Graduate Curriculum Committee

Minutes

February 13, 2025
Meeting Materials

Voting Conducted
via Zoom

I. Presentation and review of the Minutes from the January 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.

PHHP – Public Health

1. HSA 6XXX   *Long-Term Care Management*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20626

   The proposal has been approved by the GCC.

2. HSA 6XXX   *Management of Artificial Intelligence in Healthcare*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20623

   The proposal has been approved by the GCC.

3. HSA 6XXX   *Revenue Cycle Management in Healthcare Organizations*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20624

   The proposal has been approved by the GCC.

4. HSA 6XXX   *Value-Based Care*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20625

   The proposal has been approved by the GCC.

PHHP – Health Science

5. PHC 6149   *Public Health Leadership*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20694

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

III. Course Change Proposals: 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 7727   *Grant Writing for Population Health Research*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20895

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

ENG – Agricultural and Biological Engineering

1. ABE 6XXX   *Computer Vision and Deep Learning for Biological Systems*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20134

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

DCP – Design, Construction and Planning

2. DCP 6XXX   *Life Cycle Assessment*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20827

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

CLAS – Psychology

3. EAB 6XXX   *Organizational Behavior Management and Supervision*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20073

   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

4. EDH 7XXX   *Higher Education Research Fieldwork*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20828

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

SFRC – Fisheries, Aquatic Sciences, and Geomatics

5. FAS 6XXX   *Applied Aquaculture Genetics*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20591

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

MED – Neuroscience

6. GMS 6024   *Behavioral and Cognition Neuroscience*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20924

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

HHP – Tourism, Hospitality, & Event Management

7. HMG 6XXX   *Professional Paper*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19907

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

HHP – Health Education and Behavior

8. HSC 6XXX   *Behavioral and Environmental Determinants of Obesity*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20354

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

Hamilton Center

9. ISS 5XXX   *Great Books of the Ancient World*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20858

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

10. ISS 5XXX   *Great Books of the Early Modern World*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20859

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

11. ISS 5XXX   *Great Books of the Modern World*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20944

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

12. ISS 6XXX   *Political and Historical Traditions and Ideas*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20860

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

CLAS – Jewish Studies

13. JST 6XXX   *Approaches to Holocaust and Genocide Studies*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20810

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

CALS – Microbiology and Cell Science

14. MCB 5XXX   *Clinical Bacteriology*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20665

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

15. MCB 5XXX   *Clinical Immunology*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20668

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

16. MCB 5XXX   *Clinical Laboratory Ethics, Management, Safety, and Professional issues*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20669

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

17. MCB 5XXX   *Clinical Mycology, Virology and Parasitology*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20666

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

18. MCB 5XXX   *Clinical Research, Assessment, Education, and Quantitative methods*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20671

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

19. MCB 5XXXL   *Clinical Experience in Microbiology*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20675

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

20. MCB 5XXXL   *Clinical Microbiology Lab*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20676

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

PHHP – Health Science

21. PHC 6XXX   *Introduction to Mixed Methods Research*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20902

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

22. PHC 7XXX   *Causal Artificial Intelligence for Health Research*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20907

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

CLAS – Womens Studies

23. WST 6XXX   *Advanced Black Feminisms: Frameworks, Methods, Futures*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20105

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

v. Information Items:

1. APK 6940 – 20385 – Change variable, max repeat credit, and prerequisites
2. DEN 6616 – 20804 – Change maximum repeatable credit
3. DEN 6617 – 20805 – Change maximum repeatable credit
4. EDF 7469C – 20781 – Change lab code and pre-requisites
5. EML 6466 – 20618 – Change course description
6. GMS 6335 – 20836 – Transfer of course ownership from Physiology & Aging to Molecular Genetics & Microbiology
7. HSA 6196 – 20646 – Change course title and description
8. LEI 7901 – 19644 – Change course title and description
9. LIT 6236 – 20736 – Change maximum repeatable credit
10. LIT 6934 – 20735 – Change maximum repeatable credit
11. MAS 7216 – 20251 – Change maximum repeatable credit
12. MUH 7938 – 20876 – Change maximum repeatable credit
13. PHC 6410 – 20795 – Change course title, description, and objectives
14. PHC 7918 – 20820 – Change course title and maximum repeatable credit
15. SPM 5185 – 20873 – Transfer of course ownership from Tourism, Recreation and Sport Management to Sport Management
16. SPM 5207 – 20874 – Transfer of course ownership from Tourism, Recreation and Sport Management to Sport Management
17. SPM 5518 – 20875 – Transfer of course ownership from Tourism, Recreation and Sport Management to Sport Management
18. TTE 6008 – 20118 – Change prerequisites
19. WIS 6934 – 20124 – Change maximum repeatable credit

Graduate Curriculum Committee

Agenda

March 13, 2025
Meeting Materials

Voting Conducted
via Zoom

I. Presentation and review of the Minutes from the February 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.

ENG – Civil and Coastal Engineering

1. CEG 6XXX   *Computational Inelasticity*

   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/15950

   GCC requested revisions to the course description and objectives. There was also a request to correct the points for grading and listing readings. The Committee requested that this proposal be re-reviewed once it was revised. The unit has since revised the attached submission materials, which are attached here.

III. Course Change Proposals: 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 6601   *Seminar in Contemporary Public Health Issues*

   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21005

   This is a request to change the course title from "Seminar in Contemporary Public Health Issues" to "Professional Series in Public Health". The request also includes changes to the transcript title, variable & repeatable credit, S/U, and course description.

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.

HHP – Applied Physiology and Kinesiology

1. APK 5XXX   *Clinical Exercise Prescription*

   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20839

This course is dedicated to creating exercise prescriptions specifically tailored for various health-related conditions. Students will examine assessments and exercise programming for aerobic, resistance, balance, flexibility, and movement-related aspects of health and fitness. The class will culminate in a module focused on the pharmacology associated with various health conditions and their interaction with exercise interventions.

SFRC – Forest Resources and Conservation

2. FNR 6XXX   *Foundations of Geospatial AI for Natural Resource Management*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20849

   This course focuses on practical applications of AI in geospatial analysis for fields like resource management, agriculture, forestry, and marine sectors. Students will gain hands-on experience with Python and GeoAI tools for tasks such as data preprocessing, spatial data mining, image processing, and pattern recognition. The course also covers the use of Generative AI for spatial data analysis and big data processing, alongside ethical and societal considerations.

HHP – Tourism, Hospitality, & Event Management

3. HMG 6XXX   *Branding Strategies in Tourism, Hospitality, and Event Management*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19910

   This course aims to empower students with knowledge and capacities to understand and analyze brand and branding management in the hospitality and tourism industry, from both a corporate and consumer perspective. This objective will be achieved through key concepts surrounding the subject: corporate perspective, the development of brand and brand architecture, the definition and role of marketing mix, the integrating marketing communication and brand management, the consumer perception in brands

4. HMG 6XXX   *Destination and Hospitality Crisis Management*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19911

   This course establishes a foundation for crisis management in hospitality/tourism. Students will focus on crisis management models, crisis communication models, emergency management models, and how the three are integrated. Additionally, students will become familiar with the similarities and di?erences between risk management (safety, security, etc.) and crisis management planning and implementation.

5. HMG 6XXX   *Strategic Hospitality Business Management*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19904

   This course equips students with contemporary knowledge of strategic management in the hospitality and tourism sector. It consists of four main sections: (1) foundation, (2) strategy

context, (3) strategy content, and (4) strategy implementation/leadership, collectively integrated within the generic strategy process. The course will explain crucial insights of well-known strategic management frameworks and practices through worked examples, cases, and team-based activities.

6. HMG 6XXX   *Tourism and Hospitality Business Perspectives*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/19906

   This course will examine tourism, hospitality, and event businesses and their roles and impacts in the wider economic and social environment. This course will focus on destination promotions, lodging management, restaurant operations, and meetings, conventions market segments, and the impacts of AI and robotics on the industries.

Hamilton Center

7. ISS 5XXX   *Great Books of the Medieval World*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20983

   This course will introduce 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.

8. ISS 5XXX   *Principles of Grand Strategy and Statecraft I*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20974

   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 ancient Athens to the American Revolution.

9. ISS 5XXX   *Principles of Grand Strategy and Statecraft II*
   Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20975

   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 explore various approaches to grand strategy, and consider how both history and theory can inform contemporary statecraft in war and peace.

10. ISS 5XXX   *The Liberal Arts in Theory and Practice*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20961

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.

11. ISS 5XXX   *Theory and Structure*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20973

    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.

12. ISS 6XXX   *Philosophical and Literary Traditions and Ideas*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20964

    The multidisciplinary graduate course with rotating topics will cover major ideas, texts, and intellectual traditions in the Western tradition with a particular focus on philosophical and literary traditions.

13. ISS 6XXX   *Seminar in History of Ideas*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21035

    Students enrolled in 6XXX will participate in a writing seminar with other MA level students in the History of Ideas 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.

14. ISS 6XXX   *Seminar in War, Statecraft and Strategy*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21036

    Students enrolled in 6XXX will participate in a writing seminar with other MA level students in the War, Statecraft and Strategy 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.

15. ISS 6XXX   *Teaching the Liberal Arts: Pedagogy*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20962

    How should one teach? This is a central question in the western intellectual tradition and it has generated a wide range of competing answers. 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.

16. ISS 6XXX   *Teaching the Liberal Arts: Practice*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20963

    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.

17. ISS 6XXX   *Topics in Statecraft and Strategy*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21008
    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. 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.

18. ISS 6XXX   *Topics in Theories and Structures*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21010
    This course 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.

19. ISS 6XXX   *Topics in War*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21007
    War is most often studied by either those who wage it or those who hate it. 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.

20. ISS 7XXX   *Dissertation Writing Seminar*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21034

ISS 7XXX is a seminar (3 credits) of students in the fourth or fifth year of their doctoral degree. It will be convened by a member of the graduate faculty, with periodic participation of other faculty members on a guest basis. The purpose of the seminar is to structure and assist the process of writing up research finding in a doctoral dissertation.

21. ISS 7XXX   *Prospectus Writing Seminar*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21033

ISS 7XXX is a seminar (3 credits) of students in the first year of their doctoral degree. It will be offered in the fall, and will meet every two weeks. The purpose of the seminar is to develop the research and presentation skills required to production and successful oral defense of the dissertation prospectus (defended by December 15).

22. ISS 7XXX   *Supervised Reading*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21038

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 with 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.

23. ISS 6971   *Research for Master's Thesis*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21023

Research for Master's Thesis.

24. ISS 7979   *Advanced Research*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21021

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.

25. ISS 7980   *Research for Doctoral Dissertation*
    Link to proposal: https://secure.aa.ufl.edu/Approval/reports/21020

Research for doctoral students post-admission to candidacy.

CLAS – Political Science

26. POS 6XXX   *Interest Groups & Lobbying*
Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20713

Examines the theory, structure, and behavior of interest groups, alongside lobbying strategies for legislative and executive branches at various government levels.

CLAS – Sociology

27. SYA 6XXX   *Research Design in Sociology*
Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20782

Covers major social science research designs and techniques for conducting empirical inquiry into social phenomena. Emphasis on practical skills, epistemological approaches, and critical evaluation of research designs and methods, with a focus on developing a research agenda or a proposal for the dissertation, thesis, or research grant.

28. SYD 6XXX   *Population Issues*
Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20783

Introduction to theoretical and empirical work in population studies and demography, with an emphasis on the ways that population-based data and approaches can contribute to current directions in sociological research and other related disciplines. Survey of the major topics, theoretical and conceptual approaches and debates, and empirical studies of population.

29. SYO 6175   *Sociological Research on Family*
Link to proposal: https://secure.aa.ufl.edu/Approval/reports/20784

Overview of theoretical and empirical work in the sociology of families, kinship, and relationships, with an emphasis on current directions in family research. Survey of the major topics, theoretical and conceptual approaches, and empirical studies in family sociology, reviewing classic work, gaps in the literature, and new methods and directions in family research.

v. Information Items:

1. CAP 5705 – 18250 – Change prerequisites
2. EDA 6931 – 20888 – Change maximum repeatable credit
3. EDF 6938 – 20890 – Change maximum repeatable credit
4. EDF 7474 – 20360 – Change prerequisites
5. EDH 6931 – 20889 – Change maximum repeatable credit

6. [ENT 6621](#) – 20779 – Change prerequisites and co-requisites
7. [LEI 5188](#) – 20245 – Change course title and description
8. [LEI 7904](#) – 19643 – Change course title
9. [LEI 7933](#) – 19646 – Change course title and description
10. [MAR 6722](#) – 20754 – Change prerequisites
11. [PHC 6900](#) – 21252 – Change variable credit and to be repeatable
12. [SDS 6938](#) – 20891 – Change maximum repeatable credit

CEG 6XXX   Computational Inelasticity (15950)

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 should be revised into sentence format (or narrative description as is requested). It would benefit from additional details. The first paragraph under the "course objectives" seems closer to a course description.

   These changes have been made.

2) Course objectives need to be developed. The second paragraph of the course objectives are descriptions of the assignments and not objectives. It should be moved to the assignment section.

   These changes have been made.

3) The "total point" and "percentage of final grade" numbers do not seem to correspond. Please clarify. Not sure if the "each" is accurate under total points (or else homework sets would be 600 points and a much larger proportion of the class). If "each" is not accurate, then each type of assignment is 100 total points or 25% of total grade.

   There is no reason why every assignment cannot be graded out of 100 points and those percentages then weighted by the listed percentage weights to compute a final grade. The "confusion" here between points and percentages appears to stem from the entirely "tail wagging the dog" approach to grade computation imposed by the Canvas course management software.

4) List all readings on syllabus

   The readings are listed on schedule.

Course|New for request 15950

Info

Request: CEG 6XXX Computational Inelasticity
Description of request: New course in the geotechnical area of civil engineering that has been previously taught under the special topics heading.
Submitter: Robert Thieke robert.thieke@essie.ufl.edu
Created: 3/9/2021 5:58:50 PM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
CEG

Course Level
Select the 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

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.

Response:
Advanced

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Computational Inelasticity

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Computational Inelasticity

Degree Type

Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)

Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing

Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

• *Regularly Scheduled [base hr]*
• *Thesis/Dissertation Supervision [1.0 headcount hr]*
• *Directed Individual Studies [0.5 headcount hr]*
• *Supervision of Student Interns [0.8 headcount hr]*
• *Supervision of Teaching/Research [0.5 headcount hr]*
• *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
1D and J2 plasticity and visco-plasticity; return mapping algorithms in strain space; advanced plasticity models (critical state and bounding surface)

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
Solid mechanics and linear finite element method (FEM), or equivalent, or consent of instructor.

Completing Prerequisites on UCC forms:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*
• *If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)*

Example: A grade of C in HSC 3502, passing grades in HSC 3057 or HSC 4558, and undergraduate PBH student should be written as follows: HSC 3502(C) & (HSC 3057 or HSC 4558) & UGPBH
* *

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
None

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
Course is an advanced specialty course in the Geotechnical focus area of Civil Engineering; the class will be an elective course in both the Master's and Ph.D. programs.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
The course aims to introduce students (i) the essential components of nonlinear finite element codes with a focus on implementing plastic and viscoplastic models, (ii) the fundamental theory of rate-independent/dependent plasticity in 1D and 3D, (iii) the advanced numerical algorithm for implementing basic and advanced plastic/viscoplastic models for metal and granular/porous materials, (iv) the basic theory of material instability and nonlocal numerical techniques, and (v) inelastic constitutive modeling via physics-based machine learning methods.

Those objectives will be accomplished via (1) the theory and robust numerical algorithms covered in lectures, (2) 6 homework assignments including two computational assignments, (3) templates in C++/FORTRAN/MATLAB/python for numerical implementation of classical and advanced plastic/viscoplastic models designed for computational assignments, (4) two in-class quizzes, (5) one take-home midterm exam, and (6) one final course project on the numerical implementation of an advanced plastic or viscoplastic model and/or its application in modeling a technical problem in civil or mechanical engineering chosen by the student. Note: A commercial package or a home-grown research code can be used to accomplish the final course project.

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Recommended Materials

1. Ronaldo Borja. Plasticity Modeling & Computation, Springer-Verlag, 2013. (free e-book available online)
2. J.C. Simo and T.J.R. Hughes, Computational Inelasticity, Springer. 2000. (free e-book available online)

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Course Schedule (tentative)

Week 1:   Tuesday (1/12) The initial boundary-value problem (IBVP)
Thursday (1/14) FE solution of 1D IBVP - I

Week 2:   Tuesday (1/19) FE solution of 1D IBVP - II
Thursday (1/21) 1D plasticity – formulation (HW1-due in 1 week)

Week 3:   Tuesday (1/26) 1D plasticity - implicit integration
Thursday (1/28) 1D viscoplasticity – formulation

Week 4:   Tuesday (2/2) 1D viscoplasticity – numerical integration
Thursday (2/4) J2 plasticity – formulation and application (HW2-due in 1 week)

Week 5:   Tuesday (2/9) Thermodynamics and plastic dissipation
Thursday (2/11) Radial return algorithm for J2 plasticity (HW3 – coding – due in 3 weeks)

Week 6:   Tuesday (2/16) Consistent tangent operator for J2 plasticity
Thursday (2/18) Isotropic functions, spectral representation

Week 7:   Tuesday (2/23) Mohr-Coulomb and Drucker-Prager models - I
Thursday (2/25) Mohr-Coulomb and Drucker-Prager models - II

Week 8:   Tuesday (3/2) In-class quiz I
Thursday (3/4) Review for midterm exam (Midterm exam given, due in one day)

Week 9:   Tuesday (3/9) Implicit algorithm in principal directions - I
Thursday (3/11) Implicit algorithm in principal directions – II (HW4 – due in 1 week)

Week 10:   Tuesday (3/16) Cap models and hyperelasticity-plasticity
Thursday (3/18) Critical state plasticity (CSP) – concept

Week 11:   Tuesday (3/23) CSP – state variables and formulation (HW5 – due in 1 week)
Thursday (3/25) CSP – implicit integration by spectral decomposition

Week 12:   Tuesday (3/30) Bounding surface model (BSM) – concept (HW6 – coding – due in 3 weeks)
Thursday (4/1) BSM – basic elements and formulation

Week 13:   Tuesday (4/6) BSM - implicit algorithm and consistent tangent operator
Thursday (4/8) Nonlocal numerical methods and nonlocal plastic models - I

Week 14:   Tuesday (4/13) Nonlocal numerical methods and nonlocal plastic models - II
Thursday (4/15) Material modeling via physics-based machine learning - I

Week 15:   Tuesday (4/20) Material modeling via physics-based machine learning - II

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If

participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

Assignment	Total Points	Percentage of Final Grade
Homework Sets (6)	100 each	20%
Quizzes (2)	100 each	10%
Midterm Exam	100	10%
Course Project	100	60%

100%

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Xiaoyu Song – PhD, Assistant Professor

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

*• 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 *

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• 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.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• *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/.*

* *

Response:
Yes

CEG 6XXX Computational Inelasticity
3 Credit Hours
Class Periods: Tuesday 8th , Thursday, 8th -9th
Location: Zoom meeting (TBA)
Academic Term: Spring 2021

Instructor

Name: Xiaoyu Song – PhD, Associate Professor
Email Address: xysong@ufl.edu
Office Phone Number: 352 294-3656
Office Hours: Tuesday and Thursday, 1:00 pm – 2:00 pm
Office: Weil Hall 480C
Website: https://sites.google.com/site/universesong/

Teaching Assistants

N/A

Course Description

Implementation of plastic and viscoplastic models including essential components of nonlinear finite element codes as applied to both metal and granular/porous materials. Basic theory of material instability and nonlocal numerical techniques. Return mapping algorithms in strain space; advanced plasticity models (critical state and bounding surface). Final class project to apply an inelastic finite-element material model to a practical problem.

Course Pre-Requisites / Co-Requisites

Solid mechanics and linear finite element method (FEM), or equivalent.

Course Objectives

- Identify the theory and robust numerical algorithms needed for the successful implantation of plastic and viscoplastic models.
- Develop the fundamental theory of rate-independent/dependent plasticity in 1D and 3D.
- Apply numerical algorithms for implementing basic and advanced plastic/viscoplastic models for metal and granular/porous materials,
- Develop and apply an advanced plastic or viscoplastic model and/or its application to address a technical problem in civil or mechanical engineering chosen by the student (final project).

Materials and Supply Fees: N/A

Textbook
J.C. Simo and T.J.R. Hughes, *Computational Inelasticity*, Springer. 2000. (free e-book available online)

Additional Recommended Reading
Ronaldo Borja. *Plasticity Modeling & Computation*, Springer-Verlag, 2013. (free e-book available online)

Course Schedule (tentative)

Week 1:   Tuesday (1/12) *The initial boundary-value problem (IBVP); Chapter 1*
                Thursday *(1/14) FE solution of 1D IBVP – I; Chapter 2*

Week 2:   Tuesday (1/19) *FE solution of 1D IBVP – II; Chapter 2*
                Thursday (1/21) *1D plasticity – formulation; Chapter 3* *(HW1-due in 1 week)*

Week 3:   Tuesday (1/26) *1D plasticity - implicit integration*
                Thursday (1/28) *1D viscoplasticity – formulation; Chapter 4*

Week 4:   Tuesday (2/2) *1D viscoplasticity – numerical integration; Chapter 4*
                Thursday (2/4) *J2 plasticity – formulation and application; Chapter 5* **(HW2-due in 1 week)**

Week 5:   Tuesday (2/9) *Thermodynamics and plastic dissipation; Chapter 5*
                Thursday (2/11) *Radial return algorithm for J2 plasticity* *(HW3 – coding – due in 3 weeks)*

Week 6:   Tuesday (2/16) *Consistent tangent operator for J2 plasticity*
                Thursday (2/18) *Isotropic functions, spectral representation; Chapter 6*

Week 7:   Tuesday (2/23) *Mohr-Coulomb and Drucker-Prager models – I; Chapter 7*
                Thursday (2/25) *Mohr-Coulomb and Drucker-Prager models - II*

Week 8:   Tuesday (3/2) *In-class quiz I*
                Thursday (3/4) *Review for midterm exam* **(Midterm exam given, due in one day)**

Week 9:   Tuesday (3/9) *Implicit algorithm in principal directions – Il; Chapter 8*
                Thursday (3/11) *Implicit algorithm in principal directions – II* *(HW4 – due in 1 week)*

Week 10:   Tuesday (3/16) *Cap models and hyperelasticity-plasticity; Chapter 9*
                Thursday (3/18) *Critical state plasticity (CSP) – concept; Chapter 10*

Week 11:   Tuesday (3/23) *CSP – state variables and formulation* *(HW5 – due in 1 week)*
                Thursday (3/25*) CSP – implicit integration by spectral decomposition*

Week 12:   Tuesday (3/30) *Bounding surface model (BSM) – concept; Chapter 11* *(HW6 – coding – due in 3 weeks)*
                Thursday (4/1) *BSM – basic elements and formulation*

Week 13:   Tuesday (4/6) *BSM - implicit algorithm and consistent tangent operator*
                Thursday (4/8) *Nonlocal numerical methods and nonlocal plastic models – I; Chapter 12*

Week 14:   Tuesday (4/13) *Nonlocal numerical methods and nonlocal plastic models - II*
                Thursday (4/15) *Material modeling via physics-based machine learning – I; Chapter 13*

Week 15:   Tuesday (4/20) *Material modeling via physics-based machine learning - II*

Homework Assignments:

The six homework assignments include two computational assignments employing templates in C++/FORTRAN/MATLAB/python for numerical implementation of classical and advanced plastic/viscoplastic models.

Class Final Project:

1. Implement an inelastic material model (or choose an advanced inelastic model in a finite element code per the instructor's approval).
2. Run simulations of inelastic deformations of metal or geomaterials via this material model.
3. Prepare a technical report that summarizes the inelastic material model and numerical results.

Attendance Policy, Class Expectations, and Make-Up Policy

Attendance is required, and the instructor will monitor attendance for each lecture. Late homework will receive a 10% penalty per day it is late. No cell phone/laptop use is allowed in class (except consent of instructor). Illegible homework is subject to being rejected by the instructor. Exams can be reviewed at any time in the instructor's office but will not be returned to keep. The instructor will discuss any exam or homework within one week (excluding holidays) after return. After this time, grades are final.

Excused absences are consistent with university policies in the undergraduate catalog (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx)) and require appropriate documentation.

Evaluation of Grades

Assignment	Total Points	Percentage of Final Grade
Homework Sets (6)	100 each	30%
Quizzes (2)	100 each	15%
Midterm Exam	100	15%
Course Project	100	40%
		100%

Grading Policy

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 - 77.9	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

More information on UF grading policy may be found at: https://catalog.ufl.edu/graduate/regulations/

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.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 Honor Code (https://sccr.dso.ufl.edu/policies/student-honor-code-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 broad diversity within our community and is committed to individual and group empowerment, inclusion, and the elimination of discrimination. It is expected that every person in this class will treat one another with dignity and respect regardless of gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture.

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
• Robin Bielling, Director of Human Resources, 352-392-0903, rbielling@eng.ufl.edu
• Curtis Taylor, Associate Dean of Student Affairs, 352-392-2177, taylor@eng.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.

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:

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: http://www.counseling.ufl.edu/cwc, 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 suppor*t*, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu. https://lss.at.ufl.edu/help.shtml.

Career Resource Center, Reitz Union, 392-1601. Career assistance and counseling. https://www.crc.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://care.dso.ufl.edu.

On-Line Students Complaints*:* http://www.distance.ufl.edu/student-complaint-process.

Course|Modify for request 21005

Info

Request: PHC 6601 - Change course title, transcript title, variable & repeatable credit, S/U, and course description
Description of request: Request to modify PHC6601.
Submitter: April Oneal apriloneal3@ufl.edu
Created: 1/31/2025 10:52:44 AM
Form version: 1

Responses

Current Prefix
Enter the current three letter code (e.g., POS, ATR, ENC).

    Response:
    PHC

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:
    601

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:
    Seminar in Contemporary Public Health Issues

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:
    Seminar in Contemporary Public Health Issues

Proposed Course Title
(100 character limit)

    Response:
    Professional Series in Public Health

Change Transcript Title?
*If changing the course title a new transcript title is also required. *

    Response:
    Yes

Current Transcript Title

    Response:
    Seminar in Public Health

Proposed Transcript Title (30 char. max)

    Response:
    Professional Series in Public

Change Credit Hours?

    Response:
    No

Change Variable Credit?

    Response:

Yes

Current Min and Max Credits

Response:
Not Variable

Proposed Min and Max Credits

Response:
0-1

Change S/U Only?

Response:
Yes

S/U Only Status

Response:
Change to S/U Only

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:

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:
1

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:
Yes

Current Course Description

Response:
Introduction to key interdisciplinary, cross-cutting topics essential to the contemporary practice of public health. Written and oral reports.

Proposed Course Description (500 characters max)

Response:
The Professional Series in Public Health course prepares MPH students for their Capstone and Applied Practice Experience semesters, and post-graduation public health careers through paper and presentation development, Institutional Review Board requirements, interviewing skills, and resume construction. Rotating professional development series offer insights into various public health fields.

Change Course Objectives

Response:
No

Change Prerequisites?

Response:
No

Change Co-requisites?

Response:
No

Rationale
Please explain the rationale for the requested change.

Response:
The course has been re-focused to emphasize professional preparation and power skills. Student exit surveys, and faculty and preceptor feedback indicate that this is needed. The new course description is more detailed and better describes what students may expect in the course.

University of Florida
College of Public Health & Health Professions Syllabus
PHC 6601: Professional Series (ProSeries) in Public Health (0-1 credit hour)
Semesters: All
Delivery Format: Online with synchronous and asynchronous options
Location: E-Learning in Canvas

Instructor: Julia Varnes
Office: HPNP 4133
Phone Number: 352-294-5382
Email Address: jrvarnes@ufl.edu
Office Hours: Eastern Time - Wed. 10:30am-11:30am; Thurs. 10am-11am; others by appointment
Teaching Assistants: None
Preferred Course Communication: Canvas

PREREQUISITES
0-credit: Permission of MPH Program

1-credit: Satisfactory grade in the 0-credit version (refer to "Registration for 1-credit" on page 2

PURPOSE AND OUTCOME

Course Overview
The Professional Series in Public Health course prepares MPH students for their final semester and post-graduation public health careers through Capstone and Applied Practice Experience preparation, paper and presentation development, Institutional Review Board requirements, interviewing skills, and resume construction. Rotating professional development series offer insights into various public health fields.

Relation to Program Outcomes

Students will acquire competencies outlined by Council on Education for Public Health (CEPH, 2024, Section D2) and the MPH program's concentration competencies through Capstone and Applied Practice Experience activities, applying theoretical knowledge to real-world scenarios. This supports competency development in specific public health areas. Interacting professionally with faculty, staff, and peers fosters communication and collaboration skills essential in public health practice. Establishing connections within the public health industry enhances career growth and opportunities for Applied Practice Experience and future employment, aligning with preparing students for professional roles in public health through networking and industry engagement.

Course Objectives and/or Goals

Upon completion of this course, students will be able to:

1. Demonstrate the competencies outlined by the CEPH (2024, Section D2) and the MPH concentration competencies with activities performed during the completion of Capstone and Applied Practice Experience.
2. Interact professionally with faculty, staff, and peers in a variety of formal and informal settings.
3. Prepare to complete an Applied Practice Experience per the requirements of the MPH program and CEPH (2024, Section D5).
4. Prepare to complete a Capstone Project (i.e., integrated learning experience) undertaken in the final semester of the MPH program (CEPH, 2024, Section D7).
5. Deliver a professional oral or poster presentation, as assessed during the Capstone semester.
6. Build professional networks and establish connections within the industry to expand opportunities for both the Applied Practice Experience and future career growth.
7. Practice self-reflection on personal and professional development, identifying areas for improvement and setting goals for future career advancement.

Registration for 0-credit

Students will be registered for 0-credit of PHC 6601 during the semester in which they take their last public health core course.

Registration for 1-credit

Students will be registered for 1-credit of PHC 6601 during the last semester in the MPH Program alongside registration of PHC 6940. Students must receive a Satisfactory grade in the 0-credit offering before being registered for 1-credit.

Required Before Enrolling in the 1-credit version of this course.

The following seminars are required for all MPH Students

- Attend at least eight career chat seminar sessions during your time in the MPH program (and before your final semester).
- Attend the four required seminar sessions in the mandatory module and complete the assignments associated with them.
- Attend three Public Health Day presentations by other students before the Capstone semester.
- Complete all three modules of Interprofessional Learning in Health (IPLH)

What is expected of you?

You are expected to actively engage in the course throughout the semester. All activities and assignments in this course are designed to support you in your preparation for completion of the MPH Applied Practice Experience (APE) and Capstone, as well as your professional development for entry into, or continuation of or promotion in, the workforce. You must come to each webinar prepared to professionally engage with that week's guest and your peers. Similarly, you are expected to actively participate in the webinars. Your participation fosters a rich experience for you and your peers that facilitates overall mastery of the course objectives.

The nature of this course is such that students are highly encouraged to attend and participate in the Live Webinars as their schedule allows. Your instructor understands that many of you have outside responsibilities (including jobs, families, and other coursework). If your schedule prohibits you from attending a Webinar live, you are expected to watch the recording and complete the associated assignment

within a reasonable amount of time (i.e., within 1-week). Given that this course is focused on professionalism, timely completion of assignments is expected, as is clear communication with the course instructor if an assignment cannot be completed in a timely fashion.

DESCRIPTION OF COURSE CONTENT

0-Credit Topical Outline/Course Schedule
There are two different modules that students must complete: The Mandatory Module and the Career Chat Module.

The Mandatory Module

The Mandatory Module are a series of seminars and assignments that are recorded and self-paced. These seminars aim to educate students on the role of MPH and concentration competencies in public health education, how to develop an academic paper and presentation, academic integrity, searching for professional development opportunities, Institutional Review Board requirements on research involving human subjects, interviewing skills, and resume construction.

*NOTE: Please keep in mind that the Mandatory Module is self-paced, however, must be completed prior to the student's final semester to enroll in PHC 6940 and the 1-credit version of PHC 6601.

Week	Webinar	Assignment(s)	Readings & Resources
1	None	**Familiarize yourself with ProSeries requirements & expectations.** Log-in to Canvas ProSeries site and explore the site. Review the syllabus. Reach out with any questions about requirements.	• Suggested: MPH Student Handbook
2	What is ProSeries?	**Assignment: Public Health Competencies** *Instructions:* To receive credit for this seminar, students will answer the prompts below in a minimum of 200 words. 1. Describe how the competencies mentioned in this lecture help you understand the public health field. 2. Please list three competencies you want to work on more for your own skill set throughout the MPH program and how you plan on mastering them.	• MPH Foundational & Core Competencies (Canvas)

3	What is APE?	**Assignment: Discussion Board** *Instructions:* To receive credit for this webinar, you must go to the appropriate discussion board and answer one of the prompts below: 1. After watching today's webinar, please describe what your ideal APE would be (activities, goals, location, modality, etc.). **OR** 2. If you are planning on completing your APE at your workplace, what skills would you like to develop that are outside of your current work responsibilities?	• UF MPH APE Website • MPH Student Handbook (p. 18-20)
4	What is Capstone?	**Assignment: Meet with Faculty Advisor** *Instructions:* To receive credit for this webinar, meet with your faculty advisor and discuss the questions below. 1. What are your public health interests? 2. Which of these would best lend themselves to a capstone project and what type of project? 3. What steps could you take to turn this into a viable capstone project? 4. What would be the potential timeline for your project? Is it feasible to complete in 1 semester? *There are two options for submitting this assignment:* *Option 1:* Students may either provide a video recording of the interaction. *Option 2:* Write summary of what was discussed during the meeting.	• MPH Student Handbook (p. 16-17; 21-23)
5	Common Reader Discussion	**OPTIONAL:** Read the selected public health related book and then join us today for small-group breakout discussions with MPH faculty and students	
6	Resumes, Cover Letters, and Power Skills	**Assignment: Edit your Resume** *Instructions:* To receive credit for this assignment, you must complete the steps below: 1. Edit your resume after watching the webinar. 2. Log on to Quinncia using your UFL email. 3. Upload a PDF of your revised resume on Quinncia 4. Review the feedback from Quinncia and make revisions as needed. 5. Submit your updated resume on the Canvas assignment page.	• Resume Guide • Resume Examples • Transferrable Skills Guide • Career Hub Resume Page
7	Professional Communication and Networking	**Assignment 1: Create a UFL Email Signature** *Instructions:* For this assignment, students will edit their UFL email signature.	• Professional Communications Guide • Professional Introduction Guide

		1. Review UF's policy on email signatures [here] and edit your UFL email signature using the provided instructions. 2. Submit a screenshot of your email signature on Canvas. **Assignment 2: Professional Email Writing** *Instructions:* For this assignment, students will write four email drafts and submit them on Canvas. 1. Inquiry email (job, internship, or volunteer opportunities) 2. Capstone Project Proposal email 3. Interview Follow-up email 4. Application Status inquiry email	• [Career Hub Professional Communication Page] • [Informational Interviews Guide] • [Building Connections Guide] • [Expand Your Network and Mentoring Guide]
8	Searching and Interviewing for Jobs and Internships	**Assignment: Complete a Mock Interview** *Instructions:* To receive credit for this assignment, you must follow the steps below: 1. Review the tips in the seminar. 2. Log on to Quinncia using your UFL email. 3. Complete a mock interview on Quinncia. 4. Upload feedback from Quinncia on Canvas to indicate that you have completed the assignment.	• [Research Potential Employers and Job Postings] • [Job and Internship Strategies Search Guide] • [Career Hub Search for a Job/Internship Page] • [Interview Strategies Guide] • [Career Hub Prepare for an Interview Page]
9	IRB	**Assignment: Complete IRB 803 Training** *Instructions:* To receive credit for this assignment, you must upload your certificate for completing the IRB 803 training. If you have already completed the training, please upload your certificate.	• [Belmont Report] • [The Common Rule]
10	Writing an Academic Paper	**Assignment** *Instructions:* Students are required to attend or watch the recording for at least ONE "Writing an Academic Paper" webinar AND write a 200-word summary of what they learned.	• UF Library Resources
11	LinkedIn	**Assignment: Create or edit your LinkedIn** *Instructions:* To receive credit for this assignment, you must follow the steps below. 1. Build your LinkedIn profile after reviewing the content in the seminar. 2. Share your profile on the Canvas discussion board to connect with your peers.	
12	Presenting on Public Health Day	**Assignment: Attend 3 Public Health Day Presentations** *Instructions:* Attend 3 Public Health Day presentations by other students in any semester before taking Capstone with at least 2 sessions in the student's own concentration.	

		Quiz: To receive credit for this webinar, students will need to take the quiz provided on the Canvas shell.	
13	None	**Wrap up any remaining paperwork or steps to prepare for your APE or Capstone.**	
14	None	**Support your peers by attending Public Health Day presentations!**	
15	None	**Use this week to make-up any missed assignments**	

Career Chat Module

Career Chats are live, dynamic, and engaging discussions aimed at exploring career opportunities in public health. These seminars are designed for MPH students to transition into or advance within the field. Students can expect to connect with experts, explore diverse roles, and gain practical advice through interactive Q&A sessions.

The Career Chats schedule will be posted prior to the start of each semester. In the fall semesters, sessions will take place virtually on Thursdays between 11:45AM-1:40 PM. In the spring semesters, sessions will take place virtually on Mondays, between 11:45AM-1:40PM.

1-Credit Topical Outline/Course Schedule
There are no seminars in the 1-credit version of this course.

Due Date	Assignment for each Career Chat
11:59 pm on the last day of class in the student's final semester	**Reflection Paper or Video** *Instructions:* Write a 3-page reflection paper, double-spaced, 12pt font with the following sections OR record a video (4 minutes max) of yourself answering the following: 1. **Overcoming Challenges:** Identify any challenges you faced during the program and how you overcame them. What did this experience teach you about your resilience and problem-solving skills? 2. **Networking and Collaboration:** Reflect on your experience networking and collaborating in public health, whether that be with your peers, faculty, or other professionals in the field. Mention any significant connections made. 3. **Personal and Professional Growth:** Reflect on how the MPH program has influenced your personal and professional growth. Discuss any changes or new insights in your career goals or aspirations as a result. 4. **Future Directions:** Discuss your plans for the future. How do you plan on applying the knowledge learned in the program to the real world?

COURSE MATERIALS AND TECHNOLOGY

Text: None Required

Additional Readings: None Required

Additional Technologies:
This course uses use the Canvas CMS.

UF Internet (eduroam) is available at thousands of locations worldwide!
UF students can access eduroam (highspeed WiFi) for free with their GatorLink log-in credentials.
The eduroam network is fast and secure and has more than 10,000 wi-fi hotspots in 106 countries and territories worldwide. Many of these locations are in open spaces and/or large communal rooms, so you can get online while physically distancing and following CDC guidelines in an air-conditioned space. Access is available in rural areas, too! Here's a link to all the eduroam sites.

Technical Support
For technical support for the materials posted in the course e-Learning site, activities, and assessments, please post in the appropriate discussion, or contact the designated person.

For all other technical support for this class, please contact the UF Computing Help Desk at:

Phone Number: (352) 392-HELP (4357) Option 2

Email: helpdesk@ufl.edu

Webpage with Chat: UF Computing Help Desk

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
To receive a satisfactory grade for the 0-credit version of PHC 6601, and before being enrolled in the 1-credit version, students must meet the following **requirements:**
- Attend at least 8 career chat seminar sessions during your time in the MPH program
- Attend all required seminar sessions in the mandatory module and complete the assignments associated with them
- Attend three Public Health Day presentations by other students before taking Capstone
- Complete all three modules of Interprofessional Learning in Health (IPLH)

- Complete 50 public health experience hours (outside of PHC 6941) during your time in the MPH program.

To receive a satisfactory grade for the 1-credit version of PHC 6601, students must meet the following **requirements:**

- Complete all 0-credit assignments as outlined previously
- Completion of Reflection Paper in the final semester
- Complete the MPH Exit Survey

Grading

The course uses the S/U grade format of the University of Florida. To receive a satisfactory grade for the course, students ***MUST*** meet all requirements identified above.

Grading: S/U (Satisfactory or Unsatisfactory Grade)

Letter Grade	I	NG	S-U
Grade Points	0.0	0.0	0.0

More information on UF grading policy may be found at:

https://gradcatalog.ufl.edu/graduate/regulations/#:~:text=The%20only%20passing%20grades%20for,A%2D%20%20and%20A%2C%20respectively.

CLASS POLICIES

Assignment Policy

Be sure to review assignment descriptions carefully and take note of any additional guidance that is given for each assignment. Rubrics for each assignment is available in Canvas. All assignments are to be submitted via Canvas (unless otherwise indicated).

- **0-credit version of PHC 6601:** Assignments must be completed by the last day of classes in the semester prior to the student's final semester. For assignments that are not satisfactorily completed, students will be allowed to revise and resubmit (prior to the final deadline). For this reason, students are encouraged to complete assignments well before this final deadline to ensure satisfactory completion.**1-credit version of PHC 6601:** Assignment must be completed by 11:59 pm on the deadline indicated on Canvas. A grace period is allowed until 1:00am with no penalty.
- Assignments are to be submitted via Canvas.

Policy Related to Make up Exams or Other Work

There are no exams.

- 0-credit: As stated in the expectations section, students are expected to make-up any missed Live Webinars within 1-week. Students who are unable to make-up the assignment in that 1-week period will still be allowed to complete the assignment late.

- 1-credit: Failure to submit assignments on time could result in failure to complete the course and therefore failure to graduate. The decision to accept late work is at the instructor's discretion, and will be done in accordance with the UF Graduate School attendance policy.

Exam Policy
No exams.

Policy Related to Required Class Attendance

Live attendance for Career Chats is mandatory. Attendance will be verified through Zoom. Students will not receive credit for arriving 15 minutes late and departing 15 minutes later. If students anticipate a late arrival and early departure it must be communicated through email or Canvas to the Applied Practice Experience Coordinator at least 24 hours in advance.

There are no excused absences since career chats are offered in two semesters and are cumulatively accrued throughout the duration of the program.

STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

Expectations Regarding Course Behavior
For Career Chats, students are expected to arrive on time to virtual sessions and remain throughout the scheduled time. Disruptive behavior will not be tolerated and may result in the student either being 'dismissed' from the zoom room, or a Conduct Code violation. See the Academic Integrity section of this syllabus and the UF Student Conduct & Honor Codes for details: https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

Communication Guidelines
Students are expected to communicate with the instructor regarding any questions and concerns with the course content and assignment deadlines. Students are also expected to communicate when outside factors might delay their ability to submit work in a timely fashion.
Please refer to UF's Netiquette Guidelines here: https://teach.ufl.edu/wp-content/uploads/2020/04/NetiquetteGuideforOnlineCourses.docx

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 Codes information at the Dean of Students Office website or the Academic Expectations information at the Graduate School website for additional details.

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.

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 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 https://ufl.bluera.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, you must register with the Dean of Students Office Disability Resource Center (DRC) within the first week of class. The DRC will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. 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. Online and in person assistance is available.

If you are feeling overwhelmed or stressed, you can reach out for help through the You 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 Student Health Care Center website.

Crisis intervention is always available 24/7 from the Alachua County Crisis Center at (352) 264-6789.

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.

INCLUSIVE LEARNING ENVIRONMENT

Public health and health professions are based on the belief in human dignity and on respect for the individual. As we share our personal beliefs inside or outside of the classroom, it is always with the understanding that we value and respect diversity of background, experience, and opinion, where every individual feels valued. We believe in, and promote, openness and tolerance of differences in ethnicity and culture, and we respect differing personal, spiritual, religious and political values. We further believe that celebrating such diversity enriches the quality of the educational experiences we provide our students and enhances our own personal and professional relationships. We embrace The University of Florida's Non-Discrimination Policy, which reads, "The University shall actively promote equal opportunity policies and practices conforming to laws against discrimination. The University is committed to non-discrimination with respect to 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 as protected under the Vietnam Era Veterans' Readjustment Assistance Act."

Course|New for request 20839

Info

Request: APK 5XXX Clinical Exercise Prescription
Description of request: The request is to create a new Course (APK 5XXX Clinical Exercise Prescription) that will serve as a major course in the MS APK degree program.
Submitter: Garrett Beatty gbeatty@hhp.ufl.edu
Created: 2/3/2025 9:18:17 AM
Form version: 2

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
APK

Course Level
*Select the 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:
5

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Undergraduate students in 5000-level courses
Is this course intended for an audience including undergraduate students?

Response:
No

Rationale for 5000-level course request
In the space provided below, please provide the rationale for submitting this course as a 5000 level course (i.e. target student audience, program, school). 5000 level courses require joint review and approval by the University Curriculum Committee and Graduate Curriculum Committee or Professional Curriculum Committee.

Response:

The target audience for APK5### - Clinical Exercise Prescription are entry-level graduate students interested in human exercise prescription. The primary audience for the course will be graduate students in the Department of Applied Physiology & Kinesiology within the College of Health & Human Performance. However, outside majors will not be excluded. There are no prerequisites for the course. The course can be taken to meet a core requirement for the MS APK degree plan, and it also can be utilized to meet a 12 credit hour elective requirement once the "Conditioning" core requirement is met with other APK graduate courses within that category.

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Clinical Exercise Prescription

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Clinical Exercise Prescription

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
AD - All Distance Learning (100% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3 contact hours per week.

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
This course is dedicated to creating exercise prescriptions specifically tailored for various health-related conditions. Students will examine assessments and exercise programming for aerobic, resistance, balance, flexibility, and movement-related aspects of health and fitness. The class will culminate in a module focused on the pharmacology associated with various health conditions and their interaction with exercise interventions.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
No Course Prerequisites.

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
no co-requisites

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This graduate level course will meet major requirements in the MS APK degree program. The course can be taken to meet a core requirement for the MS APK degree plan, and it also can be utilized to meet a 12 credit hour elective requirement once the "Conditioning" core requirement is met with other APK graduate courses within that category.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading

policies.

• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).

• A statement related to class attendance, make-up exams and other work such as: "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."

• A statement related to accommodations for students with disabilities such as: 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.

• A statement informing students of the online course evaluation process such as: "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."

Response:
All Items Included

Clinical Exercise Prescription

APK5### | Class # XXXXX | 3 Credits | Spring 2025

Course Info

INSTRUCTOR	**Ben Gordon, Ph.D., CEP, CSCS** Office: FLG 106I Office Phone: 352-294-1755 Email: bgordon1@ufl.edu Preferred Method of Contact: **UFL email**
OFFICE HOURS	Two hours per week are dedicated to virtual office hours with Dr. Gordon. Weekly office hours will be posted in CANVAS and students may request meetings by appointment via CANVAS email.
MEETING TIME/LOCATION	Access course through Canvas on UF e-Learning & the Canvas mobile app by Instructure All lectures will be online in the form of pre-recorded videos posted in CANVAS

COURSE DESCRIPTION

This course is dedicated to creating exercise prescriptions specifically tailored for various health-related conditions. Students will examine assessments and exercise programming for aerobic, resistance, balance, flexibility, and movement-related aspects of health and fitness. The class will culminate in a module focused on the pharmacology associated with various health conditions and their interaction with exercise interventions.

PREREQUISITE KNOWLEDGE AND SKILLS

This course is specific for students enrolled in the APK Online Master's Program (APK MHP program) and there are no course prerequisites to take Clinical Exercise Prescription. H*owever, any previous experience in the following areas will be helpful to students taking this course: medical terminology, physiology, exercise physiology, anatomy, fitness assessment, and/or clinical exercise physiology.*

REQUIRED AND RECOMMENDED MATERIALS

You will need the following resources for class:

- *Required Materials:* *Original scientific journal articles will be assigned on a weekly basis according to the topic covered. Journal articles will be posted in the Canvas course page. Citations for each journal article are provided in the weekly course schedule at the end of the syllabus.*

- *Recommended Textbook*: Ehrman, J. K., Gordon, P., Visich, P., & Keteyian, S. J. (Eds.). (2023). *Clinical exercise physiology: Exercise management for chronic diseases and special populations* (5th ed.). Human Kinetics.

  ISBN-13: 978-1718209941
  ISBN-10: 1718209947

COURSE FORMAT

Students access course content and complete course assignments through the course Canvas page. Students will watch recorded lecture videos and are responsible for reading the assigned journal articles on a weekly basis. The course will cover multiple topics arranged into learning modules. Quizzes will be used to assess a student's knowledge on individual topics while exams will cover multiple topics within a module. In addition to quizzes and exams, students will also complete two graded assignments, an application-based project and a 'get to know you' assignment.

Students should be aware that online learning is different than a traditional classroom experience and can present unique challenges, particularly to individuals who do not possess good time management skills. The online classroom is available to you 24 hours a day. Unlike traditional instructional settings in which each student gets the same class at a set time and day, the online setting gives students the opportunity to tailor class to their learning style. Students can view each topic's lectures at any time, but please note that all quizzes, exams, assignments, discussion posts, etc. must be completed and submitted by specified due dates. Quizzes and exams will only be available to you on specific dates. Since we will not have in-class meeting times for me to remind you of critical dates, it is essential to familiarize yourself with the course schedule, deadlines, and due dates.

COURSE LEARNING OBJECTIVES:

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

- Critically evaluate exercise prescriptions tailored to specific health-related conditions, incorporating relevant scientific literature
- Develop individualized cardiovascular exercise programs based on client assessments and health conditions
- Design resistance training programs that address the unique needs of clients with various chronic diseases or conditions
- Formulate comprehensive balance, flexibility, and movement programming for clients with physical or functional limitations
- Analyze the effects of common pharmacological treatments on exercise responses and adapt exercise prescriptions accordingly
- Integrate cardiovascular, resistance, and movement-based exercise modalities to create holistic prescriptions for special populations
- Assess and interpret clinical assessments related to cardiovascular health and physical fitness, applying advanced diagnostic tools
- Synthesize knowledge of exercise science and pharmacology to optimize patient outcomes in clinical exercise settings

Course & University Policies

UF STUDENT COMPUTING REQUIREMENTS:

As a 100% online course and as per the UF student computing requirements, "access to and on-going use of a computer is <u>required</u> for all students." UF does not recommend students relying on/regularly using tablet devices, mobile phones or Chromebook devices as their primary computer as it may not be compatible with specific platforms used in this course or UF. Please review the <u>UF Student Computing Requirements</u> as necessary. Access to fast, secure Wi-Fi will be necessary for this course. If a student is an area with limited wi-fi access, UF students can access **eduroam** for free with their GatorLink log-in credentials.

> *How to connect to eduroam:*

1. If you can get a Wi-Fi signal at any of the eduroam locations (see below) and your mobile device (laptop, smartphone, or tablet) has already been configured for eduroam, then you will automatically connect.
2. Otherwise, follow the <u>Instructions on Connecting to Eduroam Off-Campus</u>.

There are more than 100 Wi-Fi hotspots in Florida, including several state university campuses and community colleges. You don't have to sit in a car--many locations have open spaces and communal rooms available so you can get online while socially distancing and following CDC guidelines in an air-conditioned space. Also, in Florida all of the UF/IFAS Research and Education Centers (REC) are equipped with eduroam, so if you live in a rural area of your county, you can visit an REC to securely watch course videos and take care of your academic needs. Students can locate a <u>full list of eduroam sites in the US</u> by clicking on the hypertexted link.

If you have any problems connecting to eduroam you can call (352-392-HELP/4357) or <u>email</u> the UF Computing Help Desk.

The UF Computing Help Desk is available to assist students with technical issues. If you have any issues accessing the online course material, you must contact the UF Computing Help Desk immediately for assistance and obtain a case number. **I will not accept late assignments, or change any course dates, due to technology difficulties if you do not have a case number <u>prior</u> to the due date for the assignment.**

Other resources are available at <u>UF Distance Learning</u>.

ATTENDANCE

Because this is an entirely online course, you are not expected to physically be on UF's campus at any time. However, you most certainly ARE expected to participate in discussion posts, assignments, engagement activities, and exams.

PERSONAL CONDUCT & ACADEMIC INTEGRITY

Students are expected to exhibit behaviors that reflect highly upon themselves and our University.

Communication and Questions:

Students are responsible for getting a University of Florida email account (e.g., john.doe@ufl.edu) and should use this email for all university related correspondence – The instructor may not read emails from or send emails to any non-UF email addresses (e.g., john.doe@hotmail.com). Email subject should start with "SPM 4723 – First name, Last name - …" Email use does not relieve students from the responsibility of confirming the communication with the instructor. Always sign your email – don't make the instructor guess from whom the email was sent. The instructor will answer your email within the day, when possible

You may email me through the course site with any questions or concerns you have, and I will attempt to respond to your emails within 24 hours (typically sooner). If you have an urgent issue, please call my office and/or email my UF email, bgordon1@ufl.edu.

For general course questions, I encourage you to check the **Course Questions Discussion Board** since other students may have the same question. If you do not find an answer, post your question using a descriptive subject line. All students are expected to follow rules of common courtesy in email messages, discussions, chats, etc. Please review the Netiquette Guide (also on course website) for further important information.

Honor Code 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.

The Honor 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 by abiding by the Student 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."

Students should be sure that they review and understand the UF Student Honor Code.

Copyright Statement:
The materials used in this course are copyrighted. The content presented is the property of UF and may not be duplicated in any format without permission from the College of Health and Human Performance and UF and may not be used for any commercial purposes.

Content includes but is not limited to syllabi, videos, slides, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy or distribute the course materials, unless permission is expressly granted. Students violating this policy may be subject to disciplinary action under the UF Conduct Code.

APPROPRIATE USE OF AI TECHNOLOGY
The UF Honor Code strictly prohibits *cheating.* The use of any materials or resources prepared by another person or Entity (inclusive of generative AI tools) without the other person or Entity's express consent or without proper attribution to the other person or Entity is considered *cheating.* Additionally, the use of any materials or resources, through any medium, which the Faculty / Instructor has not given express permission to use and that may confer an academic benefit to a student, constitutes *cheating*.

The use of any AI enabled tool in this course substantially compromises the student's ability to achieve the stated learning objectives and are strictly prohibited throughout the entirety of the course.

MAKE-UP POLICY
Late work for assignments/quizzes/exams/etc. will not be accepted, UNLESS in accordance with the university's policie. If personal circumstances arise that may interfere with your ability to meet a deadline, **please let me know as soon as possible** **before** **the due date**. Please keep in mind only university authorized excuses will be

accepted, and documentation must be provided. Requirements for make-up exams, assignments, and other work are consistent with university policies.

ACCOMMODATING STUDENTS WITH DISABILITIES

Students requesting accommodation for disabilities must first register with the Dean of Students Office. DRC-registered students must request their accommodation letter to be sent to their instructors via the DRC file management system prior to submitting assignments or taking quizzes/exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Students may reach out and contact their course instructor to verify receipt of their accommodation letter.

It is imperative that you verify your specific access needs with your course instructor at least 48 hours PRIOR to scheduled assessments.

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:
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/."

HONORLOCK SYSTEM REQUIREMENTS (EXAM PROCTORING)

Honorlock will proctor your quizzes and examinations this semester. Honorlock is an online proctoring service that allows you to take your exam from the comfort of your home. You DO NOT need to create an account, download software or schedule an appointment in advance. Honorlock is available 24/7 and all that is needed is a computer, a working webcam, and a stable internet connection. To get started, you will need Google Chrome and to download the Honorlock Chrome Extension. You can download the extension here.

 When you are ready to test, log into Canvas/E-Learning, go to your course, and click on your exam. Clicking "Launch Proctoring" will begin the Honorlock authentication process, where you will take a picture of yourself and show your ID. Honorlock will be recording your exam session by webcam as well as recording your screen. Honorlock also has an integrity algorithm that can detect search-engine use, so please do not attempt to search for answers, even if it's on a secondary device.

Honorlock support is available 24/7/365. If you encounter any issues, you may contact Honorlock by live chat, phone (844-243-2500), and/or email HonorLock Support

Getting Help

HEALTH & 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; or 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.
- [**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 & Grievances**: Students are encouraged to communicate first with the involved person(s), but [here](#) is more information on the appropriate reporting process.

APK ADMINISTRATORS
For suggestions or concerns related to APK courses or programming, please reach out to any of the following:
- Dr. David Vaillancourt (he/him), APK Department Chair, [vcourt@ufl.edu](#)
- Dr. Demetra Christou (she/her), APK Department Vice Chair, [ddchristou@hhp.ufl.edu](#)
- Dr. Steve Coombes (he/him), APK Graduate Coordinator, [scoombes@ufl.edu](#)
- Dr. Joslyn Ahlgren (she/her), APK Undergraduate Coordinator, [jahlgren@ufl.edu](#)

Grading

The following table outlines the components to the course on which you will be evaluated.

Evaluation Components (number of each)	Approximate % of Total Grade
Exams (3)	35%
Quizzes (6)	25%
Prescription Project (1)	35%
Your Story Assignment (1)	5%

Grade Breakdown
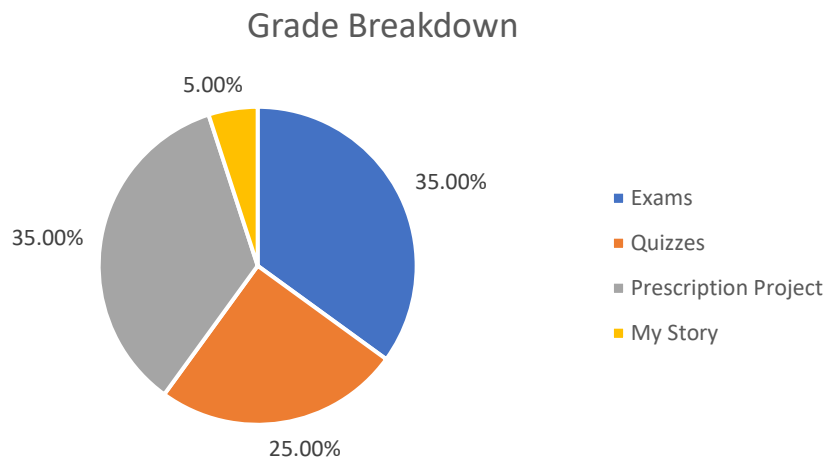
Exams – There will be 3 exams in the course for Modules 1-3. Questions will be multiple choice, true/false and short answer. Students are not permitted access to any kind of materials or notes during these exams. Exam questions are generated by the course instructor and the focus should be given to the lecture notes/videos and assigned journal articles when studying. Exams are timed and students will have one attempt for completion.

Quizzes – Students will complete a quiz covering content on all lecture content and readings at the end of each topic and will assess their knowledge or mastery of that content. The quiz is timed, and students will have one attempt to complete all questions correctly. Quizzes are closed-note assessments.

Exercise Prescription Project - Students will be given a case study of a potential client. Students will have a month to evaluate the potential client and write a comprehensive exercise program for the client. The potential client will have health issues that need to be addressed along with performance goals. Students will be expected to use all useful modalities of training and fully explain their rationale for the programming they designed. Students will be graded based on a rubric posted in Canvas that includes the following criteria: use of subjective and objective information provided (20%), cardiovascular exercise prescription (20%), resistance exercise prescription (20%), balance and flexibility prescription (20%) and progression of prescriptions throughout the required mesocycle of training (20%).

Your Story Assignment - This is a short assignment at the start of the semester to help Dr. Gordon get to know each student. There are 10 simple questions to answer and turn in; assignment questions and student responses will be posted in and submitted through Canvas. Students will then sign up for a 10-minute time slot to meet with Dr. Gordon, virtually. Students are expected to attend the virtual meeting on time and be prepared to discuss their course experience, any challenges and areas of interest based their responses to the assignment questions. Full points are awarded for showing up to the scheduled meeting and actively engaging in the conversation. Failure to attend the scheduled meeting without prior communication will result in a zero grade for this assignment.

GRADING SCALE

All grades will be posted in the Canvas gradebook. Any discrepancies with grades displayed in the gradebook should be pointed out to the instructor before the last day of class. There is no curve for this course and grades will not be rounded up under any circumstance. See the UF graduate catalog web page for information regarding current UF grading policies.

Grade Appeal Policy:

Should you want to contest a grade, you will have up to three (3) days after a grade has been posted to contact me and discuss your issue; after which the grade is final.

The following table describes the grade scale and GPA impact of each letter grade.

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	93.00-100%	4.0
A-	90.00-92.99%	3.67
B+	87.00-89.99%	3.33
B	83.00-86.99%	3.0
B-	80.00-82.99%	2.67
C+	77.00-79.99%	2.33
C	73.00-76.99%	2.0
C-	70.00-72.99%	1.67
D+	67.00-69.99%	1.33
D	60.00-66.99%	1.0
E	<60.00%	0

Exercise Prescription Project Rubric
1. Did the student choose the proper frequency (including split if necessary) for the situation? _____
2. Did the student choose the proper modalities and primary goal (for resistance) for the situation (i.e, client, background, fitness level and goals)? _____
3. Did the student choose the proper modalities (broad exercise categories) for the situation? _____
4. Did the student prescribe the proper specific exercises for the situation? _____
5. Did the student prescribe the proper order of exercises for the situation? _____
6. Did the student prescribe the correct volume (reps and sets) of exercises for the situation? _____
7. Did the student prescribe the proper intensity (load, speed, effort) of exercise for the situation? _____
8. Did the student prescribe the proper tempo for their exercises? _____
9. Did the student prescribe the proper rest time between exercises for the situation? _____
10. Did the student write an exercise program that could potentially last 30-90 minutes and appropriately match the fitness level of the client? _____
11. Did the student create a proper frequency for the situation and the goals of the client? _____
12. Did the student have a good plan for progressing the client through the mesocycle of training? _____

Total Score _____ / 60

Each Question is graded on a 5-point scale
1-did not address this variable at all in the program,
2-did not significantly address this variable in the program,
3-did an average job of meeting this variable,
4-did an above average job addressing this variable in their program,
5 – perfectly addressed this variable in the program

CRITICAL DATES & UF OBSERVED HOLIDAYS

The following dates are relevant to the Spring 2025 semester:

- January 20: Martin Luther King, Jr. Day (Monday)
- March 17-21: UF Spring Break (Monday - Friday)
- April 24 – 25: UF Spring Semester Reading Days (Thursday – Friday)

WEEKLY SCHEDULE

Disclaimer: This syllabus and course schedule represents the objectives and tentative plans for the course. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes will be communicated clearly, are not unusual, and should be expected.

Week	Dates	Module	Topic	Assigned Reading	Assessment
1	January 13 – 17	1	Introduction to Exercise Prescription	Berryman, Jack W. "Exercise is medicine: a historical perspective." Current sports medicine reports 9.4 (2010): 195-201.	Quiz 1
2	January 20 – 24	1	Introduction to Exercise Prescription Cardiovascular Prescription	Alves, Alberto J., et al. "Physical activity in primary and secondary prevention of cardiovascular disease: Overview updated." World journal of cardiology 8.10 (2016): 575.	
3	January 27 – 31	1	Cardiovascular Prescription	Gronek, Piotr, et al. "A review of exercise as medicine in cardiovascular disease: pathology and mechanism." Aging and disease 11.2 (2020): 327	Your Story Assignment
4	February 3 – 7	1	Cardiovascular Prescription	Chudyk, Anna, and Robert J. Petrella. "Effects of exercise on cardiovascular risk factors in type 2 diabetes: a meta-analysis." Diabetes care 34.5 (2011): 1228-1237. Zhang, Lin, et al. "Exercise for osteoporosis: a literature review of pathology and mechanism." Frontiers in immunology 13 (2022): 1005665.	

5	February 10 – 14	1	Cardiovascular Prescription	Schulz, Jenna M., et al. "Are we missing the target? Are we aiming too low? What are the aerobic exercise prescriptions and their effects on markers of cardiovascular health and systemic inflammation in patients with knee osteoarthritis? A systematic review and meta-analysis." British journal of sports medicine 54.13 (2020): 771-775.	Quiz 2 Exam 1
6	February 17 – 21	2	Resistance Prescription	Ciolac, Emmanuel Gomes, and Jose Messias Rodrigues-da-Silva. "Resistance training as a tool for preventing and treating musculoskeletal disorders." Sports Medicine 46 (2016): 1239-1248.	
7	February 24 – 28	2	Resistance Prescription	Paluch, Amanda E., et al. "Resistance exercise training in individuals with and without cardiovascular disease: 2023 update: a scientific statement from the American Heart Association." Circulation 149.3 (2024): e217-e231.	Quiz 3
8	March 3 – 7	2	Resistance Prescription	Kitsuda, Yuki, et al. "Impact of high-load resistance training on bone mineral density in osteoporosis and osteopenia: a meta-analysis." Journal of bone and mineral metabolism 39 (2021): 787-803.	
9	March 10 – 14	2	Resistance Prescription	Thyfault, John P., and Audrey Bergouignan. "Exercise and metabolic health: beyond skeletal muscle." Diabetologia 63.8 (2020): 1464-1474	Quiz 4 Exam 2
10	March 17 – 21	*Spring Break – no classes*			
11	March 24 – 28	3	Balance Flexibility and Movement	Plisky, Phillip, et al. "Systematic review and meta-analysis of	

				the Y-balance test lower quarter: reliability, discriminant validity, and predictive validity." International journal of sports physical therapy 16.5 (2021): 1190.	
12	March 31 – Apr 4	3	Balance Flexibility and Movement	Yakut, Hatice, and Burcu Talu. "The effect of core strength training on flexibility and balance in sedentary healthy young individuals." Baltic Journal of Health and Physical Activity 13.4 (2021): 9.	
13	April 7 – 11	3	Balance Flexibility and Movement	Devasahayam, Augustine Joshua, et al. "The effect of reactive balance training on falls in daily life: an updated systematic review and meta-analysis." Physical therapy 103.1 (2023): pzac154.	Quiz 5 Exam 3
14	April 14 – 18	4	Principles of Pharmacology	Niederberger, Ellen, and Michael J. Parnham. "The impact of diet and exercise on drug responses." International journal of molecular sciences 22.14 (2021): 7692.	
15	April 21 – 23	4	Principles of Pharmacology	McLaughlin, Mackenzie, and Ira Jacobs. "Exercise is medicine, but does it interfere with medicine?." Exercise and Sport Sciences Reviews 45.3 (2017): 127-135.	Quiz 6

Exercise Prescription Project Due April 30th, 2025

SUCCESS AND STUDY TIPS

- **Snowball the 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 virtual Zoom or phone conversation.
- **Do not fall behind**…and you can easily get overwhelmed if you procrastinate. Do NOT procrastinate on watching the lecture videos! Avoid studying at the last minute.
- **Stay organized**. Keep track of all important due dates and move through each module in a uniform manner so that you are always aware of what you have done and what is left to be completed. **Use the suggested course schedule or make your own and stick to it!**
- **Check CANVAS announcements/emails daily**…just pretend it is TikTok/Instagram for school. Your course instructor will post important and helpful information (such as friendly reminders of upcoming due dates) as announcements.
- **Have a positive attitude**! Approaching the course with a defeatist attitude will hinder your learning and grade…crack a smile now and then. THIS STUFF IS COOL!

Course|New for request 20849

Info

Request: FNR 6XXX Foundations of Geospatial AI for Natural Resource Management
Description of request: The proposed FNR course is designed to delve into the use of GeoAI tools within the specialized areas of Geomatics, natural resource management, marine science, and fisheries and equip students with relevant and specialized skills that cater to the growing demands in these application areas.
Submitter: Jennifer Vogel alpha32605@ufl.edu
Created: 12/18/2024 12:48:07 PM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
FNR

Course Level
*Select the 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

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Foundations of Geospatial AI for Natural Resource Management

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Geospatial AI for Nat Res Mgmt

Delivery Method

Indicate the primary intended delivery method for this course.

Response:
AD - All Distance Learning (100% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic

Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or

between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type

*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours

Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3 scheduled contact hours, Fridays, 11:45am-2:30pm (period 5-7)

Course Description

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
This course focuses on practical applications of AI in geospatial analysis for fields like resource management, agriculture, forestry, and marine sectors. Students will gain hands-on experience with Python and GeoAI tools for tasks such as data preprocessing, spatial data mining, image processing, and pattern recognition. The course also covers the use of Generative AI for spatial data analysis and big data processing, alongside ethical and societal considerations.

Prerequisites

*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
na

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>

• *Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.*
• *Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
na

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
The new course will count towards the major requirement of all MS (thesis and non-thesis) and PhD degrees offered within the SFFGS. It will attract graduate students from a wide range of departments, including Forest, Fisheries, and Geomatics Sciences; Natural Resources and Environment; Geography; Urban and Regional Planning; Interdisciplinary Ecology; and Latin American Studies. Additionally, the course will enhance UF's visibility, as it is open to employees from state agencies and working professionals through online certificate specialized programs. This course is being created as part of the cross-curriculum AI for UF initiative

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• *Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.*
• *Required and recommended readings for the course.*
• *Name of instructor(s) or planned instructor(s). If unknown, list as TBD.*
• *Materials and Supplies fees, if any.*
• *Methods by which students will be graded*
• *The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.*
• *A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).*
• *A statement related to class attendance, make-up exams and other work such as: "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."*
• *A statement related to accommodations for students with disabilities such as: 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.*
• *A statement informing students of the online course evaluation process such as: "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."

Response:
All Items Included

FNR 6XXX: Spring 2026

1. COURSE DESCRIPTION

This course focuses on practical applications of AI in geospatial analysis for fields like resource management, agriculture, forestry, and marine sectors. Students will gain hands-on experience with Python and GeoAI tools for tasks such as data preprocessing, spatial data mining, image processing, and pattern recognition. The course also covers the use of Generative AI for spatial data analysis and big data processing, alongside ethical and societal considerations.

- Spring semester, 3 credits
- 100% online (synchronous with asynchronous lecture recordings)
- http://elearning.ufl.edu/

Course prerequisites: No formal prerequisites are required for this course. However, familiarity with Python programming (including syntax, editors, and package usage) and ArcGIS Pro is expected.

Instructors:
- **Dr. Hartwig Henry Hochmair**, Ft. Lauderdale Research & Education Center,
  phone: (954) 577-6317; e-mail: hhhochmair@ufl.edu
- **Dr. Amr Abd-Elrahman**, Gulf Coast Research and Education Center,
  phone: (813) 757-2283; e-mail: aamr@ufl.edu
- **Dr. Geraldine Klarenberg**, Gainesville campus,
  phone: (352) 273-0792; e-mail: gklarenberg@ufl.edu

Communication:
- Please use the Canvas e-mail system for fastest response

Office hours:
- Thursdays from 5-6 pm in Zoom (or by appointment)

Lectures:
- Fridays, 11:45am-2:30pm (period 5-7) via Zoom; links to recordings will be provided on the course website

Required reading materials:
- No course book is required

Recommended reading materials:
- Gao, S., Hu, Y., & Li, W. (2024). Handbook of Geospatial Artificial Intelligence. Boca Raton: CRC Press. Bolón-Canedo, V., L. Morán-Fernández, et al. (2024). "A review of green artificial intelligence: Towards a more sustainable future." Neurocomputing **599**: 128096.
- McGovern, A., I. Ebert-Uphoff, et al. (2022). "Why we need to focus on developing ethical, responsible, and trustworthy artificial intelligence approaches for environmental science." Environmental Data Science **1**: e6.
- Xu, J., W. Zhou, et al. (2021). "A Survey on Green Deep Learning." arXiv preprint.
- Mai, G., W. Huang, et al. (2024). "On the Opportunities and Challenges of Foundation Models for GeoAI (Vision Paper)." ACM Transactions on Spatial Algorithms and Systems **10**(2): 11.

- Li, W., S. T. Arundel, et al. (2024). "GeoAI for Science and the Science of GeoAI." <u>Journal of Spatial Information Science</u> **29**: 1-17.

Software requirements:
- Latest version of ArcGIS Pro. Download and installation instructions are provided during the course
- Latest version of Anaconda; download at <u>https://www.anaconda.com/download</u>
- Python 3.x, which comes with ArcGIS Pro installation and Anaconda
- Additional library packages will be introduced throughout the course

2. LEARNING OUTCOMES
The course objective is to provide students with the following competencies at the completion of the course:

1. Explain GeoAI's significance in natural resource management, agriculture, forestry, and marine ecosystems
2. Utilize Python tools for AI-based spatial data analysis in related subject areas
3. Assess strengths and limitations of different GeoAI techniques and data sources in natural resource management
4. Utilize GeoAI for simulation, image processing, spatial optimization, and big-data analysis in natural resource applications
5. Evaluate ethical and societal impacts of GeoAI in natural resource management

3. COURSE LOGISTICS
- For each grading item a due date and time is given, which is at the beginning of the next class (11:45am Fridays).
- Assignments and projects are graded based on timeliness, correctness, interpretation of numerical results, and technical versatility with written feedback by the instructor within a week; quizzes are instantly auto-graded based on correctness of questions; discussion items are graded within a week based on creativity, completeness, technical correctness and the number of comments provided to peers.
- This course is a distance education course taught as live lectures using the virtual classroom software Zoom. Links to lecture recordings will be posted on Canvas.
- Lecture materials can be downloaded from weekly modules on the Canvas website.
- This course <u>does not offer extra credit</u> tasks

The Canvas system should be used as the primary platform for written communication between students and the instructor. Questions and suggestions to the class can also be posted under the Discussions tab. Any short-term changes concerning lectures or other course components will be announced through Canvas. Feel free to contact the instructors with any questions.

Technology Requirements:
- A computer or mobile device with high-speed internet connection and a headset and/or microphone and speakers to view lectures or join live sessions.
- ArcGIS Pro runs only on Microsoft operating systems. Students using a Mac computer, or other operating systems may consider using UF Apps (<u>https://info.apps.ufl.edu/</u>) instead which has ArcGIS Pro installed. Though this is an alternative, the instructors cannot provide any technical support when choosing that option.
- Anaconda and Python run on Windows and MacOS.
- For Zoom: A supported web browser on a supported operating system (Windows, Mac OS, Linux); and minimum bandwidth. More details can be found <u>here</u>.

- Canvas supports various browsers software, including Chrome, Firefox, Edge, and Safari, and JavaScript must be enabled. More information can be found here.

Using Zoom:
Live lectures and office hour (Q&A) meetings are conducted on Zoom. Sessions can be joined by clicking a link posted on Canvas.

Synchronous online sessions will be recorded. By sharing your video, screen, or audio during any synchronous online class sessions, you are consenting to being recorded for the benefit of students who cannot attend live as well as for class review during the current semester. If you have special circumstances or concerns about privacy, it is your responsibility to discuss it with your instructor.

Grades:

Item	Percentage
Home assignments (8 assignments @ 8.5% each)	68%
Quizzes (3 quizzes @ 3% each)	9%
Topical discussions (4 discussion @ 2.5% each)	10%
Final group project	8%
Home assignment discussions (5)*	5%
Total	**100%**

* To earn full points for this item, share <u>one post</u> and <u>one response</u> for at least <u>five different</u> home assignment discussions.

Grading scale:

Grade	Percentage	Grade	Percentage
A	92.0-100.0	C+	78.0-79.99
A-	90.0-91.99	C	72.0-77.99
B+	88.0-89.99	C-	70.0-71.99
B	82.0-87.99	D	60.0-69.99
B-	80.0-81.99	E	0-59.99

For information on current UF policies for assigning grade points, see https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/.

4. COURSE CONTENT

Week	Topic	Assessments
Week 1, Jan 16 (H)	Introduction to GeoAI in natural resources	Q1 due 1/16, D1
Week 2, Jan 23 (H)	Python review: Language basics, environments, notebooks, handling libraries and packages	H1 due 0/23
Week 3, Jan 30 (H)	Python libraries for GeoAI with natural resource examples	H2 due 1/30
Week 4, Feb 6 (H)	Generative AI and spatial analysis in natural resources	H3 due 2/6, D2

Week 5, Feb 13 (A)	Spatial optimization in natural resource management	H4 due 2/13
Week 6, Feb 20 (A)	GeoIA for spatial and temporal Geomatics applications	H5 due 2/20
Week 7, Feb 27 (A)	GeoAI based simulation in natural resource management	H6 due 2/27
Week 8, Mar 6 (A)	AI-based spatial image processing applications	H7, Q2 due 3/6
Mar 9 – Mar 13	*SPRING BREAK*	
Week 9, Mar 20 (K)	High-Performance computing and big data in GeoAI	H8 due 3/20
Week 10, Mar 27 (K)	GeoAI in agriculture and forestry	D3
Week 11, Apr 3 (K)	GeoAI in marine and fisheries management	P1 due 4/3
Week 12, Apr 10 (K)	Ethical and societal implications of GeoAI	Q3 due 4/10
Week 13, Apr 17 (K)	Course recap and future directions	D4

D: Discussion, Q: Quiz, H: Home assignment, P: Project
H…Hochmair, A…Abd-Elrahman, K...Klarenberg

5. POLICIES AND REQUIREMENTS

Late submissions and make-up requests:
It is the responsibility of the student to access on-line lectures, readings, quizzes, and assignments to maintain satisfactory progress in the course.

- A 10% penalty per day will be applied to late assignments. A late submission on the due date results also in a 10% deduction. Students can submit a late assignment as an attachment in an e-mail to the instructor.
- Assignments will not be accepted if handed in more than seven days after the due date.
- Students may request an extension to submitting a home assignment for a justified reason but need to do so before the submission deadline.
- Quizzes and discussions cannot be submitted past the deadline.

Computer or other hardware failures, except failure of the UF canvas system, will not excuse students for missing assignments. Any late submissions due to technical issues MUST be accompanied by the ticket number received from the Helpdesk when the problem was reported to them. The ticket number will document the time and date of the problem. Please e-mail your instructor within 24 hours of the technical difficulty if you wish to request consideration.

For computer, software compatibility, or access problems call the HELP DESK phone number—352-392-HELP = 352-392-4357.

Semester Evaluation Process:
Student assessment of instruction is an important part of efforts to improve teaching and learning.

At approximately the mid-point of the semester, the SFFGS will request anonymous feedback on student satisfaction on various aspects of this course. These surveys will be sent out through Canvas and are not required but encouraged. This is not the UF Faculty Evaluation!

At the end of the semester, 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/

Netiquette: Communication Courtesy Semester Evaluation Process:
All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats, as laid out in the UF Netiquette Guide for Online Courses. Failure to do so may result in loss of participation points and/or referral to the Dean of Students' Office.

Diversity Statement:
This course encourages open and respectful communication among students, fostering a culture of inclusivity, understanding, and empathy. It values the unique backgrounds and experiences that each student brings to the classroom, including diverse racial and ethnic backgrounds, genders, sexual orientations, ages, abilities, religions, and socioeconomic statuses.

Academic 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. 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/

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.

Privacy and Accessibility Policies:
- UF Privacy Policy
- Python Privacy Policy
- Anaconda Privacy Policy
- Google Privacy Policy
- ESRI Privacy Policy
- UF Accessibility Policy
- Google Accessibility Policy
- ESRI Accessibility Policy

Python, as a programming language, and Anaconda do not have a formal accessibility policy, but both the Python

Software Foundation and Anaconda, Inc. promote inclusive practices within its operations, such as making its official documentation accessible and adhering to web standards.

Software use:
All faculty, staff and students at 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.

Lecture recordings:
All live lectures and Q&A sessions will be recorded and made available via Canvas. Policies regarding student in-class recordings are detailed here http://aa.ufl.edu/policies/in-class-recording/.

6. CAMPUS RESOURCES
Students experiencing crises or personal problems that interfere with their general wellbeing 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.

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.uf.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

Course|New for request 19910

Info

Request: HMG 6XXX Branding Strategies in Tourism, Hospitality, and Event Management
Description of request: This course was previously offered as a special topic, and we are now requesting a permanent course number.

Submitter: Rachel Fu racheljuichifu@ufl.edu
Created: 2/4/2025 11:21:47 PM
Form version: 7

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> HMG

Course Level
*Select the 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

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

> Response:
> XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

> Response:
> None

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.
* *

> Response:

Intermediate

• *1000 level = Introductory undergraduate*
• *2000 level = Introductory undergraduate*
• *3000 level = Intermediate undergraduate*
• *4000 level = Advanced undergraduate*
• *5000 level = Introductory graduate*
• *6000 level = Intermediate graduate*
• *7000 level = Advanced graduate*
• *4000/5000= Joint undergraduate/graduate*
• *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

> Response:
> Branding Strategies in Tourism, Hospitality and Event Management

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

> Response:
> Branding Strategies in THEM

Degree Type
Select the type of degree program for which this course is intended.

> Response:
> Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

> Response:
> Online, On-Campus

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

> Response:
> No

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
2

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
4

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
This course aims to empower students with knowledge and capacities to understand and analyze brand and branding management in the hospitality and tourism industry, from both a corporate and consumer perspective. This objective will be achieved through key concepts surrounding the subject: corporate perspective, the development of brand and brand architecture, the definition and role of marketing mix, the integrating marketing communication and brand management, the consumer perception in brands

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:

N/A

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
Course Prerequisite: NO prerequisites
Status: Admitted Graduate Students

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
This course is required and was previously offered as a special topic, and we are now requesting a permanent course number.
The hospitality, tourism, and event management industries heavily rely on strong branding to differentiate themselves in a competitive market. This course equips students with essential skills to develop and manage compelling brands that resonate with consumers and sustain business growth. Mastery of branding strategies is a valuable asset that can elevate a professional's qualifications within these industries. By understanding the nuances of branding in these fields, graduates are better prepared to take on leadership roles that require strategic marketing and brand management. The course encourages innovation by teaching students how to integrate modern marketing technologies and digital strategies with traditional branding techniques, which is vital for staying relevant in rapidly evolving sectors. Understanding branding enables professionals to create more meaningful connections with target audiences, fostering loyalty and enhancing the overall customer experience, which is critical for success in hospitality, tourism, and event management. The course provides a holistic view of branding across various segments of the industry, allowing students to apply these principles broadly and adapt them to specific challenges in hospitality, tourism, and event management.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
Upon completion of this course students are expected to successfully:
?   Apply the core concepts of branding, including brand equity, brand positioning, and brand identity. Students will explore how these principles apply specifically to the hospitality and tourism sectors.
?   Analyze and evaluate the effectiveness of various branding strategies implemented by hospitality and tourism organizations. This includes studying successful case studies and identifying the factors that contribute to a strong brand.
?   Design and propose branding initiatives tailored for hospitality and tourism organizations. This will involve creativity and strategic thinking to ensure alignment with business objectives and market needs.
?   Measure the impact of branding strategies quantitatively and qualitatively on business performance and customer perception in the hospitality and tourism industry.
?   Explore the role of digital media in branding, including social media, content marketing, and online reputation management. Students will gain hands-on experience in creating digital branding strategies that enhance customer engagement and loyalty.
?   Apply the cultural dimensions of branding, including how to adapt branding strategies to different cultural contexts. Students will also discuss ethical considerations in branding, such as sustainability and transparency.
?   Develop skills in collaborative management practices, learning how to work with stakeholders across different departments and outside the organization to support and sustain brand objectives.
?   Analyze emerging trends and innovations in branding within the hospitality and tourism industry, preparing students to adapt and lead in a continuously evolving landscape.

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Required Text:
Strategic Brand Management (5th edition) by Keller & Swaminathan, Pearson Education, ISBN 10: 0-13-489249-6
?   Module 1/ Week 1 Chapters 1-2
?   Module 2/ Week 2 Chapters 3-4
?   Module 3/ Week 3 Chapters 5-6
?   Module 4/ Week 4 Chapters 7-8
?   Module 5/ Week 5 Chapters 9-10
?   Module 6/ Week 6 Chapters 11-12
?   Module 7/ Week 8 Chapters 13-14

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
COURSE SCHEDULE
The course schedule is tentative and subject to change. Changes will be announced on Canvas.
It is the student's responsibility to keep track of announced schedule changes.

Week   Module Topics Assigned Readings/Assignment Due Dates
Week 1
    1   Introduction to Branding in Tourism, Hospitality, and Events
    Due Sunday: Syllabus Acknowledgement, Discussion, Assignment
Week 2
    2   Brand Positioning and Target Market Analysis
    Due Sunday: Discussion, Assignment
Week 3
    3   Destination Branding and Image Development
    Due Sunday: Discussion, Assignment
Week 4
    4   Hospitality Brand Management
    Due Sunday: Assignment
Week 5
    5   Event Branding: Creating Impact and Engagement
    Due Sunday: Assignment
Week 6
    6   Digital Branding and Social Media in Tourism, Hospitality, and Events
    Due Sunday: Assignment
Week 7
    7   Sustainability and Corporate Social Responsibility (CSR) in Branding
    Due Sunday: Assignment
Week 8
    8   Measuring Brand Performance and Future Trends in Branding
    Due Sunday: Discussion, Assignment
Finals Week   Recorded Final Presentations Submitted

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Students can earn 900 points (100%) in this class:
Assessment Tool   % value (Pt value)
Rebranding Initiative

    63% (570 pts)
Discussions   5 discussions at 10 pts each   6% (50 pts)
Event Branding Strategy: Creating a Unique Identity in the Competitive Industry
    1 individual project   31% (280 pts)
Total   100% (900 pts)

Rebranding Initiative: A Case Study Approach
Destination Rebranding Initiative: A Case Study Approach
In this project, students will select a real-world tourism destination that has undergone or is currently undergoing a rebranding process. They will analyze the motivations behind the rebranding, the strategies implemented, and the effectiveness of the rebranding efforts in attracting new target markets and repositioning the destination. Students will conduct research on pre- and post-rebranding brand perception, evaluate customer feedback, and assess how the new brand aligns with current tourism trends.

Components:
•   Historical analysis of the destination's original branding
•   Evaluation of the rebranding strategy (logos, slogans, marketing campaigns, etc.)

- Market perception analysis pre- and post-rebranding
- Analysis of key challenges and success factors
- Recommendations for further improvement

Rebranding Initiative Project Rubric

Criteria and Weight	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Completeness 40%	Completed all steps required by the assignment	Completed almost all steps required by the assignment	Completed most steps required by the assignment	Completed some steps required by the assignment	Completed only a few steps required by the assignment
Justification 30%	Provided sufficient explanations justifying all answers	Provided explanations justifying most answers	Provided explanations justifying some answers	Provided explanations justifying a few answers	Did not provide explanations justifying any answers
Writing 20%	High-quality writing with proper use of sentences, paragraphs, and minimal grammar and spelling errors	Good-quality writing with some minor issues in sentences, paragraphs, grammar, and spelling	Adequate quality of writing with noticeable issues in sentences, paragraphs, grammar, and spelling	Limited quality of writing with significant issues in sentences, paragraphs, grammar, and spelling	Poor quality of writing, lacking proper sentences, paragraphs, and containing multiple grammar and spelling errors
Overall Impression 10%	Outstanding effort and exceptional quality of work	Good effort and commendable quality of work	Adequate effort with room for improvement in quality	Limited effort with considerable improvement needed in quality	Minimal effort and significant improvement needed in quality

Total= 100%

Discussions: Discussions provide students an opportunity to expand their knowledge of course materials with other classmates. The discussions are meant for you to think like an event planner and expound foundational knowledge of event management to the discussion topics on Canvas. Further instructions for initial posts and reply posts are found on Canvas.

Discussion Rubric

Criteria and Weight	Excellent (100%)	Good (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Initial Post					
Completeness 40%	Thoroughly addresses all questions, integrates relevant course material, and includes external references.	Answers all questions with minor gaps or lacks external references.	Addresses most questions but may miss some key details or material.	Addresses few questions, with incomplete or unclear responses.	Fails to address the questions or significantly off-topic.
Depth of Analysis 20%	Demonstrates in-depth understanding, critical thinking, and original insights, well-supported by evidence and examples.	Shows solid understanding and analysis, but lacks some depth or originality. Some examples present.	Provides a basic understanding with general ideas and limited examples or evidence.	Analysis lacks depth and critical thinking, with minimal support or unclear ideas.	Fails to provide depth or analysis; unsupported or underdeveloped ideas.
Reply Post					
Engagement with Peer 20%	Thoughtfully engages with peer's post, offering valuable insights, constructive feedback, and extends the conversation.	Engages with peer's post, offering feedback or			

building on ideas, but lacks full depth.   Provides basic engagement, reinforcing ideas with limited feedback or new perspectives.   Minimal engagement with peer's post, feedback is brief or lacks relevance.   Does not engage meaningfully with peer's post or provides irrelevant feedback.

Respectful Communication 20%   Consistently uses respectful, professional language, fostering positive dialogue and encouraging further discussion.   Generally respectful, with minor lapses in tone or encouragement for dialogue.   Communication is neutral, with little encouragement or fostering of further discussion.   Tone is indifferent or lacks professionalism, with little encouragement of dialogue.   Disrespectful or inappropriate tone that discourages productive discussion.

Total=100%

Event Branding Strategy: Creating a Unique Identity in the Competitive Industry (e.g., Event Space)

Students will be tasked with developing a comprehensive branding strategy for a hypothetical large-scale event (e.g., a music festival, international conference, or major sporting event). The project will focus on creating a distinctive brand identity that resonates with the target audience, differentiates the event from competitors, and aligns with the values of the hosting destination. Students will also create marketing materials, including a logo, slogan, and promotional plan.

Components:
• Development of a unique brand identity (name, logo, slogan)
• Target market analysis and brand positioning
• Competitive analysis within the event's niche
• Integrated marketing and promotion plan
• Sustainability and community engagement strategies

The project entails a strategic task where students conduct a comprehensive analysis of hospitality and

Event Branding Strategy: Creating a Unique Identity in the Competitive Industry
    Rating
(Points)
Criteria and Weight
Excellent
(100%)
Proficient (80%)
Satisfactory
(60%)   Needs Improvement (40%)
Unsatisfactory (0%)

Creativity and originality of the brand identity
25%   Exceptional creativity, originality, and consistency in brand identity, effectively capturing the event's essence and objectives.   Strong and consistent brand identity with creative elements that align well with the event's objectives.   Brand identity is functional and relevant to the event, but lacks strong creativity or differentiation.   Some creative effort but lacks cohesion or alignment with the event. Elements may be inconsistent or not fully developed. Brand identity lacks creativity, originality, or relevance to the event. Inconsistent or poorly developed elements.

Target Market Analysis and Brand Positioning
25%   Comprehensive target market analysis with a precise, innovative positioning strategy that effectively differentiates the event.   Solid target market analysis with a well-defined and effective positioning strategy tailored to audience needs.   Adequate research with a clearly defined target market, but positioning could be more focused or detailed.   Target market research is minimal or incomplete, with vague or generic positioning.   Little to no research into the target market, with poorly defined or missing positioning strategy.

Analysis of competitors' strengths and weaknesses
25%   Thorough and insightful competitive analysis, demonstrating a strong differentiation strategy that positions the event as a leader in its niche.   Detailed competitive analysis with clear differentiation strategies and insights into competitors' strengths and weaknesses.
    Basic competitive analysis with some differentiation, but lacking depth or strategic insights.
    Limited competitive analysis, with few insights into competitors' strategies.
    No clear competitive analysis or failure to identify relevant competitors.

Integrated Marketing and Promotion Plan

25%   Comprehensive and highly integrated marketing plan using a range of channels in innovative and effective ways to maximize audience engagement and event visibility.

Well-rounded marketing plan with multiple, well-integrated channels and creative approaches to audience engagement.   Adequate marketing plan using a variety of channels, but lacking in creative engagement or strong integration. Limited marketing efforts with few channels or weak integration. Poorly developed or missing marketing plan, with minimal integration of channels.

Sustainability and Community Engagement Strategies

25%   Outstanding and innovative sustainability practices and community engagement strategies that significantly enhance the brand's reputation and long-term impact.

Good sustainability and community engagement strategies, with clear impact on brand image and community relations.   Basic sustainability and community engagement strategies in place, but lacking in innovation or depth.   Minimal efforts toward sustainability or community engagement, with no clear strategy for long-term impact.

No focus on sustainability or community engagement. Lacking any long-term strategy.

Grading Scale: The University's grading system will be used for this course (for information about UF's grades and grading policies, please consult https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx). In accordance, a student's overall performance in this course will be graded as follows:

A (4.0) = 94% & above;

A- (3.67) = 90% to 93.99%;
B+ (3.33) = 87% to 89.99%; B (3.0) = 83% to 86.99%; B- (2.67) = 80% to 82.99%
C+ (2.33) = 77% to 79.99%; C (2.0) = 73% to 76.99%; C- (1.67) = 70% to 72.99%
D+ (1.33) = 67% to 69.99%; D (1.0) = 63% to 66.99%; D- (0.67) = 60% to 62.99%;
E (0.00) = Below 60%

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Deborah Breiter Terry, Ph.D.
d.breiterterry@ufl.edu

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

*• 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 *

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• 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.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• 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/.

* *

Response:
Yes

Branding Strategies in Tourism, Hospitality & Event Management

HMG 6XXX| 2 credits |Fall 2024

Department of Tourism, Hospitality and Event Management
College of Health and Human Performance
UNIVERSITY *of* FLORIDA

Connect with HHP

- @UFHHP
- @ufhhp
- @UF_HHP
- HHP LinkedIn

COURSE INFORMATION

Credits: 2
Meeting location and time:
Hough Hall 140, Tuesday 4:05 pm - 6 pm
Hough Hall 140, Thursday 4:05 pm - 6 pm

INSTRUCTOR INFORMATION

Deborah Breiter Terry, Ph.D.
Office: 240 Florida Gym
Office Phone: 352-294-1611
Email: d.breiterterry@ufl.edu
Office hours: T, R (12:30 PM to 2:30 PM) & by appointment.

Department Chair   Rachel Fu, Ph.D., CHE   Room FLG 240D
Email: racheljuichifu@ufl.edu

Course Description (a Required course):

This online course aims to empower students with knowledge and capacities to understand and analyze brand and branding management in the hospitality and tourism industry, from both a corporate and consumer perspective. This objective will be achieved through key concepts surrounding the subject: corporate perspective, the development of brand and brand architecture, the definition and role of marketing mix, the integrating marketing communication and brand management, the consumer perception in branding.

Course Prerequisite: No prerequisites

Status: Admitted Graduate Students

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

- Apply the core concepts of branding, including brand equity, brand positioning, and brand identity. Students will explore how these principles apply specifically to the hospitality and tourism sectors.
- Analyze and evaluate the effectiveness of various branding strategies implemented by hospitality and tourism organizations. This includes studying successful case studies and identifying the factors that contribute to a strong brand.

- Design and propose branding initiatives tailored for hospitality and tourism organizations. This will involve creativity and strategic thinking to ensure alignment with business objectives and market needs.
- Measure the impact of branding strategies quantitatively and qualitatively on business performance and customer perception in the hospitality and tourism industry.
- Explore the role of digital media in branding, including social media, content marketing, and online reputation management. Students will gain hands-on experience in creating digital branding strategies that enhance customer engagement and loyalty.
- Apply the cultural dimensions of branding, including how to adapt branding strategies to different cultural contexts. Students will also discuss ethical considerations in branding, such as sustainability and transparency.
- Develop skills in collaborative management practices, learning how to work with stakeholders across different departments and outside the organization to support and sustain brand objectives.
- Analyze emerging trends and innovations in branding within the hospitality and tourism industry, preparing students to adapt and lead in a continuously evolving landscape.

Course Materials:

Required Text: Strategic Brand Management (5th edition) by Keller & Swaminathan, Pearson Education, ISBN 10: 0-13-489249-6

- ✓ **Module 1/ Week 1 Chapters 1-2**
- ✓ **Module 2/ Week 2 Chapters 3-4**
- ✓ **Module 3/ Week 3 Chapters 5-6**
- ✓ **Module 4/ Week 4 Chapters 7-8**
- ✓ **Module 5/ Week 5 Chapters 9-10**
- ✓ **Module 6/ Week 6 Chapters 11-12**
- ✓ **Module 7/ Week 8 Chapters 13-14**

Course Format: The course will include a combination of lectures, discussions, exams, and projects. Attendance and active participation are essential to the nature of this course. There are live meetings for residential students and pre-recorded lectures for online students

Readings from articles will be assigned throughout the semester. It is important to keep up with the assigned readings to enhance your understanding of the course content.

Participation in class is highly recommended and encouraged to facilitate ideas and concepts.

Technology Requirements: Students will use Microsoft Word, Excel and PowerPoint. Students may also use video producing and editing programs, although the preferred tool is for students to use a tool in which they are already comfortable.

Course Evaluation: The following table provides a brief summary of the specific assessment tools for this course, as well as the related percentage (and point) value of the final grade.

Students can earn 900 points (100%) in this class:

Assessment Tool		% value (Pt value)
Rebranding Initiative		63% (570 pts)
Discussions	5 discussions at 10 pts each	6% (50 pts)

| Event Branding Strategy:
Creating a Unique Identity in
the Competitive Industry | 1 individual project | 31% (280 pts) |
| Total | | 100% (900 pts) |

Rebranding Initiative: A Case Study Approach

Destination Rebranding Initiative: A Case Study Approach

   In this project, students will select a real-world tourism destination that has undergone or is currently undergoing a rebranding process. They will analyze the motivations behind the rebranding, the strategies implemented, and the effectiveness of the rebranding efforts in attracting new target markets and repositioning the destination. Students will conduct research on pre- and post-rebranding brand perception, evaluate customer feedback, and assess how the new brand aligns with current tourism trends.

Components:
- Historical analysis of the destination's original branding
- Evaluation of the rebranding strategy (logos, slogans, marketing campaigns, etc.)
- Market perception analysis pre- and post-rebranding
- Analysis of key challenges and success factors
- Recommendations for further improvement

Rebranding Initiative Project Rubric

Criteria and Weight	Rating (Points)				
	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Completeness 40%	Completed all steps required by the assignment	Completed almost all steps required by the assignment	Completed most steps required by the assignment	Completed some steps required by the assignment	Completed only a few steps required by the assignment
Justification 30%	Provided sufficient explanations justifying all answers	Provided explanations justifying most answers	Provided explanations justifying some answers	Provided explanations justifying a few answers	Did not provide explanations justifying any answers
Writing 20%	High-quality writing with proper use of sentences,	Good-quality writing with some minor issues in	Adequate quality of writing with noticeable issues	Limited quality of writing with significant issues in	Poor quality of writing, lacking proper sentences,

3

Rebranding Initiative Project Rubric

Criteria and Weight	Rating (Points)				
	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
	paragraphs, and minimal grammar and spelling errors	sentences, paragraphs, grammar, and spelling	in sentences, paragraphs, grammar, and spelling	sentences, paragraphs, grammar, and spelling	paragraphs, and containing multiple grammar and spelling errors
Overall Impression 10%	Outstanding effort and exceptional quality of work	Good effort and commendable quality of work	Adequate effort with room for improvement in quality	Limited effort with considerable improvement needed in quality	Minimal effort and significant improvement needed in quality
Total= 100%					

Discussions: Discussions provide students an opportunity to expand their knowledge of course materials with other classmates. The discussions are meant for you to think like an event planner and expound foundational knowledge of event management to the discussion topics on Canvas. **Further instructions for initial posts and reply posts are found on Canvas.**

Discussion Rubric

Criteria and Weight	Rating (Points)				
	Excellent (100%)	Good (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Initial Post					
Completeness 40%	Thoroughly addresses all questions, integrates relevant course material, and includes external references.	Answers all questions with minor gaps or lacks external references.	Addresses most questions but may miss some key details or material.	Addresses few questions, with incomplete or unclear responses.	Fails to address the questions or significantly off-topic.

Depth of Analysis 20%	Demonstrates in-depth understanding, critical thinking, and original insights, well-supported by evidence and examples.	Shows solid understanding and analysis, but lacks some depth or originality. Some examples present.	Provides a basic understanding with general ideas and limited examples or evidence.	Analysis lacks depth and critical thinking, with minimal support or unclear ideas.	Fails to provide depth or analysis; unsupported or underdeveloped ideas.
Reply Post					
Engagement with Peer 20%	Thoughtfully engages with peer's post, offering valuable insights, constructive feedback, and extends the conversation.	Engages with peer's post, offering feedback or building on ideas, but lacks full depth.	Provides basic engagement, reinforcing ideas with limited feedback or new perspectives.	Minimal engagement with peer's post, feedback is brief or lacks relevance.	Does not engage meaningfully with peer's post or provides irrelevant feedback.
Respectful Communication 20%	Consistently uses respectful, professional language, fostering positive dialogue and encouraging further discussion.	Generally respectful, with minor lapses in tone or encouragement for dialogue.	Communication is neutral, with little encouragement or fostering of further discussion.	Tone is indifferent or lacks professionalism, with little encouragement of dialogue.	Disrespectful or inappropriate tone that discourages productive discussion.
Total=100%					

Event Branding Strategy: Creating a Unique Identity in the Competitive Industry (e.g., Event Space)

Students will be tasked with developing a comprehensive branding strategy for a hypothetical large-scale event (e.g., a music festival, international conference, or major sporting event). The project will focus on creating a distinctive brand identity that resonates with the target audience, differentiates the event from competitors, and aligns with the values of the hosting destination. Students will also create marketing materials, including a logo, slogan, and promotional plan.

Components:
• Development of a unique brand identity (name, logo, slogan)
• Target market analysis and brand positioning
• Competitive analysis within the event's niche
• Integrated marketing and promotion plan
• Sustainability and community engagement strategies

Event Branding Strategy: Creating a Unique Identity in the Competitive Industry	
	Rating (Points)

Criteria and Weight	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Creativity and originality of the brand identity 25%	Exceptional creativity, originality, and consistency in brand identity, effectively capturing the event's essence and objectives.	Strong and consistent brand identity with creative elements that align well with the event's objectives.	Brand identity is functional and relevant to the event, but lacks strong creativity or differentiation.	Some creative effort but lacks cohesion or alignment with the event. Elements may be inconsistent or not fully developed.	Brand identity lacks creativity, originality, or relevance to the event. Inconsistent or poorly developed elements.
Target Market Analysis and Brand Positioning 25%	Comprehensive target market analysis with a precise, innovative positioning strategy that effectively differentiates the event.	Solid target market analysis with a well-defined and effective positioning strategy tailored to audience needs.	Adequate research with a clearly defined target market, but positioning could be more focused or detailed.	Target market research is minimal or incomplete, with vague or generic positioning.	Little to no research into the target market, with poorly defined or missing positioning strategy.
Analysis of competitors' strengths and weaknesses 25%	Thorough and insightful competitive analysis, demonstrating a strong differentiation strategy that positions the event as a leader in its niche.	Detailed competitive analysis with clear differentiation strategies and insights into competitors' strengths and weaknesses.	Basic competitive analysis with some differentiation, but lacking depth or strategic insights.	Limited competitive analysis, with few insights into competitors' strategies.	No clear competitive analysis or failure to identify relevant competitors.
Integrated Marketing and Promotion Plan 25%	Comprehensive and highly integrated marketing plan using a range of channels in innovative and effective ways to maximize audience engagement and event visibility.	Well-rounded marketing plan with multiple, well-integrated channels and creative approaches to audience engagement.	Adequate marketing plan using a variety of channels, but lacking in creative engagement or strong integration.	Limited marketing efforts with few channels or weak integration.	Poorly developed or missing marketing plan, with minimal integration of channels.
Sustainability and Community Engagement Strategies 25%	Outstanding and innovative sustainability practices and community engagement strategies that significantly enhance the brand's reputation and long-term impact.	Good sustainability and community engagement strategies, with clear impact on brand image and community relations.	Basic sustainability and community engagement strategies in place, but lacking in innovation or depth.	Minimal efforts toward sustainability or community engagement, with no clear strategy for long-term impact.	No focus on sustainability or community engagement. Lacking any long-term strategy.

Grading Scale: The University's grading system will be used for this course (for information about UF's grades and grading policies, please consult

https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx). In accordance, a student's overall performance in this course will be graded as follows:

A (4.0) = 94% & above;   A- (3.67) = 90% to 93.99%;
B+ (3.33) = 87% to 89.99%;   B (3.0) = 83% to 86.99%;   B- (2.67) = 80% to 82.99%
C+ (2.33) = 77% to 79.99%;   C (2.0) = 73% to 76.99%;   C- (1.67) = 70% to 72.99%
D+ (1.33) = 67% to 69.99%;   D (1.0) = 63% to 66.99%;   D- (0.67) = 60% to 62.99%;
E (0.00) = Below 60%

Assignment Feedback and Response Time: All assignments are graded within seven days of the due date, unless otherwise communicated. Detailed feedback on most assignments is provided to each student and can be found in Canvas under the grade comments.

Class Policies: Students are expected to be professional in course discussions, which requires them to:

• Actively participate in the course at all times. Active participation includes asking thoughtful questions, contributing knowledge and ideas relevant to the topic, volunteering answers to questions, and sharing relevant material from other readings, classes, newspapers, and media sources.

• Be punctual with regards to course due dates.

• Be prepared to participate in discussions. Students are required to read all assigned materials prior to class.

• Be courteous and respectful to your peers and the instructor.

It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.

You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Attendance & Late Assignment Policy: Late work is not allowed unless in alignment with the UF make-up policy. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with the University's policies. For more information about UF's policies, please consult (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.)

Students with prior knowledge of an excused absence must make arrangements to submit assignments prior to the due date. Documentation must be provided to the instructor for an excused absence. Excused

absences include, but are not limited to, personal illness, family illness or death, jury duty, religious holiday, and official University activities. Absences will be excused at the instructor's discretion.

Students with Disabilities: Support services for students with disabilities are coordinated by the Disability Resource Center in the Dean of Students Office. Students 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. Any student who feels that they may need accommodations based on the impact of a disability should contact the instructor privately to discuss their specific needs. The University encourages students to follow this procedure as early as possible in the semester.

UF Academic 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."

Academic dishonesty, such as plagiarism and cheating, will not be tolerated. Violation of the UF Academic Honor Code will incur serious consequences. Any act of academic dishonesty will be reported to the Dean of Students Office. Plagiarism and cheating may be punished by failure on the exam, assignment, or project; failure in the course; and/or expulsion. There are no exceptions to this policy. For more information about UF's policy, please consult https://policy.ufl.edu/regulation/4-040/ .

Online Course Evaluations:

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/ .

Additional Resources:

- Office of Academic Support can be found at https://oas.aa.ufl.edu/
- UF Tutoring offers various forms of academic support to help students succeed in their studies. All tutoring services are free to UF students. https://teachingcenter.ufl.edu/tutoring/
- Writing Studio is committed to helping UF students meet their academic and professional goals by becoming better writers. https://writing.ufl.edu/writing-studio/
- U Matter We Care: This initiative aims to assist the community with care related resources that focus on health, safety, and holistic well-being. https://umatter.ufl.edu/

COURSE SCHEDULE

The course schedule is tentative and subject to change. Changes will be announced on Canvas. It is the student's responsibility to keep track of announced schedule changes.

Week	Module	Topics	Assigned Readings/Assignment Due Dates

Week 1	1	Introduction to Branding in Tourism, Hospitality, and Events	Due Sunday: Syllabus Acknowledgement, Discussion, Assignment
Week 2	2	Brand Positioning and Target Market Analysis	Due Sunday: Discussion, Assignment
Week 3	3	Destination Branding and Image Development	Due Sunday: Discussion, Assignment
Week 4	4	Hospitality Brand Management	Due Sunday: Assignment
Week 5	5	Event Branding: Creating Impact and Engagement	Due Sunday: Assignment
Week 6	6	Digital Branding and Social Media in Tourism, Hospitality, and Events	Due Sunday: Assignment
Week 7	7	Sustainability and Corporate Social Responsibility (CSR) in Branding	Due Sunday: Assignment
Week 8	8	Measuring Brand Performance and Future Trends in Branding	Due Sunday: Discussion, Assignment
Finals Week		Recorded Final Presentations Submitted	

Course|New for request 19911

Info

Request: HMG 6XXX Destination and Hospitality Crisis Management
Description of request: This course was previously offered as a special topic (LEI 6931), and we are now requesting a permanent course number.

Submitter: Rachel Fu racheljuichifu@ufl.edu
Created: 2/4/2025 10:52:36 PM
Form version: 10

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

    Response:
    HMG

Course Level
*Select the 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

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

    Response:
    xxx

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

    Response:
    None

Category of Instruction
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment. *

    Response:

Intermediate

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Destination and Hospitality Crisis Management

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Hospitality Crisis Management

Degree Type
Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

Response:
Online, On-Campus

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
2

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

    Response:
    Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

    Response:
    Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

    Response:
    4

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

    Response:
    This course establishes a foundation for crisis management in hospitality/tourism. Students will focus on crisis management models, crisis communication models, emergency management models, and how the three are integrated. Additionally, students will become familiar with the similarities and di?erences between risk management (safety, security, etc.) and crisis management planning and implementation.

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

    Response:

N/A

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
NO prerequisites
Status: Admitted Graduate Students

Completing Prerequisites:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*
• *If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)*

*Example: *
<ol>
• *Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.*
• *Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
This course was previously offered as a special topic (LEI 6931), and we are now requesting a permanent course number. This course is required for the degree.
Offering HMG 6xxx Destination and Hospitality Crisis Management in the Master of Science in Tourism, Hospitality, and Event Management is crucial for preparing students to handle unforeseen events effectively. This course teaches resilience strategies, ensuring that future leaders can maintain operational stability and safeguard guest experiences during crises. Students learn critical risk assessment techniques, enabling them to identify potential threats and develop comprehensive response plans. The curriculum also focuses on communication skills, which are vital for managing stakeholder relationships and preserving brand reputation in challenging times. By mastering these skills, graduates are better equipped to lead their organizations through crises, minimizing impacts and facilitating faster recoveries.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
1. Explain why hospitality/tourism crisis management is important?
2. De?ne how the hospitality/tourism industry is vulnerable?
3. Describe approaches to crisis management?
4. Design organizational structures of hospitality/tourism crisis management?
5. Analyze the basic principles of crisis management?
6. Describe and apply e?ective crisis management plans?
7. Implement crisis communication plans based on the crisis management model

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Recommended Course Materials:
Week 1/Module 1
https://link.springer.com/chapter/10.1007/978-981-19-5763-5_1
https://www.routledge.com/Crisis-Management-Destination-Recovery-and-Sustainability-Tourism-at-a-Crossroads/Kennell-Mohanty-Sharma-Hassan/p/book/9781032282350
https://www.mdpi.com/2071-1050/15/15/12047
Faulkner, B. (2001). Towards a framework for tourism disaster management. Tourism Management, 22(2), 135-147.
Week 1/Module 1
World Travel & Tourism Council (WTTC). (2020). Crisis Readiness: Are You Prepared and Resilient?
Week 2/Module 2
Glaesser, D. (2016). Crisis Management in the Tourism Industry (2nd ed.). Routledge.
Week 3/Module 3
Hall, C. M. (2010). Crisis events in tourism: Subjects of crisis in tourism. Current Issues in Tourism, 13(5), 401-417.
Week 4/Module 4
Ritchie, B. W. (2008). Tourism disaster planning and management: From response and recovery to reduction and readiness. Current Issues in Tourism, 11(4), 315-348.
Week 5/Module 5
Fuchs, G., & Pizam, A. (2011). The importance of safety and security for tourism destinations. Journal of Hospitality Marketing & Management, 20(3-4), 178-198.
Week 6/Module 6
Beirman, D. (2003). Restoring Tourism Destinations in Crisis: A Strategic Marketing Approach. CABI Publishing.
Week 7/Module 7
Calgaro, E., & Lloyd, K. (2008). Sun, sea, sand, and tsunami: Examining disaster vulnerability in the tourism sector in Koh Phi Phi, Thailand. Tourism Geographies, 10(4), 551-571.

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
COURSE SCHEDULE
The course schedule is tentative and subject to change. Changes will be announced on Canvas. It is the student's responsibility to keep track of announced schedule changes.
Week   Module Topics Assigned Readings/Assignment Due Dates
Week 1
    1   Introduction to Crisis Management in Hospitality and Tourism   Due Sunday: Syllabus

Acknowledgement, Discussion, Assignment
Week 2
    2   Risk Identification and Vulnerability Assessment in Tourism Destinations
    Due Sunday: Discussion, Assignment
Week 3
    3   Crisis Preparedness and Mitigation Strategies   Due Sunday: Discussion, Assignment
Week 4
    4   Crisis Communication and Stakeholder Engagement   Due Sunday: Assignment
Week 5
    5   Crisis Response: Immediate Actions and Decision-Making   Due Sunday:
Assignment
Week 6
    6   Recovery and Rebuilding Strategies Post-Crisis Due Sunday: Assignment
Week 7
    7   Sustainable Crisis Management and Community Engagement   Due Sunday:
Assignment
Week 8
    8   Future Trends and Innovations in Destination and Hospitality Crisis Management
    Due Sunday: Discussion, Assignment
Finals Week   Recorded Final Presentations Submitted

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Students can earn 900 points (100%) in this class:

Assessment Tool	% value (Pt value)	
Crisis Response Plan Project	7 steps (varying pts)	63% (570 pts)
Discussions	5 discussions at 10 pts each	6% (50 pts)
Destination Crisis Management	1 individual project	31% (280 pts)
Total		100% (900 pts)

Crisis Response Plan for a Hospitality Business: A Comprehensive Strategy for Operational Resilience
Crisis Response Plan for a Hospitality Business: A Comprehensive Strategy for Operational Resilience
In this project, students will develop a crisis response plan for a hypothetical hospitality business (hotel, resort, or restaurant). The crisis can be natural disasters, pandemics, political unrest, or cybersecurity threats. The project will focus on preparedness, immediate response, and long-term recovery strategies, integrating communication protocols, risk assessments, and operational adjustments.

Crisis Response Plan for a Hospitality Business Project Rubric
    Rating
(Points)
Criteria and WeightExcellent
(100%)   Proficient
(80%)   Satisfactory
(60%)   Needs Improvement
(40%)   Unsatisfactory
(0%)
Completeness

40%   Completed all steps required by the assignment Completed almost all steps required by the assignment   Completed most steps required by the assignment   Completed some steps required by the assignment   Completed only a few steps required by the assignment
Justification
30%   Provided sufficient explanations justifying all answers   Provided explanations justifying most answers   Provided explanations justifying some answers   Provided explanations justifying a few answers   Did not provide explanations justifying any answers
Writing
20%   High-quality writing with proper use of sentences, paragraphs, and minimal grammar and spelling errors Good-quality writing with some minor issues in sentences, paragraphs, grammar, and spelling   Adequate quality of writing with noticeable issues in sentences, paragraphs, grammar, and spelling Limited quality of writing with significant issues in sentences, paragraphs, grammar, and spelling Poor quality of writing, lacking proper sentences, paragraphs, and containing multiple grammar and spelling errors
Overall Impression
10%   Outstanding effort and exceptional quality of work   Good effort and commendable quality of work   Adequate effort with room for improvement in quality   Limited effort with considerable improvement needed in quality   Minimal effort and significant improvement needed in quality
Total= 100%

Discussions: Discussions provide students an opportunity to expand their knowledge of course materials with other classmates. The discussions are meant for you to think like an event planner and expound foundational knowledge of event management to the discussion topics on Canvas. Further instructions for initial posts and reply posts are found on Canvas.
Discussion Rubric
    Rating
(Points)
Criteria and WeightExcellent (100%)   Good (80%)   Satisfactory (60%)   Needs Improvement (40%)   Unsatisfactory (0%)
Initial Post
Completeness 40%   Thoroughly addresses all questions, integrates relevant course material, and includes external references. Answers all questions with minor gaps or lacks external references.   Addresses most questions but may miss some key details or material.   Addresses few questions, with incomplete or unclear responses.   Fails to address the questions or significantly off-topic.
Depth of Analysis
20%   Demonstrates in-depth understanding, critical thinking, and original insights, well-supported by evidence and examples.   Shows solid understanding and analysis, but lacks some depth or originality. Some examples present. Provides a basic understanding with general ideas and limited examples or evidence.   Analysis lacks depth and critical thinking, with minimal support or unclear ideas.   Fails to provide depth or analysis; unsupported or underdeveloped ideas.
Reply Post
Engagement with Peer
20%   Thoughtfully engages with peer's post, offering valuable insights, constructive feedback, and extends the conversation.   Engages with peer's post, offering feedback or building on ideas, but lacks full depth.   Provides basic engagement, reinforcing ideas with limited feedback or new perspectives.   Minimal engagement with peer's post, feedback is brief or lacks relevance.   Does not engage meaningfully with peer's post or provides irrelevant feedback.
Respectful Communication 20%   Consistently uses respectful, professional language, fostering positive dialogue and encouraging further discussion.   Generally respectful, with minor lapses in tone or encouragement for dialogue.   Communication is neutral, with little encouragement or fostering of further discussion.   Tone is indifferent or lacks professionalism, with little encouragement of dialogue.   Disrespectful or inappropriate tone that discourages productive discussion.
Total=100%

Destination Crisis Management: A Case Study on Disaster Preparedness and Recovery in Tourism

In this project, students will analyze a real-world tourism destination that has faced a significant crisis (e.g., natural disaster, political unrest, health crisis). They will evaluate the destination's preparedness before the crisis, the effectiveness of its response, and the strategies used for recovery and rebuilding the tourism industry. Students will also propose improvements or alternative strategies based on their analysis.

Destination Crisis Management: A Case Study on Disaster Preparedness and Recovery in Tourism Analyses Rubric

Criteria and Weight	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Case Study Selection and Contextual Analysis 20%	Excellent case study selection with thorough contextual analysis, highlighting all relevant pre-crisis factors.	Well-chosen case study with a strong contextual analysis, though some key details may be missing.	Adequate case study selection with basic contextual analysis, though lacking depth in pre-crisis factors.	Limited case study selection with minimal analysis of the destination's pre-crisis situation.	Poor or irrelevant case study selection with no contextual analysis.
Preparedness and Risk Mitigation Assessment 20%	Comprehensive analysis of preparedness and risk mitigation strategies, showing strong understanding and depth.	Solid analysis of preparedness and risk mitigation strategies, though some details may be lacking.	Adequate analysis of preparedness and risk mitigation strategies, but lacks depth or breadth.	Basic identification of preparedness strategies, lacking significant depth or clarity.	No analysis of preparedness or risk mitigation strategies.
Crisis Response Evaluation 30%	Detailed and well-supported evaluation of the crisis response, providing deep insights into its effectiveness.	Solid evaluation of the crisis response with clear analysis, though lacking some depth.	Adequate evaluation of the crisis response, with basic insights but limited analysis of effectiveness.	Basic evaluation of the crisis response with limited or superficial analysis.	No evaluation of the crisis response or poor understanding of the response's effectiveness.
Recovery and Rebuilding Strategies 20%	Comprehensive recovery and rebuilding strategies with insightful recommendations for future rebuilding.	Well-structured recovery and rebuilding strategies, though some aspects may lack innovation or depth.	Adequate recovery strategies with basic recommendations for future improvements.	Limited recovery strategies with minimal recommendations or strategic focus.	No recovery plan or poorly developed strategies with little to no focus on rebuilding.
Recommendations for Improvement 10%	Well-researched, original, and practical recommendations that significantly enhance the destination's crisis management strategy.	Good recommendations based on analysis, though lacking some creativity or thoroughness.	Basic recommendations that are functional but lacking in-depth analysis or originality.	Limited or vague recommendations with little to no critical thinking applied.	No recommendations provided, or recommendations are irrelevant or poorly developed.

Grading Scale: The University's grading system will be used for this course (for information about UF's grades and grading policies, please consult https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx). In accordance, a student's overall performance in this course will be graded as follows:
A (4.0) = 94% & above;

A- (3.67) = 90% to 93.99%;
B+ (3.33) = 87% to 89.99%; B (3.0) = 83% to 86.99%; B- (2.67) = 80% to 82.99%
C+ (2.33) = 77% to 79.99%; C (2.0) = 73% to 76.99%; C- (1.67) = 70% to 72.99%
D+ (1.33) = 67% to 69.99%; D (1.0) = 63% to 66.99%; D- (0.67) = 60% to 62.99%;
E (0.00) = Below 60%

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Brian D. Avery

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

*• 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 *

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• 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.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used

directly in the syllabus:

• 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/.

* *

Response:
Yes

Destination & Hospitality Crisis Management

HMG 6XXX| 2 credits |Fall 2024

COURSE INFORMATION

Credits: 2
Meeting location and time:
Hough Hall 140, Tuesday 4:05 pm - 6 pm
Hough Hall 140, Thursday 4:05 pm - 6 pm

INSTRUCTOR INFORMATION

Brian D. Avery
Office: FLG 302
Office (F2F & Zoom) hours:
Thursdays 9 AM - 10 AM
and by appointment
Office Phone: 352-294-6922
Email: brianavery@ufl.edu
Office hours: T, R (1:30 PM to 3:30 PM) & by appointment.

Department Chair   Rachel Fu, Ph.D., CHE   Room FLG 240D
                        Email: racheljuichifu@ufl.edu

Course Description [Required Course]:

This course establishes a foundation for crisis management in hospitality/tourism. Students will focus on crisis management models, crisis communication models, emergency management models, and how the three are integrated. Additionally, students will become familiar with the similarities and differences between risk management (safety, security, etc.) and crisis management planning and implementation.
This module introduces the students to:
1. Fundamentals of hospitality/tourism crisis management
2. Fundamentals of crisis communication
3. Fundamentals of emergency management
4. Basic principles of crisis communication
5. How crisis communication fits into the management model 6. What is effective crisis communication

Course Prerequisite:

NO prerequisites

Status: Admitted Graduate Students

"Destination & Hospitality Crisis Management" is an introductory course in crisis management that leverages tourism and hospitality case studies to equip graduate students with a strong foundational understanding. Students will engage with in-depth content through instructor-led discussions and assigned readings. As a result, no prerequisite course is required.

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

- Explain why hospitality/tourism crisis management is important
- Define how the hospitality/tourism industry is vulnerable
- Describe approaches to crisis management
- Design organizational structures of hospitality/tourism crisis management
- Analyze the basic principles of crisis management
- Describe and apply effective crisis management plans
- Implement crisis communication plans based on the crisis management model

Recommended Course Materials:

Week 1/Module 1

https://link.springer.com/chapter/10.1007/978-981-19-5763-5_1

https://www.routledge.com/Crisis-Management-Destination-Recovery-and-Sustainability-Tourism-at-a-Crossroads/Kennell-Mohanty-Sharma-Hassan/p/book/9781032282350

https://www.mdpi.com/2071-1050/15/15/12047

Faulkner, B. (2001). Towards a framework for tourism disaster management. Tourism Management, 22(2), 135-147.

Week 1/Module 1

World Travel & Tourism Council (WTTC). (2020). Crisis Readiness: Are You Prepared and Resilient?

Week 2/Module 2

Glaesser, D. (2016). Crisis Management in the Tourism Industry (2nd ed.). Routledge.

Week 3/Module 3

Hall, C. M. (2010). Crisis events in tourism: Subjects of crisis in tourism. Current Issues in Tourism, 13(5), 401-417.

Week 4/Module 4

Ritchie, B. W. (2008). Tourism disaster planning and management: From response and recovery to reduction and readiness. Current Issues in Tourism, 11(4), 315-348.

Week 5/Module 5

Fuchs, G., & Pizam, A. (2011). The importance of safety and security for tourism destinations. Journal of Hospitality Marketing & Management, 20(3-4), 178-198.

Week 6/Module 6

Beirman, D. (2003). Restoring Tourism Destinations in Crisis: A Strategic Marketing Approach. CABI Publishing.

Week 7/Module 7

Calgaro, E., & Lloyd, K. (2008). Sun, sea, sand, and tsunami: Examining disaster vulnerability in the tourism sector in Koh Phi Phi, Thailand. Tourism Geographies, 10(4), 551-571.

Course Format: The course will include a combination of lectures, discussions, exams, and projects. Attendance and active participation are essential to the nature of this course. There are live meetings for residential students and pre-recorded lectures for online students

Readings from articles will be assigned throughout the semester. It is important to keep up with the assigned readings to enhance your understanding of the course content.

Participation in class is highly recommended and encouraged to facilitate ideas and concepts.

Technology Requirements: Students will use Microsoft Word, Excel and PowerPoint. Students may also use video producing and editing programs, although the preferred tool is for students to use a tool in which they are already comfortable.

Course Evaluation: The following table provides a brief summary of the specific assessment tools for this course, as well as the related percentage (and point) value of the final grade.

Students can earn 900 points (100%) in this class:

Assessment Tool		% value (Pt value)
Crisis Response Plan Project	7 steps (varying pts)	63% (570 pts)
Discussions	5 discussions at 10 pts each	6% (50 pts)
Destination Crisis Management	1 individual project	31% (280 pts)
Total		100% (900 pts)

Crisis Response Plan for a Hospitality Business: A Comprehensive Strategy for Operational Resilience

Crisis Response Plan for a Hospitality Business: A Comprehensive Strategy for Operational Resilience In this project, students will develop a crisis response plan for a hypothetical hospitality business (hotel, resort, or restaurant). The crisis can be natural disasters, pandemics, political unrest, or cybersecurity threats. The project will focus on preparedness, immediate response, and long-term recovery strategies, integrating communication protocols, risk assessments, and operational adjustments.

Crisis Response Plan for a Hospitality Business Project Rubric

Criteria and Weight	Rating (Points)				
	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Completeness 40%	Completed all steps required by the assignment	Completed almost all steps required by the assignment	Completed most steps required by the assignment	Completed some steps required by the assignment	Completed only a few steps required by the assignment
Justification 30%	Provided sufficient explanations justifying all answers	Provided explanations justifying most answers	Provided explanations justifying some answers	Provided explanations justifying a few answers	Did not provide explanations justifying any answers
Writing 20%	High-quality writing with proper use of sentences, paragraphs, and minimal grammar and spelling errors	Good-quality writing with some minor issues in sentences, paragraphs, grammar, and spelling	Adequate quality of writing with noticeable issues in sentences, paragraphs, grammar, and spelling	Limited quality of writing with significant issues in sentences, paragraphs, grammar, and spelling	Poor quality of writing, lacking proper sentences, paragraphs, and containing multiple grammar and spelling errors
Overall Impression 10%	Outstanding effort and exceptional quality of work	Good effort and commendable quality of work	Adequate effort with room for improvement in quality	Limited effort with considerable improvement needed in quality	Minimal effort and significant improvement needed in quality
Total= 100%					

Discussions: Discussions provide students an opportunity to expand their knowledge of course materials with other classmates. The discussions are meant for you to think like an event planner and expound foundational knowledge of event management to the discussion topics on Canvas. **Further instructions for initial posts and reply posts are found on Canvas.**

Discussion Rubric

Criteria and Weight	Rating (Points)				
	Excellent (100%)	Good (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Initial Post					
Completeness 40%	Thoroughly addresses all questions, integrates relevant course material, and includes external references.	Answers all questions with minor gaps or lacks external references.	Addresses most questions but may miss some key details or material.	Addresses few questions, with incomplete or unclear responses.	Fails to address the questions or significantly off-topic.
Depth of Analysis 20%	Demonstrates in-depth understanding, critical thinking, and original insights, well-supported by evidence and examples.	Shows solid understanding and analysis, but lacks some depth or originality. Some examples present.	Provides a basic understanding with general ideas and limited examples or evidence.	Analysis lacks depth and critical thinking, with minimal support or unclear ideas.	Fails to provide depth or analysis; unsupported or underdeveloped ideas.
Reply Post					
Engagement with Peer 20%	Thoughtfully engages with peer's post, offering valuable insights, constructive feedback, and extends the conversation.	Engages with peer's post, offering feedback or building on ideas, but lacks full depth.	Provides basic engagement, reinforcing ideas with limited feedback or new perspectives.	Minimal engagement with peer's post, feedback is brief or lacks relevance.	Does not engage meaningfully with peer's post or provides irrelevant feedback.
Respectful Communication 20%	Consistently uses respectful, professional language, fostering positive dialogue and encouraging further discussion.	Generally respectful, with minor lapses in tone or encouragement for dialogue.	Communication is neutral, with little encouragement or fostering of further discussion.	Tone is indifferent or lacks professionalism, with little encouragement of dialogue.	Disrespectful or inappropriate tone that discourages productive discussion.
Total=100%					

Destination Crisis Management: A Case Study on Disaster Preparedness and Recovery in Tourism

In this project, students will analyze a real-world tourism destination that has faced a significant crisis (e.g., natural disaster, political unrest, health crisis). They will evaluate the destination's preparedness before the crisis, the effectiveness of its response, and the strategies used for recovery and rebuilding the tourism industry. Students will also propose improvements or alternative strategies based on their analysis.

Destination Crisis Management: A Case Study on Disaster Preparedness and Recovery in Tourism Analyses Rubric					
	Rating (Points)				
Criteria and Weight	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Case Study Selection and Contextual Analysis 20%	Excellent case study selection with thorough contextual analysis, highlighting all relevant pre-crisis factors.	Well-chosen case study with a strong contextual analysis, though some key details may be missing.	Adequate case study selection with basic contextual analysis, though lacking depth in pre-crisis factors.	Limited case study selection with minimal analysis of the destination's pre-crisis situation.	Poor or irrelevant case study selection with no contextual analysis.
Preparedness and Risk Mitigation Assessment 20%	Comprehensive analysis of preparedness and risk mitigation strategies, showing strong understanding and depth.	Solid analysis of preparedness and risk mitigation strategies, though some details may be lacking.	Adequate analysis of preparedness and risk mitigation strategies, but lacks depth or breadth.	Basic identification of preparedness strategies, lacking significant depth or clarity.	No analysis of preparedness or risk mitigation strategies.
Crisis Response Evaluation 30%	Detailed and well-supported evaluation of the crisis response, providing deep insights into its effectiveness.	Solid evaluation of the crisis response with clear analysis, though lacking some depth.	Adequate evaluation of the crisis response, with basic insights but limited analysis of effectiveness.	Basic evaluation of the crisis response with limited or superficial analysis.	No evaluation of the crisis response or poor understanding of the response's effectiveness.
Recovery and Rebuilding Strategies 20%	Comprehensive recovery and rebuilding strategies with insightful recommendations for future rebuilding.	Well-structured recovery and rebuilding strategies, though some aspects may lack innovation or depth.	Adequate recovery strategies with basic recommendations for future improvements.	Limited recovery strategies with minimal recommendations or strategic focus.	No recovery plan or poorly developed strategies with little to no focus on rebuilding.

Recommendations for Improvement 10%	Well-researched, original, and practical recommendations that significantly enhance the destination's crisis management strategy.	Good recommendations based on analysis, though lacking some creativity or thoroughness.	Basic recommendations that are functional but lacking in-depth analysis or originality.	Limited or vague recommendations with little to no critical thinking applied.	No recommendations provided, or recommendations are irrelevant or poorly developed.

Grading Scale: The University's grading system will be used for this course (for information about UF's grades and grading policies, please consult https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx). In accordance, a student's overall performance in this course will be graded as follows:

A (4.0)   = 94% & above;   A- (3.67) = 90% to 93.99%;
B+ (3.33) = 87% to 89.99%;   B (3.0) = 83% to 86.99%;   B- (2.67) = 80% to 82.99%
C+ (2.33) = 77% to 79.99%;   C (2.0) = 73% to 76.99%;   C- (1.67) = 70% to 72.99%
D+ (1.33) = 67% to 69.99%;   D (1.0) = 63% to 66.99%;   D- (0.67) = 60% to 62.99%;
E (0.00) = Below 60%

Assignment Feedback and Response Time: All assignments are graded within seven days of the due date, unless otherwise communicated. Detailed feedback on most assignments is provided to each student and can be found in Canvas under the grade comments.

Class Policies: Students are expected to be professional in course discussions, which requires them to:

• Actively participate in the course at all times. Active participation includes asking thoughtful questions, contributing knowledge and ideas relevant to the topic, volunteering answers to questions, and sharing relevant material from other readings, classes, newspapers, and media sources.

• Be punctual with regards to course due dates.

• Be prepared to participate in discussions. Students are required to read all assigned materials prior to class.

• Be courteous and respectful to your peers and the instructor.

It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.

You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the

bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Attendance & Late Assignment Policy: Late work is not allowed unless in alignment with the UF make-up policy. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with the University's policies. For more information about UF's policies, please consult (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.)

Students with prior knowledge of an excused absence must make arrangements to submit assignments prior to the due date. Documentation must be provided to the instructor for an excused absence. Excused absences include, but are not limited to, personal illness, family illness or death, jury duty, religious holiday, and official University activities. Absences will be excused at the instructor's discretion.

Students with Disabilities: Support services for students with disabilities are coordinated by the Disability Resource Center in the Dean of Students Office. Students 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. Any student who feels that they may need accommodations based on the impact of a disability should contact the instructor privately to discuss their specific needs. The University encourages students to follow this procedure as early as possible in the semester.

UF Academic 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."

Academic dishonesty, such as plagiarism and cheating, will not be tolerated. Violation of the UF Academic Honor Code will incur serious consequences. Any act of academic dishonesty will be reported to the Dean of Students Office. Plagiarism and cheating may be punished by failure on the exam, assignment, or project; failure in the course; and/or expulsion. There are no exceptions to this policy. For more information about UF's policy, please consult https://policy.ufl.edu/regulation/4-040/ .

Online Course Evaluations:

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/ .

Additional Resources:

- Office of Academic Support can be found at https://oas.aa.ufl.edu/
- UF Tutoring offers various forms of academic support to help students succeed in their studies. All tutoring services are free to UF students. https://teachingcenter.ufl.edu/tutoring/
- Writing Studio is committed to helping UF students meet their academic and professional goals by becoming better writers. https://writing.ufl.edu/writing-studio/

- U Matter We Care: This initiative aims to assist the community with care related resources that focus on health, safety, and holistic well-being. https://umatter.ufl.edu/

COURSE SCHEDULE

The course schedule is tentative and subject to change. Changes will be announced on Canvas. It is the student's responsibility to keep track of announced schedule changes.

Week	Module	Topics	Assigned Readings/Assignment Due Dates
Week 1	1	Introduction to Crisis Management in Hospitality and Tourism	Due Sunday: Syllabus Acknowledgement, Discussion, Assignment
Week 2	2	Risk Identification and Vulnerability Assessment in Tourism Destinations	Due Sunday: Discussion, Assignment
Week 3	3	Crisis Preparedness and Mitigation Strategies	Due Sunday: Discussion, Assignment
Week 4	4	Crisis Communication and Stakeholder Engagement	Due Sunday: Assignment
Week 5	5	Crisis Response: Immediate Actions and Decision-Making	Due Sunday: Assignment
Week 6	6	Recovery and Rebuilding Strategies Post-Crisis	Due Sunday: Assignment
Week 7	7	Sustainable Crisis Management and Community Engagement	Due Sunday: Assignment
Week 8	8	Future Trends and Innovations in Destination and Hospitality Crisis Management	Due Sunday: Discussion, Assignment
Finals Week		Recorded Final Presentations Submitted	

Course|New for request 19904

Info

Request: HMG 6XXX Strategic Hospitality Business Management
Description of request: This course was previously offered as a special topic, and we are now requesting a permanent course number.
Submitter: Rachel Fu racheljuichifu@ufl.edu
Created: 2/4/2025 10:55:32 PM
Form version: 11

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
HMG

Course Level
*Select the 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

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.
* *

Response:

Intermediate

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate
• 4000/5000= Joint undergraduate/graduate
• 4000/6000= Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
STRATEGIC HOSPITALITY BUSINESS MANAGEMENT

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
STRATEGIC HOSP BUS

Degree Type
Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

Response:
On-Campus, Online

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
2

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
4

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
This course equips students with contemporary knowledge of strategic management in the hospitality and tourism sector. It consists of four main sections: (1) foundation, (2) strategy context, (3) strategy content, and (4) strategy implementation/leadership, collectively integrated within the generic strategy process. The course will explain crucial insights of well-known strategic management frameworks and practices through worked examples, cases, and team-based activities.

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:

N/A

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
Course Prerequisite: NO prerequisites
Status: Admitted Graduate Students

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum

Explain the rationale for offering the course and its place in the curriculum.

Response:
This is a required course. Offering Strategic Hospitality Business Management as part of the MS On-line degree in Tourism and Hospitality Management; and as part of Tourism & Hospitality Business Certificate for our UF residential students provide essential skills for leadership roles in a dynamic industry. This course equips students with the ability to make informed strategic decisions, fostering innovation and sustainable growth within hospitality organizations. By analyzing case studies and real-world scenarios, students gain insights into the complexities of managing tourism enterprises in the face of global challenges. The curriculum emphasizes the development of strategic thinking, which is critical for navigating competitive markets and adapting to changing consumer preferences. Furthermore, this course prepares graduates to effectively manage resources, enhance customer experiences, and ultimately contribute to the profitability and success of their organizations. Required for MS on-line degree and certificate; elective for MS residential

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
Upon completion of this course, students will be able to:
• Analyze the firm's internal and external environments
• Calculate key metrics that determine financial and operational success in the hospitality and tourism industry
• Explain positioning and generic business strategies and their role in a firm's value-creation process
• Evaluate hospitality firm resources and capabilities in establishing a competitive advantage
• Prepare and integrate strategy formulation & strategy implementation from a holistic perspective
• Create strategies that increase competitive advantage in the hospitality and tourism industry

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Recommended Course Materials:
Books:
?   Week 1 - "Strategic Management for Hospitality and Tourism" (3rd Edition) by Fevzi Okumus, Levent Altinay, and Prakash Chathoth (2022)
?   Week 2 - "Hospitality Strategic Management: Concepts and Cases" (2nd Edition) by Cathy A. Enz
?   Week 3 - "Sustainability in Hospitality: How Innovative Hotels are Transforming the Industry" by Willy Legrand, Philip Sloan, and Joseph S. Chen (2020)
?   Week 4 - "Revenue Management for the Hospitality Industry" by David K. Hayes, Allisha A. Miller, and Norman G. Miller (2022)
?   Week 5 - "Tourism, Hospitality, and Digital Transformation: Strategic Management Approaches" edited by Kayhan Tajeddini, Vanessa Ratten, and Thorsten Merkle (2020)
Week 6 -Selected Articles from Harvard Business Review:
?   "The Future of Hotels: Five Innovations Reshaping Hospitality" (Harvard Business Review, 2023)
?   "Creating Value in Hospitality Through Data Analytics" (Harvard Business Review, 2022)
?   "Adapting to the New Realities of Global Tourism" (Harvard Business Review, 2022)
Other Journal Articles:
?   Week 1 - "Strategic Innovation in the Hospitality Industry: Competitive Advantage in Times of Disruption" (International Journal of Hospitality Management, 2023)
?   Week 2 - "Sustainability as a Competitive Advantage in the Hotel Industry" (Journal of Hospitality & Tourism Research, 2022)
?   Week 3 - "Revenue Management and Dynamic Pricing: A New Framework for Hotel Profitability" (Journal of Revenue and Pricing Management, 2023)
?   Week 4 - "Artificial Intelligence in Hospitality: Strategic Uses and Competitive Implications" (Tourism Management, 2022)
?   Week 5 - "Customer Experience and Strategic Service Design in Hospitality: A Longitudinal Study" (Journal of Service Management, 2022)
Weeks 6-7: Supplementary Case Studies:
?   "Hilton's Strategy for Sustainable Growth: From Eco-friendly Operations to Global Expansion" (Harvard Business Review Case Study, 2023)
?   "Airbnb's Strategic Pivot: Navigating the Post-Pandemic Travel Landscape" (Harvard Business School Case Study, 2022)

Weekly Schedule of Topics
Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
Week #1   Strategy Foundations
Week #2   Strategy Context
Week #3   Business-level Strategy
Week #4   Corporate-level Strategy
Week #5   Network Strategies
Week #6   Strategy Development
Week #7   Strategy Implementation and Strategic
Leadership, including Ethical Issues in
H&T
Week #8   Strategy Synthesis

Course Format: The course will include a combination of lectures, discussions, exams, and projects. Attendance and active participation are essential to the nature of this course. There are live meetings for residential students and pre-recorded lectures for online students
Readings from articles will be assigned throughout the semester. It is important to keep up with the assigned readings to enhance your understanding of the course content.
Participation in class is highly recommended and encouraged to facilitate ideas and concepts.

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:

Letter Grade	Percent of Total Points Associated with Each Letter Grade	GPA Impact of Each Letter Grade
A	93.00-100%	4.0
A-	90 – 92.99 %	3.67
B+	87 – 89.99%	3.33
B	83 – 86.99%	3.0
B-	80 – 82.99 %	2.67
C+	77 – 79.9%	2.33
C	73 – 76.99%	2.0
C-	70 – 72.99 %	1.67
D+	67 – 69.99%	1.33
D	63 – 66.99%	1.0
D-	60 – 62.99%	0.67
E	0-59.99%	0

Students can earn 900 points (100%) in this class:

Assessment Tool		% value (Pt value)
Strategy Simulation project	10 steps (varying pts)	63% (570 pts)
Discussions	5 discussions at 10 pts each	6% (50 pts)
Strategy and Financials analyses	1 individual project	31% (280 pts)
Total		100% (900 pts)

Strategy Simulation Project:

Strategy Simulation Project: Hospitality and Tourism Industry

In this semester-long group project (limited to a maximum of 4 members), students will have the opportunity to select and manage a theoretical hospitality or tourism business, aligned with their interests and industry focus. The comprehensive strategy simulation process will unfold across 10 structured steps, covering everything from initial market research and business strategy development to financial performance evaluation and post-strategy analysis.

Upon completion, each team will compile a thorough strategy simulation package, which includes all analysis and recommendations, and present their strategic approach to the class.

Components of the Strategy Simulation:

1. Objective Development: Define the strategic goals for the business, such as market entry, expansion, or differentiation.
2. Industry Research: Conduct in-depth research on the chosen sector (e.g., hotels, resorts, tour operators, restaurants), including competitors and market trends.
3. Market Positioning: Identify the target customer base and develop positioning strategies to gain a competitive advantage.
4. Business Model Design: Design the operational structure, revenue model, and key service offerings of the business.
5. Financial Projections: Create financial forecasts, including revenue, expenses, and profit margins, to assess the business's financial viability.
6. Competitive Analysis: Perform a SWOT analysis to assess the strengths, weaknesses, opportunities, and threats within the competitive landscape.
7. Operational Strategy: Develop strategies for key operational areas such as customer service, supply chain management, and technology integration.
8. Risk Management: Identify potential risks (e.g., economic shifts, customer demand fluctuations, regulatory changes) and develop mitigation strategies.
9. Sustainability Strategy: Incorporate environmental and social responsibility practices to enhance long-term sustainability and appeal to modern consumers.
10. Post-Strategy Evaluation: Analyze the outcomes of your simulated strategies, evaluate their effectiveness, and reflect on potential improvements.

This project offers students a hands-on opportunity to apply strategic management principles in the context of the dynamic hospitality and tourism industries.

Strategy Simulation Project Rubric

Criteria and Weight	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Completeness 40%	Completed all steps required by the assignment	Completed almost all steps required by the assignment	Completed most steps required by the assignment	Completed some steps required by the assignment	Completed only a few steps required by the assignment
Justification 30%	Provided sufficient explanations justifying all answers	Provided explanations justifying most answers	Provided explanations justifying some answers	Provided explanations justifying a few answers	Did not provide explanations justifying any answers
Writing 20%	High-quality writing with proper use of sentences, paragraphs, and minimal grammar and spelling errors	Good-quality writing with some minor issues in sentences, paragraphs, grammar, and spelling	Adequate quality of writing with noticeable issues in sentences, paragraphs, grammar, and spelling	Limited quality of writing with significant issues in sentences, paragraphs, grammar, and spelling	Poor quality of writing, lacking proper sentences, paragraphs, and containing multiple grammar and spelling errors
Overall Impression 10%	Outstanding effort and exceptional quality of work	Good effort and commendable quality of work	Adequate effort with room for improvement in quality	Limited effort with considerable improvement needed in quality	Minimal effort and significant

improvement needed in quality
Total= 100%

Discussions: Discussions provide students an opportunity to expand their knowledge of course materials with other classmates. The discussions are meant for you to think like an event planner and expound foundational knowledge of event management to the discussion topics on Canvas. Further instructions for initial posts and reply posts are found on Canvas.

Discussion Rubric

Rating
(Points)

Criteria and Weight Excellent (100%)   Good (80%)   Satisfactory (60%)   Needs Improvement (40%)   Unsatisfactory (0%)

Initial Post

Completeness 40%   Thoroughly addresses all questions, integrates relevant course material, and includes external references.   Answers all questions with minor gaps or lacks external references.   Addresses most questions but may miss some key details or material.   Addresses few questions, with incomplete or unclear responses.   Fails to address the questions or significantly off-topic.

Depth of Analysis
20%   Demonstrates in-depth understanding, critical thinking, and original insights, well-supported by evidence and examples.   Shows solid understanding and analysis, but lacks some depth or originality. Some examples present. Provides a basic understanding with general ideas and limited examples or evidence.   Analysis lacks depth and critical thinking, with minimal support or unclear ideas.   Fails to provide depth or analysis; unsupported or underdeveloped ideas.

Reply Post

Engagement with Peer
20%   Thoughtfully engages with peer's post, offering valuable insights, constructive feedback, and extends the conversation.   Engages with peer's post, offering feedback or building on ideas, but lacks full depth.   Provides basic engagement, reinforcing ideas with limited feedback or new perspectives.   Minimal engagement with peer's post, feedback is brief or lacks relevance.   Does not engage meaningfully with peer's post or provides irrelevant feedback.

Respectful Communication 20%   Consistently uses respectful, professional language, fostering positive dialogue and encouraging further discussion.   Generally respectful, with minor lapses in tone or encouragement for dialogue.   Communication is neutral, with little encouragement or fostering of further discussion.   Tone is indifferent or lacks professionalism, with little encouragement of dialogue.   Disrespectful or inappropriate tone that discourages productive discussion.

Total=100%

Strategy and Financials Analyses: The project entails a strategic task where students conduct a comprehensive analysis of hospitality and tourism organizations within the industry. This analysis necessitates a thorough examination of current strategic initiatives and financial structures, aiming to identify and assess strengths, weaknesses, opportunities, and threats. Through a meticulous analysis process, students evaluate how well the organization's financial and strategic performance aligns with its overarching goals:

Components of the analysis include:

• Industry Inventory: Cataloging the key segments of the hospitality and tourism industry relevant to the organization, including major service areas (e.g., hotels, restaurants, tour operators) and market positioning.
• Strategic Fit Analysis: Evaluating how the organization's strategy aligns with industry trends, customer expectations, and its mission, values, and long-term objectives.
• Financial Performance Review: Analyzing financial statements, revenue streams, cost structures, and profit margins to assess overall financial health and sustainability.
• Competitive Positioning: Assessing the organization's competitive advantage in the market, including pricing strategy, differentiation, and market share relative to key competitors.
• Risk and Vulnerability Assessment: Identifying potential risks, including economic fluctuations, regulatory changes, and operational vulnerabilities that could impact financial stability and strategic goals.

- Sustainability Assessment: Evaluating the organization's environmental, social, and governance (ESG) performance and recommending sustainable practices to enhance long-term viability.
- Recommendations: Offering strategic and financial recommendations, such as improving operational efficiencies, exploring new revenue opportunities, adjusting pricing models, or implementing innovative customer engagement strategies to enhance profitability and competitive standing.

Strategy and Financials Analyses Rubric

Criteria and Weight	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Asset Inventory 10%	Thorough cataloging of all strategic plan with various financial considerations, including type, scale, frequency, and target vendors/segments	Comprehensive cataloging with minor omissions	Adequate cataloging with notable gaps	Limited cataloging, significant omissions	Minimal or no asset inventory
Adaptation & Value Analysis 15%	Exceptional evaluation of how each strategy aligns with the organization's values, and task objectives	Good evaluation with some aspects for improvement	Adequate evaluation with noticeable gaps	Limited evaluation, significant oversights	No evidence of adaptation analysis
Financial Analysis 15%	In-depth review of the budgetary aspects of each strategic plan, considering profitability and cost-effectiveness	Solid review with some areas for improvement	Basic review with notable gaps	Limited review, significant oversights	No evidence of financial analysis
Risk Assessment 15%	Comprehensive identification of potential risks associated with each strategy and its associated financials	Good identification with some aspects for improvement	Adequate identification with noticeable gaps	Limited identification, significant oversights	No evidence of risk assessment
Sustainability Assessment 15%	Thoughtful consideration of environmental, social, and economic impacts, with practical suggestions for sustainable practices	Good consideration with some aspects for improvement	Adequate consideration with noticeable gaps	Limited consideration, significant oversights	No evidence of sustainability assessment
Evaluations 20%	Measurable evaluations for estimating and predicting the timely strategies, including new objectives/tasks, phasing out underperforming ones, or modifying existing strategic plans	Good recommendations with some aspects for improvement	Adequate recommendations with noticeable gaps	Limited recommendations, significant oversights	No evaluation of strategic recommend-ations
Overall Quality 10%	Outstanding effort with exemplary analysis and presentation of findings	Good effort with commendable analysis and presentation	Adequate effort with some areas for improvement	Limited effort, with significant improvements needed	Minimal or no effort with substantial improvements needed

Grading Scale: The University's grading system will be used for this course (for information about UF's grades and grading policies, please consult https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx). In accordance, a student's overall performance in this course will be graded as follows:
A (4.0) = 94% & above;

A- (3.67) = 90% to 93.99%;
B+ (3.33) = 87% to 89.99%; B (3.0) = 83% to 86.99%; B- (2.67) = 80% to 82.99%

C+ (2.33) = 77% to 79.99%; C (2.0) = 73% to 76.99%; C- (1.67) = 70% to 72.99%
D+ (1.33) = 67% to 69.99%; D (1.0) = 63% to 66.99%; D- (0.67) = 60% to 62.99%;
E (0.00) = Below 60%

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Joe Norsworthy | to be determined

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

*• 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 *

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• 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.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• 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/.

* *

     Response:
     Yes

Strategic Hospitality Business Management

HMG 6XXX| 2 credits |Fall 2024

COURSE INFORMATION

Credits: 2
Meeting location and time:
Hough Hall 140, Tuesday 4:05 pm - 6 pm
Hough Hall 140, Thursday 4:05 pm - 6 pm

INSTRUCTOR INFORMATION

Prof. Joe Norsworthy
Office: 240 Florida Gym
Office Phone: 352-294-1611
Email: jnorsworthy@ufl.edu
Office hours: T, R (12:30 PM to 2:30 PM) & by appointment.

Department Chair   Rachel Fu, Ph.D., CHE   Room FLG 240D
Email: racheljuichifu@ufl.edu

Course Description (required course for the degree):

This course provides advanced strategic management knowledge tailored for the hospitality and tourism sector, encompassing four core areas: foundation, context, content, and implementation/leadership. It incorporates strategic frameworks, case studies, and simulations to build strategic thinking and analysis skills, enabling students to develop/assess business strategies within a competitive simulation environment.

This course equips students with contemporary knowledge of strategic management in the hospitality and tourism sector. The course consists of four main sections: (1) foundation, (2) strategy context, (3) strategy content, and (4) strategy implementation/leadership, collectively integrated within the generic strategy process. The course will explain crucial insights of well-known strategic management frameworks and practices while enhancing the learning process through worked examples, cases, and an ongoing, team-based activity applied within hospitality and tourism settings. Students will be able to differentiate good strategy from bad strategy and will create business strategy for their teams in a competitive, multi-period hospitality and tourism simulation. By successfully completing this course, students will enhance the strategic thinking and analysis skills necessary to contribute meaningful insight at the strategic level of their organizations.

Course Prerequisite: NO prerequisites

Status: Admitted Graduate Students

"Strategic Hospitality Business Management" is an introductory course in strategic management, utilizing tourism and hospitality case studies to provide graduate students with a comprehensive foundation. Students will explore in-depth content through instructor-led discussions and assigned readings. Therefore, no prerequisite course is required.

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

- Analyze the firm's internal and external environments
- Calculate key metrics that determine financial and operational success in the hospitality and tourism industry
- Conduct positioning and generic business strategies and their role in a firm's value-creation process
- Evaluate hospitality firm resources and capabilities in establishing a competitive advantage
- Generate and integrate strategy formulation & strategy implementation from a holistic perspective
- Create strategies that increase competitive advantage in the hospitality and tourism industry

Recommended Course Materials:

Books:

- Week 1 - "Strategic Management for Hospitality and Tourism" (3rd Edition) by Fevzi Okumus, Levent Altinay, and Prakash Chathoth (2022)
- Week 2 - "Hospitality Strategic Management: Concepts and Cases" (2nd Edition) by Cathy A. Enz
- Week 3 - "Sustainability in Hospitality: How Innovative Hotels are Transforming the Industry" by Willy Legrand, Philip Sloan, and Joseph S. Chen (2020)
- Week 4 - "Revenue Management for the Hospitality Industry" by David K. Hayes, Allisha A. Miller, and Norman G. Miller (2022)
- Week 5 - "Tourism, Hospitality, and Digital Transformation: Strategic Management Approaches" edited by Kayhan Tajeddini, Vanessa Ratten, and Thorsten Merkle (2020)

Week 6 -Selected Articles from Harvard Business Review:

- "The Future of Hotels: Five Innovations Reshaping Hospitality" (Harvard Business Review, 2023)
- "Creating Value in Hospitality Through Data Analytics" (Harvard Business Review, 2022)
- "Adapting to the New Realities of Global Tourism" (Harvard Business Review, 2022)

Other Journal Articles:

- Week 1 - "Strategic Innovation in the Hospitality Industry: Competitive Advantage in Times of Disruption" (International Journal of Hospitality Management, 2023)
- Week 2 - "Sustainability as a Competitive Advantage in the Hotel Industry" (Journal of Hospitality & Tourism Research, 2022)
- Week 3 - "Revenue Management and Dynamic Pricing: A New Framework for Hotel Profitability" (Journal of Revenue and Pricing Management, 2023)
- Week 4 - "Artificial Intelligence in Hospitality: Strategic Uses and Competitive Implications" (Tourism Management, 2022)
- Week 5 - "Customer Experience and Strategic Service Design in Hospitality: A Longitudinal Study" (Journal of Service Management, 2022)

Weeks 6-7: Supplementary Case Studies:

- "Hilton's Strategy for Sustainable Growth: From Eco-friendly Operations to Global Expansion" (Harvard Business Review Case Study, 2023)
- "Airbnb's Strategic Pivot: Navigating the Post-Pandemic Travel Landscape" (Harvard Business School Case Study, 2022)

Course Format: The course will include a combination of lectures, discussions, exams, and projects. Attendance and active participation are essential to the nature of this course. There are live meetings for residential students and pre-recorded lectures for online students

Readings from articles will be assigned throughout the semester. It is important to keep up with the assigned readings to enhance your understanding of the course content.

Participation in class is highly recommended and encouraged to facilitate ideas and concepts.

Technology Requirements: Students will use Microsoft Word, Excel and PowerPoint. Students may also use video producing and editing programs, although the preferred tool is for students to use a tool in which they are already comfortable.

Course Evaluation: The following table provides a brief summary of the specific assessment tools for this course, as well as the related percentage (and point) value of the final grade.

Students can earn 900 points (100%) in this class:

Assessment Tool		% value (Pt value)
Strategy Simulation project	10 steps (varying pts)	63% (570 pts)
Discussions	5 discussions at 10 pts each	6% (50 pts)
Strategy and Financials analyses	1 individual project	31% (280 pts)
Total		100% (900 pts)

Strategy Simulation Project:

Strategy Simulation Project: Hospitality and Tourism Industry
In this semester-long group project (limited to a maximum of 4 members), students will have the opportunity to select and manage a theoretical hospitality or tourism business, aligned with their interests and industry focus. The comprehensive strategy simulation process will unfold across 10 structured steps, covering everything from initial market research and business strategy development to financial performance evaluation and post-strategy analysis.

Upon completion, each team will compile a thorough strategy simulation package, which includes all analysis and recommendations, and present their strategic approach to the class.
Components of the Strategy Simulation:
1. Objective Development: Define the strategic goals for the business, such as market entry, expansion, or differentiation.
2. Industry Research: Conduct in-depth research on the chosen sector (e.g., hotels, resorts, tour operators, restaurants), including competitors and market trends.
3. Market Positioning: Identify the target customer base and develop positioning strategies to gain a competitive advantage.
4. Business Model Design: Design the operational structure, revenue model, and key service offerings of the business.
5. Financial Projections: Create financial forecasts, including revenue, expenses, and profit margins, to assess the business's financial viability.

6. Competitive Analysis: Perform a SWOT analysis to assess the strengths, weaknesses, opportunities, and threats within the competitive landscape.
7. Operational Strategy: Develop strategies for key operational areas such as customer service, supply chain management, and technology integration.
8. Risk Management: Identify potential risks (e.g., economic shifts, customer demand fluctuations, regulatory changes) and develop mitigation strategies.
9. Sustainability Strategy: Incorporate environmental and social responsibility practices to enhance long-term sustainability and appeal to modern consumers.
10. Post-Strategy Evaluation: Analyze the outcomes of your simulated strategies, evaluate their effectiveness, and reflect on potential improvements.

This project offers students a hands-on opportunity to apply strategic management principles in the context of the dynamic hospitality and tourism industries.

Strategy Simulation Project Rubric					
	Rating **(Points)**				
Criteria and Weight	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Completeness 40%	Completed all steps required by the assignment	Completed almost all steps required by the assignment	Completed most steps required by the assignment	Completed some steps required by the assignment	Completed only a few steps required by the assignment
Justification 30%	Provided sufficient explanations justifying all answers	Provided explanations justifying most answers	Provided explanations justifying some answers	Provided explanations justifying a few answers	Did not provide explanations justifying any answers
Writing 20%	High-quality writing with proper use of sentences, paragraphs, and minimal grammar and spelling errors	Good-quality writing with some minor issues in sentences, paragraphs, grammar, and spelling	Adequate quality of writing with noticeable issues in sentences, paragraphs, grammar, and spelling	Limited quality of writing with significant issues in sentences, paragraphs, grammar, and spelling	Poor quality of writing, lacking proper sentences, paragraphs, and containing multiple grammar and spelling errors

	Rating (Points)				
Criteria and Weight	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Overall Impression 10%	Outstanding effort and exceptional quality of work	Good effort and commendable quality of work	Adequate effort with room for improvement in quality	Limited effort with considerable improvement needed in quality	Minimal effort and significant improvement needed in quality
Total= 100%					

Discussions: Discussions provide students an opportunity to expand their knowledge of course materials with other classmates. The discussions are meant for you to think like an event planner and expound foundational knowledge of event management to the discussion topics on Canvas. **Further instructions for initial posts and reply posts are found on Canvas.**

Discussion Rubric

	Rating (Points)				
Criteria and Weight	Excellent (100%)	Good (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Initial Post					
Completeness 40%	Thoroughly addresses all questions, integrates relevant course material, and includes external references.	Answers all questions with minor gaps or lacks external references.	Addresses most questions but may miss some key details or material.	Addresses few questions, with incomplete or unclear responses.	Fails to address the questions or significantly off-topic.
Depth of Analysis 20%	Demonstrates in-depth understanding, critical thinking, and original insights, well-supported by	Shows solid understanding and analysis, but lacks some depth or originality. Some examples present.	Provides a basic understanding with general ideas and limited examples or evidence.	Analysis lacks depth and critical thinking, with minimal support or unclear ideas.	Fails to provide depth or analysis; unsupported or underdeveloped ideas.

	evidence and examples.				
Reply Post					
Engagement with Peer 20%	Thoughtfully engages with peer's post, offering valuable insights, constructive feedback, and extends the conversation.	Engages with peer's post, offering feedback or building on ideas, but lacks full depth.	Provides basic engagement, reinforcing ideas with limited feedback or new perspectives.	Minimal engagement with peer's post, feedback is brief or lacks relevance.	Does not engage meaningfully with peer's post or provides irrelevant feedback.
Respectful Communication 20%	Consistently uses respectful, professional language, fostering positive dialogue and encouraging further discussion.	Generally respectful, with minor lapses in tone or encouragement for dialogue.	Communication is neutral, with little encouragement or fostering of further discussion.	Tone is indifferent or lacks professionalism, with little encouragement of dialogue.	Disrespectful or inappropriate tone that discourages productive discussion.
Total=100%					

Strategy and Financials Analyses: The project entails a strategic task where students conduct a comprehensive analysis of hospitality and tourism organizations within the industry. This analysis necessitates a thorough examination of current strategic initiatives and financial structures, aiming to identify and assess strengths, weaknesses, opportunities, and threats. Through a meticulous analysis process, students evaluate how well the organization's financial and strategic performance aligns with its overarching goals:

Components of the analysis include:

- Industry Inventory: Cataloging the key segments of the hospitality and tourism industry relevant to the organization, including major service areas (e.g., hotels, restaurants, tour operators) and market positioning.
- Strategic Fit Analysis: Evaluating how the organization's strategy aligns with industry trends, customer expectations, and its mission, values, and long-term objectives.
- Financial Performance Review: Analyzing financial statements, revenue streams, cost structures, and profit margins to assess overall financial health and sustainability.
- Competitive Positioning: Assessing the organization's competitive advantage in the market, including pricing strategy, differentiation, and market share relative to key competitors.
- Risk and Vulnerability Assessment: Identifying potential risks, including economic fluctuations, regulatory changes, and operational vulnerabilities that could impact financial stability and strategic goals.
- Sustainability Assessment: Evaluating the organization's environmental, social, and governance (ESG) performance and recommending sustainable practices to enhance long-term viability.
- Recommendations: Offering strategic and financial recommendations, such as improving operational efficiencies, exploring new revenue opportunities, adjusting pricing models, or

implementing innovative customer engagement strategies to enhance profitability and competitive standing.

Strategy and Financials Analyses Rubric					
	Rating (Points)				
Criteria and Weight	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Asset Inventory 10%	Thorough cataloging of all strategic plan with various financial considerations, including type, scale, frequency, and target vendors/segments	Comprehensive cataloging with minor omissions	Adequate cataloging with notable gaps	Limited cataloging, significant omissions	Minimal or no asset inventory
Adaptation & Value Analysis 15%	Exceptional evaluation of how each strategy aligns with the organization's values, and task objectives	Good evaluation with some aspects for improvement	Adequate evaluation with noticeable gaps	Limited evaluation, significant oversights	No evidence of adaptation analysis
Financial Analysis 15%	In-depth review of the budgetary aspects of each strategic plan, considering profitability and cost-effectiveness	Solid review with some areas for improvement	Basic review with notable gaps	Limited review, significant oversights	No evidence of financial analysis
Risk Assessment 15%	Comprehensive identification of potential risks associated with each strategy and its associated financials	Good identification with some aspects for improvement	Adequate identification with noticeable gaps	Limited identification, significant oversights	No evidence of risk assessment
Sustainability Assessment 15%	Thoughtful consideration of environmental, social, and economic impacts, with practical suggestions for sustainable practices	Good consideration with some aspects for improvement	Adequate consideration with noticeable gaps	Limited consideration, significant oversights	No evidence of sustainability assessment
Evaluations 20%	Measurable evaluations for estimating and predicting the timely strategies, including new objectives/tasks, phasing out underperforming ones, or modifying existing strategic plans	Good recommendations with some aspects for improvement	Adequate recommendations with noticeable gaps	Limited recommendations, significant oversights	No evaluation of strategic recommend-ations

Overall Quality 10%	Outstanding effort with exemplary analysis and presentation of findings	Good effort with commendable analysis and presentation	Adequate effort with some areas for improvement	Limited effort, with significant improvements needed	Minimal or no effort with substantial improvements needed

Grading Scale: The University's grading system will be used for this course (for information about UF's grades and grading policies, please consult https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx). In accordance, a student's overall performance in this course will be graded as follows:

A (4.0)   = 94% & above;   A- (3.67) = 90% to 93.99%;
B+ (3.33) = 87% to 89.99%;   B (3.0) = 83% to 86.99%;   B- (2.67) = 80% to 82.99%
C+ (2.33) = 77% to 79.99%;   C (2.0) = 73% to 76.99%;   C- (1.67) = 70% to 72.99%
D+ (1.33) = 67% to 69.99%;   D (1.0) = 63% to 66.99%;   D- (0.67) = 60% to 62.99%;
E (0.00) = Below 60%

Assignment Feedback and Response Time: All assignments are graded within seven days of the due date, unless otherwise communicated. Detailed feedback on most assignments is provided to each student and can be found in Canvas under the grade comments.

Class Policies: Students are expected to be professional in course discussions, which requires them to:

• Actively participate in the course at all times. Active participation includes asking thoughtful questions, contributing knowledge and ideas relevant to the topic, volunteering answers to questions, and sharing relevant material from other readings, classes, newspapers, and media sources.

• Be punctual with regards to course due dates.

• Be prepared to participate in discussions. Students are required to read all assigned materials prior to class.

• Be courteous and respectful to your peers and the instructor.

It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.

You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Attendance & Late Assignment Policy: Late work is not allowed unless in alignment with the UF make-up policy. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with the University's policies. For more information about UF's policies, please consult (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.)

Students with prior knowledge of an excused absence must make arrangements to submit assignments prior to the due date. Documentation must be provided to the instructor for an excused absence. Excused absences include, but are not limited to, personal illness, family illness or death, jury duty, religious holiday, and official University activities. Absences will be excused at the instructor's discretion.

Students with Disabilities: Support services for students with disabilities are coordinated by the Disability Resource Center in the Dean of Students Office. Students 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. Any student who feels that they may need accommodations based on the impact of a disability should contact the instructor privately to discuss their specific needs. The University encourages students to follow this procedure as early as possible in the semester.

UF Academic 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."

Academic dishonesty, such as plagiarism and cheating, will not be tolerated. Violation of the UF Academic Honor Code will incur serious consequences. Any act of academic dishonesty will be reported to the Dean of Students Office. Plagiarism and cheating may be punished by failure on the exam, assignment, or project; failure in the course; and/or expulsion. There are no exceptions to this policy. For more information about UF's policy, please consult https://policy.ufl.edu/regulation/4-040/ .

Online Course Evaluations:

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/ .

Additional Resources:

- Office of Academic Support can be found at https://oas.aa.ufl.edu/
- UF Tutoring offers various forms of academic support to help students succeed in their studies. All tutoring services are free to UF students. https://teachingcenter.ufl.edu/tutoring/
- Writing Studio is committed to helping UF students meet their academic and professional goals by becoming better writers. https://writing.ufl.edu/writing-studio/
- U Matter We Care: This initiative aims to assist the community with care related resources that focus on health, safety, and holistic well-being. https://umatter.ufl.edu/

COURSE SCHEDULE

The course schedule is tentative and subject to change. Changes will be announced on Canvas. It is the student's responsibility to keep track of announced schedule changes.

Week	Module	Topics	Assigned Readings/Assignment Due Dates
Week 1	1	Introduction Strategy Foundations	Due Sunday: Syllabus Acknowledgement, Discussion, Assignment
Week 2	2	Strategy Context	Due Sunday: Discussion, Assignment
Week 3	3	Business-level Strategy	Due Sunday: Discussion, Assignment
Week 4	4	Corporate-level Strategy	Due Sunday: Assignment
Week 5	5	Network Strategies	Due Sunday: Assignment
Week 6	6	Strategy Development	Due Sunday: Assignment
Week 7	7	Strategy Implementation and Strategic Leadership, including Ethical Issues in Hospitality & Tourism	Due Sunday: Assignment
Week 8	8	Strategy Synthesis	Due Sunday: Discussion, Assignment
Finals Week		Recorded Final Presentations Submitted	

Course|New for request 19906

Info

Request: HMG 6XXX Tourism and Hospitality Business Perspectives
Description of request: This course was previously offered as a special topic, and we are now requesting a permanent course number.
Submitter: Rachel Fu racheljuichifu@ufl.edu
Created: 2/4/2025 10:58:13 PM
Form version: 10

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

   Response:
   HMG

Course Level
*Select the 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

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

   Response:
   XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

   Response:
   None

Category of Instruction
*Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment. *

   Response:

Intermediate

• *1000 level = Introductory undergraduate*
• *2000 level = Introductory undergraduate*
• *3000 level = Intermediate undergraduate*
• *4000 level = Advanced undergraduate*
• *5000 level = Introductory graduate*
• *6000 level = Intermediate graduate*
• *7000 level = Advanced graduate*
• *4000/5000= Joint undergraduate/graduate*
• *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee)

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

> Response:
> Tourism & Hospitality Business Perspectives

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

> Response:
> Tour&Hosp Bus Per

Degree Type
Select the type of degree program for which this course is intended.

> Response:
> Graduate

Delivery Method(s)
Indicate all platforms through which the course is <i>currently</i> <i>planned</i> to be delivered.

> Response:
> On-Campus, Online, Off-Campus

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

> Response:
> No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic

Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
2

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• *Regularly Scheduled [base hr]*
• *Thesis/Dissertation Supervision [1.0 headcount hr]*
• *Clinical Instruction [1.0 headcount hr]*
• *Directed Individual Studies [0.5 headcount hr]*
• *Supervision of Student Interns [0.8 headcount hr]*
• *Supervision of Teaching/Research [0.5 headcount hr]*
• *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course.

Response:
4

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
This course will examine tourism, hospitality, and event businesses and their roles and impacts in the wider economic and social environment. This course will focus on destination promotions, lodging management, restaurant operations, and meetings, conventions market segments, and the impacts of AI and robotics on the industries.

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Prerequisites

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
PREREQUISITE NO prerequisites
Status: Admitted Graduate Students

Completing Prerequisites:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*
• *If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)*

*Example: *
<ol>
• *Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.*
• *Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
This course is a required course and was previously offered as a special topic, and we are now requesting a permanent course number.
Including ' HFT 6XXX Tourism and Hospitality Business Perspectives' in the MS degree of Tourism and Hospitality Management provides students with a comprehensive overview of the industry's landscape, highlighting current trends and future directions. This course encourages a holistic understanding of how economic, cultural, and environmental factors influence tourism and hospitality businesses worldwide. It prepares students to tackle industry-specific challenges by fostering an understanding of diverse business models and strategic frameworks used across different markets. Through this course, students develop critical analytical skills, enabling them to assess the impact of global events on tourism and hospitality sectors effectively. Moreover, it serves as a foundation for aspiring leaders to innovate and drive sustainable practices within the industry, aligning with evolving consumer demands and regulatory environments.

Course Objectives

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
COURSE LEARNING OBJECTIVES:
Upon completion of this course students are expected to successfully:
? Analyze the business challenges of the hotel and restaurant industries
? Evaluate modern obstacles within the airline and cruise line industries
? Assess operational issues of the rental car and casino industries
? Discuss common difficulties within the theme park and events industries
? Evaluate impacts of Artificial Intelligence, Machine Learning, and robotics in Hospitality and Tourism businesses
? Research and analyze a hospitality and tourism industry operational challenge and create possible solutions

Course Textbook(s) and/or Other Assigned Reading

*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
WEEKLY ASSIGNED READING:
Week 1/Module 1
? Artificial Intelligence, Machine Learning, and Robot Applications in Hospitality Businesses.
Author: Dr. Rachel Fu (ISBN: 979-8-7657-8381-8) First/Second Edition, Kendall Hunt Publishing Company
? Goeldner, C. R., & Ritchie, J. R. B. (2012). Tourism: Principles, Practices, Philosophies (12th ed.). Wiley.
Week 2 / Module 2
? Tourism Management Perspectives Journal. Special Issue on Global Trends in Tourism and Hospitality (2023).
? UNWTO (2022). Tourism Highlights: 2022 Edition.
Week 3 /Module 3
? Enz, C. A. (2021). Hospitality Strategic Management: Concepts and Cases (2nd ed.).
? Schmidgall, R. S. (2022). Hospitality Industry Managerial Accounting (8th ed.).
Week 4 /Module 4
? International Journal of Hospitality Management (2022). Revenue Management in Hotels: A Contemporary Approach.
? Tajeddini, K., Ratten, V., & Merkle, T. (2020). Tourism, Hospitality, and Digital Transformation: Strategic Management Approaches. Springer.
Week 5 /Module 5
? Harvard Business Review (2022). The Future of Hotels: Five Innovations Reshaping Hospitality.
? Willy Legrand, Philip Sloan, & Joseph S. Chen. (2020). Sustainability in the Hospitality Industry: Principles of Sustainable Operations (3rd ed.). Routledge.
Week 6 / Module 6
? Harvard Business Review (2022). CSR in the Hospitality Sector: Strategies for Long-Term Success.
? Journal of Travel & Tourism Marketing (2023). The Role of Branding in Destination Marketing.
Week 7 / Module 7
? Journal of Hospitality and Tourism (2022). Innovations in Hospitality Branding.
? Tourism Review (2022). Crisis Management in Tourism: Lessons from the COVID-19 Pandemic.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
COURSE SCHEDULE
The course schedule is tentative and subject to change. Changes will be announced on Canvas. It is the student's responsibility to keep track of announced schedule changes.
Week   Module Topics   Assigned Readings/Assignment Due Dates
Week 1
    1   Introduction to Global Tourism and Hospitality Industry   Due Sunday: Syllabus Acknowledgement, Discussion, Assignment
Week 2
    2   Strategic Management in Tourism and Hospitality   Due Sunday: Discussion, Assignment
Week 3
    3   Market Segmentation, Targeting, and Positioning   Due Sunday: Discussion, Assignment
Week 4
    4   Financial Management and Performance Metrics   Due Sunday: Assignment
Week 5
    5   Innovation and Technology in Hospitality and Tourism   Due Sunday: Assignment
Week 6
    6   Sustainable Tourism and Corporate Social Responsibility (CSR)Due Sunday: Assignment
Week 7
    7   Marketing and Branding in Tourism and Hospitality   Due Sunday: Assignment
Week 8
    8   Risk Management and Crisis Recovery in Tourism and Hospitality
        Due Sunday: Discussion, Assignment
Finals Week   Recorded Final Presentations Submitted

Grading Scheme

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Students can earn 900 points (100%) in this class:
Assessment Tool   % value (Pt value)
Destination Marketing Project   7 steps (varying pts)   63% (570 pts)
Discussions   5 discussions at 10 pts each   6% (50 pts)
Comparative Hospitality Business analyses 1 individual project   31% (280 pts)
Total   100% (900 pts)

Destination Marketing Project:
Destination Marketing Analyses Project: Tourism and Hospitality Business Perspectives
In this semester-long group project (limited to a maximum of 4 members), students will have the opportunity to select and analyze a real-world tourism destination of their choice. The project will focus on evaluating the effectiveness of destination marketing strategies and provide actionable insights for future improvements. Each group will explore destination branding, promotional efforts, competitive positioning, and the impact of marketing strategies on tourism outcomes. The comprehensive analysis process will unfold across 7 structured steps, covering everything from market research to the development of future marketing recommendations. Upon completion, each team will compile a detailed destination marketing analysis report, which includes all findings, evaluations, and recommendations, and present their analyses to the class.

Components of the Destination Marketing Analyses Project:
1. Destination Selection and Objective Definition
Students will select a tourism destination (city, region, or country) and define the objectives of their analysis. The goals may include evaluating current marketing strategies, identifying key target markets, or assessing branding effectiveness.
2. Market Research and Industry Context
Conduct in-depth research on the chosen destination's tourism industry, including tourist demographics, visitor statistics, economic impact, and seasonal trends. Analyze the external environment and key factors influencing tourism at the destination.
3. Competitive Positioning and Benchmarking
Analyze the destination's competitive landscape by comparing it with similar destinations. Identify competitive advantages and challenges through benchmarking key performance indicators (e.g., visitor satisfaction, brand awareness, accessibility, pricing strategies).
4. Destination Branding Analysis
Examine the destination's branding and positioning strategies. Evaluate the effectiveness of logos, slogans, imagery, and messaging used in marketing campaigns. Assess how the destination differentiates itself from competitors in the eyes of potential visitors.
5. Digital and Traditional Marketing Strategy Assessment
Investigate the destination's promotional strategies across various platforms (social media, websites, travel agencies, TV ads). Analyze the effectiveness of both digital and traditional marketing efforts in attracting visitors and engaging key target markets.
6. Tourism Stakeholder and Community Impact Analysis
Evaluate how the destination marketing strategies align with the interests of local stakeholders (e.g., hotels, restaurants, tour operators) and the broader community. Assess the impact of tourism promotion on the local economy, environment, and culture.
7. Strategic Recommendations and Future Marketing Directions
Based on the findings from previous steps, develop actionable recommendations for enhancing the destination's marketing efforts. Suggest new or improved strategies that address gaps in current campaigns, including potential rebranding, emerging market opportunities, and the integration of sustainability in future promotions.

This project offers students an in-depth exploration of tourism marketing within the dynamic context of destination management, allowing them to apply real-world concepts and strategic thinking in a tourism business setting.

Destination Marketing Project Rubric
Rating
(Points)
Criteria and Weight	Excellent
(100%)	Proficient
(80%)	Satisfactory
(60%)	Needs Improvement
(40%)	Unsatisfactory
(0%)
Completeness
40%
Completed all steps required by the assignment	Completed almost all steps required by the assignment	Completed most steps required by the assignment	Completed some steps required by the assignment	Completed only a few steps required by the assignment
Justification
30%	Provided sufficient explanations justifying all answers	Provided explanations justifying most answers	Provided explanations justifying some answers	Provided explanations justifying a few answers	Did not provide explanations justifying any answers
Writing
20%	High-quality writing with proper use of sentences, paragraphs, and minimal grammar and spelling errors	Good-quality writing with some minor issues in sentences, paragraphs, grammar, and spelling	Adequate quality of writing with noticeable issues in sentences, paragraphs, grammar, and spelling	Limited quality of writing with significant issues in sentences, paragraphs, grammar, and spelling	Poor quality of writing, lacking proper sentences, paragraphs, and containing multiple grammar and spelling errors
Overall Impression

10%	Outstanding effort and exceptional quality of work	Good effort and commendable quality of work	Adequate effort with room for improvement in quality	Limited effort with considerable improvement needed in quality	Minimal effort and significant improvement needed in quality
Total= 100%

Discussions: Discussions provide students an opportunity to expand their knowledge of course materials with other classmates. The discussions are meant for you to think like an event planner and expound foundational knowledge of event management to the discussion topics on Canvas. Further instructions for initial posts and reply posts are found on Canvas.
Discussion Rubric
	Rating
(Points)
Criteria and WeightExcellent (100%)	Good (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Initial Post
Completeness 40%	Thoroughly addresses all questions, integrates relevant course material, and includes external references.	Answers all questions with minor gaps or lacks external references.	Addresses most questions but may miss some key details or material.	Addresses few questions, with incomplete or unclear responses.	Fails to address the questions or significantly off-topic.
Depth of Analysis
20%	Demonstrates in-depth understanding, critical thinking, and original insights, well-supported by evidence and examples.	Shows solid understanding and analysis, but lacks some depth or originality. Some examples present. Provides a basic understanding with general ideas and limited examples or evidence.	Analysis lacks depth and critical thinking, with minimal support or unclear ideas.	Fails to provide depth or analysis; unsupported or underdeveloped ideas.
Reply Post
Engagement with Peer
20%	Thoughtfully engages with peer's post, offering valuable insights, constructive feedback, and extends the conversation.	Engages with peer's post, offering feedback or building on ideas, but lacks full depth.	Provides basic engagement, reinforcing ideas with limited feedback or new perspectives.	Minimal engagement with peer's post, feedback is brief or lacks relevance.	Does not engage meaningfully with peer's post or provides irrelevant feedback.
Respectful Communication 20%	Consistently uses respectful, professional language, fostering positive dialogue and encouraging further discussion.	Generally respectful, with minor lapses in tone or encouragement for dialogue.	Communication is neutral, with little encouragement or fostering of further discussion.	Tone is indifferent or lacks professionalism, with little encouragement of dialogue.	Disrespectful or inappropriate tone that discourages productive discussion.
Total=100%

Comparative Hospitality Business Analyses: Comparative Hospitality Business Analyses: Final Project Overview
The Comparative Hospitality Business Analyses project is the capstone assignment for this graduate course, where students will perform a detailed, comparative analysis of two hospitality firms within the same sector (e.g., lodging to lodging, restaurant to restaurant, or cruise line to cruise line). In this final project, students will explore and contrast the visions, missions, achievements, success stories, and challenges of the selected businesses. The analysis will focus on identifying key micro and macro factors, such as internal operations, customer engagement, industry trends, and external market forces.

The goal of the project is to assess how well each organization's overall performance and strategic marketing plans align with its stated objectives and its competitive positioning within the broader hospitality landscape.

Comparative Hospitality Business Analyses Rubric
	Rating
(Points)
Criteria and Weight

Excellent
(100%)
Proficient (80%)
Satisfactory
(60%)	Needs Improvement (40% and under)
Unsatisfactory (0%)

Visions & Missions
10%	Clear, insightful comparison of each organization's vision and mission, including how these statements guide business strategy, organizational culture, and long-term goals. Strong alignment with real-world operations and competitive positioning.	Provides a solid comparison with good analysis of how each organization's vision and mission relate to their operations and strategy. Some alignment with real-world practices is discussed.	Basic comparison with limited depth or focus on the vision and mission's relevance to operations and strategic alignment.

Unclear discussion of visions and missions, with little or no connection to the businesses' operations or strategy.	Incomplete

Market Analysis
20%	Thorough and detailed analysis of the market environment, including competitors, customer demographics, industry trends, and external factors. Demonstrates deep understanding of the organizations' positioning within the broader market.	Good analysis with adequate research on market conditions, competition, and trends, though lacking some depth or details in understanding the organizations' market positioning.	Basic market analysis, missing significant competitive insights or lacking thorough research on external market trends and their impact on the organizations.	Weak market analysis with little evidence of research into competition, trends, or the market environment.	Incomplete

Operation Analysis
20%	Comprehensive evaluation of operational strategies, including internal processes, customer service models, technology use, and resource management. Clear comparison of operational efficiencies and challenges between the two businesses.	Good analysis of operational practices, but lacking depth in comparing certain key areas or fully exploring operational efficiencies.	Basic overview of operations with limited comparison or focus on key operational strategies, efficiencies, or challenges.	Vague analysis of operations, providing little to no meaningful comparison of the organizations' practices.	Incomplete

Achievement
10%	Insightful comparison of significant achievements for each business, backed by data or case examples. Highlights successes in growth, market expansion, innovation, or customer satisfaction.	Clear comparison of the businesses' achievements with some examples, though lacking in detailed evidence or breadth.	Basic comparison with minimal depth or a lack of clear examples to illustrate business achievements.	Weak comparison of achievements, providing little evidence of success stories or accomplishments.	No comparison

Social Responsiblity 10%	Thorough analysis of each organization's corporate social responsibility (CSR) initiatives, including environmental sustainability, community engagement, and ethical practices. Clear comparison of how CSR contributes to each company's brand and customer relationships.	Good analysis of CSR efforts with a reasonable comparison, though missing some details on specific initiatives or impacts on the business.	Basic overview of CSR efforts with limited comparison or analysis of their significance for the business and its stakeholders.	Minimal discussion of CSR efforts, with little comparison or analysis of their role in the organizations' operations.	Incomplete

Challenges
10%	Detailed comparison of key challenges faced by each business, including external risks, operational inefficiencies, market competition, or customer expectations. Insightful analysis of how these challenges affect strategic performance.	Clear identification of challenges with some comparative analysis, though lacking depth in exploring their impact on overall performance.	Basic comparison of challenges, with minimal analysis or discussion of how these obstacles affect the organizations.	Unclear comparison of challenges, offering little insight into the obstacles each business faces.	Incomplete

Overall Quality
20%

Well-structured, clearly written, and highly polished final project. Analysis is comprehensive, data-driven, and demonstrates critical thinking. Strong, cohesive comparison throughout all sections.	Clear and organized project with good depth in analysis, though some sections may lack in detail or polish. Reasonable comparison between the businesses.	Basic but adequate analysis with some structural or clarity issues. Lacks depth in comparison or research, but the

project meets minimum requirements.   Weak organized project with limited analysis and weak comparisons. Lacks critical thinking or attention to detail.   Poorly organized project

Grading Scale: The University's grading system will be used for this course (for information about UF's grades and grading policies, please consult https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx). In accordance, a student's overall performance in this course will be graded as follows:

A (4.0) = 94% & above;

A- (3.67) = 90% to 93.99%;
B+ (3.33) = 87% to 89.99%; B (3.0) = 83% to 86.99%; B- (2.67) = 80% to 82.99%
C+ (2.33) = 77% to 79.99%; C (2.0) = 73% to 76.99%; C- (1.67) = 70% to 72.99%
D+ (1.33) = 67% to 69.99%; D (1.0) = 63% to 66.99%; D- (0.67) = 60% to 62.99%;
E (0.00) = Below 60%

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Dr. Rachel J.C. Fu

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

*• 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 *

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• 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.

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course

syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• *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/.*

* *

Response:
Yes

Department of Tourism, Hospitality and Event Management
College of Health and Human Performance
UNIVERSITY *of* FLORIDA

Tourism & Hospitality Business Perspectives

HMG 6XXX| 2 credits |Fall 2024

COURSE INFORMATION

Credits: 2
Meeting location and time:
Hough Hall 140, Tuesday 4:05 pm - 6 pm
Hough Hall 140, Thursday 4:05 pm - 6 pm

INSTRUCTOR INFORMATION

Dr. Rachel J.C. Fu
Office: 240 Florida Gym
Office Phone: 352-294-1611
Email: racheljuichifu@ufl.edu
Office hours: T, R (1:30 PM to 3:30 PM) & by appointment.

Department Chair   Rachel Fu, Ph.D., CHE   Room FLG 240D
                              Email: racheljuichifu@ufl.edu

Course Description [a required course]:

This course will examine tourism, hospitality, and event businesses and their roles and impacts in the wider economic and social environment. This course will focus on destination promotions, lodging management, restaurant operations, meetings, conventions market segments, and the impacts of Artificial Intelligence (AI) and robotics on the industries.

Course Prerequisite: NO prerequisites

Status: Admitted Graduate Students

"Tourism & Hospitality Business Perspectives serves as an introductory course, providing all admitted graduate students with a comprehensive foundation. Students will engage with in-depth content presented by the instructor and the assigned required readings. Therefore, no prerequisite course is required."

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

- Analyze the business challenges of the hotel and restaurant industries
- Evaluate modern obstacles within the airline and cruise line industries
- Assess operational issues of the rental car and casino industries
- Discuss common difficulties within the theme park and events industries

- Evaluate impacts of AI, Machine Learning (ML), and robotics in Hospitality and Tourism businesses
- Research and analyze a hospitality and tourism industry operational challenge and create possible solutions

Selected Course Materials* :

WEEKLY REQUIRED/ASSIGNED READING:

Week 1/Module 1
- Artificial Intelligence, Machine Learning, and Robot Applications in Hospitality Businesses. Author: Dr. Rachel Fu (ISBN: 979-8-7657-8381-8) First/Second Edition, Kendall Hunt Publishing Company
- Goeldner, C. R., & Ritchie, J. R. B. (2012). Tourism: Principles, Practices, Philosophies (12th ed.). Wiley.

Week 2 / Module 2
- Tourism Management Perspectives Journal. Special Issue on Global Trends in Tourism and Hospitality (2023).
- UNWTO (2022). Tourism Highlights: 2022 Edition.

Week 3 /Module 3
- Enz, C. A. (2021). Hospitality Strategic Management: Concepts and Cases (2nd ed.).
- Schmidgall, R. S. (2022). Hospitality Industry Managerial Accounting (8th ed.).

Week 4 /Module 4
- International Journal of Hospitality Management (2022). Revenue Management in Hotels: A Contemporary Approach.
- Tajeddini, K., Ratten, V., & Merkle, T. (2020). Tourism, Hospitality, and Digital Transformation: Strategic Management Approaches. Springer.

Week 5 /Module 5
- Harvard Business Review (2022). The Future of Hotels: Five Innovations Reshaping Hospitality.
- Willy Legrand, Philip Sloan, & Joseph S. Chen. (2020). Sustainability in the Hospitality Industry: Principles of Sustainable Operations (3rd ed.). Routledge.

Week 6 / Module 6
- Harvard Business Review (2022). CSR in the Hospitality Sector: Strategies for Long-Term Success.
- Journal of Travel & Tourism Marketing (2023). The Role of Branding in Destination Marketing.

Week 7 / Module 7
- Journal of Hospitality and Tourism (2022). Innovations in Hospitality Branding.
- Tourism Review (2022). Crisis Management in Tourism: Lessons from the COVID-19 Pandemic.

Course Format: The course will include a combination of lectures, discussions, exams, and projects. Attendance and active participation are essential to the nature of this course. There are live meetings for residential students and pre-recorded lectures for online students

Readings from articles will be assigned throughout the semester. It is important to keep up with the assigned readings to enhance your understanding of the course content.

Participation in class is highly recommended and encouraged to facilitate ideas and concepts.

Technology Requirements: Students will use Microsoft Word, Excel and PowerPoint. Students may also use video producing and editing programs, although the preferred tool is for students to use a tool in which they are already comfortable.

Course Evaluation: The following table provides a brief summary of the specific assessment tools for this course, as well as the related percentage (and point) value of the final grade.

Students can earn 900 points (100%) in this class:

Assessment Tool		% value (Pt value)
Destination Marketing Project	7 steps (varying pts)	63% (570 pts)
Discussions	5 discussions at 10 pts each	6% (50 pts)
Comparative Hospitality	1 individual project	31% (280 pts)
Business analyses		
Total		100% (900 pts)

Destination Marketing Project:

Destination Marketing Analyses Project: Tourism and Hospitality Business Perspectives
In this semester-long group project (limited to a maximum of 4 members), students will have the opportunity to select and analyze a real-world tourism destination of their choice. The project will focus on evaluating the effectiveness of destination marketing strategies and provide actionable insights for future improvements. Each group will explore destination branding, promotional efforts, competitive positioning, and the impact of marketing strategies on tourism outcomes. The comprehensive analysis process will unfold across 7 structured steps, covering everything from market research to the development of future marketing recommendations. Upon completion, each team will compile a detailed destination marketing analysis report, which includes all findings, evaluations, and recommendations, and present their analyses to the class.

Components of the Destination Marketing Analyses Project:
1. Destination Selection and Objective Definition
   Students will select a tourism destination (city, region, or country) and define the objectives of their analysis. The goals may include evaluating current marketing strategies, identifying key target markets, or assessing branding effectiveness.
2. Market Research and Industry Context
   Conduct in-depth research on the chosen destination's tourism industry, including tourist demographics, visitor statistics, economic impact, and seasonal trends. Analyze the external environment and key factors influencing tourism at the destination.
3. Competitive Positioning and Benchmarking
   Analyze the destination's competitive landscape by comparing it with similar destinations. Identify competitive advantages and challenges through benchmarking key performance indicators (e.g., visitor satisfaction, brand awareness, accessibility, pricing strategies).
4. Destination Branding Analysis
   Examine the destination's branding and positioning strategies. Evaluate the effectiveness of logos, slogans, imagery, and messaging used in marketing campaigns. Assess how the destination differentiates itself from competitors in the eyes of potential visitors.
5. Digital and Traditional Marketing Strategy Assessment
   Investigate the destination's promotional strategies across various platforms (social media, websites, travel agencies, TV ads). Analyze the effectiveness of both digital and traditional marketing efforts in attracting visitors and engaging key target markets.
6. Tourism Stakeholder and Community Impact Analysis
   Evaluate how the destination marketing strategies align with the interests of local stakeholders (e.g., hotels, restaurants, tour operators) and the broader community. Assess the impact of tourism promotion on the local economy, environment, and culture.
7. Strategic Recommendations and Future Marketing Directions
   Based on the findings from previous steps, develop actionable recommendations for enhancing the destination's marketing efforts. Suggest new or improved strategies that address gaps in current

campaigns, including potential rebranding, emerging market opportunities, and the integration of sustainability in future promotions.

This project offers students an in-depth exploration of tourism marketing within the dynamic context of destination management, allowing them to apply real-world concepts and strategic thinking in a tourism business setting.

Destination Marketing Project Rubric					
	Rating **(Points)**				
Criteria and Weight	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Completeness 40%	Completed all steps required by the assignment	Completed almost all steps required by the assignment	Completed most steps required by the assignment	Completed some steps required by the assignment	Completed only a few steps required by the assignment
Justification 30%	Provided sufficient explanations justifying all answers	Provided explanations justifying most answers	Provided explanations justifying some answers	Provided explanations justifying a few answers	Did not provide explanations justifying any answers
Writing 20%	High-quality writing with proper use of sentences, paragraphs, and minimal grammar and spelling errors	Good-quality writing with some minor issues in sentences, paragraphs, grammar, and spelling	Adequate quality of writing with noticeable issues in sentences, paragraphs, grammar, and spelling	Limited quality of writing with significant issues in sentences, paragraphs, grammar, and spelling	Poor quality of writing, lacking proper sentences, paragraphs, and containing multiple grammar and spelling errors
Overall Impression 10%	Outstanding effort and exceptional quality of work	Good effort and commendable quality of work	Adequate effort with room for improvement in quality	Limited effort with considerable improvement needed in quality	Minimal effort and significant improvement needed in quality

Destination Marketing Project Rubric					
	Rating **(Points)**				
Criteria and Weight	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Total= 100%					

Discussions: Discussions provide students an opportunity to expand their knowledge of course materials with other classmates. The discussions are meant for you to think like an event planner and expound foundational knowledge of event management to the discussion topics on Canvas. **Further instructions for initial posts and reply posts are found on Canvas.**

Discussion Rubric					
	Rating **(Points)**				
Criteria and Weight	Excellent (100%)	Good (80%)	Satisfactory (60%)	Needs Improvement (40%)	Unsatisfactory (0%)
Initial Post					
Completeness 40%	Thoroughly addresses all questions, integrates relevant course material, and includes external references.	Answers all questions with minor gaps or lacks external references.	Addresses most questions but may miss some key details or material.	Addresses few questions, with incomplete or unclear responses.	Fails to address the questions or significantly off-topic.
Depth of Analysis 20%	Demonstrates in-depth understanding, critical thinking, and original insights, well-supported by evidence and examples.	Shows solid understanding and analysis, but lacks some depth or originality. Some examples present.	Provides a basic understanding with general ideas and limited examples or evidence.	Analysis lacks depth and critical thinking, with minimal support or unclear ideas.	Fails to provide depth or analysis; unsupported or underdeveloped ideas.
Reply Post					

Engagement with Peer 20%	Thoughtfully engages with peer's post, offering valuable insights, constructive feedback, and extends the conversation.	Engages with peer's post, offering feedback or building on ideas, but lacks full depth.	Provides basic engagement, reinforcing ideas with limited feedback or new perspectives.	Minimal engagement with peer's post, feedback is brief or lacks relevance.	Does not engage meaningfully with peer's post or provides irrelevant feedback.
Respectful Communication 20%	Consistently uses respectful, professional language, fostering positive dialogue and encouraging further discussion.	Generally respectful, with minor lapses in tone or encouragement for dialogue.	Communication is neutral, with little encouragement or fostering of further discussion.	Tone is indifferent or lacks professionalism, with little encouragement of dialogue.	Disrespectful or inappropriate tone that discourages productive discussion.
Total=100%					

Comparative Hospitality Business Analyses: Comparative Hospitality Business Analyses: Final Project Overview

The Comparative Hospitality Business Analyses project is the capstone assignment for this graduate course, where students will perform a detailed, comparative analysis of two hospitality firms within the same sector (e.g., lodging to lodging, restaurant to restaurant, or cruise line to cruise line). In this final project, students will explore and contrast the visions, missions, achievements, success stories, and challenges of the selected businesses. The analysis will focus on identifying key micro and macro factors, such as internal operations, customer engagement, industry trends, and external market forces.

The goal of the project is to assess how well each organization's overall performance and strategic marketing plans align with its stated objectives and its competitive positioning within the broader hospitality landscape.

Comparative Hospitality Business Analyses Rubric					
	Rating (Points)				
Criteria and Weight	Excellent (100%)	Proficient (80%)	Satisfactory (60%)	Needs Improvement (40% and under)	Unsatisfactory (0%)
Visions & Missions 10%	Clear, insightful comparison of each organization's vision and mission, including how these statements guide business strategy, organizational culture, and long-term goals. Strong alignment with	Provides a solid comparison with good analysis of how each organization's vision and mission relate to their operations and	Basic comparison with limited depth or focus on the vision and mission's relevance to operations and strategic alignment.	Unclear discussion of visions and missions, with little or no connection to the businesses' operations or strategy.	Incomplete

	real-world operations and competitive positioning.	strategy. Some alignment with real-world practices is discussed.			
Market Analysis 20%	Thorough and detailed analysis of the market environment, including competitors, customer demographics, industry trends, and external factors. Demonstrates deep understanding of the organizations' positioning within the broader market.	Good analysis with adequate research on market conditions, competition, and trends, though lacking some depth or details in understanding the organizations' market positioning.	Basic market analysis, missing significant competitive insights or lacking thorough research on external market trends and their impact on the organizations.	Weak market analysis with little evidence of research into competition, trends, or the market environment.	Incomplete
Operation Analysis 20%	Comprehensive evaluation of operational strategies, including internal processes, customer service models, technology use, and resource management. Clear comparison of operational efficiencies and challenges between the two businesses.	Good analysis of operational practices, but lacking depth in comparing certain key areas or fully exploring operational efficiencies.	Basic overview of operations with limited comparison or focus on key operational strategies, efficiencies, or challenges.	Vague analysis of operations, providing little to no meaningful comparison of the organizations' practices.	Incomplete
Achievement 10%	Insightful comparison of significant achievements for each business, backed by data or case examples. Highlights successes in growth, market expansion, innovation, or customer satisfaction.	Clear comparison of the businesses' achievements with some examples, though lacking in detailed evidence or breadth.	Basic comparison with minimal depth or a lack of clear examples to illustrate business achievements.	Weak comparison of achievements, providing little evidence of success stories or accomplishments.	No comparison
Social Responsiblity 10%	Thorough analysis of each organization's corporate social responsibility (CSR) initiatives, including environmental sustainability, community engagement, and ethical practices. Clear comparison of how CSR contributes to	Good analysis of CSR efforts with a reasonable comparison, though missing some details on specific initiatives or impacts on the business.	Basic overview of CSR efforts with limited comparison or analysis of their significance for the business and its stakeholders.	Minimal discussion of CSR efforts, with little comparison or analysis of their role in the organizations' operations.	Incomplete

	each company's brand and customer relationships.				
Challenges 10%	Detailed comparison of key challenges faced by each business, including external risks, operational inefficiencies, market competition, or customer expectations. Insightful analysis of how these challenges affect strategic performance.	Clear identification of challenges with some comparative analysis, though lacking depth in exploring their impact on overall performance.	Basic comparison of challenges, with minimal analysis or discussion of how these obstacles affect the organizations.	Unclear comparison of challenges, offering little insight into the obstacles each business faces.	Incomplete
Overall Quality 20%	Well-structured, clearly written, and highly polished final project. Analysis is comprehensive, data-driven, and demonstrates critical thinking. Strong, cohesive comparison throughout all sections.	Clear and organized project with good depth in analysis, though some sections may lack in detail or polish. Reasonable comparison between the businesses.	Basic but adequate analysis with some structural or clarity issues. Lacks depth in comparison or research, but the project meets minimum requirements.	Weak organized project with limited analysis and weak comparisons. Lacks critical thinking or attention to detail.	Poorly organized project

Grading Scale: The University's grading system will be used for this course (for information about UF's grades and grading policies, please consult https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx). In accordance, a student's overall performance in this course will be graded as follows:

A (4.0) = 94% & above;   A- (3.67) = 90% to 93.99%;
B+ (3.33) = 87% to 89.99%;   B (3.0) = 83% to 86.99%;   B- (2.67) = 80% to 82.99%
C+ (2.33) = 77% to 79.99%;   C (2.0) = 73% to 76.99%;   C- (1.67) = 70% to 72.99%
D+ (1.33) = 67% to 69.99%;   D (1.0) = 63% to 66.99%;   D- (0.67) = 60% to 62.99%;
E (0.00) = Below 60%

Assignment Feedback and Response Time: All assignments are graded within seven days of the due date, unless otherwise communicated. Detailed feedback on most assignments is provided to each student and can be found in Canvas under the grade comments.

Class Policies: Students are expected to be professional in course discussions, which requires them to:

• Actively participate in the course at all times. Active participation includes asking thoughtful questions, contributing knowledge and ideas relevant to the topic, volunteering answers to

questions, and sharing relevant material from other readings, classes, newspapers, and media sources.

• Be punctual with regards to course due dates.

• Be prepared to participate in discussions. Students are required to read all assigned materials prior to class.

• Be courteous and respectful to your peers and the instructor.

It is important to the learning environment that you feel welcome and safe in this class; and that you are comfortable participating in class discussions and communicating with me on any issues related to the class. If your preferred name is not the name listed on the official UF roll, please let me know as soon as possible by e-mail or otherwise. I would like to acknowledge your preferred name, and pronouns that reflect your identity. Please let me know how you would like to be addressed in class, if your name and pronouns are not reflected by your UF-rostered name. I welcome you to the class and look forward to a rewarding learning adventure together.

You may also change your "Display Name" in Canvas. Canvas uses the "Display Name" as set in myUFL. The Display Name is what you want people to see in the UF Directory, such as "Ally" instead of "Allison." To update your display name, go to one.ufl.edu, click on the dropdown at the top right, and select "Directory Profile." Click "Edit" on the right of the name panel, uncheck "Use my legal name" under "Display Name," update how you wish your name to be displayed, and click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

Attendance & Late Assignment Policy: Late work is not allowed unless in alignment with the UF make-up policy. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with the University's policies. For more information about UF's policies, please consult (https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.)

Students with prior knowledge of an excused absence must make arrangements to submit assignments prior to the due date. Documentation must be provided to the instructor for an excused absence. Excused absences include, but are not limited to, personal illness, family illness or death, jury duty, religious holiday, and official University activities. Absences will be excused at the instructor's discretion.

Students with Disabilities: Support services for students with disabilities are coordinated by the Disability Resource Center in the Dean of Students Office. Students 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. Any student who feels that they may need accommodations based on the impact of a disability should contact the instructor privately to discuss their specific needs. The University encourages students to follow this procedure as early as possible in the semester.

UF Academic 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."

Academic dishonesty, such as plagiarism and cheating, will not be tolerated. Violation of the UF Academic Honor Code will incur serious consequences. Any act of academic dishonesty will be reported to the Dean of Students Office. Plagiarism and cheating may be punished by failure on the exam, assignment, or project; failure in the course; and/or expulsion. There are no exceptions to this policy. For more information about UF's policy, please consult https://policy.ufl.edu/regulation/4-040/ .

Online Course Evaluations:

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/ .

Additional Resources:

- Office of Academic Support can be found at https://oas.aa.ufl.edu/
- UF Tutoring offers various forms of academic support to help students succeed in their studies. All tutoring services are free to UF students. https://teachingcenter.ufl.edu/tutoring/
- Writing Studio is committed to helping UF students meet their academic and professional goals by becoming better writers. https://writing.ufl.edu/writing-studio/
- U Matter We Care: This initiative aims to assist the community with care related resources that focus on health, safety, and holistic well-being. https://umatter.ufl.edu/

COURSE SCHEDULE

The course schedule is tentative and subject to change. Changes will be announced on Canvas. It is the student's responsibility to keep track of announced schedule changes.

Week	Module	Topics	Assigned Readings/Assignment Due Dates
Week 1	1	Introduction to Global Tourism and Hospitality Industry	Due Sunday: Syllabus Acknowledgement, Discussion, Assignment
Week 2	2	Strategic Management in Tourism and Hospitality	Due Sunday: Discussion, Assignment
Week 3	3	Market Segmentation, Targeting, and Positioning	Due Sunday: Discussion, Assignment
Week 4	4	Financial Management and Performance Metrics	Due Sunday: Assignment
Week 5	5	Innovation and Technology in Hospitality and Tourism	Due Sunday: Assignment
Week 6	6	Sustainable Tourism and Corporate Social Responsibility (CSR)	Due Sunday: Assignment
Week 7	7	Marketing and Branding in Tourism and Hospitality	Due Sunday: Assignment

Week 8	8	Risk Management and Crisis Recovery in Tourism and Hospitality	Due Sunday: Discussion, Assignment
Finals Week		Recorded Final Presentations Submitted	

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: 1/27/2025 12:02:43 PM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
ISS

Course Level
*Select the 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:
5

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Undergraduate students in 5000-level courses
Is this course intended for an audience including undergraduate students?

Response:
No

Rationale for 5000-level course request
In the space provided below, please provide the rationale for submitting this course as a 5000 level course (i.e.

target student audience, program, school). 5000 level courses require joint review and approval by the University Curriculum Committee and Graduate Curriculum Committee or Professional Curriculum Committee.

Response:
Not at this time.

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Great Books of the Medieval World

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Great Books - Medieval World

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic

Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or

headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• *Regularly Scheduled [base hr]*
• *Thesis/Dissertation Supervision [1.0 headcount hr]*
• *Clinical Instruction [1.0 headcount hr]*
• *Directed Individual Studies [0.5 headcount hr]*
• *Supervision of Student Interns [0.8 headcount hr]*
• *Supervision of Teaching/Research [0.5 headcount hr]*
• *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
This course will introduce 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
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:

n/a

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
n/a

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).

• A statement related to class attendance, make-up exams and other work such as: "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."

• A statement related to accommodations for students with disabilities such as: 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.

• A statement informing students of the online course evaluation process such as: "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."

Response:
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
This course will introduce 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.
    - 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 medieval texts.
- Synthesize the development of ideas about religion, politics, science, and humanism in medieval 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
        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. 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	**Topic: Development and Expansion of Early Christianity** **Required Readings:** "The Gospel of John," from in *The New Oxford Annotated Bible: New Revised Standard Version,* eds. Michael Coogan, Marc Brettler, Carol Newsom, and Pheme Perkins (Oxford, 2018), pp. 1519-1557. - Irenaeus, *Adversus Haereses,* selections. Read from *The Cambridge Edition of Early Christian Writings,* vol. 3. *Christ: Through the Nestorian Controversy,* ed. Mark DelCogliano (Cambridge: Cambridge University Press, 2022), pp. 103-134. - Justin Martyr, *Dialogus cum Tryphone*, Cap. I-XIV. [https://www.documentacatholicaomnia.eu/03d/0100-0160,_Iustinus,_Dialogus_cum_Tryphone_[Schaff],_EN.pdf] - Athanasius, *The Life of Antony and the Letter to Marcellinus* (Marwah, NJ: Paulist, 1979). - Robert Louis Wilken, *The First Thousand Years: a Global History of Christianity* (New Haven, 2021), chapters 1-8.
Week 2	**Topic: Christianity and Empire: Before and Beyond Nicaea** **Required Readings:** "Epistle to Diognetus," in *The Cambridge Edition of Early Christian Writings*, vol. 3. *Christ: Through the Nestorian Controversy,* 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 *The Cambridge Edition of Early Christian Writings*, vol. 3. *Christ: Through the Nestorian Controversy,* pp. 420-488. - Gregory of Nyssa, *Homilies on the Song of Songs,* trans. Richard A. Norris, Jr. (Atlanta, GA: SBL Press, 2012), pp. 14-45. - Chapters by Drake, Edwards, and Lee in the *Cambridge Companion to the Age of Constantine*, ed Noel Lenski (Cambridge, 2007).

Week 3	• **Topic: Augustine**
	• **Required Readings**:
	   ○ Augustine, *Confessions,* trans. Henry Chadwick (Oxford, 1992), books five, six, and eight, and one other of your choosing.
	   ○ Augustine, The City of God: Selections and Introduction 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'", *History of Political Thought*, 13(1): 13–29
	   ○ John Rist, "Faith and Reason", in *Cambridge Companion to Augustine* (Cambridge, 2001), ed. Stump and Kretzmann 26–39.

Week 4	• **Topic: Of Providence and Divine Identity: Boethius, Cassiodorus and John Damascene**
	• **Required Readings:**
	   ○ Boethius, *The Consolation of Philosophy,* trans. Victor Watts (London, 1999), xi-xxi, 3-116.
	   ○ Cassiodorus, *Explanation of the Psalms,* trans. P.G. Walsh (CUA Press, 1990), pp. 45-138 (Psalm 1-10).
	   ○ John of Damascus, *The Orthodox Faith,* in *Saint John of Damascus: Writings,* trans. Frederic H. Chase, Jr. (CUA Press, 1958), pp. 165-201.
	   ○ John Marenbon, 'Divine Prescience and Contingency in Boethius's *Consolation of Philosophy*', *Rivista di storia della filosofia*, 68 (2013), 9–19.
	   ○ Marilyn McCord Adams, "Anselm on Faith and Reason", in *The Cambridge Companion to Anselm*, Brian Davies and Brian Leftow, (eds.) (New York: Cambridge University Press, 2004), 32–60.

Week 5	• **Topic: Rule**
	• **Required Readings:**
	   ○ John of Salisbury, *Policraticus* (Cambridge, 1990), trans. and ed. Cary Nederman, 9-229.
	   ○ Marsilius of Padua, *Defensor Pacis,* trans. Alan Gewirth (Columbia 2001), pp. 98-180.
	   ○ Francis Oakley, *The Conciliarist Tradition: Constitutionalism in the Catholic Church 1300-1870* (Oxford, 2003), pp. 1-110.

Week 6	• **Topic: Jewish and Islamic Influences I: Al-Ghazali and Judah Halevi**
	• **Required Readings:**
	   ○ Al Ghazzali, *Deliverance from Error and Mystical Union with the Almighty*, trans. Muhammad Abulayah. Washington: Council for Research in Values and Philosophy, 2001.
	   ○ Judah Halevi, *The Kuzari: The Book of Refutation and Proof on Behalf of the Despised Faith* by Judah Halevi, translated with annotation and notes by Lawrence V. Berman and Barry S.

	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.
	o David Hartwig Baneth, "Judah Halevi and Al-Ghazali," In *Studies in Jewish Thought: An Anthology of German Jewish Scholarship*, ed. Alfred Jospe. Detroit: Wayne State University Press, 1981, pp. 181-199.
	o Israel Efros, "Some Aspects of Yehuda Halevi's Mysticism," *Proceedings of the American Academy for Jewish Research* 11 (1941), pp. 7–16.
	o Majid Fakhry, *A History of Islamic Philosophy*. New York: Columbia University Press, 1970, pp. 217-233.
	o Alexander Green, "Does God Prefer the Powerful? Reforming the King in Judah Halevi's *Kuzari*," *Jewish Studies Quarterly* 28, no. 1 (2021): 1-20.
	o Howard Kreisel, *Prophecy: The History of an Idea in Medieval Jewish Philosophy*. Leiden: Brill, 2001, pp. 94-147.
Week 7	• **Topic: Jewish and Islamic Influences II: Maimonides and Averroes** • **Required Readings:** o Moses Maimonides, *The Guide of the Perplexed*. 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). o Averroes, *The Decisive Treatise*. Utah: Bringham Young University Press, 2001, pp. 1-33. o Edwin Curley, "Maimonides, Spinoza and the Book of Job," in *Jewish Themes in Spinoza's Philosophy*, eds. Heidi Ravven and Lenn Goodman. Albany, NY: SUNY Press, 2002: 147-186. o Majid Fakhry, *A History of Islamic Philosophy*. New York: Columbia University Press, 1970, pp. 270-292. o Warren Zev Harvey, "Maimonides on Human Perfection, Awe, and Politics," in *The Thought of Moses Maimonides*, eds. Ira Robinson. Lewiston, NY: Edwin Mellen Press, 1990, pp. 1-15. o Warren Zev Harvey, "Two Jewish Approaches to Evil in History" in *Wrestling with God: Jewish Theological Responses during and after the Holocaust*, eds. Steven Katz, Shlomo Biderman and Gershon Greenberg. Oxford: Oxford University Press, 2007, pp. 326-331. o Leo Strauss, "The Literary Character of the *Guide of the Perplexed*," in *Persecution and the Art of Writing*. Chicago: University of Chicago Press, 1988: 38-94. o Richard Taylor, "Averroes: Religious Dialectic and Aristotelian Philosophical Thought," in *The Cambridge Companion to Arabic Philosophy*. Cambridge: Cambridge University Press, 2005, pp. 180-200.

Week 8	• **Topic: Journeys of Self: To God and to the Trivium et Quadrivium, Pt. I**
	• **Required Readings:**
	  o Saint Bonaventure, *The Journey of the Mind to God,* ed. Stephen Brown (Indianapolis, 1993), ix-xix, 1-75.
	  o *The Little Flowers of Saint Francis of Assisi*, ed. W. Heywood (NY, 1998), xix-xxiii, 1-117.
	  o Hugh of St Victor, *The Didascalicon of Hugh of St. Victor: A Medieval Guide to the Arts,* trans. Jerome Taylor (Columbia, 1991), Preface, Lib. I, II, III (pp. 43-101). **{UF E-text}**
	  o W.J. Courtenay, "Theology and Theologians from Ockham to Wyclif," in *The History of the University of Oxford: Volume II: Late Medieval Oxford,* ed. J.I. Catto and T.A.R Evans (Oxford, 1992), pp. 1-34.
	  o Douglas Langston, "The Spark of Conscience: Bonaventure's View of Conscience and Synderesis", *Franciscan Studies*, 53 (1993): 79–95.

Week 9	• **Topic: Journeys of Self: To God and to the Trivium et Quadrivium, Pt. II**
	• **Required Readings**:
	  o Thomas Aquinas, *Catena Aurea. Commentary on the Four Gospels Collected out of the Works of the Fathers,* ed. John Henry Newman, 4 vols. (Parker Society, 1841), John 1-8. https://www.ecatholic2000.com/catena/untitled-89.shtml
	  o William Ockham, *Tractatus de Praedestination et de Praescientia Dei et de Futuris Contingentibus,* ed. Philotheus Boehner (St. Bonaventure, NY: The Franciscan Institute, 1945), pp. 1-40, 50-57. {HathiTrust E-text}
	  o Nicholas of Cusa, *De Docta Ignorantia,* trans. Jasper Hopkins (Arthur J. Banning Press, 1985), pp. 4-159.
	  o Chapters by Artsen, Owens, and McInerny, *Cambridge Companion to Aquinas*, ed Kretzman and Stump (Cambridge, 1993).
	  o Jean Bethke Elshtain, *Sovereignty: God, State, and Self* (NY, 2008), chapters 1-2.

Week 10	• **Topic: *Tre Corone:* On Dante, Boccaccio, Petrarch**
	• **Required Readings:**
	  o Dante Alighieri, *The Divine Comedy, Volume 1: Inferno*, trans. Mark Musa (NY, 2002), cantos 1-15, 19-20, 26, 28, 39.
	  o Giovanni Boccaccio, *The Decameron* (JM Dent, 1930), pp. 1-57 (First Day).
	  o Petrarch, *The Triumphs of Love, Chastitie, Death,* trans. Anna Hume (1644). [EEBO Text]
	  o Kenelm Foster, "Religion and Philosophy in Dante," in *The Mind of Dante*, ed. Uberto Limentani (Cambridge: Cambridge University Press, 1965) pp. 47–78.

	o Guiseppe Mazzotta, "The Heaven of the Sun: Dante between Aquinas and Bonaventure," in *Dante for the New Millennium*, eds. Teodolinda Barolini and H. Wayne Storey, New York: Fordham University Press, pp. 152–168.

Week 11	• **Topic: Chaucer**
	• **Required Reading:**
	  o Chaucer, Geoffrey, *The Canterbury Tales: Fifteen Tales and the General Prologue*, 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.
	  o Essays by DuBoulay, Donaldson, Nolan in *Norton*, pp. 473-92, 503-534.
	  o Spearing, A. C., "Introduction" from *The Franklin's Prologue and Tale* (Cambridge: Cambridge UP,1966, rev. ed.1994), pp. 1-76
	  o Boitani, Piero, and Jill Mann (eds.), *The Cambridge Chaucer Companion* (Cambridge: Cambridge UP, 1986), 1-19, 127-42, 251-269.

Week 12	• **Topic: Travelogues and Global Encounters**
	• **Required Reading:**
	  o *The Travels of Marco Polo*, trans. Ronald Latham (Penguin, 1958), pp. 7-112.
	  o *The Book of Margery Kempe* (Penguin, 2000), proem and preface, chapters 1-5, 9, 15, 26-30.
	  o Riccoldo da Montecroce, "The Book of Pilgrimage," in Rita George-Tvrtkovic, *A Christian Pilgrim in Medieval Iraq: Riccoldo da Montecroce's Encounter with Islam* (Brepols, 2012), pp. 175-227.
	  o Peter Jackson, "Marco Polo and his 'Travels'", *Bulletin of the School of Oriental and African Studies* 61 (1998), 82-101.
	  o Melissa Crofton, "From medieval mystic to early modern anchoress: Rewriting the book of Margery Kempe", *The Journal of the Early Book Society* 16 (2013), 89–110.

Week 13	• **Topic: The World Late Medieval and Renaissance Texts Made, Pt. I** • **Required Readings:** o Lorenzo Valla, *On the Donation of Constantine,* trans. G.W. Bowersock (Harvard, 2007), pp. 2-161. o Desiderius Erasmus, "Epistle Dedicatory," in idem, *Paraphrase of Erasmus on the New Testament* (1548). https://archive.org/details/paraphrases-of-erasmus-on-the-new-testament-text/Erasmus%20-%20Paraphrase%20%2800%29%20Preface/mode/2up o Marsilio Ficino, *Platonic Theology, Volume 1: Books I-IV,* trans. Michael J.B. Allen (Harvard, 2001). o Brian Copenhaver, "Valla Our Contemporary: Philosophy and Philology," *Journal of the History of Ideas*, 66 (2005), 507–525. o Brian Cummings, "Erasmus and the Invention of Literature", *Erasmus of Rotterdam Society Yearbook*, 33 (2013), 22–54.
Week 15	• **Topic:** The World Late Medieval and Renaissance Texts Made, Pt. II • **Required Readings:** o Desiderius Erasmus, *The Julius Exclusus of Erasmus,* trans. Paul Pascal (Indiana UP, 1968). o Letters between Pope Alexander VI and Girolamo Savonarola in *Selected Writings of Girolamo Savonarola: Religion and Politics, 1490-1498*, ed. and trans. Anne Borelli and Maria Pastore Passaro (Yale, 2006), pp. 261-310. o Francisco Vitoria, *De Indis,* in *Vitoria: Political Writings,* 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.

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: 1/24/2025 6:12:34 PM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
ISS

Course Level
*Select the 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:
5

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Undergraduate students in 5000-level courses
Is this course intended for an audience including undergraduate students?

Response:
No

Rationale for 5000-level course request
In the space provided below, please provide the rationale for submitting this course as a 5000 level course (i.e. target student audience, program, school). 5000 level courses require joint review and approval by the University Curriculum Committee and Graduate Curriculum Committee or Professional Curriculum Committee.

Response:

Not at this time.

Course Number

Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Principles of Grand Strategy and Statecraft I

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Grand Strategy & Statecraft 1

Delivery Method

Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic

Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
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 ancient Athens to the American Revolution.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
n/a

Completing Prerequisites:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)*

*Example: *
<ol>
• *Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.*
• *Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
n/a

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• *Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.*
• *Required and recommended readings for the course.*
• *Name of instructor(s) or planned instructor(s). If unknown, list as TBD.*
• *Materials and Supplies fees, if any.*
• *Methods by which students will be graded*
• *The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.*
• *A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).*
• *A statement related to class attendance, make-up exams and other work such as: "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."*
• *A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:
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

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 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 T*he 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* (Berkley, 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 Jospeh 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. Storring, "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. Write 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. Analyze and explain the influence of diverse factors on grand strategy to understand why states wage war in diverse ways.
3. Gain 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. Understand grand strategy by evaluating how political and social change influenced the evolution of national security and how grand strategy adapted to these changes.
5. Understand 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 (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 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 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 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	**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	**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):** - Paul Kennedy, "Grand Strategy in War and Peace: Toward a Broader Definition," in *Grand Strategies in War and Peace*, ed. Paul Kennedy (New Haven, 1991), pp. 1-7. - Richard K. Betts, "Is Grand Strategy an Illusion?" in *The Oxford Handbook of Grand Strategy* (Oxford, 2021), pp. 590-603. - Thomas Hobbes, *Leviathan* (1651), ed. C.B. MacPherson (London, 1968), chap.13, (pp. 183-188); chap. 17 (pp. 223-228); plus excerpt, p. 394. - Isaiah Berlin, *The Proper Study of Mankind* (New York, 1997), pp. 436-98. - Williamson Murray, "Thoughts on Grand Strategy," in *The Shaping of Grand Strategy*, ed. W. Murray, R. Sinnreich, and James Lacey, pp. 1-33. - Richard Rosecrance and Arthur Stein, *The Domestic Bases of Grand Strategy* (Ithaca, 1993), pp. 3-21. - Edward N. Luttwak, *Strategy: The Logic of War and Peace* (Cambridge, 1987), pp. 207-266. B. H. Liddell Hart, "Fundamentals of Strategy and Grand Strategy," in *Strategy*, 2nd ed. (New York, 1967), part IV, pp. 319-370.
Week 3	**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

us about democracy and leadership, and what place morality has in the conduct of nations.

- **Required Readings (398 pages):**
  - Thucydides, *The Landmark Thucydides*, ed. Robert B. Strassler (New York, 1996):
    - ➢ 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, *On the Origins of War and the Preservation of the Peace* (New York, 1995), pp. 1-79.
  - Laurie Bagby, "The Use and Abuse of Thucydides," *International Organization* 48, no. 1 (Winter 1994), pp. 131-53.
  - Victor Davis Hanson, *A War Like No Other: How the Athenians and the Spartans Fought the Peloponnesian War* (New York, 2005), pp. 123-314.

Week 4	- **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):**
	  - Thucydides, *The Landmark Thucydides*, ed. Robert B. Strassler (New York, 1996):
	    - ➢ Book VI §27-32, 43-105 (pp. 376-379, 385-423).
	    - ➢ Book VII (pp. 427-478).
	  - Xenophon, *Hellenica*, trans. John Marincola (New York, 2009), pp. 1-76.
	  - Plutarch, "Life of Lysander", in *Plutarch's Lives*, trans. John Dryden, ed. Arthur Hugh Clough (New York, 2001), pp. 584-606.
	  - Donald Kagan, "Athenian Strategy in the Peloponnesian War," in T*he Making of Strategy: Rulers, States, and War*, ed. W. Murray, M. Knox, and A. Bernstein (New York, 1994), chap. 2, pp. 24-55.
	  - Chester G. Starr, *The Influence of Sea Power on Ancient History* (New York, 1989), pp. 3-84.
	  - Arthur M. Eckstein, *Mediterranean Anarchy, Interstate War, and the Rise of Rome* (Berkley, 2006), pp. 37-78.

Week 5	- **Topic:** Warring States China - **Summary:** Sun Tzu's *Art of War* 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):** - Sun Tzu. *The Art of War*, trans. Samuel B. Griffith (Oxford, 1971), pp. 63-115.

	• Victoria Tin-bor Hui, *War and State Formation in Ancient China and Early Modern Europe* (Cambridge, 2005), pp. 54-108. • Michael D. Swaine and Ashley J. Tellis, *Interpreting China's Grand Strategy* (RAND, 2000), pp. 21-95. • Francois Jullien, "Relying on the Propensity of Things," in *A Treatise on Efficacy*, pp. 15-31. • Alastair I. Johnston, *Cultural Realism: Strategic Culture and Grand Strategy in Chinese History* (Princeton, 1995), pp. 61-266.
Week 6	● **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):** • John Keegan, *The Mask of Command* (New York, 1987), pp. 13-91. • David J. Lonsdale, *The Practice of Strategy: From Alexander the Great to the Present* (New York, 2011), pp. 15-34. • 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), pp. 139-198. • N. G. L. Hammond, *The Genius of Alexander the Great* (Chapel Hill, 1997), pp. 1-202.

Week 7	● **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):**
	 • Polybius, *The Rise of the Roman Empire*, trans. Ian Scott-Kilvert (New York, 1979):
	    ➢ 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).

	• Livy, *Hannibal's War*, trans J.C. Yardley (New York, 2004), §28.38-46 (pp. 497-513). • Plutarch, "Life of Fabius" and "Life of Julius Caesar," in *Plutarch's Lives*, trans. J. Dryden, ed. A. Hugh Clough (New York, 2001), vol 1., pp. 235-256, vol 2., pp. 199-244. • Michael W. Doyle, *Empires* (Cornell University Press, 1986), pp. 82-103. • 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), pp. 130-169. • Dexter Hoyos, *Mastering the West* (New York, 2015), pp. 229-279.

Week 8	• **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 Luttwaks' 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):**
	  • Edward Gibbon, *The History of the Decline and Fall of the Roman Empire* (New York, 1993), pp. 3-68.
	  • Edward Luttwak, *The Grand Strategy of the Roman Empire* (Baltimore, 1976), pp. 1-194.
	  • Arther Ferril, *The Fall of the Roman Empire: The Military Explanation* (Thames and Hudson, 1986), pp. 7-169.
	  • Marcus Aurelius, *Meditations*, trans. A. S. L. Farquharson (Oxford University Press, 1990), pp. 10-15.

Week 9	• **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):** • "Al-Baladhuri on Early Muslim Conquests," in *The Crusades: A Reader*, ed. S. J. Allen and E. Amt (Toronto, 2014), pp. 12-14. • 'Urban II's Call for a Crusade', in *The Crusades: A Reader*, pp. 34-41. • William of Tyre, "History," in *The Crusades: A Reader*, pp. 82-84. • "Memoirs of Usama Ibn Muqidh," in *The Crusades: A Reader*, pp. 107-110. • "The Rule of the Templars," in *The Crusades: A Reader*, pp. 132-135. • Baha ad-Din, "Life of Saladin," in *The Crusades: A Reader*, pp. 144-149. • "Decrees of the Fourth Lateran Council," in *The Crusades: A Reader*, pp. 244-248. • "David Hume on the Crusades," *The Crusades: A Reader*, pp. 388-392. • Jonathan Phillips, *The Life and Legend of the Sultan Saladin* (Yale University Press, 2019), pp. 172-205.

	• Jonathan Riley-Smith, *The Crusades: A History* (Yale University Press, 2005), pp. 1-281.

Week 10	• **Topic:** Machiavelli
	• **Summary:** Machiavelli's contribution to political thought represented a seismic shift and the advent of modernity. We will read the entirety of *The Prince* 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):**
	   • Niccolò Machiavelli, *The Prince*, in *Modern Political Thought: Readings from Machiavelli to Nietzsche*, ed. David Wootton (Indianapolis, 1996), pp. 6-57.
	   • Machiavelli, *The Discourses* (Chicago, 1996), book II, pp. 123-209.
	   • Isaiah Berlin, *The Proper Study of Mankind* (New York, 1997), pp. 279-325.
	   • John Vincent, "The Hobbesian Tradition in 20th Century International Thought," *Millenium* 10, no. 2 (1981): 91-101.
	   • Jonathan Haslam, "Reasons of State," in *No Virtue Like Necessity: Realist Thought in International Relations Since Machiavelli* (Yale University Press, 2002), pp. 17-88.

Week 11	• **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):**
	   • 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 Jospeh 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), pp. 108-138.
	   • 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), pp. 1-40.
	   • 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), pp. 211-257.

	• Caroline Finkel, *Osman's Dream: The Story of the Ottoman Empire 1300-1923* (New York, 2005), pp. 48-195.
Week 12	• **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):** • Queen Elizabeth I, "Speech to the Troops at Tillbury, in *The Penguin Book of Historic Speeches*, ed. Brian MacArthur (New York, 1995), pp. 40-41. • R. B. Wernham, "Elizabethan War Aims and Strategy," in *Elizabethan Government and Society*, eds. S. T. Bindoff et. al. (London, 1961), pp. 341-368. • Paul Kennedy, *The Rise and Fall of British Naval Mastery* (London: Macmillan, 1976), pp. 13-35. • Paul Kennedy, *The Rise and Fall of the Great Powers: Economic Change and Military Conflict From 1500 to 2000* (New York, 1987), pp. 31-139. • 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), pp. 87-104. • David Kaiser, *Politics and War* (Cambridge, 2000), pp. 25-48.
Week 13	• **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):** • 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), pp. 283-339. • 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), pp. 1-224.
		• Iskander Rehman, "Sully, Richelieu, and Mazarin: French Strategies of Equilibrium in the Seventeenth Century," in *The New Makers of Modern Strategy*, pp. 281-287.
		• Henry Kissinger, *World Order: Reflections on the Character of Nations and the Course of History*, pp. 1-40.
		• David Kaiser, *Politics and War* (Cambridge, 2000), pp. 83-108.
Week 14		• **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):**
		• David Hume, "Of the Balance of Power" in *Political Writings* (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 *The 1713 Peace of Utrecht and its Enduring Effects*, ed. Alfred H. A. Soons (Leiden, 2019), pp. 120-155.
		• Jeremy Black, *The Shaping of Grand Strategy* (New York, 2011), pp. 63-78.
		• William S. Maltby, *The Making of Strategy*, pp. 151-177.
		• P. J. Marshall, *The Making and Unmaking of Empires* (Oxford University Press, 2005), pp. 1-157.
		• L. Storring, "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), pp. 137-161.
		• Paul Kennedy, *The Rise and Fall of British Naval Mastery*, pp. 69-175.
Week 15		• **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.

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: 1/24/2025 6:15:47 PM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> ISS

Course Level
*Select the 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:
> 5

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Undergraduate students in 5000-level courses
Is this course intended for an audience including undergraduate students?

> Response:
> No

Rationale for 5000-level course request
In the space provided below, please provide the rationale for submitting this course as a 5000 level course (i.e. target student audience, program, school). 5000 level courses require joint review and approval by the University Curriculum Committee and Graduate Curriculum Committee or Professional Curriculum Committee.

> Response:

Not at this time.

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Principles of Grand Strategy and Statecraft II

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Grand Strategy & Statecraft 2

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic

Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
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 explore various approaches to grand strategy, and consider how both history and theory can inform contemporary statecraft in war and peace.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
n/a

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
n/a

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."

• A statement related to accommodations for students with disabilities such as: 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.

• A statement informing students of the online course evaluation process such as: "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."

Response:
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

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. Write 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. Analyze and explain the influence of diverse factors on grand strategy to understand why states wage war in diverse ways.
3. Gain 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. Understand grand strategy by evaluating how political and social change influenced the evolution of national security and how grand strategy adapted to these changes.
5. Understand 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 (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 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 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 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	● **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):** • Lawrence Freedman, *Strategy* (Oxford University Press, 2015), 768 pp.
Week 2	● **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):** • Charles Edel, *Nation-Builder: John Quincy Adams and the Grand Strategy of the Republic* (Harvard University Press, 2014), 432 pp.
Week 3	● **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):** • Carl von Clausewitz, *On War* (Start Publishing LLC, 2013) excerpts.
Week 4	● **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):** • Henry Kissinger: *Diplomacy* (Simon & Schuster, 1995), 915 pp.
Week 5	● **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

	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. ● **Required Readings (944 pages):** • Doris Kearns Goodwin, *Team of Rivals: The Political Genius of Abraham Lincoln* (Simon & Schuster, 2006), 944 pp.
Week 6	● **Topic:** The Nature of Power ● **Summary:** Athis 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):** • Paul Kennedy, *The Rise and Fall of the Great Powers* (Vintage, 2010), 706 pp.
Week 7	● **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):** • A. T. Mahan, *The Influence of Sea Power Upon History, 1660-1783* (Dover Publication, 1987).
Week 8	● **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):** • Christopher Clark, *The Sleepwalkers: How Europe Went to War in 1914* (Harper Perennial, 2014), 736 pp.
Week 9	● **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):** • Phillips Payson O'Brien, *The Strategists: Churchill, Stalin, Roosevelt, Mussolini, and Hitler: How War Made Them and How They Made War* (Dutton, 2024), 554 pp.

Week 10	• **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):** • Walter Russell Mead: *Special Providence: American Foreign Policy and How it Changed the World* (Alfred A. Knopf, 2001), 400 pp.
Week 11	• **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):** • John Lewis Gaddis, *Strategies of Containment: A Critical Appraisal of American National Security Policy During the Cold War* (Oxford University Press, 2005), 484 pp.
Week 12	• **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):** • William Inboden, *The Peacemaker: Ronald Reagan, the Cold War, and the World on the Brink* (Dutton, 2022).
Week 13	• **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):** • Rush Doshi, *The Long Game: China's Grand Strategy to Displace American Order* (Oxford University Press, 2023), 432 pp.
Week 14	• **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

	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? ● **Required Readings (320 pages)**: • Hal Brands, *The Eurasian Century: Hot Wars, Cold Wars, and the Making of the Modern World* (W. W. Norton & Company, 2025), 320 pp.
Week 15	● **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](#).

Course|New for request 20961

Info

Request: ISS 5XXX The Liberal Arts in Theory and 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: 1/24/2025 11:26:54 AM
Form version: 2

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> ISS

Course Level
*Select the 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:
> 5

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Undergraduate students in 5000-level courses
Is this course intended for an audience including undergraduate students?

> Response:
> No

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and

course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
The Liberal Arts in Theory & Practice

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Liberal Arts-Theory & Practice

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic

Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]

• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

> Response:
> Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

> Response:
> 3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

> Response:
> 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.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

> Response:
> N/A

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

> Response:
> N/A

Rationale for Placement in the Curriculum

Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

> Response:
> This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements

<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:
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

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 trace the historical development of the idea of liberal education from antiquity to the present day.
2. Students will be able to analyze and critically evaluate 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 critically evaluate 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 (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 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 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 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	**Topic:** Introduction **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. **Required Readings:** N/A
Week 2	**Topic:** Overview: Liberal Education from Antiquity to the 21st Century **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. **Required Readings:** ● Bruce Kimball, *Orators & Philosophers: A History of the Idea of Liberal Education*, 2nd ed. (College Board, 1995).
Week 3	**Topic:** The Liberal Arts in Ancient Greece **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. **Required Readings**: ● *Greek and Roman Education: A Sourcebook* (Routledge, 2009), pp. 1-150.
Week 4	**Topic:** The Liberal Arts in Ancient Rome **Summary:** Did liberal education *really* 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

	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. **Required Readings:** ● W. Martin Bloomer, *The School of Rome: Latin Studies and the Origins of Liberal Education* (University of California Press, 2011). ● *Greek and Roman Education: A Sourcebook* (Routledge, 2009), pp. 151-267 (readings from
Week 5 Feb. 5-9	**Topic:** The Liberal Arts in Early Medieval Europe **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 *The Envy of Angels*, 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. **Required Readings:** ● C. Stephen Jaeger, *The Envy of Angels: Cathedral Schools and Social Ideals in Medieval Europe, 950-1200* (University of Pennsylvania Press, 1994).
Week 6	**Topic:** The Liberal Arts in the Medieval University **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. **Required Readings/Works:** ● David L. Wagner (ed.), *The Seven Liberal Arts in the Middle Ages* (Indiana University Press, 1983). ● Kimball (ed.), *The Liberal Arts Tradition: A Documentary History* (University Press of America, 2010), pp. 89-146.

Week 7	**Topic:** Renaissance Humanism & the Humanities **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. **Required Readings/Works:** ● 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). ● Kimball (ed.), *The Liberal Arts Tradition: A Documentary History* (University Press of America, 2010), pp. 147-194.
Week 8	**Topic:** Locke on Liberal Education **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 *Some Thoughts Concerning Education*. **Required Readings/Works:** ● John Locke, *Some Thoughts Concerning Education*, ed. Ruth W. Grant and Nathan Tarcov (Hackett, 1996).
Week 9	**Topic:** Rousseau on Liberal Education **Summary:** This week we will discuss the most important 18th-century response to Locke, Jean-Jacques Rousseau's *Emile or On Education* (1762), a work often listed alongside Plato's *Republic* 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? **Required Readings/Works:** ● Jean-Jacques Rousseau, *Emile or On Education* (Penguin, 2007).

Week 10	**Topic:** Newman on Liberal Education **Summary:** This week we will discuss John Henry Newman's *The Idea of A University* (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 *The Idea of University* by Martha McMackin Garland, Frank Turner, George Marsden, Sara Castro-Klarén, and George Landow. **Required Readings/Works:** ● John Henry Newman, *The Idea of A University* (Yale University Press, 1996).
Week 11	**Topic:** The Liberal Arts in America: the Past **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 *Reports on the Course of Instruction in Yale College* (1828). **Required Readings/Works**: ● Kimball (ed.), *The Liberal Arts Tradition: A Documentary History* (University Press of America, 2010), pp. 195-408. ● David B. Potts (ed.), *Liberal Education in a Land of Colleges: Yale's* Reports *of 1828* (Palgrave Macmillan, 2010).
Week 12	**Topic:** The Liberal Arts in America: Present and Future **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 *Community of Learning.* 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. **Required Readings/Works**:

	● Kimball (ed.), *The Liberal Arts Tradition: A Documentary History* (University Press of America, 2010), pp. 409-496 ● Francis Oakley, *Community of Learning: The American College and the Liberal Arts Tradition* (Oxford University Press, 1992).
Week 13	**Topic:** Why Liberal Arts? A Contemporary Perspective **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 *Cultivating Humanity* (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." **Required Readings/Works:** ● Martha C. Nussbaum, *Cultivating Humanity: A Classical Defense of Reform in Liberal Education* (Harvard University Press, 1998).
Week 14	**Topic:** Why Liberal Arts? Another Contemporary Perspective **Summary:** This week we will read a different contemporary response to the perceived crisis of liberal education, discussing Johnathan Marks's *Let's Be Reasonable: A Conservative Case for Liberal Education*. 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. **Required Readings:** ● Jonathan Marks, *Let's Be Reasonable: A Conservative Case for Liberal Education* (Princeton University Press, 2021).
Week 15	**Topic:** What is Liberal Education? **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.

Course|New for request 20973

Info

Request: ISS 5XXX Theory and Structure
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: 1/24/2025 6:07:49 PM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> ISS

Course Level
*Select the 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:
> 5

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Undergraduate students in 5000-level courses
Is this course intended for an audience including undergraduate students?

> Response:
> No

Rationale for 5000-level course request
In the space provided below, please provide the rationale for submitting this course as a 5000 level course (i.e. target student audience, program, school). 5000 level courses require joint review and approval by the University Curriculum Committee and Graduate Curriculum Committee or Professional Curriculum Committee.

> Response:

Not at this time.

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Theory and Structure

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Theory and Structure

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic

Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- *Regularly Scheduled [base hr]*
- *Thesis/Dissertation Supervision [1.0 headcount hr]*
- *Clinical Instruction [1.0 headcount hr]*
- *Directed Individual Studies [0.5 headcount hr]*
- *Supervision of Student Interns [0.8 headcount hr]*
- *Supervision of Teaching/Research [0.5 headcount hr]*
- *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
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.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
n/a

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
n/a

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:
All Items Included

ISS 5xxx: Theory and Structure

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

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

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. Understand a variety of approaches to IR theory, including realist, liberal and constructivist perspectives.
2. Acquire familiarity with 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. Analyze the effects of both theories and structures in shaping international politics.
5. Apply a range of theoretical frameworks (from multiple disciplines) to develop their own interpretation of both historical and contemporary geopolitical problems.
6. Write 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. Be conversant in 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. Understand 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 (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 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 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	• **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," *International Organization* vol. 55, no. 2 (2001): 251-284
Week 2	• **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):** • Peter Wilson, *The Thirty Years War: A European Tragedy* (Harvard, 2019), pp. 424-853.
Week 3	• **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):** • Lars Magnusson, *Mercantilism: The Shaping of an Economic Language* (Routledge, 1994), 232 pp.
Week 4	• **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):** • Adam Smith, *An Inquiry into the Nature and Causes of the Wealth of Nations* (Penguin, 1982), vol. I, 505 pp.

Week 5	● **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):** • Martin Wight, *International Theory: The Three Traditions* (New York, 1992), 286 pp.
Week 6	● **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):** ● J. R. Seeley, *The Expansion of England* (London, 1904), 316 pp.
Week 7	● **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):** ● V. I. *Lenin, Imperialism: The Highest Stage of Capitalism*, revised trans. (International Publishers Co., 1935), 124 pp.
Week 8	**Topic:** Wilsonianism, Nationalism, and Self-Determination ● **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):** • Charlie Laderman, Sharing the Burden: *The Armenian Question, Humanitarian Intervention, and Anglo-American Visions of Global Order* (Oxford, 2019), 300 pp.
Week 9	● **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):** • Barry Eichengreen, *Golden Fetters: The Gold Standard and the Great Depression, 1919-1939* (Oxford, 1992), 300 pp.

Week 10	- **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):** • John Mearsheimer, *The Tragedy of Great Power Politics* (New York, 2001), 592 pp.
Week 11	- **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):** • Charles Kindleberger, *The World in Depression* (University of California Press, 1973), pp. 344.
Week 12	- **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):** • John Ikenberry, *Liberal Leviathan: The Origins, Crisis, and Transformation of the American World Order* (Princeton, 2011), 392 pp.
Week 13	- **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):** • Ernst B. Haas, *The Uniting of Europe: Political, Social, and Economic Forces 1950-1957* (Stanford, 1968), 642 pp.
Week 14	- **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):** • Alexander Wendt, *Social Theory of International Politics* (Cambridge, 2012), 447 pp.
Week 15	- **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

<u>Participation Rubric</u>

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.

Course|New for request 20964

Info

Request: ISS 6XXX 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: 1/24/2025 11:17:10 AM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

    Response:
    ISS

Course Level
*Select the 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

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

    Response:
    XXX

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Philosophical and Literary Traditions and Ideas

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Philosophic and Literary T&I

Delivery Method

Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic

Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or

between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
Yes

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
Yes

Multiple Offerings in a Single Semester
Can this course be taken by a student multiple times in the same semester?

Response:
Yes

If repeatable, # total repeatable credit allowed
Indicate the maximum number of total repeatable credits allowed per student across all semesters of their degree program.

Response:
12

Amount of Credit
Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
The multidisciplinary graduate course with rotating topics will cover major ideas, texts, and intellectual traditions in the Western tradition with a particular focus on philosophical and literary traditions.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
n/a

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
n/a

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.

• A statement informing students of the online course evaluation process such as: "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."

Response:
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
The multidisciplinary graduate course with 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

- Cultivate a critical vocabulary for approaching the classical tradition in Western thought.
- Acquire a familiarity with the breadth of the classical tradition in Western history, literature, philosophy, and art from the Renaissance to the present.
- Identify and evaluate prominent themes, authors, and developments in the history of the classical tradition in the West.
- Understand and appreciate 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 (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. 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	**Topic:** Classical Reception and the Classical Tradition I **Summary:** The course begins with a two-week introductory sequence defining the subject, during which we will explore intersecting notions of tradition, legacy, *Nachleben* (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. **Required Readings:** • "Soracte Ode" (*Odes* 1.9), in Horace, *Odes and Epodes*, ed. and tr. Niall Rudd (Harvard University Press, 2004). • Patrick Leigh Fermor, *Abducting a General: The Kreipe Operation in Crete* (New York Review Books, 2014), 43–44. • Charles Martindale, *Redeeming the Text: Latin Poetry and the Hermeneutics of Reception* (Cambridge University Press, 1993), pp. xiii–xiv and 1–34. • Charles Martindale, "Introduction: Thinking Through Reception," in *Classics and the Uses of Reception*, ed. Charles Martindale and Richard F. Thomas (Blackwell, 2006), pp. 1–13. • James I. Porter, "What is 'Classical' about Classical Antiquity?" in *Classical Pasts: The Classical Traditions of Greece and Rome*, ed. James I. Porter (Princeton University Press, 2006), 1–65.
Week 2	**Topic:** Classical Reception and the Classical Tradition II **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. **Required Readings:** • Gilbert Highet, *The Classical Tradition: Greek and Roman Influences on Western Literature* (Oxford University Press, 2015 [1949]), pp. 1–21, 541–549. • Anthony Grafton, Glenn W. Most, and Salvatore Settis (ed.), *The Classical Tradition* (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 *Italy and the Classical Tradition:*

	Language, Thought and Poetry 1300–1600, ed. Carlo Caruso and Andrew Laird (Bloomsbury, 2013), 1–28. ● Michael Silk, Ingo Gildenhard, and Rosemary Barrow, *The Classical Tradition: Art, Literature, Thought* (Wiley-Blackwell, 2014), pp. 3–248.
Week 3	**Topic:** Odysseys: Homeric Transformations in Western Literature **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 *Il ritorno d'Ulisse in patria* and conclude with a discussion of the Jewish-Italian writer Primo Levi's invocation of Dante's Ulysses in his memoir of surviving Auschwitz. **Required Readings:** ● Dante Alighieri, *The Divine Comedy: Inferno. 1: Italian Text and Translation*, tr. Charles S. Singleton (Princeton University Press, 1970), Canto 26. ● Angelo Poliziano, *Ambra* (1485), in *Silvae*, ed. and tr. Charles Fantazzi (Harvard University Press, 2004), pp. 68–109. ● Alfred, Lord Tennyson, "Ulysses" (1833), in *Tennyson: A Selected Edition*, ed. Christopher Ricks (Routledge, 2008), pp. 138–145. ● T. S. Eliot, "*Ulysses*, Order, and Myth" (1923), in *Selected Prose of T. S. Eliot*, ed. Frank Kermode (Farrar, Straus and Giroux, 1975) pp. 175–178. ● Ezra Pound, "Canto I" (1930), in *The Cantos of Ezra Pound* (New Directions, 1996), pp. 3–5. ● Primo Levi, *If This is a Man* (1947), tr. Stuart Woolf (Folio Society, 2000), 136–143.
Week 4	**Topic:** Philology: How to Read the Classics **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. **Required Readings:**

	• 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).
Week 5	**Topic:** Latin as a Global Language **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. **Required Readings:** • Ernst Robert Curtius, *European Literature and the Latin Middle Ages* (1948), tr. Willard R. Trask (Princeton University Press, 2013), pp. 3–16. • Françoise Waquet, *Latin or the Empire of a Sign: From the Sixteenth to the Twentieth Centuries* (1998), tr. John Howe (Verso, 2001). • Christopher S. Celenza, *The Lost Italian Renaissance: Humanists, Historians, and Latin's Legacy* (Johns Hopkins University Press, 2004), excerpts. • Stuart M. McManus, *Empire of Eloquence: The Classical Rhetorical Tradition in Colonial Latin America and the Iberian World* (Cambridge University Press, 2021), excerpts.
Week 6	**Topic:** Humanism and the Classical Tradition in Renaissance Political Thought **Summary:** This week we will explore humanism and the classical tradition in the political thought of the Italian Renaissance. We will read Machiavelli's *Discourses on Livy*, 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. **Required Readings:** • 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).

Week 7	**Topic:** Shakespeare and the Classical Tradition **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 "*Et tu, Brute?*" 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 *Coriolanus* as well as some recent works of literary scholarship. **Readings:** • William Shakespeare, *Coriolanus* (c. 1608), ed. Peter Holland (Bloomsbury, 2013). • Colin Burrow, *Shakespeare and Classical Antiquity* (Oxford University Press, 2013), pp. 1–20. • Jonathan Bate, *How the Classics Made Shakespeare* (Princeton University Press, 2020).
Week 8	**Topic:** Research Paper Workshop **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. **Readings:** N/A
Week 9	**Topic:** The Quarrel of the Ancients and Moderns **Summary:** The *querelle des Anciens et des Modernes*, 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. **Readings:** • Bernard Le Bovier de Fontenelle, "A Digression on the Ancients and the Moderns," tr. Donald Schier, in *The Continental Model: Selected French Critical Essays of the Seventeenth Century in English Translation*, eds. Scot Elledge and Donald Schier (University of Minnesota Press, 1960), pp. 358–370.

	● Jonathan Swift, "The Battle of the Books," in *The Essential Writings*, ed. Claude Rawson and Ian Higgins (New York: Norton, 2010), pp. 95–111. ● Joseph M. Levine, *The Battle of the Books: History and Literature in the Augustan Age* (Cornell University Press, 1991). ● Larry F. Norman, *The Shock of the Ancient: Literature and History in Early Modern France* (University of Chicago Press, 2011). ● Floris Verhaart, *Classical Learning in Britain, France, and the Dutch Republic, 1690–1750: Beyond the Ancients and the Moderns* (Oxford University Press, 2020), pp. 1–34.
Week 10	**Topic:** Nietzsche as a Philosopher of Antiquity **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 (*Altertumswissenschaft*). **Readings:** ● Friedrich Nietzsche, *The Birth of Tragedy* (1872), in *Nietzsche: The Birth of Tragedy and Other Writings*, 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 *Birth of Tragedy*" (1872–1873), tr. Gertrude Postl, Babette E. Babich, and Holger Schmid, *New Nietzsche Studies* 4.1–2 (2000), pp. 1–33. ● Friedrich Nietzsche, "We Classicists" (1875), tr. William Arrowsmith, in Friedrich Nietzsche, *Unmodern Observations / Unzeitgemässe Betrachtungen*, ed. William Arrowsmith (Yale University Press, 2011), pp. 305–388. ● Friedrich Nietzsche, "What I Owe to the Ancients," in *Twilight of the Idols: Or, How to Philosophize with the Hammer* (1889), tr. Richard Polt (Hackett, 1997), pp. 86–91. ● James I. Porter, "Nietzsche's Radical Philology," in *Nietzsche as a Scholar of Antiquity*, ed. Anthony K. Jensen and Helmut Heit (Bloomsbury, 2014), pp. 27–50.
Week 11	**Topic:** Classical Antiquity in the Visual Arts **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. **Readings:**

	- Giorgio Vasari, *The Lives of the Artists* (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 *History of Ancient Art* (1764) in *Winckelmann: Writings on Art*, tr. David Irwin (London: Phaidon, 1972), pp. 61–85, 104–144. - Johann Joachim Winckelmann, "Letter on the Herculanean Discoveries" (1762), in *Letter and Report on the Discoveries at the Herculaneum*, tr. Carol C. Mattusch (Getty Publications, 2011), pp. 65–77. - Michael Silk, Ingo Gildenhard, and Rosemary Barrow, *The Classical Tradition: Art, Literature, Thought* (Wiley-Blackwell, 2014), pp. 394–401.
Week 12	**Topic:** Troy and the Homeric Question **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 *Iliad* and the *Odyssey*. 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. **Readings:** - Giambattista Vico, *The New Science* (1725), tr. Jason Taylor and Robert C. Miner (New Haven: Yale University Press, 2020), pp. 329–362. - Friedrich Augustus Wolf, *Prolegomena to Homer* (1795), tr. Anthony Grafton, Glenn W. Most, and James E. G. Zetzel (Princeton: Princeton University Press, 1985). - Heinrich Schliemann, "Homeric Troy," excerpt from *Ilios* (1873), in *Eyewitness to Discovery: First-Person Accounts of More Than Fifty of the World's Greatest Archaeological Discoveries*, ed. Brian M. Fagan (Oxford University Press, 1996), pp. 176–185. - Albert B. Lord, *The Singer of Tales*, 2nd ed., ed. Stephen Mitchell and Gregory Nagy (Harvard University Press, 2000), pp. 3–13. - James I. Porter, "Homer: The Very Idea," *Arion* 10.2 (2002), 57–86.
Week 13	**Topic:** The Classical Tradition in America **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 *Federalist Papers*, 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. **Readings:**

	- Alexander Hamilton, James Madison, and John Jay, *The Federalist Papers*, 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, *The Culture of Classicism: Ancient Greece and Rome in American Intellectual Life, 1780–1910* (Johns Hopkins University Press, 2002).
Week 14	**Topic:** Virtue and Morality, Ancient and Modern **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. **Required Readings:** - Alasdair Macintyre, *After Virtue: A Study in Moral Theory*, 3rd ed. (University of Notre Dame Press, 2007 [1981]), pp. 43-54, 100-142, 214-219. - Bernard Williams, *Shame and Necessity*, 2nd ed. (Oxford University Press, 2008 [1993]).
Week 15	**Topic:** Research Symposium **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.

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
The multidisciplinary graduate course with 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 McCarraher, *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.
- Gain a deeper facility with the texts that shaped the European mindset c. 1493 – 1780, viz., from "Inter Caetera" to the Declaration of Independence.
- Learn to see 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.
- Train the students to be more comfortable 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 (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 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 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 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 (20%)
   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	**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	**Topic:** Reconfiguring late medieval global landscape: Religion & Politics from Pope Alexander VI to Martin Luther **Required Readings:** **Primary Texts (Read <u>All</u>)** - 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, *The Julius Exclusus of Erasmus*, trans. Paul Pascal (Bloomington: Indiana University Press, 1968). - Martin Luther, *The Freedom of a Christian 1520: The Annotated Luther Study Edition*, 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)** - Michel de Certeau, *The Mystic Fable: The Sixteenth and Seventeenth Centuries, Volume One,* trans. Michael B. Smith (Chicago: The University of Chicago Press, 1992), Introduction, Chap. 3. - Regina Schwartz, *Sacramental Poetics at the Dawn of Secularism: When God Left the World* (Stanford, CA: Stanford University Press, 2008), Preface, Parts I, III, Afterword.

	▪ Brad S. Gregory, *The Unintended Reformation: How a Religious Revolution Secularized Society* (Cambridge, MA: Harvard University Press, 2012), Introduction, Chap. 1.

Week 3	• **Topic:** Salamanca, Scholastic Debates, and the Questions of Universal Human Rights. Christ and the Commerce of Conversion, Pt. I (of III).
	• **Required Readings**:
	  ○ **Primary Texts (Read <u>All</u>)**
	    ▪ Francisco Vitoria, *De Indis*, in *Vitoria: Political Writings*, ed. Anthony Pagden and Jeremy Lawrance (Cambridge: Cambridge University Press, 1991), pp. 231-292.
	  ○ **Secondary Texts (Choose <u>One</u>)**
	    ▪ David Lantigua, *Infidels and Empires in a New World Order: Early Modern Spanish Contributions to International Legal Thought* (Cambridge: Cambridge University Press, 2020), Part I.
	    ▪ Anthony Pagden, *The Burdens of Empire: 1539 to the Present* (New York: Cambridge University Press, 2015), ch. 1.

Week 4	• **Topic:** Bartolomé de Las Casas and the Complicated Legacy of Mission. Christ and the Commerce of Conversion, Pt. II (of III).
	• **Required Readings:**
	  ○ **Primary Text**
	    ▪ Bartolomé de Las Casas, *In Defense of the Indians*, trans. Stafford Poole (DeKalb: Northern Illinois University Press, 1992).
	    ▪ Bartolomé de Las Casas, *An Account of the First Voyages and Discoveries Made by the Spaniards in America* (1699).
	  ○ **Secondary Text (Choose <u>One</u>)**
	    ▪ Lantigua, *Infidels and Empires in a New World Order*, Part II.
	    ▪ Lawrence A. Clayton, *Bartolomé de Las Casas: A Biography* (Cambridge: Cambridge University Press, 2012), chap. 3, 5, 7.

Week 5	o **Topic:** Idolatry and All That: Jesuit Missions and José de Acosta in colonial Peru.
	o **Required Readings:**
	   o **Primary Text**
	     ▪ José de Acosta, *Natural and Moral History of the Indies*, ed. Jane E. Mangan (Duke University Press, 2002), Book V, chs. 1-7, 23-27.
	   o **Secondary Text (Read MacCormack and one more)**
	     ▪ Sabine MacCormack, *Religion in the Andes: Vision and Imagination in Early Colonial Peru* (Princeton: Princeton University Press, 1991), pp. 249-280.
	     ▪ 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.

Week 6	o **Topic:** Building of a "True Godly" Empire: England and Imperial Endeavors.
	o **Required Readings:**
	   o **Primary Text**
	     ▪ Walter Raleigh, *Discovery of the Large, Rich, and Beautiful Empire of Guiana* (1596).
	     ▪ Richard Ligon, *A True and Exact History of the Island of Barbados* (1675).

Week 7	o **Topic:** Global Encounters and Empire of Scientific Knowledge.
	o **Required Readings:**
	   o **Primary Text**
	     ▪ Francis Bacon, *New Atlantis: A Work unfinished* (1658).
	   o **Secondary Text**
	     ▪ Ralph Bauer, *The Alchemy of Conquest: Science, Religion, and the Secrets of the New World* (Charlottesville: University of Virginia Press, 2019), chs. 10, 11, 12.

Week 8	• **Topic:** Progenitor of Capitalism? Adam Smith and Religion, Politics and Economics
	• **Required Readings:**
	  o **Primary Text:**
	    ▪ 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."
	  o **Secondary Text: (McCarraher text Optional)**
	    ▪ 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), pp. 25-58.
	    ▪ Eugene McCarraher, *The Enchantments of Mammon: How Capitalism Became the Religion of Modernity* (Cambridge, MA: The Belknap Press of Harvard University Press, 2019), pp. 19-106.

Week 9	o **Topic:** Global Encounters, Rethinking Colonialism? Pt. 1
	o **Required Readings:**
	  o **Primary Text**
	    ▪ Jonathan Swift, *Travels into Several Remote Nations of the World. In Four Parts. By Lemuel Gulliver, First a Surgeon, and then a Captain of several Ships* (1726).
	    ▪ Idem, *A Modest Proposal for preventing the Children of Poor People from being a Burthen to their Parents, or the Country* (1729).
	  o **Secondary Text**
	    ▪ Robbie Richardson, "Colonialism," in *Jonathan Swift in Context,* 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 *A Modest Proposal* (1729)," *Estudios Irlandeses* 18.2 (2023): 11-27.

Week 10	• **Topic:** Global Encounters and Rethinking Colonialism? Pt. 2
	• **Required Reading**:
	    o Aphra Behn, *Oroonoko, or, The Royal Slave. A True History* (1688).
	    o [Daniel Defoe], *The Life and Strange Surprizing Adventures of Robinson Crusoe, of York, Mariner* (1719).

Week 11	• **Topic: Slavery, Modernity, and Human Identity, Pt. 1**
	• **Required Readings**:
	    o 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. (1772).
	    o 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* (1680).
	    o 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* (1769).

Week 12	• **Topic: Slavery, Modernity, and Human Identity, Pt. 2**
	• **Required Readings**:
	    o Katharine Gerbner, *Christian Slavery: Conversion and Race in the Protestant Atlantic World* (Philadelphia: University of Pennsylvania Press, 2018), chs. 1, 2, 5.
	    o Colin Kidd, *The Forging of Races: Race and Scripture in the Protestant Atlantic World, 1600-2000* (Cambridge: Cambridge University Press, 2006), chs. 1, 2, 3, 4.

Week 13	• **Topic: Religion and Modernity: Jesuits in Context** • **Required Reading:** o Luke Clossey, *Salvation and Globalization in the Early Jesuit Missions* (New York: Cambridge University Press, 2008), chs. 1, 2, 3, 4, 6.

Week 14	• **Topic: How *Else* to Think about Modernity and Religion?**
	• **Required Readings:**
	    o N/A
	    o Revisiting Some Readings from the Semester for an Intense Revision.

Week 15	• **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.

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: 2/4/2025 11:33:44 AM
Form version: 2

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
ISS

Course Level
*Select the 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

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Seminar in History of Ideas

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Seminar - History of Ideas

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
Students enrolled in 6XXX will participate in a writing seminar with other MA level students in the History of Ideas 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
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
n/a

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two

*additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites

Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
n/a

Rationale for Placement in the Curriculum

Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements

<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:

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
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
- 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

- Develop foundational research skills for producing an independent research paper in the Humanities.
- Define 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 is Intellectual Thought? **Readings** • Richard Whatmore, *What is Intellectual History* (2016) • Arthur O. Lovejoy, "Reflections on the History of Ideas," *Journal of the History of Ideas* 1 (1940), pp. 3–23. • Anthony Grafton, "The History of Ideas: Precept and Practice, 1950–2000 and Beyond', *Journal of the History of Ideas*, 67 (2006), pp. 1–32.
WEEK 2	Philosophical Reasoning in the History of Ideas **Readings** • Mark Bevir, *The Logic of the History of Ideas* (Cambridge, 1999).
WEEK 3	Methodological Considerations in the Pursuit of Intellectual Thought **Readings** • Quentin Skinner, *Visions of Politics: Vol. 1: Regarding Method* (2002).
WEEK 4	Forming Arguments in Intellectual Thought **Readings** • 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), pp. 1–245.
WEEK 5	Contextualizing the History of Ideas in Modern Times **Readings** • Darrin M. McMahon and Samuel Moyn (eds.), *Rethinking Modern European Intellectual History* (Oxford, 2013).
WEEK 6	The History of Ideas in a Global Context **Readings** • Samuel Moyn and Andrew Sartori (eds.), *Global Intellectual History* (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:** • 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](#).

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: 2/4/2025 11:34:17 AM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
ISS

Course Level
*Select the 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

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Seminar in War, Statecraft and Strategy

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Seminar-War, Statecraft & Stra

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
Yes

Multiple Offerings in a Single Semester
Can this course be taken by a student multiple times in the same semester?

Response:
No

If repeatable, # total repeatable credit allowed
Indicate the maximum number of total repeatable credits allowed per student across all semesters of their degree program.

Response:
6

Amount of Credit
Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

• *Regularly Scheduled [base hr]*
• *Thesis/Dissertation Supervision [1.0 headcount hr]*
• *Clinical Instruction [1.0 headcount hr]*
• *Directed Individual Studies [0.5 headcount hr]*
• *Supervision of Student Interns [0.8 headcount hr]*
• *Supervision of Teaching/Research [0.5 headcount hr]*
• *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
Students enrolled in 6XXX will participate in a writing seminar with other MA level students in the War, Statecraft and Strategy 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
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
n/a

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
n/a

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.

• A statement informing students of the online course evaluation process such as: "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."

Response:
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
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

- Develop foundational research skills for producing an independent research paper in the Social Sciences.
- Define 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** • John Lewis Gaddis, *On Grand Strategy* (New York, 2019).
WEEK 2	Philosophical Reasoning in the Classical Texts **Readings** • Charles Hill, *Grand Strategies: Literature, Statecraft and World Order* (New Haven, 2010).
WEEK 3	Methodological Considerations in the Pursuit of Strategy **Readings** • Cathal J. Nolan, *The Allure of Battle: A History of How Wars Have Been Won and Lost* (Oxford, 2017).
WEEK 4	Contextualizing Strategy for Modern Times **Readings** • Hew Strachan, *The Direction of War: Contemporary Strategy in Historical Perspective* (Cambridge, 2013).
WEEK 5	Forming Arguments in Strategy Distinguishing Between Historical Analysis and Policy Advocacy **Readings** • Hal Brands and Jeremi Suri (eds.), *The Power of the Past: History and Statecraft* (Washington, DC, 2016).
WEEK 6	Bringing Intellectualism into a Real-World Global Context **Readings** • Bruce Kuklick, *Blind Oracles: Intellectuals and War from Kennan to Kissinger* (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:** • 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.

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: 1/24/2025 6:27:54 PM
Form version: 2

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

   Response:
   ISS

Course Level
*Select the 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:
   5

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Undergraduate students in 5000-level courses
Is this course intended for an audience including undergraduate students?

   Response:
   No

Rationale for 5000-level course request
In the space provided below, please provide the rationale for submitting this course as a 5000 level course (i.e. target student audience, program, school). 5000 level courses require joint review and approval by the University Curriculum Committee and Graduate Curriculum Committee or Professional Curriculum Committee.

   Response:

Not at this time.

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Teaching the Liberal Arts: Pedagogy

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Teach Liberal Arts: Pedagogy

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- *Regularly Scheduled [base hr]*
- *Thesis/Dissertation Supervision [1.0 headcount hr]*
- *Clinical Instruction [1.0 headcount hr]*
- *Directed Individual Studies [0.5 headcount hr]*
- *Supervision of Student Interns [0.8 headcount hr]*
- *Supervision of Teaching/Research [0.5 headcount hr]*
- *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
How should one teach? This is a central question in the western intellectual tradition and it has generated a wide range of competing answers. 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.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
N/A

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."

• A statement related to accommodations for students with disabilities such as: 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.

• A statement informing students of the online course evaluation process such as: "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."

Response:
All Items Included

ISS 5xxx: 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
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 critically analyze 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 identify continuities and changes in thinking about the purpose, process, and roles in teaching and learning over time.
4. Students will be able to evaluate the strengths, weaknesses, and underlying assumptions of various pedagogical approaches.
5. Students will be able to develop and articulate their own teaching philosophy informed by their study of the history of pedagogy.

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 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-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% = 30%)
    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	**Topic:** Introduction **Summary:** **Required Readings:**
Week 2	**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 *wasn't* 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:** - Plato, *Meno* (Hackett, 2002), pp. 58-93 (esp. 80D-86C). - Plato, *Republic* (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 Apology of Socrates" *Educational Philosophy and Theory* 46:7 (2014), 735-747.
Week 3	**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:** - Ward Farnsworth, *The Socratic Method: A Practitioner's Handbook* (Godine, 2021), pp. 264.

Week 4	**Topic:** Aristotle as Teacher (and on Teaching) **Summary:** Teaching was of such great importance to Aristotle that he discussed it at length in his *Politics*. 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:** - Aristotle, *Politics*, 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 Politics" *The Review of Politics* 69:2 (2007), 192-214.
Week 5 Feb. 5-9	**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:** - Augustine *Against Academicians and The Teacher* (Hackett, 1995), pp. 94-146. - Peter King, "Augustine on the Impossibility of Teaching" *Metaphilosophy* 29 (1998), 179–195

Week 6	**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

	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? • **Required Readings/Works:** a. Michel de Montaigne, "On schoolmasters' learning" and "On educating children" in *The Complete Essays* (trans. M. A. Screech) (Penguin, 1987), pp. 150-199.
Week 7	• **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:** a. Kant, "Lectures on pedagogy" in Robert B. Louden and Günter Zöller (eds. and trans.), *Immanuel Kant: Anthropology, History, and Education* (Cambridge, 2013), pp. 434-485.
Week 8	• **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:** a. Nietzsche, "Schopenhauer as Educator" in Friedrich Nietzsche, *Untimely Meditations* (ed. Daniel Breazeale, trans. R. J. Hollingdale) (Cambridge, 1997), pp. 125-194.

Week 9	• **Topic:** Woolf, Literature, and Learning
	• **Summary:** The novelist Virginia Woolf's *A Room of One's Own*, 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 *read* a book suggest about how one might *teach* books to students? What are the strengths and weaknesses of Woolf's pedagogical ideas?
	• **Required Readings/Works:**
	    a. Virginia Woolf, *A Room of One's Own* (Oxford, 1998), pp. 3-74.
	    b. Virginia Woolf, *How Should One Read a Book?* (King, 2020), 64 pp.

Week 10	• **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 *Experience and Education*? 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:** a. John Dewey, *Experience and Education* (Free Press, 2015), pp. 96

Week 11	• **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:**
	    a. Booker T. Washington, "Democracy and Education" (1896) in Richard C. Sinopoli (ed.), *From Many, One: Readings in American Political and Social Thought* (Georgetown University Press, 1997), pp. 288-293.
	    b. W. E. B. Du Bois, *The Souls of Black Folk* (1903), ch. 3 ("Of Mr. Booker T. Washington and Others" pp. 25-36)
	    c. W. E. B. Du Bois, *The Education of Black People: Ten Critiques 1906-1960* (Monthly Review Press, 1973), pp. 5-126.

Week 12	• **Topic:** Paulo Freire and *Pedagogy of the Oppressed* • **Summary:** This week students will read one of the most influential and widely read modern pedagogical texts, Paulo Freire's *Pedagogy of the Oppressed* (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:** a. Paulo Freire, *Pedagogy of the Oppressed: 50ᵗʰ Anniversary Edition* (Bloomsbury, 2018).
Week 13	• **Topic:** bell hooks and *Teaching to Transgress* • **Summary:** This week focuses on another widely influential modern pedagogical text, bell hooks's *Teaching to Transgress* (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

	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? ● **Required Readings/Works:** ○ bell hooks, *Teaching to Transgress: Education as the Practice of Freedom* (Routledge, 1994).
Week 14	● **Topic:** A Pedagogical Memoir ● **Summary:** In this penultimate week, we will read Roosevelt Montás's pedagogical memoir *Rescuing Socrates*. 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:** ○ Roosevelt Montás, *Rescuing Socrates: How the Great Books Changed My Life and Why They Matter for a New Generation* (Princeton University Press, 2021), pp. 248.
Week 15	● **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](#).

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: 1/24/2025 6:27:33 PM
Form version: 2

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

    Response:
    ISS

Course Level
*Select the 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:
    5

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Undergraduate students in 5000-level courses
Is this course intended for an audience including undergraduate students?

    Response:
    No

Rationale for 5000-level course request
In the space provided below, please provide the rationale for submitting this course as a 5000 level course (i.e. target student audience, program, school). 5000 level courses require joint review and approval by the University Curriculum Committee and Graduate Curriculum Committee or Professional Curriculum Committee.

    Response:

Not at this time.

Course Number

Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code

Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title

*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Teaching the Liberal Arts: Practice

Transcript Title

Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Teach Liberal Arts: Practice

Delivery Method

Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year

Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic

Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- *Regularly Scheduled [base hr]*
- *Thesis/Dissertation Supervision [1.0 headcount hr]*
- *Clinical Instruction [1.0 headcount hr]*
- *Directed Individual Studies [0.5 headcount hr]*
- *Supervision of Student Interns [0.8 headcount hr]*
- *Supervision of Teaching/Research [0.5 headcount hr]*
- *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Lecture

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
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
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
N/A

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:
All Items Included

ISS 5xxx: 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
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.

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 design developmentally appropriate lesson plans and unit plans.
2. Students will be able to implement a range of formative and summative assessment strategies to evaluate student learning.
3. Students will be able to apply effective classroom management techniques in a classroom setting.
4. Students will be able to analyze and reflect critically on their own teaching practice based on observations, peer feedback, and field experience.
5. Students will be able to assemble 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 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. 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 se

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	**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	**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:** - Piaget
Week 3	**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 *Odyssey* to 3rd and 10th grade students. Students will evaluate the plans they wrote before class and revise them. **Required Readings:** **Assignments:** Write two lessons plans to teach a story from the *Odyssey*, one for 3rd grade students and one for 10th grade students. Submit the revised lesson plans after class.
Week 4	**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	• **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	• **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	• **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	• **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	• **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.

Week 10	• **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	• **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	• **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	● **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

	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.
	● **Assignment:**
	  o In cooperation with the classroom teacher, prepare a lesson plan.
	  o 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.
	  o 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	● **Topic:** Professional Development ● **Summary:** Students will learn about applying for jobs and interviewing. Students will practice answering interview questions and evaluate each other's written materials (including resume, behavior management plan, and philosophy of teaching). ● **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. |

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.

Course|New for request 21008

Info

Request: ISS 6XXX Topics in Statecraft & 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: 1/31/2025 2:52:23 PM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> ISS

Course Level
*Select the 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

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

> Response:
> XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Topics in Statecraft and Strategy

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Topics in Statecraft & Strateg

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
Yes

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
Yes

Multiple Offerings in a Single Semester

Can this course be taken by a student multiple times in the same semester?

Response:
Yes

If repeatable, # total repeatable credit allowed

Indicate the maximum number of total repeatable credits allowed per student across all semesters of their degree program.

Response:
12

Amount of Credit

Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

• *Regularly Scheduled [base hr]*
• *Thesis/Dissertation Supervision [1.0 headcount hr]*
• *Clinical Instruction [1.0 headcount hr]*
• *Directed Individual Studies [0.5 headcount hr]*
• *Supervision of Student Interns [0.8 headcount hr]*
• *Supervision of Teaching/Research [0.5 headcount hr]*
• *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
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. 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.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
n/a

Completing Prerequisites:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)*

*Example: *
<ol>
• *Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.*
• *Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
n/a

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• *Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.*
• *Required and recommended readings for the course.*
• *Name of instructor(s) or planned instructor(s). If unknown, list as TBD.*
• *Materials and Supplies fees, if any.*
• *Methods by which students will be graded*
• *The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.*
• *A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).*
• *A statement related to class attendance, make-up exams and other work such as: "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."*
• *A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:
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

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 Hanhimaki, *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. Develop 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. Familiarize 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. Conduct original historical research based on primary sources, archival materials, and consultation with a broad array of secondary historical works.

4. Engage with a variety of genres, including biography and journalism as well as academic International Relations, Political Science and historical writings.

5. Deepen 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 (40%)
   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: 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 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 (30%)
   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	**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):** - Selected obituaries of Henry A. Kissinger, from *Wall Street Journal, New York Times, New Yorker,* and others.
Week 2	**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):** - Walter Isaacson, *Kissinger: A Biography* (1992), pp. 13-109. - Niall Ferguson, *Kissinger: The Idealist* (2015), pp.210-329 - Jeremi Suri, *Henry Kissinger and the American Century* (2007), pp.1-137. - Barry Gewen, *The Inevitability of Tragedy: Henry Kissinger and His World* (2020), pp.51-97
Week 3	**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):** - Henry A. Kissinger, *The Meaning of History: Reflections on Spengler, Toynbee, and Kant* (2023) [Harvard Undergraduate Senior Thesis], pp. 300-322. - Henry Kissinger, *A World Restored: Metternich, Castlereagh and the Problems of Peace* (1957), 333 pp.
Week 4	**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):** - Niall Ferguson, *Kissinger: The Idealist* (2015), pp.421-581, 693-879

Week 5	- **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):**
	  • Henry A. Kissinger, "Memorandum for the President-Elect: Proposal for a New National Security Council System", Kissinger Papers
	  • Henry A. Kissinger, "Getting Organized", in *White House Years* (1979), pp. 38-48
	  • David Rothkopf, *Running the World: The Inside Story of the National Security Council and the Achitects of American Power* (2005), pp.108-156.
	  • Thomas A. Schwartz, *Henry Kissinger and American Power: A Political Biography* (2020), pp.65-119
	  • I.M. Destler, *Presidents, Bureaucrats and Foreign Policy: The Politics of Organizational Reform* (1972), pp.1-153
	  • Andrew Preston, *The War Council: McGeorge Bundy, the NSC, and Vietnam*, pp.1-53

Week 6	- **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):**
	  • Henry A. Kissinger, "The Autumn of Crises", in *White House Years* (1979), pp.594-683
	  • Henry A. Kissinger, "The Strategy of Ambiguity: Sino-Soviet Strategic Thinking", in *Nuclear Weapons and Foreign Policy* (1957), pp.316-361
	  • Jussi Hanhimaki, *The Flawed Architect: Henry Kissinger and American Foreign Policy* (2004), pp.68-115.
	  • Craig Daigle, *The Limits of Détente: The United States, the Soviet Union, and the Arab-Israeli Conflict, 1969-1973*, pp.83-192
	  • Lien-Hang T. Nguyen, *Hanoi's War: An International History of the War for Peace in Vietnam* (2012), pp.153-193

Week 7	- **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):** • 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

	with the Chinese"', February 5, 1972; Memo to the President, "Meeting with Mao Tse-Tung", February 15, 1972. • Henry A. Kissinger, *White House Years,* pp.594-683, 1049-1096. • Henry A. Kissinger, *On China* (New York, 2011), pp.202-294. • Margaret Macmillan, *Nixon and China: The Week That Changed the World* (2007), pp.340-420.

Week 8	**Topic:** Chile and Allende, 1973
	• **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):**
	   • Church Report, "Covert Action in Chile, 1963-1973": [https://www.intelligence.senate.gov/sites/default/files/94chile.pdf]
	   • Christopher Hitchens, *The Trial of Henry Kissinger* (2001), pp.51-75
	   • Jonathan Haslam, *The Nixon Administration and the Death of Allende's Chile: A Case of Assisted Suicide* (2005), pp.1-230.

Week 9	• **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):**
	   • 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 *The Necessity for Choice: Prospects of American Foreign Policy* (1966), pp. 169-209
	   • Henry A. Kissinger, "The War Widens", in *White House Years*, pp. 433-448
	   • Henry A. Kissinger, "Vietnam: The Extrication", in *Diplomacy*, pp. 674-702
	   • Larry Berman, *No Peace, No Honor: Nixon, Kissinger, and Betrayal in Vietnam* (2001), pp.180-273.
	   • Jussi Hanhimaki, *The Flawed Architect: Henry Kissinger and American Foreign Policy*, pp. 201-259.
	   • Lien-Hang T. Nguyen, *Hanoi's War: An International History of the War for Peace in Vietnam* (2012), pp.231-313

Week 10	• **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 – *Crisis* (2003) – to investigate the diplomacy and statecraft surrounding the Yom Kippur War of 1973.
	• **Required Readings/Works (308 pages):**
	    • Alistair Horne, *Kissinger's Year: 1973: Watergate, Vietnam, Yom Kippur War, Détente* (2009), pp.ix-xvi
	    • Henry A. Kissinger, *Crisis: The Anatomy of Two Major Foreign Policy Crises* (2003), pp.5-306.

Week 11	• **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):** • Martin Indyk, *Master of the Game: Henry Kissinger and the Art of Middle East Diplomacy* (New York, 2021), pp.291-672.
Week 12	● **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):** ● Henry A Kissinger, "The Impact of Strategy on Allies and the Uncommitted", in *Nuclear Weapons and Foreign Policy* (1957), pp.237-268. ● Catherine Hynes, *The Year That Never Was: Heath, the Nixon Administration and the Year of Europe* (2009), 320pp.
Week 13	● **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):**

	• Henry A. Kissinger, "Toward Majority Rule in Southern Africa", in *Years of Renewal*, pp.958-1019 • Thomas A. Schwartz, *Henry Kissinger and American Power: A Political Biography* (2020), pp.65-119. • Jussi Hanhimaki, *The Flawed Architect: Henry Kissinger and American Foreign Policy* (2004), pp.359-457 • Daniel Sargent, *A Superpower Transformed: The Remaking of American Foreign Relations in the 1970s* (2015), pp.165-297
Week 14	● **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):** • Barry Gewen, "Kissinger Out of Power", in *The Inevitability of Tragedy: Henry Kissinger and His World* (2020), pp.343-394. AND CHOOSE ONE: • Henry A. Kissinger, *Does America Need A Foreign Policy? Toward a Diplomacy for the 21st Century* (2001) • Henry A. Kissinger, *World Order* (2015) • Henry A. Kissinger, Eric Schmidt, & Daniel Huttenlocher, *The Age of AI: And Our Human Future* (2021) • Henry A. Kissinger, *Leadership: Six Studies in World Strategy* (2022) • Henry A. Kissinger, Eric Schmidt, & Craig Mundie, *Genesis: Artificial Intelligence, Hope and the Human Spirit* (2024)
Week 15	● **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

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. Analyze 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. Understand 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. Write 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.
7. Analyze and explain 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 (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 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 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 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 (20%)
   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	**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	**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):** - Amir Tibon, *The Gates of Gaza: A Story of Betrayal, Survival, and Hope in Israel's Borderlands* (Little, Brown and Company, 2024), 290 pp.
Week 3	**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):** - David Fromkin, *The Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East* (Henry Holt, 2009), 557 pp.
Week 4	**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):** - Tom Segev, *One Palestine, Complete: Jews and Arabs Under the British Mandate,* trans. Haim Watzman (Henry Holt, 2001), 520 pp.

Week 5	● **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):** • Yehoshua Porath, *The Palestinian Arab National Movement, 1929-1939: From Riots to Rebellion* (Routledge, 2015), 303 pp.
Week 6	● **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):** • Benny Morris, *1948: A History of the First Arab-Israeli War* (Yale University Press, 2008), 420 pp.
Week 7	• **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):** • Rashid Khaldi, *The Hundred Years War on Palestine* (MacMillan, 2020), 256 pp.
Week 8	● **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):** • F. Michael Doran, *Ike's Gamble: America's Rise to Dominance in the Middle East* (Free Press, 2016), 304 pp.

Week 9	• **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):** • Michael Oren, *Six Days of War: June 1967 and the Making of the Modern Middle East* (Oxford University Press, 2002), 327 pp.

Week 10	• **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):** • Fouad Ajami, *The Arab Predicament: Arab Political Thought and Practice since 1967* (Cambridge University Press, 2002), 252 pp.
Week 11	• **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):** • Uri Kaufmann, *18 Days in October: The Yom Kippur War and How It Created the Modern Middle East* (Macmillan, 2023), 332 pp.
Week 12	• **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):** • Ze'ev Schiff and Ehud Ya'ari, *Israel's Lebanon War*, trans. and ed. Ina Friedman (Touchstone, 1985), 308 pp.
Week 13	• **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.

	● **Required Readings/Works (498 pages):** • David Makovsky, *Making Peace with the PLO: The Rabin Government's Road To The Oslo Accord* (Routledge, 2018), 166 pp. • Bruce Hoffman, *Inside Terrorism* (Columbia University Press, 2017), 332 pp.
Week 14	● **Topic:** Hezbollah, Iran, and the Palestinians ● **Summary:** This week, we will analyze Isreal'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):** • Amos Harel and Avi Issacharoff, *34 Days: Israel, Hezbollah, and the War in Lebanon* (St. Martins, 2008), 262 pp. • Ehud Eilam, *Israel's New Wars: The Conflicts between Israel and Iran, Hezbollah and the Palestinians since the 1990s* (Peter Lang, 2024), 268 pp.
Week 15	● **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 <u>here.</u>

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.

Course|New for request 21010

Info

Request: ISS 6XXX Topics in Theories & 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: 1/31/2025 2:57:42 PM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
ISS

Course Level
*Select the 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

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

    Response:
    None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

    Response:
    Topics in Theories and Structures

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

    Response:
    Topics in Theories & Structure

Delivery Method
Indicate the primary intended delivery method for this course.

    Response:
    PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

    Response:
    Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

    Response:
    Earliest Available

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
Yes

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
Yes

Multiple Offerings in a Single Semester
Can this course be taken by a student multiple times in the same semester?

Response:
Yes

If repeatable, # total repeatable credit allowed
Indicate the maximum number of total repeatable credits allowed per student across all semesters of their degree program.

Response:
12

Amount of Credit
Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- *Regularly Scheduled [base hr]*
- *Thesis/Dissertation Supervision [1.0 headcount hr]*
- *Clinical Instruction [1.0 headcount hr]*
- *Directed Individual Studies [0.5 headcount hr]*
- *Supervision of Student Interns [0.8 headcount hr]*
- *Supervision of Teaching/Research [0.5 headcount hr]*
- *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
This course 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
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
n/a

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
n/a

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.

• A statement informing students of the online course evaluation process such as: "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."

Response:
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

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. Understand the distinctive challenges of international political thinking.
2. Analyze the contributions to international theory of a range of major historical thinkers.
3. Acquire familiarity with 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. Understand a variety of approaches to IR theory, including realist, liberal and constructivist perspectives.

6. Write 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. Be conversant in 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. Understand 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 (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 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 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 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 (20%)
   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	**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):** - Aelius Aristides, "To Rome," in *The Ruling Power*, ed. J. H. Oliver (Philadelphia, 1953), pp. 895-907 (13 pages) - Seneca, "On the Private Life," in *Moral and Political Essays*, 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," *Constellations* 7 (2000): 3-22.
Week 2	**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):** - Martha Nussbaum, *The Cosmopolitan Tradition: A Noble but Flawed Ideal* (Harvard University Press, 2021), 320 pp.
Week 3	**Topic:** Italian City States **Summary:** This week we will analyze the timeless wisdom and political acumen of Niccolò Machiavelli through the lens of *The Prince*. 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):** - Niccolò Machiavelli, *The Prince*, eds. R. Price and Q. Skinner (Cambridge University Press, 1988), 112 pp.

Week 4	• **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):** • Friedrich Meinecke, *Machiavellism: The Doctrine of Raison d'État and its Place in Modern History* (Yale University Press, 1957), 487 pp.
Week 5	• **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 *raison d'etat* in the work of the major theorists such as Montaigne, Grotius, Hobbes and the theorists of the English Revolution. • **Required Readings (408 pages):** • Richard Tuck, *Philosophy and Government 1572–1651* (Cambridge University Press, 1993), 408 pp.
Week 6	• **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):** • Peter Schröder, *Trust in Early Modern International Political Thought, 1598–1713* (Cambridge University Press, 2017), 278 pp.
Week 7	• **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):** • Hugo Grotius, *De iure belli ac pacis* (Indianapolis, 2005), vol I., 314 pp.

Week 8	**Topic:** Sovereign States ● **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):** • Noel Malcolm, *Reason of State, Propaganda, and the Thirty Years War: An Unknown Translation by Thomas Hobbes* (Oxford University Press, 2010), 240 pp.
Week 9	● **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):** • Ayşe Zarakol, *Before the West: The Rise and Fall of Eastern World Orders* (Cambridge University Press, 2022), 330 pp.
Week 10	● **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):** • Istvan Hont, *Jealousy of Trade: International Competition and the Nation-State in Historical Perspective* (Harvard University Press, 2005), 559 pp.
Week 11	● **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 uses 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):** • Lauren Benton, *Law and Colonial Cultures: Legal Regimes in World History, 1400-1900* (Cambridge University Press, 2001), 300 pp.

Week 12	● **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)**: 　• Michel Sonenscher, *Before the Deluge: Public Debt, Inequality, and the Intellectual Origins of the French Revolution* (Princeton University Press, 2007), 432 pp.
Week 13	● **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):** 　• Alexander Hamilton, James Madison, and John Jay, *The Federalist Papers* (Indianapolis, 2001), 448 pp.
Week 14	● **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):** 　• Friedrich Gentz, *Fragments upon the Balance of Power in Europe* (London, 1806), 288 pp. 　• Isaac Nakhimovsky, *The Holy Alliance: Liberalism and the Politics of Federation* (Princeton University Press, 2024), 321 pp.
Week 15	● **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: wwhitham@ufl.edu
- Phone: 352-294-3416

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. Arrive at a nuanced but succinct and useful definition of 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. Recount in detail the dynamics of the historical case studies under consideration
5. Weigh 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 (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 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 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 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 (20%)
   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	● **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, *Inside Terrorism*, 3rd edition (New York: Columbia University Press, 2017), pp. 1-44, 242-268 (about 70 pp.)
Week 2	● **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, *Explaining Terrorism: Causes, processes and consequences* (London and New York: Routledge, 2011), 222 pp.
Week 3	● **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, *Disciplining Terror: How Experts Invented "Terrorism"* (Cambridge: Cambridge University Press, 2013), 204 pp.
Week 4	● **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, *The Terrorist's Dilemma: Managing Violent Covert Organizations* (Princeton: Princeton University Press, 2013), 271 pp.

Week 5	- **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, *Nexus of Global Jihad: Understanding Cooperation Among Terrorist Actors* (New York: Columbia University Press, 2017), 278 pp.
Week 6	- **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, *How Terrorism Ends: Understanding the Decline and Demise of Terrorist Campaigns* (Princeton: Princeton University Press, 2009), 206 pp.
Week 7	- **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, *Anonymous Soldiers: The Struggle for Israel, 1917-1947* (New York: Vintage Books, 2016), 484 pp.
Week 8	- **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, *Algeria: France's Undeclared War* (Oxford: Oxford University Press, 2012), 370 pp.

Week 9	**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, *Memoirs of an Italian Terrorist* (New York: Carroll & Graf Publishers, 1981), 191 pp.
Week 10	**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, *Killing Rage* (London: Granta Books, 1997), 373 pp.
Week 11	**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, *The Caravan: Abdallah Azzam and the Rise of Global Jihadism* (Cambridge: Cambridge University Press, 2020), 508 pp.
Week 12	**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, *The Looming Tower: Al-Qaeda and the Road to 9/11* (New York: Vintage Books, 2021), 432 pp. - Graeme Wood, "What ISIS Really Wants," *The Atlantic*, March 2015, 30 pp.

Week 13	● **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, *God, Guns and Sedition: Far-Right Terrorism in America* (New York: Columbia University Press, 2024), 254 pp.
Week 14	● **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	● **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.

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: 1/28/2025 12:09:47 PM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> ISS

Course Level
*Select the 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

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

> Response:
> XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

　　Response:
　　None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

　　Response:
　　Topics in War

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

　　Response:
　　Topics in War

Delivery Method
Indicate the primary intended delivery method for this course.

　　Response:
　　PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

　　Response:
　　Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

　　Response:
　　Earliest Available

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
Yes

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
Yes

Multiple Offerings in a Single Semester
Can this course be taken by a student multiple times in the same semester?

Response:
Yes

If repeatable, # total repeatable credit allowed
Indicate the maximum number of total repeatable credits allowed per student across all semesters of their degree program.

Response:
12

Amount of Credit
Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- *Regularly Scheduled [base hr]*
- *Thesis/Dissertation Supervision [1.0 headcount hr]*
- *Clinical Instruction [1.0 headcount hr]*
- *Directed Individual Studies [0.5 headcount hr]*
- *Supervision of Student Interns [0.8 headcount hr]*
- *Supervision of Teaching/Research [0.5 headcount hr]*
- *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
War is most often studied by either those who wage it or those who hate it. 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.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
n/a

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

> Response:
> n/a

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

> Response:
> This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."

• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:
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
- leggierem@ufl.edu
- 352-294-3440

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. Write sound military history through knowledge of the various ways of interpreting and writing military history.
2. Be conversant in the 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 (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 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 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 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 (20%)
   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	● **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):** • Napoleon, *The Military Maxims of Napoleon*, trans. George C. D'Aguilar (Skyhorse Publishing, 2016), 251 pp.

Week 2	● **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):**
	  • Robert Quimby, *The Background of Napoleonic Warfare: The Theory of Military Tactics in Eighteenth-Century France* (AMS Press, 1968), 257 pp.
	  • 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.

Week 3	● **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):**
	  • Gunther Rothenberg, *The Art of Warfare in the Age of Napoleon* (Indiana University Press, 1978), 265 pp.
	  • 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.

Week 4	● **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):** • Rory Muir, *Tactics and the Experience of Battle in the Age of Napoleon* (Yale University Press, 1998), 329 pp.

Week 5	**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):** - Carl von Clausewitz, *Napoleon's 1796 Italian Campaign*, 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 *Napoleon and the Operational Art of War*, ed. Michael Leggiere (Brill, 2020), pp. 116-193.

Week 6	**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):** - Robert Goetz, *1805: Austerlitz, Napoleon and the Destruction of the Third Coalition* (Greenhill, 2005), 354 pp. - Mark Gerges, "1805: Ulm and Austerlitz," in *Napoleon and the Operational Art of War*, ed. Michael Leggiere (Brill, 2020), pp. 221-248.
Week 7	**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):** F. L. Petre, *Napoleon's Conquest of Prussia, 1806*, (John Lane, 1907), 313 pp. - Dennis Showalter, "The Jena Campaign: Apogee and Perihelion," in *Napoleon and the Operational Art of War*, ed. Michael Leggiere (Brill, 2020), pp. 249-274.

Week 8	**Topic:** Turning Point?
	• **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):**
	    • F. L. Petre, *Napoleon's Campaign in Poland, 1806-1807* (Longman's, 1901), 316 pp.
	    • 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.

Week 9	• **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):**
	    • David Gates, *The Spanish Ulcer: A History of the Peninsular War* (Da Capo Press, 1986), 470 pp.
	    • 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. 306-341.

Week 10	• **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 "*kleinen Krieg*" 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):**
	    • 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), 268 pp.
	    • Jone Tone, *The Fatal Knot: The Guerilla War in Navarre and the Defeat of Napoleon in Spain* (University of North Carolina Press, 1994), 247 pp.

Week 11	• **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):**
	    • Robert Epstein, *Napoleon's Last Victory and the Emergence of Modern War* (University Press of Kansas, 1994), 220 pp.
	    • 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.

Week 12	● **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):**
	    ● 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, 11 pp.
	    ● Carl von Clausewitz, The Campaign of 1815: A Strategic Overview," 75 pp. https://clausewitzstudies.org/readings/1815/five1-9.htm
	    ● Daniel Moran, "Clausewitz on Waterloo: Napoleon at Bay," 14 pp. https://clausewitzstudies.org/readings/1815/seven.htm

Week 13	● **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):** • Dominic Lieven, *Russia Against Napoleon*. (Viking, 2010), pp. 138-214, 242-529.

Week 14	● **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):** • Henry Kissinger, *A World Restored: Metternich, Castlereagh and the Problems of Peace, 1812-22* (Harvard University Press, 1957), pp. 1-144. • Rory Muir, *Britain and the Defeat of Napoleon, 1807-1815* (Yale University Press, 1996), pp. 141-324.
Week 15	● **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.

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
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
- leggierem@ufl.edu
- 352-294-3440

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. Understand how the historiography of WW1 has changed over the years.
2. Make a sophisticated analysis of the origins and conduct of WW1.
3. Was this the world's first "total war"? Impact on economies and societies?
4. How did battles on the Ottoman and Eastern Fronts differ from those on the Western Front?
5. How important were military commanders in the war?
6. Was WW1 useless slaughter or were all armies embarked on a learning curve? With what results?
7. Interpreting 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 (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 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 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 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 (20%)
    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	**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	**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:** - Geoffrey Wawro, *Warfare and Society in Europe 1792-1914*, ix-225.
Week 3	**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):** - Clark, *The Sleepwalkers*, pp. xxi-562.
Week 4	**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):** - Joll and Martel, *Origins of the First World War*, pp. 1-306. - Wawro, *A Mad Catastrophe*, pp. xiii-120.
Week 5	**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):** - Brose, *The Kaiser's Army*, pp. 3-225. - Travers, *The Killing Ground*, pp. xvii-123. - Chickering/Foerster, *Great War, Total War*, pp. 57-152.

	• Stevenson, *Cataclysm*, pp. 37-160.

Week 6	• **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):** • McMeekin, *The Ottoman Endgame*, pp. 1-495.

Week 7	• **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):**
	   • Watson, *Enduring the Great War*, pp. 1-235.
	   • Wilcox, *Morale and the Italian Army during the First World War*, pp. 1-199.
	   • Stevenson, *Cataclysm*, pp. 161-177.

Week 8	• **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**:
	   • Chickering, *Great War, Total War*, pp. 153-246.
	   • Liulevicius, *War Land on the Eastern Front*, pp. 12-281.

Week 9	• **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):**

	• Travers, *The Killing Ground*, pp. 127-219. • Prior and Wilson, *Passchendaele*, pp. 1-200.

Week 10	• **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):**
	   • Chickering, *Great War, Total War*, pp. 19-56, 349-518.
	   • Ferguson, *Pity of War*, pp. 174-394.
	   • Stevenson, *Cataclysm*, pp. 179-198, 215-239.

Week 11	• **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):** • Wawro, *Sons of Freedom*, xvii-509.
Week 12	• **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):** • Dickinson, *War and National Reinvention*, pp. xv-260.

Week 13	**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):** - Wawro, *A Mad Catastrophe*, pp. 121-385. - Norman Stone, *World War I: A Short History*, pp. ix-190.
Week 14	**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):** - Nicolson, *Peacemaking 1919*, pp. 1-406. - Stevenson, *Cataclysm*, pp. 409-430. - Ferguson, *Pity of War*, pp. 395-462.
Week 15	**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.

IV. Grading Scale and Rubrics

Grading Scale

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

Course|New for request 21034

Info

Request: ISS 7XXX Dissertation 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: 2/4/2025 10:34:35 AM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
ISS

Course Level
*Select the 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:
7

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Dissertation Writing Seminar

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Dissertation Writing Seminar

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
Yes

If repeatable, # total repeatable credit allowed
Indicate the maximum number of total repeatable credits allowed per student across all semesters of their degree program.

Response:
9

Amount of Credit
Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• *Regularly Scheduled [base hr]*
• *Thesis/Dissertation Supervision [1.0 headcount hr]*
• *Clinical Instruction [1.0 headcount hr]*
• *Directed Individual Studies [0.5 headcount hr]*
• *Supervision of Student Interns [0.8 headcount hr]*

• *Supervision of Teaching/Research [0.5 headcount hr]*
• *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
ISS 7XXX is a seminar (3 credits) of students in the fourth or fifth year of their doctoral degree. It will be convened by a member of the graduate faculty, with periodic participation of other faculty members on a guest basis. The purpose of the seminar is to structure and assist the process of writing up research finding in a doctoral dissertation.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
n/a

Completing Prerequisites:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor =*

DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
n/a

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:
All Items Included

ISS 7XXX: Dissertation 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
ISS 7XXX is a seminar (3 credits) of students in the fourth or fifth year of their doctoral degree. It will be convened by a member of the graduate faculty, with periodic participation of other faculty members on a guest basis. The purpose of the seminar is to structure and assist the process of writing up research finding in a doctoral dissertation. The course is repeatable up to 9 credits.

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

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 to circulate written work for the purpose of feedback from other students. The seminar will operate as a works in progress workshop. The frequency and schedule for circulating drafted work will be determined by the instructor, and governed by the student's year of study and reasonable expectations as to how much of their research is ready for writing up.

Description of Graded Work

1. Active Participation and Class Attendance (100%)
    a. Active participation (80%)
        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 (20%)
        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

III. Course Schedule

WEEK 1	Introduction/ Expectations
WEEK 3	Dissertation Chapter Workshop/ Skill Development Session
WEEK 5	Dissertation Chapter Workshop/ Skill Development Session
WEEK 7	Dissertation Chapter Workshop/ Skill Development Session
WEEK 9	Dissertation Chapter Workshop/ Skill Development Session
WEEK 11	Dissertation Chapter Workshop/ Skill Development Session
WEEK 13	Dissertation Chapter Workshop/ Skill Development Session
WEEK 15	Dissertation Chapter Workshop/ Skill Development Session

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.

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|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: 2/4/2025 10:25:25 AM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

    Response:
    ISS

Course Level
*Select the 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:
    7

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

    Response:
    XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Prospectus Writing Seminar

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Prospectus Writing Seminar

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

    Response:
    Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

    Response:
    3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

    Response:
    ISS 7XXX is a seminar (3 credits) of students in the first year of their doctoral degree. It will be offered in the fall, and will meet every two weeks. The purpose of the seminar is to develop the research and presentation skills required to production and successful oral defense of the dissertation prospectus (defended by December 15).

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

    Response:
    n/a

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two

*additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
n/a

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:

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
ISS 7XXX is a seminar (3 credits) of students in the first year of their doctoral degree. It will be offered in the fall, and will meet every two weeks. The purpose of the seminar is to develop the research and presentation skills required to production and successful oral defense of the dissertation prospectus (defended by December 15).

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

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:** • 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.

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|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: 2/4/2025 1:10:14 PM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
ISS

Course Level
*Select the 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:
7

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Supervised Reading

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Supervised Reading

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
Yes

Multiple Offerings in a Single Semester

Can this course be taken by a student multiple times in the same semester?

Response:
No

If repeatable, # total repeatable credit allowed

Indicate the maximum number of total repeatable credits allowed per student across all semesters of their degree program.

Response:
9

Amount of Credit

Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:

Regularly Scheduled

- *Regularly Scheduled [base hr]*
- *Thesis/Dissertation Supervision [1.0 headcount hr]*
- *Clinical Instruction [1.0 headcount hr]*
- *Directed Individual Studies [0.5 headcount hr]*
- *Supervision of Student Interns [0.8 headcount hr]*
- *Supervision of Teaching/Research [0.5 headcount hr]*
- *Supervision of Cooperative Education [0.8 headcount hr]*

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Independent Study

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
1-2 hours per week, as needed for continuation of study and progress to agreed upon results.

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
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 with 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
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
n/a

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
n/a

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course will be a requirement for a forthcoming graduate program in the Hamilton Center for Classical and Civic Education.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.

• A statement informing students of the online course evaluation process such as: "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."

Response:
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
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

<u>Participation Rubric</u>

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.

<u>Writing Rubric</u>

	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](#).

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: 2/3/2025 3:38:42 PM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> ISS

Course Level
*Select the 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

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

> Response:
> 971

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

    Response:
    None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

    Response:
    Research for Master's Thesis

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

    Response:
    Research for Master's Thesis

Delivery Method
Indicate the primary intended delivery method for this course.

    Response:
    PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

    Response:
    Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

    Response:
    Earliest Available

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
Yes

Multiple Offerings in a Single Semester

Can this course be taken by a student multiple times in the same semester?

Response:
No

If repeatable, # total repeatable credit allowed

Indicate the maximum number of total repeatable credits allowed per student across all semesters of their degree program.

Response:
15

Amount of Credit

Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
Variable

If variable, # min

Response:
1

If variable, # max

Response:
15

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
Yes

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Thesis/Dissertation Supervision

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Thesis Graduate (6971)

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
1-2 hours per week, as needed

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
Research for Master's Thesis

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *

Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
n/a

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
n/a

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course is for Master's level student thesis writing in Hamilton M.A. programs.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading

policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:
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 (70%)
   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 or the work (20%)
   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.

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: 2/3/2025 3:23:12 PM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> ISS

Course Level
*Select the 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:
> 7

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

> Response:
> 979

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Advanced Research

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Advanced Research

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
Yes

Multiple Offerings in a Single Semester
Can this course be taken by a student multiple times in the same semester?

Response:
No

If repeatable, # total repeatable credit allowed
Indicate the maximum number of total repeatable credits allowed per student across all semesters of their degree program.

Response:
12

Amount of Credit
Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
Variable

If variable, # min

Response:
1

If variable, # max

Response:
15

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
Yes

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Thesis/Dissertation Supervision

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Graduate Dissertation (7980)

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
1-2 hours weekly, as needed.

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
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
Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-

*requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
n/a

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
n/a

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course is utilized for pre-candidacy doctoral students in Hamilton PhD programs.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.

• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:
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. 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 it 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 or 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.

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: 2/3/2025 3:15:52 PM
Form version: 1

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> ISS

Course Level
*Select the 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:
> 7

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

> Response:
> 980

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Research for Doctoral Dissertation

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Research-Doctoral Dissertation

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
Yes

Multiple Offerings in a Single Semester
Can this course be taken by a student multiple times in the same semester?

Response:
No

If repeatable, # total repeatable credit allowed
Indicate the maximum number of total repeatable credits allowed per student across all semesters of their degree program.

Response:
30

Amount of Credit
Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
Variable

If variable, # min

Response:
1

If variable, # max

Response:
15

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
Yes

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Thesis/Dissertation Supervision

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Graduate Dissertation (7980)

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
1-2 hours per week, as needed.

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
Research for doctoral students post-admission to candidacy.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *

Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
n/a

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
n/a

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This course is utilized for post-candidacy doctoral students in Hamilton PhD programs.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.

• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:
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 (70%)
   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 or the work (20%)
   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|New for request 20713

Info

Request: POS 6XXX Interest Groups & Lobbying
Description of request: The new graduate course on Interest Groups and Lobbying fills a critical gap in the current curriculum by examining interest groups as distinct entities from political parties. While existing courses on Parties and Interest Groups touch on this topic, they lack the depth needed to fully explore the unique functions, strategies, and influence of interest groups. This course will provide specialized training in lobbying—a skill essential for the MA in Political Science with a Certificate in Political Campaigning—as many graduates transition into lobbying roles after their campaign work. For those who choose to pursue a Ph.D., the course also offers a solid foundation in the field's literature, equipping them with theoretical and analytical frameworks essential for advanced research. By emphasizing both practical lobbying skills and academic insights, the course prepares students for careers in both professional and scholarly settings, enabling them to effectively navigate and influence the legislative process or contribute to political science research.
Submitter: Suzanne McDonald suzanne.robbins@ufl.edu
Created: 12/9/2024 10:28:27 AM
Form version: 3

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

Response:
POS

Course Level
*Select the 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

• *1 = 1000 level Introductory undergraduate*
• *2 = 2000 level Introductory undergraduate*
• *3 = 3000 level Intermediate undergraduate*
• *4 = 4000 level Advanced undergraduate*
• *5 = 5000 level Introductory graduate/professional*
• *6 = 6000 level Intermediate graduate/professional*
• *7 = 7000 level Advanced graduate/professional*
• *8 = 8000 level Advanced professional*
• *4/5 = 4000/5000 Joint undergraduate/graduate*
• *4/6 = 4000/6000 Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Interest Groups & Lobbying

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Interest Groups & Lobbying

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]

• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

> Response:
> Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

> Response:
> 3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

> Response:
> Examines the theory, structure, and behavior of interest groups, alongside lobbying strategies for legislative and executive branches at various government levels.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

> Response:
> N/A

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor =

DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
*• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

> Response:
> N/A

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

> Response:
> Graduate: political science; required option for the Certificate in Political Campaigning. The new graduate course on Interest Groups and Lobbying fills a critical gap in the current curriculum by examining interest groups as distinct entities from political parties. While existing courses on Parties and Interest Groups touch on this topic, they lack the depth needed to fully explore the unique functions, strategies, and influence of interest groups. This course will provide specialized training in lobbying—a skill essential for the MA in Political Science with a Certificate in Political Campaigning—as many graduates transition into lobbying roles after their campaign work. For those who choose to pursue a Ph.D., the course also offers a solid foundation in the field's literature, equipping them with theoretical and analytical frameworks essential for advanced research. By emphasizing both practical lobbying skills and academic insights, the course prepares students for careers in both professional and scholarly settings, enabling them to effectively navigate and influence the legislative process or contribute to political science research.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."

• A statement related to accommodations for students with disabilities such as: 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.

• A statement informing students of the online course evaluation process such as: "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."

Response:
All Items Included

Interest Groups & Lobbying
POS 6XXX

Dr. Suzanne M. Robbins
205 Anderson Hall
Political Science – The University of Florida
Class Meets: TBD; Office Hours: TBD
Email: Suzanne.Robbins@ufl.edu (preferred)
Phone: 352-273-2381

Course Description and Goals

Catalog Description: Examines the theory, structure, and behavior of interest groups, alongside lobbying strategies for legislative and executive branches at various government levels. This is a three (3) credit course.

This seminar analyzes the formation, behavior, and influence of interest groups in American politics, integrating both theoretical and practical perspectives. Core topics include collective action theory, group strategies for achieving legislative and electoral goals, and measuring their effectiveness in shaping policy and public opinion. The focus extends to lobbying at different levels of government, exploring how organizations navigate and impact the policymaking process. Students will evaluate academic theories of group formation and influence while honing practical skills through creating detailed lobbying plans and engaging directly with guest speakers. Emphasizing a balance between theory and practice, the course equips students to critically analyze organized advocacy and strategically approach real-world policy challenges.

Learning Objectives

- Identify key theories and concepts related to the formation and behavior of interest groups in American politics.
- Evaluate how the academic literature contributes to our understanding of interest group formation and behavior, including its limitations and flaws.
- Assess the effectiveness of interest groups in achieving their goals through legislative, electoral, and public opinion strategies.
- Apply theoretical frameworks to real-world scenarios involving interest group influence on policy-making at federal, state, and local levels.
- Synthesize academic research with practical advocacy techniques to develop a comprehensive lobbying plan, critically evaluating sources to support strategic choices.
- Communicate lobbying strategies effectively through oral presentations and written reports, using strong visuals and persuasive, concise messaging.

Course Requirements & Assessment

Throughout the semester, seminar participants will engage in three core activities that foster a deeper understanding of interest groups and lobbying. Your final grade rests on the extent and quality of your **participation** in class and feedback to your colleagues' lobbying plans, the quality and coherence of your discussion leader paper and performance, and your lobbying plan, which has both individual (two brief memos, final paper) and team components (presentation and op-ed). I expect you to be prepared for every session and submit all assignments on time.

Additional Detail for Participation, Discussion Leader & the Lobbying Project

1. **Engaged Reading and Discussion (Participation):** Each week, we will explore a set of required academic readings focused on a particular aspect of group formation, behavior, or effectiveness. You are expected to read and analyze these selections thoroughly. Come prepared to discuss and debate the arguments and evidence presented, critically dissecting the readings, and responding to questions on how they inform the topics we address. To that end, students will also submit questions for discussion each week that promote synthesis and comparison of the readings, encouraging a deeper exploration of the material. If we have a guest speaker, you should include questions for the speaker. Your active participation will enhance our collective learning experience. Finally, we will have multiple in-class projects to develop your lobbying plans where active participation is critical. Class participation is worth 15% of your course grade, distributed as follows:

    a. Weekly participation in class   5%
    b. Weekly submitted questions   5%
    c. Active participation in workshops   5%

2. **Discussion Leadership:** To assess your ability to assimilate and synthesize the academic literature, you will lead a class discussion and write a discussion leader paper. This assignment requires more than just summarizing the readings; you must provide critical analysis and insights to stimulate meaningful discussion among your peers.

    a. Discussion leadership is 15% of your course grade, distributed equally across leading discussion and the written paper.

3. **Lobbying Team Project:** In the first week of the semester, you will be assigned to a lobbying team. While lobbyists are often seen as engaging in wining-and-dining at fundraisers, successful lobbying efforts require sophisticated planning and execution. Your team will develop a comprehensive lobbying strategy, incorporating industry-standard components used by professional government relations practitioners to influence public policy outcomes. In class, we will work with simulated elements of each part of the lobbying plan, allowing you to compare and critique different approaches. Though this is a team project, you will submit some elements for an individual grade, and other elements for a team grade, distributed as follows:

    a. Individual Elements:
        i)   Two (2) memos to your client (750-1000 words) to your client   10% each (20% total)
        ii) Individually written lobbying plan (paper, approximately 5000 words)   30%
    b. Team Elements
        i)   Opinion-Editorial for a major news outlet (500 words)   10%
        ii) Lobbying Pitch, complete with Pitch Deck (presentation)   10%

Recap of Grade Distribution

- Class Participation (weekly, questions, workshops; 5% each)   15%
- Discussion Leader Presentation and Essay (equal weights) 15%
- Lobbying plans:
  - Individual Memos (2 @ 10% each)   20%
  - Team Op-Ed   10%
  - Team Presentation   10%
  - Individual Paper   30%

Grading Rubric for Participation

1. Weekly Participation in Class (5%)

   As:
   - Consistently engaged during discussions, demonstrating thorough preparation and critical analysis of the readings.
   - Actively contributes by sharing thoughtful insights, asking relevant questions, and responding constructively to peers.
   - Listens attentively and fosters an inclusive environment for all participants.

   Bs:
   - Regularly engaged, showing good preparation and understanding of the readings.
   - Occasionally shares meaningful insights or asks questions, but contributions may lack depth or frequency.
   - Listens attentively but does not consistently facilitate or encourage discussion.

   Cs::
   - Participates infrequently or demonstrates minimal preparation for discussions.
   - Contributions are sporadic, superficial, or off-topic.
   - Shows limited engagement with peers' ideas or discussions.

   Below C:
   - Rarely participates or shows lack of preparation.
   - Displays disruptive behavior or disengagement during class.

2. Weekly Submitted Questions (5%)

   As:
   - Submits insightful, well-crafted questions that demonstrate critical engagement with the readings.
   - Questions promote synthesis, comparison, and deeper exploration of the material, and reflect thoughtful preparation.
   - Includes thoughtful, relevant questions for guest speakers when applicable.

   Bs:
   - Submits questions that demonstrate understanding of the readings but may lack depth or originality.
   - Questions are generally clear and relevant, though they may not consistently promote deep analysis or synthesis.

   Cs:
   - Questions are submitted inconsistently or show superficial engagement with the readings.
   - May lack clarity, relevance, or focus on critical analysis.

   Below C:
   - Questions are rarely submitted or fail to engage with the readings in a meaningful way.

3. Active Participation in Workshops (5%)

   As:
   - Fully engaged during workshops, actively contributing to group tasks and discussions.
   - Demonstrates initiative and collaboration by helping to advance group goals and problem-solving efforts.
   - Provides constructive feedback and supports peers in achieving shared objectives.

   Bs:
   - Participates regularly and contributes to group tasks but may show less initiative or depth in contributions.
   - Generally works well with peers but may not consistently provide constructive feedback or demonstrate leadership.

3

Cs:
- Limited participation in workshops or minimal contributions to group tasks.
- May display passive engagement or rely heavily on peers to drive progress.

Below C:
- Rarely participates in workshops, fails to contribute meaningfully, or disrupts group dynamics.

Accommodation for Students with Public Speaking Anxiety

1. **Alternative Forms of Participation:**
   - Students can demonstrate their engagement by submitting written reflections or responding to follow-up prompts after class.
   - For in-class workshops, students may take on roles like note-taking, organizing group materials, or contributing ideas in writing instead of speaking.

Grading Scale

A	94-100	B	83-86	C	73-76	D-	60-62
A-	90-93	B-	80-52	C-	70-72	E	below 60
B+	87-89	C+	77-79	D+	67-69		

Reading/Texts

The reading for this class will help prepare you for writing a campaigning capstone, master's thesis, doctoral qualifying exam, and/or doctoral dissertation related to interest groups and lobbying. We will read 5-6 academic articles per week, as is expected in an advanced graduate seminar in Political Science. Often, I will preview what to focus on a week prior so that students may focus on certain aspects of the reading. The readings related to the practice of lobbying are generally very short and journalistic in style.

We will **not** be using a specific textbook this semester. All the readings are available via the library and linked in Canvas. To preview the readings, skip to Course Outline.

The Fine Print (Course, Dept., College, University Policies)

- **Office hours**: To protect your federally protected privacy rights, I cannot discuss your grade(s) over the phone, via email, or in front of class. Please make an appointment if you cannot attend office hours.
- **Attendance:** Attendance is required. Students failing to attend class during the first week may be dropped from the course. Requirements for class attendance, assignments, and other work in this course are consistent with university policies https://catalog.ufl.edu/graduate/regulations/#text. Please contact Dr. Robbins if you will miss class for documented absences (e.g., illness, academic/athletic competitions).
- **Make up & Late Work**: Canvas will assess a 5% per day penalty automatically to late assignments, except in documented/excused circumstances.
- **Course Evaluations**: Students are expected to provide feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback 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 https://viaufl.bluera.com/ufl/ . Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/ .
- **Disability Services:** Students with disabilities who experience learning barriers and would like to request academic accommodation should contact the disability Resource Center by visiting

https://disability.ufl.edu/students/get-started/. Please share your accommodation letter (and discuss your needs) with Dr. Robbins as early as possible.

- **Plagiarism/Cheating**: 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.
- **Current UF Grading Policies/Grade Points**: Information on current UF grading policies for assigning grade points is here: https://catalog.ufl.edu/graduate/regulations/#text.
- **Recording lectures/discussion**: Students may record video or audio of class lectures, but not other students. 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. Students may not publish recorded lectures without the written consent of the instructor.
- Finally, the university has many resources available to you from **health and wellness to career services**. I have provided links to these on our Canvas Course Policies page.

Course Outline

All the readings are available on Canvas (or linked from there).

Part I: Group Formation

Week 1: Introductions, Expectations & Preconceptions

- The Syllabus
- An Exodus from Congress (Berman)
- The Pentagon Saw a Warship Boondoggle (Lipton)
- The Fight over Gas Stoves (Tabuchi)
- The Secret History of Gun Rights (McIntire)
- Stunning Findings (Morgan)
- I was a Lobbyist (Williams)
- ***Assignment: Teams Created***

Week 2: Pluralism & the Role of Groups

- de Tocqueville, A. *Democracy in America*. Translated by Henry Reeve. Reprint ed. 2 vols. Vol. 1. New York: Alfred A. Knopf, (1945). Reprint, 1988, Vintage Books. (Chapter 12)
- Latham, E. "The Group Basis of Politics: Notes for a Theory." *The American Political Science Review* 46, no. 2 (1952): 376-97.
- Madison, J. "Federalist 10." In The Federalist Papers, edited by Roy P. Fairfield. Baltimore: Johns Hopkins University Press, (1981).
- Putnam, R. D. "Bowling Alone: America's Declining Social Capital." *Journal of Democracy* 6(1): 65-78 (1995).
- Truman, D. B. *The Governmental Process: Political Interests and Public Opinion.* 2d ed. New York: Alfred A. Knopf, (1971). (Chapters 1, 3)
- ***Lobbyist Guest Speaker***

Week 3: Critiques of Pluralism/Elitist Theories

- Schattschneider, E. E. *The Semisovereign People: A Realist's View of Democracy in America*. New York: Harcourt Brace Jovanovich College Publishers, (1975). Reprint, 1988. (skim Chapter 1, read chapter 2)
- Gilens, M., and B. Page. Testing Theories of American Politics. Elites, Interest Groups and Average Citizens. *Perspectives on Politics*, 12(3): 564-581, (2014).
- Strolovitch, D. Do Interest Groups Represent the Disadvantaged? *Journal of Politics* 68(4): 894-910, (2006).
- Schlozman et al. Organizations and Democratic Representation of Interests: What Does it Mean When Those Organizations have no Members? *Perspectives on Politics* 13(4): 1017-1029, (2015).
- ***Assignment: Policy Issue Chosen***

Week 4: Collective Action Problems

- Olson, M. *The Logic of Collective Action: Public Goods and the Theory of Groups*. Cambridge, MA: Harvard University Press, (1965). (Chapters 1-6).
- Moe, T. "A Calculus of Group Membership." *American Journal of Political Science* 24(2): 594-632, (1980).
- Walsh, E. J., and R. H. Warland. Social Movement Involvement in the Wake of a Nuclear Accident: Activists and Free Riders in the TMI Area. *American Sociological Review* 48:764-80, (1983).
- Lubell, M., and A. Vedlitz. Collective Action, Environmental Action, and Air Quality Policy. *Political Research Quarterly* 59(1): 149-160, (2006).
- ***Informal Team Workshops on Policy***

Week 5: Neo Pluralism

- Dahl, R. A. *Who Governs?* New Haven: Yale University Press, (1961). (Chapter 1)
- Grossman, M. "Group Mobilization from the Economy, Society, and Government." In *New Directions in Interest Group Politics.* Ed., Matt Grossman. New York, Routledge, (2014).
- Walker, J.L. "The Three Modes of Political Mobilization." (Chapter 10) in *Mobilizing Interest Groups in America,* Ann Arbor: University of Michigan Press, pp. 185-196, (1991).
- Drutman, L. 2009. Trade Associations: A Collective Action Dilemma or a Problem of Cohesion. Preprint for the 8th Edition of *Interest Group Politics* (Cigler/Loomis/Nownes).
- Baumgartner, F., Gray, V., and D. Lowery. "Federal Policy Activity and the Mobilization of State Lobbying Organizations." *Political Research Quarterly.* 62(3): 552-567 (2009).
- ***Assignment: Policy Memo due***
- **Lobbying Discussion Reading (not part of discussion leader)**
  - deKieffer, D.E. 2007. *The Citizen's Guide to Lobbying Congress,* Revised and Updated, Chicago Review Press, Chapters 1-3 (these are short chapters)

Week 6: Social Movements

- Strolovitch, D., and D. Forrest. "Interest Groups and Social Movements," in *CQ Guide to Interest Groups and Lobbying*, Eds. Burdett Loomis, and Peter Francia. Washington, DC: CQ Press (2011).
- Lipsky, M. "Protest as a Political Resource." *American Political Science Review* 62(4): 1144-1158. Piven, Frances Fox and Richard Cloward. 1977. Poor People's Movements: Why They Succeed, How They Fail (1968).Vintage, Chapter 1.
- McAdam, D. "Recruitment to High-Risk Activism: The Case of Freedom Summer." *American Journal of Sociology* 92(1): 64-90, (1986).
- Costain, A. "Representing Women: The Transition from Social Movement to Interest Group." *Western Political Quarterly* 34(1): 100-113 (1981).
- **Lobbying Discussion Reading (not part of discussion leader)**

- Levine, B. *The Art of Lobbying*, CQ Press Chapter 2, The Lobbyists Professional World (2009).
- Drutman, L. "The Complexities of Lobbying: Toward a Deeper Understanding of the Profession." *PS: Political Science and Politics* 43(4)L 834-837, (2010).

Part II: Groups in Action

Week 7: Influencing the Legislative Branch

- Leech, Beth. 2010. Lobbying and Influence, in ed. Maisel, L.S., J. M. Berry., and G.C. Edwards III, The Oxford Handbook of American Political Parties and Interest Groups. Oxford University Press.
- Hojnacki, Marie, and David Kimball. 1998. "Organized Interests and the Decision of Who to Lobby in Congress." American Political Science Review 92(4): 775-790.
- Baumgartner, Frank, Jeffrey Berry, Marie Hojnacki, David Kimball, and Beth Leech. 2014. "Money, Priorities, and Stalemate: How Lobbying Affects Public Policy." Election Law Journal 13(1): 194-209.
- Hall, Richard, and Alan Deardorff. 2006. "Lobbying as a Legislative Subsidy." American Political Science Review 100(1): 69-84.
- Hall, Richard, and Frank Wayman. 1990. "Buying Time Moneyed Interests and the Mobilization of Bias in Congressional Committees." American Political Science Review.
- ***Assignment: Stakeholder ID Memo due***
- **Lobbying Discussion Reading (not part of discussion leader)**
  - Levine, Bertram. 2008. *The Art of Lobbying.* Sage University Press, chapter 7 (Designing and Executing a Lobbying Campaign).

Week 8: Influencing the Executive Branch & Rulemaking

- Heclo, Hugh. 1978. "Issue Networks and the Executive Establishment." in The New American Political System, edited by Anthony King. American Enterprise Institute
- Furlong, Scott, and Cornelius Kerwin. 2005. "Interest Group Participation in Rulemaking: A Decade of Change." Journal of Public Administration Research and Theory 15: 353-370.
- Golden, Marissa Martino. 1998. "Interest Groups in the Rulemaking Process: Who Participates? Whose Voices Get Heard?" Journal of Public Administration Research and Theory 8(2): 245-270.
- Yackee, Jason Webb, and Susan Yackee. 2006. "A Bias Towards Business: Assessing Interest Group Influence on the U.S. Bureaucracy." Journal of Politics 68(1): 128-139.
- English, Ashley. 2019. "She Who Shall Not be Named: The Women that Women's Organizations Do (and Do Not) Represent in the Rulemaking Process." Politics & Gender 15(3): 573-598. DC.
- **Lobbyist Guest Speaker**
- **Lobbying Discussion Reading (not part of discussion leader)**
  - Levine, Bertram. 2008. *The Art of Lobbying.* Sage University Press, The Lobbyist's Ask

Week 9: Influencing the Judicial Branch

- Collins, Paul. 2014. "Interest Groups in the Judicial Arena" In New Directions in Interest Group Politics ed. Matt Grossman. New York, NY: Routledge, pgs. 221-238.
- Caldeira, Gregory A., and John R. Wright. 1988. "Organized Interests and Agenda Setting in the U.S. Supreme Court." *American Political Science Review* 82(4): 1109-1127.
- Collins, Paul M., Jr. 2007. "Lobbyists before the U.S. Supreme Court: Investigating the Influence of Amicus Curiae Briefs." *Political Research Quarterly* 60(1): 55-70.
- Caldeira, Gregory A., Marie Hojnacki, and John R. Wright. 2000. "The Lobbying Activities of Organized Interests in Federal Judicial Nominations." *Journal of Politics* 62(1): 51- 69.

- Caldeira, Gregory A., and John R. Wright. 1998. "Lobbying for Justice: Organized Interests, Supreme Court Nominations, and the United States Senate." *American Journal of Political Science* 42(2): 499-523.
- ***Assignment: Social Media Memo due***

Week 10: Lobbying and Policy Change
- Baumgartner et al. 2009. *Lobbying and Policy Change*. Chicago: University of Chicago Press. (Chapter 10).
- LaPira, T.M., Drutman, L. and K.R. Kosar. 2020. Overwhelmed. An Introduction to Congress's Capacity Problem.
- Salisbury, R.H., Johnson, P. ,Heinz, J.P., Laumann, E.O., and R.L. Nelson. 1989. Who You Know versus What You Know: The Uses of Government Experience for Washington Lobbyists. *American Journal of Political Science.* 33(1): 175-195.
- LaPira. T. M. and H. F. Thomas III. 2014. Revolving door lobbyists and interest representation. *Interest Groups and Advocacy.* 3(1): 4-29.
- ***AI Workshop & Lobbying Plans***

Week 11: Going Public
- Vining, R. L. 2011. Grassroots Mobilization in the Digital Age: Interest Group Response to Supreme Court Nominees. *Political Research Quarterly*, *64*(4), 790–802.
- Merry, Melissa K. 2016. Constructing Policy Narratives in 140 Characters or Less: The Case of Gun Policy Organizations.
- Bergen, Daniel E., and Richard T. Cole. 2015. Call Your Legislator: A Field Experimental Study of the Impact of a Constituency Mobilization Campaign on Legislative Voting. *Political Behavior* 37: 27-42.
- Reynolds, Molly E., and Richard L. Hall. 2018. Issue Advertising and Legislative Voting on the Affordable Care Act. *Political Research Quarterly* 71(1): 102-114.
- ***Assignment: Talking Points Memo Due***
- **Lobbying Discussion Reading (not part of discussion leader)**
  - Hebert, Theresa. 20 Feb 2018. Three Examples of Effective Government Relations Strategy.
  - Vaida, Bara. 5 March 2012. How to Make Friends and Influence Policy. *Architect Magazine.*
  - Visualization of the American Institute of Architecture opposing a provision in unemployment legislation.

Week 12: Electoral Influence
- Wood, Abby K., and Christian R. Grose. "Campaign Finance Transparency Affects Legislators' Election Outcomes and Behavior." *American journal of political science* 66.2 (2022): 516–534. Flavin, Patrick. "Campaign Finance Laws, Policy Outcomes, and Political Equality in the American States." *Political Research Quarterly* 68, no. 1 (2015): 77–88.
- Kalla, Joshua L., and David E. Broockman. "Campaign Contributions Facilitate Access to Congressional Officials: A Randomized Field Experiment." *American Journal of Political Science* 60, no. 3 (2016): 545–58.
- La Raja, Raymond J. "Political Participation and Civic Courage: The Negative Effect of Transparency on Making Small Campaign Contributions." *Political Behavior* 36, no. 4 (2014): 753–76.
- Hansen, Wendy L., and Michael S. Rocca. "The Impact of 'Citizens United' on Large Corporations and Their Employees." *Political Research Quarterly* 72, no. 2 (2019): 403–19.
- McKay, Amy Melissa. "Fundraising for Favors? Linking Lobbyist-Hosted Fundraisers to Legislative Benefits." *Political Research Quarterly* 71, no. 4 (2018): 869–80.
- ***Guest Speaker: SuperPAC Manager***

Week 13: Federalism – don't ignore the States

- Boehmke, Frederick J. "The Effect of Direct Democracy on the Size and Diversity of State Interest Group Populations." *The Journal of Politics* 64, no. 3 (2002): 827-44.
- Gray, Virginia, David Lowery, Matthew Fellowes, and Andrea McAtee. "Public Opinion, Public Policy, and Organized Interests in the American States." *Political Research Quarterly* 57, no. 3 (2004): 411-20.
- Kelleher, Christine A., and Susan Webb Yackee. "Who's Whispering in Your Ear? The Influence of Third Parties over State Agency Decisions." *Political Research Quarterly* 59, no. 4 (2006): 629-43.
- Lowery, David, and Virginia Gray. "The Population Ecology of Gucci Gulch, or the Natural Regulation of Interest Group Numbers in the States." *American Journal of Political Science* 39, no. 1 (1995): 1-29.
- Lowery, David, Virginia Gray, Jennifer Wolak, Erik Godwin, and Whitt Kilburn. "Reconsidering the Counter-Mobilization Hypothesis: Health Policy Lobbying in the American States." *Political Behavior* 27, no. 2 (2005): 99-132.
- ***Assignment: Team Op-Ed due***

Week 14: Lobbying for Foreign, Ethnic or Trade Policy

- Chase, Kerry A. "Economic Interests and Regional Trading Arrangements: The Case of NAFTA." *International Organization* 57, no. 1 (2003): 137-74.
- Haney, Patrick J., and Walt Vanderbush. "The Role of Ethnic Interest Groups in U.S. Foreign Policy: The Case of the Cuban American National Foundation." *International Studies Quarterly* 43, no. 2 (1999): 341-61.
- Hansen, Wendy L., and Neil J. Mitchell. "Disaggregating and Explaining Corporate Political Activity: Domestic and Foreign Corporations in National Politics." *The American Political Science Review* 94, no. 4 (2000): 891-903.
- Jacobs, Lawrence R., and Benjamin I. Page. "Who Influences U.S. Foreign Policy?" *The American Political Science Review* 99, no. 1 (2005): 107-23.
- Uslaner, Eric M. "American Interests in the Balance? Do Ethnic Groups Dominate Foreign Policy Making?" In *Interest Group Politics*, edited by Allan J. Cigler and Burdett A. Loomis, 301-321. Washington, DC: CQ Press, 2007.
- Hansen, Wendy L., and Michael S. Rocca. "The Impact of 'Citizens United' on Large Corporations and Their Employees." *Political Research Quarterly* 72, no. 2 (2019): 403–19.
- McKay, Amy Melissa. "Fundraising for Favors? Linking Lobbyist-Hosted Fundraisers to Legislative Benefits." *Political Research Quarterly* 71, no. 4 (2018): 869–80.

Week 15: Lobbying Plan Pitches (Presentations)

Exam Week: Final Lobbying Plans Due Noon of the Scheduled Exam Day

Course|New for request 20782

Info

Request: SYA 6XXX Research Design in Sociology
Description of request: Research Design in Sociology was developed as a key component of the required curriculum in Sociology (and as a useful elective for graduate students in other disciplines). The course has been taught for about 10 years. The department is applying for a permanent course number to officially include it as a unique, required course in the Sociology graduate curriculum..
Submitter: Tatyana Koropeckyj-Cox tkcox@ufl.edu
Created: 1/8/2025 5:06:11 PM
Form version: 4

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

    Response:
    SYA

Course Level
*Select the 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.). *
Note: 5000 level courses must be submitted through the undergraduate new course process

    Response:
    6

Course Number
Enter the three digit code indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this may be XXX until SCNS assigns an appropriate number.

    Response:
    XXX

Category of Instruction
Indicate whether the course is introductory, intermediate or advanced. Introductory courses are those that require no prerequisites and are general in nature. Intermediate courses require some prior preparation in a related area. Advanced courses require specific competencies or knowledge relevant to the topic prior to enrollment.
* *

    Response:
    Intermediate

• 1000 level = Introductory undergraduate
• 2000 level = Introductory undergraduate
• 3000 level = Intermediate undergraduate
• 4000 level = Advanced undergraduate
• 5000 level = Introductory graduate
• 6000 level = Intermediate graduate
• 7000 level = Advanced graduate

• *4000/5000= Joint undergraduate/graduate*
• *4000/6000= Joint undergraduate/graduate*

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Council)

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100 character limit for course titles. *

Response:
Research Design in Sociology

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Research Design in Sociology

Degree Type
Select the type of degree program for which this course is intended.

Response:
Graduate

Delivery Method(s)
Indicate all platforms through which the course is currently planned to be delivered.

Response:
On-Campus

Co-Listing
Will this course be jointly taught to undergraduate, graduate, and/or professional students?

Response:
No

Effective Term

Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic?
Select "Yes" if the course can have rotating (varying) topics. These course titles can vary by topic in the Schedule of Courses.

Response:
No

Repeatable Credit?
Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit
Select the number of credits awarded to the student upon successful completion, or select "Variable" if the course will be offered with variable credit and then indicate the minimum and maximum credits per section. Note that credit hours are regulated by Rule 6A-10.033, FAC. If you select "Variable" for the amount of credit, additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?
Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission.

Response:
No

Contact Type
Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week on average throughout the duration of the course.

Response:
3

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines.

Response:
Covers major social science research designs and techniques for conducting empirical inquiry into social phenomena. Emphasis on practical skills, epistemological approaches, and critical evaluation of research designs and methods, with a focus on developing a research agenda or a proposal for the dissertation, thesis, or research grant.

Prerequisites
Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.
Courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:

SYA6600 or SYA6315 or SYA6407 or similar graduate social science methods course

Completing Prerequisites on UCC forms:

• *Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.*
• *Use parentheses to specify groupings in multiple requirements.*
• *Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.*
• *Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).*
• *"Permission of department" is always an option so it should not be included in any prerequisite or co-requisite.*
• *If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)*

*Example: *
*Example: *
<ol>
• *Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.*
• *Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale and Placement in Curriculum
Explain the rationale for offering the course and its place in the curriculum.

Response:
The Research Design in Sociology course was developed as a required course in the Sociology graduate curriculum. This second-semester course continues and builds on the foundations of professional development (SYA6600), qualitative research methods (SYA6315), and quantitative research methods (SYA6407) in the fist semester, The emphasis is on synthesizing concerns about conceptual frameworks and epistemological approaches with practical methodological decisions and plans. Students are introduced to a variety of traditional and emerging empirical approaches in the social sciences, critically assess their strengths and limitations, and develop their own research agenda or proposal within the context of the course. This required course provides the foundational knowledge, critical thinking, and writing skills for developing a practical research plan or proposal for a thesis or dissertation.

Course Objectives
Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

Response:
Describe, explain, and compare-contrast multiple major research designs and analytical techniques. Demonstrate broad understanding and application of empirical sociological research methods and analytical techniques
- Engage in weekly discussions of key concepts, issues, and techniques in prominent and emergent research designs used by social scientists

- Present an emergent research technique not covered in the course
- Lead class discussion of a research design, covering the primary readings and exemplar
- Evaluate the strengths and weaknesses of specific research designs used in current empirical sociological research

Demonstrate competencies in designing independent empirical research with scientific integrity. Demonstrate competencies in applying substantive sociological knowledge in critical thinking, analysis, and communication. Construct a portfolio of research activities that lead to a detailed research proposal that incorporates multiple (or mixed) methods
- Develop an overarching conceptual frame based on a literature review of the topic which provides the basis for integrating multiple methods to investigate a single research topic.
- Précis: write 3 précis that outline 3 empirical projects using at least 2 different research designs and techniques
- Research Proposal: write a detailed proposal of a research project/agenda built from the conceptual frame assignment and the 3 précis assignments

Course Textbook(s) and/or Other Assigned Reading
*Enter the title, author(s) and publication date of textbooks and/or readings that will be assigned. Please provide specific examples to evaluate the course and identify required textbooks. *

Response:
Required textbooks:
•	John W. Creswell & J. David Creswell. 2018 or 2022. Research Design, 5th or 6th edition. Sage.
•	Arthur L. Stinchcombe. 2005. The Logic of Social Research. Univ of Chicago Press.
Additional assigned readings (see syllabus for details):
- Kristin Luker. 2010. Salsa Dancing in the Social Sciences. Univ of California Press [selected chapters].
-	Charles Gattone. 2021. A Balanced Epistemological Orientation for the Social Sciences. Lexington Books. (selected chapters)
-	Richard Swedberg 2017. Theorizing in sociological research: A new perspective, a new departure? Annual Review of Sociology, 43, 189-206.
-	Sharon M. Ravitch and Matthew Riggan. 2012. Excavating questions: Conceptual frameworks and research design. Chapter 3 in Reason & Rigor: How Conceptual Frameworks Guide Research. Sage. (pp. 29-49)
-	Royce A. Singleton, Jr., and Bruce C. Straits. 2010. Approaches to Social Research, 5th edition. Oxford University Press. (ch. 4-6, pp. 79-188)
-	Michelle Cleary, Jan Horsfall, and Mark Hayter. 2014. Data collection and sampling in qualitative research: Does size matter? Journal of Advanced Nursing, 70, 473-475. https://onlinelibrary.wiley.com/doi/10.1111/jan.12163
-	Imelda Coyne. 1997. Sampling in qualitative research. Purposeful and theoretical sampling; merging or clear boundaries? Journal of Advanced Nursing, 26, 623-630. https://doi.org/10.1046/j.1365-2648.1997.t01-25-00999.x
-	Creswell & Creswell. (ch. 10, pp. 213-246).
-	Mario Luis Small. 2011. How to conduct a mixed methods study: Recent trends in a rapidly growing literature. Annual Review of Sociology, 37, 57-86.
-	Abbas Tashakkori and Charles Teddlie. 2009. Integrating qualitative and quantitative approaches to research. In L. Bickman & D. J. Rog (Eds.) Sage Handbook of Applied Social Research Designs, 2nd ed. Sage (pp. 283-317).
-	Peter Hedstrom and Peter Ylikoski. 2010. Causal mechanisms in the social sciences. Annual Review of Sociology, 36, 49-67.
-

Michelle Jackson & D. R. Cox. 2013. The principles of experimental design and their application in sociology. Annual Review of Sociology, 39, 27-49.
-	M. G. Maxfield and E. Babbie. 2011. Experimental and quasi-experimental designs. Chapter 7 in Research Methods for Criminal Justice and Criminology, 6th ed. Belmont, CA: Wadsworth (pp. 166-197).
-	Mick P. Couper. 2017. New developments in survey data collection. Annual Review of

Sociology, 43, 121-145.
-    Nora Cate Schaeffer and Stanley Presser. 2013. The science of asking questions. Annual Review of Sociology, 29, 65-88.
-    Meredith L. Gore & Jessica S. Kahler 2015. Using Visual Scales in Researching Global Human Dimensions of Wildlife, Human Dimensions of Wildlife, 20:2, 159-166. https://doi.org/10.1080/10871209.2014.992501
-    Roulston (2010) - Kathryn Roulston. 2010. Considering quality in qualitative interviewing. Qualitative Research, 10, 199-228.
-    Colin Jerolmack and Shamus Khan. (2014). Talk is cheap : ethnography and the attitudinal fallacy. Sociological Methods & Research, 43, 178-209. https://journals.sagepub.com/doi/pdf/10.1177/0049124114523396
-    Mitchell Duneier. (2011). How not to lie with ethnography. Sociological Methodology, 41, 1-11. https://doi.org/10.1111/j.1467-9531.2011.01249.x
-    Cyr, Jennifer. 2016. The pitfalls and promise of focus groups as a data collection method. Sociological Methods & Research, 45, 231-259. https://journals.sagepub.com/doi/pdf/10.1177/0049124115570065
-    Gabriel Abend, Caitlin Petre, and Michael Sauder. 2013. Styles of causal thought: An empirical investigation. American Journal of Sociology, 119, 602-654.
-    Royce A. Singleton, Jr., and Bruce C. Straits. 2010. Research using available data. Ch. 12, Approaches to Social Research, 5th ed. Oxford University Press. (pp. 393-412). [also includes historical analysis and content analysis]
-    Roxanne Connelly, Christopher J. Playford, Vernon Gayle, and Chris Dibben. 2016. The role of administrative data in the big data revolution in social science research. Social Science Research, 59, 1-12.
-    Denise Anthony, Celeste Campos-Castillo, and Christine Horne. 2017. Toward a sociology of privacy. Annual Review of Sociology, 43, 249-269
-    Helena Harrison, Melanie Birks, Richard Franklin, and Jane Mills. (2017). Case Study Research: Foundations and Methodological Orientations. Forum Qualitative Sozialforschung / Forum: Qualitative Social Research, vol. 18, no. 1. https://doi.org/10.17169/fqs-18.1.2655
-    Bent Flyvbjerg. (2011). Case Study. In N. K. Denzin and Y. S. Lincoln (Eds.), The Sage Handbook of Qualitative Research, 4th ed. Thousand Oaks, CA: Sage, pp. 301-316.
-    Saša Baškarada. (2014). Qualitative case study guidelines. The Qualitative Report, 19, 1-18.
-    Pearl R. Smith. (2018). Collecting Sufficient Evidence When Conducting a Case Study. The Qualitative Report, 23, 1043-1048.
-    Colin Elman, John Gerring, and James Mahoney. (2016). Case study research: Putting the quant into the qual. Sociological Methods & Research, 45, 375-391.
-    Royce A. Singleton, Jr., and Bruce C. Straits. (2010). Research using available data Download Research using available data. Chapter 12 in Approaches to Social Research, 5th edition. Oxford University Press. (pp. 412-420).
-    Luker. Historical-Comparative Methods. (pp. 190-197). Content Analysis. (pp. 187-189).
-    Stephen Lacy, Brendan R. Watson, Daniel Riffe, and Jennette Lovejoy. 2015. Issues and best practices in content analysis. Journal of Mass Communication Quarterly, 92, 791-811.
-    AJ Alvero and Courtney Peña. 2023, AI Sentience and Socioculture. Journal of Social Computing, 4, 205-220. https://doi.org/10.23919/JSC.2023.0021
-    Daniel Karella, Jeffrey Sachs, and Ryan Barretta. 2023. Synthetic Duality: A Framework for Analyzing Natural Language Generation's Representation of Social Reality. SocArXiv. https://doi.org/10.31235/osf.io/htxa4
-

Thomas Davidson. 2024. Start Generating: Harnessing Generative Artificial Intelligence for Sociological Research.
-    Yongjun Zhang. 2023. Generative AI has lowered the barriers to computational social sciences. arXiv.org. https://doi.org/10.48550/arXiv.2311.10833
Exemplars of recent published research using the specific methods covered in each class session as well as online resources related to funding proposals, professional development, and academic writing.

Weekly Schedule of Topics

Provide a projected weekly schedule of topics. This should have sufficient detail to evaluate how the course would meet current curricular needs and the extent to which it overlaps with existing courses at UF.

Response:
wk 1   Introductions, Syllabus, Objectives, Plans
wk 2   Epistemology, Overview: Choosing topics and questions
wk 3   Epistemology and Theory: Choosing topics and approaches
wk 4   Epistemology and Theory
wk 5   Sampling, Operationalization, and Measurement
wk 6   Sampling, Operationalization, and Mixed Methods
wk 7   Causation + Experimental Designs and Quasi-Experiments
wk 8   Survey Designs and Designing Survey Questions
wk 9   Ethnography, Interviews, and Evaluating Qualitative Research
wk 10 Administrative & Demographic Data
wk 11   Case Study Methods
wk 12   Historical Methods and Content Analysis
wk 13   Computational Sociology, Big Data, and Data Science
wk 14   Peer Review, Professional Writing, and Ethics

Grading Scheme
List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades. If participation and/or attendance are part of the students grade, please provide a rubric or details regarding how those items will be assessed.

Response:
Assignments   % of Course grade
Engagement

44
Class participation – demonstrate preparation through critical reading of assigned material and actively contribute to class discussion, 4%   [weekly]

Reflection and commentary essays (weeks 2 and 3; 1-2 pages each), 3% each, 6% total

Participation in online discussion before and after class, 6 separate weeks, 2% each, 10% total (drop lowest score)

Discussion leader (solo or duo): prepare outline of the day's topic and readings and lead class discussion, 10%

Evaluation of exemplar articles (~3 pages each), 2 exemplars, 3% each, 6% total

Presentation of an additional design or technique (prepare outline/handout and present in class), 8%

Application

56
Conceptual framework essay (significance, prior work/literature review, conceptual framework and research questions), 9%

3 précis (3 distinct research plans to address the research questions, including discussion of methods for collecting and analyzing data and evaluation of strengths and limitations), 9% each, 27% total

Final research proposal (full proposal, reflecting revisions of prior work on proposal components), 20%

Instructor(s)
Enter the name of the planned instructor or instructors, or "to be determined" if instructors are not yet identified.

Response:
Tanya Koropeckyj-Cox

Attendance & Make-up
Please confirm that you have read and understand the University of Florida Attendance policy.
A required statement statement related to class attendance, make-up exams and other work will be included in the syllabus and adhered to in the course. Courses may not have any policies which conflict with the University of Florida policy. The following statement may be used directly in the syllabus.

*• 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 *

Response:
Yes

Accomodations
Please confirm that you have read and understand the University of Florida Accommodations policy.
A statement related to accommodations for students with disabilities will be included in the syllabus and adhered to in the course. The following statement may be used directly in the syllabus:

• *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.*

Response:
Yes

UF Grading Policies for assigning Grade Points
Please confirm that you have read and understand the University of Florida Grading policies.
Information on current UF grading policies for assigning grade points is require to be included in the course syllabus. The following link may be used directly in the syllabus:

• *https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx*

Response:
Yes

Course Evaluation Policy
Course Evaluation Policy
Please confirm that you have read and understand the University of Florida Course Evaluation Policy.
A statement related to course evaluations will be included in the syllabus. The following statement may be used directly in the syllabus:

• *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/.*

* *

Response:
Yes

Department of Sociology and Criminology & Law, University of Florida
Prof. Tanya Koropeckyj-Cox   **Spring 2025**

SYA 7933: Research Design (3 cr.)
Tuesday, periods 7-9 (1:55 – 4:55 pm) – Turlington Hall, room 2346

3227 Turlington Hall   office hours: Monday 1:00-3:00 pm,
352-294-7177   Tuesday 10:30 am - 1:00 pm,
tkcox@ufl.edu **** best way to reach me**   and by appointment – email me!

COURSE WEBSITE: *http://elearning.ufl.edu*

COURSE DESCRIPTION: The course covers the major social science research designs and techniques for conducting empirical inquiry into social phenomena. Emphasis on practical skills, epistemological approaches, and critical evaluation of research designs and methods, with a focus on developing a research agenda or a proposal for the dissertation, thesis, or research grant.

PURPOSE OF COURSE: The purpose of this course is to orient students toward the core research designs and techniques of social science, including contemporary debates and emergent techniques. The emphasis in the course is practical – developing the critical skills to evaluate completed research and prepare to conduct original empirical research. We will also discuss broader questions about how to make choices about research topics, construct research questions, choose appropriate methods of data collection and analysis, and understand the connections between methods, epistemology, and paradigms in the social sciences. By practicing critical evaluation of methodological choices, the course will prepare students to become critical reviewers, users, and creators of sociological knowledge. Course themes include the nature of social relationships, selecting observations, and conceptualization-measurement. Qualitative, quantitative, and mixed methods are covered.   Required course for Sociology graduate students, usually taken in first year.

COURSE GOALS AND OBJECTIVES:
Goals:

(1) Demonstrate broad understanding and application of empirical sociological research methods and analytical techniques
(2) Demonstrate competencies in designing independent empirical research with scientific integrity
(3) Demonstrate competencies in applying substantive sociological knowledge in critical thinking, analysis, and communication

Student Learning Objectives:

Describe, explain, and compare-contrast multiple major research designs and analytical techniques

> Engage in weekly discussions of key concepts, issues, and techniques in prominent and emergent research designs used by social scientists

> Present an emergent research technique not covered in the course

> Lead class discussion of a research design, covering the primary readings and exemplar

> Evaluate the strengths and weaknesses of specific research designs used in current empirical sociological research

Construct a portfolio of research activities that lead to a detailed research proposal that incorporates multiple (or mixed) methods

> Develop an overarching conceptual frame based on a literature review of the topic which provides the basis for integrating multiple methods to investigate a single research topic.

> Study descriptions: write 3 study descriptions that outline 3 empirical projects using at least 2 different research designs and techniques

> Final Research Proposal: write a detailed proposal of a research project/agenda built from the conceptual frame assignment and the 3 study description assignments

COURSE MATERIALS: There are **three required textbooks** for the course:
- John W. Creswell & J. David Creswell. 2018 or 2022. *Research Design, 5th or 6th edition*. Sage.
- Arthur Stinchcombe. 2005. The Logic of Social Research. University of Chicago Press.
- Kristin Luker. 2008. *Salsa Dancing in the Social Sciences*. Harvard University Press.

All other required readings will be available online on Canvas (elearning.ufl.edu) – see the course schedule below for a detailed list for each week.

The following books are recommended as helpful resources but are not required:

- Jessica M. Calarco. 2020. *A Field Guide to Graduate School*. Princeton University Press.
- Howard S. Becker. 2007. *Writing for Social Scientists, 2nd edition*. University of California Press.

COURSE REQUIREMENTS AND ASSIGNMENTS:

Assignments	Due date	% of final Course grade
Engagement		44
Class participation – demonstrate preparation through critical reading of assigned material and actively contribute to class discussion, 4%	[weekly]	
Reflection and commentary essays (weeks 2 and 3; 1-2 pages each), 3% each, 6% total	1/22, 1/29	
Participation in online discussion before and after class, minimum of 6 separate weeks, 2% each, 10% total (drop lowest score)	2/5 – 4/16	
Discussion leader (solo or duo): prepare outline of the day's topic and readings and lead class discussion, 10%	2/26 – 4/16	
Evaluation of exemplar articles (~3 pages each), 2 exemplars, 3% each, 6% total	2/26 – 4/16	
Presentation of an additional design or technique (prepare outline/handout and present in class), 8%	3/5 – 4/16	
Application		56
Conceptual framework essay (significance, prior work/literature review, conceptual framework and research questions), 9%	2/24 6:00 pm	
3 study descriptions (3 distinct research plans to address the research questions, including discussion of methods for collecting and analyzing data and evaluation of strengths and limitations), 9% each, 27% total	1: 3/7 5:00 pm 2: 3/28 5:00 pm 3: 4/11 5:00 pm	

Final research proposal (full proposal, reflecting revisions of prior work on proposal components), 20%	4/30 5:00 pm	

GRADING SCALE: A 93-100%, A- 90-92%, B+ 87-89%, B 83-86%, B- 80-82%, C 75-79%, E 0-74%

ENGAGEMENT

Participation and Attendance

Students are expected to both attend and actively participate in each class session. In a small graduate seminar, both your individual success and the value of the course for the group are strongly based on the weekly discussion, inquiry, and exchange of ideas that occurs in the classroom. The aim is to create and maintain an open, respectful, professional environment to foster exploration, critical engagement, and contributions to class discussion.

You are expected to complete the assigned readings for each week and come prepared to discuss the readings. Absences will be excused in the case of serious illness or other circumstance beyond the student's control (see discussion of UF policy below); it is the student's responsibility to get the notes and announcements from the instructor and classmates for any missed class.

A class attendance and participation grade of up to 4% of the course grade (~.33% per class; 13 classes, drop lowest) is designed to encourage regular preparation (critical reading of assigned material) and active, consistent participation in the course. A participation grade will be given for each class session beginning with the second week of class.

- .33 point: active, thoughtful and cogent contributions to discussion; reflects preparation and completing the assigned readings.
- .2 point: few contributions or contributing in class in ways that reflect weaker or preparation and reading
- .1 point: attendance without actively contributing to class discussion
- 0 points: Unexcused absences
  - Your lowest grade will be dropped, no questions asked, which allows for one (unexcused) absence if needed during the semester.

Reflection and commentary essays

In weeks 2 and 3, students are assigned short reflection and commentary essays (1-2 pages each) to introduce themselves and their interests and begin considering primary research aims and motivations. These essays are worth up to 3% of the course grade each, 6% total.

Online discussion before and after class

The graduate seminar is organized around in-class discussions of a substantial volume of technical and academic writing. The process begins by engaging with the authors by reading the materials (pre-discussion). The discussion continues beyond the class session with reflection on the class discussion (post-discussion).

Students are expected to complete 6 pre-discussion/post-discussion posts; the highest 5 grades will be included in the course grade (lowest dropped). There will be 10 online discussion opportunities during the semester. All students are strongly encouraged to complete the first 3 discussions to gain experience and receive feedback on the process. Worth up to 2% each, 10% total (drop lowest score).

Pre-discussion post: Post a 200-word response to a discussion prompt. The pre-discussion post is due by 6:00 pm on the Tuesday before the relevant class session. You will be able to see others' posts after you have submitted your post.

Post-discussion post: Post a 200-word response to a pre-discussion post or comments made in class, due by 11:59 pm on the following Sunday.

Discussion leader (solo or duo)

The purpose of leading class discussion of a core research design is to facilitate student engagement with primary readings about the design and an empirical exemplar. Working individually or in pairs, students are expected to prepare an outline (1-2 pages) and focused discussion of the specific research design(s) around a prioritized list of core topics, based on the assigned readings. Discussion leaders will be asked to contribute to the online pre-class discussion (recommend a prompt; review student pre-discussion posts) and incorporate the online comments and questions into the in-class discussion. The discussion leader is expected to lead the in-class discussion of the day's topic and readings (~40-45 minutes) and lead the evaluation of the empirical exemplar(s) (~15-20 minutes). The schedule for discussion leading will be determined in the first 3 weeks of the term. Worth 10% of the course grade.

Evaluation of exemplar articles

Each week's topic will include one or more selected exemplars, i.e., empirical studies that reflect the topic's research design or related debates. As part of weekly class preparation, students are expected to take notes that evaluate each exemplar, bring those notes to class, and come prepared for discussion. If it seems that the class has not completed the exemplar reading, I reserve the right to collect those notes at the end of the class meeting.

You are expected to submit two written exemplar evaluations (out of about 10 possible). At least one exemplar evaluation must be completed and submitted before Spring Break (submitting a first exemplar evaluation after Spring Break will result in receiving no more than half credit).

The evaluation should be in the form of an essay (750 words), submitted as a Microsoft Word file uploaded in Canvas, due by 12:00 pm on Wednesday (before class). The essay should include a brief summary (~150 words) and critique (~600 words) of the author(s)' methodological choices that facilitated or hindered the ability to accomplish the research goals. Exemplar evaluations (~3 pages each) are worth 3% each, 6% total.

Presentation of an additional design or technique

The additional techniques assignment is designed to provide exposure to a wider variety of designs and techniques beyond the core designs covered in the main class outline, offer an opportunity to focus on a design or technique that will be useful in a student's research agenda, and provide practice in written and oral scientific communication. The schedule for additional technique presentations will be developed in the first 3-4 weeks of the term. Worth 8% of the course grade.

Students are expected to
- prepare a design/technique summary (use template provided; due by 12:00 pm on day before your presentation date),
- select an empirical exemplar reading from the past 5 years published in a highly regarded social science journal; submit as pdf to instructor at least 5 days before the presentation date,
- present an overview of the design/technique (10 minutes, with slides), and
- lead a discussion on the merits of the design/technique in the exemplar article.

APPLICATION (Semester proposal project)

The core objective of this course is to develop a research proposal with an overarching conceptual framework and three components/study descriptions. The component studies must use at least 2 different research designs or techniques.

The proposal will be completed in sections over the course of the semester, providing opportunities for sharing work, receiving feedback, and making revisions.

1. **Conceptual framework essay** (significant aims, introduction (including research questions and rationale), literature review (including conceptual framework), and brief overview of the proposed 3 study components, worth 9% of the course grade.

2. **Study descriptions (3 distinct research plans** to address the research questions, including discussion of methods for collecting and analyzing data and evaluation of strengths and limitations), worth 9% each, 27% total

3. The **final proposal** should compile all of the sections and reflect revisions of prior work on the proposal components based on feedback, worth 20% of the course grade.

The final proposal should use the standard NIH or similar format (~20 pages double-spaced), with the following sections:
1) Significant Aims (2 page summary of your project).

2) Introduction - include statement of the problem, specific research questions (and hypotheses), and rationale for studying the problem.
3) Literature review - review the existing conceptual and empirical work in the area, including critique of the gaps in the existing research. This review should be focused on the chosen topic, provide a conceptual framework for the proposed research, and set up the research questions and hypotheses.
4) Research designs and proposed plans - describe the data, methods, and design of your proposed research project's study component, including data collection, sampling, and measurement issues. This section should also discuss the contributions and potential limitations.
5) Reference list - should include at least 12 references.

COURSE POLICIES:

ATTENDANCE POLICY: Approach this seminar (and all seminars) professionally. Career professionals attend all meetings, arrive on time, complete all work conscientiously and punctually, and arrive to meetings prepared to engage mindfully and civilly with colleagues. In a small graduate seminar, both your individual success and the value of the course for the group are strongly based on the weekly discussion that occurs in the classroom. Maintaining an open, respectful environment in which students feel comfortable participating and contributing to the class discussion is an important part of the course.

You are expected to complete the assigned readings for each week and come prepared to discuss the readings. Everyone gets 1 absence, with no questions asked. Additional absences must be approved; absences will be excused in the case of serious illness or other circumstance beyond the student's control (see UF policy: https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx). Attendance at academic conferences will be excused, but you must inform me at least 2 weeks in advance (earlier if possible). I reserve the right to apply a 5% grade penalty (final grade) for each unexcused absence.

It is the student's responsibility to get the notes and announcements from the instructor and classmates for any missed class.

COMMUNICATION: Email is usually the best and quickest way to reach me, either directly or through the Canvas system. If I do not respond to your email within 48 hours, please resend it, as it might not have gotten to me. All email and other communication in the course should be respectful, civil, and professional – see Netiquette Guidelines.

Office hours will be held each week – you do not need an appointment, just drop by. If you need to schedule an alternative time, please email me so we can arrange a meeting. If my office door is open, feel free to drop in to say hello or for quick questions; for longer conversations, I encourage you to use office hours or arrange a meeting.

Canvas - Course announcements will be sent out through Canvas. Please check your Canvas email regularly, and make sure to adjust your settings in Canvas so that you get notifications of announcements and emails to your UF email address. This is particularly important if you are emailing through the Canvas system.

OTHER POLICIES: Details on course assignments will be provided online in Canvas. Assignments should be completed on time and according to specifications. Feel free to talk with me if you have any questions about participation or other grades; any concerns about specific point assessments must be resolved within 2 weeks of the grade being posted.

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 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.

     If you have concerns or challenges during the semester, you are encouraged to connect with the Graduate Student Success Center (https://success.grad.ufl.edu) for resources, support, or guidance.

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 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. See the UF Graduate Catalog for more information on policies related to academic integrity and academic honesty: https://gradcatalog.ufl.edu/graduate/regulations/

All course work, including all written assignments, <u>must be your original and individual work</u>. Any cheating or plagiarism, including copying of online materials without clear attribution, is prohibited. You are responsible for keeping back-up copies of all written work.

Early in the term, we will also discuss and determine appropriate parameters for the use of AI programs. These will be posted on Canvas within the first 3 weeks of the term.

ONLINE 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.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.

Health, Counseling, and Mental Health Resources
For students facing difficulties completing the course or who are in need of health care, counseling, or other support --

- *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 (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 Counseling and Wellness Center 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 Student Health Care Center website (https://shcc.ufl.edu/).
- *University Police Department*: Visit UF Police Department 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 UF Health Emergency Room and Trauma Center 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 GatorWell website (https://gatorwell.ufsa.ufl.edu) 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.
- 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 SCHEDULE:

Jan. 15   Introductions, Syllabus, Objectives, Plans

Jan. 22   Epistemology, Overview: Choosing topics and questions

Writing due: Reflection and commentary on a selected research study -- Choose an example of an empirical article or book that you find interesting or compelling from a major sociological source (peer-reviewed journal or academic press; check with me if you're unsure). Write a 1-2 page commentary that discusses the following: (a) Briefly summarize the research questions, methods, and main findings of the study; (b) Discuss why you chose this reading – what specifically do you find important or compelling about this article? Why do you think it is important or striking? (c) What do you see as its weaknesses or limitations? Due 9:00 am, Wed., Jan. 22.

Assigned readings:

- Luker*. Salsa Dancing* (ch. 1-3, pp. 1-50)
- Read the blog post: "Beyond the Abstract: Reading for Meaning in Academia," by Jessica Calarco. https://www.jessicacalarco.com/tips-tricks/2018/9/2/beyond-the-abstract-reading-for-meaning-in-academia
    - *Recommended/optional*: Read the following blog posts from Dr. Raul Pacheco-Vega (http://www.raulpacheco.org/blog/):
        - "On the importance of the Reading, Note-Taking, Synthesizing and Writing sequence in developing an academic research and writing practice."

- "Finding the most relevant information in a paper when reading: A three-step method (the AIC technique)"
- "Starting up and maintaining an Everything Notebook"

Jan. 29   Epistemology and Theory: Choosing topics and approaches

Writing due: Self-reflection – Think about what motivates you as a scholar and your career goals and plans. Write a 1-2 page commentary that discusses the following: (a) What has inspired or motivated you to go to graduate school? Describe any courses, experiences, professors, or others that have inspired you in your current path. (b) What are your plans or goals regarding your career? What would you like to get out of graduate school so that you can pursue that career? What is the role of research in your overall career plan? (c) Provide a brief description (a few sentences) of your anticipated research topic and question(s). (d) Review the syllabus for this course and identify 2-3 course topics that you find most interesting or relevant. Briefly explain why. Due 9:00 am, Wed., Jan. 29.

Assigned readings:
- Stinchcombe. (2005). *The Logic of Social Research*. Univ of Chicago Press. (ch. 1-3, pp. 1-76).
- Creswell & Creswell. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, 5th ed*. Sage. (ch 1-2, pp. 3-47)
    - ○ *Recommended/optional:* Luker. *Salsa Dancing* (ch. 4-5, pp. 51-98)

Feb. 5   Epistemology and Theory

Writing due: Discussion board (due 6:00 pm, Tues., Feb. 4) + post-class discussion (due 11:59 pm, Sun., Feb. 9)

Assigned readings:
- Charles Gattone. 2021. *A Balanced Epistemological Orientation for the Social Sciences.* Lexington Books. (Intro, ch.1, ch. 5; plus choose and read one of the following: ch. 2, ch. 3, or ch. 4)
- Richard Swedberg 2017. Theorizing in sociological research: A new perspective, a new departure*? Annual Review of Sociology, 43*, 189-206.
- Sharon M. Ravitch and Matthew Riggan. 2012. Excavating questions: Conceptual frameworks and research design. Chapter 3 in *Reason & Rigor: How Conceptual Frameworks Guide Research*. Sage. (pp. 29-49)

Feb. 12   Sampling, Operationalization, and Measurement

Writing due: Discussion board (due 6:00 pm, Tuesday, Feb. 11) + post-class discussion (due 11:59 pm, Sunday, Feb. 16)

Assigned readings:
- Stinchcombe. (2005). *The Logic of Social Research*. Univ of Chicago Press. (ch. 4-5, pp. 77-148).
- Royce A. Singleton, Jr., and Bruce C. Straits. 2010*. Approaches to Social Research, 5th edition*. Oxford University Press. (ch. 4-6, pp. 79-188)
    - o *Recommended/optional:* Luker. Salsa Dancing (ch. 6-7, pp. 99-154)

Feb. 19   Sampling, Operationalization, and Mixed Methods

Writing due: Discussion board (due 6:00 pm, Tues., Feb. 18) + post-class discussion (due 11:59 pm, Sun., Feb. 23); exemplar practice
- **Conceptual framework due 6:00 pm, Mon., Feb. 24**

Assigned readings:
- Stinchcombe. (2005). *The Logic of Social Research*. Univ of Chicago Press. (ch. 6, pp. 149-238).
- Michelle Cleary, Jan Horsfall, and Mark Hayter. 2014. Data collection and sampling in qualitative research: Does size matter*? Journal of Advanced Nursing, 70*, 473-475. https://onlinelibrary.wiley.com/doi/10.1111/jan.12163
- Imelda Coyne. 1997. Sampling in qualitative research. Purposeful and theoretical sampling; merging or clear boundaries? *Journal of Advanced Nursing, 26*, 623-630. https://doi.org/10.1046/j.1365-2648.1997.t01-25-00999.x
- Creswell & Creswell. (ch. 10, pp. 213-246).
- Mario Luis Small. 2011. How to conduct a mixed methods study: Recent trends in a rapidly growing literature. *Annual Review of Sociology, 37*, 57-86.
    - o *Recommended/optional:* Abbas Tashakkori and Charles Teddlie. 2009. Integrating qualitative and quantitative approaches to research. In L. Bickman & D. J. Rog (Eds.) *Sage Handbook of Applied Social Research Designs, 2nd ed.* Sage (pp. 283-317).

Feb . 26   Causation + Experimental Designs and Quasi-Experiments

Writing due: Discussion board (due 6:00 pm, Tues., Feb. 25) + post-class discussion (due 11:59 pm, Sun., Mar. 2); exemplar option (due 1:00 pm, Wed., Feb. 26)

Assigned readings:
- Stinchcombe. (2005). *The Logic of Social Research*. Univ of Chicago Press. (ch. 7, pp. 239-293).
- Creswell & Creswell. (Read part of ch. 8 on experiments, pp. 161-175)
- Peter Hedstrom and Peter Ylikoski. 2010. Causal mechanisms in the social sciences. *Annual Review of Sociology, 36*, 49-67.
- Michelle Jackson & D. R. Cox. 2013. The principles of experimental design and their application in sociology. Annual Review of Sociology, 39, 27-49.
    o *Recommended/optional:* M. G. Maxfield and E. Babbie. 2011. Experimental and quasi-experimental designs. Chapter 7 in *Research Methods for Criminal Justice and Criminology, 6th ed*. Belmont, CA: Wadsworth (pp. 166-197).

Exemplar [skim; you may select this one to read more closely and submit for Exemplar assignment]
- Lorenzo Coviello, Yunku Sohn, Adam D. I. Kramer, Cameron Marlow, Massimo Francschetti, Nicholas A. Christakis, and James H. Fowler. 2014. Detecting emotional contagion in massive social networks. *PLOS One*, https://doi.org/10.1371/journal.pone.0090315

Mar. 5   Survey Designs and Designing Survey Questions
                + Additional Technique presentations

Writing due: Discussion board (due 6:00 pm, Tues., Mar. 4) + post-class discussion (due 11:59 pm, Sun., Mar. 9); exemplar option (due 1:00 pm, Wed., Mar. 5)

Assigned readings:
- Creswell & Creswell. (pp. 147-161)
- Mick P. Couper. 2017. New developments in survey data collection. Annual Review of Sociology, *43*, 121-145.
- Nora Cate Schaeffer and Stanley Presser. 2013. The science of asking questions. *Annual Review of Sociology, 29*, 65-88.
- Meredith L. Gore & Jessica S. Kahler 2015. Using Visual Scales in Researching Global Human Dimensions of Wildlife, Human Dimensions of Wildlife, 20:2, 159-166. https://doi.org/10.1080/10871209.2014.992501

Exemplar [skim both; you may select one to read more closely and submit for Exemplar assignment]

- Aida Villanueva and Ken-Hou Lin. 2020. Motherhood Wage Penalties in Latin America: The Significance of Labor Informality. *Social Forces, 99*, 59–85. https://doi-org.lp.hscl.ufl.edu/10.1093/sf/soz142
- Jessica S. Kahler, Danielle M. Reynald, & Meredith L. Gore. 2023. "I let it go:" Quantifying residential guardianship intentions when witnessing wildlife poaching. *Biological Conservation, 277*, 109829. https://doi.org/10.1016/j.biocon.2022.109829

Mar. 12   Ethnography, Interviews, and Evaluating Qualitative Research + Additional Technique presentations

Writing due: Discussion board (due 6:00 pm, Tues., Mar. 11) + post-class discussion (due 11:59 pm, Sun., Mar. 23); exemplar option (due 1:00 pm, Wed., Mar. 12)
- **Study Description 1 due 5:00 pm, Friday, Mar. 7**

Assigned readings:

- Luker. "Field (and Other) Methods" and "Focus Groups." (pp. 155-189).
- Roulston (2010) - Kathryn Roulston. 2010. Considering quality in qualitative interviewing. *Qualitative Research, 10*, 199-228.
- Colin Jerolmack and Shamus Khan. (2014). Talk is cheap : ethnography and the attitudinal fallacy. Sociological Methods & Research, 43, 178-209. https://journals.sagepub.com/doi/pdf/10.1177/0049124114523396
- Mitchell Duneier. (2011). How not to lie with ethnography. Sociological Methodology, 41, 1-11. https://doi.org/10.1111/j.1467-9531.2011.01249.x
- Cyr, Jennifer. 2016. The pitfalls and promise of focus groups as a data collection method. Sociological Methods & Research, 45, 231-259. https://journals.sagepub.com/doi/pdf/10.1177/0049124115570065
    - *Recommended/optional:* Gabriel Abend, Caitlin Petre, and Michael Sauder. 2013. Styles of causal thought: An empirical investigation. *American Journal of Sociology, 119*, 602-654.
    - *Recommended/optional:* Creswell, John W. 2014. "Qualitative Methods." *Research Design: Qualitative, Quantitative, and Mixed Methods, 4th ed*. Sage. (ch. 9 - pp. 183-213; skim the sections on proposal-writing, research design, quantitative, qualitative, and mixed methods.]

 Exemplars [read the abstracts - write a summary-critique of one if you choose to complete the Exemplar Assignment; come prepared to discuss in class]

- Jessica M. Calarco. 2020. Avoiding us versus them: How schools' dependence on privileged 'helicopter' parents influences enforcement of rules. *American Sociological Review, 85*, 223-246. https://journals.sagepub.com/doi/pdf/10.1177/0003122420905793
- Louis J. Kruger, Rachel F. Rodgers, Stephanie J. Long & Alice S. Lowy. 2019. Individual interviews or focus groups? Interview format and women's self-disclosure. *International Journal of Social Research Methodology, 22*:3, 245-255. https://doi.org/10.1080/13645579.2018.1518857
- Ash Watson and Deborah Lupton. 2022. Remote Fieldwork in Homes During the COVID-19 Pandemic: Video-Call Ethnography and Map Drawing Methods. *International Journal of Qualitative Methods, 21*. https://doi.org/10.1177/16094069221078376

Mar. 19   SPRING BREAK

Mar. 26   Administrative & Demographic Data + Additional Technique presentations

Writing due: Discussion board (due 6:00 pm, Tues., Mar. 25) + post-class discussion (due 11:59 pm, Sun., Mar. 30); exemplar option (due 1:00 pm, Wed., Mar. 26)

- **Study Description** 2 due 5:00 pm, Friday, Mar. 28

Assigned readings:

- Royce A. Singleton, Jr., and Bruce C. Straits. 2010. Research using available data. Ch. 12, *Approaches to Social Research, 5th ed.* Oxford University Press. (pp. 393-412). [also includes historical analysis and content analysis]
- Roxanne Connelly, Christopher J. Playford, Vernon Gayle, and Chris Dibben. 2016. The role of administrative data in the big data revolution in social science research. *Social Science Research, 59*, 1-12.
- Denise Anthony, Celeste Campos-Castillo, and Christine Horne. 2017. Toward a sociology of privacy. *Annual Review of Sociology, 43*, 249-269.
- U.S. Census Bureau. Watch the informational video on "Getting started with your search on data.census.gov. Explore resources on the Census web site.

Exemplars [read the abstracts - write a summary-critique of one if you choose to complete the Exemplar Assignment; come prepared to discuss in class]

- Rodrigo Moita, Halisson Rodrigues, Thiago Rodrigues, Claudio Lucinda, Renata Lopes, Camila Stefanello, Tha´ıs Chaves. 2024. Household Electricity Default in Brazil: Evidence from Billing Data.

http://www.repec.eae.fea.usp.br/documentos/Moita_Rodrigues_Lucinda_Lopes_Stefanello_Chaves_05WP.pdf.

- Neil K. Mehta, Irma T. Elo, Michal Engelman, Diane S. Lauderdale, and Bert M. Kestenbaum. 2016. Life Expectancy Among U.S.-born and Foreign-born Older Adults in the United States: Estimates From Linked Social Security and Medicare Data. *Demography, 53*, 1109-1134.
- Peter Catron. 2020. The Melting-Pot Problem? The Persistence and Convergence of Premigration Socioeconomic Status During the Age of Mass Migration. *Social Forces, 99*, 366-397. https://doi.org/10.1093/sf/soz146

Apr. 2   Case Study

Writing due: Discussion board (due 6:00 pm, Tues., Apr. 1) + post-class discussion (due 11:59 pm, Sun., Apr. 6); exemplar option (due 1:00 pm, Wed., Apr. 2)

Assigned readings:

- Helena Harrison, Melanie Birks, Richard Franklin, and Jane Mills. (2017). Case Study Research: Foundations and Methodological Orientations. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, vol. 18, no. 1. https://doi.org/10.17169/fqs-18.1.2655
- Bent Flyvbjerg. (2011). Case Study. In N. K. Denzin and Y. S. Lincoln (Eds.), *The Sage Handbook of Qualitative Research, 4th ed.* Thousand Oaks, CA: Sage, pp. 301-316.
- Saša Baškarada. (2014). Qualitative case study guidelines. *The Qualitative Report, 19*, 1-18.
- Pearl R. Smith. (2018). Collecting Sufficient Evidence When Conducting a Case Study. *The Qualitative Report, 23*, 1043-1048.
- Colin Elman, John Gerring, and James Mahoney. (2016). Case study research: Putting the quant into the qual. *Sociological Methods & Research, 45*, 375-391.

Exemplars [read the abstracts - write a summary-critique of one if you choose to complete the Exemplar Assignment; come prepared to discuss in class]

- Melina Sherman and Eric Klinenberg. 2024. Beyond burnout: Moral suffering among healthcare workers in the first COVID-19 surge. *Social Science & Medicine,* 116471. https://doi.org/10.1016/j.socscimed.2023.116471
- Guerreiro Ana Isabel Camacho. (2019). Local ecological knowledge about human–wildlife conflict: A Portuguese case study. *Portuguese Journal of Social Science, 18*, 189-211. DOI:10.1386/pjss_00005_1

Apr. 9   Historical Methods and Content Analysis + Additional Technique
                Presentations

        Writing due: Discussion board (due 6:00 pm, Tues., Apr. 2) + post-class
        discussion (due 11:59 pm, Sun., Apr. 7); exemplar option (due 1:00 pm, Wed.,
        Apr. 3)

                • **Study Description** 2 due 5:00 pm, Friday, Apr. 11

        Assigned readings:

        - Royce A. Singleton, Jr., and Bruce C. Straits. (2010). Research using available
          data Download Research using available data. Chapter 12 in Approaches to
          Social Research, 5th edition. Oxford University Press. (pp. 412-420).
        - Luker. Historical-Comparative Methods. (pp. 190-197). Content Analysis. (pp.
          187-189).
        - Stephen Lacy, Brendan R. Watson, Daniel Riffe, and Jennette Lovejoy. 2015.
          Issues and best practices in content analysis. *Journal of Mass Communication
          Quarterly*, 92, 791-811.

        Exemplars [read the abstracts - write a summary-critique of one if you choose to
        complete the Exemplar Assignment; come prepared to discuss in class]

        - Stephanie A. Dhuman Giron and Nicholas Vargas. 2020. Threatening Places
          or Diverse Spaces: Divergent Constructions of Florida Puerto Ricans across
          Twitter and Newspaper Articles. *Sociological Inquiry, 90*, 101-122.
          https://doi.org/10.1111/soin.12295
        - Elisabeth Anderson. (2018). Policy entrepreneurs and the origins of the
          regulatory welfare state: Child labor reform in nineteenth-century Europe.
          Policy entrepreneurs and the origins of the regulatory welfare state: Child
          labor reform in nineteenth-century Europe. *American Sociological Review,*
          83, 173-211.

Apr. 16   Computational Sociology, Big Data, and Data Science + Additional Technique
                Presentations

        Writing due: Discussion board (due 6:00 pm, Tues., Apr. 15) + post-class
        discussion (due 11:59 pm, Sun., Apr. 20); exemplar option (due 1:00 pm, Wed.,
        Apr. 16)

        Assigned readings:

- AJ Alvero and Courtney Peña. 2023, AI Sentience and Socioculture. *Journal of Social Computing, 4*, 205-220. https://doi.org/10.23919/JSC.2023.0021
- Daniel Karella, Jeffrey Sachs, and Ryan Barretta. 2023. Synthetic Duality: A Framework for Analyzing Natural Language Generation's Representation of Social Reality. SocArXiv. https://doi.org/10.31235/osf.io/htxa4
- Thomas Davidson. 2024. Start Generating: Harnessing Generative Artificial Intelligence for Sociological Research.
- Yongjun Zhang. 2023. Generative AI has lowered the barriers to computational social sciences. arXiv.org. https://doi.org/10.48550/arXiv.2311.10833

Exemplars [read the abstract - write a summary-critique of one if you choose to complete the Exemplar Assignment; come prepared to discuss in class]

- AJ Alvero, Alejandra Regla-Vargas, Jinsook Lee, Ren´e Kizilcec, Thorsten Joachims, anthony lising antonio. 2024. Large Language Models, Social Demography, and Hegemony: Comparing Authorship in Human and Synthetic Text.

Apr. 23   Peer Review, Professional Writing, and Ethics

        Come prepared to discuss your research proposal.

Assigned reading:

- Adam Przeworski & Frank Salomon. (1995). The Art of Writing Proposals. SSRC
- American Sociological Association. Code of Ethics.
- Committee on Publication Ethics. Ethical Guidelines for Peer Reviewers
- Susan Finger. (2015). Advice on Writing Proposals to the National Science Foundation.

- **Final proposal due 5:00 pm, Wednesday, Apr. 30**

Details on assigned readings and writing assignments (including the discussion board for each class, discussion leading, presentations on additional techniques, and each component of the course project) will be provided in the first week of class and will be posted on Canvas.

The schedule may change depending on the availability of potential guest speakers (as well as their recommended readings). Any changes will be announced at least one week in advance and details will be posted on Canvas.

Disclaimer: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity, including changes in specific class topics and their sequence or inclusion of guest speakers. Such changes will be communicated clearly, at least a week in advance. 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.

Course|New for request 20783

Info

Request: SYD 6XXX Population Issues
Description of request: This course has been taught as a graduate elective seminar under a rotating number. The current request is for a permanent course number and inclusion in the graduate course catalog.
Submitter: Tatyana Koropeckyj-Cox tkcox@ufl.edu
Created: 1/7/2025 4:32:48 PM
Form version: 3

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

    Response:
SYD

Course Level
*Select the 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

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

    Response:
XXX

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Population Issues

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Population Issues

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

Response:
Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

Response:
3 hrs.

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

Response:
Introduction to theoretical and empirical work in population studies and demography, with an emphasis on the ways that population-based data and approaches can contribute to current directions in sociological research and other related disciplines. Survey of the major topics, theoretical and conceptual approaches and debates, and empirical studies of population.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

Response:
Graduate student in Sociology or other social science.

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two

*additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This is an elective seminar for students interested in learning the foundational theories, concepts, and empirical research in population studies and demography. The course may also be useful as a graduate-level elective for students in other social science and related programs with an interest in population issues.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:
All Items Included

Department of Sociology and Criminology & Law, University of Florida
Prof. Tanya Koropeckyj-Cox
Fall 2024

SYA 7933/SYA4930: Population Issues (3 cr.)
Wednesdays, periods 8-10 (3:00 - 6:00 pm) in Turlington 2346

3227 Turlington Hall   office hours:
352-294-7177   Mondays 1:00-3:30 pm,
tkcox@ufl.edu   Tuesdays 9:30 am - 11:00 am,
                                                        or by appointment.

Catalog course description: Introduction to theoretical and empirical work in population studies and demography, with an emphasis on the ways that population-based data and approaches can contribute to current directions in sociological research and other related disciplines. Survey of the major topics, theoretical and conceptual approaches and debates, and empirical studies of population.

The **study of population** has a long (and sometimes contentious) history. Broadly defined, it seeks to describe and understand societal changes and composition at the population level. Population studies encompasses a variety of methods and approaches: qualitative, quantitative, and mixed methods; censuses, surveys, interviews, life histories, ethnographies, and other research designs; micro-level analyses of perceptions, decisions, and experiences as well as meso- and macro-level examinations of institutions, policies, and population movements. It is an interdisciplinary area, encompassing research and concepts from sociology, anthropology, history, economics, political science, biology, public health, and other fields. **Demography** specifically refers to the collection of measures and methods used to study and describe populations. Demography is mostly quantitative, focused on counting people in the aggregate and analyzing population processes; population studies embraces a broader range of work, both quantitative and qualitative, that seeks to understand population issues.

Attention to population processes provides an important foundation for describing and understanding a wide variety of social issues, including health, morbidity, and mortality; aging, the life course, and cohort change; family, households, marriage, and fertility; racial-ethnic change, immigration, diversity, and segregation; spatial patterns, urbanization, labor markets, and economic inequalities; politics and elections; and concerns about food, resources, and sustainability. These topics represent some of our most important contemporary policy issues and political debates. More broadly, an awareness of population data and research is fundamental for understanding the prevalence, antecedents, and contexts of social issues.

This course introduces students to theoretical and empirical work in population studies and demography, with an emphasis on the ways that population-based data and approaches can contribute to current directions in sociological research and other related disciplines. Our

readings will survey the major topics, theoretical and conceptual influences, and empirical studies of population.

This is not a methods course. We will engage in a critical review of existing research to identify major contributions and discuss gaps or weaknesses. We will cover some basic demographic measures and trends, as well as both statistical and qualitative research. We will discuss and critique some classic studies, review current findings and approaches, and formulate proposals for future work. The readings represent some of the core readings in the field that could be included on a reading list for a primary or secondary qualifying exam in population.

No prior coursework in demography or population is required or expected. We will all bring different levels and types of prior knowledge and experience into the course. If you have taken related courses or engaged in related work, then I encourage you to contribute your perspectives and suggestions. If there are topics you wish to be included or examined in greater depth, please come talk with me or send me an email - the structure of the course provides ways for each student to explore their own areas of interest. I will also provide recommended readings for students who wish to pursue a topic or method in greater depth.

The class will meet weekly in person, and it will include some lectures as well as discussion, critique, and student presentations. We will also use Canvas extensively to share links and readings, post assignments, and augment discussion.

I view a graduate seminar as having 3 essential objectives:
- To gain a comprehensive knowledge of existing concepts, theories, and research;
- To critically assess the theories, methods, and findings to identify gaps, weaknesses, and potential areas to contribute to the existing research; and
- To develop and practice the skills to become active, critical users of population research as well as creative contributors, either directly or indirectly by making connections within other areas of research.

In many ways, the existing field and its historical roots represent a conversation already in progress. Our goal in the course is to come up to speed on major aspects of that conversation, critically assess the existing and ongoing work, and then develop our own critical voices to join into these conversations with new ideas and research. I regard my role as that of a coach, mentor, and co-explorer: my aim is to introduce you to this conversation, point you toward its major features (and gaps), and guide our shared exploration and discussions of this work.

Course Requirements

A major objective of the course is to prepare students to be critical analysts and independent, creative researchers. The course requirements emphasize regular and active participation, critical reading of course materials, and the completion of an individual project. Collaborative projects may also be considered, but will require prior discussion, a clear plan and division of labor, and approval from me.

Students are expected to read assigned materials prior to class and to be ready to actively discuss course materials. Class attendance and participation are required.

I. Reaction Essays/Small Written Assignments and Weekly Discussion Questions

Throughout the semester, students are required to complete weekly reaction essays or small written assignments. Each essay should be 1-3 double-spaced pages. These essays are designed to encourage reading and preparation for class, stimulate discussion, and encourage critical thinking and synthesis of the readings. Students are also expected to submit 2-3 discussion questions based on the readings for that week.

The essays should briefly (1) summarize the key points of each reading; (2) discuss the strengths and weaknesses of the week's set of readings; and (3) synthesize across the readings (how do they relate to one another?). Some reaction essays will involve specific thought questions or assignments from the instructor (e.g., finding and interpreting population data, reviewing a specific article of your choice, researching biographies and publications of major scholars in the field, reviewing blogs and news coverage of population issues). The essays will be evaluated based on the extent and quality of analytical effort and engagement, including how well you critique and pull together the assigned course readings for that week.

The weekly essays and discussion questions (to be submitted under "Discussions" in Canvas) are due no later than 12:00 pm on Wednesday before each class. Your essays should include a reference list; the collection of essays should serve as summary, critique, and synthesis memos covering the major topics and works in the field. There will be 9 essays, and your lowest essay grade will be dropped (total = 80 points).

II. Presentation on selected empirical articles (or relevant review essay)

In consultation with the instructor, each student will prepare and present a 15-20 minute summary and critique of **two selected empirical articles or one literature review essay** connected to the day's topic and readings. The purpose is to provide students with the opportunity to read, critically analyze, and present particular work of interest, expanding the range of ideas and readings covered in the course. Recommended readings are listed (marked with O - open circle) on the course schedule, but students are encouraged to browse the major journals in population studies and related areas (including *Demography; Population & Development Review; Journal of Marriage and Family; International Migration Review; Journal of Health and Social Behavior; Population, Space, and Place; European Population Journal; Population Research and Policy Review*). Students will be expected to choose a topic and presentation date by the third week of class and are expected to submit the bibliographic information and links to their selected article(s) to the instructor for review and approval at no later than 5:00 pm on the Friday before your scheduled presentation day.

Presentations should summarize key points and discuss the methods, design, and conclusions of the empirical articles or main topics, conceptual frames, critique, and future directions for a review article. The critique and presentation should draw clear connections to class readings and concepts. How does this work specifically contribute to our understanding of population issues and the specific topic of discussion? The presentation should also include a brief biographical sketch of the author(s). The presentation is worth up to 30 points.

III. Leading class discussion

Students will be expected to lead class discussion on the week's assigned readings. Each student will be expected to lead class discussion one time during the semester (either solo or in a pair, depending on the class size). In the second week, students will submit their preferences for dates and topics to be assigned to a class session to lead. Leading class discussion includes developing an outline of the main points of the week's readings (as a Word document and Power point slides), which should include major concepts/vocabulary, theoretical perspectives, methods, findings, and 3-4 specific discussion questions for class. The documents should be submitted to the instructor by 11:59 pm the Tuesday night before class. Leading class discussion provides students with the opportunity to engage more deeply with a particular topic and to experience taking a leadership role in the classroom and in scholarly discussion.

IV. Project

The term project may be a proposal for a substantive research project or a critical literature review on some aspect of population issues, broadly defined.

The specific topic and project should be developed in consultation with the instructor. Other project options are possible but must be approved in advance by the instructor. Alternatives could include an original, empirical paper or relevant collaborative projects, depending on student interests. All work must be original and new -- recycled or revised work from other courses or projects is not allowed and will not be accepted. If you are unsure or if you have a work in progress that you want to develop further, you should consult with me as early as possible in the semester; any such work must be explicitly discussed and approved by the instructor no later than September 25.

Proposal
The proposal should use the standard NIH or similar format, with the following sections:
     1) Significant Aims (2 page summary of your project).
     2) Introduction - include statement of the problem, specific research questions (and hypotheses), and rationale for studying the problem.
     3) Literature review - provide a review of the existing conceptual and empirical work in the area, including critique. What gaps are in the existing research? This review should be focused on your particular topic and set up your research questions and hypotheses.

4) Research design - describe the data, methods, and design of your proposed research project, including data collection, sampling, and measurement issues. Be sure to discuss potential strengths and weaknesses of your approach.

5) Reference list - should include at least 12 references.

The proposal will be evaluated based on its integration of key conceptual material from the course, the depth and breadth of the review of existing research, and the clarity and soundness of the proposed study. Strong proposals should provide a critical review of existing research (identifying significant gaps and how the proposed research will address them) and should represent a sound, creative, and original contribution.

Literature Review Essay
Alternatively, your project may consist of a critical literature review essay on a topic related to some aspect of **population issues, broadly defined**. The review should focus on a particular conceptual area or research topic, provide a <u>critical</u> discussion of the existing research, and identify several specific gaps in the existing work and suggestions for future study. The review essay should be organized with the following sections:

1) Introduction - state your key questions, topics, or themes that you will focus on. Explain the rationale for or significance of your review. Describe the scope of your review.

2) Themes - your essay should be organized around 3-4 central concepts or themes, with each representing a major substantive section of your essay. Use clear section headings, and subsection headings if appropriate, to help organize themes in your essay. You should group your readings by theme, and summarize the key concepts and findings within each thematic area.

3) Discussion and Conclusion - should discuss the strengths and weaknesses of the existing research, identify specific gaps, and provide specific suggestions for future research.

4) Reference list - Your review should include at least 18 references.

Project Format, Presentation, and Deadlines
For either type of project, your paper should be double-spaced, in 12-point font, with one inch margins (top/bottom and sides). The paper should be **18-20 pages** in length, not counting the reference list and any appendices. Reference lists and in-text citations should use a standard format (e.g., APA, Chicago style). Example proposals and essays will be featured and discussed in class. A professional appearance is expected, including spell-checking, a clean cover page (with name, course, title of project, and date), and proofreading.

Three intermediate steps are required as part of the project in order to keep you on schedule, to receive feedback along the way, and to stimulate in-class discussion of projects.

1. A **preliminary plan of 1-2 pages** is due on <mark>September 25</mark>. You should post your file in Canvas by 12:00 pm on the day of class. We will spend time in class presenting and discussing preliminary plans. All project plans must be approved by the instructor before **October 9.**
2. A **midterm draft of 7-10 pages** is due on <mark>on October 23</mark>.

3. The last week of class (or 2 weeks, if necessary, depending on enrollment) will be devoted to **in-class, oral presentations of student projects**. Each student will have 15-20 minutes to present their work to the class (plus 5-10 minutes for Q&A and discussion). The presentation should include Power Point slides and will be evaluated based on the quality of the oral and visual presentation. The oral presentation is designed to provide you with experience in presenting your work in a concise and professional manner. It also provides the opportunity to share your work and solicit feedback from your classmates. Students will be required to complete and submit a written peer-review assessment of each presentation. Students will have at least one week after the presentation to revise, finish, and submit their final papers.

4. **The final version of the paper is due <mark>no later than 11:59 pm on December 10</mark>.**

** Any extensions of deadlines should be discussed and approved in advance, except in the case of a serious, documented circumstance outside of your control.

V. Participation and Attendance

Students are expected to both attend and actively participate in each class session. In a small graduate seminar, both your individual success and the value of the course for the group are strongly based on the weekly discussion, inquiry, and exchange of ideas that occurs in the classroom. The aim is to create and maintain an open, respectful, professional environment to foster exploration, critical engagement, and contributions to class discussion.

You are expected to complete the assigned readings for each week and come prepared to discuss the readings. Absences will be excused in the case of serious illness or other circumstance beyond the student's control (see discussion of UF policy below); it is the student's responsibility to get the notes and announcements from the instructor and classmates for any missed class.

A class attendance and participation grade of up to 33 points (3 points per class; 12 classes, drop lowest) is designed to encourage regular preparation (critical reading of assigned material) and active, consistent participation in the course. A participation grade will be given for each class session beginning with the second week of class.

- 3 points: active, thoughtful and cogent contributions to discussion; submitted strong discussion questions that reflect preparation and completing the assigned readings.
- 2 points: few contributions or contributing in class in ways that do not clearly demonstrate preparation and reading; submitted weaker or more general discussion questions that reflect weaker preparation and reading.
- 1 point: attendance without actively contributing to class discussion or submitted discussion questions without attending class.
- 0 points: Unexcused absences; no submission of discussion questions.
  - Your lowest grade will be dropped, no questions asked, which allows for one (unexcused) absence if needed during the semester.

Participation points will be posted within one week of each class. Feel free to talk with me if you have any questions about participation grades; any concerns with regard to specific point assessments must be resolved within 2 weeks of the particular class session.

My goal with this course is to provide the structure and guidance within which to explore and learn the material. If you encounter challenges during the term, please don't hesitate to contact me. This course is set up to allow flexibility as needed during the term to adjust to any unforeseen circumstances.

Excused absences are defined by UF policy. You are expected to inform me via email if you will be absent or expect to miss part of class and submit written documentation of excused absences in advance, when possible (e.g., university activities), or within one week of the absence. Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. Acceptable reasons for excused absences according to UF policy include illness, religious holidays, and university activities (https://gradcatalog.ufl.edu/graduate/regulations/ - Attendance Policies). I will also excuse an absence related to presentation at an academic conference, but you must inform me at least 2 weeks in advance (earlier if possible).

Course Grading

Project

Preliminary plan -- 1-2 pages	**(due Sept. 25)**	12 points
Midterm draft -- 7-10 pages	(due Oct. 23)	50 points
Final paper/proposal -- 16-20 pages	(**due Dec. 10**)	125 points
Oral presentation of project -- 15-20 min.	(Nov. 20/Dec. 4)	40 points

Reaction essays (9, drop 1) -- each 1-3 pages, double-spaced	80 points
In-Class Presentation on Outside/Recommended Reading	30 points
Leading class discussion	30 points
Participation + Discussion Questions	33 points
TOTAL	**400 points**

Final Grades. Your grade is determined based on your on-time submission or presentation of the required work, and mastery of the work according to grading rubrics when they apply. Assignment of final grades as outlined in the table below.

Total Points	Percent	Final Grade
372+	93+	A
360 - 371	90 - <93	A-
348 - 359	87 - <90	B+

332 - 347	83 - <87	B
320 - 331	80 - <83	B-
308 - 319	77 - <80	C+
292 - 307	73 - <77	C
280 - 291	70 - <73	C-
240 - 279	60 - <70	D
< 240	<60	E

Note that passing grades for graduate students are outlined in the UF Graduate Catalogue and related regulations, available at https://gradcatalog.ufl.edu/graduate/regulations/.

Course Policies

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 (https://sccr.dso.ufl.edu/process/student-conduct-code/) for more information. If you have any questions or concerns, please consult with the instructor. See the UF Graduate Catalog for more information on policies related to academic integrity and academic honesty: https://gradcatalog.ufl.edu/graduate/regulations/

All course work, including all written assignments, must be your original and individual work. Any cheating or plagiarism, including copying of online materials without clear attribution, is prohibited. You are responsible for keeping back-up copies of all written work.

Early in the term, we will also discuss and determine appropriate parameters for the use of AI programs. These will be posted on Canvas within the first 3 weeks of the term.

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 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.

If you have concerns or challenges during the semester, you are encouraged to connect with the Graduate Student Success Center (https://success.grad.ufl.edu) for resources, support, or guidance.

Health, Counseling, and Mental Health Resources

For students facing difficulties completing the course or who are in need of health care, counseling, or other support --

- *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 (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 Counseling and Wellness Center 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 Student Health Care Center website (https://shcc.ufl.edu/).
- *University Police Department*: Visit UF Police Department 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 UF Health Emergency Room and Trauma Center 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 GatorWell website (https://gatorwell.ufsa.ufl.edu) 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.
- 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

On-Line 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.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/

Course Schedule   [tentative – timing and order of topics are subject to change. Any changes will be announced at least 5 days before the relevant class]

Aug. 28   Introductions, Syllabus, Objectives, Plans
             Introduction to Population - Overall population size, Components of growth

Sept. 4   Introduction to Population - Overall population size, changes over time; examples
             of population-related research + country comparisons; growth & its implications

Sept. 11   Assessing Population Growth and Its Implications, Theoretical and sociopolitical
             perspectives -- Malthus, Marx, and Beyond

Sept. 18   Sources of population data – census, registries, surveys, interviews, historical
             records, ethnography; Methods, strengths and weaknesses, where to find data

Sept. 25   Population composition and diversity -- measurement, trends, concerns
             Diversity by race-ethnicity, gender, age, socio-economic status, sexualities, etc.
             ▪ **Preliminary project plan due**

Oct. 2   Mortality - measures, trends and historical patterns, causes

Oct. 9   Mortality, Health, Disability -- measures, trends and historical patterns, causes,
             Differentials and disparities, predictors and risk factors

Oct. 16   Households, Families, Marriage, Relationships, LGBTQ+ populations, Children –
             trends, diversity, patterns, and sources of data

Oct. 23   Fertility -- measures, trends, historical patterns; proximate determinants,
             contemporary predictors and trends, variations
             • **Midterm draft of project due**

Oct. 30   Migration -- measures, trends, policies, concerns + Environment, population, land
             use, and climate change

Nov. 6   Social, economic and policy concerns [student choice]

Nov. 13   Ecological concerns [student choice]

Nov. 20   Student presentations

Nov. 27   HOLIDAY – NO CLASS

Dec. 4   Student presentations
                ▪ **Final project due December 10**

Schedule of Topics and Readings

[note – the timing and order of topics as well as specific readings are subject to change. Any changes will be announced at least 5 days before the relevant class and will be included on the weekly Canvas page]

Required Readings: Course readings will include **journal articles available for free on the internet and scanned materials available in Canvas. There is no required textbook.**
* Required Readings.
Note: A longer version that includes recommended readings will be available on Canvas.

Course Outline – Tentative Schedule of Topics and Readings

Aug. 28   Introduction - discussion of syllabus, interests and topics, objectives and
                projects; outline and readings
                Introduction to Population – terminology, resources, institutions

Sept. 4   Introduction to Population - Overall population size, changes over time,
                components of growth; discuss examples of population-related research +
                country comparisons

Writing assignment for September 4 (2 paragraphs - 1-2 pages, to be submitted in Canvas; bring the table as hard copy to class, and come prepared to discuss):

1. Empirical article commentary

Choose an empirical article on some aspect of population or demographic processes that you find interesting or important from one of the following journals: *Demography; Population & Development Review; Journal of Marriage and Family; International Migration Review; Journal of Health and Social Behavior; Population, Space, and Place; European Journal of Population; Population Research and Policy Review*

Write a paragraph on your article that discusses the following: (a) briefly summarize its research questions, methods, and main findings; (b) discuss why you chose this reading -- what specifically do you find important or compelling about this article? Why do you think it is important or striking?

2. Compare data for 4 countries

Look over the information presented in the Population Reference Bureau's 2023 World Population Data Sheet. (available in Canvas).

Choose 4 countries, each in a different region, and create a table that includes the following data: population in 2020, births per 1000, deaths per 1000, net migration per 1000, % over 65, life expectancy + 2 other indicators of your choosing]

Write a paragraph in which you compare and contrast your 4 selected countries with regard to their demographic characteristics. Bring the table to class, and come prepared to discuss.

Readings:
* Population Reference Bureau. 2023 World Population Data Sheet. Available in Canvas (pdf).
* Population Reference Bureau. 2021. Population: An Introduction to Demography. Available in Canvas (pdf).
* Ansley J. Coale. 1974. The history of the human population. Scientific American, 231, 40-51. http://www.nature.com/scientificamerican/journal/v231/n3/pdf/scientificamerican0974-40.pdf [must access from within UF]

Sept. 11   Assessing Population Growth and Its Implications; Theoretical and sociopolitical
                perspectives -- Malthus, Marx, and Beyond

Weekly writing for September 11 (2 paragraphs - 1-2 pages, to be submitted in Canvas):
        Your reaction essay should summarize the key points in the readings, paying attention to the different perspectives on
          - the causes of demographic transition
          - the consequences of population change and growth

Consider the following questions, and come prepared to class ready to discuss:
          - In what ways is growth good? In what ways is it problematic?
          - In what ways have debates about growth also been connected with questions about whose growth is evaluated positively or negatively?
          - What have been some consequences of defining population growth as a problem (or crisis)?

** Be sure to also submit your discussion questions to the Discussion Board in Canvas
        by 10:00 pm on Tuesday, September 17.

Readings:
* Lundquist, J.H., Anderton, D.L., & Yaukey, D. 2015. *Demography: The Study of Human Population.* Waveland Press. Read chapter 3, "Population Growth," pp. 47-84.
* Rehrer, David S. 2011. "Economic and Social Implications of the Demographic Transition." *Population and Development Review 37* (supplement): 11-33.
* David Lam. 2011. How the world survived the population bomb: Lessons from 50 years of extraordinary demographic history. *Demography, 48,* 1231-1262.
* Coleman, David, & Rowthorne, Robert. 2011. "Who's Afraid of Population Decline? A Critical Examination of Its Consequences." *Population and Development Review 37* (suppl.): 217-248.
* Hodgson, Dennis. 1988. Orthodoxy and revisionism in American demography. *Population and Development Review, 14,* 541-569. https://www.jstor.org/stable/1973624
* Tabutin, Dominique. (translated by Roger Depledge). 2007. Whither demography? Strengths and weaknesses of the discipline over fifty years of change. *Population*. INED. https://www.cairn-int.info/article-E_POPU_701_0015--whither-demography-strengths-and-weaknes.htm

Sept. 18   Sources of population data – census, registries, surveys, interviews, historical records, ethnography; Methods, strengths and weaknesses, where to find data

Weekly writing for September 18 (~2-3 paragraphs - 1-2 pages, to be submitted in Canvas:
Your reaction essay should summarize the key points in the readings, paying attention to what kinds of data are collected with each method; the strengths and weaknesses of different data sources; the kinds of research questions that can be asked and answered with different data sources.

** Be sure to also submit your discussion questions to the Discussion Board in Canvas by 10:00 pm on Tuesday, September 17.

Readings:
Census, ACS
* Anderson, M. 2010. The Census and federal statistical system: Historical perspectives. *The Annals of the American Academy of Political and Social Science, 631*, 152-162. http://ann.sagepub.com/content/631/1/152.full.pdf+html

Population Registries
* Coleman, D. 2013. The twilight of the census. *Population and Development Review, 38,* 334-351. http://onlinelibrary.wiley.com/doi/10.1111/j.1728-4457.2013.00568.x/epdf

Surveys
* Joyner, K., Peters, H. E., Hynes, K., Sikora, A., Taber, J. R., et al. 2012. "The quality of male fertility data in major U.S. surveys." *Demography, 49.1,* 101-124. [NSFG + other US surveys] http://link.springer.com/journal/13524/49/1/page/1 [link to table of contents ‑ then click on the article to get the pdf file]

Mixed Methods/Qualitative
* Schatz, E., & Williams, J. 2012. "Measuring gender and reproductive health in Africa using demographic and health surveys: The need for mixed-method research." *Culture, Health & Sexuality, 14.7,* 811-826. [DHS + mixed-methods] http://web.a.ebscohost.com/ehost/pdfviewer/pdfviewer?vid=3&sid=85443201-e600-4dc8-b2aa-037971ec734a%40sessionmgr4010&hid=4212

General Overview [recommended/optional}
Lundquist, J. H., Anderton, D. L., & Yaukey, D. 2015. "Demographic Data." In *Demography: The Study of Human Population, 4th ed.* Long Grove, IL: Waveland Press. (pp. 19-46; ch. 2).

Sept. 25   Population composition and diversity - measurement, trends, concerns
               Diversity by race-ethnicity, gender, age, socio-economic status, sexualities, etc.
                     ▪ **Preliminary project plan due**

Weekly writing for September 25 (~2-3 paragraphs - 1-2 pages, to be submitted in Canvas):
         Your reaction essay should summarize the key points in the readings, paying attention to how the U.S. population has changed over time; how different dimensions of diversity have been defined and measured; strengths and weaknesses of different measures and definitions; the kinds of research questions that can be asked and answered with different data sources.
** Be sure to also submit your discussion questions to the Discussion Board in Canvas
         by 10:00 pm on Tuesday, September 24.

Readings:
Race-Ethnicity - Diversity in the U.S. and Issues of Measurement
* Kauh, T.J., Read, J.G. & Scheitler, A.J. 2021. The Critical Role of Racial/Ethnic Data Disaggregation for Health Equity. *Population Research and Policy Review 40*, 1–7. https://doi.org/10.1007/s11113-020-09631-6Links to an external site.* Vargas, N. & Kingsbury, J. 2016. "Racial identity contestation: Mapping and measuring racial boundaries." *Sociology Compass, 10/8*, 718-729.

Age Composition, Measurement, and Interpretations
* Uhlenberg, P. 2013. "Demography is not destiny: The challenges and opportunities of global population aging." Generations, 1, 12-18.
* Richie, H., & Roser, M. September 2019 (rev. 2024). Age Structure. Our World in Data. https://ourworldindata.org/age-structure

Sex, Gender, Sexualities: Composition, Measurement, and Interpretations
* SAGE. February 2020. Counting LGBT Communities: SAGE and the 2020 Census. https://www.sageusa.org/counting-lgbt-communities-sage-and-the-2020-census/
* Stacey, L., Reczek, R., & Spiker, R. 2022. Toward a Holistic Demographic Profile of Sexual and Gender Minority Well-being. *Demography 59* (4): 1403–1430. https://doi.org/10.1215/00703370-10081664

General Overview (recommended/optional)

Carl, J. D. 2012. *A Short Introduction to the U.S. Census.* Boston, MA: Pearson. See chapters 3 ("Issues of Race," pp. 33-50), 4 ("Demographic Changes in America - Gender," pp. 51-66), and 5 ("Demographic Changes in America - Aging," pp. 67-78).

Lundquist, J. H., Anderton, D. L., & Yaukey, D. 2015. *Demography: The Study of Human Population, 4th ed.* Long Grove, IL: Waveland Press. See chapters 4 ("Age and Sex Structure," pp. 93-144) and 11 ("Population Diversity," pp. 405-448).

Oct. 2   Mortality - measures, trends and historical patterns, causes
Guest presenter: Dr. Stephen Perz – community and population research in the Amazon region

Weekly writing for October 2 (~2-3 paragraphs - 1-2 pages, to be submitted in Canvas:
        Your reaction essay should summarize the key points in the readings, including the epidemiological transition and processes that contributed to decreased mortality in less developed countries and in more developed countries. I encourage you to also make connections, where appropriate, with last week's readings.

** Be sure to also submit your discussion questions to the Discussion Board in Canvas by 10:00 pm on Tuesday, October 1.

Readings:
* Omran, A. 2005. "The Epidemiologic Transition: A Theory of the Epidemiology of Population Change." *Milbank Quarterly, 83*, 731–757.
* Salomon, J. C., & Murray, C. J. L. 2002. The Epidemiologic Transition revisited. *Population and Development Review, 28,* 205-228.
* Caldwell, J. C. 2006. Demographers and the study of mortality: Scope, perspectives, and theory. *Annals of the New York Academy of Sciences, 954*, 19-34.
* Riley, J. C. 2005. The timing and pace of health transitions around the world. *Population and Development Review, 31,* 741-764.

Oct. 9   Mortality, Health, Disability - differentials, predictors and risk factors

Weekly writing for October 9 (~2-3 paragraphs - 1-2 pages, to be submitted in Canvas:
        Your reaction essay should summarize the key points in the readings, paying attention to the patterns in less developed countries and in more developed countries, including differentials in health and mortality related to social conditions and variables. I encourage you to also make connections, where appropriate, with last week's readings.

** Be sure to also submit your discussion questions to the Discussion Board in Canvas by 10:00 pm on Tuesday, October 8.

Readings:
* Phelan, J. C., Link, B. G., & Tehranifar, P. 2010. Social conditions as fundamental causes of health inequalities: Theory, evidence, and policy implications. *Journal of Health and Social Behavior, 51* (supplement)*,* S28-S40.

<u>Less Developed Regions:</u>
* Kuhn, R. 2010. Routes to low mortality in poor countries revisited. *Population and Development Review, 36,* 655-692.
* de Walque, D., & Filmer, D. 2013. Trends and socioeconomic gradients in adult mortality around the developing world. *Population and Development Review, 39,* 1-29.

<u>More Developed Regions:</u>
* Case, A., & Deaton, A. 2015. Rising morbidity and mortality in midlife among white non-Hispanic Americans in the 21st century. *Proceedings of the National Academy of Sciences 112(40)*:15078-83. doi: https://doi.org/10.1073/pnas.1518393112
* Montez, J.K., Beckfield, J., Cooney, J.K., Grumbach, J.M., Hayward, M.D., Koytak, H.Z., Woolf, S.H. & Zajacova, A. 2020. US State Policies, Politics, and Life Expectancy. *The Milbank Quarterly*, 98: 668-699. https://doi.org/10.1111/1468-0009.12469
* Hayward, M. D., Hummer, R. A., & Sasson, I. 2015. Trends and group differences in the association between educational attainment and U.S. adult mortality: Implications for understanding education's causal influence. *Social Science & Medicine, 127*, 8-18.
* Hummer, R. A. 2023. Race and Ethnicity, Racism, and Population Health in the United States: The Straightforward, the Complex, Innovations, and the Future. *Demography, 60(3)*, 633–657. https://www.jstor.org/stable/48728438

Oct. 16   Households, Families, Marriage - trends, variations
                Fertility - measures, trends, historical patterns

Weekly writing for October 16 (~2-3 paragraphs - 1-2 pages), to be submitted in Canvas:
        Your reaction essay should summarize the key points in the readings, paying attention to variations in household, marriage, and family patterns, changing trends, and correlates.
** Be sure to also submit your discussion questions to the Discussion Board in Canvas by 10:00 pm on Tuesday, October 15.

Readings:
* Smock, P. J., & Schwartz, C. R. 2020. The demography of families: A review of patterns and change. *Journal of Marriage and Family, 82*, 9-34.
* Lesthaeghe, R. 2010. The unfolding story of the Second Demographic Transition. *Population and Development Review, 36*, 211-251. https://doi.org/10.1111/j.1728-4457.2010.00328.x
* Frejka, T., Goldscheider, F., & Lappegård, T. 2018. The two-part gender revolution, women's second shift, and changing cohort fertility. *Comparative Population Studies* - Zeitschrift für Bevölkerungswissenschaft, 43, 99-130. https://doi.org/10.12765/CPoS-2018-09en
* Sassler, S., & Lichter, D. T. 2020. Cohabitation and marriage: Complexity and diversity in union-formation patterns. *Journal of Marriage and Family, 82*, 35-61.

Oct. 23   Fertility - proximate determinants, contemporary predictors and trends
Guest presenter: Dr. Won-tak Joo – Historic Census Data Linkages; Data science and computational sociology methods in population research

- **Midterm draft of project due; No reaction essay due.**

Readings:
* S. Philip Morgan and Miles G. Taylor. 2006. Low Fertility at the Turn of the Twenty-First Century. *Annual Review of Sociology, 32*, 375-399.
https://doi.org/10.1146/annurev.soc.31.041304.122220
* Karen Benjamin Guzzo and Sarah R. Hayford. 2020. Pathways to Parenthood in Social and Family Contexts: Decade in Review, 2020. *Journal of Marriage and Family, 82*, 117-144.
https://doi.org/10.1111/jomf.12618
* Ruggles, S., Fitch, C.A., & Roberts, E. 2018. Historical Census Record Linkage. Annual Review of Sociology 44, 19-37. https://doi.org/10.1146/annurev-soc-073117-041447

[additional readings divided up among pairs of students – come prepared for discussion]
- Cherlin, A., Cumberworth, E., & Morgan, S. P. 2013. The effects of the Great Recession on family structure and fertility. *Annals of the American Academy of Political and Social Science, 650*, 214-231.
- Hayford, S. R., & Guzzo, K. B. 2016. Fifty years of unintended births: Education gradients in unintended fertility in the U.S., 1960-2013. *Population and Development Review, 42*, 313-341.
- Raymo, J.M., Park, H., & Yu, J. 2023. Diverging destinies in East Asia. *Annual Review of Sociology, 49(1)*, 443-63.
https://www.annualreviews.org/content/journals/10.1146/annurev-soc-020321-032642
- Casterline, J.B., & El-Zeini, L.O. 2022. Multiple perspectives on recent trends in unwanted fertility in low and middle-income countries. *Demography, 59(1),* 371-388.
https://doi.org/10.1215/00703370-9644472
- Sobotka, T., Zeman, K., Jasilioniene, A., Winkler-Dworak, M., Brzozowska, Z., Alustiza-Galarza, A., Németh, L. and Jdanov, D. (2024), Pandemic Roller-Coaster? Birth Trends in Higher-Income Countries During the COVID-19 Pandemic. *Population and Development Review, 50*: 23-58. https://doi.org/10.1111/padr.12544

Oct. 30   Migration - measures, trends, policies, concerns

Weekly writing for October 30 (~2-3 paragraphs - 1-2 pages), to be submitted in Canvas:
       Your reaction essay should summarize the key points in the readings, paying attention to **the reasons people migrate (push and pull factors), the theories, and the influence of global climate change.**
** Be sure to also submit your **discussion questions** to the Discussion Board in Canvas by **10:00 pm on Tuesday, October 29**.

Readings:
* Martin Bell, Elin Charles-Edwards, Philipp Ueffing, John Stilwell, Marek Kupiszewski, & Dorota Kupiszewska. 2015. Internal migration and development: Comparing migration intensities around the world. *Population and Development Review, 41*, 33-58.

* Lori Hunter & Raphael Nawrotzki. 2016. "Migration and the Environment." Chapter 21 in *International Handbook of Migration and Population Distribution (volume 6)*; 465-484.
* Anastasiadou, A., Kim, J., Sanliturk, E, de Valk, H., & Zagheni, E. 2024. Gender differences in the migration process: A narrative literature review. *Population and Development Review*. [online early view] https://onlinelibrary.wiley.com/doi/full/10.1111/padr.12677
* Riosmena, F. 2024. Worlds in Motion Redux? Expanding Migration Theories and Their Interconnections. *Population and Development Review, 50*, 677-726. https://onlinelibrary.wiley.com/doi/10.1111/padr.12630
* Cheng, M., Chen, Y., Lyu, L., & Bai, Y. 2024. Children on the Move in China: Insights from the Census Data 2000-2020. *Population and Development Review, 50*, 865-889. https://onlinelibrary.wiley.com/doi/10.1111/padr.12653

Nov. 6   STUDENT CHOICE: Gender, Work, and Socioeconomic Inequalities [Fall 2024]
Guest presenter: Dr. Edo Navot – using government labor and employment data to study wage and income inequalities

Weekly writing for November 6 (~2-3 paragraphs - 1-2 pages), to be submitted in Canvas:
        Your reaction essay should summarize the key points in the readings and synthesize across the readings (identifying main points, overarching ideas, and critiques). I encourage you to also make connections, where appropriate, with any related readings from the course.
** Be sure to also submit your discussion questions to the Discussion Board in Canvas by 10:00
                pm on Tuesday, November 5.

Readings:
* Paul, M., Zaw, K., & Darity, W. (2022). Returns in the Labor Market: A Nuanced View of Penalties at the Intersection of Race and Gender in the US. *Feminist Economics, 28(2),* 1-31.
* Jee, E., Misra, J., & Murray-Close, M. (2019). Motherhood Penalties in the US, 1986–2014. *Journal of Marriage and Family, 81(2),* 434-449.
* Penner, A. M., Petersen, T., Hermansen, A. S., Rainey, A., Boza, I., Elvira, M. M., ... & Tufail, Z. (2023). Within-job gender pay inequality in 15 countries. *Nature human behaviour, 7(2)*, 184-189.
* Goldin, C., Katz, L. F., & Kuziemko, I. (2006). The homecoming of American college women: The reversal of the college gender gap. *Journal of Economic perspectives, 20(4),* 133-156.
* Mariscal-de-Gante, Á., Palencia-Esteban, A., Grubanov-Boskovic, S., & Fernández-Macías, E. (2023). Feminization, ageing, and occupational change in Europe in the last 25 years. *Population and Development Review, 49(4),* 939-966.

Nov. 13   STUDENT CHOICE: Population Geography, Empirical Examples, and Future Directions [Fall 2024]
Guest presenter: Dr. Kevin Ash, Department of Geography - The geographies of community disaster resilience and impacts of climate change.
        This will be a day for student presentations of articles. In preparation for class, please watch the recorded lectures and post your responses to your classmates' presentations.

Also, please review the assigned readings and post 2-3 discussion questions.

Readings:
*Cutter, S.L., Ash, K.D., & Emrich, C.T. 2014. The geographies of community disaster resilience. *Global Environmental Change, 29*, 65-77.
*Seeteram, N.A., Ash, K., Sanders, B.F., Schubert, J.E., & Mach, K.J. 2023. Modes of climate mobility under sea-level rise. *Environmental Research Letters, 18*, 114015.

Nov. 20   Student Project Presentations

Nov. 27   HOLIDAY

Dec. 4   Population Research, Resources, and Practical applications
- **Final project due December 10**

Other resources (optional) - good overviews of population issues:
- Lundquist, J. H., Anderton, D. L., & Yaukey, D. 2015. *Demography: The Study of Human Population, 4th ed.* Long Grove, IL: Waveland Press.
- Carl, J. D. 2012. *A Short Introduction to the U.S. Census.* Boston: Pearson.
- Preston, S. H., Heuveline, P., & Guillot, M. 2001. *Demography: Measuring and Modeling Population Processes.* Oxford, UK: Blackwell.
- Weeks, J. R. 2008. *Population: An Introduction to Concepts and Issues, 10th ed.* Belmont, CA: Thomson Wadsworth. [10th edition is available on reserve in Library West; textbook is now in 13th edition, 2021]

Course|New for request 20784

Info

Request: SYO 6175 Sociological Research on Family
Description of request: This course was taught in the past as SYO6175 and in more recent years under the rotating topics number (SYA7933). The department is seeking to include the course in the permanent course catalog with its own permanent number.
Submitter: Tatyana Koropeckyj-Cox tkcox@ufl.edu
Created: 1/7/2025 5:02:09 PM
Form version: 3

Responses

Recommended Prefix
Enter the three letter code indicating placement of course within the discipline (e.g., POS, ATR, ENC). Note that for new course proposals, the State Common Numbering System (SCNS) may assign a different prefix.

> Response:
> SYO

Course Level
*Select the 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

• 1 = 1000 level Introductory undergraduate
• 2 = 2000 level Introductory undergraduate
• 3 = 3000 level Intermediate undergraduate
• 4 = 4000 level Advanced undergraduate
• 5 = 5000 level Introductory graduate/professional
• 6 = 6000 level Intermediate graduate/professional
• 7 = 7000 level Advanced graduate/professional
• 8 = 8000 level Advanced professional
• 4/5 = 4000/5000 Joint undergraduate/graduate
• 4/6 = 4000/6000 Joint undergraduate/graduate

*Joint undergraduate/graduate courses must be approved by the UCC and the Graduate Committee) and require separate requests to each body

Course Number
Enter the three-digit number indicating the specific content of the course based on the SCNS taxonomy and course equivalency profiles. For new course requests, this should be XXX until SCNS assigns an appropriate number.

> Response:
> 175

Lab Code
Enter the lab code to indicate whether the course is lecture only (None), lab only (L), or a combined lecture and lab (C).

Response:
None

Course Title
*Enter the title of the course as it should appear in the Academic Catalog. There is a 100-character limit (including spaces and punctuation) for course titles. *

Response:
Sociological Research on Family

Transcript Title
Enter the title that will appear in the transcript and the schedule of courses. Note that this must be limited to 30 characters (including spaces and punctuation).

Response:
Sociol Research on Family

Delivery Method
Indicate the primary intended delivery method for this course.

Response:
PC - Primarily Classroom (0-49% of course content taught outside of classroom)

If the course is to be offered through UF Online, please include a memo of support from the UF Online program.

Effective Term
Select the requested term that the course will first be offered. Selecting "Earliest" will allow the course to be active in the earliest term after SCNS approval. If a specific term and year are selected, this should reflect the department's best projection. Courses cannot be implemented 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 2 to 6 weeks after approval of the course at UF.

Response:
Earliest Available

Effective Year
Select the requested year that the course will first be offered. See preceding item for further information.

Response:
Earliest Available

Rotating Topic
Select "Yes" if the course routinely has varying course titles, topics, and student learning outcomes within or between semesters. Small changes to weekly topics and or texts that do not change the course description or student learning outcomes do not need to have rotating topics designation.

Response:
No

Repeatable Credit?

Select "Yes" if the course may be repeated for credit. If the course will also have rotating topics, be sure to indicate this in the question above.

Response:
No

Amount of Credit

Select the number of credits awarded to the student upon successful completion. Note that credit hours are regulated by Rule 6A-10.033, FAC. If the course will be offered with variable credit, select "Variable" and then indicate the minimum and maximum credits per section. Additional fields will appear in which to indicate the minimum and maximum number of total credits.

Response:
3

S/U Only?

Select "Yes" if all students should be graded as S/U in the course. Note that each course must be entered into the UF curriculum inventory as either letter-graded or S/U. A course may not have both options. However, letter-graded courses allow students to take the course S/U with instructor permission. If S/U only, please remember that the syllabus must include a grading rubric that clearly indicates how students will earn S or U grades.

Response:
No

Contact Type

Select the best option to describe course contact type. This selection determines whether base hours or headcount hours will be used to determine the total contact hours per credit hour. Note that the headcount hour options are for courses that involve contact between the student and the professor on an individual basis.

Response:
Regularly Scheduled

• Regularly Scheduled [base hr]
• Thesis/Dissertation Supervision [1.0 headcount hr]
• Clinical Instruction [1.0 headcount hr]
• Directed Individual Studies [0.5 headcount hr]
• Supervision of Student Interns [0.8 headcount hr]
• Supervision of Teaching/Research [0.5 headcount hr]
• Supervision of Cooperative Education [0.8 headcount hr]

Contact the Office of Institutional Planning and Research (352-392-0456) with questions regarding contact type.

Course Type
*Please select the type of course being created. These categories are required by the Florida Board of Governors. *

>Response:
>Seminar

Weekly Contact Hours
Indicate the number of hours instructors will have contact with students each week <i>on average </i>throughout the duration of the course. If weekly contact hours are not 1:1 for credits (e.g. 4 contact hours per week for a 2 credit course), please explain why.

>Response:
>3 hrs.

Course Description
Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 500 characters or less. See course description guidelines. Please do not start the description with "This course.."

>Response:
>Overview of theoretical and empirical work in the sociology of families, kinship, and relationships, with an emphasis on current directions in family research. Survey of the major topics, theoretical and conceptual approaches, and empirical studies in family sociology, reviewing classic work, gaps in the literature, and new methods and directions in family research.

Prerequisites
*Indicate all requirements that must be satisfied prior to enrollment in the course, or enter N/A if there are none. "Permission of department" is always an option so it should not be included in any prerequisite or co-requisite. *
*Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be written so that it can be enforced in the registration system. *
Undergraduate courses level 3000 and above must have a prerequisite.
Please verify that any prerequisite courses listed are active courses.

>Response:
>Graduate status in Sociology or related social science program

Completing Prerequisites:

• Use "&" and "or" to conjoin multiple requirements; do not used commas, semicolons, etc.
• Use parentheses to specify groupings in multiple requirements.
• Specifying a course prerequisite (without specifying a grade) assumes the required passing grade is D-. In order to specify a different grade, include the grade in parentheses immediately after the course number. For example, "MAC 2311(B)" indicates that students are required to obtain a grade of B in Calculus I. MAC2311 by itself would only require a grade of D-.
• Specify all majors or minors included (if all majors in a college are acceptable the college code is sufficient).
• If the course prerequisite should list a specific major and/or minor, please provide the plan code for that major/minor (e.g., undergraduate Chemistry major = CHY_BS, undergraduate Disabilities in Society minor = DIS_UMN)

*Example: *
<ol>
• Prereq published language: BSC 2010/2010L & BSC 2011/2011L & two additional Science or Math classes.
• Prereq logic enforced for registration: BSC 2010 and BSC 2010L and BSC 2011 and BSC 2011L and (two

*additional Science or Math courses = any courses that are BSC 2### or greater, FAS2### or greater, BOT2### or greater, PCB2### or greater, BCH2### or greater, ZOO2### or greater, MCB 2### or greater, CHM 2### or greater, PHY 2### or greater, or STA 2### or greater).
*

Co-requisites
Indicate all requirements that must be taken concurrently with the course. Co-requisites are not checked by the registration system. If there are none please enter N/A.

Response:
N/A

Rationale for Placement in the Curriculum
Please indicate the degree level (Bachelors, Graduate, Professional) and program(s) (majors, minors, certificates) for which the course will be used. Please indicate if the course is intended for degree requirements or electives. Note: separate program-specific request are required to add a course into program curriculua.

Response:
This is a graduate-level elective seminar for students in Sociology of related social science programs who seek an introduction to sociological concepts and research on family, kinship, and relationships.

Syllabus Content Requirements
<h2>Syllabus Content Requirements</h2>Please upload the syllabus for the proposed course. (Note that rotating topics courses should still submit a sample syllabus to illustrate the kind of content that will be included.) Before uploading, ensure that the syllabus contains:

• Student learning outcomes explaining what students will be able to do after successfully completing the course. These should use <i>observable</i>, <i>measurable</i> action verbs.
• Required and recommended readings for the course.
• Name of instructor(s) or planned instructor(s). If unknown, list as TBD.
• Materials and Supplies fees, if any.
• Methods by which students will be graded
• The grading scheme used in the course (e.g., what constitutes an A, an A-, etc.), along with information on current UF grading policies for assigning grade points. This may be achieved by including a link to the university grades and grading policies.
• A 15 week calendar or schedule of topics with enough detail to illustrate weekly topics, readings, and assignments (asynchronous or modular courses can arrange by modules rather than weeks).
• A statement related to class attendance, make-up exams and other work such as: "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."
• A statement related to accommodations for students with disabilities such as: 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.
• A statement informing students of the online course evaluation process such as: "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."

Response:

All Items Included

Department of Sociology and Criminology & Law, University of Florida
Prof. Tanya Koropeckyj-Cox **Fall 2022**

SYA7933: Topics in Family Research (3 cr.)
Proposed new title: Sociological Research on Family
Tuesdays, periods 8-10 (3:00-6:00 pm) - Turlington Hall, room 2349

3227 Turlington Hall office hours:
352-294-7177 Mondays 1:00 - 3:00 pm, Thursdays 10:30 am - 12:30 pm,
tkcox@ufl.edu or by appointment

Catalog Course Description: Overview of theoretical and empirical work in the sociology of families, kinship, and relationships, with an emphasis on current directions in family research. Survey of the major topics, theoretical and conceptual approaches, and empirical studies in family sociology, reviewing classic work, gaps in the literature, and new methods and directions in family research.

Families and primary relationships represent our first and most important connections, and they are a central part of our life experiences. They define our identities and shape our socialization, opportunities, and constraints in fundamental ways.

Scholars and social commentators have been writing for decades about what they have described as the decline of the family in the United States and highly industrialized countries. Some have even assumed that the sociological study of families would also fade. Instead, the past decade has seen a continued, strong interest in families and relationships, including research on varied topics, including gender, cohabitation and marriage, divorce, repartnering, sex, singlehood, parents, children, same-sex marriage and LGBT families, extended families, racial and ethnic diversity, immigrant families, etc. We live in a time of social change, and arguably, some of the most prominent and contentious social and political issues of our time are fundamentally connected to our notions of family, marriage, and relationships.

This course introduces students to theoretical and empirical work in the sociology of families, kinship, and relationships, with an emphasis on current directions in family research. Our readings will survey the major topics, theoretical and conceptual influences, and empirical studies in family sociology. The theories will include both classic (e.g., structural functionalist, conflict, and exchange theories) and more contemporary approaches (e.g., feminist theory, postmodernism, modernity, constructionist), but this is not a theory course; our emphasis will be on research.

This is also not a methods course. We will engage in a critical review of existing research to identify major contributions and discuss gaps, weaknesses, and potential areas for future work. We will cover demographic and historical research, as well as a variety of studies using quantitative, qualitative, and mixed methods. We will discuss and critique some classic studies, review current findings and approaches, and formulate proposals for future work. The readings for the course represent some of the core readings in the field that could be included on a reading list for a primary or secondary qualifying exam in family. We will also read and consider review essays that provide

overviews of different topics, assessments of current theory and research, and suggestions for future work.

No prior coursework in sociology of families is required. You will all bring various levels and types of prior knowledge and experience into the course. If you have taken related courses or engaged in related work, then I encourage you to contribute your perspectives and suggestions. The schedule and readings may change, but you will be given advanced notice. If there are topics you wish were included or examined in greater depth, please come talk with me or send me an email – the structure of the course provides ways for each student to explore their own areas of interest, but there is also an option to work collaboratively on a literature review – this will be discussed in the first week of class, and we will proceed based on the consensus of the students in the course.

I view graduate education as having 3 essential objectives:
- Gaining a comprehensive knowledge of existing concepts, theories, and research;
- Developing a critical understanding of the theories, methods, and findings as well as gaps and potential areas for growth and innovation; and
- Developing and practicing the skills to become active, critical, and creative contributors to the body of research.

In many ways, the existing field and its historical roots represent a conversation already in progress. Our goal in this course is to come up to speed on major aspects of that conversation, critically assess the existing and ongoing work, and then join the conversation with new ideas and research of our own. I regard my role as that of a coach and mentor – introducing you to this conversation and guiding our shared exploration and discussions of this research.

Course Requirements

A major objective of the course is to prepare students to be critical analysts and independent, creative researchers. The course requirements emphasize regular and active participation, critical reading of course materials, and the completion of an individual project (and/or active contributions to a collaborative project; to be discussed in the first week of the course, with a consensus decision in the second week).

Students are expected to read assigned materials prior to class and to be ready to actively discuss course materials. Class attendance and participation are required. Written assignments must be submitted electronically on E-Learning in Word format (.doc, .docx, .pdf) – no other formats are accepted. Be sure to proofread and edit your work before submitting; you may use Grammerly or similar grammar check to review your work. Writing assignments will be checked using Turnitin.

I. Reaction Essays
Over the course of the semester, students are required to complete weekly reaction essays and submit 2-3 discussion questions based on the readings for that week (to be submitted on E-Learning). Each essay should be the equivalent of 1-2 double-spaced pages. These essays are designed to

encourage reading, provide structure for class preparation, stimulate discussion, and encourage critical thinking and synthesis of the readings.

The essays should briefly (1) summarize the key points of each reading; (2) discuss the strengths and weaknesses of the readings as a group (how do the readings relate to each other?); and 2-3 discussion questions based on the week's readings. Some reaction essays will involve specific thought questions or assignments from the instructor (e.g., reviewing a specific article of your choice, reviewing the recent issues of major journals in sociology, demography, and family research, researching biographies and publications of major scholars in the field, reviewing blogs and news coverage of family issues). The essays will be evaluated based on the extent and quality of analytical effort, including how well you critique and pull together the assigned course readings for that week.

The weekly essays and discussion questions (submitted under "Discussions") are due no later than 8:00 pm on Monday evening before class. There will be 11 essays (worth 8 points each), and your lowest essay grade will be dropped (total = 80 points).

II. Presentation on outside or recommended reading
In consultation with the instructor, each student will prepare and present a 15-20 minute summary and critique of a recommended or outside reading. The purpose is to provide students with the opportunity to read and present a particular work of interest, expanding the range of ideas and readings covered in the course. Outside readings should be specific empirical works (a book or set of 3-4 articles). Some recommended readings are on the course schedule (marked with ***) and as a separate list of suggested books. Students will be expected to choose readings and a presentation date by the third week of class.

Presentations should summarize key points and discuss the methods, design, and conclusions of the research. The critique should draw on class readings – How does this reading connect with other readings and concepts that we have covered? What does it specifically contribute to our understanding of families, kinship and relationships? The presentation is worth up to 30 points.

III. Leading class discussion
Students will be expected to lead class discussion on the week's assigned readings. Depending on class enrollment, each student will be expected to lead class discussion 1-2 times during the semester (individually or in pairs). In the second week, students will select the date(s) and topic(s) for the class session(s) that they will lead. Leading class discussion should include developing an outline of the main points of the week's readings – theoretical perspectives, methods, findings – to be distributed and covered in class (no more than 2 double-spaced pages) and developing a list of questions for class discussion (based on one's own questions and compiling those submitted for the week by students). Leading class discussion provides students with the experience of informally taking a leadership role in the classroom and in scholarly discussion.

IV. Project

The term project may be a proposal for a substantive research project or a critical literature review on some aspect of families and relationships. We will also discuss the option of a collaborative literature review in the first week of class, and we will decide on the details of how to proceed by the second week. For individual term paper projects, the specific topic and project should be developed in close consultation with the instructor. Other project options (such as writing an original, <u>new</u> empirical paper) are possible but must be approved in advance by the instructor. All work must be original and new – recycled or revised work from other courses or projects is <u>not allowed</u> and will not be accepted. If you are unsure or if you have a work in progress that you want to develop further, you should come see me as early as possible in the semester; any such work must be explicitly discussed with and approved by the instructor no later than the 6th week of the term (October 4).

Proposal

The proposal should use the standard NIH or similar format, with the following sections:

 1) Significant Aims (2 page summary of your project).

 2) Introduction – include statement of the problem, specific research questions (and hypotheses), and rationale for studying the problem.

 3) Literature review – provide a review of the existing conceptual and empirical work in the area, including critique. What gaps are in the existing research? This review should be focused on your particular topic and research questions.

 4) Research design – describe the data, methods, and design of your proposed research project, including data collection, sampling, and measurement issues. Be sure to discuss potential strengths and weaknesses of your approach.

 5) Reference list – should include at least 12 references.

The proposal will be evaluated based on its integration of key conceptual material from the course, the depth and breadth of the review of existing research, and the clarity and soundness of the proposed study. Strong proposals should provide a critical review of existing research (identifying significant gaps and how the proposed research will address them) and should represent a sound, creative, and original contribution.

Literature Review Essay

Alternatively, your project may consist of a critical literature review essay on a topic related to some aspect of families, kinship, or relationships. The review should focus on a particular conceptual area or research topic, provide a <u>critical</u> discussion of the existing research, and identify several specific gaps in the existing work and suggestions for future study. The review essay should be organized with the following sections:

 1) Introduction – state your key questions, topics, or themes that you will focus on. Explain the rationale for or significance of your review. Describe the scope of your review.

 2) Themes – your essay should be organized around 3-4 central concepts or themes, with each representing a major substantive section of your essay. Use clear section headings, and subsection headings if appropriate, to help organize themes in your essay. You should group your readings by theme, and summarize the key concepts and findings within each thematic area.

3) Discussion and Conclusion – should discuss the strengths and weaknesses of the existing research. Be sure to describe specific gaps and provide specific suggestions for future research.

4) Reference list – Your review should include at least 18 references.

Project Format, Presentation, and Deadlines

For whichever type of project is selected, your paper (or completed section of the larger paper) should be double-spaced, in 12-point font, with one inch margins (top/bottom and sides). The paper should be **16-20 pages** in length, not counting the reference list and any appendices. Reference lists and in-text citations should use a standard format (e.g., APA, Chicago style). Example proposals and essays will be featured and discussed in class. A professional appearance is expected, including spell-checking and proofreading, a clean cover page (with name, course, title of project, and date), an abstract (one-page, double-space, ~250 words, for a literature review) or Specific Aims (1-2 pages, double-spaced).

Five intermediate steps are required as part of the project. This structure is intended to help keep you on schedule, receive feedback along the way, and stimulate in-class discussion.

1. A **preliminary plan of 1-2 pages** is due in class on Sept. 27. These will be submitted in the Discussion Board space in Canvas to share with the other students in class and the instructor. We will spend some time in class commenting on each other's preliminary plans. All project plans must be approved by the instructor before Oct. 6.
2. A **midterm draft of 7-10 pages** is due on October 25 [revised].
3. **Peer review of midterm draft** due on November 1 [revised]. You will be assigned to review a classmate's midterm draft and provide a one-page (200-350 word) written review with constructive feedback.
4. **The final version of the paper is due <u>no later than December 12</u>.** Any extensions of deadlines must be discussed and approved in advance, except in the case of a serious, documented circumstance outside of your control.
5. **In-class, oral presentations of student projects (or components of the collaborative literature review)** will be scheduled for the last week of class (or 2 weeks, if necessary, depending on enrollment). Each student will have 15-20 minutes to present their work to the class (plus 5-10 minutes for Q&A and discussion). The presentation should include Power Point slides and will be evaluated based on the quality of the oral and visual presentation. The oral presentation is designed to provide you with experience in presenting your work in a concise and professional manner, similar to a research conference. It also provides the opportunity to share your work and solicit feedback from your classmates. Students will have 1-2 weeks after the presentation to revise, finish, and submit their final papers.

The final paper is due no later than 8:00 pm on Tuesday, December 13.

V. Participation

Students are expected to attend and actively participate in each class session. In a small graduate seminar, both your individual success and the value of the course for the group are strongly based on the weekly discussion, inquiry, and exchange of ideas that occurs in the classroom. Maintaining an open, respectful environment in which students feel comfortable participating and contributing to the class discussion is also an important part of the course.

You are expected to complete the assigned readings for each week and come prepared to discuss the readings. Absences will be excused in the case of serious illness or other circumstance beyond the student's control (see discussion of UF policy below); it is the student's responsibility to get the notes and announcements from the instructor and classmates for any missed class.

A class participation grade of up to 20 points (~1.7 points per class; 14 classes, drop lowest 2) is designed to encourage regular preparation (critical reading of assigned material) and active, consistent participation in the course. A participation grade will be given for each class session except for the first class meeting.
- 1.67 points: active, thoughtful and cogent contributions to discussion that reflect having prepared for class by completing the readings for that day.
- 1 point: few contributions or contributing in ways that do not clearly demonstrate preparation and reading
- .5 point: attending without actively contributing to class discussion
- 0 points: unexcused absence

Participation points will be posted within one week of each class. Feel free to talk with me if you have any questions about participation grades; any concerns with regard to specific point assessments must be resolved within 2 weeks of the particular class session.

Excused absences are defined by UF policy. You are expected to inform me via email if you will be absent or expect to miss part of class and submit written documentation of excused absences in advance, when possible (e.g., university activities), or <u>within one week of the absence</u>. Requirements for class attendance and make-up exams, assignments, and other work in the course are consistent with university policies. Acceptable reasons for excused absences according to UF policy include illness, religious holidays, and university activities (https://gradcatalog.ufl.edu/graduate/regulations/ - Attendance Policies). I will also excuse an absence related to presentation at an academic conference, but you must inform me at least 2 weeks in advance (earlier if possible).

Course Grading

Project

Preliminary plan – 1-2 pages (due Sept. 27)	15 points
Midterm draft – 7-10 pages **(due Oct. 25)**	45 points
Peer review of midterm draft (1 page) **(due Nov. 1)**	15 points
Final paper/proposal – 16-20 pages (due Dec. 12)	125 points
Oral presentation of project – 15-20 min. (Nov. 29-Dec. 6)	40 points

Reaction essays (11, drop 1)

1-3 pages each, double-spaced + 2-3 discussion questions	80 points
In-Class Presentation on Outside/Recommended Reading	30 points
Leading class discussion	30 points
Participation	20 points
TOTAL	**400 points**

Final Grades. Your grade is determined based on your on-time submission or presentation of the required work, and mastery of the work according to grading rubrics when they apply. Assignment of final grades as outlined in the table below.

Grading Structure for SYG 2430:

Grade	Percent	Points	Grade	Percent	Points
A	94-100	376-400 pts	D+	66-69.9	264-279 pts
A-	90-93.9	360-375 pts	D	60-65.9	240-263 pts
B+	86-89.9	344-359 pts	E	below 60	< 240 pts
B	83-85.9	332-343 pts			
B-	80-82.9	320-331 pts			
C+	76-79.9	304-319 pts			
C	70-75.9	280-303 pts			

Note that passing grades for graduate students are outlined in the UF Graduate Catalogue and related regulations, available at https://gradcatalog.ufl.edu/graduate/regulations/.

Course and UF Policies

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 (https://sccr.dso.ufl.edu/process/student-conduct-code/) for more information. If you have any questions or concerns, please consult with the instructor. See the UF Graduate Catalog for more information on policies related to academic integrity and academic honesty: https://gradcatalog.ufl.edu/graduate/regulations/

    All course work, including all written assignments, must be your original and individual work. Any cheating or plagiarism, including copying of online materials without clear attribution, is prohibited. You are responsible for keeping back-up copies of all written work.

Early in the term, we will also discuss and determine appropriate parameters for the use of AI programs. These will be posted on Canvas within the first 3 weeks of the term.

On-Line 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.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/

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.

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. For more information see https://sccr.dso.ufl.edu/policies/code-change-faq/.

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 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.

If you have concerns or challenges during the semester, you are encouraged to connect with the Graduate Student Success Center (https://success.grad.ufl.edu) for resources, support, or guidance.

Health, Counseling, and Mental Health Resources

For students facing difficulties completing the course or who are in need of health care, counseling, or other support --

- *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 (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 Counseling and Wellness Center 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 Student Health Care Center website (https://shcc.ufl.edu/).

- *University Police Department*: Visit UF Police Department 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 UF Health Emergency Room and Trauma Center 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 GatorWell website (https://gatorwell.ufsa.ufl.edu) 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.
- 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

Additional policies and helpful hints to help you navigate through the course:
- Don't miss class, be prompt.
- If you have questions or concerns, please don't hesitate to ask. Use the General Discussion Board in Canvas for general questions (e.g., syllabus, assignments, format). Email me with individual concerns – and contact me early, when possible, so we can work together to support your success in the course.
- If you need to miss any part or all of a class session, please get in touch with me.
- Read strategically – this does not mean reading every word on every page, but being sure that you are digesting the main points of the reading, the evidence or arguments used to support the main points, and a critical assessment of the reading. See these useful resources on academic reading and taking notes:
  - http://www.jessicacalarco.com/tips-tricks/2018/9/2/beyond-the-abstract-reading-for-meaning-in-academia

- See also Jessica Calarco's book, *A Field Guide to Graduate School* - https://press.princeton.edu/books/paperback/9780691201092/a-field-guide-to-grad-school
- Peruse the materials on Raul Pacheco Vega's amazing blog – he provides detailed discussion of the notes and bolts of writing a literature review, elements to look for in writing a literature review, various approaches to taking notes when reading, on writing descriptive and analytical notes when reading, and on extracting and organizing key information.

- Do ask questions! You will have opportunities to ask questions before class, in class, and during office hours (or email me to schedule an alternative time). Please feel free to drop in with questions, to discuss class work or assignments, or to discuss issues more generally.
- Do get to know your classmates and seek out faculty and other resources in the department and on campus.
- Keep up with current events in the newspaper, TV news, etc., and look for connections to course material. Social media (academic twitter) can also be a great resource for reading and connecting with current conversations among scholars as well as announcements of new articles or books, events and conferences, etc.
- Please be considerate in class. Don't multitask during class time. You are expected behave appropriately and interact with respect.
- You are encouraged to engage in active learning both in and outside class – this includes taking notes in class, taking notes while reading, and creating outlines or concept maps to visualize the relations among scholars and ideas. Research has found that highlighting text while you read (without taking notes) is generally less effective for learning than writing and outlining by hand. Resources like Zotero can help to organize your notes in a cumulative collection; setting up a system will pay off in the long run.
- "Don't just come to class – <u>be present</u>." Keep an open mind and listen to different viewpoints.

Course Schedule

Aug. 30	Introduction
Sept. 6	Historical Background and "Modern" Families: Continuities and Change
	- discussion of a selected favorite (or important, striking, etc.) article
Sept. 13	Interpreting Change, Debating Family Decline, Changing Definitions of Family
	- discussion of different perspectives on family decline and political discourse
Sept. 20	Changing Conceptions of Gender and Family
Sept. 27	Sexuality and Relationships
	- sharing and discussion of preliminary plans – topics for projects
Oct. 4	Courtship, Cohabitation, and Selecting Partners

Oct. 11	Gender, Work, and Family Life
	- research on families – overview/assessment of family research in sociological and interdisciplinary journals
Oct. 18	Reproduction and Parenting, Childlessness and Alternative Life Paths
	- public sociology – how research is covered in the press and blogs
Oct. 25	Parenthood, Childhood and Youth
Nov. 1	Inequalities and Cumulative Disadvantage, Homelessness
	- discussion of midterm drafts
Nov. 8	Family Diversity (Immigration, Racial-Ethnic Diversity, Discrimination)
Nov. 15	Family Challenges, Diversity, and Policies (Military Families, Disability, Aging, Caregiving)
Nov. 22	Conflict, Divorce, and Remarriage
Nov. 29	Student project presentations
Dec. 6	Student project presentations

** The full schedule with the most up-to-date reading assignments will be available on Canvas. **

Required Readings

Articles/Chapters – Assigned readings will include journal articles available for free on the internet and photocopied materials available on Canvas. The recommended books for your individual presentations can be purchased, borrowed from the UF Library, or arranged directly with me.

Course Outline – Topics and Readings
(subject to change; check Canvas for updates and most current schedule)

Aug. 30	Introduction - discussion of syllabus, interests, objectives; outline and readings
	Review the syllabus, schedule of topics and readings
Sept. 6	Historical Background and "Modern" Families: Continuities and Change
	- discussion of a selected favorite (or important, striking, etc.) article

WRITING ASSIGNMENT: Choose an empirical article on some aspect of families, kinship, or relationships that you find especially interesting, important, or striking. Your weekly writing for Sept. 6 is to
      (1) discuss the weekly readings, and
      (2) include a paragraph on your selected article that discusses the following: briefly summarize its research questions, methods, and main findings; discuss why you chose this reading – what specifically do you find important or compelling about this article? Why do you

think it is important or striking?

Readings:
*Philip Cohen. (2021). A Sociology of the Family. From *The Family: Diversity, Inequality, and Social Change*, 3rd ed. Norton. [read the Cohen chapter especially if you are new to the sociology of families]
*William J. Goode. (1982). The theoretical importance of the family. From *The Family, 2nd ed*. Pearson.
*Anthony Giddens. (1999). The global revolution in family and personal life. From *Runaway World: How Globalisation is Reshaping Out Lives*. Routledge.
*Donna Gittins. (1985). The family in question: What is the family? Is it universal? Excerpt from *The Family in Question*. Macmillan Publishers.

Sept. 13   Interpreting Change, Debating Family Decline, Changing Definitions of Family

WRITING ASSIGNMENT: Your weekly writing for Sept. 13 is to discuss the weekly readings, including 2-3 questions for discussion include a paragraph on your assigned article (one of the 3 above) that provides an overview and commentary

Readings:
*Lynn H. Turner and Richard West. 2021. The challenge of defining "family." In Jennifer A. Reich (Ed.), *The State of Families: Law, Policy, and the Meanings of Relationships*. Routledge. (pp. 5-10).
*Brian Powell, Catherine Bolzendahl, Claudia Geist, and Lala Carr Steelman. 2010. *Counted Out: Same-Sex Relations and Americans' Definitions of Family.* Russell Sage Foundation. (pp. 1-36).
*Frank F. Furstenberg. 2020. Kinship reconsidered: Research on a neglected topic. Journal of Marriage and Family, 82, 364-382. https://doi.org/10.1111/jomf.12628

[students will be assigned to read and prepare discussion on one of the following:]
-Pamela J. Smock & Christine R. Schwartz. 2020. The demography of families: A review of patterns and change. *Journal of Marriage and Family, 82*, 9-34.
https://onlinelibrary.wiley.com/doi/10.1111/jomf.12612
-James M. Raymo, Hyunjoon Park, Yu Xie, Wei-jun Jean Yeung. 2015. Marriage and Family in East Asia: Continuity and Change. *Annual Review of Sociology 41*:1, 471-492.
-Batool Zaidi and S. Philip Morgan. 2017. The Second Demographic Transition Theory: A Review and Appraisal. *Annual Review of Sociology 43*:1, 473-492

Sept. 20   Changing Conceptions of Gender and Family

WRITING ASSIGNMENT: Your weekly writing for Sept. 20 is to
    1.   discuss the weekly readings, including 2-3 questions for discussion

2. include a paragraph that synthesizes this week's readings with at least 3-4 of the readings from the last 2 weeks. How do this week's readings contribute to our ongoing discussion on theorizing families and family change?

Readings:
*Frank F. Furstenberg. 2020. Kinship reconsidered: Research on a neglected topic. Journal of Marriage and Family, 82, 364-382. https://doi.org/10.1111/jomf.12628
*April L. Few-Demo and Katherine R. Allen. 2020. Gender, feminist, and intersectional perspectives on families: A decade in review. *Journal of Marriage and Family, 82*, 326-345. https://doi.org/10.1111/jomf.12638
*Myra Marx Ferree. 2010. Filling the glass: Gender perspectives on families. *Journal of Marriage and Family, 72*, 420-439. https://doi.org/10.1111/j.1741-3737.2010.00711.x
*Frances Goldscheider, Eva Bernhardt, and Trude Lappegard. 2015. The gender revolution: A framework for understanding changing family and demographic behavior. *Population and Development Review, 41,* 207-239. https://doi.org/10.1111/j.1728-4457.2015.00045.x

Sept. 27   Sexuality and Relationships
               - discussion of preliminary plans (1-2 pages) – topics for projects

WRITING ASSIGNMENT: Your weekly writing for Sept. 27 is to
   1. discuss the weekly readings, including 2-3 questions for discussion
   2. include a paragraph that synthesizes this week's readings with at least 3-4 of the readings from earlier weeks. How do this week's readings contribute to our ongoing discussion on theorizing families and family change?

Readings:
*Kathryn Harker Tillman, Karin L. Brewster, Giuseppina Valle Holway. 2019. Sexual and Romantic Relationships in Young Adulthood. *Annual Review of Sociology 45*:1, 133-153. https://www.annualreviews.org/doi/pdf/10.1146/annurev-soc-073018-022625
Alonzo, D.J. and Buttitta, D.J. 2019. Is "Coming Out" Still Relevant? Social Justice Implications for LGB-Membered Families. Journal of Family Theory & Review, 11*: 354-366. https://doi.org/10.1111/jftr.12333
*Pham, JM. 2017. Beyond hookup culture: Current trends in the study of college student sex and where to next. *Sociology Compass*. 11:e12499. https://doi.org/10.1111/soc4.12499

Oct. 4   Cohabitation and Marriage

WRITING ASSIGNMENT: Your weekly writing for Oct. 4 is to
   1. discuss the weekly readings, including 2-3 questions for discussion
   2. include a paragraph that synthesizes this week's readings with last week's readings on sexuality and relationships (and any other earlier readings on theorizing families and

family change)

Readings:
*Wendy D. Manning and Bart Stykes. 2015. Twenty-five Years of Change in Cohabitation in the U.S., 1987-2013. (FP-15-01). National Center for Family and Marriage Research. [short] http://www.bgsu.edu/content/dam/BGSU/college-of-arts-and sciences/NCFMR/documents/FP/FP-15-01-twenty-five-yrs-cohab-us.pdf
*Sharon Sassler and Daniel T. Lichter. 2020. Cohabitation and marriage: Complexity and diversity in union-formation patterns. *Journal of Marriage and Family, 82*, 35-61. https://doi.org/10.1111/jomf.12617
*Maria Kefalas, Frank Furstenberg, and Laura Napolitano. Marriage is more than being together: The meaning of marriage among young adults in the United States. *Journal of Family Issues, 32* (7), 845–875. https://doi.org/10.1177/0192513X10397277
*Andrew J. Cherlin. 2020. Degrees of change: An assessment of the deinstitutionalization of marriage thesis. *Journal of Marriage and Family, 82*, 62-80. https://doi.org/10.1111/jomf.12605

Oct. 11   Marital Satisfaction, Gender, Work, and Family Life

WRITING ASSIGNMENT: Your weekly writing for Oct. 11 is to
1. discuss the weekly readings, including 2-3 questions for discussion
2. include a paragraph that synthesizes this week's readings with any relevant prior readings on sexuality, relationships, gender, theorizing families, or family change
3. briefly discuss your selected reading (see below)

Readings:
*Benjamin R. Karney and Thomas N. Bradbury. 2020. Research on marital satisfaction and stability in the 2010s: Challenging conventional wisdom. *Journal of Marriage and Family, 82*, 100-116. https://doi.org/10.1111/jomf.12635
*Maureen Perry-Jenkins and Naomi Gerstel. 2020. Work and family in the second decade of the 21st century. *Journal of Marriage and Family, 82*, 420-453. https://doi.org/10.1111/jomf.12636
*Corinne Reczek. 2020. Sexual- and gender- minority families: A 2010 to 2020 decade in review. *Journal of Marriage and Family, 82*, 300-325. https://doi.org/10.1111/jomf.12607

Empirical article - choose and read one of the articles below, include it in your commentary, and come prepared to discuss it in class:
- Jennifer Glass, Robin W. Simon, and Matthew A. Andersson. 2016. Parenthood and happiness: Effects of work-family reconciliation policies in 22 OECD countries. *American Journal of Sociology, 122*, 886-929. https://www.journals.uchicago.edu/doi/epdf/10.1086/688892
- Pamela Stone. 2007. The rhetoric and reality of "opting out". *Contexts 6.4*, 14-19. https://doi.org/10.1525/ctx.2007.6.4.14

- Harriet B. Presser. 2004. The economy that never sleeps. *Contexts, 3(2)*, 42–49. https://doi.org/10.1525/ctx.2004.3.2.42
- Abbie E. Goldberg, JuliAnna Z. Smith, and Maureen Perry-Jenkins. 2012. "The division of labor in lesbian, gay, and heterosexual new adoptive parents." *Journal of Marriage and Family* 74, 812-828. https://doi.org/10.1111/j.1741-3737.2012.00992.x

Oct. 18   Reproduction and Parenting, Childlessness and Alternative Life Paths

WRITING ASSIGNMENT: Your weekly writing for Oct. 18 is to
1. Discuss the weekly readings and make connections where relevant to readings from prior weeks (~1-2 paragraphs).
2. Submit 2-3 discussion questions.
3. Choose one of the following journals on families: *Journal of Marriage and Family* (NOT the Decade in Review issue from 2020)*, Journal of Family Issues, Journal of Comparative Family Studies, Journal of Family Theory and Review.* Your task is to review the table of contents of 2 issues from the past 3 years of this journal and write up your observations (~1-2 paragraphs). What kinds of articles are represented (e.g., theoretical, empirical. literature review)? What topics are represented and what kinds of people are represented (e.g., how inclusive)? What kinds of methods? What kinds of theoretical perspectives? What countries or regions? Any observations with regard to authors and institutions?

Readings:
*Karen Benjamin Guzzo and Sarah R. Hayford. 2020. Pathways to parenthood in social and family contexts: Decade in review, 2020. *Journal of Marriage and Family, 82,* 117-144. https://doi.org/10.1111/jomf.12618
*Kei Nomaguchi and Melissa A. Milkie. 2020. Parenthood and well-being: A decade in review. *Journal of Marriage and Family, 82*, 198-223. https://doi.org/10.1111/jomf.12646
*Dana Berkowitz. 2009. Theorizing lesbian and gay parenting: Past, present, and future scholarship. *Journal of Family Theory & Review, 1*, 117-132. https://doi.org/10.1111/j.1756-2589.2009.00017.x

Empirical article - choose and read one of the articles below, include it in your commentary, and come prepared to discuss it in class:
- Geva Shenkman, Jorge Gato, Fiona Tasker, Chen Erez, and Daniela Leal. 2021. Deciding to parent or remain childfree: Comparing sexual minority and heterosexual childless adults from Israel, Portugal, and the United Kingdom. *Journal of Family Psychology, 35*, 844-850. https://doi.org/10.1037/fam0000843
- Julia Moore. 2017. Facets of agency in stories of transforming from childless by choice to mother. *Journal of Marriage and Family, 79*, 1144-1159. https://doi.org/10.1111/jomf.12402

- Emily Kazyak, Nicholas Park, Julia McQuillan, and Arther L. Greil, 2016. Attitudes Toward Motherhood Among Sexual Minority Women in the United States. *Journal of Family Issues, 37*, 1771-1796. https://doi.org/10.1177/0192513X14554396
- Dana Berkowitz and William Marsiglio. 2007. Gay men: Negotiating procreative, father, and family identities. *Journal of Marriage and Family, 69*, 366-381. https://doi.org/10.1111/j.1741-3737.2007.00371.x

Oct. 25   Parenthood, Childhood and Youth
- MIDTERM DRAFT DUE
WRITING ASSIGNMENT: Your weekly writing for Oct. 25 is to
1. Discuss the weekly readings and make connections where relevant to readings from prior weeks (~1-2 paragraphs).
2. Submit 2-3 discussion questions.

Readings:
*Steven Mintz. 2015 (original from 2005). American childhood as a social and cultural construct. In Barbara J. Risman and Virginia E. Rutter (Eds.), *Families as They Really Are,* 2nd ed. Norton.
*Sarah J. Schoppe-Sullivan and Jay Fagan. 2020. The evolution of fathering research in the 21st century: Persistent challenges, new directions. *Journal of Marriage and Family, 82*, 175-197. https://doi.org/10.1111/jomf.12645
*Cheryl Buehler. 2020. Family processes and children's and adolescents' well-being. *Journal of Marriage and Family, 82*, 145-174. https://doi.org/10.1111/jomf.12637

Nov. 1   Inequalities and Cumulative Disadvantage, Family Challenges and Conflict
               - discussion of midterm drafts

WRITING ASSIGNMENT: Your weekly writing for Nov. 1 is to
1. discuss the weekly readings, including 2-3 questions for discussion
2. within your discussion, identify 1-2 quotes that you found interesting or provocative, that raised more questions for you, or that you believe merits discussion; briefly discuss the significance of the quote and why you chose it
3. include a paragraph that synthesizes this week's readings with any relevant prior readings on sexuality, relationships, marriage and cohabitation, gender, theorizing families, or family change

PEER REVIEW OF MIDTERM DRAFT - you will be randomly assigned to review a classmate's midterm draft. You should submit no more than one page, single-spaced. Your review should be supportive, collegial, and constructive. (due by class time on Tuesday).

Readings:
*Marianne Cooper and Allison J. Pugh. 2020. Families across the income spectrum: A decade in

review. *Journal of Marriage and Family, 82*, 272-299. https://doi.org/10.1111/jomf.12623
*Debra Umberson and Mieke Beth Thomeer. 2020. Family matters: Research on family ties and health, 2010 to 2020. *Journal of Marriage and Family, 82*, 404-419.
https://doi.org/10.1111/jomf.12640

Empirical article - choose and read one of the articles below, include it in your commentary, and come prepared to discuss it in class:
- Furstenberg, F. 2010. Diverging development: The not-so-invisible hand of social class in the United States. In Risman, B.J. (Ed.), *Families as They Really Are*, (pp. 276-294). New York: W.W. Norton & Company.
- Elena G. van Stee. 2022. Parenting young adults across social class: A review and synthesis. *Sociology Compass*, 16(9), e13021. https://doi.org/10.1111/soc4.13021
- Helen Fitzmaurice, Marie Flynn & Joan Hanafin. 2021. Parental involvement in homework: A qualitative Bourdieusian study of class, privilege, and social reproduction. *International Studies in Sociology of Education*, 30:4, 440-461, DOI: 10.1080/09620214.2020.1789490
- Tomás Cano. 2022. Social class, parenting, and child development: A multidimensional approach. *Research in Social Stratification and Mobility, 77*, 100648. https://doi.org/10.1016/j.rssm.2021.100648

Nov. 8   Family Diversity (Immigration, Racial-Ethnic Diversity, Discrimination)

WRITING ASSIGNMENT: Your weekly writing for Nov. 8 is to
1. discuss the weekly readings, including 2-3 questions for discussion
2. include 1-2 paragraphs in which you summarize and discuss your chosen empirical article on some aspect of racial-ethnic diversity and/or immigration for families. Discuss how this article connects with the week's readings and the extent to which this research adequately responds to the calls for more inclusion and examination of varying experiences and perspectives that we have encountered in the review essays to date (e.g., critical, intersectional, constructionist, or other approaches).
3. include a paragraph that synthesizes this week's readings with any relevant prior readings on sexuality, relationships, marriage and cohabitation, gender, theorizing families, or family change

Readings:
*Jennifer Van Hook and Jennifer E. Glick. 2020. Spanning border, cultures, and generations: A decade of research on immigrant families. *Journal of Marriage and Family, 82*, 224-243.
*Adriana J. Umaña-Taylor and Nancy E. Hill. 2020. Ethnic-racial socialization in the family: A decade's advance on precursors and outcomes. *Journal of Marriage and Family, 82*, 244-271.

Empirical article:

- Throughout the semester, we have discussed the importance of considering aspects of diversity as they relate to families. This week we consider racial-ethnic diversity, immigration, and the social processes that give them meaning (e.g., policies, culture, inequalities, communities, identities). We will also consider their intersections with gender, sexuality, social class, age, (dis)abilities, etc. Choose a recent empirical article from a peer-reviewed journal that examines some aspect of racial-ethnic diversity and/or immigration.
  - o Briefly summarize and discuss this article in your weekly writing assignment.
  - o Come prepared to briefly share and discuss your article in class.

Nov. 15   Family Challenges, Diversity, and Policies (Military Families, Disability, Aging, Caregiving, etc.)

WRITING ASSIGNMENT: Your weekly writing for Nov. 15 is to
1. discuss the weekly readings, including 2-3 questions for discussion
2. include 1-2 paragraphs in which you summarize and discuss your chosen empirical article on some aspect of aging, life course, and families. Discuss how this article connects with the week's readings and the extent to which this research adequately responds to the calls for more inclusion and examination of varying experiences and perspectives that we have encountered in the review essays to date (e.g., critical, intersectional, constructionist, or other approaches).
   - o be sure to include the full reference information for your article, including the URL (DOI)
3. include a paragraph that synthesizes this week's readings with any relevant prior readings on sexuality, relationships, marriage and cohabitation, gender, diversity, theorizing families, or family change

Readings:
*Deborah Carr and Rebecca L. Utz. 2020. Families in later life: A decade in review. *Journal of Marriage and Family, 82*, 346-363.
*Karen L. Fingerman, Meng Huo, and Kira S. Birditt. 2020. A decade of research on intergenerational ties: Technological, economic, political, and demographic changes. *Journal of Marriage and Family, 82*, 383-403.

Empirical article (choose one):
- Teresa M. Cooney. 2021. Grandparents' Support to Young Families: Variations by Adult Children's Union Status. *Journal of Marriage and Family, 83*: 737-753. https://doi.org/10.1111/jomf.12728
- Jeffrey E. Stokes, Yijung K. Kim, Kyungmin, and Karen L. Fingerman, K.L. 2021. Grieving a Grandparent: The Importance of Gender and Multigenerational Relationships. *Journal of*

Marriage and Family 83: 754-768. https://doi.org/10.1111/jomf.12750

Empirical article (your selection):
- As we consider aging and the life course and their relation to families, I ask that you again choose a recent empirical article from a peer-reviewed journal that examines some aspect of aging and the life course and their relation to families.
    - Briefly summarize and discuss this article in your weekly writing assignment.
    - Come prepared to briefly share and discuss your article in class.

Nov. 22   Divorce, Repartnering, Policy, and Concluding Thoughts

WRITING ASSIGNMENT: Your weekly writing for Nov. 22 (if you choose to do this) is to
1. discuss the weekly readings, including 2-3 questions for discussion
2. reflect back over the semester and identify which 2-3 readings you think will stick with you - briefly explain why
3. briefly discuss 2-3 topics that were not specifically discussed in class that you think ought to be discussed on our last regular day of class discussion, and discuss why they're important

Readings:
*Laurence M. Berger and Marcia J. Carlson. 2020. Family policy and complex contemporary families: A decade in review and implications for the next decade of research and policy practice. *Journal of Marriage and Family, 82,* 478-507.
*R. Kelly Raley and Megan M. Sweeney. 2020. Divorce, repartnering, and stepfamilies. *Journal of Marriage and Family, 82*, 81-99.

Nov. 29 – Dec. 6   Student project presentations

Dec. 13   Final Term projects due by 8:00 pm

*** SCHEDULE AND READING LIST ARE SUBJECT TO REVISION/UPDATE   ***