

# IDS 2935: The Crisis of Liberalism

## Quest 1: Justice and Power

### I. General Information

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#### Class Meetings

- Fall 2024
- 100% In-Person, No GTAs, 35 Residential
- MWF Period 5, 11:45 AM–12:35 PM
- CSE E121

#### Instructor

- Gianna Englert
- E546
- *Office Hours:* Tuesdays 12:00–2:00 PM; Wednesdays 2:00–3:00 PM
- [genglert@ufl.edu](mailto:genglert@ufl.edu)

#### Course Description

Today's headlines warn of the "crisis of liberalism," the claim that free governments across the globe have been thrown into turmoil—and that their underlying liberal philosophy cannot save them. But what exactly *is* liberalism, and what is the source of its "crisis"? Is liberalism responsible for its own failures? Does it encourage too much individualism? Does it lead to the dissolution of community, family, and religion? Does it promote exclusion and inequality? Has liberalism led us inevitably toward an illiberal future? What, if anything, can be done to preserve the liberal values of freedom and equality?

These are the central questions of this multidisciplinary and discussion-based course. To address them, we will examine a wide range of sources from political science, political theory, philosophy, theology, law, sociology, and literature from the seventeenth century to the present. In Part I of the course, we will read treatises, essays, letters, speeches, and autobiographies from authors who contributed to the development of the liberal tradition. Part II turns to twentieth- and twenty-first century critics of liberalism, Right and Left. We will consider how liberalism has more

recently been depicted in novels, memoirs, podcasts, essays, and opinion pieces, and we will consider the merits of proposed alternatives.

## Quest and General Education Credit

- Quest 1
- Humanities
- Writing Requirement (WR) 2000 words

*This course accomplishes the [Quest](#) and [General Education](#) objectives of the subject areas listed above. A minimum grade of C is required for Quest and General Education credit. Courses intended to satisfy Quest and General Education requirements cannot be taken S-U.*

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

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

## Required Readings and Works

1. John Locke, *Second Treatise of Government and A Letter Concerning Toleration*, ed. Mark Goldie Oxford: Oxford University Press, 2016. ISBN: 9780198732440.
2. Patrick Deneen, *Why Liberalism Failed*. Yale: Yale University Press, 2019. ISBN: 0300240023.
3. Other required readings for the course will be made available as PDFs on Canvas or linked below. See the schedule.
4. The writing manual for this course is: *The Economist Style Guide*, 11<sup>th</sup> edn. (2015). ISBN: 9781610395755. This is available as a PDF on Canvas.
5. Materials and Supplies Fees: n/a.

## II. Graded Work

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### Description of Graded Work

#### 1. Active Participation and Attendance: 15% total

##### a. Participation: 10%

- i. This is a discussion-intensive course. In order to do well, you need to be present and engaged. We will study difficult readings and ask difficult questions. These readings and the questions they raise encourage us to examine our own opinions by remaining open to challenge and disagreement. Your active participation throughout the semester is vital to making this work.
- ii. Participation includes asking questions (including clarifying questions), making comments relevant to the course material, or responding to the questions that I or your classmates raise. See the Participation Rubric below for more information.

##### b. Class Attendance & Absence Policy: 5%

- i. On-time class attendance is required for this component of the course grade. You may have 3 unexcused absences without penalty. For any unexcused absences beyond the allotted 3, you will lose 5 points from your attendance grade. Excessive unexcused absences (10 or more) will result in failure of the course. If you miss 10 or more classes (excused or not), you will miss material essential for successful completion of the course.
- ii. Except for absences due to religious holiday observance, documentation is required for excused absences. This is consistent with university policy.

#### 2. In-Class Reading Quizzes (5 total): 25%, see dates below

- a. During 5 Mondays of the term, students will take an in-class quiz about the assigned reading for that particular day. The quizzes will be given at the start of class on the Mondays designated below. They are closed note and closed book, and will include some combination of multiple choice and short answer questions designed to test your understanding of the readings.
- b. **Quiz Dates:** Monday, September 2; Monday, September 16; Monday, October 7; Monday, October 14; Monday, October 28
- c. There are no make-up options for the in-class quizzes except in the case of an excused absence. Please see me well ahead of time if you have an excused absence on a scheduled quiz day.

#### 3. Response Paper 1 (1200-1500 words): 20%, due Friday, October 4<sup>th</sup>

- a. This response paper will be a 1200-1500-word analytical essay in response to a prompt provided by the instructor. The prompt will be posted on Canvas two weeks before the due date, and we will spend some time in class discussing it.
- b. The professor will evaluate and provide written feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence and organization.

- c. You may access the university's Writing Studio at [www.writing.ufl.edu](http://www.writing.ufl.edu)
  - d. For grading standards, see the Writing Assessment Rubric (below).
4. **“Experiential Learning Component”: Liberals Confront Their Critics: 20%, due Wednesday, November 20<sup>th</sup> and Friday, November 22<sup>nd</sup>**
- a. Students will work in small groups to stage a fictional debate between a liberal from Part I of the course and a recent critic from Part II. This assignment can take the format of a live in-class debate, a recorded scene, a song, a play, etc. Creativity is encouraged.
  - b. Students will be required to present their assignments in class in Week 14 of the semester. In addition to the in-class component, students will submit either a recording or a written script of their presentations on Canvas.
  - c. Students will be required to cite and quote the course readings in their debates. More information will be provided one month before the assignment is due.
5. **Response Paper 2 (1200-1500 words): 20%, due Friday, November 8<sup>th</sup>**
- a. As with paper 1, this response paper will be a 1200-1500-word analytical essay in response to a prompt provided by the instructor. The prompt will be posted on Canvas and we will spend some time in class discussing it.
  - b. Professor will evaluate and provide written feedback on all of the student's written assignments with respect to grammar, punctuation, clarity, coherence and organization.
  - c. You may access the university's Writing Studio at [www.writing.ufl.edu](http://www.writing.ufl.edu)
  - d. For grading standards, see the Writing Assessment Rubric (below).

## Grading Scale

For information on UF's grading policies for assigning grade points, see [here](#).

A	94 – 100%		C	74 – 76%
A–	90 – 93%		C–	70 – 73%
B+	87 – 89%		D+	67 – 69%
B	84 – 86%		D	64 – 66%
B–	80 – 83%		D–	60 – 63%
C+	77 – 79%		E	<60

## Grading Rubrics

### Participation Rubric

<b>A</b>	Typically comes to class with pre-prepared questions about the readings. Engages others about ideas, respects the opinions of others and consistently elevates the level of discussion.
<b>B</b>	Does not always come to class with pre-prepared questions about the reading. Waits passively for others to raise interesting issues. Some in this category, while courteous and articulate, do not adequately listen to other participants or relate their comments to the direction of the conversation.
<b>C</b>	Attends regularly but typically is an infrequent or unwilling participant in discussion. Is only adequately prepared for discussion.
<b>D</b>	Fails to attend class regularly and is inadequately prepared for discussion. Is an unwilling participant in discussion.
<b>E</b>	Attends class infrequently and is wholly unprepared for discussion. Refuses to participate in discussion.

## Writing Rubric

	A	B	C	D	E
<b>Thesis and Argumentation</b>	Thesis is clear, specific, and presents a thoughtful, critical, engaging, and creative interpretation. Argument fully supports the thesis both logically and thoroughly.	Thesis is clear and specific, but not as critical or original. Shows insight and attention to the text under consideration. May have gaps in argument's logic.	Thesis is present but not clear or specific, demonstrating a lack of critical engagement to the text. Argument is weak, missing important details or making logical leaps with little support.	Thesis is vague and/or confused. Demonstrates a failure to understand the text. Argument lacks any logical flow and does not utilize any source material.	There is neither a thesis nor any argument.
<b>Use of Sources</b>	Primary (and secondary texts, if required) are well incorporated, utilized, and contextualized throughout.	Primary (and secondary texts, if required) are incorporated but not contextualized significantly.	Primary (and secondary texts, if required) are mostly incorporated but are not properly contextualized.	Primary and/or secondary texts are almost wholly absent.	Primary and/or secondary texts are wholly absent.
<b>Organization</b>	Clear organization. Introduction provides adequate background information and ends with a thesis. Details are in logical order. Conclusion is strong and states the point of the paper.	Clear organization. Introduction clearly states thesis, but does not provide as much background information. Details are in logical order, but may be more difficult to follow. Conclusion is recognizable and ties up almost all loose ends.	Significant lapses in organization. Introduction states thesis but does not adequately provide background information. Some details not in logical or expected order that results in a distracting read. Conclusion is recognizable but does not tie up all loose ends.	Poor, hard-to-follow organization. There is no clear introduction of the main topic or thesis. There is no clear conclusion, and the paper just ends. Little or no employment of logical body paragraphs.	The paper is wholly disorganized, lacking an introduction, conclusion or any logical coherence.
<b>Grammar, mechanics and style</b>	No errors.	A few errors.	Some errors.	Many errors.	Scores of errors.

## Examination Rubric: Essays and Short Answers

	A	B	C	D	E
<b>Completeness</b>	Shows a thorough understanding of the question. Addresses all aspects of the question completely.	Presents a general understanding of the question. Completely addresses most aspects of the question or address all aspects incompletely.	Shows a limited understanding of the question. Does not address most aspects of the question.	Fails fully to answer the specific central question.	Does not answer the specific central question.
<b>Analysis</b>	Analyses, evaluates, compares and/or contrasts issues and events with depth.	Analyses or evaluates issues and events, but not in any depth.	Lacks analysis or evaluation of the issues and events beyond stating accurate, relevant facts.	Lacks analysis or evaluation of the issues and events beyond stating vague, irrelevant, and/or inaccurate facts.	Lacks analysis or evaluation of the issues and events.
<b>Evidence</b>	Incorporates pertinent and detailed information from both class discussions and assigned readings.	Includes relevant facts, examples and details but does not support all aspects of the task evenly.	Includes relevant facts, examples and details, but omits concrete examples, includes inaccurate information and/or does not support all aspects of the task.	Does not incorporate information from pertinent class discussion and/or assigned readings.	Does not adduce any evidence.
<b>Writing</b>	Presents all information clearly and concisely, in an organized manner.	Presents information fairly and evenly and may have minor organization problems.	Lacks focus, somewhat interfering with comprehension.	Organizational problems prevent comprehension.	Incomprehensible organization and prose.

## III. Annotated Weekly Schedule

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### WEEK 1: INTRODUCTION: FAILURES OF LIBERALISM IN THEORY AND IN PRACTICE

What is liberalism? What does it mean to claim that it has declined or even failed? In this first week of the course, we will consider empirical evidence for the decline of liberal governments across the globe along with contemporary critiques of liberalism as a political theory. Students will become familiar with the terms of the debate about the so-called crisis of liberalism. (Reading: 37 pages total)

Friday, August 23: Course introduction and syllabus review

[Freedom in the World Index: 2023](#) (2023), pp. 1–31.

James Traub, 'Liberalism Isn't Dead—But it's Very Sick', [Foreign Policy](#) (May 2022) [7 pages]



## WEEK 2: THE FOUNDATIONS OF LIBERAL THEORY I

What are the foundational ideas and concepts of liberal political theory? Where did they come from? What are some of the most well-known arguments in their favor? This week, through a study of Locke's *Second Treatise*, we will go back to liberalism's beginning. We will consider the origins of concepts such as individual rights, consent, limited government, constitutionalism, and private property, and we will study the historical circumstances behind their emergence. (Reading: 64 pages)

Monday, August 26: John Locke, *Second Treatise of Government (ST)* in *Second Treatise of Government and A Letter Concerning Toleration*, ed. Mark Goldie (Oxford: Oxford University Press, 2016), p. 3–26

Wednesday, August 28: Locke, *ST*, pp. 39–65

Friday, August 30: Locke, *ST*, 104–119

### WEEK 3: THE FOUNDATIONS OF LIBERAL THEORY II

This week students will consider Locke's influential arguments for religious toleration. Through a study of Locke's *Letter Concerning Toleration*, we will we address the following questions. How does Locke imagine the proper "liberal" relationship between religion and civil society? To what degree should a liberal society "tolerate" religious and cultural pluralism? Can and should a liberal society promote truth, whether in religious matters or otherwise? (Reading: 47 pages)

Monday, September 2: Locke, *Letter Concerning Toleration*, 121-142

Assignment: Reading Quiz #1

Wednesday, September 4: Locke, *Letter Concerning Toleration*, 143-168

Friday, September 6: NO CLASS (professor is on research travel)

#### WEEK 4: LIBERALISM AND LIBERTY: I

What does it mean to be free? Does the definition of freedom vary across time and place? How can individuals be subject to the authority of governments and nonetheless remain free? During this week of the course, we will read two responses to these questions about the nature of freedom that invite us to reflect on the differences between ancient and modern manifestations of liberty. (Reading: 67 pages)

NB: All of the readings for this week are posted on Canvas.

Monday, September 9: David Hume, *Essays Moral, Political, and Literary*, ed. Eugene F. Miller (Indianapolis, 1985), pp. 37–41, 253–280, 512–530 ('Of the Origin of Government'; 'Of Civil Liberty'; 'Of Commerce'; 'Of Refinement in the Arts'; 'The Idea of a Perfect Commonwealth').

Wednesday, September 11: Benjamin Constant, *Ancient and Modern Liberty Compared*, in *The Old Regime and the French Revolution*, ed. Keith Michael Baker (Chicago, 1987), pp. 445–452.

Friday, September 13: Benjamin Constant, *Principles of Politics Applicable to All Representative Governments*, ed. Etienne Hofman, trans. Dennis O'Keefe (Indianapolis, 2003), pp. 3–5, 71–82.

## WEEK 5: LIBERALISM AND LIBERTY II

This week's material builds upon the theme of liberty from Week 3. How much authority should society and government have over the individual? How much freedom do we have to speak, write, and discuss? What are the proper limits, if any, upon that freedom? In addition to reading J.S. Mill's philosophical responses to these questions, we will examine Frederick Douglass' denunciation of slavery in his autobiographical narrative and letter to his former master. What does a narrative depiction of freedom capture that a work of philosophy cannot? (Reading: 40 pages)

NB: All of the readings for this week are posted on Canvas or linked below.

Monday, September 16: John Stuart Mill, *On Liberty*, in *Princeton Readings in Political Thought*, ed. Mitchell Cohen (Princeton, 2018), pp. 369–387

Assignment: Reading Quiz #2

Wednesday, September 18: Frederick Douglass, *What to the Slave is the Fourth of July*, in *Princeton Readings in Political Thought*, ed. Cohen, pp. 411–426.

Friday, September 20: Frederick Douglass, [‘Letter to Thomas Auld, 3 September 1848’](#)

## WEEK 6: RELIGION AND MORALITY IN LIBERAL MODERNITY

What role should religion and morality play in a society built upon the principles of individual rights and liberties? Under what conditions does religion support liberty, and when does it become a source of tyranny? During this week's classes, we will discuss the work of two liberals who argued that religion and morality are indispensable to the cause of freedom. (Reading: 46 pages)

All of the readings for this week are posted to Canvas.

Monday, September 23: Benjamin Constant, *On Religion*, pp. 3-12.

Wednesday, September 25: Alexis de Tocqueville, *Democracy in America*, Vol. II, Part II, pp. 881-887, 926-935

Friday, September 27: Tocqueville, *Democracy in America*, Vol. II, Part II, pp. 935-948, 954-963

## WEEK 7: MARKET LIBERALISM

Liberalism is often associated with free markets and economic liberty. But are free markets really conducive to human freedom and flourishing? If so, how? What are the alternatives to a free market system? This week, we will read one particular take on this question from F.A. Hayek, and debate whether his vision of economic liberty can be defended today. (Reading: 56 pages)

All of the readings for this week are posted to Canvas.

Monday, September 30: F.A. Hayek, *The Road to Serfdom*, pp. 57–111

Wednesday, October 2: *The Road to Serfdom*, 237–238

Friday, October 4: No in-class meeting; Online lecture posted to Canvas (professor is on research travel)

Assignment: Response Paper #1 Due

## WEEK 8: LIBERALISM AND THE QUEST FOR JUSTICE

Liberal theorists tend to prioritize liberty and rights. This week, we will read a seminal work of political theory whose author, John Rawls, prioritized justice instead. How can liberal societies realize justice for all of their members? Is there a trade-off between justice and liberty? How does Rawls' political liberalism differ from those that came before? (Reading: 52 pages)

All of the readings for this week are posted to Canvas.

Monday, October 7: John Rawls, *A Theory of Justice*, in *Princeton Readings in Political Thought*, ed. Cohen, pp. 685–700.

Assignment: Reading Quiz #3

Wednesday, October 9: Rawls, *A Theory of Justice*, 700-708.

Friday, October 11: John Rawls, 'Justice as Fairness: Political not Metaphysical', [\*Philosophy and Public Affairs\*](#), 14 (1985), pp. 223–251.

## WEEK 9: THE COMMUNITARIAN CRITIQUE

This week begins Part II of the course. We will pivot from our study of liberalism's development to reflect on the claims of its critics. This part of the course begins with what is known as "the communitarian critique" of liberalism. Can liberal theory sustain community? Is the language of rights fundamentally a language of individualism and atomism? This week's readings include both a classic communitarian critique of the liberal self (Sandel's article) and a more recent memoir that describes the feelings of "uprootedness" to which liberal societies are prone. (Reading: 60 pages)

All of the readings for this week are posted to Canvas.

Monday, October 14: Michael Sandel, 'The Procedural Republic and the Unencumbered Self', *Political Theory*, 12 (1984), pp. 81-96.

Assignment: Reading Quiz #4

Wednesday, October 16: Grace Olmstead, *Uprooted: Recovering the Legacy of the Places We've Left Behind* (2021), Introductions and Chapters 1-2, pages ix-33.

Friday, October 18: NO CLASS, UF Homecoming



WEEK 10: THE NEW RIGHT: I

During this week's classes, we will focus on a recent and provocative attack on liberalism from the New Right: Deneen's *Why Liberalism Failed*. What is Deneen's evidence that liberalism has failed? How does he characterize liberalism? What, if anything, is his solution to liberal failures? (Reading: 62 pages)

Monday, October 21: Deneen, *Why Liberalism Failed* (Yale: New Haven, 2018), pp. 1-20

Wednesday, October 23: *Why Liberalism Failed*, 20-40

Friday, October 25: *Why Liberalism Failed*, 40-63

## WEEK II: THE INTEGRALIST ALTERNATIVE

Liberal societies typically separate government from religious authority. This week, we will weigh a series of arguments that challenges this separation head-on: the integralist movement for, as its name suggests, integrating political laws and religious authority. What is the proper relationship between earthly government and divine truth? Do the integralists make a strong case against their liberal counterparts? How do the integralists' arguments differ from those of the more religiously-minded liberals whose writings we read earlier in the course? (Reading: 50 pages)

Monday, October 28:

Adrian Vermeule, '[The Catholic Constitution](#)', *First Things* (2017) [3 pages].

Adrian Vermeule, '[A Secular Liberalism Attacks the Church, and Catholics Can't Afford to be Nostalgic](#),' *Catholic Herald* (2018) [8 pages].

Assignment: Reading Quiz #5

Wednesday, October 30: Adrian Vermeule, '[Integration from Within](#)', *American Affairs* (2018) [13 pages].

Friday, November 1: Adrian Vermeule, *Common Good Constitutionalism* (2022), pp. 26–52 (posted to Canvas)

## WEEK 12: LIBERALISM AND IDENTITY

Liberalism is under assault from both the cultural Right and the Left, and this week we focus on Leftist objections to liberal principles. How does liberal philosophy deal with identity and difference? Is liberalism, despite the claims of its most ardent defenders and originators, a fundamentally exclusive and inegalitarian ideology? (Reading: 58 pages)

All of the readings for this week are posted to Canvas.

Monday, November 4 & Wednesday, November 6:

Iris Marion Young, *Justice and the Politics of Difference* (Princeton, 2022 [1990]), pp. 96–120.

Friday, November 8: K. Anthony Appiah, *The Ethics of Identity* (2005), pp. 1–35

Assignment: Response Paper #2 Due

## WEEK 13: NEOLIBERALISM

Today's opponents of liberalism often set their sights on "neoliberalism," which they claim is the latest manifestation of the first principles of liberal philosophy. What are the core features of neoliberalism? What, if anything, does it have in common with the liberal philosophy that precedes it? How, if at all, do we see the consequences of neoliberalism in our own societies? (Reading: 29 pages & a 94-minute podcast)

Monday, November 11: NO CLASS, Veterans' Day Holiday

Wednesday, November 13: Wendy Brown, *Undoing the Demos: Neoliberalism's Stealth Revolution* (New York, 2016), pp. 17–46. (Canvas)

Friday, November 15: Podcast (94 minutes):  
['Neoliberalism and its Discontents'](#)

#### WEEK 14: THE LIBERAL SELF IN LITERATURE

Liberal philosophers have presented their own visions of the liberal self. But how has the liberal individual been depicted in literature? What are the benefits of examining a liberal society and the liberal self through a work of literary fiction as opposed to a work of philosophy or history? (Reading: 33 pages)

Monday, November 18: Wendell Berry, *Andy Catlett: Early Travels* (2006), pp. 7-40 (posted to Canvas)

Wednesday, November 20 & Friday, November 22:

Assignment: Experiential Learning Component In-Class Presentations

## WEEK 15: AN ILLIBERAL AGE

What comes next for liberal societies? If we are headed toward an illiberal future, as many of the critics featured in this course predict, what might it look like? During this week, we will examine one fictional depiction of the illiberal future that we may be facing. (Reading: 30 pages)

Monday, December 2: Sinclair Lewis, *It Can't Happen Here* (1935), Chapter 1, pp. 11-41. (posted to Canvas)

Wednesday, December 4: Course conclusion

## IV. Student Learning Outcomes (SLOs)

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

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

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

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

- Identify, describe, and explain the methodologies used across humanities disciplines to examine essential ideas about liberalism (Quest 1, H). **Assessment:** midterm exam, analytical essay, in-class reading quizzes.
- Identify, describe, and explain key ideas and questions about liberalism, with particular focus on modern Russia (Quest 1, H). **Assessment:** midterm exam, analytical essay, in-class reading quizzes.

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

- Analyse how liberalism works from the medieval period through the early twentieth century (Quest 1, H). **Assessment:** analytical essay, midterm exam.
- Analyse and evaluate specific accounts of human reaction to concepts that challenge our own notions of liberalism, using close reading, critical analysis, class discussion, and personal reflection. (Quest 1, H). **Assignments:** analytical essay, discussion questions, midterm exam.

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

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

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

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



# V. Quest Learning Experiences

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## 1. Details of Experiential Learning Component

Students will work in small groups to stage a fictional debate between a liberal from Part I of the course and a recent critic from Part II. This assignment can take the format of a live in-class debate, a recorded scene, a song, etc. Students will be required to cite and quote the primary texts from this course in their debates, and to present or show their debate during class time.

## 2. Details of Self-Reflection Component

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

## VI. Required Policies and Helpful Guidelines

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### Attendance Policy

Requirements for class attendance and make-up exams, assignments and other work in this course are consistent with university policies that can be found [here](#).

### Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

### UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available [here](#). Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [this link](#). Summaries of course evaluation results are available to students at [GatorEvals Public Data](#).