

# IDS 2935 Why does the past matter?

## Quest 2

### I. Course Information

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Spring 2023

Meeting Day/Time: [M6, W6, F6] (12:50-1:40)

Location: Architecture 0213

Primary General Education Designation:

Social and Behavioral Sciences (S)

Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences. Students will learn to identify, describe and explain social institutions, structures or processes. These courses emphasize the effective application of accepted problem-solving techniques. Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior. Students are expected to assess and analyze ethical perspectives in individual and societal decisions.

Secondary General Education Designation (if seeking):

Diversity (D)

This designation is always in conjunction with another program area. Courses with Diversity should demonstrate that a majority of the course addresses Diversity content and engagement and it should be a substantial, defining feature of the course.

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.

Writing Designation (if seeking): No writing designation

A minimum grade of C is required for general education credit. Courses intended to satisfy the general education requirement cannot be taken S-U.

### Instructor Information

- Michelle LeFebvre – [mlefebvre@floridamuseum.ufl.edu](mailto:mlefebvre@floridamuseum.ufl.edu)
- Office location: 106 Dickinson Hall

- Office hours: Mondays 10:00-12:00
- Phone: (352) 273-1917

## Instructor Information

- Neill Wallis – [nwallis@flmnh.ufl.edu](mailto:nwallis@flmnh.ufl.edu)
- Office location: 130 Dickinson Hall
- Office hours: Wednesdays 9:30-12:00
- Phone: (352) 273-1920

## Course Description

We live in an age of exceptionalism, a time when the pace of technological advances and societal changes can make the old adage “what’s past is prologue” (Shakespeare, *The Tempest*) feel antiquated and irrelevant. Yet despite the apparent incommensurability of past human experiences, many of the most pressing challenges facing humanity today are not unique or without deep historical precedent. This course asks, “How do we understand the past?” and “Why does the past matter?” Drawing on social and natural science disciplines such as archaeology, biology, paleoclimatology, ethnohistory, and museum studies, students will explore how scientists document and interpret the past in order to understand the indelible power it has to shape the present and inform the future. Four salient contemporary challenges frame the course: human perceptions of and responses to climate change, biodiversity loss, the formation of social identities and their marginalization, and the development of social and economic inequality. Building on these themes, the course culminates in evaluations of how and for whom the past is interpreted, and the possibilities and risks of using cultural heritage and history to influence the future.

**Description of Course Goals:** Everything about the present is predicated upon the past, whereby today is already tomorrow’s history. Climate change, biodiversity loss, marginalization based on social identity, and inequality are oftentimes linked and together constitute four of the most pressing challenges facing global humanity. *In this course students will engage these topics through a variety of perspectives, principles, methods, and evidence drawn from social and natural science disciplines.*

Through engagement with cross-cultural comparisons and cutting-edge interdisciplinary archaeological science, students will contemplate how scientists and scholars interpret the past and bring key insights to contemporary global challenges. The primary disciplines engaged in this course will include anthropology, archaeology, biology, history (inclusive of ethnohistory), paleoclimatology, museum studies, conservation and preservation, cultural heritage management, and science communication, in addition to others. *This course will provide a variety of topics and experiential opportunities for students with diverse interests, backgrounds, and career aspirations to envision themselves contributing to a variety of fields and possible solutions to societal challenges.*

The course draws insight on each topic from areas across the world but will emphasize personal relevance through Florida-based comparisons wherever possible. As members of the University of Florida community and residents of Florida, students will have the opportunity to see and engage with the residues of past human experiences first-hand, which will include experiential learning at the Florida Museum of Natural History’s Exhibits (Powell Hall), and in-class exercises using archaeological

collections. Through these opportunities, students will participate in self-reflection exercises questioning how they recognize or experience legacies of the deep past today as UF students, Florida residents, and global citizens.

Through a combination of weekly readings, instructor lectures, guest speakers, in-class discussion, and hands-on activities, students will build an informed basis from which to critically think about how we document, understand, communicate, and perhaps most critically, use the past as a tool of the present. Students will participate in exercises that challenge them as both individuals and members of diverse communities to consider the historical legacies of climate change, biodiversity loss, social identity, and inequality throughout human history. The penultimate goal of the course is for students to learn how they can engage the past as a way to learn valuable life lessons for navigating their present and shaping their futures.

## Course Delivery

The course will be delivered in-person. Guest lecturers will participate in class through a combination of in-person and remote communication. Course content, class announcements, and grades will be available through the course Canvas page. Instructor office hours will be held in-person, however, Zoom meetings will be an additional option for office-hour communication.

## Required & Recommended Course Materials (to purchase/rent)

Fagan, Brian M., and Nadia Durrani. 2020. *Bigger than History: Why Archaeology Matters*. Thames and Hudson, London.

All other assigned readings will be made available through the course Canvas page. Assigned videos or podcasts will be freely available via the internet.

Materials and Supplies Fees: n/a

## II. Coursework & Schedule

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### 1. List of Graded Work

Assignment	Description	Requirements	Points
Weekly reading responses: 300-400 words	See expectations for written assignments below.  Most weeks (n=13) students will turn in a reading response. The reading responses will be based on 2-3 questions or prompts provided by the instructors. At least one prompt will include self-reflection where students are welcome to voice support, challenge, surprise (e.g., something they	300-400 words; turned in through Canvas	130 (10 pts. each)

	<p>did not know before), express confusion, or expand upon the reading's main points so long as it is tied to self-reflection.</p> <p>The assignment will be <b>due one hour prior to the start of the Monday class meeting</b></p>		
Class Participation	<p>See rubric for attendance and in-class participation below.</p> <p>All students are expected to participate in class activities and group discussions. In addition to participating in group discussions, hands-on activities (see below), and leading a cross-cultural comparison discussion (see below), students will visit the Florida Museum's exhibits (Powell Hall) (see experiential learning details).</p>		150 (10 pts. each week)
Leading cross-cultural comparison discussion	<p>Each student will lead at least one class discussion focused on a cross-cultural comparison based on the week's topic(s) and the readings. These discussions will take place during the Friday class. During the first week of class, students will indicate their preferred topics to lead a discussion and will be assigned accordingly. Students will have ample time to work with the instructors to prepare (e.g., discuss the topic and select a cross-cultural comparison to compliment the course readings and lecture of the week).</p> <p>*Note, the discussion for week 9 will be held on Wednesday.</p>	<p>Student will select at least 2 additional references to share with the class through canvas. The student will prepare a 2-3 slide ppt presentation and develop 3 questions to lead class discussion. The 3 questions are to be shared with the instructor the Monday before the Friday discussion for feedback.</p>	100
Hands-on data collection and analysis activities	<p>See rubric for attendance and in-class participation below.</p> <p>Students will participate in four hands-on data collection, methods of analysis, and data interpretation activities.</p>	<p>All materials will be provided by the instructors.</p>	100 (25 pts. each)

Midterm Exam	There will be one exam at the mid-term point of the course. The exam will be open book and include multiple choice, fill in the blank, and short answer.	Through Canvas and open during normal class period	210
Capstone essay and presentation: 2,000 words	<p>See expectations for written assignments below.</p> <p>Based upon site visits as well as course readings and activities, reading responses, and cross-cultural comparison discussions, students' capstone course project will be an essay evaluating one or more of the course themes from a cross-cultural comparative basis and presenting a self-reflective perspective of the selected theme(s). The self-reflective component should include considerations of their own pasts, presents, and futures. After selecting a theme(s), students are expected to 1) demonstrate knowledge of the social and natural history science(s) informing how we study and interpret the selected theme(s), including how interpretations of the theme through time are used in the present, and 2) explore how the selected theme(s) and understanding of its deeper history has shaped their lives as individuals, members of various communities, and global citizens. Students are encouraged to discuss how they can or will use knowledge of the past to potentially shape their futures.</p> <p>Students will work with the instructors to outline and execute the essay, including theme(s) selection, topical outline, and vetting of references. Students may reference assigned readings and content but will also be expected to engage 4-6 additional references.</p> <p>The last three classes of the semester will include in-class "lightning"</p>	<p>2,000 words; turned in through Canvas</p> <p>No later than March 6: Students submit their essay topic <u>Value:</u> 20 pts.</p> <p>No later than March 31: Students submit an essay outline, including an Introductory paragraph, and tentative references cited <u>Value:</u> 70 pts.</p> <p>21, 24 and 26: Student presentations <u>Value:</u> 4</p> <p>Optional: No later than April 17<sup>h</sup>, students submit completed draft of their essay for instructor feedback</p> <p>April 5 pts.</p> <p>May 4: Final paper due, no exceptions. <u>Value:</u> 175pts.</p>	310

	presentations where each student gives a 3 min ppt presentation summarizing their capstone essays.		
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## 2. Weekly Course Schedule

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 1 Jan 9- 13	Topic	Introduction to course themes and goals, and foundational concepts critical to exploring “Why the past matters.” Introduction to theme of Climate Change.	
	Summary	<p><b>Monday:</b> Introduction to course, class structure, expectations for students and instructors, and self-introductions</p> <p><b>Wednesday:</b> Lecture presenting the question “Why does the past matter?” and review of fundamental concepts guiding the course</p> <p><b>Friday:</b> Lecture on evidence of past climate changes, human responses, and resilience</p>	
	Readings/Works	<p>Fagan, B. and N. Durrani (2020). “Ch. 1: Revealing Deep History,” <i>Bigger than History: Why Archaeology Matters</i>, pp. 12-23. Thames and Hudson, London.</p> <p>Blog post: Corfield, P.J. (2008). All people are living histories – which is why history matters. <a href="https://archives.history.ac.uk/makinghistory/resources/articles/why_history_matters.html">https://archives.history.ac.uk/makinghistory/resources/articles/why_history_matters.html</a></p> <p><u>Optional:</u> Kelly, R. (2016). Chapter 1. “The end of the world as we know it,” <i>The Fifth Beginning</i>, pp. 1-10. University of California Press, Oakland.</p>	
	Assignment	Submit one paragraph sharing why you decided to take this class, interest in the subject, or goals for taking this course.	Jan 11
<b>Theme: Climate Change</b>			
Week 2 Jan 16- 20	Topic	Climate Change and Societal “Collapse”	
	Summary	<p><b>Monday:</b> NO CLASS. Martin Luther King Jr. Day</p> <p><b>Wednesday:</b> activity with archaeological vertebrate specimens and data in relation to climate change</p> <p><b>Friday:</b> Guest lecture (paleolimnologist)</p>	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Readings/Works	<p>Fagan, B. and N. Durrani (2020). "Ch. 2: Investigating Climate Change," <i>Bigger than History: Why Archaeology Matters</i>, pp. 24-39. Thames and Hudson, London.</p> <p>Aimers, J., and D. Hodell (2011). Drought and the Maya. <i>Nature</i> 439:44-45.</p> <p>Prepping for Teotwawki (podcast: <a href="https://www.sapiens.org/culture/teotwawki/">https://www.sapiens.org/culture/teotwawki/</a>), (35 min listen).</p>	
	Assignment	Weekly reading responses due one hour prior to the start of Monday's class meeting	Jan 16
Week 3 Jan 23- 27	Topic	Sea Level Rise	
	Summary	<p><b>Monday:</b> lecture on the evidence of sea level rise during the Holocene and the diversity of humans' perceptions and responses</p> <p><b>Wednesday:</b> Guest lecture on archaeology of sea level rise (Ken Sassaman)</p> <p><b>Friday:</b> Instructor-led example of what is expected for weekly student-led discussion and cross-cultural comparison presentations</p>	
	Readings/Works	<p>Barnett, R., et al. (2020). Nonlinear landscape and cultural response to sea-level rise. <i>Science Advances</i> 6(45):eabb6376</p> <p>Sassaman, K. (2021). History unfolded as water set the course. Forum (floridahumanities.org)</p> <p>UF research on ancient Floridian's and sea level rise: <a href="https://www.npr.org/2016/04/16/474395637/what-can-we-learn-from-early-floridians-on-sea-level-rise">https://www.npr.org/2016/04/16/474395637/what-can-we-learn-from-early-floridians-on-sea-level-rise</a>)</p> <p><u>Optional:</u> McFadden, P. (2015). Coastal Evolution and Pre-Columbian Human Occupation in Horseshoe Cove on the Northern Gulf Coast of Florida. <i>Geoarchaeology</i> 31:355-375</p>	



Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		Sassaman, K., et al. (2017). Keeping Pace with Rising Sea: The First 6 Years of the Lower Suwannee Archaeological Survey, Gulf Coastal Florida. <i>Journal of Island and Coastal Archaeology</i> 12(2):173-199.	
	Assignment	Weekly reading responses due one hour prior to the start of Wednesday's class meeting	Jan 23
<b>Theme: Biodiversity</b>			
Week 4 Jan 30- Feb 3	Topic	Anthropocene: Biodiversity crisis, anthropogenic impacts, and biocultural diversity	
	Summary	<b>Monday:</b> lecture on the "Anthropocene" and current global biodiversity crisis from the perspective of long-term human-environment relationships <b>Wednesday:</b> activity with archaeological oysters and data in relation to human impacts on faunal populations <b>Friday:</b> student-led discussion and cross-cultural comparison presentations	
	Readings/Works	Video (4 minutes): Preshoff, K., "Why is Biodiversity so Important?" <a href="https://www.youtube.com/watch?v=GK_vRtHJZu4">https://www.youtube.com/watch?v=GK_vRtHJZu4</a>  Video (2 minutes): Defining the Anthropocene, Biocultural diversity (BioKultDiv project) <a href="https://www.youtube.com/watch?v=gRezXAwDMUU">https://www.youtube.com/watch?v=gRezXAwDMUU</a>  Frainer, A., et al. (2020). Cultural and linguistic diversities are underappreciated pillars of biodiversity. <i>Proceedings of the National Academy of Sciences</i> 117(43): 26539-26543.  Kirch, V.P. (2005). Archaeology and global change: The Holocene record. <i>Annual Review of Environmental Resources</i> 30: 409-440.  <u>Optional:</u> Erlandson, J.M., and T.J. Braje (2013). Archaeology and the Anthropocene. <i>Anthropocene</i> 4:1-7.	
	Assignment	1) Three discussion questions for Friday's student discussion leaders due to the instructors Monday. 2) Weekly reading responses due one hour prior to the start of Monday's class meeting	Jan 30

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 5 Feb 6- Feb 10	Topic	Biodiversity: extinctions, extirpations, and persistence	
	Summary	<p><b>Monday:</b> lecture on anthropogenic animal and plant translocations, extinctions, and shifting baselines through time</p> <p><b>Wednesday:</b> Guest lecture by paleobiologist and conservationist (Alexis Mychajliw)</p> <p><b>Friday:</b> student-led discussion and cross-cultural comparison presentations</p>	
	Readings/Works	<p>Jackson, J.B.C., et al. (2001). Historical overfishing and the recent collapse of coastal ecosystems. <i>Science</i> 293: 629-636.</p> <p>Braje, T.D., and J.M. Erlandson (2013). Human acceleration of animal and plant extinctions: A late Pleistocene, Holocene, and Anthropocene continuum. <i>Anthropocene</i> 4: 14-23</p> <p>Boivin, N.L., et al. (2016). Ecological consequences of human niche construction: Examining long term anthropogenic shaping of global species distributions. <i>Proceedings of the National Academy of Science</i> 6 (49): 49, eabb6095</p> <p><u>Optional:</u> Kemp, M.E., et al. (2020). 7000 years of turnover: Historical contingency and human niche construction shape the Caribbean's Anthropocene biota. <i>Proceedings of the Royal Society B</i> 287:20200447.</p> <p>Sayol, F., et al. (2020). Anthropogenic extinctions conceal widespread evolution of flightlessness in birds. <i>Science Advances</i> 6(4): eabb6095.</p>	
	Assignment	<p>1) Three discussion questions for Friday's student discussion leaders due to the instructors Monday.</p> <p>2) Weekly reading responses due one hour prior to the start of Monday's class meeting</p>	Feb 6
<b>Theme: Identity</b>			
Week 6 Feb 13- 17	Topic	Ethnicity and Race	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Summary	<p><b>Monday:</b> lecture on archaeologies of social identity and “racialization”</p> <p><b>Wednesday:</b> activity with archaeological pottery and data related to formation of, and changes in identity, and issues of archaeological discernment</p> <p><b>Friday:</b> student-led discussion and cross-cultural comparison presentations</p>	
	Readings/Works	<p>Fagan, B., and N. Durrani (2020). “Ch. 3: Revealing Who We Are,” in <i>Bigger than History: Why Archaeology Matters</i>, pp. 40-53. Thames and Hudson, London.</p> <p>Orser, C. (2007). <i>The Archaeology of Race and Racialization in Historic America</i>. University Press of Florida, Gainesville. (excerpts)</p> <p>Weik, T. (2009). The Role of Ethnogenesis and Organization in the Development of African-Native American Settlements: an African Seminole Model. <i>International Journal of Historical Archaeology</i> 13:206-238.</p>	
	Assignment	<p>1) Three discussion questions for Friday’s student discussion leaders due to the instructors Monday.</p> <p>2) Weekly reading responses due one hour prior to the start of Monday’s class meeting</p>	Feb 13
Week 7 Feb 20- 24	Topic	Gender, Sex, and Sexuality	
	Summary	<p><b>Monday:</b> Lecture on the social construction of gender, sex, and sexuality</p> <p><b>Wednesday:</b> Guest lecture on the archaeology of gender</p> <p><b>Friday:</b> student-led discussion and cross-cultural comparison presentations</p>	
	Readings/Works	<p>Fagan, B., and N. Durrani (2020). “Ch. 4: Exploring Gender,” <i>Bigger than History: Why Archaeology Matters</i>, pp. 54-67. Thames and Hudson, London.</p> <p>Joyce, R. (2008). “Introduction,” <i>Ancient Bodies, Ancient Lives: Sex, Gender, and Archaeology</i>, pp. 6-25. Thames and Hudson, London.</p> <p>Video (11 minutes): Villarta, F. (2020). The gender-fluid history of the Philippines. TED Institute Talk.</p>	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		<a href="https://www.ted.com/talks/france_villarta_the_gender_fluid_history_of_the_philippines">https://www.ted.com/talks/france_villarta_the_gender_fluid_history_of_the_philippines</a>  Optional: Barthes et al. (2015). Male Homosexual Preference: Where, When, Why? <i>Plos One</i> 10(8):e0134817.	
	Assignment	1) Three discussion questions for Friday's student discussion leaders due to the instructors Monday. 2) Weekly reading responses due one hour prior to the start of Monday's class meeting	Feb 20
<b>Theme: Inequality</b>			
Week 8 Feb 27- Mar 3	Topic	Economic inequality and the generation of wealth	
	Summary	<b>Monday:</b> Lecture on the origins of surplus and economic inequality <b>Wednesday:</b> Guest lecture on inequality (anthropological archaeologist) <b>Friday:</b> student-led discussion and cross-cultural comparison presentations	
	Readings/Works	Smith, M., T. Kohler and G. Feinman (2018). "Studying Inequality's Deep Past," in <i>Ten Thousand Years of Inequality: The Archaeology of Wealth Differences</i> , edited by Kohler and Smith, pp. 3-38. University of Arizona Press, Tucson.  Suzman, J. (2017). How Neolithic Farming Sowed the Seeds of Modern Inequality 10,000 Years Ago. <i>The Guardian</i> <a href="https://www.theguardian.com/inequality/2017/dec/05/how-neolithic-farming-sowed-the-seeds-of-modern-inequality-10000-years-ago">https://www.theguardian.com/inequality/2017/dec/05/how-neolithic-farming-sowed-the-seeds-of-modern-inequality-10000-years-ago</a>  Suzman, J. (2018). "Why Envy Might Be Good for Us." <i>Sapiens</i> <a href="https://www.sapiens.org/culture/hunter-gatherer-inequality-namibia/">https://www.sapiens.org/culture/hunter-gatherer-inequality-namibia/</a>	
	Assignment	1) Three discussion questions for Friday's student discussion leaders due to the instructors Monday. 2) Weekly reading responses due one hour prior to the start of Monday's class meeting	Feb 27

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 9 Mar 6- 10	Topic	Social Stratification and Power	
	Summary	<b>Monday:</b> lecture on deep time perspectives of social stratification and power <b>Wednesday:</b> student-led discussion and cross-cultural comparison presentations <b>Friday: MIDTERM EXAM to be completed via Canvas</b>	
	Readings/Works	<p>Video (11 minutes): Crash Course Sociology #21 "Social Stratification"  <a href="https://www.youtube.com/watch?v=SlkIKCMt-Fs">https://www.youtube.com/watch?v=SlkIKCMt-Fs</a></p> <p>Ames, K. (2007). The Archaeology of Rank, in <i>Handbook of Archaeological Theories</i>, edited by Bentley, Maschner and Chippendale, pp. 487-513. AltaMira Press, Lanham.</p> <p>Pauketat, T. (2000). "The Tragedy of the Commoners," in <i>Agency in Archaeology</i>, edited by Marcia-Anne Dobres and John Robb, pp. 113-129. Routledge, London.</p> <p>Video (17 minutes): TED Playlist: A Playbook to Understanding Power  <a href="https://www.ted.com/talks/eric_liu_why_ordinary_people_need_to_understand_power?referrer=playlist-a_playbook_to_understanding_power">https://www.ted.com/talks/eric_liu_why_ordinary_people_need_to_understand_power?referrer=playlist-a_playbook_to_understanding_power</a></p>	
	Assignment	1) Three discussion questions for Friday's student discussion leaders due to the instructors Monday. 2) Weekly reading responses due one hour prior to the start of Monday's class meeting 3) Capstone essay topic due to instructors	Mar 6
<b>SPRING BREAK</b> Mar 13-17	<b>NO CLASS</b>		
<b>Theme: The past in the present</b>			

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 10 Mar 20-24	Topic	Whose past? (U.S. NAGPRA, land acknowledgments, etc.)	
	Summary	<b>Monday:</b> lecture about the challenges of considering “who owns the past?” <b>Wednesday:</b> Guest lecture by NAGPRA Coordinator Katie Smith <b>Friday:</b> student-led discussion and cross-cultural comparison presentations	
	Readings/Works	<p>Fagan, B., and N. Durrani (2020). “Ch. 5: Archaeology and Nationalism,” <i>Bigger than History: Why Archaeology Matters</i>, pp. 69-79. Thames and Hudson, London.</p> <p>Agbe-Davies, A. (2010). Concepts of community in the pursuit of an inclusive archaeology. <i>International Journal of Heritage Studies</i> 16(6):373-389.</p> <p>Video (13 minutes): Chip Colwell, “Museums have a dark past, but we can fix that”  <a href="https://www.youtube.com/watch?v=DJYS9C06_qY">https://www.youtube.com/watch?v=DJYS9C06_qY</a></p> <p>Video (8 minutes): Understanding the Land Acknowledgement, York University  <a href="https://www.youtube.com/watch?v=qNZi301-p8k">https://www.youtube.com/watch?v=qNZi301-p8k</a></p> <p><u>Optional:</u>  Native American Graves Protection and Repatriation Act: <a href="https://www.nps.gov/subjects/nagpra/index.htm">https://www.nps.gov/subjects/nagpra/index.htm</a></p>	
	Assignment	1) Three discussion questions for Friday’s student discussion leaders due to the instructors Monday. 2) Weekly reading responses due one hour prior to the start of Monday’s class meeting	Mar 20
Week 11 Mar 27-31	Topic	The role of museum research and collections	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
	Summary	<p><b>Monday:</b> lecture about the history and contemporary landscape of museum research and collections about the human past</p> <p><b>Wednesday:</b> Guest lectures by Florida Museum Collections Managers: overviews of Anthropology Collections</p> <p><b>Friday:</b> student-led discussion and cross-cultural comparison presentations</p>	
	Readings/Works	<p>Rick, T., and D. Sandweiss (2020). Archaeology, climate, and global change in the Age of Human. <i>Proceedings of the National Academy of Sciences</i> 117:8250-8253.</p> <p>Sholts, S.B., et al. (2016). <i>Ecce Homo: Science and Society Need Anthropological Collections. Trends in Ecology and Evolution</i> 31(8): 580-583.</p> <p>Schweitzer, M. (2020). Building true and lasting collaborations with source communities. <i>American Alliance of Museums</i>:  <a href="https://www.aam-us.org/2020/09/30/building-true-lasting-collaborations-with-source-communities/?utm_source=American+Alliance+of+Museums&amp;utm_campaign=d83c7419c2-EMAIL_CAMPAIGN_2020_09_30_08_11&amp;utm_medium=email&amp;utm_term=0_f06e575db6-d83c7419c2-37452865">https://www.aam-us.org/2020/09/30/building-true-lasting-collaborations-with-source-communities/?utm_source=American+Alliance+of+Museums&amp;utm_campaign=d83c7419c2-EMAIL_CAMPAIGN_2020_09_30_08_11&amp;utm_medium=email&amp;utm_term=0_f06e575db6-d83c7419c2-37452865</a></p> <p>Video (13 minutes): Danielle Brainbridge, “The Problem with Museums”  <a href="https://www.youtube.com/watch?v=Av_3tGceTvs">https://www.youtube.com/watch?v=Av_3tGceTvs</a></p> <p>Familiarize yourself with the Florida Museum of Natural History prior to tour by visiting <a href="http://www.flmnh.ufl.edu">www.flmnh.ufl.edu</a></p>	
	Assignment	<ol style="list-style-type: none"> <li>1) Three discussion questions for Friday’s student discussion leaders due to the instructors Monday.</li> <li>2) Weekly reading responses due one hour prior to the start of Monday’s class meeting</li> <li>3) Capstone essay outline, introductory paragraph, and tentative references due to instructors</li> </ol>	<p>Mar 27 (1 and 2)</p> <p>Mar 31 (3)</p>

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Week 12 Apr 3-7	Topic	The role of museum interpretation and cultural heritage tourism	
	Summary	<p><b>Monday:</b> lecture about the role and power of museum exhibits and cultural heritage tourism as platforms for communicating the past in the present</p> <p><b>Wednesday:</b> Student self-guided tour of the Florida Museum’s exhibits hall (Powell Hall)</p> <p><b>Friday:</b> student-led discussion and cross-cultural comparison presentations</p>	
	Readings/Works	<p>Fagan, B., and N. Durrani (2020). “Ch. 6: The Tourist Effect,” <i>Bigger than History: Why Archaeology Matters</i>, pp. 80-91. Thames and Hudson, London.</p> <p>González-Tennant, E. (2013). New Heritage and Dark Tourism: A Mixed Methods Approach to Social Justice in Rosewood, Florida. <i>Heritage and Society</i> 6(1):62-88.</p> <p>Harrison-Buck, E., and S. Clarke-Vivier (2020). Making space for heritage: Collaboration, sustainability, and education in a Creole community archaeology museum in Northern Belize. <i>Heritage</i> 3:412-435.</p> <p>Video (9 minutes): Cinamon Catlin-Legutko, “We Must Decolonize Our Museums,” TEDxDirigo  <a href="https://www.youtube.com/watch?v=jyZAgG8--Xg">https://www.youtube.com/watch?v=jyZAgG8--Xg</a></p>	
	Assignment	<p>1) Three discussion questions for Friday’s student discussion leaders due to the instructors Monday.</p> <p>2) Weekly reading responses due one hour prior to the start of Monday’s class meeting</p>	Apr 3
Week 13 Apr 10-14	Topic	Cultural heritage preservation and public engagement	
	Summary	<b>Monday:</b> lecture about “community” archaeology and challenges to public support for cultural heritage preservation	



Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
		<p><b>Wednesday:</b> Guest lecture by Florida Public Archaeology Network Southeast/Southwest Region Director Sara Ayers-Rigsby</p> <p><b>Friday:</b> in-class time to work on capstone essays and presentations, including instructor and peer feedback</p>	
	Readings/Works	<p>Fagan, B., and N. Durrani (2020). "Ch. 7: Protecting the Past," <i>Bigger than History: Why Archaeology Matters</i>, pp. 92-103. Thames and Hudson, London.</p> <p>Anderson, D., et al. (2017). Sea-level rise and archaeological site destruction: An example from the southeastern United States using DINAA (Digital Index of North American Archaeology). <i>Plos One</i> 12(11):e0188142.</p> <p>Miller, S. and E. Murray (2018). Heritage Monitoring Scouts: Engaging the public to monitor sites at risk across Florida. <i>Conservation and Management of Archaeological Sites</i> 20(4):234-260.</p> <p><u>Optional:</u> Mehta, J., and T. Skipton (2020). Florida's Indigenous Heritage Faces a Watery Grave (<a href="https://www.sapiens.org/archaeology/florida-climate-change/">https://www.sapiens.org/archaeology/florida-climate-change/</a>)</p> <p>Humphris, J., and R. Bradshaw (2017). Understanding 'the community' before community archaeology: A case study from Sudan. <i>Journal of Community Archaeology &amp; Heritage</i> 4(3):203-217.</p>	
	Assignment	<p>1)Weekly reading responses due one hour prior to the start of Monday's class meeting</p> <p>2)In-class time to work on capstone essays and presentations, including instructor and peer feedback</p>	<p>Apr 10 (1)</p> <p>Apr 14 (2)</p>
Week 14	Topic	The use and misuse of the past	

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
Apr 17- 21			
	Summary	<p><b>Monday:</b> lecture on how the human past is used and misused to shape, justify, or challenge the present and future</p> <p><b>Wednesday:</b> activity using the University of Florida’s Presidential Task Force document on the history of relations with African Americans and Native Americans  <a href="https://antiracism.ufl.edu/media/antiracismufledu/Task_Force_Report_FINAL_3_622.pdf">https://antiracism.ufl.edu/media/antiracismufledu/Task_Force_Report_FINAL_3_622.pdf</a></p> <p><b>Friday:</b> lecture summarizing course content; student capstone essay presentations</p>	
	Readings/Works	<p>Fagan, B., and N. Durrani (2020). “Ch. 8: Why Archaeology Matters,” <i>Bigger than History: Why Archaeology Matters</i>, pp. 103-114. Thames and Hudson, London.</p> <p>Arnold, B. (2006). 'Arierdämmerung': Race and Archaeology in Nazi Germany. <i>World Archaeology</i> 38(1): 8-31.</p> <p>Rockman, M., and C. Hritz (2020). Expanding use of archaeology in climate change response by changing its social environment. <i>Proceedings of the National Academy of Sciences</i> 117(15):8295–8302.</p>	
	Assignment	<p>1) Student capstone presentations</p> <p>2) Optional: submit draft of essay to instructors for feedback</p> <p>3) Weekly reading responses due one hour prior to the start of Monday’s class meeting</p>	Apr 21 (1) Apr 17 (2 and 3)
Week 15 Apr 24- 26	Topic	Capstone Essay Presentations	
	Summary	<p><b>Monday:</b> student capstone essay presentations</p> <p><b>Wednesday:</b> student capstone essay presentations</p>	
	Readings/Works		
	Assignment	Student capstone essay presentations	Apr 24,26

Week/ Date	Activity	Topic/Assignment (Question/Subject)	Assigned Work Due
May 4	Final	No Final Exam	
	Assignment	Capstone essays due	May 4 7:30 AM

# III. Grading

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## 1. Statement on Attendance and Participation

### Attendance and Participation:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>

- Attendance will be taken daily and recorded for each class meeting. You are allowed two “personal days” for the semester EXCEPT days that include hands-on exercises or your own presentation. Make-up assignments for missed hands-on exercises or presentations will only be provided for absences that meet university criteria, not “personal days.” If you choose to use a personal day that falls on scheduled student presentations and class discussion (usually Fridays) you **MUST** turn in answers to all posted discussion questions for your assigned group at least one hour before the start of class. All absences except excused cases described above will result in a three-point deduction from your final grade.
- Participation: Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. The instructors will inform you of your participation grade to date when midterm exams are returned and schedule a conference if you are earning below 70% of the possible points.
- Extra Credit: There will be no extra credit opportunities.
- NOTE: If you have personal issues that prohibit you from joining freely in class discussion, e.g., shyness, language barriers, etc., see the instructor as soon as possible to discuss alternative modes of participation.

**Participation Grading Rubric:** [Total of 100 points toward final grade, 10 points per week. All students will receive 10 for the first week of class.]

	High Quality	Average	Needs Improvement
Informed: Shows evidence of having done the assigned work (e.g., readings, hands-on	4	2	1

activities, contribute to or lead discussion).			
Thoughtful: Shows evidence of having understood and considered issues raised.	3	2	1
Considerate: Takes the perspective of others into account. Treats others with respect when in agreement or disagreement.	3	1	1

### 3. Grading Scale

For information on how UF assigns grade points, visit: <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

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

### 3a. Expectations for all written work

Point of Expectation	Expectation	Do not...
Content	Content will clearly be related to the goals of the assignment and contextualized within the course themes and topics. If a student is uncertain about the content of any given assignment, please consult with an instructor prior to the assignment due date.	...engage content that is demonstrably beyond the scope of the assignment or course themes, topics, or content
Organization	All written assignments should follow instruction (e.g., word limits, etc.) and be organized in a logical flow of information. Complete sentences and use of paragraphs are required.	...use bullet points ...write in incomplete sentences
References	Students will honestly and thoroughly reference information, data, and other types of citable content in their written assignments. This will be particularly germane to the capstone essay. Consistent formatting following a professional citation style is expected for in-text citations as well as the bibliography for all written assignments. Citation styles student's may wish to use include MLA, APA, or SAA. Please speak with instructor if you have any questions or would like guidance.	...include information, data, or content that is not original to you without proper and ethical citation to the original source ( <b>there will be zero tolerance for plagiarism</b> ) ...use reference citation styles inconsistently

## IV. Quest Learning Experiences

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### 1. Details of Experiential Learning Component

Students will engage in experiential learning through 1) hands-on, data-based activities, 2) out-of-classroom site visits, and 3) opportunities to learn from and speak with scholars and professionals from a variety of disciplines.

- 1) **In-class activities:** Students will have the opportunity to work with both physical specimens and previously generated data to experience the “how” of data collection and the “how” of analysis and interpretation, including real archaeological samples and specimens, as well as real historical datasets and syntheses.
  - a. **Museum tour:** Students are expected to conduct a self-guided tour of the Florida Museum’s Exhibits in Powell Hall. The exhibits tour is intentionally a self-guided experience with the aim of providing an opportunity for students to independently experience the exhibits and reflect upon course topics and themes. A regular class period is provided for this tour.
- 2) **Guest lectures:** Throughout the semester, guest lecturers will join the class to provide interdisciplinary case-study presentations exemplary of the week’s topics and guiding theme. The guest speakers will be from a variety of disciplines, including environmental, biological, and conservation sciences as well as cultural heritage preservation and outreach. The guest lecture events will provide students with experience conversing with experts beyond the course instructors within UF and beyond, and the opportunity to be exposed to a variety of disciplines focused on understanding how the human past impacts the present and future.

### 2. Details of Self-Reflection Component

Engaging in self-reflection is a central tenet of the course. Through weekly reading responses, student-led cross-cultural comparison discussions, and the course capstone essay and presentation, students will be asked to consider how the past matters within their lives as individuals, members of a diversity of communities, and as global citizens. The weekly reading response will be guided by instructor questions that necessitate self-reflection to answer. Similarly, each student will lead a cross-cultural comparison discussion once during the semester. This leadership opportunity will require student discussion leaders to consider groups of people, biocultural diversity, cultural practices, and cultural heritage different from their own. Engaging the principle of cultural relativism, the cross-cultural comparison exercise will provide a basis for students to recognize how the past differentially impacts people through time, across space, and within and between cultures – including their own. Finally, the capstone essay and short presentations will require students to demonstrate their knowledge about the multi-disciplinary social and natural history science methods and

perspectives used to understand and interpret the past as a basis for critically exploring and sharing how the study of the past and its use in the present has, does, and will continue to shape their lives. Through the capstone essay, students will explore how the past and present are inextricably linked, thus answering “Why does the past matter?” in their lives now and into the future.

## V. General Education and Quest Objectives & SLOs

### 1. This Course’s Objectives—Gen Ed Primary Area and Quest

#### Social & Behavioral Sciences + Quest 2 + Course Objectives

Social and Behavioral Sciences Objectives →	Quest 2 Objectives →	This Course’s Objectives → (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
Social and behavioral science courses provide instruction in the history, key themes, principles, terminology, and underlying theory or methodologies used in the social and behavioral sciences.	Quest 2 courses provide instruction in the history, key themes, principles, terminologies, theories, or methodologies of various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.	...explore how the long-term (e.g., decadal, centennial, and millennial scales) human past indelibly shapes the human present and future. Through a multi-disciplinary perspective, the course will focus on five themes demonstrative of some of the most pressing questions and challenges facing human society through time: climate change, biodiversity loss, identity, inequality, and how the past is used in the present.	...engaging in critical readings and assessments of relevant and seminal literature, guest lectures, cross-cultural comparisons, and field trips.
Students will learn to identify, describe and explain social	Students learn to identify and analyze different social or biophysical science methods and	...draw on and present social science and natural history science research methods and multi-disciplinary	...examining the various research methods and frameworks employed in the readings each



<b>Social and Behavioral Sciences Objectives →</b>	<b>Quest 2 Objectives →</b>	<b>This Course's Objectives →</b> (This course will....)	<b>Objectives will be Accomplished By:</b> (This course will accomplish the objective in the box at left by...)
institutions, structures or processes.	theories and consider how their biases and influences shape pressing questions about human society and/or the state of our planet.	frameworks as the basis for learning how we scientifically document and interpret the human past across different groups of people, temporal scales, and landscapes. These research methods and frameworks will further be explored as tools of the present, including biases impacting methods, interpretation, outreach, preservation, science communication, and use or misuse of the past.	week, including guest lectures, with a critical eye toward cross-cultural comparisons in how research outcomes are used or misused in demonstrating the relevance of the past to the present and future.
These courses emphasize the effective application of accepted problem-solving techniques.	These courses emphasize clear and effective analysis and evaluation of qualitative or quantitative data relevant to pressing questions concerning human society and/or the state of our planet.	...demonstrate the ways in which quantitative and qualitative methods of analysis and data are integrated across multiple social science and natural history disciplines when researching and interpreting the human past.  ...explore the tension within multi-disciplinary approaches to collecting and interpreting data about the human past and how to present these data in the present while weighing the relevance of these data and interpretations to the future.	...student exposure to and participation in hands-on social and natural history sciences data collections methods, data analysis, and data interpretation (e.g., material culture analyses, syntheses of compiled data)  ...allowing students to question and debate methods used and interpretations made during hands-on activities.

<b>Social and Behavioral Sciences Objectives →</b>	<b>Quest 2 Objectives →</b>	<b>This Course's Objectives →</b> (This course will....)	<b>Objectives will be Accomplished By:</b> (This course will accomplish the objective in the box at left by...)
<p>Students will apply formal and informal qualitative or quantitative analysis to examine the processes and means by which individuals make personal and group decisions, as well as the evaluation of opinions, outcomes or human behavior.</p>	<p>Students reflect on the ways in which the social or the biophysical sciences impact individuals, societies, and their own intellectual, personal, and professional development.</p>	<p>...demonstrate that the past is inherently present in how humans individually and collectively perceive and respond to climate change, biodiversity loss, expressions and formation of identities, and increasing social inequality.</p> <p>...demonstrate that the past was heterogeneously experienced by different groups of people through time with equally heterogenous outcomes and impacts on the present.</p>	<p>...identifying variable ways in which the human past has been used, misused, or ignored in the present, and considering the ramifications of each.</p> <p>...examining examples of the course themes across different world areas and groups of people as a foundation for engaging in cross-cultural comparative discussions.</p>
<p>Students are expected to assess and analyze ethical perspectives in individual and societal decisions.</p>	<p>Quest 2 courses provide instruction in the history, key themes, principles, terminologies, theories, or methodologies of various social or biophysical science disciplines that enable us to address pressing questions and challenges about human society and/or the state of our planet.</p>	<p>...leverage cultural heritage, archeological, and museum site visits for students to experience and reflect on the sites as individuals and members of diverse communities.</p> <p>...directly consider how disciplinary ethics within social science and natural history science disciplines impacts how the past is presented in the present and how lessons from the past are embedded in ethical tension across quantitative and</p>	<p>...requiring students to visit both the Research &amp; Collections and Exhibits halls of the Florida Museum of Natural History, participation in at least one cultural heritage site visit (or commensurate assignment).</p> <p>...contextualizing ethical perspectives within the disciplines featured in the course as a cornerstone for how information about the human</p>

Social and Behavioral Sciences Objectives →	Quest 2 Objectives →	This Course's Objectives → (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
		qualitative approaches to studying and interpreting the past.	past is implicated in individual and societal decision-making based on the past.

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

**Social & Behavioral Sciences + Quest 2 + Course SLOs**

	<b>Social and Behavioral Sciences SLOs →</b> Students will be able to...	<b>Quest 2 SLOs →</b> Students will be able to...	<b>This Course's SLOs →</b> Students will be able to...	<b>Assessment</b> Student competencies will be assessed through...
<b>Content</b>	<b>Identify, describe, and key</b> themes, principles, and terminology; the history, theory and/or methodologies used; and social institutions, structures and processes.	<b>Identify, describe, and explain</b> the cross-disciplinary dimensions of a pressing societal issue or challenge as represented by the social sciences and/or biophysical sciences incorporated into the course.	<b>Identify, describe, and explain</b> the ways in which many of the major pressing questions and challenges facing global humanity today are not unique to the present, but rather are the consequences of diverse, long-term human histories, by focusing on how we discover and analyze evidence of the human past through multi-disciplinary research frameworks and science perspectives. Students will be able to identify, describe, and explain how human responses to climate change and biodiversity loss, and the formation of identity and inequality are interconnected throughout human history, that the present and future state of each cannot be addressed without an understanding of the past, and that the past is often used as a powerful tool for explaining or manipulating the present and future.	Class participation, midterm exam, weekly reading responses, cross-cultural comparison discussions, capstone essay and presentation
			<b>Identify and critique</b> use and misuse of the past in the present, including racist and marginalizing applications of the past in cultural heritage preservation, biodiversity conservation, and climate change policy.	Class participation, weekly reading responses, cross-cultural discussions, capstone essay and presentation.

	<b>Social and Behavioral Sciences SLOs →</b> Students will be able to...	<b>Quest 2 SLOs →</b> Students will be able to...	<b>This Course's SLOs →</b> Students will be able to...	<b>Assessment</b> Student competencies will be assessed through...
<b>Critical Thinking</b>	<b>Apply formal and informal qualitative or quantitative analysis</b> effectively to examine the processes and means by which individuals make personal and group decisions. Assess and analyze ethical perspectives in individual and societal decisions.	<b>Critically analyze</b> quantitative or qualitative data appropriate for informing an approach, policy, or praxis that addresses some dimension of an important societal issue or challenge.	<b>Analyze and Evaluate</b> cutting edge social science and natural history science perspectives, methods, datasets and interpretations of the past relating to the course themes. Students will be able to use the results of such analyses and evaluations to critically assess how the long-term human history of each theme is being used in contemporary discourse about how to answer perennially pressing questions and challenges.	Class participation, weekly reading responses, cross-cultural discussions, capstone essay and presentation.
<b>Communication</b>	Communicate knowledge, thoughts and reasoning clearly and effectively.	<b>Develop and present</b> , in terms accessible to an educated public, clear and effective responses to proposed approaches, policies, or practices that address important societal issues or challenges.	<b>Develop and present</b> both written and oral summaries of social science and natural history science methods and approaches to documenting and interpreting the past, as well as digestible, example-based, assessments of how the past is a tool of the present. Included in this will be the ability to lead group discussions about cross-cultural topics and comparisons by developing thought-provoking and respectful leading questions and prompts.	Weekly reading summaries and self-reflection, leading class discussion based on cross-cultural comparisons, capstone essay and presentation.

	<b>Social and Behavioral Sciences SLOs →</b> Students will be able to...	<b>Quest 2 SLOs →</b> Students will be able to...	<b>This Course's SLOs →</b> Students will be able to...	<b>Assessment</b> Student competencies will be assessed through...
<b>Connection</b>	N/A	<b>Connect course content</b> with critical reflection on their intellectual, personal, and professional development at UF and beyond.	<b>Connect course content</b> with critical reflection on their intellectual, personal, and professional development at UF and beyond through continuous self-reflection exercises woven into each course activity and assignment. Students will be able to identify and question how the greater human past has shaped and continues to shape their lives, including but not limited to their personal histories (e.g., past human-environment interactions, self or group identity, economic status, intellectual interests and professional development opportunities, possible career paths, etc.).	Weekly reading summaries and the capstone essay and presentation.

### 3. Secondary Objectives and SLOs (Optional)

## Diversity Objectives (for D co-designation)

Diversity Objectives →	This Course's Objectives → (This course will....)	Objectives will be Accomplished By: (This course will accomplish the objective in the box at left by...)
<p>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.</p>	<p>...explore how we quantitatively and qualitatively recognize diversity in past human lifeways and how interpretations of human diversity in the past are relevant to understanding human diversity today.</p>	<p>...examining how human diversity in the past is recognized and studied as exemplified in the course content and readings, providing hands-on activities focused on documenting past human diversity through material cultural analysis, providing opportunities for students to ask guest lecturers from disciplines outside of archaeology how they engage human diversity in their work, and by engaging in on-site critical assessments of public messaging about the past at the course site visit locations.</p>
<p>Students critically analyze and evaluate how social inequities are constructed and affect the opportunities and constraints across the US population.</p>	<p>...will engage the topic of human social inequality through time both directly and indirectly throughout the course. The topic is one of the five themes guiding the course.</p>	<p>...focusing explicitly on inequality during weeks 8 and 9, including how inequality throughout the human past is linked to the origin of surplus, emergence of social stratification, and manifestation of differential power.</p> <p>...addressing inequality indirectly during weeks 10 (Whose past?), 12 (The role of museum interpretation and cultural heritage tourism), 14 (The use and misuse of the past).</p>
<p>Students analyze and reflect on the ways in which cultures and beliefs mediate their own and other people's understandings of</p>	<p>...include a weekly focus on cross-cultural comparisons and discussions exploring how the course themes and topics apply to or are</p>	<p>...requiring students to lead one cross-cultural comparison discussion for the class.</p>

<b>Diversity Objectives →</b>	<b>This Course's Objectives → (This course will....)</b>	<b>Objectives will be Accomplished By:</b> (This course will accomplish the objective in the box at left by...)
themselves and an increasingly diverse U.S. society.	<p>addressed across different world areas and groups of people. For example, we will explore how ethnic diversity and its history among a population of people is or is not represented in museums, cultural heritage sites, or in cultural tourism.</p> <p>...require students to center themselves as their primary point of reference for recognizing how diversity in the past is implicated in the present and future.</p>	<p>...teaching students the concept of cultural relativity and its application as a conceptual framework for recognizing change in diversity throughout the human past and how such change is necessarily a part of their lives as UF students in the United States. This will be the foundation for the capstone essay and presentation.</p>



## Diversity Student Learning Outcomes (for D co-designation)

	<b>Diversity SLOs →</b> Students will be able to...	<b>Course SLOs →</b> Students will be able to...	<b>Assessment</b> Student competencies will be assessed through...
<b>Content</b>	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.	...identify, describe, and explain the development of identities of ethnicity, race, class, gender and sexual orientation in history and deep time, and be cognizant of the tremendous diversity of identity in space and time as well as the diachronic persistence of some identities.	...class participation, weekly reading summaries and self-reflection, leading class discussion based on cross-cultural comparisons, capstone essay and presentation.
<b>Critical Thinking</b>	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.	...analyze and evaluate the origins of economic inequality and social stratification, the mechanisms by which these structures are perpetuated, and how they are manifested today in the United States and beyond.	...class participation, weekly reading summaries and self-reflection, leading class discussion based on cross-cultural comparisons, capstone essay and presentation.

## VI. Required Policies

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### 1. Students Requiring Accommodation

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

### 2. UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

### 3. University Honesty Policy

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

### 4. Counseling and Wellness Center

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

### 5. The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

## **6. Policy on Recordings**

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.