

Course Prefix/Number/Semester/Year
Course Title:
Course Credit Hours:
Course Meeting Times:
Instructor Name:
Contact Information:

IDH 1041 Fall 2022
Honors Core: Social Sciences
3
T/R 1:00pm-2:15pm
Dr. Jocelyn Jones Evans
Office: Bldg. Pace Hall, 175
Office Hours: W 12:30-2:30 via Zoom
Phone: 850-474-2934
Email: jevans@uwf.edu *
None

Prerequisites or Corequisites

Required Materials:

Desmond, Matthew. 2017. *Evicted: Poverty and Profit in the American City*. Broadway Books.
ISBN: 978-0553447453

Jacobs, Jane. 1992. *The Death and Life of Great American Cities*. Vintage Books. ISBN: 978-0679741954

Lynch, Kevin. 1960. *Image of the City*. MIT Press. ISBN: 978-0262620017 [Note that this is available in pdf online for free at: http://www.miguelangelmartinez.net/IMG/pdf/1960_Kevin_Lynch_The_Image_of_The_City_book.pdf]

Spiegelman, Art. 1986. *MAUS 1: A Survivor's Tale: My Father Bleeds History*. Pantheon. ISBN: 978-0394747231

Evans, Jocelyn. 2020. *Honors Core 2 Workbook: Building Community*. Soomo Publishing. ISBN: 978-1-954890-27-5

Required textbooks for 1000-4000 level courses are available on Reserve at the Circulation Desk at the UWF Libraries for a 2-hour loan period (book must stay in the Library). Please keep in mind that copies of textbooks for each course are limited and may be in use by another student, particularly right before an assignment or reading is due, so plan use accordingly. This service is available for print format textbooks only.

Note that students will need internet access (broadband recommended), access to student email account, and access to Canvas.

Course Description

In this course, students will explore the philosophical underpinnings of community and investigate the distinctive features of communal life. This foundation will prepare students to address those features of modern society that either support or threaten community. Specific attention will be given to conceptions of justice and equality, political engagement, social interaction, urban design and city planning, public presence, personal meaning and usefulness, notions of public/private property and collective responsibility, and shared physical and virtual space. Likewise, we will consider threats to community including: (potentially) social networking and technology, lawlessness and violence, collective efficacy and problems of collective action. Students then will consider the ways in which citizens can benefit from engaging their respective communities of interest, can foster more meaningful civic life, and can provide leadership to build a better future. By the end of the semester, you should be thinking about your community and raising the following questions. What is your community? How do you define it? What does it provide you? How is this community different than it was for your parents and grandparents? What can you do to enhance this community?

General Education Statement:

IDH 1041 Honors Core 2 is designated as a General Education course. The General Education curriculum at the University of West Florida is designed to provide a cohesive program of study that promotes the development of a broadly educated person and provides the knowledge and skills needed to succeed in university studies. This course has been approved as meeting your requirement in the Breadth/Electives in the Social Sciences area. The major General Education learning outcomes for this course are Integrity/Values and Critical Thinking.

General Education SLO(s):

Integrity/Values: Reason ethically in an appropriate disciplinary context.
Critical Thinking: Solve problems using social science methods.

Students will learn and practice Integrity/Values through response boards to open-ended question prompts related to course readings and materials and Critical Thinking through data literacy assignments requiring application of course materials, which will be used to assess the General Education curriculum.

Course Student Learning Outcomes:

Students completing Honors Core 1 and Core 2 will be able to:

- Exhibit discipline-based and/or cross-discipline-based higher order thinking skills.
 - Evaluate content in terms of the context in which it was created.
 - Detect patterns or systems underlying organizations, disciplines and/or structures.
 - Formulate an opinion and defend it by selecting and organizing credible evidence to support converging arguments.
 - Synthesize information from divergent sources and viewpoints and draw reasonable inferences and/or conclusions.
 - Communicate effectively in one-on-one or group contexts.
 - Exhibit disciplined work habits as an individual.
 - Conceive, plan, and execute a group research and service project.
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Grading/Evaluation:

Grades will be based on webtext reading questions, webtext data literacy assignments, team breakouts, and a final research project that builds from writing practices. The weights for each assignment are listed below.

Grading Scheme					
Webtext Readings and Attendance	<u>25%</u>	A	93-100%	C	73-76%
Webtext Data Literacy Assignments	<u>25%</u>	A-	90-92%	C-	70-72%
Team Breakouts	<u>25%</u>	B+	87-89%	D+	67-69%
Writing Practices & Research Project	<u>25%</u>	B	83-86%	D	60-66%
		B-	80-82%	F	0-59%
Total	<u>100%</u>	C+	77-79%		

Attendance Policy:

This is a General Education course for which regular attendance and participation is required. Attendance will be taken at the beginning of each class. Only those absences that are defined in the [University class attendance policy](#) will be considered excused absences. If you are absent for a serious incident or emergency, provided that you submit documentation, your absence may be considered an excused absence. Serious incidents or emergencies include, but are not limited to, personal serious illness, serious illness or death in the family, or military obligations. When possible and prudent, please notify me prior to our regularly scheduled class meeting. You must submit documentation that supports your absence no later than 2 class meetings OR 7 days after your return.

Financial Aid Statement:

In compliance with federal regulations, financial aid can only be disbursed to students who have 'confirmed attendance' during their first week of the classes. Confirmed attendance is conducted by verifying classroom attendance. If you have been approved for financial aid, your money will not be released until I confirm your attendance. To receive financial aid on the normal distribution timeline, your attendance must be confirmed within seven calendar days of the course start date. The dates on the course schedule marked with an asterisk (*) indicate the dates during which your attendance will be verified for purposes of financial aid. You can check see if I have confirmed your attendance using the "My Classes" app in MyUWF. If you stop attending class for any reason, you will not automatically be withdrawn, and you will still be responsible for any missed work. If you simply stop coming to class you may be awarded a grade of NF, which may affect your financial aid eligibility or require you to repay some of the funds awarded to you.

Important Information and Updates:

Course information, including any changes or updates as the course progresses will be conveyed to students through email. Additional information regarding key policies and processes that are relevant to all General Education courses at UWF, including this one, can be found on the [General Education website](#).

Students with Disabilities

The University of West Florida supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with the Student Disability Resource Center. Appropriate academic

accommodations will be determined based on the documented needs of the student. For information regarding the registration process, email sdrc@uwf.edu or call 850.474.2387.

Military Veterans Services

The UWF Military & Veterans Resource Center (MVRC) serves as a leading campus advocate for military and veterans students, working to ensure the needs of these individuals are met through coordinating with multiple university offices and services. The center provides assistance with the following: GI Bill education benefits, active duty tuition assistance, out of state fee waiver, tutoring, paper reading, counseling, disability accommodations, coordinating academic advising and referral to state/federal resources and services. The MVRC is located in bldg. 38. For more information on MVRC service, call 474-2550 or visit <http://uwf.edu/militaryveterans>.

Overview of Readings and Data Literacy Assignments (50%)

- Readings (25%)
 - 9 modules of readings on the themes of the course.
 - A mixture of multiple-choice questions, short answer questions, and response board questions.
 - Refer to the module introductions for Student Learning Outcomes for details and overview. These are also provided in Canvas to detail each assignment.
 - Data Literacy Assignments (25%)
 - 9 exercises designed to dovetail with readings
 - Scaffolded to develop data literacy skills over the course of the semester
 - Refer to the Student Learning Outcomes at the beginning of each module for details. These are also provided in Canvas to detail each assignment.
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Overview of Class and Team Break Outs (25%)

When we come together physically or virtually for class, my intent is to review material, discuss and uncover relevance, and make personal meaning. I want to limit the number of screens we must consider while simultaneously focusing on the discussion at hand. For this reason, I'm going to follow and reinforce clear organizational structure but limit power points and/or screen sharing to important quotes, visual illustrations, or important artifacts. We might use whiteboard space to brainstorm together, but I want to emphasize focus and synthesis rather than mere information transmission. From the discussion, we will pivot to team breakouts. You will be working with the students also assigned to your research team. By organizing collaborative work this way, you will have the opportunity to deepen your relationships with fellow students in the program and fully exercise teamwork skills in order to succeed as a group and a class.

- Class and Team Break Outs
 - Most class periods will be devoted to covering course content from the webtext and materials provided on Canvas. A portion of 10 class periods will be used for team-based break out sessions focused on our applied data literacy exercises.
 - For break outs, you will work in a Google space organized here: [Team Break Outs \(Links to an external site.\)](#).
 - Then you will upload the final product to the space provided in Canvas/Assignments/Breakouts by 11:59pm on the same day as the class discussion. You must use time efficiently and work well together to make this work.
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Draft of Course Schedule – Fall 2022 (Last Updated on May 5, 2022)		
8/23*	Syllabus Overview and Acknowledgment	
	Places	Materials and Due Dates (DBC = Due Before Class)
8/25*	Module 1 Theme: Seeing Cities Developing an image of the city	Lynch, <i>Image of the City</i> , pp. 1-45 Webtext Project 1 (DBC) Breakout 1
8/30 9/1 9/6 9/8	Module 2 Theme: City Streets and Public Space The city sidewalk The public park Public space in the city Evaluating public space in Pensacola	Jacobs, <i>The Death and Life</i> , 3-88 Jacobs, <i>The Death and Life</i> , 89-140 TED Talk “How Public Space Makes Cities Work” Mehta, “Evaluating Public Space” Webtext Project 2 (DBC) and Breakout 2
9/13	Writing Practice 1	WG 2.3 Introductions & Conclusions WG 2.4 Transitions
9/15 9/20 9/22 9/27	Module 3 Theme: Territory, Time, and Shared Responsibility Perspectives on property Climate change and public opinion Collective action Presentation on Literature Reviews (using evidence)	Blomley, “Flowers in the Bathtub” Webtext Project 3 (DBC) Harris, “Collective Action on Climate Change” Breakout 3 WG 4.2 Critical Thinking WG 4.5 Evaluating Sources WG 4.7 Critical Reading
9/29 10/4	Module 4 Theme: Climate Change and Collective Efficacy US Climate Resilience Toolkit Local initiative	Webtext Project 4 (DBC) Gerber, “Local Governments and Climate Change” Breakout 4
10/6	Presentation on Writing Practice 1 (Assign second writing practice) Writing Practice 2	WG 2.5 Paragraph Cohesion WG 2.6 Clarity and Concision
	Identities	
10/11 10/13	Module 5 Theme: Race, Justice, and Community Racial and ethnic identity Equality under law and in society	Interview on <i>Blood at the Root</i> with Patrick Phillips MAUS Webtext Project 5 (DBC) and Breakout 5
	Presentation on Research Questions (with group work at the end)	5.2 Analytical Writing
10/18 10/20	Module 6 Theme: Religion and Community Identity Religion and democracy in America Class Discussion	Tocqueville excerpt Webtext Project 6 (DBC) and Breakout 6
10/25	Workshopping Individual Research Questions	
	Values	
10/27 11/1 11/3	Module 7 Theme: Material Equality and Community Class Discussion of Desmond <i>Poverty Simulation – Part 1</i> <i>Poverty in Simulation – Part 2</i>	<i>Eviction, Part 1</i> , 1-107 <i>Eviction, Part 2</i> , 111-203 Webtext Project 7 (DBC) and Breakout 7
11/8	Concept map with bibliographic citations	
11/10	Workshopping Individual Literature Reviews	4.12 Citing Your Sources 4.13 Support 4.14 APA Style References
11/15 11/17 11/22	Module 8 Theme: Revisiting Foundations of American Community The naturalness of human community Justice in America Social contract theory Safety, property rights, and the state The American Founding	Aristotle excerpt What is Justice? Hobbes, Locke, and Rousseau excerpts Federalist 10

11/24	Freedom here and around the world Thanksgiving Break Literature Reviews DUE	Webtext Project 8 (DBC) and Breakout 8
11/29	Module 9: Community Engagement and Collective Efficacy Framing democracy and engaging in democracy	Goodsell, "The Statehouse"
12/1	Town halls and the <i>polis</i>	"The Lost Art of Democratic Debate"
12/5- 12/10	NO FINAL EXAM	Webtext Project 9 (DBC) and Breakout 9

Expectations for Academic Conduct / Plagiarism Policy

The UWF Student Code of Conduct sets forth the rules, regulations, and expected behavior of students enrolled at the University of West Florida. Violations of any rules, regulations, or behavioral expectations may result in a charge of violating the Student Code of Conduct. It is the student's responsibility to read the Student Code of Conduct and comply with these expectations. The UWF Academic Misconduct Policy defines various forms of academic misconduct and describes the procedures an instructor should follow when he or she suspects that a student has violated the Academic Misconduct Policy.

Copying or paraphrasing sources without proper citation (plagiarism), using another student's clicker, and copying work from another student's quiz or essay are all examples of academic misconduct. Students who are found guilty of academic misconduct will be dismissed from the Kugelman Honors Program, receive an "F" in Honors Core 2, and, in certain cases, be expelled from UWF.

As we strive for excellence in performance, integrity – personal and institutional – is our most precious asset. Honesty in our academic work is vital, and we will not knowingly act in ways that erode that integrity. Accordingly, we pledge not to cheat, not to tolerate cheating, nor to plagiarize the work of others. We pledge to share community resources in ways that are responsible and that comply with established policies of fairness.

The UWF Honor Code is simple and straightforward. "As Argonauts we act with integrity. We do not lie, cheat, steal or tolerate those who do." This code of ethics extends to cheating on exams and plagiarism of written work. The University of West Florida has an official policy concerning plagiarism. You may find it here: <http://uwf.edu/cas/aasr/Plagiarism.pdf>. Please observe that if I find plagiarized entries in your work, I will give you a failing grade. You will not be given the opportunity to revise your work. Even if you feel confident about what constitutes plagiarism, take the time to review the university's policy. Plagiarism is a serious and growing problem; it will no longer be tolerated in my classroom under any circumstances. There are no excuses or exceptions.

In both the physical classroom and the virtual classroom environment, disruption will not be tolerated. The professor reserves the right to dismiss any student from in-class or online discussion for disruptive behavior. According to the Office of Student Affairs, this includes, "behavior a reasonable person would view as substantially or repeatedly interfering with the conduct of a class." Cooperation and competition are means to high achievement and are encouraged. Indeed, cooperation is expected unless our directive is to individual performance. We will compete constructively and professionally for the purpose of stimulating high performance standards. Finally, we accept adherence to this set of expectations for academic conduct as a condition of membership in the UWF academic community.