoxic functions) 	Dr. Sahay
F	09/26	MHC and Antigen Presentation <ul style="list-style-type: none"> • Structure and function of MHC molecules (Class I and Class II) • Mechanisms of antigen processing and presentation • Role of MHC in T cell activation and immune response • Comparative analysis of MHC diversity and antigen presentation in various species 	Dr. Li
M, W	09/29, 10/1	Comparative Analysis of Adaptive Immune Responses	Dr. Sahay

		<ul style="list-style-type: none"> • Overview of adaptive immune responses in vertebrates and invertebrates • Comparative analysis of B and T cell responses in different taxa (e.g., fish, reptiles, mammals) • Influence of environmental factors on adaptive immunity 	
F	10/3	Case studies 2	Dr. Sahay
M,W	10/6, 8	<ul style="list-style-type: none"> • Foundations of Mammalian Antibody Function and Diversity • Species-Specific Variations in Immunoglobulin Isotypes • Comparative Analysis of Antibody Responses in Rodents, Primates, and Ungulates • Antibody Responses to Infection and Vaccination • Evolutionary Perspectives on Antibody Diversity in Mammals • Advances in Monoclonal Antibody Therapy and Biotechnological Applications 	Dr. Mathews
F	10/10	Quiz 2	Dr. Mathews
M,W	10/13, 15	<ul style="list-style-type: none"> • Evolutionary origins of fish immune systems • Overview of pathogen recognition mechanisms in fish • Role of pattern recognition receptors (PRRs) in immune response • Mechanisms of innate immune responses: cellular and humoral components • Adaptive immune responses in fish: B and T cell involvement 	B. Swain
F	10/17	Paper discussion 2	B. Swain
M,W	10/20, 22	<p>Current Research on Fish Immunology</p> <ul style="list-style-type: none"> • Overview of recent advancements in fish immunological research • Techniques and methodologies in studying fish immunity (e.g., molecular biology, immunological assays) • Applications of research findings in aquaculture and fisheries management • Future directions and challenges in fish immunology research 	B. Swain
F	10/24	Case studies 3	B. Swain
M,W	10/27, 29	<p>Avian and Reptilian Immune Mechanisms</p> <ul style="list-style-type: none"> • Overview of the immune systems of birds and reptiles • Unique features of avian immunity: B and T cell functions, immunoglobulin classes • Immune mechanisms in reptiles: innate responses and adaptations • Comparative features of immune responses between avian and reptilian species 	Dr. Von Chamier
F	10/31	Quiz 3	Dr. Von Chamier

M, W	11/3, 5	Current Research on Avian and Reptilian Immunology <ul style="list-style-type: none"> • Overview of recent advancements in avian and reptilian immunological research • Techniques used in studying avian and reptilian immune responses (e.g., genomic and proteomic approaches) • Applications of research findings in wildlife conservation and veterinary medicine • Future directions and challenges in avian and reptilian immunology research 	Dr. Von Chamier
F	11/7	Paper discussion 3	Dr. Von Chamier
M, W	11/10, 12	Rodents, Primates, and Other Mammals <ul style="list-style-type: none"> • Overview of the mammalian immune system structure and function • Specific immune responses in rodents (e.g., mice and rats) • Unique aspects of primate immune systems, including humans • Immune mechanisms in other mammalian species (e.g., carnivores, ungulates) 	Dr. Mathews
F	11/14	Case studies 4	Dr. Mathews
M, W	11/17, 19	Principles of Vaccination <ul style="list-style-type: none"> • Overview of vaccination: history and significance • Mechanisms of immune response to vaccination • Types of vaccines (e.g., live-attenuated, inactivated, subunit) • Vaccine Vecteded Systems in Infectious Disease Prevention • Vaccination schedules and strategies in different species 	Dr. Curtiss
F	11/21	Quiz 4	Dr. Curtiss
M, W	12/1, 3	Team-based Experimental Design	Dr. Nguyen

Grading Scale

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 - 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 - 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33

Percent	Grade	Grade Points
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

For more information on grade points and UF grading policies, see <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Grading

Class Attendance and Participation (15%)

Regular attendance and active participation enhance learning and contribute to a collaborative environment.

Quizzes (20%)

Each Quiz will constitute 5% of the total grade $\times 4 = 20\%$. Brief quizzes and discussion of questions will be administered throughout the course to strengthen and assess student learning outcomes.

Case studies (4 x 5% = 20%)

Case Studies: Assign case studies related to immunity or diagnostics in veterinary medicine, grading based on analysis and proposed solutions.

Paper Discussion (3 x 5% = 15%)

A group will be selected to present a publication with the class participation.

Team-based Experimental Design (20%)

Make up and attendance policy: Please get in touch with Dr. Nguyen or Dr. Swain directly for any serious illnesses, family emergencies, or extended absences that may lead to missed assignments. Any absences must be accompanied by written verification. It is your responsibility as a student to take all scheduled exams. If you decide not to take a quiz or exam due to another commitment (such as work or social engagements), you will receive a grade of zero for that assessment. If a scheduled exam conflicts with another course's exam time, please get in touch with Dr. Nguyen or Dr. Swain as early as possible to arrange an alternative exam time.

Recommended (Not Required) Textbooks

"Immunology" by Janis Kuby.

"Janeway's Immunobiology" by Kenneth Murphy and Casey Weaver.

"Principles of Fish Immunology" by Kurt Buchmann, Christopher J. Secombes.

"Understanding vertebrate immunity through comparative immunology" by Thomas Boehm.

"Fish immune system and vaccines" by Makesh M.; Rajendran K. V.

"Advances in Comparative Immunology" by Edwin L. Cooper.

"Fish Immunology" by Ian A. R. Smith.

"The Immune System: A Comparative Approach" by Richard L. Coombs and Mark A. Leonard.

Case Study Analysis Rubric (100 Points, 20% of Final Grade)

Criteria	Description	Points	Score
Background & Context	Provides clear, relevant background and case relevance to comparative immunology.	10	
Understanding of Key Concepts	Accurately applies immunological principles and theories.	10	
Clarity & Organization	Logical structure, well-organized, and easy to follow.	10	
Comparative Relevance	Highlights species-specific immune differences and similarities.	10	
Key Immune Mechanisms	Identifies and explains relevant immune responses.	10	
Application of Immunological Principles	Integrates concepts to analyze findings and propose solutions.	10	
Critical Thinking & Interpretation	Evaluates evidence, considers implications, and alternative views.	10	
Use of Supporting Evidence	Cites relevant literature, data, or examples.	10	
Scientific Accuracy	Ensures factual correctness and sound reasoning.	10	
Conclusion & Justification	Draws clear, evidence-based conclusions with justification.	10	
Total 100 points (100%)			
Comments:			

Scoring Guidelines

In selected key methods, the minimum score is 0, and the maximum score is 10:

- Score = 0 → Information is incorrect or missing; major revision required.
- Maximum score (10) → Information is complete, well-presented, and scientifically valid.
- Scores =1-9 → Information is incomplete and requires minor to moderate revisions.

When deductions are made, the course coordinator will provide specific written feedback explaining the score. If a student disagrees with the evaluation, they may request a meeting within three business days to discuss and, if justified, have their score reviewed.

Paper Discussion Rubric (15% of Final Grade, 100 Points)

Criteria	Description	Points	Score
Summary & Comprehension	Summarizes key findings, objectives, and significance of the paper.	20	
Understanding of Immunological Concepts	Demonstrates strong grasp of immunological principles relevant to the paper.	20	
Critical Analysis & Interpretation	Evaluates strengths, weaknesses, and implications of the study.	20	
Use of Supporting Evidence	Supports discussion with relevant data, literature, and examples.	15	
Clarity & Organization	Well-structured, logical flow, and coherent presentation.	15	
Engagement & Discussion Leadership	Actively engages peers, encourages discussion, and answers questions effectively.	10	
Total 100 points (100%)			
Comments:			

Scoring Guidelines

In selected key methods, the minimum score is 0, and the maximum score is 10 or 15 or 20:

- Score = 0 → Information is incorrect or missing; major revision required.
- Maximum score (10 or 15 or 20) → Information is complete, well-presented, and scientifically valid.
- Scores =1-9 or 1-14 or 1-19 → Information is incomplete and requires minor to moderate revisions.

When deductions are made, the course coordinator will provide specific written feedback explaining the score. If a student disagrees with the evaluation, they may request a meeting within three business days to discuss and, if justified, have their score reviewed.

Team-Based Experimental Design Rubric (20% of Final Grade, 100 Points)

Criteria	Description	Points	Score
Clarity of Research Question & Hypothesis	Clearly states the research question and hypothesis, demonstrating relevance to comparative immunology.	20	
Experimental Design & Methodology	A well-structured experimental approach with appropriate methods, controls, and variables.	25	
Application of Immunological Principles	Correctly applies immunological concepts to justify the experiment.	20	
Feasibility & Innovation	Demonstrates originality while ensuring the study is practical and achievable.	15	
Data Analysis & Interpretation Plan	Outlines clear statistical or analytical approaches for data interpretation.	10	
Team Collaboration & Presentation	Equally distributed contributions, clear communication, and engaging delivery.	10	
Total 100 points (100%)			
Comments:			

Scoring Guidelines

In selected key methods, the minimum score is 0, and the maximum score is 10 or 15 or 20 or 25:

- Score = 0 → Information is incorrect or missing; major revision required.
- Maximum score (10 or 15 or 20 or 25) → Information is complete, well-presented, and scientifically valid.
- Scores =1-9 or 1-14 or 1-19 or 1-24→ Information is incomplete and requires minor to moderate revisions.

When deductions are made, the course coordinator will provide specific written feedback explaining the score. If a student disagrees with the evaluation, they may request a meeting within three business days to discuss and, if justified, have their score reviewed.

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)

[Grades and Grading Policies](#)

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner](#). Students will be notified when the evaluation period opens and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here](#).

University Honesty Policy

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](#) 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.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Campus Resources: Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

On-Line Students Complaints

Course|New for request 21433

Info

Request: VME 6XXX Comparative Biomedical Sciences and One Health

Description of request: New graduate course

Submitter: Jada Lewis jada.lewis@ufl.edu

Created: 3/27/2025 4:00:40 PM

Form version: 1

Responses

Recommended Prefix VME

Course Level 6

Course Number XXX

Lab Code None

Course Title Comparative Biomedical Sciences and One Health

Transcript Title Comp BMSci and One Health

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Fall

Effective Year 2026

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 3 hours/week X 15 weeks

Course Description This course is an introduction to Comparative Biomedical Sciences and One Health with emphasis on the interconnectedness of human, animal, and environmental health.

Prerequisites • Must be a graduate student at the University of Florida.

- Must be registered in the course (3 credits).

Co-requisites Not applicable

Rationale for Placement in the Curriculum This course will be a core course for the new degrees (PhD, MS) in Comparative Biomedical Sciences.

Syllabus Content Requirements All Items Included



**College of Veterinary Medicine
Comparative and Biomedical Sciences Program**

**VME 6### Comparative Biomedical Sciences and One Health
3 credits; Class #**

Course description

This course is an introduction to Comparative Biomedical Sciences and One Health with emphasis on the interconnectedness of human, animal, and environmental health.

Student learning outcomes

- Students will examine comparative biomedical, multi-omic, and epidemiological approaches used in biomedical research and One Health studies.
- Students (in groups of 3-4 students) will prepare and submit a Capstone Project addressing a health challenge in animal or human populations (or the environment) using biomedical, multi-omic, and/or epidemiological approaches for evaluation and feedback.
- Students will deliver a 12-minute Capstone Project oral presentation describing a health challenge in animal or human populations (or the environment) using biomedical, multi-omic, and/or epidemiological approaches. The presentation will be followed by a three-minute Q&A session.

Pre-requisites

- Must be a graduate student at the University of Florida.
- Must be registered in the course (3 credits).

Course format

The class will meet Mondays, Wednesdays, and Fridays in CVM Lecture Hall B, from 11.45am to 12.35pm* (see schedule below). The course will consist of (1) lectures on comparative biomedical, multi-omic, and epidemiological approaches used in biomedical research and One Health studies; (2) case studies; (3) preparation of a capstone project addressing a health challenge in animal or human populations (or the environment) using biomedical, multi-omic, and/or epidemiological approaches for evaluation and feedback; and (4) 12+3=15-minute oral Capstone Project presentations by each student group.

*CVM location and class meeting time will be confirmed before the course starts.

Schedule

Week	Day	Date	Topic	Presenter	IU
Introduction to Comparative Biomedical Science and One Health					
1	M	8/25	Overview of course objectives and structure	Lewis	1
	W	27	Importance of Comparative Biomedical Science and One Health	Lewis	2
	F	29	Historical perspectives and key milestone	Lewis	3
Team Science and Interdisciplinary Research					
2	M	9/1	Labor Day (Observed)		
	W	3	Strategies for interdisciplinary research, building effective collaborations	Lewis	4
	F	5	Captone Project assignments** Discussion of Deliverables	Lewis	5
Biomedical, Multi-omic, and Epidemiologic Approaches					
3	M	8	Biomedical discovery research	Mathews	6-7
	W	10			
	F	12			
4	M	15	Multi-omic methods, approaches	Nance/Rayaprolu	8-9
	W	17			
	F	19			
	M	15	Epidemiological approaches	Hernandez	10-11
	W	17			
	F	19			
Comparative Anatomy, Physiology, and Pathology					
5	M	22	Comparative Neuroanatomy	Rayaprolu	12
	W	24	Comparative Neurology/Neuropathology	Carrera-Justiz	13
	F	26	Comparative Musculoskeletal Physiology/Pathology	Hansen	14
6	M	29	Comparative Cardiovascular Anatomy and Physiology	Hansen/Fatica	15
	W	10/1	Comparative Cardiovascular Pathology	Hansen/Fatica	16
	F	3	Comparative Respiratory Anatomy/Physiology	Schnacher, Walton	17
7	M	6	Comparative Renal Systems	Bolser, Specht, Stevenson	18
	W	8	Comparative Endocrinology	Gilor, Mott	19
	F	10	Comparative Reproduction Physiology/Pathology	Galvao, Cooker	20
8	W	13	Comparative Reproduction Physiology/Pathology	Galvao, Cooker	21
	W	15	Comparative Gastro-Intestinal Physiology/Pathology	Galvao	22
	F	17	UF Homecoming		
9	M	20	Comparative Dermatology/Dermapathology	Hoffman	23

9	W	22	Mid-Term Exam	Students	24
Comparative Immunology and Vaccine Development					
9	F	24	Molecular mechanisms of cancer development	Li	25
10	M	27	Comparative aspects of vaccine development	Nguyen	26
	W	29	Case studies: Vaccine efficacy and safety	Curtis	27
Comparative Oncology and Cancer Biology					
10	F	31	Molecular mechanisms of cancer development	Milner	28
11	M	11/3	Comparative oncology in cancer research and treatment	Milner	29
	W	5	Case studies: Translational research in oncology	Nance	30
One Health Concepts and Applications					
11	F	7	Principles of One Health	Hernandez	31
12	M	10	Case studies: One Health in action	Hernandez, Walden	32
One Health and Antimicrobial Resistance					
12	W	12	Mechanisms of antimicrobial resistance	Kariyawasam, Santoro	33
	F	14	One Health approaches to combat resistance	Eshragui	34
13	M	17	Case studies: Antimicrobial stewardship programs	Tuanyok	35
Environmental Health and Toxicology					
13	W	19	Impact of environmental changes on biochemical processes	Martyniuk	36
	F	21	Ecosystem services and their role in health	Subramanian	37
14	M	24	Case studies: Environmental health interventions	Bowden	38
Review, Capstone Project Presentations, Final Exam					
14	W	26	Review and Fundamentals of Oral Presentations	Lewis	39
	F	28	Thanksgiving		
15	M	12/1	Time to prepare 12+3=15 min Capstone Project oral presentations	Students Lewis	40
	W	12/3	Captone Projects are due today** 12+3=15 min Capstone Project oral presentations	Students Lewis	41
	F	12/5	12+3=15 min Capstone Project oral presentations (continued)	Students Lewis	42
16	M	12/8	12+3=15 min Capstone Project oral presentations (continued)	Students Lewis	42
	W	10	Final Exam	Students	44-45

** The Capstone Project (CP) assignments are due on December 1, 2025 jada.lewis@ufl.edu. CP assignments should be typed double-spaced and be no longer than six pages (plus references). Guidelines to assist you in the formulation of CP assignments and preparation of CP oral presentations will be provided.

Course Coordinator

Jada Lewis, CVM PS jada.lewis@ufl.edu

Invited Instructors

Donal Bolser, CVM PS bolser@ufl.edu
John Bowden, CVM PS john.bowden@ufl.edu
Sheila Carrera-Justiz, CVM SACS carrerajustiz.s@ufl.edu
Roy Curtis, CVM IDI rcurtiss@ufl.edu
Paul Cooke, CVM PS paulscooke@ufl.edu
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Subhashinie Kariyawasam, CVM CDPM skariyawasam@ufl.edu
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Apichai Tuanyok, CVM IDI tuanyok@ufl.edu
Heather Walden, CVM CDPM hdstockdale@ufl.edu
Stuart Walton, CVM SACS stuartawalton@ufl.edu

Office hours

Zoom 3-5 Fridays

Recommended Textbooks and Resources:

- "Comparative Anatomy and Physiology" by William H. Howell.
- "Principles of Comparative Pathology" by Thomas C. Jones.
- "Principles of One Health for a Better Planet" by Barbara Häsler (Editor), Asta Tvarijonaviciute (Editor), Sara Savic (Editor): 2025. ISBN-13: 9781800622982.
- "One Health: The Theory and Practice of Integrated Health Approaches" by Jakob Zinsstag, Esther Schelling, and David Waltner-Toews: 2015. ISBN-13:9781780643410
- Access to scientific journals and online databases.

Grading

Mid-Term Exam: 25%

Capstone Project (six-page document plus references) (Content): 25%

Capstone Project oral presentation (Delivery): 25%

Final Exam: 25%

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 – 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 – 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

**CBS 6### Comparative Biomedical Sciences and One Health
Capstone Project
Scorecard**

[a] Capstone Project (six-page document plus references) (Content)

Key methods	Score
1 Background information (10 points)* 2 Study objective (10) 3 Methods and approach (50) 4 Expected results (10) 5 Potential pitfalls and limitations (10) 6 References (10) Total points = 100 (100%)	
Comments	

**CBS 6### Comparative Biomedical Sciences and One Health
Capstone Project
Scorecard**

[b] Capstone Project oral presentation (Delivery)

Element		Poor		Fair		Average		Good		Excellent	
		1	2	3	4	5	6	7	8	9	10
1	Rate student group ability to present content in a logical, continuous, professional manner										
2	How knowledgeable was the student group on the subject matter?										
3	Rate the student group enthusiasm for the project/presentation										
4	Rate ability of student group to answer questions										
5	Student group finished on time (12 minutes)										
Total points = 50 (100%)											
Comments											

Course|New for request 21401

Info

Request: VME 6XXX Comparative Epidemiology and One Health Study Designs

Description of request: Request for a new graduate course.

Submitter: Jorge Hernandez hernandezja@ufl.edu

Created: 3/17/2025 10:41:02 AM

Form version: 1

Responses

Recommended Prefix VME

Course Level 6

Course Number XXX

Lab Code None

Course Title Comparative Epidemiology and One Health Study Designs

Transcript Title Comp Epidemiology & One Health

Delivery Method PC - Primarily Classroom (0-49% of course content taught outside of classroom)

Effective Term Fall

Effective Year 2026

Rotating Topic No

Repeatable Credit? No

Amount of Credit 3

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours On average, the number of weekly contact hours will be four hours (face-to-face instruction) over a 13-week period for a total of 45 Instructional Units (plus office hours).

Course Description Design, analysis and interpretation of One Health studies in animal and human populations using epidemiologic methods.

Prerequisites Must be a graduate student at the University of Florida.

Must be registered in the course (3 credits).

Laptop with wireless internet capability.

Co-requisites N/A.

Rationale for Placement in the Curriculum Degree level: Graduate.

Programs: Veterinary Medical Sciences and Comparative Biomedical Sciences.

Majors: Veterinary Medical Sciences and Comparative Biomedical Sciences.

Intention: elective course.

Syllabus Content Requirements All Items Included



**College of Veterinary Medicine
Comparative and Biomedical Sciences Program**

**VME 6### Comparative Epidemiology and One Health Study Designs
3 credits; Class #**

Course description

Design, analysis and interpretation of One Health studies in animal and human populations using epidemiologic methods.

Background

Epidemiology is a key discipline in One Health studies. Epidemiology is the study of the frequency, distribution, and determinants of health and disease in populations, and the application of risk management measures to mitigate the burden of disease. In One Health studies, data on animal and human health (and possibly ecological indicators) are analyzed and interpreted together. This course is focused on population based quantitative One Health study designs with emphasis in observational and experimental studies, as well as endemic zoonotic diseases and emerging diseases in animal and human populations.

Course format

The class will meet Tuesdays and Thursdays in Deriso Hall Paul Nicoletti's conference room (see schedule below). In general, the course will consist of (1) lectures on epidemiologic methods used in One Health studies (i.e., clinical trials, cross-sectional studies, case-control studies, and cohort studies) in animal and human populations; (2) discussion of published One Health studies in animal and human populations; (3) instruction in basic data analysis in One Health studies in animal and human populations; (4) design of One Health studies using epidemiologic methods by the student; and (5) two twelve-minute oral presentations by each student.

Student learning outcomes

- The student will examine and compare One Health study designs in animal and human populations using epidemiologic methods.
- The student will analyze and critique published One Health studies in animal and human populations.
- The student will apply common statistical techniques used in One Health studies in animal and human populations.
- The student will prepare and submit two research protocols (i.e., an experimental study and an observational study) using epidemiologic methods for evaluation and feedback.
- The student will deliver two twelve-minute oral presentations describing her/his research protocol to peer-students and course instructors.

Pre-requisites

- Must be a graduate student at the University of Florida.
- Must be registered in the course (3 credits).
- Laptop with wireless internet capability.

Schedule – Fall 2026

Week	Day	Date	Time	Topic	Presenter	IU
1	Th		4.05-4.55 & 5.10-6.00	Introduction to the course	JH	1-2
2	T		4.05-4.55 & 5.10-6.00	Cancer detectives of Lin Xian	JH	3-4
	Th			Sampling & sample size	JH	5-6
3	T			Comp Lab 1: sample size calculations	JH	7-8
	Th			Evaluation of diagnostic tests	JH	9-10
4	T			Comp Lab 2: evaluation of diagnostic tests	JH	11-12
	Th			My research question of interest is?*	Students, JH	13-14
5	T			Disease frequency & measures of association Confounding & interaction	TD	15-16
	Th			Clinical trials	JH	17-18
6	T			Journal Club: clinical trials in animal and human populations**	Students, JH	19-20
	Th		4.05-4.55	Review & study design assignment No. 1 (clinical trial)***	JH	21
7	T			Statistical methods used in One Health studies in animal and human populations	TD	22-23
	Th			Cross-sectional studies in animal and human populations	JH	24-25
8	T			Journal Club: cross-sectional studies in animal and human populations**	Students, JH	26-27
	Th			Case-control studies	JH	28-29
9	T			Journal Club: case-control studies in animal and human populations**	Students, JH	30-31
	Th			Review & study design assignment No. 2 (observational study)***	TD	32-33
10	T			Student oral presentations Clinical trial assignment is due today	Students, JH	34-35
	Th			Comp Lab 3: basic instruction in data analysis	JH	36-37
11	T			Cohort studies	JH	38-39
	Th			Journal Club: cohort studies in animal and human populations**	Students, JH	40-41
12	T			Scientific writing: how to write a One Health research article when using epidemiologic methods	JH	42-43
	Th			No class today: time to prepare study design assignment No. 2		
13	T			Veterans Day (Observed)		
	Th			Student oral presentations Cross-sectional study assignment is due today	Students, JH	44-45

*This session is an opportunity for students to present and discuss their research (experimental study, observational study) and receive feedback from instructors and peer-students. This session also helps course instructors have a better appreciation of students' backgrounds (research interests) and use specific examples in class that can apply.

** For analysis and critique of published One Health studies, all students are required to read selected research articles before class. For each study design (clinical trials, cross-sectional studies, case-control studies, cohort studies), two research articles will be selected for review and group discussion. In each session, a student will lead both the review of an assigned article (10 min) and the group discussion (40 min). More specific instructions will be provided by the course coordinator during the Introduction to the course on Day 1.

*** The study design assignments should be typed double-spaced and be no longer than six pages (plus references). Guidelines to assist you in the formulation of the two study assignments and preparation of oral presentations will be provided.

Instructors

Jorge Hernandez

Professor (instructor and course coordinator)

UF CVM Large Animal Clinical Sciences | Deriso Hall Rm 120

T 352 294 4305 (office)

E-mail: hernandezja@ufl.edu

Thomas Denagamage

Clinical Assistant Professor

UF CVM Large Animal Clinical Sciences | Deriso Hall Rm 118

T 352 294 4314 (office)

E-mail: tdenagamage@ufl.edu

Office hours

Wednesdays, 4.05pm to 6.00pm. Other days/times during the week can be arranged. Please e-mail to schedule an appointment.

Recommended reading

- Dohoo I, Martin W, Stryhn H. Veterinary Epidemiologic Research. AVC Inc. Charlottetown. Prince Edward Island. Canada (2009).
- Gordis, L. Epidemiology. WB Saunders Company (2024).
- Principles of One Health for a Better Planet by Barbara Häsler (Editor), Asta Tvariionaviciute (Editor), Sara Savic (Editor): 2025. ISBN-13: 9781800622982.
- One Health: The Theory and Practice of Integrated Health Approaches by Jakob Zinsstag, Esther Schelling, and David Waltner-Toews: 2015. ISBN-13:9781780643410.

Grading

Students will formulate two research protocols that require methods used in experimental studies (e.g., clinical trial) and observational studies (e.g., cross-sectional study, case-control study, or cohort study). Each study design assignment will constitute 35% of the final grade. Completion of three computer lab exercises will be $10 \times 3 = 30\%$. Extra-credit points may be considered in the final course grade for students who show willingness to participate in class discussions. Course grade is non-competitive; course grades will be assigned based on the mastery of the material. I encourage you to talk with me to clarify any points of grading of study designs that you do not fully understand.

Percent	Grade	Grade Points
90.0 - 100.0	A	4.00
87.0 - 89.9	A-	3.67
84.0 - 86.9	B+	3.33
81.0 – 83.9	B	3.00
78.0 - 80.9	B-	2.67
75.0 - 79.9	C+	2.33
72.0 – 74.9	C	2.00
69.0 - 71.9	C-	1.67
66.0 - 68.9	D+	1.33
63.0 - 65.9	D	1.00
60.0 - 62.9	D-	0.67
0 - 59.9	E	0.00

VME 6### Comparative Epidemiology and One Health Study Designs
Study Design Assignment No. 1: Clinical Trial
Scorecard

Key methods	Score
1 Background information (10 points)* 2 Study objective (5) 3 Outcome variable(s) (5) 4 Study population (5) 5 Inclusion and exclusion criteria (10) 6 Sample size and power (5) 7 Enrollment of animals (5) 8 Intervention (5) 9 Bias control: Randomization + Standardization + Masking (15) 10 Data collection & follow-up period (5) 11 Null hypothesis (5) 12 Data analysis: baseline comparisons and outcome (10) 13 Expected results (5) 14 Potential pitfalls and limitations (5) 15 References (5) Total (100 points) (100%)	
Comments	

*In selected key methods, the minimum score is = 0 and the maximum score = 5, 10, or 15. A score = 0 indicates that provided information in selected method is incorrect and a major revision is required. A maximum score of 5, 10, or 15 indicates the information provided is complete. Finally, scores = 1-4, 1-9, or 1-14 indicate that the information provided is incomplete and minor or moderate changes are required. When scores of 0, 1-4, 1-9, or 1-14 are assigned to one or more key methods, the course coordinator will provide specific written comments with an explanation and justification. If the student disagrees with the evaluation, he/she should request an appointment to meet with the course coordinator for office hours (within three business days) to go over the evaluation; in that situation, the instructor will further examine the study design assignment and revise the assigned score(s) when justified.

VME 6### Comparative Epidemiology and One Health Study Designs
Study Design Assignment No. 2: Option A, Cross-Sectional Study
Scorecard

Key methods	Score
1 Background information (10 points)* 2 Study objective (5) 3 Outcome variable(s) (5) 4 Study population (5) 5 Sample size and power (10) 6 Sampling approach (10) 7 Data collection (epi questionnaire) (5) 8 Data analysis: prevalence, univariable analysis, multivariable analysis (15) 9 Expected results (5) 10 Potential pitfalls and limitations (5) 11 References (5) TOTAL: 80 points (100%)	
Comments	

*In selected key methods, the minimum score is = 0 and the maximum score = 5, 10, or 15. A score = 0 indicates that provided information in selected method is incorrect and a major revision is required. A maximum score of 5, 10, or 15 indicates the information provided is complete. Finally, scores = 1-4, 1-9, or 1-14 indicate that the information provided is incomplete and minor or moderate changes are required. When scores of 0, 1-4, 1-9, or 1-14 are assigned to one or more key methods, the course coordinator will provide specific written comments with an explanation and justification. If the student disagrees with the evaluation, he/she should request an appointment to meet with the course coordinator for office hours (within three business days) to go over the evaluation; in that situation, the instructor will further examine the study design assignment and revise the assigned score(s) when justified.

VME 6### Comparative Epidemiology and One Health Study Designs
Study Design Assignment No. 2: Option B, Case-Control Study
Scorecard

Key methods	Score
1 Background information (10 points)* 2 Study objective(s) (5) 3 Study population (5) 4 Selection of cases (5) 5 Selection of controls (10) 6 Sample size and power (5) 7 Bias control: Confounding (5) 8 Data collection (epi questionnaire) (5) 9 Null hypothesis(es) (5) 10 Data analysis: univariable analysis, multivariable analysis (10) 11 Expected results (5) 12 Potential pitfalls and limitations (5) 13 References (5) TOTAL: 80 points (100%)	
Comments	

*In selected key methods, the minimum score is = 0 and the maximum score = 5 or 10. A score = 0 indicates that provided information in selected method is incorrect and a major revision is required. A maximum score of 5 or 10 indicates the information provided is complete. Finally, scores = 1-4 or 1-9 indicate that the information provided is incomplete and minor or moderate changes are required. When scores of 0, 1-4, or 1-9 are assigned to one or more key methods, the course coordinator will provide specific written comments with an explanation and justification. If the student disagrees with the evaluation, he/she should request an appointment to meet with the course coordinator for office hours (within three business days) to go over the evaluation; in that situation, the instructor will further examine the study design assignment and revise the assigned score(s) when justified.

VME 6### Comparative Epidemiology and One Health Study Designs
Study Design Assignment No. 2: Option C, Cohort Study
Scorecard

Key methods	Score
1 Background information (10 points)* 2 Study objective(s) (5) 3 Study population (5) 4 Selection of exposed group (5) 5 Selection of non-exposed group (10) 6 Sample size and power (5) 7 Bias control: Confounding (5) 8 Data collection (epi questionnaire) (5) 9 Null hypothesis(es) (5) 10 Data analysis: univariable analysis, multivariable analysis (10) 11 Expected results (5) 12 Potential pitfalls and limitations (5) 13 References (5) TOTAL: 80 points (100%)	
Comments	

*In selected key methods, the minimum score is = 0 and the maximum score = 5 or 10. A score = 0 indicates that provided information in selected method is incorrect and a major revision is required. A maximum score of 5 or 10 indicates the information provided is complete. Finally, scores = 1-4 or 1-9 indicate that the information provided is incomplete and minor or moderate changes are required. When scores of 0, 1-4, or 1-9 are assigned to one or more key methods, the course coordinator will provide specific written comments with an explanation and justification. If the student disagrees with the evaluation, he/she should request an appointment to meet with the course coordinator for office hours (within three business days) to go over the evaluation; in that situation, the instructor will further examine the study design assignment and revise the assigned score(s) when justified.

More information on UF grading policy may be found at:

[UF Graduate Catalog](#)

[Grades and Grading Policies](#)

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner.](#)

Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluer.com/ufl/. [Summaries of course evaluation results are available to students here.](#)

University Honesty Policy

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](#) 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.

Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Campus Resources: Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.

Counseling and Wellness Center: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

Sexual Assault Recovery Services (SARS)

Student Health Care Center, 392-1161.

University Police Department at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

E-learning technical support, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling.

Library Support, Various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

Writing Studio, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

Student Complaints Campus

On-Line Students Complaints

Course|New for request 19828

Info

Request: VME 6083 Dairy Metrics & Extension

Description of request: This is a request for a new graduate course

Submitter: Ricardo Chebel rcchebel@ufl.edu

Created: 4/14/2025 12:49:46 PM

Form version: 3

Responses

Recommended Prefix VME

Course Level 6

Course Number 083

Lab Code C

Category of Instruction Intermediate

Course Title Dairy Metrics & Extension

Transcript Title Dairy Metrics & Extension

Degree Type Graduate

Delivery Method(s) On-Campus

Co-Listing No

Effective Term Spring

Effective Year 2026

Rotating Topic No

Repeatable Credit? No

Amount of Credit 4

S/U Only? No

Contact Type Regularly Scheduled

Course Type Lecture

Weekly Contact Hours 4

Course Description Consolidation of livestock industries produced a shift in the educational needs of students aiming to obtain extension and consultancy roles. The aim of this course is to educate students on how to act as consultants in dairy operations, focusing on herd investigation, troubleshooting, and development of practical recommendations. Students will be educated in the best communication strategies at different levels (owners, managers, herdsperson), and development of training programs.

Co-requisites N/A

Prerequisites DVM degree or equivalent

Rationale and Placement in Curriculum The rationale for offering this course lies in addressing the evolving educational needs of graduate students, particularly those pursuing roles in extension and consultancy within the dairy industry. As livestock industries undergo consolidation, there's a noticeable shift in the skill sets required for success in these roles. Thus, the course aims to equip students with the necessary knowledge and skills to thrive in such positions.

In terms of curriculum placement, the course is strategically designed to cover various aspects essential for effective consultancy in large dairy operations. It is structured into different sections to comprehensively address key areas:

1. Communication Strategies (Extension; Section 1): This section focuses on imparting effective communication strategies tailored to different levels of knowledge within the dairy industry. By understanding how to communicate with owners, managers, and herdspersons, students learn to navigate various organizational hierarchies and convey information appropriately.

2. Critical Thinking on Dairy Profitability (Metrics: Section 2): Here, students delve into critical analysis of the factors influencing dairy profitability. By examining relevant metrics and factors affecting profitability, students develop the ability to assess financial performance and make informed decisions.

3. Expertise in Addressing Current Challenges (Metrics: Section 3): This section emphasizes integrating advanced research, critical analysis, and practical strategies to tackle contemporary challenges in dairy herd management. By synthesizing theoretical knowledge with practical application, students acquire the expertise needed to address complex issues effectively.

4. Evaluation of Key Performance Indicators (Extension: Sections 4 and 5): Students engage in an in-depth evaluation of key performance indicators across all facets of dairy production. By identifying areas of suboptimal performance, health, and welfare issues, students learn to develop practical and actionable recommendations for improvement.

Overall, the course's overarching aim is to educate students on how to act as consultants in large dairy operations. With a focus on herd investigation, troubleshooting, and recommendation development, students are equipped to provide valuable insights and solutions to enhance operational efficiency and address challenges effectively. Additionally, by learning the best communication strategies, developing training programs, and objectively evaluating extension activities, students are prepared to excel in consultancy roles within the dynamic dairy industry landscape.

Course Objectives After successful completion of this course, students will be able to:

1. Design strategies to communicate with dairy producers and personnel about the most pressing issues limiting the welfare and health of cattle and the profitability and sustainability of dairy operations;
2. Explain issues limiting the performance and profitability of dairy operations;
3. Attain proficiency in navigating and resolving contemporary issues impacting the dairy industry, integrating cutting-edge research, critical analysis, and practical strategies for optimal herd management
4. Assess, through the gathering and analyses of key-performance-indicators, areas of opportunity to improve the welfare and health of cattle and the growth, reproduction, and production of dairy animals; and,
5. Develop practical and actionable recommendations to improve the welfare, health, and performance of dairy animals.

Course Textbook(s) and/or Other Assigned Reading Textbooks

Dairy Production Medicine" by Carlos Risco and Pedro Melendez. Published in August 2011.

Dairy Herd Health" by Martin R. Green Published on February 6, 2013.

Dairy Production and Processing: The Science of Milk and Milk Products" by John R. Campbell and Robert T. Marshall. Published on January 29, 2016.

Peer-reviewed articles

LeBlanc SJ, Lissemore KD, Kelton DF, Duffield TF, Leslie KE. Changes in the dairy industry affecting dairy cattle health and welfare. *J Dairy Sci.* 2015;98(11):7426–7445. <https://doi.org/10.3168/jds.2015-9377>

McMullen C, Kelton DF, Barkema HW, et al. Modifiable management practices to improve udder health in dairy cattle during the dry period and early lactation: A scoping review. *J Dairy Sci.* 2021;104(10):10530–10556. <https://doi.org/10.3168/jds.2021-20254>

Santos TMA, Salles MSV, Leite RMG, et al. Mastitis in dairy cattle: On-farm diagnostics and future perspectives. *Animals (Basel).* 2023;13(15):2538. <https://doi.org/10.3390/ani13152538>

Chapinal N, Barrientos AK, Dufour S, et al. Prevalence, risk factors, treatment, and barriers to best practice adoption for lameness and injuries in dairy cattle—A narrative review. *J Dairy Sci.* 2023;106(2):1051–1070. <https://doi.org/10.3168/jds.2022-22218>

Renaud DL, Duffield TF, LeBlanc SJ, Haley DB, Kelton DF. Denormalizing poor dairy youngstock management: Dealing with “farm-blindness.” *Front Vet Sci.* 2020;7:579. <https://doi.org/10.3389/fvets.2020.00579>

Foster DM, Smith GW. Pathophysiology, treatment, and prevention of neonatal diarrhea in calves. *Vet Clin North Am Food Anim Pract.* 2009;25(1):135–156. <https://doi.org/10.1016/j.cvfa.2008.10.013>

Sheldon IM, Owens SE, Turner ML. Innate immunity and the sensing of infection, damage and danger in the female genital tract. *J Reprod Immunol.* 2017;119:67–73. <https://doi.org/10.1016/j.jri.2016.05.009>

Evidence that mastitis can cause pregnancy loss in dairy cows: A systematic review of observational studies. Dahl MO, Maunsell FP, De Vries A, Galvao KN, Risco CA, Hernandez JA. *J Dairy Sci.* 2017 Oct;100(10):8322–8329. doi: 10.3168/jds.2017-12711

Chebel RC, Ribeiro ES. Reproductive Systems for North American Dairy Cattle Herds. Vet Clin North Am Food Anim Pract. 2016 Jul;32(2):267-84. doi: 10.1016/j.cvfa.2016.01.002.

Chebel RC, Bisinotto RS, Giordano J, Maggiolino A, de Palo P. Reproduction in the era of genomics and automation. Reprod Fertil Dev. 2023 Dec;36(2):51-65. doi: 10.1071/RD23173.

Weekly Schedule of Topics		Week	Date	Day	Title	Instructor	Instructional Units
SLO							
1	1/13/2026	TUE	Mastering Effective Communication with Dairy Owners and Staff				
	Telg 2	1					
1	1/15/2026	THU	Telg 4 1				
2	1/20/2026	TUE	Dairy Herd Economics: Maximizing Profitability	De Vries			
	6 2						
2	1/22/2026	THU	De Vries 8 2				
3	1/27/2026	TUE	Optimizing Youngstock Welfare: Innovative Approaches to Facility				
Design	Martin III	10	3				
3	1/29/2026	THU	Optimizing Adult Cattle Performance: Innovations in Facility Design				
	Martin III	12	3				
4	2/3/2026	TUE	Applied youngstock nutrition	Santos 14	3		
4	2/5/2026	THU	Emerging topics in youngstock health	Maunsell			
	16 3						
5	2/10/2026	TUE	Understanding the role of early-life events on future performance				
	Heinrich*	18	3				
5	2/12/2026	THU	Youngstock evaluation	Chebel 20	4-5		
6	2/17/2026	TUE	Nuances of transition cow management and their effect on health and				
production	Chebel	22	3				
6	2/19/2026	THU	Enhancing Transition Cow Health and Performance through				
Nutritional Strategies	Santos	24	3				
7	2/24/2026	TUE	Emerging topics in transition cow health	Galvão 26			
	3						
7	2/26/2026	THU	Evaluation of transition cow performance	Chebel			
	28 4-5						
8	3/3/2026	TUE	Understanding and Addressing Lameness	Cramer*			
	30 3						
8	3/5/2026	THU	Heifer Reproductive Management: Enhancing Fertility and Future				
Herd Performance	Chebel	32	3				
9	3/10/2026	TUE	Cow Reproductive Management: Ensuring Optimal Breeding Success				
and Herd Sustainability	Bisinotto	34	3				
9	3/12/2026	THU	Evaluation of reproductive performance	Chebel 36			
	4-5						
10	3/24/2026	TUE	Advances in Udder Health Management for Sustainable Dairy				
Production	Ruegg*	38	3				
10	3/26/2026	THU	Assessing and Improving Milking Parlor Performance				
	Reed* 40	3					
11	3/31/2026	TUE	Evaluation of udder health	Chebel 42	4-5		
11	4/2/2026	THU	Leveraging Vaccination Strategies for Disease Prevention in Dairy				
Cattle	Cortese*	44	3				
12	4/7/2026	TUE	46 3				
12	4/9/2026	THU	FINAL PRESENTATIONS	48			

Grading Scheme There is no exam on this course. Grades will be based on participation (30% of total grade) and final group presentation (70% of total grade). Groups will be made up of no more than 3 students – no exceptions. Each student will be scored individually according to the rubric provided. There will be no make-up exams. A valid and approved excuse and must be taken within seven days of the missed assignment. Special exceptions are made at the discretion of the course coordinator.

Instructor(s) Ricky Telg

Albert De Vries

Jake Martin III

Jose Santos

Fiona Maunsell

Jud Heinrich

Ricardo Chebel

Klibs Galvão

Gerard Cramer

Ricardo Chebel

Rafael Bisinotto

Pamella Ruegg

David Reed

Victor Cortese

Attendance & Make-up Yes

Accomodations Yes

UF Grading Policies for assigning Grade Points Yes

Course Evaluation Policy Yes

VME 6XXX – Dairy Metrics and Extension

Semester: Spring 2026

Credit Hours: 4

Grading System: A-E Grading

Course Coordinator

Name: Ricardo C. Chebel, DVM, MPVM, PhD

Phone: 352-294-4303

Email: rcchebel@ufl.edu

Course Administrator

Name: Jimmy Pastrano

Phone: 352-294-4760

Email: jpastrano@ufl.edu

Course Description: *Communication strategies at different levels of knowledge (extension; section 1), critical thinking regarding the profitability of the dairy industry and factors that affect it (metrics: section 2), acquire expertise in addressing current challenges in the dairy sector by integrating advanced research, critical analysis, and practical strategies for effective herd management (metrics: section 3), and in-depth evaluation of key performance indicators of all facets of dairy production and develop practical, actionable recommendations to address issues of suboptimal performance, health, and welfare (extension: sections 4 and 5).* The consolidation of livestock industries has resulted in a shift in the educational needs of graduate students aiming to obtain and be successful in extension and consultancy roles. The overarching aim of this course is to educate students on how to act as consultants in large dairy operations, with special focus on herd investigation, troubleshooting, and development of practical and actionable recommendations. Furthermore, students will be educated in the best communication strategies at different levels of dairy operations (owners, managers, herds person), development of training programs for employees, and objective evaluation of extension activities.

Student Learning Outcomes

After successful completion of this course, students will be able to:

1. Design strategies to communicate with dairy producers and personnel about the most pressing issues limiting the welfare and health of cattle and the profitability and sustainability of dairy operations;
2. Explain issues limiting the performance and profitability of dairy operations;
3. Attain proficiency in navigating and resolving contemporary issues impacting the dairy industry, integrating cutting-edge research, critical analysis, and practical strategies for optimal herd management
4. Assess, through the gathering and analyses of key-performance-indicators, areas of opportunity to improve the welfare and health of cattle and the growth, reproduction, and production of dairy animals; and,
5. Develop practical and actionable recommendations to improve the welfare, health, and performance of dairy animals.

Class Dates, Times, and Locations

Dates

Conducted between 01/13/26 to 04/09/26

Times and locations

Section 4: Tuesdays and Thursdays 16:00 to 16:50 and 17:00 to 17:50

Nicolleti Room, Deriso Hall (room 101, building 165)

In addition to regular meeting times and days, there will be 4 trips to collaborating herds for herd investigation. The trips for investigation will happen on Saturday and all students are expected to participate.

Required Course Materials and E-Learning Site

Pre-requisite courses: ANS3006 and ANS3006L or equivalent

All course related materials will be available on Canvas and can be accessed at

<https://lss.at.ufl.edu>. Log in by selecting the blue “e-Learning in Canvas” button on the left side and logging in with your Gatorlink username and password. The course name is VME 6XXX and materials are organized by subject.

Course Lectures and Notes

The course consists of 23 different sections with. Students will be provided with PDF copies of the lectures used by each instructor at the beginning of the semester. At the discretion of the instructor responsible for each section, a list of required reading will be made available at the beginning of the semester. It is expected that students read the required materials as they are the basis for further discussion within the class. Further concerns or discussions can be addressed to the course coordinator, Dr. Ricardo C. Chebel at 352-294-4303.

Office hours are by appointment only. Please contact each section instructor to meet with them individually.

Examinations and Grading Policies

There is no exam on this course. Grades will be based on participation (30% of total grade) and final group presentation (70% of total grade). Groups will be made up of no more than 3 students – no exceptions. Each student will be scored individually according to the rubric provided. There will be no make-up exams. A valid and approved excuse must be taken within seven days of the missed assignment. Special exceptions are made at the discretion of the course coordinator.

Information on current UF grading policies for assigning grade points may be found at <http://www.registrar.ufl.edu/catalog/policies/regulationgrades.html>.

The grade assignments are as follows:

Grade	Lower	Upper		Grade	Lower	Upper
A	≥ 90			D+	≥ 63	< 66
A-	≥ 86	< 90		D	≥ 60	< 63
B+	≥ 83	< 86		D-	≥ 56	< 60
B	≥ 80	< 83		E		< 56
B-	≥ 76	< 80				
C+	≥ 73	< 76				
C	≥ 70	< 73				
C-	≥ 66	< 70				

Class starts for VME 6XXX on January 13th. The last class lecture for VME 6XXX is on Thursday, April 7th.

Cell Phone, Laptops and Other Technology

- Cell phones must remain silenced and stored during class unless specifically permitted for an activity or assignment.
- Use of laptops, tablets, and internet connected devices is encouraged during specific sessions in this course. However, these devices do come with social responsibility. Students are expected to keep sounds turned off, not to distract those around them, and most of all to limit “multitasking” activities that will distract themselves (i.e. email and social media.) Excessive multitasking and disruptive use of electronic devices will result in a dismissal from the classroom.

Academic Integrity and Plagiarism

- As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.” You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit 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."
- It is assumed that you will complete all work independently in each course unless the instructor provides explicit permission for you to collaborate on course tasks (e.g. assignments, papers, quizzes, exams). Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information

regarding the Student Honor Code, please see: <http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code>.

- To help you navigate finding good quality references, citing sources appropriately and avoiding plagiarism we have partnered with your library to create a resource page specifically for this class: <http://guides.uflib.ufl.edu/equinehealth>.

Services for Students with Disabilities

- The Disability Resource Center coordinates the needed accommodations of students with disabilities. This includes registering disabilities, recommending academic accommodations within the classroom, accessing special adaptive computer equipment, providing interpretation services and mediating faculty-student disability related issues. 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
- 0001 Reid Hall, 352-392-8565, www.dso.ufl.edu/drc/

Campus Helping Resources

- Students experiencing crises or personal problems that interfere with their general well-being are encouraged to utilize the university's counseling resources. The Counseling & Wellness Center provides confidential counseling services at no cost for currently enrolled students. Resources are available on campus for students having personal problems or lacking clear career or academic goals, which interfere with their academic performance.
- University Counseling & Wellness Center, 3190 Radio Road, 352-392-1575, www.counseling.ufl.edu/cwc/ Counseling Services, Groups and Workshops, Outreach and Consultation, Self-Help Library, Wellness Coaching
- U Matter We Care, www.umatter.ufl.edu/
- Career Resource Center, First Floor JWRU, 392-1601, www.crc.ufl.edu/

VME 6XXX – Dairy Metrics and Extension

Semester: Spring 2026

Credit Hours: 4

Course Coordinator

Name: Ricardo C. Chebel, DVM, MPVM, PhD

Phone: 352-294-4303

Email: rcchebel@ufl.edu

Week	Date	Day	Title	Instructor	Instructional Units	SLO
1	1/13/2026	TUE	Mastering Effective Communication with Dairy Owners and Staff	Telg	2	1
1	1/15/2026	THU		Telg	4	1
2	1/20/2026	TUE	Dairy Herd Economics: Maximizing Profitability	De Vries	6	2
2	1/22/2026	THU		De Vries	8	2
3	1/27/2026	TUE	Optimizing Youngstock Welfare: Innovative Approaches to Facility Design	Martin III	10	3
3	1/29/2026	THU	Optimizing Adult Cattle Performance: Innovations in Facility Design	Martin III	12	3
4	2/3/2026	TUE	Applied youngstock nutrition	Santos	14	3
4	2/5/2026	THU	Emerging topics in youngstock health	Maunsell	16	3
5	2/10/2026	TUE	Understanding the role of early-life events on future performance	Heinrich*	18	3
5	2/12/2026	THU	Youngstock evaluation	Chebel	20	4-5
6	2/17/2026	TUE	Nuances of transition cow management and their effect on health and production	Chebel	22	3
6	2/19/2026	THU	Enhancing Transition Cow Health and Performance through Nutritional Strategies	Santos	24	3
7	2/24/2026	TUE	Emerging topics in transition cow health	Galvão	26	3
7	2/26/2026	THU	Evaluation of transition cow performance	Chebel	28	4-5
8	3/3/2026	TUE	Understanding and Addressing Lameness	Cramer*	30	3
8	3/5/2026	THU	Heifer Reproductive Management: Enhancing Fertility and Future Herd Performance	Chebel	32	3
9	3/10/2026	TUE	Cow Reproductive Management: Ensuring Optimal Breeding Success and Herd Sustainability	Bisinotto	34	3
9	3/12/2026	THU	Evaluation of reproductive performance	Chebel	36	4-5
10	3/24/2026	TUE	Advances in Udder Health Management for Sustainable Dairy Production	Ruegg*	38	3
10	3/26/2026	THU	Assessing and Improving Milking Parlor Performance	Reed*	40	3
11	3/31/2026	TUE	Evaluation of udder health	Chebel	42	4-5
11	4/2/2026	THU	Leveraging Vaccination Strategies for Disease Prevention in Dairy Cattle	Cortese*	44	3
12	4/7/2026	TUE			46	3
12	4/9/2026	THU	FINAL PRESENTATIONS		48	

*Indicates lectures given online. Note that all students residing in Gainesville are required to be at Deriso Hall for lectures given online.

Farm visits are a required portion of the course. On farm-visit days, expect to leave Deriso Hall at 6 AM and return around 9 PM.

Week	Date	Dairies	Period
1	01/17/26	Barrington Dairies	All day
8	02/21/26	Barrington Dairies	All day
10	03/14/26	Barrington Dairies	All day
12	04/04/26	Barrington Dairies	All day

Title: Oral Presentation Rubric

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Content	<ul style="list-style-type: none"> - Presentation is exceptionally well-prepared, demonstrating thorough understanding of the topic and extensive research - Content is organized logically, with clear main points and supporting details - Relevant examples and evidence are effectively incorporated 	<ul style="list-style-type: none"> - Presentation is well-prepared, demonstrating good understanding of the topic and sufficient research - Content is mostly organized, with clear main points and supporting details - Examples and evidence are generally relevant and adequately incorporated 	<ul style="list-style-type: none"> - Presentation lacks depth and thoroughness, showing some understanding of the topic and limited research - Content is somewhat disorganized, with unclear main points and supporting details - Examples and evidence are inconsistently relevant and integrated 	<ul style="list-style-type: none"> - Presentation lacks coherence and depth, indicating poor understanding of the topic and minimal research - Content is poorly organized, with unclear or missing main points and supporting details - Examples and evidence are irrelevant or absent
Delivery	<ul style="list-style-type: none"> - Speaker demonstrates exceptional confidence, clarity, and engagement - Speech is fluent, articulate, and delivered with enthusiasm - Maintains excellent eye contact and uses appropriate gestures and body language - Pace and tone are highly effective, maintaining audience interest throughout 	<ul style="list-style-type: none"> - Speaker demonstrates good confidence, clarity, and engagement - Speech is mostly fluent, articulate, and delivered with enthusiasm - Maintains consistent eye contact and uses appropriate gestures and body language - Pace and tone are generally effective, keeping audience engaged for the most part 	<ul style="list-style-type: none"> - Speaker demonstrates limited confidence, clarity, or engagement - Speech is somewhat hesitant or monotone, lacking enthusiasm - Eye contact and gestures are inconsistent - Pace and tone are occasionally ineffective, leading to moments of disengagement 	<ul style="list-style-type: none"> - Speaker demonstrates poor confidence, clarity, or engagement - Speech is hesitant, unclear, or monotone, lacking enthusiasm - Minimal eye contact or gestures are used - Pace and tone are ineffective, resulting in audience disengagement
Visual Aids	<ul style="list-style-type: none"> - Visual aids are exceptionally well-designed and enhance the presentation's clarity and effectiveness - Graphics, charts, or slides are used creatively and are visually appealing 	<ul style="list-style-type: none"> - Visual aids are well-designed and support the presentation's clarity and effectiveness - Graphics, charts, or slides are clear and relevant 	<ul style="list-style-type: none"> - Visual aids are somewhat lacking in design and effectiveness - Graphics, charts, or slides are somewhat unclear or distracting 	<ul style="list-style-type: none"> - Visual aids are poorly designed and detract from the presentation's clarity and effectiveness - Graphics, charts, or slides are unclear or irrelevant

Criteria	Excellent (4)	Good (3)	Fair (2)	Poor (1)
	- Content on visual aids complements and reinforces verbal information effectively	- Content on visual aids mostly complements verbal information adequately	- Content on visual aids may not consistently complement verbal information	- Content on visual aids does not complement verbal information
Time Management	<ul style="list-style-type: none"> - Presentation is precisely timed and fits within the allocated 15 minutes - Speaker demonstrates excellent time management skills, covering all key points thoroughly without rushing - Q&A session is well-managed and addresses audience queries effectively 	<ul style="list-style-type: none"> - Presentation mostly fits within the allocated 15 minutes - Speaker demonstrates good time management skills, covering key points adequately without significant rushing - Q&A session is managed satisfactorily, addressing most audience queries 	<ul style="list-style-type: none"> - Presentation exceeds or falls short of the allocated 15 minutes - Speaker demonstrates limited time management skills, rushing through key points or lacking sufficient content - Q&A session is somewhat disorganized or fails to address all audience queries 	<ul style="list-style-type: none"> - Presentation significantly exceeds or falls short of the allocated 15 minutes - Speaker demonstrates poor time management skills, rushing through or dragging out key points - Q&A session is poorly managed, failing to address audience queries effectively
Overall Impression	<ul style="list-style-type: none"> - Presentation is outstanding, leaving a strong and memorable impact on the audience - Demonstrates exceptional mastery of subject matter, communication skills, and professionalism 	<ul style="list-style-type: none"> - Presentation is commendable, leaving a positive impression on the audience - Demonstrates good understanding of subject matter, communication skills, and professionalism 	<ul style="list-style-type: none"> - Presentation is acceptable, leaving a neutral impression on the audience - Demonstrates limited understanding of subject matter, communication skills, or professionalism 	<ul style="list-style-type: none"> - Presentation is unsatisfactory, leaving a poor impression on the audience - Demonstrates poor understanding of subject matter, communication skills, or professionalism

Note: The rubric is designed for assessment purposes and can be adjusted based on specific criteria or requirements of the exam presentation.