

**IDS 2935 Global Asia: Migrations, Borders, Diasporas
Fall 2022**

Lectures: MW Period 7 (1:55–2:45 pm), FLG (Florida Gym) 0280
Discussions: F Period 6/7/8

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("Japanese immigrants examined by US immigration officials at Angel Island Immigration Station, 1931," National Archives, Washington DC)

Quest 1 Theme: Identities

Primary Gen Ed Designation: Humanities (H)

Secondary Gen Ed Designation: International (N)

Writing Designation (WR): 2000 words (Primary Source Analysis, Oral History Reflection, and Final Capstone Project)

I. Course Description

Why have people migrated in the past, and why do they migrate today? What political, social, economic, and personal factors have shaped the causes and effects of migration, and have they changed or remained constant over time? How does migration shape identity, and how do identities, in turn, shape individual experiences of migration?

This course traces the modern history and cultures of Asian migrations, from the seventeenth century to the present. Between 1840 and 1940, more than twice as many people migrated within and from Asia as from Europe to the Americas; yet, Asian migration remains less well understood. Students will learn how Asian migrations were and continue to be central to such phenomena as borders, citizenship, and refuge-seeking. Students will explore how the patterns of Asian mobility and belonging both shaped and were shaped by global historical phenomena including colonialism, capitalism, wars, nation-building, and globalization. Moreover, current debates over immigration reform, assimilation, deportation, and citizenship often lack historical perspective. Students will evaluate what a multidisciplinary approach to migration might contribute to current debates over migration and belonging, both in the United States and globally. In addition to offering an overview of large-scale patterns, the course encourages students to consider how these developments shaped individual lives and identities. To that end, students will engage with a broad range of historical sources, including autobiographies and memoirs, government reports, newspapers and other popular media, court cases, travel guides, and oral history interviews.

As a Quest course, it aims to provide the historical, humanistic, and global skills for students to think critically about and engage in current debates over immigration reform, assimilation, deportation, and citizenship. Students will learn how to historically analyze primary sources and consider the benefits and limitations of different genres of primary sources for understanding the experiences of migrants on individual, regional, and global scales. Students will learn through first-hand experience by engaging archival sources at the UF Library's Latin American and Caribbean Special Collections and by designing and executing their own oral history interview of an individual migrant.

Course Materials

Required books:

1. Grace M. Cho, *Tastes Like War: A Memoir* (The Feminist Press at the City University of New York, 2021)

Recommended writing manuals:

1. Patrick Rael, "Reading, Writing, and Researching for History: A Guide for College Students," available at <https://courses.bowdoin.edu/writing-guides/>

*All other course materials are available on Canvas.

II. General Education Objectives and SLOs

Humanities Objectives

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.

These objectives will be accomplished by:

- Examining the dynamic relationship between Asian migrations, borders, and diasporic identities from the seventeenth century to the present through lectures, case studies, readings, discussions, and workshops
- Assessing the disciplinary approaches and theoretical frameworks that scholars have used to study migration and identity
- Engaging in oral history training to reflect on how their own understandings of migration compare to the personal accounts of individual immigrants
- Reflecting on how knowledge is produced and how historians use primary sources to interpret the past
- Analyzing a range of historical, legal, literary, and visual sources
- Evaluating primary and secondary sources for their strengths, weaknesses, and biases for understanding migration on large- and individual scales

Humanities SLOs

Identify, describe, and explain the history, underlying theory and methodologies used in the course (**Content**). Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (**Critical Thinking**). Communicate knowledge, thoughts and reasoning clearly and effectively (**Communication**). Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (**Connection**).

At the end of this Quest 1 course, students will be able to:

- Identify the evolution of Asian migrations in global history and explain how large-scale migration patterns impacted the lives of individuals (Content)
- Describe the interconnected dynamics of Asian mobility, border regulation, and the formation of diasporic identities (Content)
- Analyze and assess historical documents and scholarly studies on global Asia, migrations, and diasporas (Critical Thinking)
- Formulate clear, cogent, and effective oral and written arguments with supporting empirical evidence on issues related to immigration reforms, border control, social identity, and citizenship (Communication)
- Listen actively to diverse migrant perspectives and ask insightful questions (Communication)

- Reflect on how migrations have shaped the construction of social identities in their own lives (Connection)

International Objectives

International courses promote the development of students' global and intercultural awareness. Students examine the cultural, economic, geographic, historical, political, and/or 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/or social systems and beliefs mediate their own and other people's understanding of an increasingly connected world.

These objectives will be accomplished by:

- Exploring the global history of Asian migrations from the seventeenth century to present, using case studies from Southeast Asia, Africa, Latin America, Europe and the United States
- Discussing how global historical processes, including maritime exploration, colonialism, capitalism, wars, nation-building, and globalization, have shaped patterns of mobility and belonging
- Evaluating the disciplinary frameworks and theoretical models that scholars use to study migration at local, regional, national, and global scales
- Assessing how cultural, economic, political, and social systems have shaped and continue to shape migration patterns and experiences of migrants
- Comparing how Asian migrations shaped the historical relationship between Asia and the world to the history of Asian Americans
- Reflecting on what a historical perspective on global Asia can add to contemporary debates on immigration reform, border control, assimilation, citizenship, and identity formation

International SLOs

Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world (Content). Analyze and reflect on the ways in which cultural, economic, political, and/or social systems and beliefs mediate understandings of an increasingly connected contemporary world (Critical Thinking).

At the end of this Quest 1 course, students will be able to:

- Identify and describe the evolution of Asian migrations as they related to global historical, cultural, economic, and political processes, from the seventeenth century to the present (Content)
- Analyze how globalization and the legacies of colonialism have shaped Asia, migration, and diasporic identities (Critical Thinking)
- Assess current debates on immigration reforms and border control from a historical and global perspective (Critical Thinking)

III. Graded Work

A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U. Feedback on all assignments will be provided electronically.

Primary Source Analysis (15%) – Due date: Monday, September 26

Choose one primary source we have read together so far (or analyzed together during lecture; examples will be provided on Canvas) and write a short analysis. First, describe its contents: what type of source is it, who created it, and when was it created? What language is it written in, and what key terms or concepts does the source use? Next, analyze its context: why was the source made, and what message is the author trying to get across? What do and can you know about the people who made the text, and the people who are described in it? Finally, evaluate the perspective the source is written from. What are the possibilities and limitations of the source for understanding the people, places, and events that are mentioned? **(WR - 500 words)**

*Feedback on your analysis will be provided by Monday, October 10.

Midterm Exam (20%) – Wednesday, October 5

The in-class midterm will consist of ID terms and a short essay. A study guide will be provided a week prior to the midterm. There will be an in-class review session on Monday, October 3.

Reading Reflection (15%) - Due date: Monday, November 7

Write a reading reflection on *Tastes Like War*. The reflection should be both descriptive and analytical, succinctly summarizing the arguments in the monograph and offering insightful observations about the major themes explored. A model reflection will draw connections from our lectures and class discussions to supplement your analysis. The assignment should be double-spaced, 12-point font, and approximately three pages. **(WR – 750 words)**

*Feedback on your written assignment will be provided by Monday, November 21.

Capstone Project (40%) - Due dates: Monday, November 14 & Friday, December 9

You will conduct an oral interview (of at least 30 minutes) with someone who either emigrated from Asia or is the child of an emigrant. On either Week 9 or 10 (TBD), we will receive training from the Samuel Proctor Oral History Program on how to conduct effective and ethical interviews. During Weeks 8 and 11, you will identify, read, and discuss oral history interviews with Japanese and Vietnamese migrants, respectively, in Friday discussion sections. By November 14, you will draft and submit preliminary questions for your interview.

Students are encouraged to speak to family, friends, or neighbors to complete this assignment, but the instructor can also refer them to local organizations that can provide contacts. In addition to conducting the interview for the capstone project, you will write an essay that is both analytical and reflective. For the analytical component, you should use transcribed quotes from the interview to highlight how it relates to themes we have covered in the course. For the self-reflection portion, you will trace your own intellectual and personal journey as a student, researcher, and interviewer, and reflect on how your understanding of the relationship between migration and identity have shifted over time. **(WR – 1000 words)**

- i) Preliminary Questions (5%) due: Monday, November 14
- ii) Capstone Project (35%) due: Friday, December 9
*Feedback on your capstone project will be provided electronically by the end of finals.

Attendance (5%)

This class consists of lectures and smaller discussion sections. Attendance is required for both. You are permitted two “personal days” or discretionary, unexcused absences without penalty. Additional unexcused absences will impact your final grade.

Participation (5%)

Consistent informed, thoughtful, and considerate class participation will be evaluated during weekly discussion sections according to the rubric below. Participation includes informed and thoughtful contributions, as well as engagement in group work. Students are expected to complete the weekly readings by each Friday, and come prepared to exchange questions, explanations, and viewpoints about readings and important debates. If your attendance or participation is < 70%, the instructor/teaching assistant will inform you at the end of Week 7. You must schedule a meeting with the instructor during office hours to discuss ways to improve your class participation. If you have personal issues that prohibit you from joining freely in class discussion, (e.g., shyness, language barriers, etc.), please see the instructor / teaching assistant as soon as possible to discuss alternative modes of participation.

Grading Scale

A	94 – 100% of possible points	C	74 – 76.9 %
A-	90 – 93.9 %	C-	70 – 73.9 %
B+	87 – 89.9 %	D+	67 – 69.9 %
B	84 – 86.9 %	D	64 – 66.9 %
B-	80 – 83.9 %	D-	60 – 63.9 %
C+	77 – 79.9 %	E	<60 %

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

IV. Weekly Course Schedule

Week 1 **Introductions and Course Overview**

8/24 Introduction and Syllabus Review

8/26 Discussion:

1. Connie Hanzhang Jin, “Six Charts that Dismantle the Trope of Asian Americans as a Model Minority,” *NPR* (May 25, 2021).
2. Amy Chua, “Why Chinese Mothers are Superior,” *Wall Street Journal* (January 8, 2011).

Week 2 **Early Modern Asian Mobilities**

8/30 Zheng He: Chinese Empires and Circulations Before Columbus

9/1 From Ming to Qing: Taiwan as Colony and Identity Formation

9/3 Discussion:

1. Tonio Andrade, “A Chinese Farmer, Two African Boys, and a Warlord: Toward a Global Microhistory,” *Journal of World History* 4 (2010): 573–591.
2. Yu Yonghe, “Small Sea Travelogue” (1697), 261–280.

Week 3 **Migration in the Age of (Industrial) Empire**

9/5 No Class (Labor Day)

9/7 Indian Indenture and the Post-Emancipation Caribbean

9/9 Discussion:

1. “Fazal,” in Noor Kumar Mahabir, *The Still Cry: Personal Accounts of East Indians in Trinidad and Tobago during Indentureship (1845–1917)* (Calaloux Publications, 1985): 47–60.

Week 4 **Pacific Crossings**

9/12, 14 Transpacific Chinese Migration and the Rise of Exclusion

9/16 Discussion:

1. Nayan Shah, “Public Health and the Mapping of Chinatown,” in Jean Yu-Wen Shen Wu and Thomas Chen, eds., *Asian American Studies Now: A Critical Reader* (Rutgers University Press, 2010): 168–192.
2. Thomas Logan, “The Chinese and the Social Evil Question” (1871): 44–48.

Week 5 **Emergence of Global Border Regimes**

9/19, 21 Chinese Exclusion and the Global Rise of Borders

9/23 Discussion:

1. Erika Lee, “Enforcing the Borders: Chinese Exclusion along the U.S. Borders with Canada and Mexico, 1882–1924,” *The Journal of American History* 89:1 (2002): 54–86.
2. Samuel Gompers, “Meat Vs. Rice:

Week 6 **Gender and Intimate Labor Migrations**

9/26, 28 Sex as Work and Transnational Marriages

9/30 Discussion:

1. Sandy Chang, "Intimate Itinerancy: Sex, Work, and Chinese Women in Colonial Malaya's Brothel Economy, 1870s–1930s," *Journal of Women's History* 33:4 (2021): 92–117.

Primary Source Analysis (15%) – Due date: Monday, September 26

Week 7 Review Session and Midterm

- 10/3 Review Session
 10/5 Midterm (In-class)
 10/7 No class (Homecoming)

Week 8 Japanese Incarceration in History and Memory

- 10/10, 12 Japanese-Americans Between Two Empires
 10/14 Discussion:
 1. Luise White, "Telling More: Lies, Secrets, and History," *History and Theory* 39 (2000): 11–22.
 2. Select, listen to, and analyze one oral history interview with a Japanese American from the list of online databases provided.

Week 9 Cold War (Im)mobilities

- 10/17, 19 US Military Camptowns, Korean Women, and Postwar Migrations
 10/21 Discussion:
 Grace Cho, *Tastes Like War*, 1–121.

Week 10 The Vietnam War and the Rise of "Refugees"

- 10/24, 26 "Asian American" Identity and Southeast Asian Migrations
 10/28 Discussion:
 Grace Cho, *Tastes Like War*, 127–279.

Week 11 "Asian American" in the U.S. South

- 10/31 Food, Memory, and Identity in the U.S. South
 11/2 Film Screening: "The Search for General Tso" (2014, 73 mins.)
 11/4 Discussion:
 1. Thuy Lin Tu, "America's Vanishing Kingdom," *New York Times* (April 5, 2022).
 2. Select, listen to, and analyze one oral history interview from one of the following three sources:
 a. "The Vietnamese American Oral History Project" (UC Irvine)
 b. "Asian American History Project" (Samuel Proctor Oral History Program, UF)
 c. Hmongumentary (Podcast)

Week 12 Asia's "Economic Miracle" and Global Care Chains

- 11/7 Film Screening: "Nailed It" (2017, 59 mins.)
 11/9 Reading:
 1. Sarah Maslin Nir, "The Price of Nice Nails," *New York Times* (May 7, 2015).

11/11 2. Rachel Aviv, "The Cost of Caring," *The New Yorker* (April 4, 2016).
No class

Reading Reflection on *Tastes Like War* (15%) - Due date: Monday, November 7

Week 13 Cosmopolitan Cities: Rural to Urban Migrations

11/14 Globalization in China: Supply Chains, Rural Migrants, and the Hukou System

11/16 Film Screening: *The Last Train Home* (2009, 85 mins.)

11/18 Discussion:

1. Eric Florence, "How to Be a Shenzhener: Representations of Migrant Labor in Shenzhen's Second Decade," in Mary Ann O'Donnell, Winnie Wong, and Jonathan Bach, eds., *Learning from Shenzhen: China's Post-Mao Experiment from Special Zone to Model City* (University of Chicago Press, 2017), 86–103.

Preliminary Questions (5%) due: Monday, November 14

Week 14 Thanksgiving Week

11/21, 23, 25 No class (Thanksgiving)

Week 15 Limits to and Possibilities of "Asian America"

11/28, 30 Citizenship, Class, and the Model Minority

12/2 Discussion:

1. Jay Caspian Kang, "The Myth of Asian American Identity," *The New York Times Magazine* (October 18, 2021).
2. E. Tammy Kim, "The Perils of 'People of Color,'" *The New Yorker* (July 29, 2020).

Week 16 Conclusions

12/5, 7 "Global Asia" in the Age of Covid-19

Capstone Project (40%) - Due date: Friday, December 9

V. Writing Requirement Statements

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The instructor will evaluate and provide feedback on all of the student's written work with respect to grammar, punctuation, clarity, coherence, and organization. WR 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. Specific guidelines for individual assignments will be provided during the course of the semester. In general, the instructor will evaluate you using the rubric in the appendix below. In this course, your Primary Source Analysis, Oral History Reflection, and Capstone Project will meet this course's writing requirements.

VI. Quest Learning Experiences

Experiential Learning Component

In this course, students will have many opportunities for experiential learning. First, they will work hands-on with course instructors and librarians to explore UF library's Cuban Collections. They will be introduced to primary sources related to the experiences of the Chinese in Cuba, including nineteenth-century indentured labor contracts and letters of correspondence. For their first assignment, they will learn the craft of a historian, writing a critical analysis based on the Cuban Collections. Second, students will work collaboratively to construct their own archives of migrant stories. They will receive training on conducting ethical oral interviews in a workshop with the Samuel Proctor Oral History Program, where they will work collaboratively to identify interviewees and develop interview questions. They will also listen to and analyze oral history interviews about migration from at least two digital archives. They will see how historians have formulated interviews and discuss the benefits of using oral histories as a primary source. For their capstone project, students will conduct an oral interview of their own with someone who emigrated from Asia or is a child of an emigrant. In this way, they experience the power of engaged storytelling while fostering ties with local communities.

Self-Reflection Component

Throughout their training in critical historical inquiry, students will reflect on their impressions of primary and secondary sources. In discussions and written assignments, they will document their thoughts on and reactions to course content, and more broadly, on how the themes of Asian migration and identities impact their own lives. In their capstone project, the self-reflection essay requires students to reflect on their own journey, as a student, researcher, and interviewer, in understanding how the world is interconnected, and how the relationship between migration and identity relate to their own lives.

VII. Quest 1 Program Description, Objectives, and SLOs

Quest 1 Program Description

Quest 1 courses are multidisciplinary explorations of essential questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? Quest 1 students grapple with the kinds of open-ended and

complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world. They apply approaches from the humanities to mine works for evidence, create arguments, and articulate ideas.

Quest 1 Objectives

Quest 1 courses address the history, key themes, principles, terminologies, theories, or methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition. Students learn to identify and analyze the distinctive elements of different arts and humanities disciplines, along with their biases and influences on essential questions about the human condition. These courses emphasize clear and effective analysis and evaluation of essential questions about the human condition from multiple perspectives. Students reflect on the ways in which the arts and the humanities impact individuals, societies, and their own intellectual, personal, and professional development.

Quest 1 SLOs

Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course. (Content) Analyze and evaluate essential questions about the human condition, using established practices appropriate for the arts and humanities disciplines incorporated into the course. (Critical Thinking) Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course. (Communication) Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond. (Connection)

VIII. Course Policies

Attendance & Participation

Attendance is mandatory and will be assessed by roll call. Students will be allowed two unexcused absences during the semester without impact to their final grade. Additional absences must be excused in accordance with UF policy. Acceptable excuses include illness, religious holidays, & military obligation. For more information on attendance policies, please visit: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

Deadlines

Late assignments will be marked down by a grade fraction for each 24-hour period beyond the due date and time. Assignments that are more than 72 hours late will not be accepted. Exemptions will be allowed for serious illnesses, family emergencies, and university-approved functions, but students must notify me before the deadline. In cases of unforeseen emergencies, please get in touch with me as soon as possible after your absence. For more on policies related

to make-up exams and assignments, please visit: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

COVID-19 Policies

In response to COVID-19, the following recommendations are in place to maintain your learning environment, to enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.ufl.edu for screening / testing and vaccination opportunities.
- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- As with any excused absence, you will be given a reasonable amount of time to make up missed work.

Academic Integrity

UF students are bound by The Honor Pledge, which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honorcode/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

Accommodations for Students

Please do not hesitate to contact the instructor during the semester if you have any individual concerns or issues that need to be discussed. Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. Contact the Disability Resources Center for information about available resources for students with disabilities. <https://disability.ufl.edu>

Communication

The instructor will send important reminders via email to your UF account and post Canvas. It is your responsibility to check your emails and Canvas notifications regularly to stay up to date. Students are also very welcome to email instructors with questions. Please note that I will respond to every student’s email within 24 hours during weekdays.

UF Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available from the Gatorevals website. 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 the evaluation system. Summaries of course evaluation results are available to students at the public results website.

U Matter, We Care

Your well-being during these uncertain times is of utmost importance to the University of Florida. The U Matter, We Care initiative is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor is available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other helping resources available including, but not limited to, Victim Advocates, Housing staff, and the Counseling and Wellness Center. In case of emergency, call 9-1-1.

Policy on Recordings and Privacy

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

E-learning technical support

Contact the UF Computing Help Desk at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

Library Support

For various ways to receive assistance with respect to using the libraries or finding resources, please consult the Library's "Ask-A-Librarian" service.

IX. Appendix: Grading Rubrics

Writing Rubric

	A essay	B essay	C essay	D essay
Ideas/Thesis	Excels in responding to assignment, demonstrates sophistication of thought. Central idea/thesis clearly communicated. Essay recognizes some complexity of its thesis, may acknowledge its contradictions or limits, and follows out their logical implications.	A solid essay, responds appropriately to the assignment. Clearly states a central/thesis or idea, but has minor lapses in development. Attempts to define terms.	Adequate but weaker and less effective thesis, possibly responding less well to the assignment. Presents ideas in general terms, often depending on platitudes or cliches. Usually does not acknowledge other views or the complexity of the thesis. Shows few attempts to define terms.	Does not have a clear central idea or does not respond appropriately to the assignment. Thesis may be too vague or off-topic to be developed effectively.
Organization/Coherence	Uses a logical structure appropriate to the essay's subject, purpose, audience, thesis, and disciplinary field. Uses transitional sentences to develop one idea from the previous one or identify their logical relations. Essay guides the reader clearly through the chain of reasoning or progression of ideas. May effectively make use of a chronological framework to explain change over time. Has both an introduction and a conclusion, as well as several coherent body paragraphs with strong topic sentences.	Shows a logical progression of ideas and uses fairly sophisticated transitional devices. Some logical links may be faulty, but each paragraph clearly relates to the essay's central idea. May rely on a chronological framework without fully explaining change over time. essay is broken up into clear paragraphs, but may lack a clear introduction or conclusion.	May list ideas or arrange them randomly rather than using any evident logical structure. Paragraphs may have topic sentences but may be overly general. Each paragraph may have a topic sentence but the sentences within the paragraph may not all refer back to it. May lack both a clear introduction and conclusion.	Random organization, lacking internal paragraph coherence and using few or no transitions. Paragraphs may all lack topic sentences or main ideas, be ineffective, or be unrelated to the essay's thesis.
Support	Uses evidence appropriately and effectively, providing sufficient and correct evidence, and explanation to convince. May have a few minor mistakes in factual information, but none that detract from the overall coherence of the essay or the appropriateness of the evidence.	Begins to offer reasons to support its points, and offers some explanation of the connection between the evidence and main ideas. May list evidence/factual information without explaining points fully. May have a few mistakes in factual information, which begin to detract from the effectiveness of the thesis.	Often uses generalizations to support its point, or factual information may not be at the appropriate level of detail. Some examples may be obvious or not relevant. Often depends on unsupported opinion, generalizations, or cliches. Often has lapses in logic. May have several mistakes in factual information.	Depends largely on generalizations for support, and offers little factual/historical evidence of any kind. May have many errors in factual evidence, rendering the examples ineffective for proving the thesis.
Style/Mechanics	Chooses precise words and uses an appropriate level of specificity. Sentence style fits the essay and is not overly colloquial. Almost entirely free of spelling, punctuation, and grammatical errors.	Generally uses words accurately and effectively. Sentences are generally clear, and not long or rambling. Largely free of errors that impede understanding.	Uses relatively vague and general words, or tone is inappropriate for the assignment. Contains several errors, but does not impede the reader's understanding.	May be overly vague or abstract, and may contain either many mechanical errors or a few major errors that block the reader's understanding.

Participation Rubric

	Exemplary (90–100%)	Proficient (80-90%)	Developing (70-80%)	Unacceptable (<70%)
Frequency of participation in class	Student initiates contributions more than once in each discussion section.	Student initiates contribution once in each discussion section.	Student initiates contribution in at least half of the discussion sections.	Student does not initiate contribution and needs instructor to solicit input.
Quality of comments	Comments always insightful and constructive; uses appropriate terminology. Comments balanced between general impressions, opinions, and specific, thoughtful criticisms or contributions.	Comments mostly insightful and constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology; comments not always relevant to the discussion.	Comments are uninformative, lacking in appropriate terminology.
Listening skills	Student listens attentively when others present materials, perspectives, as indicated by comments that build on others' remarks, i.e., student hears what others say and contributes to the dialogue.	Student is mostly attentive when others present ideas, as indicated by comments that reflect and build on others' remarks. Occasionally needs encouragement or reminder from TA of focus of comment.	Student is often inattentive and needs reminder to focus on class. Occasionally makes disruptive comments while others are speaking.	Does not listen to others; regularly talks while others speak or does not pay attention while others speak; detracts from discussion; sleeps, etc.