Group Question: ____________________________________________

Group Convener and Co-Convener: ____________________________________________

Award Period: May 1, 2018 to August 31, 2020

Award Amount: $30,000

**INTERSECTIONS @ UF**

*Intersections: Animating Conversations with the Humanities* is a three-year initiative of the Center for the Humanities and the Public Sphere (CHPS) at the University of Florida (UF) in the UF College of Liberal Arts and Sciences, made possible with funding from the Andrew W. Mellon Foundation. Throughout the 2017-2020 academic years, the Humanities Center will work to identify shared research interests across the humanities at UF, to connect humanities scholarship to other disciplines, and to support resulting interdisciplinary work.

The core of the Intersections project is the selection of four *Intersections Groups*, interdisciplinary groups from the humanities and allied fields who work together to address grand-challenge questions in their research and teaching. Working in these groups over the course of two years (2018-2020), UF faculty and doctoral students will engage in scholarly exchanges about how cultural values and the complexities of the human condition inform behavior in changing contexts.

These *Intersections Groups* will each develop one undergraduate general education course proposal for Year 1 of the forthcoming UF Quest program to be implemented campus-wide, as well as identify clusters of existing courses that relate to their grand-challenge question and developing shared projects across these courses. The resulting *Intersections Course Clusters* will begin admitting UF undergraduate students in the 2019-20 academic year, to assist students in identifying a range of courses related to their interest in the grand challenge. Students who complete three *Intersections* courses within a given course cluster during their undergraduate career will receive formal recognition as *Intersections Scholars*.

**GENERAL PROVISIONS**

**Responsible Parties:** The group convener and co-convener serve as the PI and co-PI, respectively, of this award. They bear responsibility for adhering to the award expectations and deliverables. The convener and co-convener also are the only group members permitted to work directly with CHPS staff to request expense payments, award modifications, and publicity services. The convener and co-convener must participate in a 90-minute face-to-face *Intersections Group Orientation Meeting* before beginning the funded activities. This meeting will be scheduled for the convener and co-convener, immediately, depending on availability.

**Changes:** Changes to any aspect of the awarded *Intersections Group* proposal — including proposed events and activities, group membership, budget, or a no cost extension — must be approved by either the CHPS Director or Associate Director prior to making these changes.

**Group Membership:** In the unexpected event of the departure of a group member — e.g., medical leave, other employment — the *Intersections Group* must replace the member if the group falls below five participants. Otherwise, the group may decide to replace the group member or to proceed with a minimum of five members. When a group invites a replacement, a short (250 word) justification and two-page C.V. must be submitted for consideration by CHPS faculty.
**Graduate Students:** Each group member with Graduate Faculty Status may add one graduate student working on the topic to participate in *Intersections Group* activities. The intention of this option is to give high-achieving graduate students exposure to grand-challenge conversations and scholarly collaboration in an effort to help them understand the broader significance of their own dissertation research. More information about the selection and integration process of these graduate students will be provided at the *Intersections Group* Orientation Meeting.

**Acknowledgement of Support and Disclaimer:** All items generated by the *Intersections Group* during the award period should reference the “University of Florida *Intersections* program, organized by the UF Center for the Humanities and the Public Sphere and made possible with funding from The Andrew W. Mellon Foundation.” (Groups should ideally use the *Intersections* logo, which is available by emailing humanities-center@ufl.edu.) This includes publicity materials, written publications, speeches, and digital-born content. The content produced by the *Intersections Group* is solely the responsibility of the participants and does not necessarily represent the official views of the Center for the Humanities and the Public Sphere.

**REPORTING**

**Interim and Final Reports:** There will be three reports due to the CHPS. Groups are expected to submit interim reports due by **May 31, 2019** and **May 31, 2020**, and a final report will be due by **September 30, 2020**. Interim and final report forms will be sent electronically and provided at the *Intersections Group* Orientation Meeting.

**USE OF FUNDS**

**Release of Funding:** The award funds will be released to groups on May 1, 2018. The convener or co-convener may draw on these funds by working directly with CHPS staff (at humanities-center@ufl.edu), who will then work with CLAS Shared Services to complete the process. CHPS staff will maintain a working copy of the group’s budget and review every expense for accuracy before making payments. Please give CHPS staff notice of expenses two weeks before they must be paid. Only personal meals and research travel can be reimbursed; all other expenses must be pre-paid by CHPS staff on the group’s behalf. Some research travel (e.g., plane flights, conference registrations, and hotel charges can also be pre-paid by CHPS staff). CHPS also maintains a Publix Business Account which the group can use, after receiving approval, to purchase approved supplies. When initiating an expense, please provide the following information:

1. Invoice, receipts, and/or detailed description of items to be purchased (including URLs to items on Amazon.com, for example)
2. Expense justification (how does this item support the group’s *Intersections* work, and where does it appear on the approved budget?)
3. Participant list (if for food or per person supplies)
4. Payee UFID (if for a reimbursement)

**Funding Termination:** All awarded funds must be expended by **August 31, 2020**. Requests for no cost extensions to use unspent funds must be received as part of the second interim report due **May 31, 2020** to allow CHPS to meet Mellon Foundation reporting and expenditure deadlines.

**Allowable Expenses:** The award funds should be used as outlined in the group’s approved budget. To request a modification to the budget, simply date and edit the approved budget using Track Changes to indicate the desired changes in the budget form and budget narrative. Please also work with CHPS staff to note on this updated budget which expenses have already been incurred. Finally, submit this modification request to the CHPS Director or Associate Director at least two weeks before the modified funds need to be spent.
**Additional Funds for Class Projects:** $5,000 per group will be made available upon review and approval by CHPS staff to support teaching projects that emerge from Intersections Group activity. Application and guidelines for these funds will be available in Spring 2019.

**Funding for Graduate Student Research:** Funding will be made available upon review and approval by the Intersections Group faculty/staff and CHPS staff to fund travel/research “mini grants” for graduate students participating in the group. These graduate students will be eligible to apply for these mini-grants for the 2019-2020 year. Application and guidelines for these funds will be available in Spring 2019.

**OUTCOMES**

Intersections Groups will meet regularly throughout the 2018-19 and 2019-20 academic years as planned in their awarded proposals to engage in collaborative inquiry on grand-challenge questions. Planned group activities can occur during summer months. In addition to these regular activities, each group must commit to the following deliverables.

**Intersections Course Cluster:** Each Intersections Group must create a list of existing courses that will enable students to study topics related to the grand-challenge question, along with possible shared class project(s), by **March 1, 2019**. An electronic form will be provided for this purpose.

**UF Quest 1 Course:** Each Intersections Group must create one general-education undergraduate course proposal to introduce students to challenging essential questions, to be submitted to the Quest 1 Curriculum Committee, **most likely due in January 2019 for Spring or Summer 2020**. UF Quest is an ambitious program for enhancing all four years of the undergraduate experience. It is scheduled for full implementation of Quest 1 Arts and Humanities courses in the 2020–2021 academic year. The course will be taught as IDS 1XXX. It also will be possible to submit a proposal presumably in September 2018 for teaching in Summer or Fall 2019.

- For more information on Quest, see [http://undergrad.aaufl.edu/uf-quest/](http://undergrad.aaufl.edu/uf-quest/)
- To view the current call for proposals to teach in the Quest 1 Trial, please see [http://undergrad.aaufl.edu/uf-quest/uf-quest-trials/quest-1-trial-call-for-proposals/](http://undergrad.aaufl.edu/uf-quest/uf-quest-trials/quest-1-trial-call-for-proposals/)
- Please note that future calls for proposals and forms may change.

For additional information about Quest, see the **Intersections Quest Appendix**.

**April 2020 Intersections Symposium:** In April 2020 (most likely the reading days of **Thursday, April 23 or Friday, April 24, 2020**), CHPS will present an **Intersections Symposium** to recognize the achievements of the Intersections Groups, celebrate the first class of Intersections Scholars, and involve a distinguished invited speaker in the humanities. Please plan to attend as a group and present on your work. More information on presentation format will be forthcoming in Fall 2019.

**UF Institutional Repository:** CHPS requests the right to deposit documents produced by Intersections Groups for public access in the **Intersections** sub-collection of the UF Institutional Repository, so that they can be made accessible for educational use in perpetuity.

**Evaluation:** Please plan to work with CHPS staff to take part in the **Intersections** evaluation process, which may include focus groups, interviews, or surveys with group members on an annual basis.
CHPS SUPPORT

CHPS staff look forward to working with the groups to facilitate Intersections Group activities, and to promote the learning opportunities that result from them. Please find below a list of the support services that CHPS has in place to assist the groups during the award period.

*Intersections Group Event Planning:* CHPS staff will serve as the event planners for organizing approved speakers and events. Please notify CHPS staff at least two months before committing to an event date to establish an event plan. CHPS staff are also available to assist with scheduling Intersections Group meetings, and supporting group activities and class projects.

*Intersections Scholars:* During the 2018-19 academic year, CHPS staff and public relations contractors will be working with each group to create publicity videos, a media-rich website, flyers, and social media campaigns to promote each Intersections Group topic and associated course cluster to prospective students. CHPS will recruit students through UF Admissions, Preview, Advising, Honors, and other mechanisms into the course clusters, and track students’ successful completion of courses in each cluster. Students who complete a minimum of three courses within an Intersections Course Cluster will be formally recognized as Intersections Scholars.

*Intersections Consultants:* The CHPS staff and Intersections Leadership Team are delighted to be joined by a team of Intersections Consultants who have expertise in supporting collaborative and creative work. Throughout the 2018-19 academic year, we will arrange meetings for Intersections Groups with each of the Intersections Consultants to learn about resources for supporting their work. *(A minimum of two members per Intersections Group must attend each meeting.)* All group conveners and co-conveners are invited to be in touch with the individuals listed below at any time during the award period:

- Jessica Aberle, Ph.D., UF Smathers Libraries, on working with visual sources
- Buffy Bondy, Ph.D., UF School of Teaching and Learning, on critical pedagogy
- Ann Christiano, UF Department of Public Relations, on public interest communications
- Bess de Farber, UF Smathers Libraries, on project development, collaboration, meeting facilitation, and fellowship/grant proposal writing
- April Hines, UF Smathers Libraries, on academic social media use
- Lauren Pearlman, Ph.D., UF African American Studies and History, on integrating histories of race in intellectual work
- Mickey Schafer, Ph.D., UF University Writing Program, on effective writing projects
- Eric Segal, Ph.D., Harn Museum of Art, on museum engagement opportunities
- Keith Simmons, Florida Humanities Council, on public programs and Florida issues
- Michael Spranger, Ph.D., UF Department of Family, Youth, and Community Sciences, on community-engaged projects and Florida challenges
- Laurie Taylor, Ph.D., UF Smathers Libraries, on digital projects

*Meeting Facilitation:* It is often the case that running productive meetings with large numbers of people takes skill, elegance, and patience. Bess de Farber, UF Libraries Grants Manager and trained professional facilitator, will work with conveners upon request to develop agendas for group meetings. Also, feel free to ask Bess to be present to offer professional facilitation at meetings: bdefarber@ufl.edu.

*Next Steps after 2020:* In the 2019-2020 academic year, Intersections Groups will work with CHPS Staff and Bess de Farber to discuss internal structures *(e.g., certificates, centers)* and external funding *(e.g., collaborative grants)* to formalize and advance their activities.
UF Quest Overview

All Quest offerings will be lower division, as well as cross-disciplinary, grounded in critical and metacognitive thinking, and driven by student-faculty interaction. These features are all predictors of meaningful student engagement with majors, and they pave the way for successful undergraduate research and timely graduation. In addition, Quest courses invite students to grapple with intellectual, social, and real-life questions that extend beyond any one discipline and are suggestive of the kinds of challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world.

Quest 1 Overview

Quest 1 offers multidisciplinary courses in the arts and humanities that explore truly challenging questions about the human condition that are not easy to answer, but also not easy to ignore: How do people decide 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? These essential questions ground a range of courses organized under five overarching themes: (1) The Examined Life, (2) Identities, (3) Justice and Power, (4) Nature and Culture, and (5) War and Peace (see Appendix for a full description of each theme). Unlike many typical first-year offerings, a Quest 1 course does not provide an “Introduction to…” or “Survey of…” a specific discipline. Instead students will grapple with complex questions that extend beyond any one discipline. This focus on open-ended questions ensures Quest courses are rigorous, cross-disciplinary, and firmly grounded in established academic methods and practices. Students are expected to create arguments, draw on evidence, and articulate ideas according to the norms of the fields of study covered in the course, and they are assessed accordingly. Although their content will vary, Quest 1 courses will share some Objectives and Student Learning Outcomes. In addition, they seek to inspire students to investigate the arts and humanities directly: each class offers an opportunity to participate in experiential learning activities at relevant sites around the UF campus and in the Gainesville community.

Quest and Quest 1 Program Goals

Since the content of Quest classes springs from instructor enthusiasm and expertise, each instructor will determine their own content-specific Course Objectives and SLOs. But Quest courses are also assessed for fulfillment of common Quest 1 Objectives and SLOs, which flow from the Program Goal of Quest 1.

Quest Program Goal

Through a shared, sequential combination of learning and engagement in Arts and Humanities and Natural or Social Sciences courses, and the application of that learning to practical experiences, students will gain a greater sense of who they are in the world and how to respond effectively to essential and pressing questions they will face in their lives.
Quest 1 Program Goal

Grounded in the modes of inquiry and expression characteristic of the arts and humanities, Quest 1 courses invite students to explore essential questions that transcend the boundaries of any one discipline—the kinds of complex and open-ended questions they will face as critical, creative, and thoughtful adults navigating a complex and interconnected world.

Quest 1 Objectives

Quest 1 Courses:

- Address in relevant ways the history, key themes, principles, terminologies, theories, and methodologies of various arts and humanities disciplines that enable us to ask essential questions about the human condition.
- Present different arts and humanities disciplines’ distinctive elements, along with their biases and influences on essential questions about the human condition.
- Require students to explore at least one arts or humanities resource outside their classroom and explain how engagement with it complements classroom work.
- Enable students to analyze and evaluate essential questions about the human condition clearly and effectively in writing and other forms appropriate to the discipline.
- Embed critical analysis of the role arts and humanities play in the lives of individuals and societies and the role they might play in students’ undergraduate degree programs.

Quest 1 Student Learning Outcomes

At the conclusion of the Quest 1 course, students will be able to:

- 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).
- 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).
- 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).

Quest 1 Themes

Faculty may submit proposals for courses that adhere to one of the five themes or that can be offered under a sixth rubric “Wild Card,” provided that they meet Quest 1 objectives and apply Quest 1 learning outcomes. The five themes are: The Examined Life, Identities, Justice and Power, Nature and Conflict, or War and Peace. Below are the descriptions of the themes.
(1) The Examined Life
An examination of the ways in which individuals and cultures have thought about what makes a life worth living, how those thoughts reflect and shape the experiences of those who produce them, and how one might aim to develop a critically informed view of the examined life. Topics may include the study of autobiography, representations of heroes or moral exemplars, the expression of passions in artistic works or performances, the codification of cultural values in myth, ways in which religious and/or cultural traditions seek to foster lives of value, fears of meaningless or futile lives, and the impact of luck on the quality of life.

(2) Identities
An examination of how people shape their identities and are identified as belonging to various groups. Topics may include the ways in which identities shift with age, position, time, place, and sociopolitical categories (e.g., gender, class, ethnicity, race, sexual orientation); the formation of identities at intrapersonal, interpersonal, and systematic levels; historical and contemporary transformations of identities; how self-fashioning, portraits, and the built environment construct identities; how past societies understood the configuration of identity; the role of identities in politics and activism; and how identities may matter in sustaining or changing relations of power or influence.

(3) Justice and Power
An examination of the roles of justice and power in shaping communities with an emphasis on how power can promote justice or injustice. Topics may include theories of the nature of justice or power; how conflicting views of justice and/or power have played out in society; the dynamics of power and justice in either contemporary or historical events; personal, social, and cultural reactions to injustice; and the ways power might be transformed for just ends.

(4) Nature and Culture
An examination of the ways in which humans see themselves and their place in the natural world. Topics may include conceptions of nature; how representations of the natural world have been used to express important values; humans in contrast to animals; human interventions in the landscape and the values that guide such designs; development, sustainability, and conservation; ideas about humanity’s place in relationship to paradise, divine creation, or sacred dimensions of the natural world; and nature as a site for physically or spiritually healthy or harmful experiences.

(5) War and Peace
An examination of political, social, or cultural conflicts at the local, subnational, national, or international level. Topics may include what causes conflicts; how conflicts evolve; how conflicts are represented, conceptualized, and remembered; what ethical questions arise during conflicts; how people seek to mitigate conflicts, resolve them, and promote dialogue; and how communities cope with the aftermath of conflicts.