



Quest 2: IDS 2935-2SC1

Periods: T 4 (10:40-11:30), CBD 0220; R 4-5 (10:40-12:35), LIT 0127

Class resources, announcements, updates, and assignments will be made available through our class Canvas site.

Instructor
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### Course description

Through this course, let's strive to bring about constructive change. We'll do so by selecting and actively participating with groups which do outreach, service, and activist work for our communities. At the same time, let's think critically about what it means to be students practicing public engagement. As you work with your selected group, we'll interrogate the social dynamics of what sociologists refer to as "the town and gown divide" – that is, the degree of difference between the university and outlying communities in terms of access to cultural, epistemic, and financial resources. As you participate with your groups, you'll gain service experience and also produce immersive research studies, ethnographies, and digital media intended to further your group's initiatives.

### Course rationale and context

Social challenges remain inherent to the college town. UF/Gainesville is no exception. Divisions exist between campus culture and the communities beyond UF's map. As sociological research shows, universities may overlook or cause social inequalities by occupying or assuming a position of social privilege, a concept known as "the town and gown" divide. But not enough inquiry has been done on the social relations and rhetoric of "town and gown" communities, despite an acknowledged need for it. In this course, we will respond to that need.

Taking UF/GNV as our site, this course will enable students to take on social challenges raised by the "town and gown." For instance: what are the realities and assumptions about social capital, mobility, and partnerships between UF and external institutions and communities?; how are social relations and interactions between campus and community members influenced by decisions related to allocating

financial, epistemic, and cultural resources? How do the university, community, and specific groups deal with stratifications of class and demographic diversity, or inequities in partnerships?

Using the tools and methods of the social sciences, students will think critically and self-reflectively from two points of view: by examining how rhetorically, the public university (UF) presents itself through the language and action of public outreach to the town (GNV and beyond), and by participating in and examining the discourse communities – the coded words and actions – of specific UF-registered or GNV-affiliated volunteer, outreach, or activist groups (from hereon: “VOA groups”).

Our premise is to explore the role that language and action play in the social relations of the “town and gown” in terms of institutional power and influence, social and cultural capital, and resource equity/inequity. First, through historical/content analysis, datasets, and surveys, students will evaluate how UF speaks about and acts on its campus-community partnerships and outreach. Second, by joining and doing the work of VOA groups, students will use in-depth interviews, ethnographic observation, and historical/content analysis to identify how the discursive communities of a specific group/movement *inform* its culture, aims, and goals. During these units, students will produce evaluative and ethnographic/action reports that identify ways to improve campus-community connections and their specific group’s initiatives. These will take the form of researched writings, presentations, and public-facing media. Along the way, students will also self-evaluate their roles as students in the town and gown, and how they can publicly engage in, and find solutions for constructively changing our campus and community – our goal will be to diversify campus/community partnerships and promote the inclusivity of voices and access to resources.

**Course schedule:**

*The course schedule is **tentative**. The syllabus on Canvas supersedes the print document. Readings should be completed by the day on which they are listed.*

	<p><b>Unit 1 – The discourse and action of “town and gown” cities: the institution and public engagement</b></p> <p><i>Readings are discussed on the day whereon they appear. Assignment calendar due dates are posted on Canvas.</i></p>
<p><b>Week 1</b></p> <p><b>R</b></p>	<p>Course introductions; syllabus review; diagnostic writing; intro to sociology</p>
<p><b>Week 2</b></p> <p><b>T</b></p>	<p><b>What is the “town and gown,” and what are its social implications?</b></p> <p>Discussion: Intro to “town and gown” – historical divides and bridges</p>

R	<ul style="list-style-type: none"> <li>Bortolin, K. (2011). Serving Ourselves: How the Discourse on Community Engagement Privileges the University over the Community (p. 49-54 and 56; <i>skip Methods and Limitations sections</i>)</li> <li>Pason, Reclaiming activism for students, <i>Activism and rhetoric</i> (p. 191-197)</li> </ul> <p>Discussion: Social and cultural perceptions of the college town – intro to sociological theory</p> <ul style="list-style-type: none"> <li>Bruning, S. D., McGrew, S., &amp; Cooper, M. (2006). Town–gown relationships: Exploring university–community engagement from the perspective of community members (p. 125-130; <i>skip Methods, Limitations, Public Relations sections</i>)</li> </ul>
<p><b>Week 3</b></p> <p>T</p> <p>R</p>	<p><b>The “town and gown” and rhetorical dimensions; the new wave of activism – proliferation, demonization, and exhaustion</b></p> <p>Discussion: Public outreach, and the discourse and development of student activism, outreach, and volunteering (VOAs) – in the U.S. and at UF/GNV</p> <ul style="list-style-type: none"> <li>Sliwinski, From the Streets to Social Media (p. 1-7)</li> <li>Linder, Student activists’ motivations, strategies, and wisdom:</li> </ul> <p>Discussion: Discourse communities; Sociological theory – Conflict theory, functionalism</p> <ul style="list-style-type: none"> <li>Gavazzi, S. M. (2015) Engaged institutions, responsiveness, and town-gown relationships: why deep culture change must emphasize the gathering of community feedback (p. 1-8 <i>skip or skim Future Directions</i>)</li> </ul> <p>Discussion: Town and gown – rhetoric and action; Sociological themes – “structure and agency”; “subjectivity and objectivity”</p> <ul style="list-style-type: none"> <li>Young, Gainesville and the Univ. of FL implement neighborhood action plan, <i>Town and gown relations</i> (p. 84-93)</li> <li>Sungyu-Eryilmaz, Evolving relations, <i>Town and gown relations</i> (p. 7-10)</li> </ul>
<p><b>Week 4</b></p> <p>T</p> <p>R</p>	<p><b>The “town and gown,” social implications, and rhetorical dimensions</b></p> <p><b>Conferences: Participating with your selected VOA group – see Announcements for your scheduled time and directions for preparation</b></p> <ul style="list-style-type: none"> <li>McKoy <i>et al.</i>, Students and change, <i>Town and gown relations</i> (p. 236-9)</li> <li>Friend and Collins, Public service, <i>Town and gown relations</i> (p. 239-42)</li> </ul>

	<p>Discussion: Town and gown – rhetoric and action; Interactionism; Sociological themes – “structure and agency”; “subjectivity and objectivity”; Introduction: Research report – single case study</p> <ul style="list-style-type: none"> <li>• Eversole, UF plan focuses on town and gown connections, <i>Business Mag Gainesville</i> (web)</li> <li>• <i>UF News</i>, University of Florida’s vision for community preeminence earns international award (web)</li> <li>• Jones, et al., Student volunteers in a college town (UF case study) (<i>skip Methods; Discussions and Recommendations</i>)</li> </ul> <p>Discussion/workshop: identifying your VOA group’s movement and its relationship to the campus/community</p>
<p><b>Week 5</b></p> <p><b>T</b></p> <p><b>R</b></p>	<p><b>Research reports and critical lenses</b></p> <p>Discussion: Introduction to Research reports – dissecting the IMRD structure; Catchy significance statements; Forming sociologically-driven research questions</p> <p><b>QUIZ 1</b>; Discussion/workshop: Lit reviews and secondary research – searching databases, journals, libraries</p> <p>Discussion/workshop: Primary research – surveys and interviews; Using Qualtrics; Ethics of disclosure, participation, and representation</p>
<p><b>Week 6</b></p> <p><b>T</b></p> <p><b>R</b></p>	<p><b>Research reports and critical lenses</b></p> <p><b>DUE: Peer review 1</b>: surveys and interviews; Workshop: Disseminating surveys and conducting interviews</p> <p>Discussion: Feminist theory/gender studies; critical race theory</p> <ul style="list-style-type: none"> <li>• Eckert, Intro to gender, <i>Language and gender</i> (p. 1-7)</li> <li>• Delgado, Intro: what is critical race theory?, <i>Critical race theory</i> (p. 1-11)</li> </ul> <p>Discussion: Disability studies; environmentalism and sustainability</p> <ul style="list-style-type: none"> <li>• Berger, Disability in society, <i>Introducing disability studies</i> (p. 1-15)</li> <li>• Jamieson, The heart of environmentalism, <i>Environmental justice and Environmentalism</i> (p. 85-98)</li> </ul>
<p><b>Week 7</b></p> <p><b>T</b></p> <p><b>R</b></p>	<p><b>Research reports and critical lenses</b></p> <p>Workshop: Methods; Discussion: Marxism</p> <ul style="list-style-type: none"> <li>• Wright, Foundations of class analysis in the Marxist tradition (p. 7-16)</li> </ul>

	<p>Workshop: Results and Discussion: Synthesizing primary and secondary research; Open drafting workshop</p> <p>(Participation reports submitted to students)</p>
<p><b>Week 8</b></p> <p><b>T</b></p> <p><b>R</b></p>	<p><b>DUE: Presentations on research reports: the current status of UF's rhetoric and action for community engagement</b></p> <p><b>DUE: Peer review 2:</b> Research Report draft; <b>DUE: Progress report 1</b></p> <p><b>Presentations; DUE: Research Report</b></p>
<b>Week 9</b>	<p><b>Unit 2 – Engaging in the discourse communities of UF/GNV volunteer, activist, outreach organizations</b></p> <p><b>Social movements and rhetorical performance</b></p> <p><b>T</b></p> <p>Discussion: An introduction to social movements in the U.S. and the globe: volunteerism, outreach, activism</p> <p><b>R</b></p> <p>What is a discourse community?; Discussion: Collective identities</p> <ul style="list-style-type: none"> <li>• Polletta, et al. Collective Identity and Social Movements (p. 283-92 and 298-300)</li> </ul> <p><b>QUIZ 2;</b> Discussion: Social movements and rhetorical performance</p> <ul style="list-style-type: none"> <li>• Dutta, Performing Social Change (p. 195-215; <i>only intro, conclusion, and choose two main body sections</i>)</li> </ul>
	<b>Spring Break</b>

<p><b>Week 10</b></p> <p><b>T</b></p> <p><b>R</b></p>	<p><b>Ethnographic approaches to participation/observation</b></p> <p>Discussion: Ethics of disclosure, participation, and representation</p> <ul style="list-style-type: none"> <li>Ames and O'Malley, <i>Engaging Communities</i>, 2A: Writerly ethos (short web excerpts)</li> </ul> <p>Discussion: Ethnographic approaches to participant-observation of VOA groups</p> <ul style="list-style-type: none"> <li>Ames and O'Malley, <i>Engaging Communities</i>, 2C: Ethical conundrums in community research</li> </ul> <p>Discussion: Self-reflexivity in participant-observation</p>
<p><b>Week 11</b></p> <p><b>T</b></p> <p><b>R</b></p>	<p><b>Ethnographically researching social movements – onsite</b></p> <p>Discussion: Entering a discourse community</p> <ul style="list-style-type: none"> <li>Ames and O'Malley, <i>Engaging Communities</i>, 3A: Examining culture as a text</li> </ul> <p>Discussion/workshop: Methods for fieldwork – physical spaces and social dynamics</p> <ul style="list-style-type: none"> <li>Ames and O'Malley, <i>Engaging Communities</i>, 3B: Selecting your research site</li> </ul> <p>Discussion/workshop: Physical spaces built/occupied by VOA groups at UF and in GNV</p> <ul style="list-style-type: none"> <li>Ames and O'Malley, <i>Engaging Communities</i>, 3C: Access to your research site</li> </ul>
<p><b>Week 12</b></p> <p><b>T</b></p> <p><b>R</b></p>	<p><b>Ethnographically researching social movements – online</b></p> <p>Discussion: methods for fieldwork – online spaces and social dynamics; Digital spaces built/occupied by VOA groups at UF and in GNV: doing online ethnography (“netnography”)</p> <ul style="list-style-type: none"> <li>Kozinets, <i>Netnography</i>, Data collection (p. 95-117)</li> </ul> <p>VOA group media/social media: online observation and participation, data collection and analysis</p> <ul style="list-style-type: none"> <li>Kozinets, <i>Netnography</i>, Data analysis (p. 118-25 and 130-5)</li> </ul> <p><b>QUIZ 3; DUE: Progress Report 2;</b> Workshop: reporting on your group’s onsite/online discourse community</p>
<p><b>Week 13</b></p>	<p><b>Composing ethnography: putting the pieces together</b></p>

<p><b>T</b></p> <p><b>R</b></p>	<p>Discussion/workshop: Ethnographies and discourse communities</p> <ul style="list-style-type: none"> <li>• Zeleznik, “Student Participation in the SFU Left Alternative Club” (p. 1-11)</li> </ul> <p>Discussion/workshop: Ethnographies and discourse communities</p> <ul style="list-style-type: none"> <li>• Moré, “Dumpster Dinners: an ethnographic study of freeganism” (p. 43-53)</li> </ul> <p>Workshop: ethnographic writing – from data to analysis</p>
<p><b>Week 14</b></p> <p><b>T</b></p> <p><b>R</b></p>	<p><b>Unit 3 – Propagate and present: composing research-based media for your VOA group</b></p> <p><b>Why media?: social movements, media, and social media</b></p> <p>Discussion: How and why social movements use media and social media</p> <ul style="list-style-type: none"> <li>• Murthy, Introduction to social media, activism, and organizations (p. 1-4)</li> </ul> <p>Discussion: Activism and social media</p> <ul style="list-style-type: none"> <li>• Valenzuela, S. Unpacking the Use of Social Media for Protest Behavior (p. 1-6 and 15-18)</li> </ul> <p><b>DUE: Peer review 3: ethnographies</b></p>
<p><b>Week 15</b></p> <p><b>T</b></p> <p><b>R</b></p>	<p><b>Ethnographic research as basis for creating usable media for your VOA group</b></p> <p>Workshop: creating media for/about your VOA group</p> <p><b>DUE: In-class, self-reflective evaluation</b></p> <p><b>DUE: Media designs; Course Evaluations; mock conference prep</b></p>
<p><b>Week 16</b></p> <p><b>T</b></p> <p><b>R</b></p>	<p><b>Mock conference: presenting ethnographies of VOA group as researched bases for media designs</b></p> <p><b>Presentations</b></p> <p><b>Presentations</b></p> <p><b>DUE: Ethnography – due date on Canvas</b></p>

## Assignments (totaling 1,000 points)

### Papers and related presentations:

- **Research report** (1,000 words per student); 150 pts.  
Students compare and contrast UF's publicized rhetoric regarding community engagement to individual or group knowledge. Students develop a focused research question; examine UF's printed, archival, and media publications; design a Qualtrics survey to gather feedback from individuals and specific volunteer, outreach, or activist groups; synthesize data to reveal original findings; evaluate whether UF speaks of and supports (or not) diverse student and faculty representation, and inclusivity in learning and outreach
  - **In-class presentation:** 100 pts.  
Informal, showcases what the student's research report reveals about UF's public image regarding community outreach as compared individual or group knowledge, historically and presently
- **Ethnography:** (1,000 words per student); 150 pts.  
Students analyze their chosen UF or GNV VOA group as a discourse community, in terms of its language, identity, and aims; has students do the following: conduct primary and secondary research on discourse community through physical and virtual fieldwork; employ participant-observer inquiry; identify and evaluate if and how their VOA groups contribute to diversifying representation, viewpoints, voices, and initiatives for change; students reflect on how their experience of a new (group) culture influences their actions, beliefs, and values
  - **Mock conference presentation:** 100 pts.  
Formal, and part of UWP's social science course conference; students use PPT or Prezi to showcase how their ethnographies provide a researched basis whereby they compose media for their group to use; students walk us through how their media's rhetorical and design choices serve their group's culture and aims
- **Media creation:** 100 pts.  
Grounded in their ethnographies, students compose media that they can optionally offer to their group to use (in my past courses, students have made promo videos, websites, infographics, and data visualizations).

**Quizzes:** 3 x 33.3 pts.: 100 pts. total

Every 4 weeks on theoretical, critical, and informational content 4.75

- Define: Explain the social implications of the "town and gown" dynamic
- Modes of inquiry: sociology, anthropology, discourse analysis
- Methods and theories – questions on conducting primary vs. secondary research; archival and databases searches; critical lenses and theories for social research

### Other assessments:

- **Scheduled progress updates:** 2 x 37.5pts.: 75 pts. total



Informal writings or media presentations submitted to Canvas Discussions wherein students provide documentation of their progress; these updates cover submitting fieldwork notes, interview transcripts, Qualtrics survey drafts, and onsite images that verify students' participation with their group

- **3 peer reviews:** 3 x 25 pts: 75 pts. total  
Via Canvas peer review tool, students review another peer's research report, ethnography, and media
- **Self-reflection:** 50 pts.  
For this in-class activity, students will draft a self-reflective evaluation. Students will evaluate how their experience with their VOA group's culture has influenced their own worldviews, beliefs, actions, and values. Students will also consider how their group and their own identity influence one another, and to what extent they and their group contribute to the diversification of either the voices and points of view, beliefs and knowledge, or cultural identities and action of UF/GNV.
- **Participation:** Daily; in-class: 50 pts., with-group: 25 pts.: 75 pts. total
  - Consistent in-class contributions that are thoughtful, respectful, and professional in terms of communicating and engaging with the instructor, fellows students, and the course material.
    - **Assessment:** Classroom participation will be recorded weekly for each student according to the above criteria. At Week 6, the instructor will send each student a short status report on quality and improvement.
  - Evidence of engaging with your group *meaningfully*, by participating in the fullest possible range of events and meetings (minimum time requirements for group participation are stated on Canvas).
    - **Assessment:** Students will submit documentation of their group participation via Canvas.
- **Attendance:** Daily; 25 pts.
  - On-time, all-class period, and consistent attendance, minus **3 discretionary absences without penalty**.  
NOTE: Attendance is required. If a student misses more than **six** periods during a semester, he or she will fail the entire course. Missing class on a double period counts as **two** absences. Exempted are **only** those absences deemed excused according to UF policy, including university-sponsored events, such as athletics and band, illness, and religious holidays. Absences related to university-sponsored events must be discussed with the instructor prior to the date that will be missed.

Please Note: If students are absent, it is their responsibility to make themselves aware of all due dates. If absent due to a scheduled event, students are still responsible for turning assignments in on time.

Tardiness: If students enter class after roll has been called, they are late, which disrupts the entire class. **Two instances of tardiness count as one absence.**

## Course Delivery

This is a face-to-face course comprised of in-class activities and workshops, out of class participant-observation, and discussion. For sessions scheduled with discussion and-or readings, the instructor introduces course content/reading, which will be followed by class-wide or small group discussion or activity on that content. Sessions with workshops provide hands-on practice in research methods and writing. Through peer editing, conferences, and workshops, students will receive instructor and peer feedback. This course also requires active, recurrent participation with a UF-registered or GNV-affiliated group. The instructor will provide students with a pre-arranged list of groups seeking participants; or, students can request to participate with a group to which they already belong, pending instructor review. After obtaining informed consent, students observe-participate with their group using the concepts, methods, and writing techniques covered in class. Students report, present, and write on their group and their place in it, in addition to self-reflecting on their experience.

- Info on ethics of group participation, disclosure, and consent:

This course will teach students the reasons for, and ethics of obtaining consent from their groups before participation-observation. After obtaining consent, students will agree not to disclose any information about their groups outside of our classroom. The data that students collect and produce about their groups will be for educational purposes only; it will not be disseminated outside the classroom. This course intends to fall under [46.104(d)(2)] as “exempt human subjects research,” including “educational tests, surveys, interviews or observations of public behavior”; further details on this exemption are found here: (<http://irb.ufl.edu/irb02/forms-templates-guidelines/irbrev.html>).

## Quest 2, Gen Ed Descriptions, and Student Learning Outcomes

- **Quest 2 general description:**

Quest 2 courses provide an opportunity for students to engage in thought-provoking Gen Ed coursework that builds on and expands their Quest 1 experience with the Arts and Humanities. If courses in Quest 1 ask “What does it mean?,” those in Quest 2 ask “What can we do?” Thus, rather than offer introductory/survey courses to specific fields, Quest 2 courses invite students to encounter important real-world issues that cut across disciplines and introduce scientific methods and discourse for students to become familiar with the ways that data, methods, and tools from diverse fields can be brought to bear on pressing questions facing human societies and/or the planet today. What are the unintended consequences of technological progress, climate change, structural racism? How do the various social and/or biophysical sciences substantively contribute to life on our planet? How do these disciplines converge towards improving the human condition?

To approach these questions, Quest 2 courses foreground active learning opportunities and help students develop concrete skills in communication and critical thinking. Students are expected to create arguments, draw on evidence, and articulate ideas according to the norms of the fields of study covered in the course, and they are assessed accordingly. In addition, Quest 2 seeks to inspire students to engage with Social and/or Biophysical Sciences directly: the best classes invite participation in experiential learning activities at relevant sites around the UF campus and in the greater Gainesville community.

- **Quest 2 Student Learning outcomes:**

- Identify, describe, and explain the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course. (Content)
- Critically analyze quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge. (Critical Thinking)
- Develop and present, in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges (Communication)
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. (Connection)

- **Social Sciences description:**

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

- **Social Sciences SLOs:**

- Identify, describe, and explain key themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes (Content).
    - Apply formal and informal qualitative or quantitative analysis effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions (Critical thinking).
    - Communicate knowledge, thoughts and reasoning clearly and effectively (Communication)

- **Diversity description:**

In Diversity courses, students examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States. Students engage with diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and (dis)abilities. Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population. Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of themselves and an increasingly diverse U.S. society.

- **Diversity SLOs:**

- Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content).

- Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking).
- **Writing description:**  
The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. **To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course.** It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.
  - **Writing evaluation:**
    - This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
    - The instructor will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using the General Education writing rubric located near the end of this syllabus.
    - More specific rubrics and guidelines for individual assignments will be provided on Canvas.

### Student Learning Outcomes

Aligning with curricular outcomes of Quest 2 and these Gen Ed designations, after taking Words Matter, students will be able to:

**1.** Identify, describe, and explain how the sociological theories of interactionism, conflict theory, and functionalism can be applied to understanding the historical development of the university-community's "town and gown" social dynamic, in terms of institutional power, as it relates to cultural influence, social mobility, access to resources, and the stratifications and equities of class, ability/disability, race-ethnicity, and gender. **(Content SLO for Q2 and Gen Ed – Soc. Sci.; Diversity)**

**2.** Learn classic themes in sociological theory, like "structure and agency," and "objectivity and subjectivity," enabling students to identify and evaluate the interplay between group identity and individuality in terms of discourse, culture, behavior, and ethics. **(Content SLO for Q2; Critical Thinking SLO for Q2 and Gen Ed – Soc. Sci.)**

<p><b>3.</b> Learn the following theoretical and cultural critical lenses or approaches: feminist theory/gender studies, Marxism, critical race theory, disability studies, and environmentalism, whereby students have the tools to evaluate their chosen groups' agendas for diversifying representation, equity, and advocacy. <b>(Content and Critical Thinking SLO for Q2 and Gen Ed – Soc. Sci.; Diversity)</b></p>
<p><b>4.</b> Form and evaluate action plans and solutions that effectuate constructive change by working directly with volunteer, outreach, and activist groups according to their selected VOA group's targeted social exigency: e.g., underrepresentation and advocacy, social justice, educational equity, ability/disability. <b>(Communication SLO for Q2 and Gen Ed – Soc. Sci; Diversity)</b></p>
<p><b>5</b> Apply the rhetorical concept of "discourse community" to analyzing the words, actions, and identities of institutions (UF) and groups (VOA), and the ways that group discourse and action influence interactions with other publics. <b>(Critical Thinking SLO for Q2 Gen Ed – Soc. Sci.; Diversity)</b></p>
<p><b>6.</b> Analyze and interpret quantitative and qualitative data yielded through fieldwork/observation, survey questionnaires (using Qualtrics), and interviews to investigate the following: 1. how UF speaks of and carries out campus-community connections and outreach; 2. how UF/GNV VOA groups work as discursive communities that attempt to identify and effectuate change, and the degree of their effectiveness according to their targeted exigency. <b>(Critical Thinking SLO for Q2 Gen Ed – Soc. Sci.)</b></p>
<p><b>7.</b> Evaluate and reflect on the ways that doing immersive primary research and ethnography on VOA groups shape students' perceptions of their roles in civic engagement, and in the process their intellectual, professional, and personal development. <b>(Critical thinking / Connection SLO for Q2 Gen Ed – Soc. Sci.)</b></p>
<p><b>8.</b> Develop and present clear and effective responses to improving UF's outreach, and the work of VOA groups. These responses will take the form of alphabetic documents in genres germane to sociology/anthropology, and also include formal and informal presentations, and digital media. <b>(Communication SLO for Q2 and Gen Ed – Soc. Sci.; Writing)</b></p>

#### Required and recommended texts:

Recommended style guide: *Publication Manual of the APA*. Washington: APA, 2019.

- **Unit 1 – The discourse and action of “town and gown” cities: the institution and public engagement**
  - Berger, R. (2013). *Introducing disability studies*.
  - Bortolin, K. (2011). Serving Ourselves: How the Discourse on Community Engagement Privileges the University over the Community,” *Michigan Journal of Community Service Learning*, 49-58.
  - Bruning, S. D., McGrew, S., & Cooper, M. (2006). Town–gown relationships: Exploring university–community engagement from the perspective of community members. *Public Relations Review*, 32, 125–130.

- Delgado, R. (2001). *Critical race theory: an introduction*.
- Eckert, P. (2013). *Language and gender*.
- Gavazzi, S. M. (2015). Engaged institutions, responsiveness, and town-gown relationships: why deep culture change must emphasize the gathering of community feedback. *Planning for Higher Education*, 43, 4, 1-9.
- Jamieson, D. (2007). "The heart of environmentalism," *Environmental justice and Environmentalism*
- Kemp, R. ed. (2013). *Town and gown relations: a handbook of best practices*.
  - Excerpts:
    - Young, "Gainesville and the Univ. of FL implement neighborhood action plan"
    - Sungyu-Eryilmaz, "Evolving relations"
    - McKoy, "Sustainable communities"
  - Additional excerpts: "Citizens," "Students and Change," "Public service," "Technology," "Education"
- Pason, A. (2011). Reclaiming Activism for Students, *Activism and Rhetoric*. Routledge.
- Sliwinski, M. (2016). "The Evolution of Activism: From the Streets to Social Media," *Law Street Media*.
- Wright, E. "Chapter 1: foundations of class analysis in the Marxist tradition"

UF/GNV magazines and newspapers on "town and gown" relations

- Eversole, Chris. (2017). "UF plan focuses on town and gown connections." *Business in Greater Gainesville*.
  - "University of Florida's vision for community preeminence earns international award." (2017). *UF News*.
  - Additional UF archival material
- **Unit 2 – Engaging in the discourse communities of UF/GNV volunteer, activist, outreach organizations**
    - Dutta, Mohan. *Communicating for social change: structure, culture, and agency*. New York: Routledge, 2011.
    - Kozinets, R. (2009). *Netnography: doing ethnographic research online*. London: Sage.
    - Macionis, J. (2007). Social Movements and Change, *Society: The basics*. Pearson.
    - Malley, S., and Ames H. (2018). *Engaging Communities*. Creative Commons.
    - Polletta, et al. (2001). Collective Identity and Social Movements. *Annual Review of Sociology*, 27, 283-305.
    - Excerpts: *Journal of Undergraduate Ethnography*
  - **Unit 3 – Propagate and present: composing research-based media for your VOA group**
    - Murthy, D. (2018). Introduction to social media, activism, and organizations, *Social media + society*.
  - **Paper Grading:**  
In writing, the quality of ideas and the clarity of content are intertwined. The one cannot be fully separated from the other. However, for grading purposes, the rubric below allows for

scoring in specific areas:

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off- topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit identifiable structure for topics, including a clear thesis statement and topic sentences.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.
STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical structure.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the satisfactory range, papers may contain a few spelling, punctuation, or grammatical errors that remain unobtrusive and do not obscure the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

The grade you receive on formal written work is the sum of the points you got in each area. (Point values at each letter grade level vary depending on total point value of assignment). Written comments on your papers add detail to and help to explain the numerical score you receive in each of the four areas.

**Grading scale:**

A	4.0	93-100	9301000	C	2.0	73-76	730-769
A-	3.67	90-92	900-929	C-	1.67	70-72	700-729

B+	3.33	87-89	870-899	D+	1.33	67-69	670-699
B	3.0	83-86	830-869	D	1.0	63-66	630-669
B-	2.67	80-82	800-829	D-	0.67	60-62	600-629
C+	2.33	77-79	770-799	E	0.00	0-59	0-599

## Policies

### Plagiarism

Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits and defines plagiarism as follows:

A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

1. Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
2. Self-plagiarism, which is the reuse of the Student's own submitted work, or the simultaneous
3. Submission of the Student's own work, without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
4. Submitting materials from any source without proper attribution
5. Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author.

**Part of the submission requirements for each assignment is to upload the assignment, ensure that it opens properly and is completely viewable, and also to check the Turn It In score; this score should be as low as possible.**

University of Florida students are responsible for reading, understanding, and abiding by the entire [Student Honor Code](#). The University Writing Program takes plagiarism very seriously, and treats instances of plagiarism as dishonesty and as a failure to comply with the scholarly requirements of this course. Students commit plagiarism when they present the ideas or words of someone else as their own.

Using an assignment or part of an assignment from any other class or another student is considered plagiarism (your assignments will be run through anti-plagiarism sites).

*Important tip:* Never copy and paste something from the Internet without providing the exact location and citation information for the source.

If a student plagiarizes all or any part of any assignment, he or she may receive a failing grade on the assignment. Additionally, instructors may impose a course grade penalty and report any incident of academic dishonesty to the Office of the Dean of Students. Each student's work may be tested for its originality against a wide variety of databases by anti-plagiarism sites to which the University subscribes, and negative reports from such sites may constitute proof of plagiarism. Other forms of academic dishonesty will also result in a failing grade on the assignment as a minimum penalty. Examples include cheating on a quiz or citing phony sources or quotations.



### **Assignment submission**

All assignments must be uploaded to Canvas. **Students have not completed an assignment submission until they have verified that the assignment uploaded properly, by either opening the file or double-checking that it's viewable. For written assignments, students are encouraged to check Turn It In scores for originality.**

### **Late or incomplete work**

It is important to turn in all assignments on or before their Canvas due dates. Late or incomplete work may be subjected to receiving the grade of zero. Request to submit late work will be assessed on a case by case basis, according to the student's record of performance and rapport with the instructor. To be excused from submitting work or taking an exam at the assigned time, you must give 24 hours advance notice and/or meet the UF standards for an excused absence.

### **Students with disabilities**

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.dso.ufl.edu/drc/](http://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.

### **Course evaluations**

Students are expected to provide feedback on this course's instruction and content by completing UF's standard [online evaluations](#) (summary results will be available to students [here](#)). Students will also complete a course-specific evaluation that focuses on the experience of the Quest curriculum. We will allocate class time to complete both evaluations.

### **Class demeanor**

Please keep in mind that students come from diverse cultural, economic, and ethnic backgrounds. Some of the texts we will discuss and write about engage controversial topics and opinions. Diversified student backgrounds combined with provocative texts require that you demonstrate respect for ideas that may differ from your own. Disrespectful behavior will result in dismissal, and accordingly absence, from the class.

Computers are allowed to be used in class, but only to do course-related tasks. You can be docked points for attendance/participation without notice if you're doing non-course related tasks on your computer. Your cell phones can be on, but silenced.

### **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."

### **Counseling and wellness center**

Contact information for the Counseling and Wellness Center:

<http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-

1111 or 9-1-1 for emergencies.

**The Writing Studio**

The writing studio enables all University of Florida students to become better writers by offering one on one, in-person or online revision sessions with a tutor. Visit the writing studio online to make an appointment at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall.