

IDS 2935 Global Asia: Migrations, Borders, Diasporas Spring 2022

Lectures: MW Period 5 / TUR L007

Discussions: F Period 4/5/6 / FLG 0265 / CSE E222 / TUR 2349

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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 refugee-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. Gaiutra Bahadur, *Coolie Woman: The Odyssey of Indenture* (University of Chicago Press, 2013)
2. 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.

Reading Reflection (15%) - Due dates: Monday, February 7 OR Monday, March 21

Choose one of the required books (*Coolie Woman* or *Tastes Like War*) and write a reading reflection. 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 two weeks after submission.

Primary Source Analysis (15%) - Due date Monday, February 14

At the beginning of Week 6, you will be provided with a selection of primary sources. Choose one 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 first written assignment will be provided by Monday, February 28

Midterm Exam (20%) – Wednesday, March 2

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.

Capstone Project (40%) - Due dates: Friday, February 25 & Wednesday, April 20

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 Week 7, we will receive training from the Samuel Proctor Oral History Program on how to conduct effective and ethical interviews. The following week, you will identify an interviewee and submit a set of preliminary interview questions for approval.

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: Friday, February 25
- ii) Capstone Project (35%) DUE: Wednesday, April 20

*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 three “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%
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

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 Introduction

1/5 Course Overview (Syllabus & Introduction to Key Questions)

1/7 Discussion:

1. Connie Hanzhang Jin, “Six Charts That Dismantle the Trope of Asian Americans As a Model Minority,” *NPR* (May 25, 2021).
2. Viet Thanh Nguyen, “From colonialism to Covid: On the Rise of Anti-Asian Violence,” *The Guardian* (April 3, 2021).

Week 2 Early-Modern Asian Mobilities

1/10 The Voyages of Zheng He: Chinese Circulations Across the Indian Ocean

1/12 From Ming to Qing: Colonial Taiwan and Identity Formation

1/14 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 European Empires

1/17

No class (MLK Day)

1/19

Tamil Migrations from South to Southeast Asia

1/21

Discussion:

1. Sunil Amrith, "Tamil Diasporas Across the Bay of Bengal," *The American Historical Review* 114, No. 3 (2009): 547-572.
 2. Isabella Bird, *The Golden Chersonese* (1883): selected excerpts.
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Week 4 Indentured Labor Migrations, Part I

1/24

The "Coolie" Trade: Indian Indentured Laborers in Latin America and the Caribbean

1/26

Film Screening: *Coolies: How Britain Reinvented Slavery*

1/28

Discussion:

1. Gaiutra Bahadur, *Coolie Woman: The Odyssey of Indenture* (University of Chicago Press, 2013), 1-102.
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Week 5 Indentured Labor Migrations, Part II

1/31

Chinese Indentured Laborers in Cuba

2/2

Voices from the Archives: Contracts in Cuba

2/4

Discussion:

1. Gaiutra Bahadur, *Coolie Woman: The Odyssey of Indenture* (University of Chicago Press, 2013), 103-214.
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Week 6 Pacific Crossings

2/7

Dreams of Gold Mountain

2/9

Yellow Peril and the Chinese Exclusion Acts

2/11

Discussion:

1. Elizabeth Sinn, "Pacific Ocean: Highway to Gold Mountain, 1850-1900," *Pacific Historical Review* 83, no.2 (2014): 220-237.
2. Lee Chew, "Biography of a Chinaman," *The Independent Magazine* (1903): 417-423.

***Due (Monday, 2/7):** Reading Reflection for *Coolie Woman*

Week 7 Gender and Intimate Labor Migrations

2/14

Sex as Work: Ah-Ku and Karayuki-san

2/16

Transnational Marriages: Japanese "Picture Brides" in the United States

2/18

Discussion:

1. Sandy F. Chang, "Intimate Itinerancy: Sex, Work, and Chinese Women in Colonial Malaya's Brothel Economy, 1870s-1930s," *Journal of Women's History* 33, no. 4 (2021): 92-117.
2. Sharon Yamato Danley, "Japanese Picture Brides Recall the Hardships of American Life," *Los Angeles Times* (May 11, 1995):
<https://www.latimes.com/archives/la-xpm-1995-05-11-cb-64865-story.html>

***Due (Monday, 2/14):** Primary Source Analysis

Week 8

The Emergence of a Global Border Regime

2/21

Passports, Photographs, and Visas: Detention at Angel Island Immigration Station

2/23

Japanese American Incarceration During World War II

2/25

Discussion:

1. Erika Lee, "Enforcing the Borders: Chinese Exclusion along the US Borders with Canada and Mexico, 1882-1924," *The Journal of American History* 89, no. 1 (2002): 54-86.
2. Coaching Papers

***Due (Friday, 2/25):** Identify interviewee and submit preliminary questions for final capstone project.

Week 9

Midterm Week

2/28

Review Session

3/2

In-class Midterm Exam

3/4

*No discussion section this week. Begin reading:

1. Grace M. Cho, *Tastes Like War*, 1-121.
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Week 10

Spring Break

3/7-3/11

*No Classes

Week 11

Wartime (Im)mobilities

3/14

"Beyond the Shadow of Camptown": Korean Women, US Military, and the Postwar Diaspora

3/16

Seeking Refuge during the Cold War: Southeast Asians in the United States

3/18

Discussion:

1. Grace M. Cho, *Tastes Like War*, 127-279.
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Week 12

Food, Mobility, and Diasporic Identities

- 3/21 Chop Suey and Butter Chicken: Memory and Diasporic Foodways
3/23 Film Screening: *In Search of General Tso*
3/25 Discussion:
1. Elizabeth Buettner, "Going for an Indian: South Asian Restaurants and the Limits of Multiculturalism in Britain," *The Journal of Modern History* 80:4 (December 2008), 865-901.
 2. Select and listen to one interview from [The Vietnamese American Oral History Project](#) (UC Irvine) – prepare to summarize interview questions and discussions during discussion section.

Due (Monday, 3/21): Reading Reflection for *Tastes Like War*

Week 13 Asia's "Economic Miracle" and Global Care Chains

- 3/28 "Servants of Globalization": Filipina Domestic Workers Abroad
3/30 Film Screening: *Together Apart*
4/1 Discussion:
1. Rachel Silvey and Rhacel Parrenas, "Precarity Chains: Cycles of Domestic Workers from Southeast Asia to the Middle East," *Journal of Ethnic and Migration Studies* 46:1 (April 2019), 1-15
 2. Rachel Aviv, "The Cost of Caring," *The New Yorker*, April 4, 2016.
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Week 14 Cosmopolitan Cities: Rural to Urban Migrations

- 4/4 Globalization in China: Factories, Rural Migrants, and the Hukou System
4/6 Film Screening: *The Last Train Home*
4/8 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.
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Week 15 "Crazy Rich Asians" / "Model Minorities"?

- 4/11 "Crazy Rich Asians," "Astronaut" Families, and Flexible Citizenship
4/13 From Yellow Peril to Model Minorities: Unpacking the Myth
Discussion:
1. Amy Chua, "Why Chinese Mothers are Superior," *Wall Street Journal*, January 8, 2011.

2. Robert G. Lee, "The Cold War Origins of the Model Minority Myth," in Jean Yu-wen Shen Wu and Thomas Chen, *Asian American Studies Now: A Critical Reader* (Rutgers University Press, 2010), 256-271.

Week 16 Conclusions: A "New" Global Asia?

4/18 American Orientalism and Anti-Asian Discrimination in the Age of Covid-19
4/20 Final Course Reflections

Due (Wednesday, 4/20): Final Capstone Project

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, including "Gold Mountain: Chinese Californian Stories" and "The Vietnamese American Oral History Project." 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; final interviews will be archived at the Samuel Proctor Oral History Program's Asian American Project Collection. 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 their Active Reading Journals, 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 maintaining a consistent writing routine, students will be able to trace their own intellectual trajectory and development over the course of the semester. Finally, 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 on attendance policies, please visit:
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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/>

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.

Deadlines

Late assignments will be marked down by a grade fraction for each 24-hour period beyond the initial due date and time. Assignments that are more than 72-hours late will not be accepted. Exemptions will be allowed for serious illness, family emergencies, and university-approved functions, but students should notify the instructor *before* the deadline. In cases of unforeseen emergencies, please get in touch with the instructor as soon as possible. For more on policies related to make-up assignments, please visit:
<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

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

Various ways to receive assistance with respect to using the libraries or finding resources.

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.
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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 recitation.	Student initiates contribution once in each recitation.	Student initiates contribution at least in half of the recitations	Student does not initiate contribution & needs instructor to solicit input.
Quality of comments	Comments always insightful & constructive; uses appropriate terminology. Comments balanced between general impressions, opinions & specific, thoughtful criticisms or contributions.	Comments mostly insightful & 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. Heavy reliance on opinion & personal taste, e.g., "I love it", "I hate it", "It's bad" etc.
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 & contributes to the dialogue.	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others' remarks. Occasionally needs encouragement or reminder from T.A of focus of comment.	Student is often inattentive and needs reminder of focus of 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.