

IDS 2935: Orientalism and Colonialism

Quest 1: Justice and Power

I. General Information

Class Meetings

- Spring 2025
- In-Person
- T Period 2-3 (8:30-10:25 AM), and R Period 3 (9:35-10:25 AM)
- Classroom: Little Hall (LIT) Room 0127
- Class Dates: 1/13/25 - 4/23/25

Instructor

- Name: Pasha Agoes, Ph.D.
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- Office Hours: Wednesdays 1-4 PM (Or by appointment)
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Course Description

This interdisciplinary Quest 1 Course invites students to examine the notions of orientalism and colonialism as it pertains to the American experience. Drawing on the disciplines that make up the Humanities and the considerable resources at UF in support of the Humanities, this course investigates questions such as, “What is orientalism in relation to U.S. history?” “What is colonialism as it is understood in U.S. history?” Applying multi-disciplinary and cross-cultural approaches to explore history, policies, communications, and global politics, students consider the notions of orientalism and colonialism, and examine how it has shaped various understandings of the U.S. in relation to the rest of the world.

This course has an **International Designation (N)** under the General Education Subject Area Objectives. Therefore, the majority of this course addresses international content and engagement and it shall be a substantial, defining feature of the course.

International courses **promote the development of students’ global and intercultural awareness.** Students examine the cultural, economic, geographic, historical, political, and social experiences and processes that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect communities around the world. Students analyze and reflect on the ways in which cultural, economic, political, and social systems and beliefs mediate their own and other people’s understanding of an increasingly connected world. This Quest 1 Course draws on the

perspectives of history, politics, culture, and communication, and falls under the overarching theme of Justice and Power.

COURSE OBJECTIVES:

1. To *identify* the vast multidisciplinary literature on orientalism, colonialism, culture, communication, and the study on diversity and how it relates to the American experience. The purpose is to familiarize the students with the various disciplinary perspectives for understanding orientalism and colonialism.
2. To *explore* the applications of orientalism and colonialism historically and its applications in present day globally. The goal here is to expose students to different degrees of understandings regarding orientalism and colonialism.
3. To *describe* the role of communication in understanding the concepts and applications of orientalism and colonialism. This discussion also highlights various efforts to revitalize cultures and societies and bringing wisdom and knowledge to various contexts in the modern world.

Quest and General Education Credit

- Quest 1
- Humanities
- International (N)
- Writing Requirement (WR) 2000 words

This course accomplishes the Quest and General Education objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.

Required Readings and Works

1. Said, Edward W. *Orientalism: 25th Anniversary Edition With a New Preface by the Author*. New York: Vintage Books, 1994.
2. Stiglitz, Joseph. *Globalization and its Discontents*. New York: W.W. Norton & Company, Inc., 2002.
3. All other readings and works will be provided via Canvas.

Suggested Reading

1. *MLA Handbook*. 9th ed., Modern Language Association of America, 2021.
2. Emerson, Ralph Waldo. *Essays and Lectures – Nature: Addresses and Lectures, Essays: First and Second Series, Representative Men, English Traits, and the Conduct of Life*. New York: Penguin Putnam, Inc., 1983.
3. Ellis, Joseph J. *American Creation: Triumphs and Tragedies at the Founding of the Republic*. New York: Alfred A. Knopf, 2007.

II. Graded Work

Description of Graded Work

The graded work encompasses three sections: The weekly contemporary reflective writing assignments, the experiential learning group presentation, and a final paper. Students will receive feedback on their assignments one week after the due date.

Weekly Contemporary Reflective Writing Assignments

We will meet every week to discuss the works we read. Every week there will be a writing assignment. The **purpose** of the weekly contemporary reflective writing assignment is to help you locate **the main ideas emerging out of the readings and our discussions** in the broad context of orientalism and colonialism. The readings are designed to help you explore the arguments proposed by the authors, as well as their implications for our understanding of the subject matter. In your weekly contemporary reflection writing assignment prompts, you are expected to develop a sophisticated analytical perspective on the questions. Your work **does not** have to result in a polished piece of writing. Instead, you are encouraged to focus on the **intellectual content** of your response. **How you explore the topics of orientalism and colonialism should always remain in the center of your investigation throughout this class.** Although there is no specific page length requirement for the weekly writing assignment, one to two pages are usually expected (half-page responses are unacceptable). The contemporary reflection writing weekly assignments must be submitted to Canvas by 5 p.m. on the due date. Students will receive feedback on their assignments one week after the due date.

Experiential Learning Activity

You will be assigned to a group of 4-5 students. You and the other members of the group are expected to find a member of an organization; preferably a minority (Please see corresponding footnote and scholarly sources for rationale as regards to this particular assignment).¹ The person can be from a profit

¹ This is because minorities (although not always), are often more likely to experience subtle acts of colonialism in multinational companies or organizations. On the other hand, when a multinational company enters a foreign country (For example, Nike, Inc. enters Indonesia to establish operations), then subtle acts of colonialism can occur from the upper management (in this case the American minority) toward the local Indonesian staff, which constitutes the majority of the workspace population. For further background, see "AAA Statement on Race." *American Anthropologist* 100, no. 3 (1998): 712–713; Afisi, Oseni Taiwo. "Neo-Colonialism." The Internet

or non-profit organization that is multinational in nature. Your group's task is to **interview them** and gather their perspectives on orientalism and colonialism as it relates to their careers. This can be done in in-person if it is a local organization or company. Or, if it is not local (whether national or international), you can conduct the interview via Zoom. If you wish to record such interviews, you must first request for verbal consent from the interviewee and obtain their explicit verbal agreement. If you do not receive such a consent, you need to take careful notes, and perhaps conduct more than one meeting. You can find individuals through conducting research on multinational organization websites, or through a business and employment-focused social media platform such as LinkedIn. It is your group's responsibility to find and contact these individuals.

You will ask them regarding their perspectives on orientalism and colonialism as it relates to their careers. If you wish, you can use the definition of *White-Collar Colonialism* to guide your discussion. The term refers to, "The subtle colonial oppression conducted by international employees toward native employees whether through institutional policies or interpersonal dynamics in a transnational context." (Agoes, 2022). However, it is not mandatory that you use this definition. Feel free to explore other approaches as long as you discuss it with me so I can help you approach it in a way that fulfills the objectives of this course.

The ultimate objective of this group experiential learning activity is to get ". . . directly in touch with the realities being studied." (Keeton and Tate, 1978). I want you to explore the dimensions of thought, emotion, and possible threats that can occur in relation to colonialism in the transnational context. When you conduct your interview, I want you to:

- Listen to their experiences
- Conduct a reflective observation on those experiences
- Form an abstract conceptualization
- Communicate your findings to the class

In this assignment, make sure to make active analytical connections with the things we discussed in class as well as the readings. You also need to approach it in a way that is **personally meaningful** to you. I want you to discuss with your team and reflect on the experience. I want you to explore not only cognition, but reflect on your own emotions, the emotions of the subject whom you interviewed, and each other's cognitive processes and emotions as you conduct this assignment. I also want you to acknowledge any previous learning/experiences that you had prior to taking this class. Does your interview experience refute or strengthen your previous experiences and beliefs regarding the matter (if you have any)? If yes, why? If not, why not? Or, if you are not sure, explore that notion of uncertainty. Why are you unsure? **Explore your thoughts, feelings, and senses from all possible angles. Be creative, analytical, and strategic in conducting this assignment.** Students will receive feedback on their assignments one week after the due date.

Encyclopedia of Philosophy (IEP), ISSN 2161-0002. Retrieved on May 11, 2023. <https://iep.utm.edu/neocolon/>; Leggett, William H. *The Flexible Imagination: At Work in the Transnational Corporate Offices of Jakarta, Indonesia*. Lanham, MD: The Rowman & Littlefield Publishing Group, 2013; Leggett, William H. "Institutionalizing the Colonial Imagination: Chinese Middlemen and the Transnational Corporate Office in Jakarta, Indonesia." *Journal of Ethnic and Migration Studies* (JEMS). Sussex Centre for Migration Research at the University of Sussex: Routledge (2010).

Final paper

For your final assignment, you will submit a final paper. This will be approximately at least 2,000 words, 12-font, double-spaced. You can follow either the MLA, APA or the Chicago Manual of Style citation format.

The overall theme of the paper is “Liberation—past and present.” Your paper will consider any aspect of that broad topic in consideration of all the things we have covered in class. It might cover a historical movement, or it might equally take up the question of how some movement today shows the impact of Orientalism and Colonialism. **Your emphasis should be on analysis—on conceptual aspects of the question—and on applying what we have learned so far to the way we look at history and the present.** At some point during the semester, you should come to discuss your proposed topic with me. Students will receive feedback on their assignments one week after the due date.

Points:

Assignments	Points
Weekly Contemporary Reflective Writing Assignments	130 (10 points for each assignment, totaling 13 assignments)
Group Experiential Assignment Presentation	100
Final Paper	100
Total	330 points

Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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

Written work is evaluated based on the following rubric²:

- **Excellent:** An A or A- paper is one that is good enough to be read aloud in class. It is clearly written and well organized. It demonstrates that the writer has conducted a close and critical reading of the texts, grappled with central issues raised in the course, synthesized the readings, discussions, and lectures, and formulated a perceptive, compelling, independent argument. The argument shows intellectual originality and creativity, is sensitive to historical context, is supported by a well-chosen variety of specific examples, and, in the case of a research paper, is built on a critical reading of primary material.
- **Good:** A B+ or B paper demonstrates many aspects of A- level work but falls short of it in either the organization or clarity of its writing, the formulation and presentation of its argument, or the quality of research. Some papers or exams in this category show flashes of insight into many of the issues raised in the course. Others give evidence of independent thought, but the argument is not presented clearly or convincingly.

A B- paper demonstrates a command of course or research material and understanding of historical context but provides a less than thorough defense of the writer's independent argument because of weakness in writing, argument, organization, or use of evidence.

- **Average:** A C+ or C paper offers little more than a mere summary of ideas and information covered in the course, is insensitive to historical context, does not respond to the assignment adequately, suffers from occasional factual error, unclear writing, poor organization, or inadequate primary research, or presents some combination of these problems. Whereas the grading standards for written work between A and C- are concerned with the presentation of argument and evidence, a paper or exam that belongs to the D or E categories demonstrates inadequate command of course material.
- **Below Average:** A C- paper offers little more than a mere summary of ideas and information covered in the course, is insensitive to historical context, does not respond to the assignment adequately, suffers from frequent factual error, poor writing, poor organization, or inadequate primary research, or presents some combination of these problems. Whereas the grading standards for written work between A and C- are concerned with the presentation of argument and evidence, a paper or exam that belongs to the D or E categories demonstrates inadequate command of course material.
- **Poor:** A D paper demonstrates serious deficiencies or severe flaws in the student's command of course or research material.

An E paper demonstrates no competence in the course or research materials. It indicates a student's neglect or lack of effort in the course.

²This rubric is adapted from the Department of Near Eastern Studies, Princeton University. For further details, see <https://nes.princeton.edu/Grading%20Practices>.

III. Annotated and Tentative Weekly Schedule

Week	Topics, Homework, and Assignments
Week 1 Jan 13-17	<p>Topic: What is Orientalism? Summary: The overall goal of this week is to <i>identify</i> the vast multidisciplinary literature on orientalism, colonialism, culture, communication, and the study on diversity. The purpose is to familiarize the students with the various disciplinary perspectives for understanding orientalism and colonialism. During this week, we shall explore the framework through which Western writers, policymakers, and the general public have interpreted and defined the Islamic societies of the Middle East as “the Orient.” Important Note: You need to have completed all the readings before class, so you are ready to discuss.</p> <p style="text-align: center;">Required Readings/Works: Chapter 1: Said, Edward W. <i>Orientalism: 25th Anniversary Edition With a New Preface by the Author</i>. New York: Vintage Books, 1994. (Pages 1-50).</p> <p>Writing Assignment 1: Due on the Monday of Week 2</p>
Week 2 Jan 20-24 (Jan 20 is a holiday)	<p>Topic: What is Orientalism in relation to U.S. History? Summary: The goal of this week is to <i>identify</i> the broad multidisciplinary literature on orientalism, colonialism, culture, communication, and the study on diversity as it pertains to the American experience. During this week, the class shall explore how orientalism actually does not reflect objective truth about these societies or the people who live in them. Instead, it is the creation of the Western imaginary that posits a fundamentally different, savage, exotic, unchanging, and “other” East—an idea that was a major intellectual cornerstone of European imperialism and that continues to have profound implications on today’s geopolitical landscape. Important Note: You need to have completed all the readings before class, so you are ready to discuss.</p> <p style="text-align: center;">Required Readings/Works: Chapter 2: Said, Edward W. <i>Orientalism: 25th Anniversary Edition With a New Preface by the Author</i>. New York: Vintage Books, 1994. (Pages 51-101).</p> <p>Writing Assignment 2: Due on the Monday of Week 3</p>
Week 3 Jan 27-31	<p>Topic: Orientalism, Colonialism, and its Various Applications (This broad topic will be covered in depth from weeks 3-10). Summary: To <i>explore</i> the applications of orientalism and colonialism historically and its applications in present day. The key objective here is to expose students to different degrees of understanding regarding orientalism and colonialism. During this class, we shall explore how the notion of colonialism often still prevails in popular imagination, universities, and government policies. Important Note: You need to have completed all the readings before class, so you are ready to discuss.</p>

Week	Topics, Homework, and Assignments
	<p>Required Readings/Works: Chapter 3: Said, Edward W. <i>Orientalism: 25th Anniversary Edition With a New Preface by the Author</i>. New York: Vintage Books, 1994. (Pages 102-152).</p> <p>Writing assignment 3: Due on the Monday of Week 4</p>
<p>Week 4 Feb 3-7</p>	<p>Topic: Orientalism, Colonialism, and its Various Applications Summary: To <i>explore</i> the applications of orientalism and colonialism historically and its applications in present day as it relates to the American experience and the world. During this week, the class will examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States and the dynamics of orientalism and colonialism in the U.S., as well as globally. During this week, the class will also discuss the overview on globalization, and understand the major global economic institutions. This includes the World Trade Organization (WTO), the International Monetary Fund (IMF), and the World Bank (WB). Important Note: You need to have completed all the readings before class, so you are ready to discuss.</p> <p>Required Readings/Works: Chapter 1 and 2: Stiglitz, Joseph. <i>Globalization and its Discontents</i>. New York: W.W. Norton & Company, Inc., 2002. (Pages 3-52).</p> <p>Writing assignment 4: Due on the Monday of Week 5</p>
<p>Week 5 Feb 10-14</p>	<p>Topic: Orientalism, Colonialism, and its Various Applications Summary: To <i>explore</i> the applications of orientalism and colonialism historically and its applications in present day and its connection to the American experience and the world. This week, students will also examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States, and how those differences may reflect in local, national, and global policies. In this week, we shall explore deeper IMF's global policies, the Washington Consensus, and privatization. Important Note: You need to have completed all the readings before class, so you are ready to discuss.</p> <p>Required Readings/Works: Chapter 3 and 4: Stiglitz, Joseph. <i>Globalization and its Discontents</i>. New York: W.W. Norton & Company, Inc., 2002. (Pages 53-113).</p> <p>Movie: <i>The Year of Living Dangerously</i> (1982). Directed by Peter Weir.</p> <p>Writing assignment 5: Due on the Monday of Week 6</p>
<p>Week 6 Feb 17-21</p>	<p>Topic: Orientalism, Colonialism, and its Various Applications Summary: To <i>describe</i> the role of communication in understanding the concepts and applications of orientalism and colonialism, and American global policy. This discussion also highlights various efforts to revitalize cultures and societies and bringing wisdom and knowledge to various contexts in the modern world. During this week, we shall</p>

Week	Topics, Homework, and Assignments
	<p>consider transition economies, the East Crisis in 1998 (and its relation to the IMF and Washington D.C. policies), and its implications until present day, and market reform. We will also consider the historical processes and contemporary experiences highlighting social and cultural differences within the U.S. in relation to the above issues. Important Note: You need to have completed all the readings before class, so you are ready to discuss.</p> <p style="text-align: center;">Required Readings/Works: Chapter 5 and 6: Stiglitz, Joseph. <i>Globalization and its Discontents</i>. New York: W.W. Norton & Company, Inc., 2002. (Pages 114-174).</p> <p>Writing assignment 6: Due on the Monday of Week 7</p>
<p>Week 7 Feb 24-28</p>	<p>Topic: Orientalism, Colonialism, and its Various Applications. Summary: To <i>describe</i> the role of communication in understanding the concepts and applications of orientalism and colonialism. For this week, we shall explore further the Washington Consensus and IMF’s global role. During this week, students will examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States in relation to how changing policies and beliefs are communicated in the U.S., and how meanings are negotiated domestically and internationally. Important Note: You need to have completed all the readings before class, so you are ready to discuss.</p> <p style="text-align: center;">Required Readings/Works: Chapter 7: Stiglitz, Joseph. <i>Globalization and its Discontents</i>. New York: W.W. Norton & Company, Inc., 2002. (Pages 175-194).</p> <p>Writing assignment 7: Due on the Monday of Week 8</p>
<p>Week 8 Mar 3-7</p>	<p>Topic: Orientalism, Colonialism, and its Various Applications Summary: To <i>describe</i> the role of communication in understanding the concepts and applications of orientalism and colonialism as it relates to the American experience. During this week, students will also examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States pertaining to orientalism and colonialism, specifically how minorities view the roles of institutions in their lives in the U.S. this week, the class shall specifically explore IMF’s unique relationship with Western banks as well as its implications to the Non-Western world. Important Note: You need to have completed all the readings before class, so you are ready to discuss.</p> <p style="text-align: center;">Required Readings/Works: Chapter 8: Stiglitz, Joseph. <i>Globalization and its Discontents</i>. New York: W.W. Norton & Company, Inc., 2002. (Pages 195-213).</p> <p>Writing assignment 8: Due on the Monday of Week 9</p>

Week	Topics, Homework, and Assignments
Week 9 Mar 10-14	<p>Topic: Transnational Adoption and Oriental Themes in Cinema Summary: To <i>describe</i> the role of communication in understanding the concepts and applications of orientalism as it pertains to transnational issues conveyed through cinematic expression.</p> <p>Movie 1: <i>Twinsters</i> (2015). Directed by Samantha Futerman and Ryan Miyamoto. Movie 2: <i>The Joy Luck Club</i> (1993). Directed by Wayne Wang.</p> <p>Writing assignment 9: Due on the Monday of Week 10</p>
Week 10 Mar 17-21	<p>Spring Break – Have Fun!</p>
Week 11 Mar 24-28	<p>Topic: Orientalism, Colonialism, and its Various Applications Summary: To <i>describe</i> the role of communication in understanding the concepts and applications of orientalism and colonialism. During this week, the class shall explore the advantages and disadvantages of globalization, and the need for international public institutions, and the role of the U.S. in making policy change. During this week, students will also examine the historical processes and contemporary experiences characterizing social and cultural differences within the United States on the meaning of globalization, the relationship between the global and the local, and the advantages and disadvantages of globalization. Important Note: You need to have completed all the readings before class, so you are ready to discuss.</p> <p>Required Readings/Works: Chapter 9: Stiglitz, Joseph. <i>Globalization and its Discontents</i>. New York: W.W. Norton & Company, Inc., 2002. (Pages 214-233).</p> <p>Writing assignment 10: Due on the Monday of Week 12</p>
Week 12 Mar 31-Apr 4	<p>Panel Presentations Writing assignment 11: Due on the Monday of Week 13 (Students will reflect on the panel presentations and discussions).</p>
Week 13 Apr 7-11	<p>Topic: Orientalism, Colonialism, and its Various Applications. Summary: To <i>explore</i> the applications of orientalism and colonialism historically and its applications in present day. In this week, we shall explore the specifics of market reform and implementing those reforms to relevant stakeholders as a way to address longstanding issues in orientalism and colonialism. Moreover, to attempt to understand U.S.’ past, current and future roles domestically and globally while considering the social and cultural differences with the U.S. in viewing U.S.’ role in the world. Important Note: You need to have completed all the readings before class, so you are ready to discuss.</p> <p>Required Readings/Works: Chapter 9: Stiglitz, Joseph. <i>Globalization and its Discontents</i>. New York: W.W. Norton & Company, Inc., 2002. (Pages 234-252).</p> <p>Writing assignment 12: Due on the Monday of Week 14</p>

Week	Topics, Homework, and Assignments
<p>Week 14 Apr 14-18</p>	<p>Topic: Exploring the global and the local as it pertains to Orientalism and Colonialism Summary: To <i>explore</i> the applications of orientalism and colonialism historically and its applications in present day. This week, we shall explore the “personal” local and the “impersonal” global using organizational examples, and consider how it relates to the construct of orientalism and colonialism. Important Note: You need to have completed all the readings before class, so you are ready to discuss.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Arif Dirlik, 1996. "The Global in the Local", <i>Global/Local: Cultural Production and the Transnational Imaginary</i>, Wimal Dissanayake, Rob Wilson, 2002. (Pages: 21-45). • Mike Featherstone, 1996. "Localism, Globalism, and Cultural Identity", <i>Global/Local: Cultural Production and the Transnational Imaginary</i>, Wimal Dissanayake, Rob Wilson, 2002. (Pages: 229-238). <p>Writing Assignment 13: Due on the Monday of Week 15</p>
<p>Week 15 April 21-23</p>	<p>Topic: Exploring the global and the local as it pertains to Orientalism and Colonialism. Summary: To explore the applications of orientalism and colonialism historically and its applications in present day. In this week, we shall examine the restructuring of the world’s imaginary in an era of transnational capitalism and mapping a new space that is more local, and yet global, at the same time. We will consider the movements of images, capital, and technologies and its relation to changing the perspectives on orientalism and colonialism. Important Note: You need to have completed all the readings before class, so you are ready to discuss.</p> <p>Required Readings/Works:</p> <ul style="list-style-type: none"> • Masao Miyoshi, 1996. "A Borderless World? From Colonialism to Transnationalism and the Decline of the Nation-State", <i>Global/Local: Cultural Production and the Transnational Imaginary</i>, Wimal Dissanayake, Rob Wilson. (Pages: 78-106). • Ella Shohat, Robert Stam, 1996. "From the Imperial Family to the Transnational Imaginary: Media Spectatorship in the Age of Globalization", <i>Global/Local: Cultural Production and the Transnational Imaginary</i>, Wimal Dissanayake, Rob Wilson. (Pages 145-170). <p>No writing assignment due.</p>
<p>Final paper due on Sunday, April 27, 2024 at 11:59 p.m. via Canvas.</p>	

IV. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the [Quest](#) and [General Education](#) learning outcomes as follows:

Content: *Students demonstrate competence in the terminology, concepts, theories and methodologies used within the discipline(s).*

- To *identify* the vast multidisciplinary literature on orientalism, colonialism, culture, communication, and the study on diversity as it pertains to the American experience. (Objectives 1-3, Assignments from week 1-16)
- To *explain* the applications of orientalism and colonialism historically and its applications in present day. (Objectives 1-3, Assignments from week 1-16)
- To *describe* the role of communication in understanding the concepts and applications of Orientalism and Colonialism. (Objectives 1-3, Assignments from week 1-16)

Critical Thinking: *Students carefully and logically analyze information from multiple perspectives and develop reasoned solutions to problems within the discipline(s).*

- To *analyze and evaluate* the vast multidisciplinary literature on orientalism, colonialism, culture, communication, and the study on diversity as it relates to the American experience. (Objectives 1-3, Assignments from week 1-16)
- To analyze and evaluate the applications of orientalism and colonialism historically and its applications in present day. (Objectives 1-3, Assignments from week 1-16)
- To analyze and evaluate the role of communication in understanding the concepts and applications of Orientalism and Colonialism. (Objectives 1-3, Assignments from week 1-16)

Communication: *Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline(s).*

- To develop and present clear and effective responses to essential questions in oral and written forms relating to the vast multidisciplinary literature on orientalism, colonialism, culture, communication, and the study on diversity. (Objectives 1-3, Assignments from week 1-16)
- To develop and present clear and effective responses to essential questions in oral and written forms relating to the applications of orientalism and colonialism historically and its applications in present day. (Objectives 1-3, Assignments from week 1-16)
- To develop and present clear and effective responses to essential questions in oral and written forms relating to the role of communication in understanding the concepts and applications of Orientalism and Colonialism. (Objectives 1-3, Assignments from week 1-16)

Connection: *Students connect course content with meaningful critical reflection on their intellectual, personal, and professional development at UF and beyond.*

- To connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond as it pertains to the vast multidisciplinary literature on orientalism, colonialism, culture, communication, and the study on diversity. (Objectives 1-3, Assignments from week 1-16)
- To connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond as it pertains to the applications of orientalism and

colonialism historically and its applications in present day. (Objectives 1-3, Assignments from week 1-16)

- To connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond as it pertains to the role of communication in understanding the concepts and applications of Orientalism and Colonialism.

V. Quest Learning Experiences

1. Details of Experiential Learning Component

You will be assigned to a group of 4-5 students. You and the other members of the group are expected to find a member of an organization; preferably a minority (Please see corresponding footnote and scholarly sources for rationale as regards to this particular assignment).³ The person can be from a profit or non-profit organization in a multinational organization. Your group's task will be to **interview them**. This can be done in-person if it is a local organization or company. Or, if it is national or international, you can conduct the interview via Zoom. If you wish to record such interviews, you must first request for verbal consent, and obtain their explicit verbal agreement. If you do not receive such a consent, you need to take careful notes, and perhaps conduct more than one meeting. You can find the participants through conducting research on multinational organizations, or through a business and employment-focused social media platform such as LinkedIn. It is your responsibility to find and contact these individuals.

You will ask them about their experience of subtle colonialism that may occur in a multinational context. If you wish, you can use the definition of White-Collar Colonialism to guide your discussion. White-Collar Colonialism refers to, "The "subtle colonial oppression conducted by international employees toward native employees whether through institutional policies or interpersonal dynamics in a transnational context." (Agoes, 2022). However, you are also free to explore other approaches as long as you discuss it with me so I can help you approach it in the most productive that fulfills the objectives of the course. The ultimate objective of this experiential activity is to get ". . . directly in touch with the realities being studied." (Keeton and Tate, 1978). I want you to explore the dimensions of thought, emotion, and possible threat that can occur in relation to colonialism in the transnational context.

³ This is because minorities (although not always), are often more likely to experience subtle acts of colonialism in multinational organizations or companies. On the other hand, when a multinational company enters a foreign country (For example, Nike enters Indonesia to establish operations), then subtle acts of colonialism can occur from the upper management (in this case the American minority) toward the local Indonesian staff, which constitutes the majority of the workspace population. See "AAA Statement on Race." *American Anthropologist* 100, no. 3 (1998): 712–713; Afisi, Oseni Taiwo. "Neo-Colonialism." The Internet Encyclopedia of Philosophy (IEP), ISSN 2161-0002. Retrieved on May 11, 2023. <https://iep.utm.edu/neocolon/>; Leggett, William H. *The Flexible Imagination: At Work in the Transnational Corporate Offices of Jakarta, Indonesia*. Lanham, MD: The Rowman & Littlefield Publishing Group, 2013; Leggett, William H. "Institutionalizing the Colonial Imagination: Chinese Middlemen and the Transnational Corporate Office in Jakarta, Indonesia." *Journal of Ethnic and Migration Studies* (JEMS). Sussex Centre for Migration Research at the University of Sussex: Routledge (2010).

Further, I want you to:

- Listen to their experiences
- Conduct a reflective observation on those experiences
- Form an abstract conceptualization
- Communicate your findings to the class

2. Details of Self-Reflection Component

The Self-Reflection Learning Component for this class consists of reflecting on the group experiential activity assignment, where students are expected to make active analytical connections with the experiential learning assignment, things discussed in class, as well as the readings. Students will need to approach it in a way that is personally meaningful to them. Students will discuss with their team members and reflect on the experience. They will explore cognition, reflect on their emotions, the emotions of the subject whom they interviewed, and each other's emotions as they conduct this assignment. They will also need to acknowledge any previous learning/experiences that they have had prior to taking this class. Do their experience interviewing a member of this organization refute or strengthen their previous experiences (if any)? If yes, why? If not, why not? Or, if they are unsure, they need to explore that notion of uncertainty. Why are they unsure? They will need to explore their thoughts, feelings, and senses from all possible angles. They must be creative, analytical, and strategic in conducting this assignment.

VI. Required Policies

Attendance Policy

Your attendance and participation in class is significant to your success in the class. Attendance will be taken daily via roll call. Only three absences for whatever reason will be allowed. **Beginning with the 4th unexcused absence, you will lose 20 points per absence off of your final grade.**

An excused absence is possible with a note from a clinic or a doctor, a letter notification for a career interview, or a notification from the Athletic department or other UF department if the student is participating in a UF event. If students are not on present at the start of class, this disrupts the entire class, and students will be considered late. If a student leaves class early, this will also be considered as a 'tardy.'

Three instances of tardiness count as one absence. If a student is only in attendance for under 40 of the 50 minutes of class, the student will be counted as 'absent' and not just 'tardy.'

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

Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center. See the <https://disability.ufl.edu/get-started/> 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.

Course Evaluations

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

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.’ Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult the instructor for this class.” For more information, refer to UF’s Student Conduct & Honor Code, <https://sccr.dso.ufl.edu/students/student-conduct-code/>

Campus Resources

- Health and Wellness

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit <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 <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 <https://shcc.ufl.edu/>

University Police Department: Visit <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 <https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center>

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit <https://gatorwell.ufsa.ufl.edu/> or call 352-273-4450.

- Academic Resources

E-learning technical support: <https://it.ufl.edu/helpdesk/> or call at 352-392-4357 or via e-mail at helpdesk@ufl.edu

Career Connections Center: <https://career.ufl.edu/> or visit the Reitz Union Suite 1300, or call 352-392-1601.

Library Support: Various ways to receive assistance with respect to using the libraries or finding resources. Visit <https://uflib.ufl.edu/find/ask/> or call 866-281-6309 or email ask@ufl.libanswers.com for more information.

Teaching Center: <https://umatter.ufl.edu/office/teaching-center/> or visit 1317 Turlington Hall, 352-392-2010 or to make an appointment call 352- 392-6420. General study skills and tutoring.

Writing Studio: <https://writing.ufl.edu/writing-studio/> Daytime (9:30am-3:30pm): 2215 Turlington Hall, 352-846-1138 | Evening (5:00pm-7:00pm): 1545 W University Avenue (Library West, Rm. 339). Help brainstorming, formatting, and writing papers.

Academic Complaints: Office of the Ombuds; Visit <https://www.sfa.ufl.edu/written-student-complaints> for more information.

Enrollment Management Complaints (Registrar, Financial Aid, Admissions): View <https://em.ufl.edu/> for more information.

Class Recordings

While this is a face-to-face course, some of our sessions may occur over Zoom, around campus, or will be in the form of a pre-taped lecture for you to watch. The dates for these lectures are indicated on the day-by-day part of the syllabus.

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.

Changes to Course Syllabus/Calendar

Dr. Agoes reserves the right to update or change portions of this course syllabus and calendar in order to make the class a better experience for everyone. This may be in response to suggestions from students, from Dr. Agoes’ own observations, or as the result of requirements by the Department, College, or University. Changes will be posted to the course site on Canvas, and also communicated in class.

Right to Privacy

The Family Educational Rights and Privacy Act (FERPA) ensures that student records (for any students over 18 years of age) are kept confidential. Dr. Agoes will not release a student’s grade to anyone other than the student, or school officials who are given permission to view the student’s progress. Anyone other than student (or an approved school official) may not request any information (beyond simple directory information) about a student, their progress, or their status as a student in Dr. Agoes’ class—this includes parents, partners, and other students. For more information, see the University of Florida website for The Family Educational Rights and Privacy Act (FERPA).

Questions, Concerns, Course Problems

If a student has any concern regarding the course, contact Dr. Agoes via immediately. However, please do NOT contact Dr. Agoes for computer, internet and/or Canvas-related problems. Contact the UF Computing Help Desk at (352) 392-HELP [4357], or email to helpdesk@ufl.edu for these matters.

UF Religious Observances Policy

For University of Florida Students, the following guidelines apply: Students, upon prior notification of their instructors, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Students shall be permitted a reasonable amount of time to make up the material or activities covered in their absence. Students shall not be penalized due to absence from class or other scheduled academic activity because of religious observances.

If a faculty member is informed or is aware that a significant number of students are likely to be absent from class because of a religious observance, the faculty member should not schedule a major exam or other academic event at that time. Of special note in the Spring 2025 semester are the periods of Lent and Easter (March 5-April 17), Ramadan (February 28-March 29), and Passover (April 12-20).

A student who is to be excused from class for a religious observance is not required to provide a second party certification of the reason for the absence. Furthermore, a student who believes that they have been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

The UF Religious Holidays Policy is available at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/#religiouholidaystext>