

# Quest 1: IDS 2935

## The Art of Identity

### Fall 2020

#### **Instructor**

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#### **Course Details**

Time: Monday Periods 4 & 5 (10:40-12:35pm) / Wednesday Period 4 (10:40-11:30am)

Location: ONLINE ON ZOOM

Quest Theme: The Examined Life

Gen Ed Designations: Humanities & Diversity, 2000 wd writing requirement

All course materials, announcements, updates, and assignments will be made available on Canvas (elearning.ufl.edu)

#### **Quest 1 Description**

Quest courses are multidisciplinary explorations of truly challenging 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? To 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, Quest students use the humanities approaches present in the course to mine texts for evidence, create arguments, and articulate ideas.

#### **Course Description**

How are personal and social identities constructed and how and why do they change? In what ways are identities personally, socially, or politically significant? How are our identities connected to our health, our community health, and, ultimately, global health? In this course, students will investigate these essential questions through personal enquiry, interdisciplinary arts-based research and practice, readings and discussions, and formal and reflective writing. Highly experiential and collaborative, this course focuses on how arts practice (looking, making, talking about, and art criticism) and health intersect.

#### **General Education Objectives and Learning Outcomes**

Humanities Description:

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.

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).

**Diversity Description:**

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

**Diversity SLOs:**

- Identify, describe, and explain the historical processes and contemporary experiences characterizing diversity as a dynamic concept related to human differences and their intersections, such as (but not limited to) race, gender identity, class, ethnicity, religion, age, sexual orientation, and disability (Content).
- Analyze and evaluate how social inequities are constructed and affect the opportunities and constraints of different groups in the United States. Analyze and reflect on the ways in which cultures and beliefs mediate understandings of an increasingly diverse U.S. society (Critical Thinking).

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

**QUEST 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).
- Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (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).

**These general education objectives will be accomplished through the following Student Learning Objectives (SLOs):**

Students will engage in personal examination of identity through both specific assignments and self-directed activities. In this course, students will:

1. Examine a variety of perspectives and significant questions about identity and the interrelationships between culture, identity, and health. (H)
2. Identify & examine behaviors that contribute to the creation of identity at the personal, community, and global levels. (D)
3. Recognize that an individual's viewpoint is shaped by his or her experience and historical and cultural contexts. (H,D,W)
4. Analyze and evaluate students' cultural norms and values in relation to those held by others, and develop cross-cultural understanding. (D,W)
5. Examine how geographic location and socioeconomic factors affect health, culture and the lives of individuals in the US and internationally. (D,W)
6. Engage in structured and respectful dialogue with others that honor diversity and cultural heritage. (D)
7. Create original artwork that explores identity of self, family, and community. (H)
8. Analyze artwork and texts and reflect on these works in connection to identity and health. (H,W)

**Required Textbooks & Materials**

All readings will be supplied by the instructors on Canvas through Course Reserves.

Students will need to purchase materials for art-making including: 11 X 17 paper, colored pencils, scissors, glue, etc.

**Course Topics & Schedule**

Week	Date	Topic	Assignments/Readings DUE
1	Aug 31	Introductions & Syllabus overview	
<b>SEPTEMBER</b>		<i>Essential Question: How are personal and social identities constructed?</i>	
	W 2	Unit 1: The identity of self	
2	M 7	HOLIDAY	NO CLASS
	W 9	Unit 1: The identity of self	Reading: Biddle: Intro & Ch. 3 Role Theory Reading: Biddle: Ch. 4 Social Positions
3	M14	Unit 1: The identity of self	Assignment: <a href="#">PhotoVoice/ Story of Self</a>
	W16	Unit 2: Social Atoms & Family Identity	Reading: Buchanan: Social Atoms Reading TBA
4	M 21	Unit 2: Social Atoms & Family Identity	Assignment: Social Atom Map/Collage
	W23	Unit 2: Social Atoms & Family Identity	Reading TBA Watch: <a href="#">PBS Family Portraits</a> Introduce Family Identity Project
5	M 28	Unit 2: Social Atoms & Family Identity	NO CLASS MEETING—Work on Family Identity project
	W30	Unit 2: Social Atoms & Family Identity	Assignment: Family Identity Project
<b>OCTOBER</b>		<i>Essential Question: How and why do identities change?</i>	
6	M 5	Unit 3: Social Determinants of Health & Identity	Watch: <a href="#">(Un)Natural Causes: In Sickness and in Wealth</a> (57 mins) Reading TBA Review: <a href="#">Healthy People 2020, CDC SDOH</a>
	W7	Unit 3: Social Determinants of Health & Identity	Introduction to Assignment due 10/14
7	M 12	Unit 4: Intersectionality & Health	Reading (Visual Art/Poetry): <a href="#">Illegals in Times of Crisis</a> Listen/Watch: <a href="#">The Daily Commute - Disability Spoken Word</a> (2:17 min)

	W14	Unit 4: Intersectionality & Health	Assignment: Juxtaposition Partner Piece Take the <a href="#">Harvard Implicit Bias Test</a> and save results for our next class
<b><i>Essential Question: In what ways are identities socially and politically significant?</i></b>			
8	M 19	Unit 5: Racial & Ethnic Identity	Listen: <a href="#">Identity Politics Podcast</a> Timestamp: 17:17- 40:27 Watch: How Jack Became Black
	W21	Unit 5: Racial & Ethnic Identity	Discussion of film, podcast, & bias test results
9	M26	Unit 5: Racial & Ethnic Identity	Watch <a href="#">From Colored to Black</a>
	W28	Unit 5: Racial & Ethnic Identity	Discussion with <i>From Colored to Black</i> playwright Take <a href="#">Civics Test</a> and bring results to next class
<b>NOVEMBER</b>			
10	M2	Unit 6: National Identities Watch: Voices From the March	Assignment: Essay #1: <i>From Colored to Black</i> Watch: <a href="#">The Danger of a Single Story</a>
	W4	Final Project Overview	
11	M9	Unit 7: Art Activism	Watch: <a href="#">The Art of Resistance</a> Cosmopolitanism Readings Project Proposals Due
	W11	HOLIDAY	NO CLASS
12	M16	Unit 8: Global Identities	Reading: Harari: <i>21 Lessons for the 21st Century Part 1, Ch 1: Disillusionment</i> Listen: <a href="#">Thomas King Lecture</a> Introduce Poetry Piece Assignment
	W18	Unit 8: Global Identities	Watch: <a href="#">Identities: Culture &amp; Nationality in Europe Today</a>
13	M23	Thanksgiving	Assignment Due: Poetry piece (written/performed)
	W25	Thanksgiving	NO CLASS
14	M30	Unit 9: Final Projects	Final Project Presentations & Project Narratives
<b>DECEMBER</b>			
	W2	Unit 9: Final Projects	Final Project Presentations & Project Narratives
15	M7	Unit 9: Final Projects	Final Project Presentations & Project Narratives
	W9	Final Discussion & Reflection	

## Evaluation of Grades

A variety of learning activities are designed to support the course objectives, accommodate different learning styles, build a community of learners, and help you to achieve the student learning objectives through both formative and summative assessment.

See the Canvas assignment wiki pages for assignment details and requirements.

Assignments	Points
1. Reading Reflections/Quizzes (5 X 10pts)	50
2. PhotoVoice Project	75
3. Social Atom Map/Collage	50
4. Family Identity Project	50
5. Juxtaposition Partner Piece	25
6. <i>From Colored to Black</i> reflection essay	200
7. Final project proposals	75
8. Poetry Piece	75
9. Final Project Narrative	150
10. Final Project Presentation	150
11. Discussion/Participation	100
<b>Total Points</b>	<b>1000</b>

## Grading Scale

Letter Grade	% Equivalency	GPA Equivalency
A	94-100	4.00
A-	91-93	3.67
B+	88-90	3.33
B	84-87	3.00
B-	81-83	2.67
C+	78-80	2.33
C	74-77	2.00
C-	71-73	1.67
D+	68-70	1.33
D	64-67	1.0
D-	61-63	.67
E	60 or below	0.00

## GEN ED 2000 Word Requirement

The Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. The writing course grade assigned by the instructor has two components: the writing component and a course grade. To receive writing credit a student must satisfactorily complete all the assigned written work and receive a minimum grade of C (2.0) for the course. It is possible to not meet the writing requirement and still earn a minimum grade of C in a class, so students should review their degree audit after receiving their grade to verify receipt of credit for the writing component.

### Writing Evaluation:

- This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words in order to receive credit for those words.
- The instructors will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics, using a published writing rubric (see syllabus page 8).
- More specific rubrics and guidelines for individual assignments may be provided during the course of the semester.

You must write one essay in this course to meet the Gen Ed 2000 wd writing requirement. Your essay must be typed and be a minimum of 2000 words (or 4-5 pages) in length. Use 1-inch borders, 1.5 line spacing, and a 12 pt typeface such as Times Roman or Arial. Place your name and date with a number and title for the reading in the top left hand corner of the first page. Make sure to include an introduction paragraph with a thesis statement, a text body that demonstrates critical reflection, and a conclusion paragraph that reflects upon your arguments. At least three scholarly references must be included and cited according to APA citation guidelines. The following criteria will be used to assess the essays: 1) Content; 2) Organization and Coherence; 3) Argument and Support; 4) Style and 5) Mechanics.

### Course Policies

**Class Demeanor and Participation:** Students are expected to arrive to class on time, stay the full class period, and behave in a manner that is respectful to the instructor and to fellow students and come to class prepared. This means staying current and keeping up to date with the course schedule, activities, and assignments.

Class participation will be evaluated based on:

- Coming to class informed; you've done the assigned work
- Thoughtfulness; you're applying the ideas in the readings and assignments to class discussion
- Consideration; you take the perspectives of others into account.

Participating in class discussion is essential to your success in the course. If you do not participate, it will not negatively impact your grade. **\*\*If students have personal reasons that prohibit them from joining freely in class discussion, e.g., shyness, language barriers, etc., please see the instructor as soon as possible to discuss alternative modes of participation.**

**\*\*In this course we explore several ways of knowing, and a variety of personal and cultural ideologies; respect for different ways of thinking and seeing the world is essential. We invite all perspectives that share a common grounding in the ideology that all humans are created equal and deserve equality.**

### ZOOM ETTIQUETTE

- Come prepared to turn your camera on
- Come to class as if you were on campus
- Refrain from using other digital devices during class

### Recording Classes/Lectures

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.

**Attendance:** Your attendance in this course is essential to your success. Each student will be given 2 free unexcused absences. Excused absences require a doctor's note which must be provided within 2 weeks of the absence. Request for excused absences for UF related activities will be considered on a case by case basis and must be approved BEFORE the absence occurs. Each unexcused absence will result in a **20 point reduction of the participation grade** (100pts available).

**Late work:** Late work will only be accepted in the event of an excused absence or with prior permission from the instructor, and only within five days of the assignment due date. **All late work that is not approved by the instructor will be subject to an immediate deduction of 5 points.** Extenuating circumstances will be considered on a case by case basis.

**Communication:** It is the student's responsibility to communicate with the instructor promptly concerning any circumstances that might affect his or her participation in the course. Please do not let any questions or concerns you have go unattended. It is the instructor's intention to respond to all e-mail communication within 48 hours, excluding weekends.

**Spontaneity:** Due to the experiential nature of this course, the instructor retains the right to alter this syllabus as needed to accommodate class pace, interests, and/or special challenges or opportunities that may arise.

## UF Policies

### UF Policies for Getting Help

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu)
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

\* \*\*\*Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

### Students Requiring Accommodations

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.

### Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by completing [online evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students on the [Gator Evals page](#).

### 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](#) 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.

## Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

## Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

## Campus Resources:

### Health and Wellness

**U Matter, We Care:**

If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** [counseling.ufl.edu/cwc](http://counseling.ufl.edu/cwc), and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Sexual Assault Recovery Services (SARS)**

Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](http://police.ufl.edu).

## Academic Resources

**E-learning technical support**, 352-392-4357 (select option 2) or e-mail to [Learning-support@ufl.edu](mailto:Learning-support@ufl.edu).

**Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling.

**Library Support**, Various ways to receive assistance with respect to using the libraries or finding resources.

**Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

**Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

**Student Complaints Campus**

**On-Line Students Complaints**