

Quest 1: IDS 2935
The Art of Identity: Spring 2023
Tuesdays periods 5/6 11:45-1:40 LEIGH 0104
Thursdays Period 6 12:50-1:40pm NORMAN 1037

Instructor

Jeffrey Pufahl

Email: jeffpuf@ufl.edu

Office Phone: 352.273.0852

Office Hours: Wednesdays 11am-12pm or by appointment

Office Location: 720 SW 2nd Ave. South Tower, Suite 208

Course Details

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)

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 identity and health intersect through the lens of 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).

Writing Description:

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.

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.

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:

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.

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	Unit	Topic/ Activity	Assignments/Readings DUE
January <i>Essential Question: How are personal and social identities constructed?</i>				
1	T10	Introductions Syllabus overview	Small Group Connection Activities	
	R 12	Unit 1: The identity of self	Discussion: Role Theory & Social Positions	
2	T 17	Unit 1: The identity of self	Discussion: What is Arts- Based Research? PhotoVoice Activity– look at project websites and report on a project	Reading: Arts Meets Method: Ch. 1: Intro to Arts Based research
	R 19	Unit 1: The identity of self	Introduce Photovoice assignment	
3	T24	Unit 1: The identity of self	Small Group Discussions on theories/theorists on Identity. Groups make one slide.	Readings: Foundational Theories of Identity
	R26	Unit 1: The Identity of self	Identity Theories group slide presentations	Assignment: Identity Theorist Slides
4	T31	Unit 1: The Identity of Self	PhotoVoice presentations and discussion/thematic analysis	Assignment: Photovoice
February <i>Essential Question: How and why do identities change?</i>				
	R2	Unit 2: Social Atoms & Family Identity	Social Atom Discussion	Reading: Buchanan: Social Atoms Watch: PBS Family Portraits
5	T7	Unit 2: Social Atoms & Family Identity	Social Atom Sharing Discuss and Assign: Family origin assignment	Assignment: Social Atom Map/Collage
	R9	Unit 2: Social Atoms & Family Identity	No Class: Field work on Family origin assignment	
6	T14	Unit 2: Social Atoms & Family Identity	Family Origin Project Sharing & Discussion	Family Origin Assignment
<i>Essential Question: In what ways are identities socially and politically significant?</i>				

	R16	Unit 3: Social Determinants of Health & Identity	Lecture & Discussion What are the social determinants of health?	Readings: Healthy People 2030 and CDC websites Quiz: SDOH
7	T21	Unit 3: Social Determinants of Health & Identity	(Un)Natural Causes Discussion Groups	Watch: (Un)Natural Causes: In Sickness and in Wealth (57 mins) Critical Reflection: (Un)Natural Causes
	R23	Unit 4: Social Identities & Health	Lecture/Discussion: What is intersectionality?	
8	T28	Unit 4: Social Identities & Health	Harn Museum of Art– Close Looking and forming social narratives	
March				
	R2	Unit 4: Social Identities & Health	Lecture/Discussion: Art / Culture and Public Health	
9	T7	Unit 5: Arts, Identities and Health	Social Identity stories: Peer reviews	Assignment: Social Identity short story
	R9	Unit 5: Arts, Identities and Health	Discussion: Global Identities	Reading: Harari: <i>21 Lessons for the 21st Century Part 1, Ch 1: Disillusionment</i> What is Cosmopolitanism? Listen: Thomas King Lecture
10	T14	Spring Break No Classes		
	R16	Spring Break No Classes		
11	T21	Unit 5: Arts, Identities and Health	Activity: Watch <i>From Colored to Black</i>	
	R23	Unit 5: Arts, Identities and Health	Discussion with FC2B Playwright	Essay Outlines due end of week
12	T28	Unit 6: Global Identities	Outlines, Citations, Critical Reflection	
	R30	Unit 6: Global Identities	Essay Peer Review	Final Draft of Major Essay Due end of week
April				
13	T4	Unit 7: Final Projects	Final Project Overview and Work Session UN SDGs	
	R6	Unit 7: Final Projects	Final projects prep	Assignment: Final Project Proposals
14	T11	Unit 7: Final Projects	Final projects prep	
	R13	Unit 7: Final Projects	Presentations	
15	T18	Unit 7: Final Projects	Presentations	Final Project

	R20	Unit 7: Final Projects	Presentations	Final Project
16	T25	Final Discussion/Evals		

Evaluation of Grades

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

Assignments	Description	Points
Arts Based research reading and response	Read Chapter 1 of Method Meets Art and respond to a series of questions	10
Identity Theory Notes and Slide	Small groups will investigate a theory of identity and present it to the class.	15
PhotoVoice Project	Create a short photovoice project that shows us who you are.	75
Social Atom Reading and Reflection	Read Buchanan's article and respond to a series of questions	10
Social Atom Map/Collage	Create a visual representation of your closest network.	25
Family Origins Project	Interview a family member and create a visual representation of your family history.	75
Social Determinants of Health Quiz	A short quiz testing your knowledge	10
Critical Reflection	Reflection on the film "In Sickness and in Wealth"	10
Narratives of the other	A visit to the Harn Museum of Art where we interact with artwork and devise a short story based on a work of art.	50
2000 Word Essay	A critical essay on a selected film. Outline and peer review required.	220
Global Identities Reading/Reflection	Read 3 articles and respond to a series of prompts	10
Final project proposals	Groups propose final projects to the class for feedback.	25
Final Project Narrative	A written narrative of the final project.	150
Final Project Presentation	An in-class group presentation of final projects.	150
Attendance	50 points available for attendance (-10 per unexcused absence);	50
Participation	50 points for in-class and written reflection participation (see rubric).	50
Total		935

The **2000 Word Essay** must be typed and be a minimum of 2000 words (4-5 pages) in length. Use 1-inch borders, 1.5 line spacing, and a 12 pt typeface such as Times Roman or Arial. Use the APA style guide for in text citations and references. Include a title page in APA format. 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.

Grading Scale

Letter Grade	% Equivalency	GPA Equivalency
A	94-100	4.00
A-	91-93.99	3.67
B+	88-90.99	3.33
B	84-87.99	3.00
B-	81-83.99	2.67
C+	78-80.99	2.33
C	74-77.99	2.00
C-	71-73.99	1.67
D+	68-70.99	1.33
D	64-67.99	1.0
D-	61-63.99	.67
E	60 or below	0.00

Please note that a C- is no longer an acceptable grade for any course in which a 2.0 GPA is required, for example, any course in the major. UF grading policy website: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx> - calculatinggpa

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.

Attendance: Your attendance in this course is essential to your success. Each student will be given 1 free unexcused absence. 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 10-point reduction of the participation grade (50 pts 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 will be subject to a 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

Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Academic Honesty

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 (sccr.dso.ufl.edu/process/student-conduct-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.

Students with Disabilities

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, dso.ufl.edu/drc) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

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 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/>.

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
- (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.

Campus Resources**Health and Wellness**

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit umatter.ufl.edu/ to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit counseling.ufl.edu/ or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu/.

University Police Department: Visit police.ufl.edu/ or call 352-392-1111 (or 9-1-1 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

Academic Resources

Career Connections Center: Reitz Union Suite 1300, 352-392-1601.

Career assistance and counseling services career.ufl.edu/.

Library Support: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources.

Teaching Center: Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420.

General study skills and tutoring. teachingcenter.ufl.edu/

Writing Studio: 2215 Turlington Hall, 352-846-1138.

Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/

Student Complaints On-Campus: sccr.dso.ufl.edu/policies/student-honor-codestudent-conduct-code/

On-Line Students Complaints: distance.ufl.edu/student-complaint-process/