# IDS 2935: The Politics of Nature
## Quest 1: Nature and Culture

# I. General Information

### Class Meetings
- Spring 2025
- 100% In-Person, no GTAs, 32 residential students
- Tuesday | Period 4 (10:40am–11:30am) in FLI 0109
- Thursday | Period 4-5 (10:40am– 12:35pm) in NRN 3035
- 3 Credits

### Instructor

- Amy Chandran
- CSE E550
- *Office Hours*: Tuesday 11:30am – 1.30pm or by appointment
- **Email:** amychandran@ufl.edu


### Course Description
How does our conception of nature shape our political realities and fortunes? While today we are more aware than ever of the pressures posed by limited resources, fragile ecosystems, and rapidly changing climates, the history of political thought reveals a long-standing awareness of the interdependence between diverse conceptions of nature, the political edifice and the mediating force of technological development. What conceptions of nature have thinkers appealed to in political, philosophical and economic discourses? How ought we reconcile a dependence upon nature with the desire and need to control certain forces of nature? In what ways is man shaped by nature, as well as the technologies that shape and mediate our engagement with nature?

This course excavates an array of social, political, philosophical, economic and historical texts and traditions, across three distinct units. It asks fundamental questions about what nature is and how it might be contrasted to the artificial world we create, especially through the political edifice. It traces the relationship and conception of nature from ancient times to the contemporary moment. It offers students an opportunity to gain a wider appreciation of the historical contours that shape many of the most topical challenges of today, including social media, climate change, genetically modified and lab-created foods, and artificial intelligence. By tracing out a set of core concepts, this course surveys the complex dynamics of dependence, control, crisis, and escape, that govern the interplay between humans and their environment.

## Quest and General Education Credit

- Quest 1
- Humanities
- 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.*

*The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning.*

*Course grades have two components. To receive writing requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course.*

## Required Readings and Works

1. Required readings are available as PDFs on Canvas.
2. The writing manual for this course is: *The Economist Style Guide*, 11th edn. (2015). ISBN: 978–1–61039–575–5. This is available as a PDF on Canvas.
3. Materials and Supplies Fees: N/A.

## Course Objectives

1. Identify, describe, and explain the methodologies used across humanities disciplines to examine essential ideas about the politics of nature.
2. Identify, describe, and explain key ideas and questions about the history and practice of politics of nature to the present.
3. Analyse how philosophical, legal, and historical works from antiquity through the early twenty-first century explore the politics of nature.
4. Analyse and evaluate specific accounts of human reaction to concepts that challenge the concept of religious liberty, using close reading, critical analysis, class discussion, and personal reflection.
5. Develop and present clear and effective written and oral work that demonstrates critical engagement with course texts, and experiential learning activities.
6. Communicate well-supported ideas and arguments effectively within class discussion and debates, with clear oral presentation and written work articulating students' personal experiences and reflections on politics of nature.
7. Connect course content with students' intellectual, personal, and professional lives at UF and beyond.
8. Reflect on students' own and others' experience with politics of nature, in class discussion and written work.

# II. Graded Work

## Description of Graded Work

1. **Active Participation and Attendance:** 25%
    a. **Participation:** 20%
        i. An exemplary participant shows evidence of having done the assigned reading before each class, consistently offers thoughtful points and questions for discussion, and listens considerately to other discussants. See participation rubric below.
        ii. Discussion boards on canvas will be opened each week. Students should post at least once every two weeks at a minimum. Posts can include questions prompted by the readings, comments about the readings or their contemporary relevance.

    b. **Class Attendance:** 5%
        i. On-time class attendance is required for this component of the course grade. You may have two unexcused absences without any penalty, but starting with the third class missed your grade will be affected. Starting with the third unexcused absence, each unexcused absence reduces your attendance grade by 2/3: an A- becomes a B, and so on.
        ii. Except for absence because of religious holiday observance, documentation is required for excused absences, per university policy. Excessive unexcused absences (10 or more) will result in failure of the course. If you miss 10 or more classes (excused or not), you will miss material essential for successful completion of the course.

2. **Experiential Learning Component:** 10%
    During the semester students will attend a lecture of their choice relating to the core themes of the course, including (but not limited to) nature, the environment, innovation or technology. Students will provide a written reflection on the conception(s) of nature underlying the philosophic and political arguments made during the talk. An assignment sheet will be posted to canvas with more details. Students are encouraged to post to the "Related Lectures" discussion page on canvas with details of any talk that may be relevant. The assignment will be due by April 11 (however, students who complete it earlier in the semester are welcome submit it earlier).

3. **In-class Reading Quizzes:** 20%
    a. Reading quizzes will be administered at the start of class, five times throughout the semester. They will test the student's knowledge of the readings assigned for that week; they will contain short-answer, true/false, and, or multiple-choice questions. There will be at least one test per unit and two extra (bonus) quizzes sometime during the semester. The quizzes are designed to test reading preparation for class and only require reading and thinking through the assigned material before class. The grade will be calculated by dropping the lowest reading quiz score for the semester (the four best will be worth 5% each). See grading rubric below.

4. **Analytical Paper:** 20%
    a. The midterm paper of 1500 words will be due March 14. Prompts will be based on the first half of semester and provided to students a month before the paper is due.

b. Professor will evaluate and provide written feedback, on all the student's written assignments with respect to grammar, punctuation, clarity, coherence, and organization.
c. You may want to access the university's Writing Studio. An additional writing guide website can be found at OWL. See Writing Assessment Rubric on syllabus.

**5. Final Presentation: 25%**

a. Students will work in small groups to stage a fictional debate on a contemporary issue that challenges conceptions of nature—such as transhumanism, lab-generated meat, space exploration etc.
b. This assignment can take the format of a live in-class debate, a recorded scene, a song, a play, etc. Creativity is encouraged.
c. Students will be required to present their assignments in classes from Week 11-13. In addition to the in-class component, students will submit either a recording or a written script of their presentations on Canvas.
d. Students will submit a 500-word analytical statement summarizing the presentation's core arguments within a week of the presentation.
e. Students will be required to cite and quote the course readings in their debates. More information will be provided one month before the assignment is due.

# III. Annotated Weekly Schedule

## UNIT 1: NATURE AND THE CONTEMPORARY CHALLENGE

### WEEKS ONE: WHAT IS NATURE?
**14, 16 JANUARY**

What ideas of nature have proven influential at different points of history? This week, to introduce different themes of the course, we will read two contrasting works from 1909 that speak to the potential impacts on human society and its experience of the natural world as technologies develop. We will consider what kinds of concerns and hopes have taken shape as our approaches to nature have evolved and read a lecture surveying the development of this concept.

Readings (39 pages):

**Tuesday**: Introduction (No Readings)
**Thursday:**

- E.M. Forster, 'The Machine Stops', *The Cambridge and Oxford Review*, (1909).
- Filippo Tommaso Marinetti, 'The Futurist Manifesto–(1909)' in *Documents of 20th Century Art: Futurist Manifestos*. trans. Umbro Apollonio (New York, 1973), pp. 19–24.

## NATURE AT THE ORIGINS: SUBSTANCE, HARMONY, DOMINION, AND GOVERNMENT

(Reading Quiz #1)

### WEEK TWO: SUBSTANCE AND THE THEORY OF THE FORMS

**21 & 23 JANUARY**

This week we take account of early Greek philosophical views of nature or *physis*. We start with Plato's theory of the forms, via his famous allegory of the cave—nature, or the true essence of being is seen to subsist in a realm beyond our everyday lived experience. We then turn to the distinct account of nature offered by Aristotle. We examine this account by way of reference the four causes, as well as his contrast between the natural and the artificial.

*Readings (50 pages):*

Tuesday:

- Plato, *The Republic*, trans. Allan Bloom, (BasicBooks, 1991) Book VIII, 193-220.

Thursday:

- Aristotle, *Physics*, Bk I.1, Bk II. 1-5.
- Aristotle, *Metaphysics*, Bk V.2.

### WEEK THREE: CREATION, HARMONY, AND WORSHIP OF NATURE

**28 & 30 JANUARY**

Humanity's oldest interactions with untamed nature approached the natural world as divine. This week we will examine the view that developed across various pagan traditions. We will also contrast this with the Christian conception of nature as created, which displaced these traditions. We will examine how these respective visions differ and the significance for the question of whether man is a part of, or separate from, nature.

*Readings (53 pages):*

Tuesday:

- Virgil, *Georgics*, Book I. Lns 1-514.
- Thomas Carlyle, 'The Hero as Divinity. Odin. Paganism: Scandinavian Mythology', *On Heroes, Hero-Worship, and the Heroic in History*, eds. David R Sorensen and Brent E. Kinser (New Haven, 2013), pp. 21–50.

Thursday:

- *The Bible*: Genesis I–III.
- G.K. Chesterton, *The World St Francis Found* (New York, 1924) pp. 25–52.

### WEEK FOUR: GOVERNMENT, PRIVATE PROPERTY & STATES OF NATURE

**4 & 6 FEBRUARY**

Are humans naturally political? And is private property natural? Week 4 survey treatment of these debates, both in pre-Christian and later Christian accounts. We consider both Aristotle's account of man as a political animal and the question of the naturalness of government with respect to 'the fall'—the Christian teaching that an 'original sin' brought about changes to the initial order established by God. Theologians from Augustine to Aquinas, asked whether government would have been necessary or existent in the state of 'original innocence' or 'pure nature.' Closely connected to questions of 'dominion,' the existence or absence of a 'government' prior to the fall held implications for how closely tied the political realm might be to questions of man's sinfulness and, or salvation. Moreover, the complex consideration of various 'states' of nature, can readily be seen as a precursor to image of the 'state of nature' that would famously appear at the advent of modern political thought in Thomas Hobbes's landmark work, *Leviathan*. The second debate over the naturalness of property—can property be secured prior to the establishment of government? Is private property 'natural'? If many writers argued that the possibility of private property was tied up with the establishment of government, how did this shape their understanding of natural sociability?

Readings (49 pages):

**Tuesday:**

- Aristotle, *Politics*, 2nd ed. trans. Carnes Lord, (Chicago, 2013) Book I, ch 1-12, pp. 1-21;
- Thomas Aquinas, *Summa Theologica*, trans. Fathers of the English Dominican Province, (New York, 1948) pars I, Q96, a.1-4. Pars. II-II, Q 66 a1-2.

**Thursday:**

- Francisco Suárez, 'What Kind of Corporeal or Political Life Men Would Have Professed in the State of Innocence'. trans. Matthew Gaetano, *Journal of Markets and Morality* 15 (2012), pp. 541–563.
- John Locke, 'Chapter V–On Property', *The Second Treatise on Government, ed.* C.B. Macpherson (Indianapolis, 1980), pp. 18-30.

## UNIT 2: "NEW WORLDS" AND "NEW SCIENCE" —NATURE UNDER THE MICROSCOPE

(Reading Quiz #2)

### WEEK FIVE: ACROSS THE SEA AND THROUGH THE TELESCOPE

**11 & 13 FEBRUARY**

With the discovery of 'new worlds' abroad and the new developments in the natural sciences, the idea that of nature came under scrutiny. Scientists, philosophers, and theologians alike doubted whether a natural order could be readily accessed and began to look for new ways to theorize the natural world.

Readings: (60 pages)

**Tuesday:**

- Michel de Montaigne, "Of Cannibals" in *Selected Essays,* trans, Donald M. Frame, (New York: Classics Club by Walter J. Black, 1943) pp. 73-92.
- Galileo Galilei, "Dialogue Concerning the Two Chief World Systems," trans Stillman Drake, (University of California Press, 1967).

**Thursday:**

- Francis Bacon, *Novum Organum*, ed. Joseph Devey, M.A. (New York, 1902) Preface & aphorisms I-LXXII.
- Francis Bacon, *New Atlantis*, ed Gerard B. Wegemer (Dallas, 2020), 3-43.

### WEEK SIX: THE SCIENTIFIC PREMISE AND THE NATURALISTIC FALLACY

**18 & 20 FEBRUARY**

Hobbes's 'State of Nature' reflected a wider transformation in political and moral thinking. Among the key propagators of this of an alternative vision were Francis Bacon, Rene Descartes, and Sir Isaac Newton. In the eighteenth century, the challenge took on greater clarity in Hume's articulation of skepticism and what would came to be known as 'the naturalistic fallacy.' In his analysis of human understanding Hume stressed that nature is value free and that alternative approaches would be required to come to moral and political consensus.

Readings (50 pages):

**Tuesday:**

- Descartes, *Discourse on Method*, (Liberty Fund Online) Part. V.
- Thomas Hobbes, Leviathan, ed. Richard Tuck, (Cambridge: Cambridge University Press, 1996). The Introduction – Ch. 5, pp. 9-37; Chapter 13-14, pp. 86-100.

**Thursday**

- Isaac Newton, *Opticks: or a Treatise of the Reflections, Refractions, Inflections and Colours of Light* (1721) 372-82.

- David Hume, 'The Sceptic,' *Essays Moral, Political and Literary,* (Liberty Fund, 1987), 160-80.

## WEEK SEVEN: THE ROMANTIC COMPLAINT AND A RETURN TO NATURE
### 25 & 27 FEBRUARY

The radical upheaval instigated by seventeenth century innovators did not go wholly unchallenged. One important reply was voiced by Jean-Jacques Rousseau, who suggested that the eclipse of nature had been calamitous. Rousseau's account of nature, however, marked a turn toward the consideration of nature as historically defined and understood. Although holding forth the virtues of a rustic crudeness, Rousseau also recognized the impossibility of a return to any natural beginnings. We will compare Ralph Waldo Emerson's transcendentalist writing on nature (influenced by Rousseau), which reassert the value of nature amid the unfolding array of modern transformations.

Readings (66 pages):

- Jean-Jacques Rousseau, Excerpts from 'The First Discourse', in *The Major Political Writings of Jean-Jacques Rousseau*, trans. and ed. John T Scott, (Chicago, 2012), pp. 7-35.
- Jean-Jacques Rousseau, Excerpts from 'The Second Discourse', in *Idem*, pp. 65-81.
- Ralph Waldo Emerson, "Nature," in *Collected Works of Ralph Waldo Emerson*, eds. Robert E. Spiller and Alfred R. Ferguson (Cambridge, 1971) 7-29.

## WEEK EIGHT: NATURE AND HISTORICAL PROGRESS––OVERCOMING NATURE
### 4 & 6 MARCH

From this new view of nature, a new political and moral project gradually developed. Nature, working upon history, revealed the possibility of progress, rather than the value of any fixed set of truths. The difficulty posed by man's natural condition was subtly transformed. Emboldened by the advances of the Enlightenment, thinkers proposed new heights for human progress and a new vision of the political achievements that might be possible.

Readings (36 pages):

- Nicholas de Condorcet, 'Sketch for a Historical Picture of the Progress of the Human Mind: Tenth Epoch', trans. Keith Michael Baker, *Daedalus* 133 (2004), pp. 65–82.
- Immanuel Kant, 'Idea for a Universal History with a Cosmopolitan Purpose', *Political Writings,* ed. H.S. Reiss, trans. H.B. Nisbit (Cambridge, 1991), pp. 41-53.
- Immanuel Kant, 'An Answer to the Question: What is Enlightenment?' in *idem*, pp. 54-60.

## WEEK NINE: INDUSTRIALIZATION AND THE MACHINE
### 11 & 13 MARCH

As the age of Enlightenment and industrialization took hold social commentaries increasingly lamented the 'war with rude Nature' that marked the new 'mechanical age' unfolding. This week we take account of the

various ways in which nineteenth-century writers diagnosed the changes—not only with respect to the demise of metaphysical and moral science, but especially in the realm of politics where it was feared the mechanical spirit had also taken hold.

Readings (42 pages):

**Tuesday:**

- Thomas Carlyle, 'Signs of the Times', in A Carlyle Reader: Selections from the Writings of Thomas Carlyle, ed. G.B. Tennyson (Cambridge, 2001), 31-54.
- Samuel Butler, 'Darwin Among the Machines', in The Press (13 June 1863) 180-4.

**Thursday**

- Karl Marx, excerpts from '1844 Manuscripts;' 'German Ideology' in *Marx and Engels Collected Works* (International Publishers, New York, Lawrence and Wishart, London, and Progress Publishers, Moscow) volumes 1 – 35.

**[SPRING BREAK]**

## UNIT 3: THE NATURAL & THE ARTIFICIAL — THE CONTEMPORARY CHALLENGE

(Reading Quiz #3)

### WEEK TEN: THE DIFFICULTY OF TECHNOLOGICAL PROGRESS

**25 & 27 MARCH**

This week we turn to two twentieth century authors who perceptively captured the ineluctable force of progress and technological development. Both Weber and Heidegger diagnose a new relation to technology, and accordingly, to nature. Each provides interesting insight into how questions of control, mastery, freedom, and truth shape the new stance towards any enduring conception of 'nature.'

Readings (52 pages):

**Tuesday**

- Max Weber, 'Science as a Vocation', in *From Max Weber: Essays in Sociology*, trans. and eds. H.H. Gerth and C. Wright Mills (Oxford, 1946), pp. 129–56.

**Thursday**

- Martin Heidegger, *The Question Concerning Technology and other Essays*, ed. William Lovitt (New York, 1977), 3-36.

### WEEK ELEVEN: CLIMATE CHANGE, FATALISM AND CONTEMPORARY THREATS & THE NEED FOR ROOTS

**1 & 3 APRIL**

This week we survey responses to the difficulties posed by the 'eclipse' of nature in the twentieth century. The readings invite reflection on how the built environment, the economic edifice, and the modes of modern life enhance or detract from human community and flourishing. We turn to the pressing difficulties posed by urgent environmental challenges of today. How are these contemporary crises and their political presentation, shaped by man's overall understanding of nature and its political dimensions?

Readings (43 pages):

- David Runciman, 'Optimism, Pessimism and Fatalism' in Nature, Action and the Future, ed. Katrina Forester, Sophie Smith, (Cambridge: Cambridge University Press, 2018), pp. 202-20.
- Wendell Berry, *The Unsettling of America: Culture and Agriculture* (San Francisco, 1977), pp. 3-14.
- William Cronon, "The Trouble with Wilderness: or back to the wrong nature," *Environmental History*, Vol. 1, No. 1 (January, 1996), pp. 7-28

### WEEK TWELVE: ALIENATION FROM THE EARTH AND SPACE TRAVEL

**8 & 10 APRIL**

This week we will turn to a different formulation of the complaint brought on by recent advances in tech—the alienation experienced by man from his own planet. Although difficult to imagine, this shift in the

conditions of "nature" presents one of the most dramatic and marked threats to present understandings of nature. The idea that we might discover solutions to contemporary challenges by escaping or constructing the conditions for life on another planet, highlight the shifting visions of history, nature, and power in a new and transformative consensus.

Readings (44 pages):

- Hannah Arendt, *The Human Condition* (Chicago, 1958), 248-57.
- Bruno Latour, "We don't seem to live on the same planet: a fictional planetarium," *Walker: Different Designs for the Future*, (2016) https://walkerart.org/magazine/bruno-latour-we-dont-seem-to-live-on-the-same-planet-a-fictional-planetarium/

Assignment: **11 April, Experiential Learning Reflection Due**

## WEEK THIRTEEN: RE-CONSTRUCTING A SOCIAL AND POLITICAL SPHERE––OUR NEW SHARED SPACES
**15 & 17 APRIL**

This week we turn to rapid developments in the realm of social media and the development of increasingly artificial interfaces in the production of human interactions. We will be asking whether and how human 'nature' is shaped or changed by these developments, and whether these yield the promised improvements for human convenience and commodiousness.

- Antón Barba-Kay, *A Web of Our Own Making*, (Cambridge: Cambridge University Press 2023), 1-21.
- Byung-Chul Han, *Into the Swarm*, trans Erik Butler (Cambridge: The MIT Press, 2017), 1-14, 37-43, 45-9, 51-61.

## WEEK FOURTEEN: FINAL CLASS

To conclude the seminar, we will finish with a discussion of the themes of the semester and take stock of the competing conceptions of nature at the heart of politics.

# 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. Student Learning Outcomes (SLOs)

At the end of this course, students will be expected to have achieved the Quest the General Education student learning outcomes for Humanities (H).

Humanities (H) Humanities courses must afford students the ability to think critically through the mastering of subjects concerned with human culture, especially literature, history, art, music, and philosophy, and must include selections from the Western canon.

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

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

- Identify, describe, and explain the methodologies used across humanities disciplines to examine essential ideas about the politics of nature (Quest 1, H). **Assessment**: midterm exam, analytical essay, in-class reading quizzes.
- Identify, describe, and explain key ideas and questions about the history and practice of politics of nature to the present (Quest 1, H). **Assessment**: midterm exam, analytical essay, in-class reading quizzes.

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

- Analyse how philosophical, legal, and historical works from antiquity through the early twenty-first century explore the politics of nature (Quest 1, H). **Assessment**: analytical essay, midterm exam.
- Analyse and evaluate specific accounts of human reaction to concepts that challenge the concept of religious liberty, using close reading, critical analysis, class discussion, and personal reflection. (Quest 1, H). **Assignments**: analytical essay, discussion questions, midterm exam.

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

- Develop and present clear and effective written and oral work that demonstrates critical engagement with course texts, and experiential learning activities (Quest 1, H). **Assessments:** experiential learning interview report and discussion, analytical essay, midterm exam.
- Communicate well-supported ideas and arguments effectively within class discussion and debates, with clear oral presentation and written work articulating students' personal experiences and reflections on politics of nature (Quest 1, H). **Assessments:** active class participation, experiential learning component, discussion questions.

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

- Connect course content with students' intellectual, personal, and professional lives at UF and beyond. (Quest 1). **Assessments:** experiential learning component, analytical paper, discussion questions.
- Reflect on students' own and others' experience with politics of nature, in class discussion and written work (Quest 1). **Assessments:** experiential learning component, analytical paper, discussion questions.

# VI. Quest Learning Experiences

## 1. Details of Experiential Learning Component

During the semester students will attend a lecture of their choice relating to the core themes of the course, including (but not limited to) nature, the environment, innovation or technology. Students will provide a written reflection on the conception(s) of nature underlying the philosophic and political arguments made during the talk. An assignment sheet will be posted to canvas with more details. Students are encouraged to post to the "Related Lectures" discussion page on canvas with details of any talk that may be relevant. The assignment will be due by 15 November (however, students who complete it earlier in the semester are welcome submit it earlier).

## 2. Details of Self-Reflection Component

Self-reflection is built into many of the assignments, primarily through the reading questions that students create, the analytic essay assignment, and the politics of nature experiential learning assignment. In these opportunities for self-reflection offered by specific activities throughout the course, students will reflect on the broader implications of the themes of the course, considering the impact to themselves and/or to a wider community.

# VII. Required Policies and Helpful Guidelines

### 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.