

IDS 2935: God, Humanity & Evolution

Quest 1

I. Course Information

Quest 1 Theme: Nature and Culture

Fall 2020

Meeting Day/Time: T 2-3, R 2

Location: online synchronous

Primary General Education Designation: Humanities

Writing Designation: Writing Designation (WR) 2000 words

A minimum grade of C is required for general education

Instructor

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Course Description

How do the natural sciences inform our views on what it means to be alive and how do they chart a new future for natural life and artificial intelligence? To answer this question this course examines the work of scholars and scientists from a diverse range of traditions. This course explores how portrayals of the biological world in science, religion, and philosophy provide us with a diverse range of human values and self-understandings. This course invites us to think creatively and constructively about the relationships between evolutionary science and the many intellectual and cultural disciplines with which it intersects. Charles Darwin is among the most influential in how scientists and scholars conceptualize nature and biology today. His evolutionary theory reshaped our self-understanding and representation of religion, philosophy, psychology, linguistics, and culture, and it provided a framework for thinking about the origin and future of humanity. This course focuses on some philosophical and religious responses to Darwin across and between religious and philosophical disciplines. It will set evolutionary theory within the larger history of science and religion, and examine theoretical models for understanding the relationships between science and religion. A. F. Whitehead said, “When we consider what religion is for mankind, and what science is, it is no exaggeration to say that the future course of history depends upon the decision of this generation as to the relations between them.” Although Whitehead said this nearly 100 years ago, it remains true today and will most likely be true in the the intellectual landscape of the 21st century.

Required & Recommended Course Materials (to purchase/rent)

1. All the required readings for the course shall be on the Canvas page for this course.

2. *Elements of Style*, Strunk, W., Jr. and White, E.B. 4th edition, 1999. This is a recommended textbook.

Materials and Supplies Fees: n/a

II. Coursework & Schedule

1. List of Graded Work

Assignment	Description	Requirements	Points
Reading Response Papers	Each Week students shall submit reading response papers that address the question posed for each week of class. Class time will be devoted to addressing the question of the week in the lectures, discussions, and group work. During this time students should begin to formulate their answers. Papers should be submitted by 5:00 pm on Friday of each week. For our two field trips (i.e., the Museum of Natural History and Library West) the papers may focus on issues related to them.	100-200 words (this does not count towards WR)	300 in total, or 20 points each
Paper One, Analytic, Due Week Nine	This papers should shall analyze and evaluate an essential question(s) in the topics from Weeks One to Seven. Students should use MLA or a related style.	1000 words (this does count towards WR)	200
Paper Two, Connection, Due Week Sixteen	This paper should provide a critical reflection on your intellectual, personal, and/or professional perspective on an essential question(s) in the topics from Weeks Nine and Fifteen. Students should use MLA or a related style.	1000 words (this does count towards WR)	200
Mid Term Examination	Produce clear and effective responses to essential questions in the Topics for Weeks One to Seven.	Given in class	150
Final Examination	Produce clear and effective responses to essential question in the Topics for Weeks Nine to Fifteen.	Given at designated exam time	150
Total			1000

2. Weekly Course Schedule (add/remove rows as needed)

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 1 Aug 31-Sept 5	Topic	How do we think about science and religion?	
	Summary	The goal of this week is to think critically about the definitions of science and religion, how these definitions change and shift over time, how the borders between them shift over time, and the theoretical models that scholars have proposed for thinking about their relations.	
	Readings/Works	David Wilson, "The Historiography of Science and Religion" in <i>Science and Religion</i> , 2002, ed. by G Fergren, Johns Hopkins Press, pp.13-29 (16). Jonathan Edelmann, "A Dialogue Between Science and Religion?," in <i>Hindu Theology and Biology</i> , Oxford Uni Press, 2012, pp.11-17 (6).	
	Assignment	Reading Response Paper	Aug 28
Week 2 Sept 7-11	Topic	Are science and religion two independent areas of human knowledge?	
	Summary	Some believe that science and religion are in conflict with one another, others believe they are complementary to one another, and yet others believe they are independent of one another. This week we examine arguments that science and religion are independent from one another	
	Readings/Works	Steven Jay Gould, "The Problem Resolved in Principle" in <i>Rock of Ages: Science and religion in the fullness of life</i> , Ballantine Books, 1999, pp.49-67 (18).	
	Assignment	Reading Response Paper	Sept 4

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 3 Sept 14-18	Topic	What is the complexity thesis?	
	Summary	Others argue no single model (like independence, conflict, or complementary) to capture the complex ways scientists and scholars think about science and religion. The goal of this week it is understand the complexity thesis, which argues that the definitions, borders, and relationships between science and religion shift over time, place, and circumstance.	
	Readings/Works	John Hedley Brooke, "Contributions from the History of Science and Religion" in <i>The Oxford Handbook of Religion and Science</i> , edited by P.Clayton and Z.Simpson, Oxford Uni Press, 2008, pp.293-310 (17).	
	Assignment	Reading Response Paper	Sept 11
Week 4 Sept 21-25	Topic	What is the evolutionary theory of Charles Darwin?	
	Summary	While there are many forms of evolutionary theory, in this week we explore the work of Charles Darwin and the intellectual context in which he lived. The goal of this week is to understand the primary features of evolutionary theory as discussed in the works of Wallace and Darwin, and furthermore it is to examine how the Darwin say his theory relates with religious belief, concepts of design, purpose, and morality.	
	Readings/Works	Alfred R. Wallace, "On the Law which has regulated the Introduction of New Species" in <i>The Annals and Magazine of Natural History Including Zoology, Botany, and Geology</i> , Taylor and Francis, 1855, pp.184-196 (12). Charles Darwin, "Chapter 14 (Conclusion)," in <i>Origin of Species</i> , 1859, pp.435-460 (25).	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		Charles Darwin, "Sexual Selection," in <i>The Descent of Man and Section in Relation to Sex</i> , 1871, pp.308-312 (4).	
	Assignment	Visit to UF's Museum of Natural History, 3215 Hull Rd, 32611, (352) 846-2000. As we visit the exhibits, consider: Are specific philosophical and religious ideas build into the presentation of the evolutionary science? Do you agree or disagree with them? Reading Response Paper	Sept 15/18
Week 5 Sept 28-Oct 2	Topic	How was Darwin's theory developed by scientists in the 20 th century?	
	Summary	The goal of this week is to understand the primary features of evolutionary theory as told by leading theorists in the 20 th century, focusing on new advances in genetics, computational models, and a more developed understanding of cell biology, morphology, and the distribution of species.	
	Readings/Works	Ernst Mayr, "Basic Concepts of Evolutionary Theory", "Accident or Design," "Selection and Directional Evolution," in <i>Evolution and the Diversity of Life</i> , Harvard Uni Press, 1976, pp.9-16; 30-51 (21). Richard Dawkins, "Explaining the very improbable," and Accumulating small change," <i>The Blind Watchmaker: Why the evidence of evolution reveals a universe without design</i> , 1986, pp.1-18; pp.43-74 (31).	
	Assignment	Reading Response Paper	Sept 25
Week 6 Oct 5-9	Topic	How does evolution challenge notions of design?	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Summary	In the late 19 th century the Christian theologian Aubrey Moore remarked in <i>Lux Mundi</i> that “Darwinism appeared, and, under the disguise of a foe, did the work of a friend.” While some – like Moore – would argue that Darwin supported notions of design in nature, this was not a universally accepted view among religious thinkers after Darwin. The Princeton Christian theologian Charles Hodge argued in <i>What is Darwinism?</i> (1874) that Darwin’s theory is inherently and implicitly atheistic because it undermined the idea that there was an intelligence behind the formation of biological structures. This week digs into the details of how particular thinkers reconstructed their religious thought after reading Darwin.	
	Readings/Works	Listen to The Low Anthem, “Charlie Darwin”, live on the BBC <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=PiRXJ2rxqtU John Brooke, “Evolutionary Theory and Religious Belief,” in <i>Science and Religion</i> , Cambridge Uni Press, 1999, pp.275-320 (45).	
	Assignment	Reading Response Paper	Oct 2
Week 7 Oct 12-16	Topic	How does evolution challenge notions of creation and indicate a new concept of intelligence?	
	Summary	This week looks at arguments from contemporary philosophy that one does not need to posit an intelligent being to produce complex biological forms, even if they appear to have been designed.	
	Readings/Works	Daniel Dennett, “An Idea is Born” in <i>Darwin’s Dangerous Idea: Evolution and the meaning of life</i> , Simon & Schuster, 1995, pp.35-60 (25).	
	Assignment	Reading Response Paper	Oct 9
Week 8	Topic	Midterm Examination	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Oct 19-23			
	Summary	Continuing on the argument that to one does not need to posit an intelligent being to produce complex biological forms, this week also looks at contemporary philosophical arguments that there is no specific goal or aim to evolution, i.e. that evolution is a directionless process. See topic in Week Seven for key question. We shall also review for the Mid Term examination.	
	Readings/Works	Elliot Sober, "Teleology Naturalized," pp.83-88 in <i>Philosophy of Biology</i> (5)	
	Assignments	Midterm Examination	Oct 15
Week 9 Oct 26-30	Topic	How have Jewish thinkers responded to evolution?	
	Summary	This week we begin to explore how religious thinkers responded to modern evolutionary theory. Jewish thinkers have also questioned the ways that evolution might undermine notions of divine purpose, but in addition there are issues here about the unique status of man as a rational creature made in the image of god, and the extent to which teaching evolution would undermine the purity of the Jewish tradition. What we shall begin to see here is that there is no single religious response to evolution, rather the responses within a religion vary greatly and they too evolve over time as thinkers build off of and respond to those that came before them.	
	Readings/Works	Norbert Samuelson, "Judaism and Science," in <i>Oxford Handbook of Religion and Science</i> , edited by P.Clayton and Z.Simpson, pp.49-56 (7). Marc Swetlitz, "American Jewish Responses to Darwin and Evolutionary Theory, 1860-1890," in <i>Disseminating Darwinism: The Role of Place, Race,</i>	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		<i>Religion, and Gender</i> , eds. Ronald L. Numbers and John Stenhouse, Cambridge University Press, 1999, pp.1-21 (21) Shai Cherry, Three 20th Century Jewish Responses to Evolutionary Theory, <i>Aleph</i> , 2003, pp.247-290 (43).	
	Assignment	Paper One Reading Response Paper	Oct 22 Oct 23
Week 10 Nov 2-6	Topic	How have Christians integrated theology and evolutionary science?	
	Summary	In the Christian tradition in particular one finds a pointed effort to confront the perceived theological and philosophical implications of evolution in a variety of ways. The selection below focus on the constructive approach. Both authors here argue that evolution, when properly understood and interpreted, offers new vistas for Christian thought and that Christian thought offers creative ways to rethink the future of humanity in light of evolution.	
	Readings/Works	Arthur Peacocke, "Biology and a Theology of Evolution", <i>Zygon</i> , 1999, pp.695-711 (16). John Haught, "Can science explain intelligent design?", in <i>Science and Faith: A New Introduction</i> , Paulist Press, 2013, pp.89-116 (27)	
	Assignment	Reading Response Paper	Oct 30
Week 11 Nov 9-13	Topic	Why is evolution rejected by Islamic thinkers?	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Summary	Many Islamic thinkers see evolution as part of suite of issues that represent the modern, European way of thinking, and that evolution has no grounding in classical Islamic theology. This week we examine the anti-evolutionary arguments of Islamic thinkers, although we shall see that there is a great degree of variation among different Islamic groups in different regions.	
	Readings/Works	<p>Martin Riexinger, "Responses of South Asian Muslims to the Theory of Evolution," <i>Die Welt des Islams</i>, 2009, pp.212-247 (35).</p> <p>We will cover a series of lectures given at "Darwin and Evolution in the Muslim World Conference" <https://www.hampshire.edu/ssims/darwin-and-evolution-in-the-muslim-world-conference> in Hampshire College, MA, held October 2-3, 2009, especially, Thomas Glick (Boston University), Salman Hameed (Hampshire College), Ronald Numbers (University of Wisconsin-Madison), Public Panel Discussion: Evolution and Islam</p>	
	Assignment	<p>Visit to University of Florida's Library West (Northside of Plaza of the Americas). With the help of Library West's library staff, students will be taught how to use the library, and then asked to find one or two bits of library materials (books, movies, periodicals, etc.) to that further explores a topic or author discussed in this course.</p> <p>Reading Response Paper</p>	Nov 3/6
Week 12 Nov 16-20	Topic	What forms of evolutionary did Hindus draw on to construct their replies to Darwin?	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Summary	The ancient Hindu texts discuss a range of evolutionary theories, and some Hindus argued that they are similar to Darwin's theory. Others argued that the concept of evolution is the key	
	Readings/Works	Dermot Killingley, "Hinduism, Darwinism and Evolution in Late Nineteenth-Century India", 1995, pp.174-197 (23). C. Mackenzie Brown. "The Integrative Evolutionism of Śrī Aurobindo Ghose," in <i>Hindu Perspectives on Evolution: Darwin, Dharma, and Design</i> , 2012, pp.155-172 (17).	
	Assignment	Reading Response Paper	Nov 13
Week 13 Nov 23-27	Topic	How does Buddhist philosophy inform a Buddhist reply to evolution?	
	Summary	For centuries Buddhist philosophers had argued that all things are co-dependent. How might a classical doctrine from Buddhism be used to think creatively about evolutionary theory? In this week we shall explore some of the central philosophical teachings of Buddhism and think about how they can be used to reinterpret Darwinian evolution in a new way.	
	Readings/Works	Justin R. Ritzinger, "Dependent Co-evolution: Kropotkin's Theory of Mutual Aid and Its Appropriation by Chinese Buddhists," <i>Chung-Hwa Buddhist Journal</i> , 2013, pp.89-112 (23).	
	Assignment	Reading Response Paper	Nov 20
Week 14 Nov 30-Dec 4	Topic	Does evolution require us to think about ethics in a new way?	
	Summary	Even within Darwin's own lifetime his theory of evolution was applied to the rethinking our understanding of other disciplines like psychology,	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		ethics, linguistics, aesthetics, and many other intellectual disciplines. Evolutionary ethics has since developed into a area of philosophy and science that attempts to show how and why humans act and should act good on the basis of natural selection. In this week we explore the arguments for evolutionary ethics as a viable academic discipline.	
	Readings/Works	Watch and listen: Michael Ruse: <ul style="list-style-type: none"> https://www.youtube.com/watch?v=4fgLD1fkxog&t=2186s “Evolutionary Ethics” in <i>The Internet Encyclopedia of Philosophy</i> (IEP) (ISSN 2161-0002), a peer reviewed academic resource.	
	Assignment	Reading Response Paper	Nov 25
Week 15 Dec 7-11	Topic	Evolution and the future of humanity: Is the next humanoid species even biological?	
	Summary	This week we will watch a movie written by Alexander Medawar Garland in which the topic of non-biological evolution is dramatized. This film rests on the assumption that higher cognitive functions like will, desire, complex thought, and self-determination can be instantiated in a non-biological matter, and that once this occurs non-human life, which will be in some ways superior to biological life, is the next likely species in the course of evolution. Do you agree with this perspective?	
	Readings/Works	Selections from “Ex Machina”, 2014, Drama/Fantasy film, Running time 108 minutes. Watch and listen “Alex Garland: Ex Machina, Devs, Annihilation, and the Poetry of Science AI Podcast #77 with Lex” https://www.youtube.com/watch?v=gU-mkuMU428	
	Assignment	Reading Response Paper; Paper Two	Dec 4
Week 16	Assignment(s)	Final Examination	Dec 11

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Dec 14			TBA

III. Grading

3. Statement on Attendance and Participation

Attendance and Participation:

Attendance: will be taken daily and recorded in the Canvas gradebook. You are allowed four “personal days” for the semester, after which each absence that does not meet university criteria for “excused” will result in a two-point deduction from your final grade.

3a. WR Statements and Grading Rubric (Optional)

Information on University of Florida’s Writing Studio is here: <https://writing.ufl.edu/>

Writing Assessment Rubric

	SATISFACTORY (Y)	UNSATISFACTORY (N)
CONTENT	Papers exhibit at least some evidence of ideas that respond to the topic with complexity, critically evaluating and synthesizing sources, and provide at least an adequate discussion with basic understanding of sources.	Papers either include a central idea(s) that is unclear or off-topic or provide only minimal or inadequate discussion of ideas. Papers may also lack sufficient or appropriate sources.
ORGANIZATION AND COHERENCE	Documents and paragraphs exhibit at least some identifiable structure for topics, including a clear thesis statement but may require readers to work to follow progression of ideas.	Documents and paragraphs lack clearly identifiable organization, may lack any coherent sense of logic in associating and organizing ideas, and may also lack transitions and coherence to guide the reader.
ARGUMENT AND SUPPORT	Documents use persuasive and confident presentation of ideas, strongly supported with evidence. At the weak end of the Satisfactory range, documents may provide only generalized discussion of ideas or may provide adequate discussion but rely on weak support for arguments.	Documents make only weak generalizations, providing little or no support, as in summaries or narratives that fail to provide critical analysis.

STYLE	Documents use a writing style with word choice appropriate to the context, genre, and discipline. Sentences should display complexity and logical sentence structure. At a minimum, documents will display a less precise use of vocabulary and an uneven use of sentence structure or a writing style that occasionally veers away from word choice or tone appropriate to the context, genre, and discipline.	Documents rely on word usage that is inappropriate for the context, genre, or discipline. Sentences may be overly long or short with awkward construction. Documents may also use words incorrectly.
MECHANICS	Papers will feature correct or error-free presentation of ideas. At the weak end of the Satisfactory range, papers may contain some spelling, punctuation, or grammatical errors that remain unobtrusive so they do not muddy the paper's argument or points.	Papers contain so many mechanical or grammatical errors that they impede the reader's understanding or severely undermine the writer's credibility.

- The 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 assignments 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."

4. Grading Scale

For information on how UF assigns grade points, visit:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 - 100% of possible points		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

IV. Quest Learning Experiences

5. Details of Experiential Learning Component

We will visit the University of Florida's Museum of Natural History and Library West. Both are opportunities for students to learn more about what the University of Florida has to offer on the topics in this course. Students are given specific questions and goals that shall be addressed in their weekly reading response papers.

6. Details of Self-Reflection Component

In Paper Two, the Mid Term, and the Final students are given prompts that invite them to think critically on their personal beliefs on the content and the application of these ideas to their academic disciplines, personal belief systems, and religious, philosophical, and cultural perspectives.

V. General Education and Quest Objectives & SLOs

7. This Course's Objectives—Gen Ed Primary Area and Quest

Humanities (H). 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.

Quest 1 Nature and Culture Description: Who are we in relation to the natural world? How have humans understood their role in the natural world and their responsibility to it? How do portrayals of nature reflect our values or self-understanding? A study of the ways in which humans see themselves and their place in the natural world. Topics may include conceptions of nature; how representations of the natural world have been used to express important values; humans in contrast to animals; human interventions in the landscape and the values that guide such designs; development, sustainability, and conservation; what religious traditions and texts have to say about humanity's place in the natural world; and nature as a site for physically or spiritually healthy or harmful experiences.

Humanities + Quest 1 + Course Objectives

Humanities Objectives ➔	Quest 1 Objectives ➔	This Course's Objectives ➔ (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Humanities courses provide instruction in the history, key themes, principles, terminology,	Address the history, key themes, principles, terminologies, theories, and methodologies of various arts	Identify, describe, and explain the methodologies used across humanities and evolutionary sciences	Examine texts, displays, music, and that engages with representations of the humanities and

Humanities Objectives ➔	Quest 1 Objectives ➔	This Course's Objectives ➔ (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
and theory or methodologies used within a humanities discipline or the humanities in general.	and humanities disciplines that enable us to ask essential questions about the human condition.	disciplines to examine essential questions about the nature of the world, humanity, and god.	the evolutionary sciences.
Students will learn to identify and to analyze the key elements, biases and influences that shape thought.	Present different arts and humanities disciplines' distinctive elements, along with their biases and influences on essential questions about the human condition.	Analyze how texts across disciplines and genres and diverse populations represent the relationships between	Close reading, textual analysis, evaluation, and synthesis of class materials.
	Explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work.	Visit the Museum of Natural History and Library West to examine displays and materials on science and religion.	Reflect on the visits and consider how the experiential learning has influenced their own thinking about the intersection of the humanities and evolutionary science.
These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.	Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and	Develop and present clear and effective oral and written work that demonstrates critical engagement with course texts and displays.	Write an analytical essay and in-class written exams that demonstrate both engagement with the materials and synthesis of ideas.

Humanities Objectives ➔	Quest 1 Objectives ➔	This Course's Objectives ➔ (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
	other forms appropriate to the discipline.		
	Analyze the role arts and humanities play in the lives of individuals and societies and the role they might play in students' undergraduate degree programs and lives after college.	Connect course content with their intellectual, personal, and professional lives at UF and beyond.	Write reflection response papers and complete a connection paper that connect the student's thinking with the material covered in the course

8. This Course's Student Learning Outcomes (SLOs)—Gen Ed Primary Area and Quest

Humanities + Quest 1 + Course SLOs

	Humanities SLOs → Students will be able to...	Quest 1 SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Content	Identify, describe, and explain the history, underlying theory and methodologies used.	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.	Identify, describe, and explain the scientific and humanistic issues related to the intersection of science and religion through the lens of philosophical, scientific, and religious texts, displays and music.	An analytic and a connection paper, reading response papers, and in-class examinations.

	Humanities SLOs → Students will be able to...	Quest 1 SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Critical Thinking	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.	Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course.	Analyze and Evaluate diverse texts in the evolutionary sciences and humanities by using close reading, critical analysis, and reflection.	An analytic and a connection paper, reading response papers, and in-class examinations.
Communication	Communicate knowledge, thoughts and reasoning clearly and effectively.	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.	Develop and Present clear, organized, supported, and effective written responses to course prompts.	An analytic and a connection paper, reading response papers, and in-class examinations.

	Humanities SLOs → Students will be able to...	Quest 1 SLOs → Students will be able to...	This Course's SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Connection	N/A	Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond.	Connect own experiences with those of others, examine the intellectual development and reflect on the implications of the course materials, and reflect on the implications for future professions in the sciences and humanities.	An analytic and a connection paper, reading response papers, and in-class examinations.

9. Secondary Objectives and SLOs (Optional)

International Objectives (for N co-designation)

International (N) 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.

International Objectives →	This Course's Objectives→ (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
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 examine the scientific and humanistic from ideas global perspectives that characterize the contemporary world, and thereby comprehend the trends, challenges, and opportunities that affect how scientists and humanists think about nature, culture, and the future of humanity.	An analytic and a connection paper, reading response papers, and in-class examinations.
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.	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.	An analytic and a connection paper, reading response papers, and in-class examinations.

International Student Learning Outcomes (for N co-designation)

	International SLOs → Students will be able to...	Course SLOs → Students will be able to...	Assessment Student competencies will be assessed through...
Content	Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.	Identify, describe, and explain the historical, cultural, economic, political, and/or social experiences and processes that characterize the contemporary world.	Examine texts, displays, music, and that engages with representations of the humanities and the evolutionary sciences.
Critical Thinking	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.	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)	Close reading, textual analysis, evaluation, and synthesis of class materials in papers and examinations.

VI. Required Policies

10. Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

11. 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 at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

12. University Honesty Policy

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

13. Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

14. The 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.